

Virginia Department of Education
Westmoreland County Public Schools 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** Westmoreland County Public Schools
- B. **Division Number** 095
- C. **Contact Name** Catherine Rice
- D. **Contact Email** ricecr@wmlcps.org
- E. **Contact Phone #** 804-493-8018

- F. **Amount of ARP ESSER funding allocated to LEA:** \$4,492,808.03

Section 2: Transparency and Accessibility

- A. **LEA webpage where plan is posted (provide URL):** <https://division.wmlcps.org/covid19-information.html>

- 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 ARP ESSER Spending Plan is posted in English on the division website. It will

be orally translated for parents with limited English proficiency upon request. Individuals may request translation by calling the School Board Office at 804-493-8018.

- 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:** The ARP ESSER Spending Plan will be made accessible in a read-aloud format upon request to persons with a disability unable to access the print version of the plan. Individuals may request read-aloud by contacting the School Board Office at 804-493-8018.

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:** The initial ARP ESSER spending plan has been available on the division website since initial submission in August 2021. The division's Superintendent and Deputy Superintendent have solicited input from school and division leaders regarding instructional needs and requests for spending on a regular basis through principal's meetings and All Leadership Team meetings. Additionally, a Facility Report has been presented at each public School Board meeting providing updates on the construction projects included in the initial plan.

In order to update the spending plan, the division presented an overview of the current ARP ESSER spending plan at the December 12, 2022 public School Board meeting, which was open to the public for in-person attendance and also live streamed on YouTube. A recording of the meeting is available on the division website. The School Board and senior leadership invited public comment on the ARP ESSER spending plan during and following the December 12, 2022 Board meeting. Additionally, members of the public were provided with the names and contact information for persons to contact with input.

The division also sought input of all stakeholders via completion of a survey. The availability of the survey on the division website homepage was made announced at the December 12, 2022 School Board Meeting. The division also sent a communication directly to all students, parents, and staff through a School Messenger alert, encouraging completion of the survey. The survey provided respondents the opportunity to communicate their level of satisfaction with each of the current planned uses of remaining ARP ESSER III formula funds. The survey also asked respondents to provide suggestions for improving upon current spending plans, and solicited additional ideas for spending remaining funds in ways that would, in the opinion of the respondent, have the greatest impact on student learning.

- B. **Describe how the LEA took public input since August 2021 into account:** Based on feedback received through re-engaging stakeholders in the planned use of all remaining ARP ESSER III funds, the division will amend the ARP ESSER III spending plan, along with the approved ARP ESSER III grant application to incorporate the input of stakeholders. This will include stakeholder suggestions for improving and expanding the Extended Day Programs and Summer Academies. Other broad categories from recent stakeholder input include allocating funds for a Community Volunteer Program (tutoring/mentoring), supporting Capstone Projects at grades

five, eight, and twelve focused on community service and/or career exploration, and allocating funds for purchasing instructional site licenses and instructional materials and supplies for use during small group instruction and intervention during the regular school day.

Senior leadership has reviewed all public input received during and after the December 12, 2022 School Board meeting via phone call, email, and/or in-person communication. Senior leadership has also reviewed all public input received to date via survey responses. Consideration will be given to all suggestions. The ARP ESSER spending plan will be updated to reflect the most frequently offered suggestions that are determined to be both 1) allowable expenses, and 2) aimed at supporting student learning and getting students on track following lost instruction during the pandemic.

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: The division provided an overview of the current ARP ESSER Spending Plan during the December 12, 2022 public School Board meeting.

Stakeholders had the opportunity to attend in-person, watch the live stream, or watch the recording on-demand on the division's webpage. Stakeholders were invited to provide verbal and/or written input during and following the Board meeting through in-person remarks, phone calls, emails, and/or completion of a survey. A survey seeking public input on the ARP ESSER spending plan was posted on the division website. The availability of the survey was announced at the Board meeting. A follow-up alert encouraging survey participation was sent via School Messenger to all students, parents, and staff.

