

**Virginia Department of Education  
School Division/LEA ARP ESSER Spending Plan**

**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](mailto:vdoefederalrelief@doe.virginia.gov).

**Section 1: General Information**

- |   |                                      |
|---|--------------------------------------|
| A. School Division/LEA Name                     | <b>Pulaski County Public Schools</b> |
| B. Division Number                              | <b>077</b>                           |
| C. Contact Name                                 | <b>Chris Stafford</b>                |
| D. Contact Email                                | <b>cstafford@pcva.us</b>             |
| E. Contact Phone #                              | <b>(540) 994-2536</b>                |
|   |                                      |
| F. Amount of ARP ESSER funding allocated to LEA | <b>\$8,132,506.02</b>                |

**Section 2: Transparency and Accessibility**

- A. LEA webpage where plan is posted (provide URL) <https://www.pcva.us/page/business-finance>
- 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     The plan is written in user friendly terms and available in other languages upon

request. For translated copies, parents may contact Dannah Card, EL Specialist/ Teacher at dcard@pcva.us or (540) 643-0919.

- 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. Parents or community members meeting the definition of an individual with a disability under ADA may request a plan in an alternative and accessible format by contacting Sarah Polcha, Director of Special Education, at sspolcha@pcva.us or (540) 994-2546.

### **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. Public comment, public input, and school board discussions during school board meetings (2021 and 2022) were ongoing about the use of the ARP ESSER plan. In addition to public meetings, there were foundation meetings, parent advisory meetings, and other civic organization meetings, where ARP ESSER was explained in detail. Questions and suggestions were accepted from the public and all parties were informed and awarded the opportunity to ask questions and offer input on the ARP ESSER funding. Also, there were numerous meetings with our local board of supervisors about the use of these funds as well. During these meetings the public provided input and asked questions on the updated ARP ESSER plan. There were also several news articles in the local newspaper explaining the purpose and planned use of the funds to be allocated for PCPS. Public comment was offered at every school board meeting in regard to ESSER III funding. For the calendar year of 2021, there was a plan review and input from the public during our regular scheduled school board meetings on June 28, 2021 and November 9, 2021. For the calendar year of 2022, there was a plan review and input from the public during our regular scheduled school board meetings held on May 9, 2022 and December 13, 2022.
- B. Describe how the LEA took public input since August 2021 into account

### **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 - Students were represented through the Superintendent's Student Advisory Board and its representative to the School Board  
Uses consulted on Learning Loss Recovery and facility upgrades  
Feedback received General questions and suggestions
- B. Families  
Description of consultation conducted - Parents and guardians were represented through the Superintendent's Parent Advisory Board and School Board Meetings

Uses consulted on      Learning Loss Recovery and facility upgrades  
Feedback received      General questions and suggestions

- C. School and district administrators including special education administrators  
Description of consultation conducted - School and district administrators were represented through the Superintendent's Leadership Team and Cabinet  
Uses consulted on   Learning Loss Recovery and facility upgrades  
Feedback received    General questions and suggestions
- D. Teachers, principals, school leaders, other educators, school staff, and their unions  
Description of consultation conducted - Teachers, other school staff, and their professional organization were represented through the PCEA (Pulaski County Education Association) as well as through Listening Tours conducted at every school by the superintendent.  
Uses consulted on    Learning Loss Recovery and facility upgrades  
Feedback received    General questions and suggestions
- 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   N/A  
Uses consulted on      N/A  
Feedback received      N/A
- 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 - Individual questions and consultation with members of the SEAC as well as parents of students with disabilities  
Uses consulted on Learning Loss Recovery  
Feedback received      Questions, suggestions, and ideas to better and expand current programming related to remediation, ESY, and Learning Loss.
- H. Community based organizations, including partnerships to promote access to before and after-school programming  
Description of consultation conducted    N/A  
Uses consulted on      N/A  
Feedback received      N/A

- 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 VPI and ECSE

Uses consulted on Learning Loss Recovery and facilities improvements

Feedback received General questions and suggestions

**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

Pulaski County Public Schools (PCPS) used a wide range of reading and mathematics assessment data to identify specific areas of learning loss for students across all subgroups. Assessment data used to determine targeted learning loss includes but is not limited to: Phonological Awareness Literacy Screening (PALS), Virginia Kindergarten Readiness Program (VKRP), Comprehensive Instructional Program (CIP) quarterly benchmarks and formative assessments, Fountas & Pinnell (F&P) screening, STAR Reading and STAR Mathematics diagnostic assessments, SOL assessment data, such as Student Detail by Question Reports and VDOE Growth Assessment Vertical Scaled Score data, and teacher-created formative and summative assessments. Additionally, for students with disabilities, the IEP teams met to determine the additional need for services as determined by learning loss.

- 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 prioritized learning loss funding to (1) offer tutoring during the school year and (2) provide enhanced summer school programs to fulfill the academic needs of our students. Through an examination of the data sources listed above, PCPS has identified a significant need for additional time outside of the regular school day/year for Grades K-12 to address specific learning gaps associated with unfinished learning due to the pandemic. Funds have been and will continue to be used to provide additional learning opportunities for identified students to receive these extra services not available during the regular school

day/year. Students are identified based on their lack of growth as indicated by cumulative data collected using various sources from 2019 to the present.

