



PAGE COUNTY PUBLIC SCHOOLS

**Virginia Department of Education
School Division/LEA ARP ESSER Spending Plan
Superintendent's Memo #260-22**

Introduction

On October 24, 2022, Governor Glenn Youngkin and state education leaders presented to the public a [summary](#) of the 2022 National Assessment of Education Progress data for Virginia. The data indicate that Virginia had the most significant declines in reading and mathematics in the nation. [Our Commitment to Virginia's Children](#) is a seven-step action plan to reverse the downward path of declining achievement and ensure that all children in Virginia have the tools and support structure to get back on track.

In Action Seven of the action plan, Governor Youngkin challenges school divisions to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning like: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses. Action Seven also directs the State Superintendent of Public Instruction to require all school divisions to reengage the public in consultation and to update their American Rescue Plan (ARP) ESSER spending plans, as initially required by federal regulation, by December 31, 2022.

To meet the requirement to update the ARP ESSER spending plan, each school division/Local Educational Agency (LEA) must complete all sections of this template. The completed template must be made publicly available on the LEA website by December 31, 2022. The Office of Federal Pandemic Relief Programs will monitor the public posting of updated plans on LEA websites and the alignment of updated plans with LEAs' applications for ARP ESSER funds. Questions about this template should be directed to vdoefederalrelief@doe.virginia.gov.

Section 1: General Information

School Division/LEA Name: Page County Public Schools

Division Number: 069

Contact Name: Dr. Antonia Fox

Contact Email: amfox@pagecounty.k12.va.us

Contact Phone #: 540-743-6533

Amount of ARP ESSER funding allocated to LEA: \$6.3 million dollars

Section 2: Transparency and Accessibility

A. LEA webpage where plan is posted (provide URL):

<https://www.pagecounty.k12.va.us/page/pcps-covid-19-info>

B. Describe how the plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, will be orally translated for parents with limited English proficiency:

PCPS's plan is prepared and posted in English, can be orally read or translated for parents or guardians as needed through a translation service or through the PCPS English Language Teacher. For translation of this plan, please contact Mr. Chris Hopkins via at chopkins@pageocunty.k12.va.us or via phone at (540) 743-5633.

C. Describe how the plan will be provided upon request in an alternative accessible format to a parent who is an individual with a disability:

Upon request, a parent or guardian with a disability as defined by the ADA may be provided a hard copy of this information or an alternate form of this plan by Mrs. Ellen Baker, Director of Special Education, via email at ebaker@pagecounty.k12.va.us, or via phone at (540) 743-6533.

Section 3: Opportunity for Public Comment

A. Describe how the LEA provided the public the opportunity to provide input on the updated ARP ESSER spending plan since initial submission in August 2021, with emphasis on the 2022-2023 school year:

Since the initial submission of the plan in ARP ESSER III Plan in August of 2021 and at least every six months, PCPS has provided the faculty, staff and public with a review of the plan through a division-wide announcement and the use of a Google Form by which to submit comments. Stakeholder input opportunities have been provided all groups, including specific groups such as students with disabilities, English learners, or homeless or foster youth. The announcement includes where to find the plan for review and a link to access the Google form and is placed on the division and school websites, and distributed through the PCPS App, on our social media account, through email and text messaging.

B. Describe how the LEA took public input since August 2021 into account:

The division reviewed the feedback provided by faculty, staff and public from the Google forms and made plan amendments based on that feedback.

Section 4: Consultation with Stakeholders

Describe how the LEA consulted with each stakeholder group below. If a stakeholder group is not present in the LEA, indicate Not Applicable in the description of consultation conducted. If the LEA conducted a survey as a consultation method, provide a summary of the survey results as an Appendix to this spending plan.

A. Students

Description of consultation conducted: An electronic Google Form was distributed to all stakeholders and was advertised through the PCPS webpages, the PCPS App, PCPS email, PCPS social media sites, and through our push and text notification systems. Students had the option of participating.

Uses consulted on: The Google Form provided a link to the current plan as well as information on the expectations of spending per grant requirements. The use of funds in support of the Prevention and Mitigation Strategies, Addressing Unfinished Learning, Instructional and Academic Supports, Technology Supports, Support Positions, Virtual Learning Programs, Student's Academic, Social, Emotional and Mental Health Needs

Feedback received: See Appendix A for the most recent Google Form feedback provided.

B. Families

Description of consultation conducted: An electronic Google Form was distributed to all stakeholders and was advertised through the PCPS webpages, the PCPS App, PCPS email, PCPS social media sites, and through our push and text notification systems. Students had the option of participating.