Uses consulted on: 1) Extended Day Programs, 2) Summer Academies, 3) Instructional materials /supplies for Extended Day Programs & Summer Academies, 4) Community Volunteer Program to help tutor and mentor students (vetting and training volunteers, tutoring materials), 5) Capstone Projects at grades five, eight, and twelve – focused on community service and/or career exploration; 6) Instructional site licenses and instructional materials & supplies to be used for small group instruction and intervention during the regular school day; 7) Additional ideas/suggestions to help students.

Feedback received: Student respondents to the survey communicated a relatively high level of satisfaction with each of the planned uses of funds. On a linear scale of 1-5 (1=Highly Dissatisfied to 5=Highly Satisfied), the Mean scores from student respondents were as follows:

1. Extended Day Programs: 4.13
2. Summer Academies: 4.19
3. Instructional Materials for Extended Day & Summer: 4.31
4. Community Volunteer Program for Tutor/Mentors: 3.88
5. Capstone Projects: 4.06

6. Instructional Site Licenses & Materials: 4.25

Only one planned use, Community Volunteer Program, had a mean score below 4.0. Purchase of instructional site licenses and materials and supplies scored highest, whether for extended day/summer or for small group instruction/intervention.

Student suggestions for expanding or improving Extended Day Programs included incorporating more reading and report writing, and including first graders. Suggestions for expanding or improving Summer Academies included establishing a Boys and Girls Club and incorporating more reading and writing. Other suggestions to help student learning included updating laptops and providing mental health counseling for depressed students.

B. Families

Description of consultation conducted: The division provided an overview of the current ARP ESSER Spending Plan during the December 12, 2022 public School Board meeting.

Stakeholders had the opportunity to attend in-person, watch the live stream, or watch the recording on-demand on the division’s webpage. Stakeholders were invited to provide verbal and/or written input during and following the Board meeting through in-person remarks, phone calls, emails, and/or completion of a survey. A survey seeking public input on the ARP ESSER spending plan was posted on the division website. The availability of the survey was announced at the Board meeting. A follow-up alert encouraging survey participation was sent via School Messenger to all students, parents, and staff.

Uses consulted on: 1) Extended Day Programs, 2) Summer Academies, 3) Instructional materials /supplies for Extended Day Programs & Summer Academies, 4) Community Volunteer Program to help tutor and mentor students (vetting and training volunteers, tutoring materials), 5) Capstone Projects at grades five, eight, and twelve – focused on community service and/or career exploration; 6) Instructional site licenses and instructional materials & supplies to be used for small group instruction and intervention during the regular school day; 7) Additional ideas/suggestions to help students.

Feedback received: “Families” respondents to the survey communicated a relatively high level of satisfaction with each of the planned uses of funds. On a linear scale of 1-5 (1=Highly Dissatisfied to 5=Highly Satisfied), the Mean scores from student respondents were as follows:

1. Extended Day Programs: 4.06
2. Summer Academies: 4.12
3. Instructional Materials for Extended Day & Summer: 4.15
4. Community Volunteer Program for Tutor/Mentors: 3.91
5. Capstone Projects: 3.95
6. Instructional Site Licenses & Materials: 4.34

Use of funds for a Community Volunteer Program scored lowest with a mean score of 3.91. Capstone projects also scored below 4.0 with a mean score of 3.95. Purchase of instructional site licenses and materials and supplies scored highest, particularly for small group instruction/intervention.

Family suggestions for expanding or improving Extended Day Programs included suggestions such as, include younger grades (PreK-2), provide progress reports to parents, incorporate more

STEM, provide positive mental health programs and life crisis groups/individual counseling, provide educational and interactive field trips, provide tutoring in basic skills (possibly one-to-one), offer more enrichment activities & projects, offer more after school clubs and activities, offer healthy snacks, ensure students are actively engaged in productive work, avoid cancellations, offer sports for fun and learning to get along, offer life skills, financial planning, cooking sewing, using basic tools, etc., offer driver education, provide help with homework, offer more hands-on group activities such as computer repair club, robotics, coding, or agricultural science club, involve the whole school and address academics and social-emotional learning, determine what each individual student needs, offer door-to-door transportation (vs. local stops), and offer a gifted program after school.