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

Pulaski County Public Schools (PCPS) used data from the provided list of reading and mathematics assessments data to determine learning loss needs: Phonological Awareness Literacy Screening (PALS), Virginia Kindergarten Readiness Program (VKRP), Comprehensive Instructional Program (CIP) quarterly benchmarks and formative assessments, Fountas & Pinnell (F&P) screening, STAR Reading and STAR Mathematics diagnostic assessments, SOL assessment data, such as Student Detail by Question Reports and VDOE Growth Assessment Vertical Scaled Score data, and teacher-created formative and summative assessments. Additionally, for students with disabilities, the IEP teams met to determine the additional need for services as determined by learning loss. Data meetings conducted by teachers, administrators, school instructional leaders, and division instructional coaches were carried out to determine which students should participate in learning loss programs, as well as develop future instruction based on student academic need.

- D. Amount of ARP ESSER funds to address learning loss **\$1,701,718.03**

### **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      Pulaski County Public Schools has not budgeted nor expended funds to support teacher and staff retention and recruitment strategies.

- a. Total number of new staff hired with ARP ESSER funds      Two (2) full-time Academic Recovery Specialist positions were created using ARP ESSER learning loss funds. Also, a significant number of existing teachers have been hired as part-time tutors for learning loss programs including before school tutoring, after school tutoring,

Saturday school, and summer learning loss camps. (These costs are included in Section 5 Addressing Learning Loss.)

- b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024  
A decision to retain the 2 full-time Academic Recovery Specialist positions beyond September 30, 2024 has not yet been made, but they are both licensed teachers so there will be other vacant teaching positions that they can fill.
- 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      Pulaski County Public Schools used ARP ESSER funds to implement a voluntary employee vaccination incentive in 2021 to encourage faculty and staff to be vaccinated against COVID-19 and allowing us to safely operate our schools for in-person learning. A total of 577 employees received the \$250 vaccination incentive for a total cost of \$155,285.60.
- 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      Capital Projects – All capital projects listed below have received prior approval from VDOE.
- Entire roof replacement at Critzer Elementary School - \$1,547,907
  - Entire roof replacement at Snowville Elementary School - \$998,743
  - Band/choir room roof replacement at Pulaski County High School - \$397,850
  - HVAC upgrades to Pulaski County Career and Tech. Ed. Center - \$898,740
  - Exterior door and window replacements at Pulaski County High School - \$1,620,000
  - Professional Architectural/Engineering Services for Roof Replacements at Critzer Elementary and Snowville Elementary - \$85,000
  - Professional Architectural/Engineering Services for Exterior Door and Window Replacement Project at Pulaski County High School - \$52,000
- D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below      Purchase six (6) school buses to provide better physical distancing of students as a mitigation strategy against COVID-19. \$675,262.39
- E. Amount of ARP ESSER funds for the uses above (A. through D.)      \$6,430,787.99

**Section 7: Budget**

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Summer School	Expanded summer school learning recovery programs	YES	\$349,158.53	\$349,158.53	\$263,663.75	\$85,494.78
Before and After School	Before and after school tutoring	YES	\$1,246,410	\$1,246,410	\$426,064.49	\$820,345.51
Other High Quality Tutoring	Edgenuity MyPath virtual, LETRS program, CTE virtual learning software	YES	\$106,149.50	\$106,149.50	\$92,115.49	\$14,034.01
Other	Employee vaccination incentive	NO	\$155,285.60	\$155,285.60	\$155,285.60	-0-
Other	Purchase six school buses (On order)	NO	\$675,262.39	\$675,262.39	-0-	\$675,262.39
HVAC/Renovation/Capital Projects	Roof replacement at Critzer Elementary School (Summer 2023)	NO	\$1,547,907	\$1,547,907	\$44,117.05	\$1,503,869.95
HVAC/Renovation/Capital Projects	Roof replacement at Snowville Elementary School (Summer 2023)	NO	\$998,743	\$998,743	\$28,463.90	\$970,279.10
HVAC/Renovation/Capital Projects	Band/choir room roof replacement at Pulaski County High School (Summer 2023)	NO	\$397,850	\$397,850	\$11,338.25	\$386,511.75
HVAC/Renovation/Capital Projects	HVAC upgrades to Pulaski County CTE Center (In progress)	NO	\$898,740	\$898,740	\$853,803	\$44,937
HVAC/Renovation/Capital Projects	Exterior door and window replacements at Pulaski County High School (Summer 2023)	NO	\$1,620,000	\$1,620,000	-0-	\$1,620,000
HVAC/Renovation/Capital Projects	A/E services for roof replacement projects at Critzer and Snowville Elementary Schools. (In progress)	NO	\$85,000	\$85,000	\$51,000	\$34,000
HVAC/Renovation/Capital Projects	A/E services for exterior door and window replacement project at PCHS. (In progress)	NO	\$52,000	\$52,000	\$42,000	\$10,000

