

Virginia Department of Education
Pittsylvania County Schools/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.

Section 1: General Information

- | | |
|---|--|
| A. School Division/LEA Name | Pittsylvania County Schools |
| B. Division Number | 071 |
| C. Contact Name | Tracey R Worley |
| D. Contact Email | tracey.worley@pcs.k12.va.us |
| E. Contact Phone # | 434-432-2761, ext 5024 |
| F. Amount of ARP ESSER funding allocated to LEA | \$15,408,493.28 |

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted
(https://www.pcs.k12.va.us/covid19/2022-2023_return_to_school_plan_and_arp_esser_plan)

- 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 may be orally translated for parents. Contact Mr. Todd Sease, Director of Elementary Education & Title III, Part A, Coordinator (todd.sease@pcs.k12.va.us) to request a translation.
- 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 who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format accessible by contacting Mr. Lee (Russell) Davis, Webmaster Digital Design Specialist (russell.davis@pcs.k12.va.us).

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
Per Section 2001(i) of the American Rescue Plan (ARP) and the Interim Final Rule on ARP Act Elementary and Secondary School Emergency Relief (ESSER) funds, the school division reviewed and updated as necessary the local plans for the Safe Return to In-Person Instruction and Continuity of Services as a requirement of receiving ARP Act ESSER formula funds. The review process occurred at least every six months from April 2021 until present.

Pittsylvania County Schools has completed the third six month review requested by the Virginia Department of Education to be completed by December 1, 2022. The plan was posted on the division website’s opening page and under the COVID19 heading from Tuesday, November 15, 2022, through Thursday, December 1, 2022, to seek public comment. The Superintendent also emailed a message to all stakeholders via School Messenger regarding the opportunity for review and comment. Comments have been reviewed and have been taken into account when considering plan revisions as allowable under ARP and ESSER guidelines.
- B. Describe how the LEA took public input since August 2021 into account
Staff reviewed comments from the surveys and utilized the feedback as applicable to allowable uses of the funds to support learning loss.

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: Surveys were emailed to all students via School Messenger and the link was available on the school division’s website from November 15, 2022 - December 1, 2022..

Uses consulted on November 15, 2022, - December 1, 2022
Feedback received - Three students responded.

B. Families

Description of consultation conducted: The Superintendent emailed a message to all stakeholders via School Messenger regarding the opportunity for review and comment. Comments have been reviewed and have been taken into account when considering plan revisions as allowable under ARP and ESSER guidelines.

Uses consulted on - The survey was available on the division website from November 15, 2022, through December 1, 2022.

Feedback received - None

C. School and district administrators including special education administrators

Description of consultation conducted: Use of ESSER funds discussed during Academic Reviews.

Uses consulted on December 5, 2022, through December 16, 2022, during scheduled meetings at the schools.

Feedback received: Additional funding was requested for tutors and instructional small-group paraprofessionals.

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

Description of consultation conducted: A description on the plan and how to access the plan and survey was presented to the Teachers Advisory Council on November 14, 2022, and Support Staff Advisory Council and Citizens Advisory Council on November 29, 2022.

Uses consulted on November 14, 2022 and November 29, 2022

Feedback received - There were no questions or concerns.

E. Tribes, if applicable

Description of consultation conducted - Not Applicable

Uses consulted on - Not Applicable

Feedback received - Not Applicable

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted via a survey on the website for all stakeholders.

Uses consulted on - The survey was available on the division website from November 15, 2022, through December 1, 2022.

Feedback received - There were no comments received.

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: The survey was available on the division website from November 15, 2022, through December 1, 2022.

Uses consulted on November 15, 2022 - December 1, 2022

Feedback received - There were no comments received.