Family suggestions for expanding or improving Summer Academies included suggestions such as, offer summer programs for PreK, offer Summer Academies all summer, provide an online option in addition to an in-person option for students who are not here in the summer, offer more STEM, offer entrepreneurship classes/programs, offer math and writing programs, provide strategies/tools for studying/organizing/prioritizing work and having/projecting confidence, offer longer Summer Academies, provide mental health services, offer preparation programs for life after high school, give students incentives and rewards (not just certificates) for completing Summer Academies, offer healthy food options, provide students the opportunity to take a grade appropriate course in a self-selected subject or topic of interest , provide enriching field trips to allow students to explore the state, offer enrichment camps, provide fun activities for students to continue learning after the Academies are over, focus on reading/math/writing/STEM, offer parent training to help parents connect with learning expectations and the curriculum, ask the kids what they would like.

Other ideas offered by Families to help student learning included suggestions such as, provide access to some of the online programs used during the school day for use at home during after school hours, offer more field trips, offer summer camps and after school tutoring, assign tablets to students to complete assignments at home, engage more guest speakers representing trade schools and various jobs and colleges, hire more paraprofessionals, purchase the Lexia Learning System, expand libraries, expand the theater/drama programs, offer study groups with licensed teachers, reward students for completing tutoring or summer academies, provide healthy food options, do something for teacher retention, provide math and reading remediation with the specialists as part of the related arts rotation, offer more special education inclusion classes, pay qualified teachers more money – either through salary increases and/or higher stipends for certain programs/committees, stop the bullies, overhaul the curriculum, incorporate songs into reading, ensure students have all the technology they need in the classrooms, add teachers and/or assistants to each class to reduce the student to teacher ratio, offer pull-out classes (not just inclusion) for students with mild special needs, offer tutoring in the summer and through the school year, offer social emotional learning programs, offer more technology/media programs, and ask the students what they need.

C. School and district administrators including special education administrators

Description of consultation conducted: The Superintendent and Deputy Superintendent consulted school and district administrators, including the Director of Special Education, regarding suggestions for spending the remaining ARP ESSER funds in ways that would have the greatest impact on student learning.

The division provided an overview of the current ARP ESSER Spending Plan during the December 12, 2022 public School Board meeting. Stakeholders had the opportunity to attend in-person, watch the live stream, or watch the recording on-demand on the division's webpage. Stakeholders were invited to provide verbal and/or written input during and following the Board meeting through in-person remarks, phone calls, emails, and/or completion of a survey. A survey seeking public input on the ARP ESSER spending plan was posted on the division website. The availability of the survey was announced at the Board meeting. A follow-up alert encouraging survey participation was sent via School Messenger to all students, parents, and staff.

Uses consulted on: 1) Extended Day Programs, 2) Summer Academies, 3) Instructional materials /supplies for Extended Day Programs & Summer Academies, 4) Community Volunteer Program to help tutor and mentor students (vetting and training volunteers, tutoring materials), 5) Capstone Projects at grades five, eight, and twelve – focused on community service and/or career exploration; 6) Instructional site licenses and instructional materials & supplies to be used for small group instruction and intervention during the regular school day; 7) Additional ideas/suggestions to help students.

