



## **American Rescue Plan (ARP) ESSER Spending Plan**

Updated May 2023

### **Section 1: Introduction**

The purpose of the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Fund is to help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on student's by addressing their academic, social, emotional, and mental health needs. Page County Public Schools has been awarded \$6,300,000 in ESSER III funds. This plan describes how the awarded funds will be used. Currently, all funds must be expended by September 1, 2024. Questions about this plan should be addressed to Mrs. Patty Secrist, Chief Financial Officer: psecrist@pagecounty.k12.va.us.

PCPS is will be providing in-person learning five days a week for all enrolled students beginning August 22, 2022. PCPS will work within the guidelines provided by the Governor's Office, the Centers for Disease Control and Prevention (CDC), the Virginia Department of Health (VDH), and the Virginia Department of Education (VDOE).

### **Section 2: Prevention and Mitigation Strategies**

ARP Act ESSER III funds may be used 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 on the reopening of schools. In order to continuously and safely open and operate schools for in-person learning, PCPS will use ARP ESSER III funds to implement prevention and mitigation of COVID-19 by purchasing 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. Additionally, air purifiers or dehumidifiers will be purchased as needed to provide additional air quality control within division classrooms and spaces.

Additionally, approximately \$4.8 million in ARP ESSER III 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. This funding also a local match to be able to access additional grant funding through the CSLFRF-HVAC grant. Funds will also be used to conduct a facilities study to determine the overall condition of the buildings and systems such as HVAC, ventilation, air flow, air purity and safety mechanisms to ensure safe and healthy building in support of students and staff mental health and wellness.

### **Section 3: Addressing Unfinished Learning**

Section 2001(e)(1) of the ARP Act requires each LEA to use twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions, such as summer learning or enrichment, extended school day, or comprehensive after school programs. PCPS will use \$1.2, or 20%, of its ARP ESSER III funds to address unfinished learning.

PCPS will provide academic intervention services to students using multiple platforms such as tutoring, after-school programs including transportation, and enhanced summer learning to include costs such as staffing, transportation, materials, and supplies. Additionally, PCPS will utilize the Virginia Tiered Systems of Support (VTSS) as a framework for meeting the academic and social-emotional needs of students. Our VTSS work will assist the division in identifying and developing a plan to effectively meet the needs of any student who is struggling either academically or socially/emotionally. In addition, several staffing positions will be added in support of student learning and closing learning gaps. Potential positions include, but are not limited to:

**Academic Intervention Stipends for Staff** - To address the need for additional academic support for students, each school will provide academic interventions to students, in a variety of formats during the school day or after school. Staff will provide tier 2 or tier 3 structured support to students and in collaboration with classroom teachers. Their work will be centered around the data based student specific needs.

**Instructional Coach Positions** - provide an additional position at a school to support teachers by providing instructional coaches throughout the day.

**School Improvement Interventionist** - A support position within the school to assist the administration, teachers, students, and families in working through the school improvement process at the state or federal level. This person will gather, analyze, and disseminate data from a multitude of sources to inform instructional programming. Data sources such as SOL assessments, growth assessments, division level benchmark, PALs, Benchmark Advance, iReady, Lexia, and Reading Inventory. The School Improvement Interventionist would also assist with any testing that may occur at the schools, with the implementation of VTSS, and with PowerSchool to input or extract data. One position would be added to each of the schools that are currently in school improvement status: Page County Middle School, Luray Elementary School, and Stanley Elementary School.

Alternative Education Teacher – Due to the increase social, emotional, and behavioral needs of students as they return to full-time in-person learning, some students need a smaller learning environment to find success. ESSER III funds may be used to provide an additional teacher at the alternative education program at the Tech Center in support of student learning, credit recovery, and SEL.

Workforce Readiness Supervisor and/or COVID-19 Liaison – This person will support the expansion of career-based learning opportunities such as mentorships or internships for students in grades K-12. This work will also include providing programs to increase exposure to different career fields and work with school counselors on the students' career plans. If needed and determined by the number of COVID cases in the division, this person will also oversee the communication, organization and dissemination of all COVID-19 related materials and information for the school division. They will gather data and serve as a liaison with the local health department.