- H. Community based organizations, including partnerships to promote access to before and after-school programming: Danville-Pittsylvania Church Based Tutorial Program
Description of consultation conducted - A meeting was conducted with the director to discuss a partnership to provide tutoring to county students at church sites in communities within the county school zones.
Uses consulted on July 21, 2022
Feedback received - A partnership was established to support intervention tutors at the 12 Church based tutorial sites providing remediation to students in our school division.
- 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 - Access to the plan and survey was available on the division website from November 15, 2022, through December 1, 2022.
Uses consulted on November 15, 2022 - December 1, 2022
Feedback received - There were no comments received.

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

Learning loss was identified through multiple assessments: Standards of Learning (SOL), NWEA MAP, IXL, and Mastery Connect.
- 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
 - a. Administrators, teachers, and staff will address unfinished learning through the implementation of evidence-based interventions, such as summer learning/summer enrichment, comprehensive afterschool remediation programs along with small group and individual intervention opportunities during the school day. Additional funding has been requested to provide summer school services for the next two years above the current state allocation which supports staffing and materials and supplies. This requested funding will allow for transportation personnel to transport students to and from summer school and cafeteria personnel to provide meals. Furthermore, this funding will pay for classes purchased through Virtual Virginia to support remote learners for the next three years.

- b. Budget requests for additional Social and Emotional Learning and Mental Health programming will support at-risk students returning from virtual instruction into the in-person learning environment.
- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed
Each school utilizes Mastery Connect and IXL to assess students on the Standards of Learning. In addition, elementary and middle schools assess students in math and reading with NWEA MAP. Each school maintains a data dashboard to record and monitor assessment results quarterly per request of the school division and at other intervals determined by the individual schools.
- D. Amount of ARP ESSER funds to address learning loss \$3,081,698.66

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 - Not Applicable
 - a. Total number of new staff hired with ARP ESSER funds - To Be Determined per survey comments and review of schools' Comprehensive Needs Assessments
 - b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024 - Available federal funds (Title I, Part A, Title II, Part A, and Title V, Part B, Subpart 2) may be utilized to support student achievement.
- 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- Not Applicable
- 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

Pittsylvania County Schools plans to use the remaining portion of ARP ESSER III funding to assist with a communications infrastructure project to enable students the ability to engage in educational opportunities virtually and to install new central HVAC systems and replace old single pane windows at Kentuck Elementary School and Pittsylvania Career & Technical School (PCTC). We also plan to start a new central HVAC system install at Stony Mill Elementary School. These schools are 58, 42 and 57 years old, respectively, and the new systems will bring each school up to code for ventilation and fresh air makeup. The HVAC projects have been approved by VDOE. Studies have shown that improved indoor air quality in classrooms improves student health, attentiveness and ability to learn. When we load a classroom space with 20 to 30 children for several hours each day, CO2 levels will invariably begin to rise. Depending on the level of natural ventilation (windows and doors) and the mechanical systems used to condition the space, the amount of carbon dioxide in the classroom can increase significantly by the end of the school day. To some degree, this is a problem of our own making, an unintended outcome of everyday facilities practices. Safety and security concerns can also contribute to higher CO2 levels in classrooms. The new standards require exterior doors and windows to be secured during the school day and often include keeping interior doors closed as well. The days of propping open a door or opening windows in classrooms to let in a little fresh air are all but over. While higher than normal CO2 levels do not present an inherent safety issue, numerous studies have shown attendance and academic performance are negatively impacted. Students exposed to high CO2 levels become drowsy, inattentive, easily confused, and their capacity for learning is diminished when CO2 levels are high. Obviously, this is in direct opposition to the very reason we send our children to school. Therefore, we are pleased to be able to secure funding for these much needed upgrades. Kentuck and PCTC projects have been pre-approved and are currently under construction. The Stony Mill project Prior Approval Request has been filed with VDOE.