Uses consulted on: The Google Form provided a link to the current plan as well as information on the expectations of spending per grant requirements. The use of funds in support of the Prevention and Mitigation Strategies, Addressing Unfinished Learning, Instructional and Academic Supports, Technology Supports, Support Positions, Virtual Learning Programs, Student's Academic, Social, Emotional and Mental Health Needs

Feedback received: See Appendix A for the most recent Google Form feedback provided.

C. School and district administrators including special education administrators

Description of consultation conducted: An electronic Google Form was distributed to all stakeholders and was advertised through the PCPS webpages, the PCPS App, PCPS email, PCPS social media sites, and through our push and text notification systems. Students had the option of participating.

Uses consulted on: The Google Form provided a link to the current plan as well as information on the expectations of spending per grant requirements. The use of funds in support of the Prevention and Mitigation Strategies, Addressing Unfinished Learning,

Instructional and Academic Supports, Technology Supports, Support Positions, Virtual Learning Programs, Student’s Academic, Social, Emotional and Mental Health Needs
Feedback received: See Appendix A for the most recent Google Form feedback provided.

D. Teachers, principals, school leaders, other educators, school staff, and their unions

Description of consultation conducted: An electronic Google Form was distributed to all stakeholders and was advertised through the PCPS webpages, the PCPS App, PCPS email, PCPS social media sites, and through our push and text notification systems. Students had the option of participating.

Uses consulted on: The Google Form provided a link to the current plan as well as information on the expectations of spending per grant requirements. The use of funds in support of the Prevention and Mitigation Strategies, Addressing Unfinished Learning, Instructional and Academic Supports, Technology Supports, Support Positions, Virtual Learning Programs, Student’s Academic, Social, Emotional and Mental Health Needs

Feedback received: See Appendix A for the most recent Google Form feedback provided.

E. Tribes, if applicable – N/A

Description of consultation conducted: N/A

Uses consulted on: N/A

Feedback received: N/A

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted: An electronic Google Form was distributed to all stakeholders and was advertised through the PCPS webpages, the PCPS App, PCPS email, PCPS social media sites, and through our push and text notification systems. Students had the option of participating.

Uses consulted on: The Google Form provided a link to the current plan as well as information on the expectations of spending per grant requirements. The use of funds in support of the Prevention and Mitigation Strategies, Addressing Unfinished Learning, Instructional and Academic Supports, Technology Supports, Support Positions, Virtual Learning Programs, Student’s Academic, Social, Emotional and Mental Health Needs

Feedback received: See Appendix A for the most recent Google Form feedback provided.

G. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved services

Description of consultation conducted: An electronic Google Form was distributed to all stakeholders and was advertised through the PCPS webpages, the PCPS App, PCPS email, PCPS social media sites, and through our push and text notification systems. Students had the option of participating.

Uses consulted on: The Google Form provided a link to the current plan as well as information on the expectations of spending per grant requirements. The use of funds in support of the Prevention and Mitigation Strategies, Addressing Unfinished Learning,

Instructional and Academic Supports, Technology Supports, Support Positions, Virtual Learning Programs, Student's Academic, Social, Emotional and Mental Health Needs
Feedback received: See Appendix A for the most recent Google Form feedback provided.

- H. Community based organizations, including partnerships to promote access to before and after-school programming

Description of consultation conducted: An electronic Google Form was distributed to all stakeholders and was advertised through the PCPS webpages, the PCPS App, PCPS email, PCPS social media sites, and through our push and text notification systems. Students had the option of participating.

Uses consulted on: The Google Form provided a link to the current plan as well as information on the expectations of spending per grant requirements. The use of funds in support of the Prevention and Mitigation Strategies, Addressing Unfinished Learning, Instructional and Academic Supports, Technology Supports, Support Positions, Virtual Learning Programs, Student's Academic, Social, Emotional and Mental Health Needs

Feedback received: See Appendix A for the most recent Google Form feedback provided.

- I. **Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school**

Description of consultation conducted: An electronic Google Form was distributed to all stakeholders and was advertised through the PCPS webpages, the PCPS App, PCPS email, PCPS social media sites, and through our push and text notification systems. Students had the option of participating.

Uses consulted on: The Google Form provided a link to the current plan as well as information on the expectations of spending per grant requirements. The use of funds in support of the Prevention and Mitigation Strategies, Addressing Unfinished Learning, Instructional and Academic Supports, Technology Supports, Support Positions, Virtual Learning Programs, Student's Academic, Social, Emotional and Mental Health Needs

Feedback received: See Appendix A for the most recent Google Form feedback provided.