Reading, Mathematics, Science, Social Studies, Family Engagement and Mental Health/Social Emotional Evidence-Based Interventions, Professional Learning, Materials and Supplies - PCPS will research evidence-based interventions for additional reading, mathematics, science and social studies support for students and teachers. An example of an evidence-based intervention would be LETRS Training, which is professional learning that provides K-5 teachers and administrators with deep knowledge on how to be literacy and language experts. Different data sources will be used to identify specific student gaps and then best practices researched before implementing any additional evidence-based interventions. Materials and supplies such as classroom books for reading, math, science or social studies manipulatives may also be purchased with these funds. Funds may also be used to administer and use high-quality assessments that are valid and reliable. Additionally, money is being set aside to provide professional learning for all teachers and staff in the areas of math, reading, science and social studies, or other academic areas as needed. Professional learning funds may also be used to support mental health and social emotional training for teachers, administrators and other staff.

Tutors – PCPS will use ARP ESSER III funds to provide tutors for general education and special education students who need additional assistance outside of regular school hours. These tutors will be certified teachers and will be paid hourly based.

Summer School Programs and Staff – PCPS will use ARP ESSER III funds to support summer programs from students in grade K-12. Funds will be used to provide teachers and instructional aides, as well to purchase evidence-based interventions, materials, and supplies to be utilized in summer school classrooms. Funds may also be used to support credit recovery programs at the high school level and enrichment programs for students in grades K-12.

#### **Section 4: Other Use of Funds**

Section 2001(e) of the ARP Act allows school divisions to use the ARP ESSER III funding not reserved to address unfinished learning to address the impacts of COVID-19 in a variety of ways. PCPS will use ARP ESSER III funds 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.

COVID Liaison Position - This position will 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.

Communication Devices - 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.

Virtual Learning Program (Edgenuity) – ARP ESSER III funds will be used to cover the cost of registration for students who need to learn virtually for medical or other reasons through the Edgenuity online program.

Contracted Services – funds from this grant will be used to purchase services such as those for special education, for students and staff to anonymously report incidences or received 24/7 crisis support through an app such as the StopIt App or other safety apps, or to add modules such as the MBA Report Card add-on to PowerSchool to allow more communication with parents.

Supporting Teachers and Staff – Pay for planning stipends. When teachers and/or other staff may have lost their planning time due to a lack of substitutes ESSER III funds will be used to compensate staff. Additional funds may be used to supplement school nurse and other staff for the additional work they have had as a result of COVID, such as contact tracing and grant management.

Family Engagement Activities – funds from the grant will be used to support family engagement interventions and activities in support of building stronger connections and relationships with families. This includes activities such as Parent Safety Night, Math Night Reading Night, Health Assessments, Drug and Alcohol Prevention, Internet Safety, or Managing Absenteeism.

## **Section 5: Addressing Students' Academic, Social, Emotional, and Mental Health Needs**

PCPS will use a portion of its ARP ESSER III funds to ensure our schools are welcoming and responsive to all students and families. This requires professional learning, collaboration and planning. Funds will be used to support professional learning for teachers and staff, time for staff

to collaborate and plan in academic areas, as well as in the areas of social, emotional and mental health. Additionally, support for families and students is considered.

Federal Programs and Family Engagement position – this person will manage all of the federal grants the division currently has or will receive (to include but not limited to CARES, ARP ESSER II, ARP ESSER III, Before and After School Programs, Summer Learning Programs, HVAC, Title I, Title II, Title III and Title VI). Additionally, this position will work to improve the engagement of parents and families in the educational process.

Behavior Specialist – this staff member will provide support to teachers and other staff on helping to solve behavior-related issues in a variety of locations and situations. This position will be provided in coordination with the regional special education program and may be a Board Certified Behavior Analyst or a BCBA Assistant.

Evidence-Based Interventions in Support of Student Mental Health and Social-Emotional Learning (SEL) - PCPS will research evidence-based interventions for additional mental health and social emotional learning support for students and teachers. 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).

#### **Section 6: Consultation with Stakeholders and Opportunities for Public Comment**

In developing the ARP ESSER III plan, PCPS conducted consultation in the following ways: Gathered input on various uses for funds from a variety of departmental staff across the division to develop a draft. Posted the draft on the division webpage and survey provided for faculty, staff, parents, and the community to provide input. Input from stakeholders was used to finalize the plan, which is posted on the division website. Every six months, a survey is provided to staff, parents, and the community to provide feedback for the plan and identify needs that may need to be supported through the use of funds.

#### **Section 7: Making the Plan Available to the Public**

PCPS has taken the following steps to make this plan available to the public:

The ARP ESSER III Spending Plan was presented by the Page County School Board on August 12, 2021 for review and posted on the division website for public review. Public comment has been incorporated into the draft plan and a final draft will be shared with the School Board on August 26, 2021. The final version is posted to the division website for public review with intermittent feedback gathered from the staff and the public for consideration in updates. Periodic updates will be provided to the PCPS School Board and the public through a variety of means such as the division webpage, the PCPS app, or social media.