D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below - Not Applicable

E. Amount of ARP ESSER funds for the uses above (A. through D.) \$12,326,794.62

Section 7: Budget

| Category | Description | Learning Loss Y/N | Budget | Amount Obligated | Amount Spent | Amount Remaining |
|---|--|-------------------|------------|------------------|--------------|------------------|
| HVAC/Renovation/Capital Projects | Replace PCTC HVAC system and windows | NO | 597610.30 | 597610.30 | 0 | 597610.30 |
| HVAC/Renovation/Capital Projects | Replace KES HVAC system and windows | NO | 5582985.00 | 5582985.00 | 4368043.37 | 1214941.63 |
| Other | Broadband Project with County | NO | 5500000.00 | 5500000.00 | 18718.12 | 5481281.88 |
| HVAC/Renovation/Capital Projects | Engineering for SMES HVAC | NO | 192700.00 | 192700.00 | 25000.00 | 167700.00 |
| Summer School | Salaries for Summer Learning | YES | 925235.30 | 425235.30 | 425235.30 | 500000.00 |
| HVAC/Renovation/Capital Projects | Equipment for SMES HVAC | NO | 453499.32 | 0.00 | 0.00 | 453499.32 |
| Other | Virtual VA fees | YES | 441550.00 | 355150.00 | 308325.00 | 133225.00 |
| Return to Instruction: Social/Emotional & Mental Health Support | Life Push, LLC: A pilot program to include individual and group counseling, student mentorship, and restorative practices at select pilot schools. Pilot will run from January 2023 through May 2023. | YES | 70000 | 70000 | 0 | 70000 |
| Return to Instruction: Social/Emotional & Mental Health Support | Life Push, LLC: Expansion of initial Spring 2023 pilot program to include individual and group counseling, student mentorship, and restorative practices at all PCS Middle and High Schools, Regional Alternative and the Ready for Success program. Program will run from August 2023 through May 2024. | YES | 250000 | 250000 | 0 | 250000 |
| Return to Instruction: Pilot: SEL Screener & Intervention Portfolio | Panorama Education: An online SEL screener and targeted intervention platform was piloted at one elementary school during Spring 2023. The purpose of this pilot was to assist school-based leadership teams in determining and addressing the social and emotional learning needs of their students. | YES | 8300 | 8300 | 8300 | 0 |