Section 5: Addressing Learning Loss (recommended to be 100% of an LEA's remaining allocation and must be at least 20% of an LEA's allocation per federal statute)

Section 2001(e)(1) of the ARP Act requires each LEA to use *at least* twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. **Governor's Challenge:** in Action Seven of [Our Commitment to Virginia's Children](#), Governor Youngkin challenges LEAs to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning, such as: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses.

A. Describe how the LEA identified learning loss, including among student groups most likely to have experienced the impact of lost instructional time such as students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students:

PCPS continually reviews and assesses multiple data points to determine a student current performance and evaluate the loss of learning due to the pandemic and other factors: Standards of Learning assessment data for grades 3-12, state growth assessments, and local assessments; reading data such as K-5 PALs, iReady, and IXL, School Quality profiles, grade reports, benchmark assessment data, Comprehensive Instructional Program data. WIDA access scores. Data is reviewed at the division level, school level, department level, grade level, class level and student level. Student subgroup data is also reviewed such as students with disabilities and economically disadvantaged. Disciplinary, attendance and graduation progress data are also reviewed regularly.

Additionally, PCPS also holds monthly Schools in Improvement meetings where academic, behavioral and course data is reviewed. Monthly division leadership, division instructional team meetings, principal and assistant principal meetings are held and data is often reviewed at those meetings. At the school level, teachers and administrators meeting in weekly PLC teams to review individual student data, meet in departmental teams to review data, or hold early warning meetings to assess students in need and determine interventions and strategies. Monthly instructional updates are provided to the school board where instructional data is reviewed and shared publicly.

Using these data sources, the division identified reading, math and science as the content areas most in need of additional support and students with disabilities as a high need area of improvement. Additionally, PCPS is also focusing on chronic absenteeism. In order to improve and encourage school attendance, the division also considers absenteeism one of the primary areas to address in regard to learning loss. Each school has implemented strategies at the tier 1 level to encourage and promote attendance to include, in part: routine calls home, recognition of students for good attendance and messages to families regarding the importance of good attendance. The division is also continuing to develop a tiered system of support around chronic absenteeism to address the academic and social emotional needs of all PCPS students, especially those who need a higher level of intervention and support.

B. Provide a detailed description of how the LEA used or will use the funds it reserves to implement evidence-based interventions to address learning loss:

PCPS has used and will continue to use funds to provide the following positions in support of instruction, learning, and student safety and well-being: Instructional Coach at the elementary level, Teacher at the Technical Center, Federal Programs and Family Engagement Director, Workforce Readiness Supervisor, Alternative Education Teacher, Summer Learning Teachers, Summer Learning Instructional Aides, Summer Learning Food Services and Transportation staff, a part-time School Based Therapist, and a Behavior Specialist.

Additionally, funds are set aside to provide tutors for students in need, to pay stipends to teachers for curriculum development, additional planning and support of before and after-school programs. Stipends for school nurses were provided to support the extra work nurses were doing in order to help students stay healthy and present at school more often.

Additionally, funds have been set aside to purchase evidence-based interventions in reading, math, science, social studies, family engagement, and mental health and social emotional development; professional learning for staff; and, summer learning evidence-based interventions, materials and supplies.

C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed

Based on the data points referenced in 5(A) above, PCPS will monitor student academic progress, and other data such as attendance and discipline using growth as a measure of effectiveness of the various interventions used. Additionally, data points and interventions for measures such as chronic absenteeism will be monitored to determine effectiveness of interventions and/or to implement additional supports as needed.

D. Amount of ARP ESSER funds to address learning loss: \$1,402,608.50

Section 6: Other Uses of Funds

Section 2001(e)(2) of the ARP Act permits LEAs to use the ARP ESSER III funds not reserved to address learning loss to address needs arising from or exacerbated by the COVID-19 pandemic. Generally, allowable ESSER activities must meet the guidelines below.

- **The use of funds must be intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students;**
- **The use of funds must fall under one of the authorized uses of ESSER funds; and**
- **The use of funds must be permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200). In particular, the use of funds must be deemed necessary and reasonable for the performance of the ESSER award.**

A. Describe how the LEA used or will use funds to support teacher and staff retention and recruitment strategies

- a. Total number of new staff hired with ARP ESSER funds: 8**
- b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024:**

PCPS started the process of transitioning staff from ESSER grant funds into our operating funds in the FY23 budget, and will continue to do so in the upcoming FY24 budget cycle. The division will also use strategies such as the reapportion of current funds or the attrition of staff positions to transition currently funded ESSER positions.

The division also continues to apply for various federal, state and local grants in support of staff positions.

B. Describe the extent to which the LEA used or will use ARP ESSER funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning:

PCPS used funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance. This includes the purchasing of personal protection equipment such as masks, gloves, disposable gowns, face shields, and counter shields for teachers, students, school nurses, and other staff; wipes and other cleaning materials and supplies to ensure classrooms, buildings, and offices are properly cleaned and sanitized, and stipends for staff to provided additional cleaning on the weekends. Additionally, air purifiers or dehumidifiers will be purchased as needed to provide additional air quality control within division classrooms and spaces.

C. If the LEA used or will use ARP ESSER funds for HVAC, renovation, or other capital projects, describe each project, including whether the LEAs has requested and received [approval](#) for the project:

Funds will be used to improve Indoor Air Quality (IAQ) at all PCPS schools and facilities by modifying/replacing HVAC system equipment and completing other building upgrades that will improve the indoor air quality. HVAC includes roof top units, split systems, through the wall units, unit heaters, LP gas units in gyms at all four elementary schools, and replacement of split systems at Page County Technical Center, and in the auditorium of Page County Middle School. Additional building upgrades and work include things such as purchasing dehumidifiers or air purifiers, replacing ceiling tiles, and window or door repairs.

D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below:

Funds were used to support technology hardware, software, and connectivity: Purchasing replacement devices for student and teacher use (Chromebooks, iPads), chargers for devices, upgrades to servers, subscriptions for various computer software, and installation of fiber lines at the high schools. The hiring of a COVID Liaison Position to support the division by providing support, training, and communication related to COVID-19 to include, but not limited to, contact tracing, notifications to staff, parents, and the community; preparation and dissemination of information to the staff, students, parents, and public; development of health and safety plans; coordinate with the local health department and other officials; oversight of the COVID-19 digital dashboard and web page information; coordinate and communicate with the purchase, organize, inventory and distribute PPE and other materials and supplies; and provide data and information for division decision making. Funds would be used to purchase two-way radios which can be used to communicate in and between schools and within county emergency services. This will support the division's preparedness and

response efforts in the event of an emergency or school closure. Funds were used to support students who learned remotely through a virtual learning program (Edgenuity) to cover the cost of registration.

Additionally, funds were used to support evidence-based Interventions in Support of Student Mental Health and Social-Emotional Learning (SEL). SEL includes self-awareness, self-management, responsible decision making, and relationship skills. This would also include the continued use and enhancement of Positive Behavioral Interventions and Supports (PBIS) and the Virginia Tiered Systems of Support (VTSS) programs, as well as investigating other programs that may support students, especially those at the secondary level. Funds would also be used in support of professional learning (registration, travel, lodging, food) at various conferences, institutes of higher education, or training venues for teachers and staff and providing guest speakers in support of students and staff (i.e. encouraging self-care or teen suicide prevention).

E. Amount of ARP ESSER funds for the uses above (A. through D.): \$4,733,462

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	Staff Positions, Stipends and Summer Learning Positions	Yes	\$848,500.00	\$74,454.67	\$74,454.67	\$774,045.33
Other	Benefits for Staff Positions, Stipends and Summer Learning Positions	Yes	\$139,509.00	\$1,116.72	\$1,116.72	\$138,392.28
Other	Evidence-Based Interventions for Reading, Math, Science, Social Studies, Mental Health/SES, Summer Learning, Family Engagement; Virtual Learning Platform; Professional Learning (Registration, Fees); Family Engagement; Contracted Services	Yes	\$355,475.00	\$4,942.05	\$4,942.05	\$350,532.95
Direct Support to Families for Tutoring	Family Engagement Interventions and Activities	Yes	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00
Professional Development	Professional Learning (Travel and other expenses)	Yes	\$7,500.00	\$443.94	\$443.94	\$7,056.06
Other	Technology Hardware & Software; Health Mitigation & Cleaning Materials & Supplies; Building Upgrades to Improve Indoor Air Quality; Air Purifiers; Communications Radios; Instructional Materials & Supplies; Family Engagement Materials & Supplies	No	\$232,049.49	\$21,7250.41	\$21,7250.41	\$14,799.08
HVAC/Renovation/Capital Projects	HVAC Upgrades; School Bus; CSLFRF HVAC Grant match	No	\$4,733,462.00	\$3,771,669.94	\$3,771,669.94	\$961,792.06