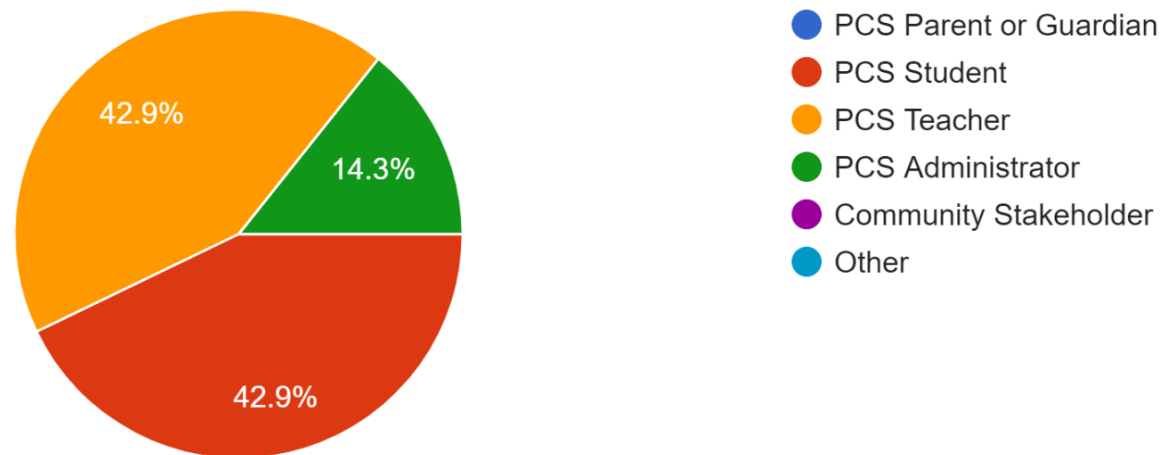
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|--|--|-----|------------|-----------|---|-----------|
| Return to Instruction: Division wide SEL Screener & Intervention Portfolio | Panorama Education: An SEL screener and targeted intervention platform was piloted at one elementary school during Spring 2023. The purpose of this pilot was to assist school-based leadership teams in determining and addressing the social and emotional learning needs of their students. Program will run from August 2023-May 2024 | YES | 40,000 | 40000 | 0 | 40000 |
| Community School Grant school-based implementation funds | Select PCS schools have applied for this grant (due to VDOE by December 9th). At the time of this submission, PCS had not received notification of an award. Schools selected may require funds (that may not be awarded) to support implementation of their Community School Grant. School focus is on family and community engagement activities | YES | 100,000 | 100000 | 0 | 100000 |
| Before, During, and After-School Tutoring | Funds are utilized to support remediation and intervention tutoring before, during and after-school. | YES | 317,187.04 | 317187.04 | 0 | 317187.04 |
| Small-Group Remediation Paraprofessionals | Funds will be utilized during 2023-2024 to continue small-group remediation paraprofessionals funded with Cares Act Set Aside Unfinished Learning funds. | YES | 420,000 | 420000 | 0 | 420000 |
| Professional Development | Funds will be utilized for professional development opportunities to support teachers with evidence based strategies to support learning loss. | YES | 100,000 | 100000 | 0 | 100000 |
| 2 Early Intervention Reading Specialists | Funds will be utilized to hire two early intervention reading specialists to provide coaching support to teachers and remediation support to students with successful evidence based reading strategies | YES | 120,000 | 120000 | 0 | 120000 |
| Technology (Smart Panels and Computers) | Funds will be utilized to purchase Smart Panels and Computers above and beyond the current allocations to help students actively engage in whole group and small group guided instruction and formative assessments | YES | 289,426.32 | 289426.32 | 0 | 289426.32 |

Appendix

Summary of Survey Results (November 15, 2022 - December 1, 2022)

Please pick one that describes you

7 responses



Replace windows and air conditioning at Stony Mill Elementary.

Issues are arriving frequently that cause review of the safety of our campus. In planning the use of these funds there are several areas that if they were to be addressed would heighten the security of our campus. Extra cameras are needed on the outside of the building as well as on the inside. Fencing all the way around or at least to areas that connect the fencing to the building would be beneficial. Windows that can not be seen out of, need to be replaced. This is the majority of the windows in the building. This is essential as visibility is impossible. If someone were outside on the campus that should not be, they would not be seen through most of the windows. Key swipes are needed on doors leading to the bus lane and to the playground.

The lobby area could be revised to allow for tighter security by placing a large window in the wall that leads to the office so that people coming in could access the office in the main hallway and not have to walk the distance to the office where they can not be seen. These concerns and needs have been discussed with the maintenance department as well as on the Safety Audit.

Regarding mental health: Spending time in nature is linked to both cognitive benefits and improvements in mood, mental health and emotional well-being. It would be very helpful to fund outdoor table areas in all schools and implement a plan where teachers could take kids to do work outside and get fresh air and sunshine.

Please consider funding library initiatives to provide updated fiction/nonfiction/research books to our school libraries. The reading strides our students can potentially make with fresh new titles would most certainly address unfinished learning initiatives.

I truly appreciate all of the thought and effort that has gone into making these funds work for the betterment of the school environment. Student safety and security is a very important issue, and I think that it is being properly addressed with not only the COVID-19 protocols but proposed mental health infrastructure.

I think that the plan is okay, but they need to make sure that the schools and buses are actually cleaned on a regular basis. I feel as if they are only halfway cleaned all the time. I do not feel that masks should be required after a five day isolation period. School nurses need to actually send sick kids home instead of back into the classes with other students. They should be able to tell when a kid is actually sick. I think this is part of the flu and strep problem that has spread across the schools.

It is very good!