Feedback received: Survey respondents who identified as Administrators communicated a high level of satisfaction with each of the planned uses of funds. On a linear scale of 1-5 (1=Highly Dissatisfied to 5=Highly Satisfied), the Mean scores from student respondents were as follows:

1. Extended Day Programs: 5
2. Summer Academies: 5
3. Instructional Materials for Extended Day & Summer: 5
4. Community Volunteer Program for Tutor/Mentors: 4.5
5. Capstone Projects: 4
6. Instructional Site Licenses & Materials: 5

Administrator suggestions to expand or improve Extended Day Programs included suggestions such as, utilize local organizations such as the volunteer fire department and farmers to do programs, and teach students with life skills such as dressing for an interview, conducting oneself in public, showing respect to elders.

Administrator suggestions to expand or improve Summer Academies included suggestions such as contracting with an outside agency to host a science workshop, and focusing on employment skills.

Other ideas offered by Administrators to help students learn included suggestions such as, offer robotics, Legos, and chess, place Promethean Boards in all classrooms so younger students have the same experience as high school students, engage retired educators to work with students, and

survey the students to see what they need. NOTE: This group had a very small number of respondents.

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

Description of consultation conducted: The division provided an overview of the current ARP ESSER Spending Plan during the December 12, 2022 public School Board meeting.

Stakeholders had the opportunity to attend in-person, watch the live stream, or watch the recording on-demand on the division's webpage. Stakeholders were invited to provide verbal and/or written input during and following the Board meeting through in-person remarks, phone calls, emails, and/or completion of a survey. A survey seeking public input on the ARP ESSER spending plan was posted on the division website. The availability of the survey was announced at the Board meeting. A follow-up alert encouraging survey participation was sent via School Messenger to all students, parents, and staff.

Uses consulted on: 1) Extended Day Programs, 2) Summer Academies, 3) Instructional materials /supplies for Extended Day Programs & Summer Academies, 4) Community Volunteer Program to help tutor and mentor students (vetting and training volunteers, tutoring materials), 5) Capstone Projects at grades five, eight, and twelve – focused on community service and/or career exploration; 6) Instructional site licenses and instructional materials & supplies to be used for small group instruction and intervention during the regular school day; 7) Additional ideas/suggestions to help students.

Feedback received Teachers and Other Educators who responded to the survey communicated a relatively high level of satisfaction with each of the planned uses of funds. On a linear scale of 1-5 (1=Highly Dissatisfied to 5=Highly Satisfied), the Mean scores from student respondents were as follows:

1. Extended Day Programs: 4.24
2. Summer Academies: 4.24
3. Instructional Materials for Extended Day & Summer: 4.12
4. Community Volunteer Program for Tutor/Mentors: 3.92
5. Capstone Projects: 4
6. Instructional Site Licenses & Materials: 4.52

Only one planned use of funds scored below the mean of 4.0. Using funds to support a Community Volunteers Program scores lowest with a mean score of 3.92. The planned use scoring the highest was purchase of instructional site licenses and instructional materials to be used during small group instruction and intervention.

Suggestions made by Teachers and Other Educators to expand or improve Extended Day Programs included suggestions such as, hire more behavioral support staff for the elementary schools, differentiate for students who kept up during the pandemic, hire more teachers to permit smaller groups, focus on core subjects – especially reading and math, offer social emotional programs, integrate more technology through purchase of Promethean Boards, emphasize reading extended texts with high level of comprehension, integrate special projects and cooperative learning, monitor progress and provide feedback, offer computer-assisted instruction, include younger students (below grade 3), include more enrichment opportunities, reward students who are doing well and working hard, offer a creative writing class, purchase a wide variety of books

and start reading groups in all schools, find a way to require participation by students who need it most, offer a shop class/club at the high school level, offer more clubs like a Spanish club, Cultural Dance club, or Chess/Checkers club, enable teachers to access the funds directly to eliminate out-of-pocket purchases, offer science experiments, offer enrichment activities for students not in need of remediation, offer STEAM programs, survey the students to see what kinds of enrichment activities they would like offered.

Suggestions made by Teachers and Other Educators to expand or improve Summer Academies include ideas such as, use projects to make it fun, use hands-on activities to engage students, shorten the day for students, focus on core subjects – especially reading and math, include more extracurricular activities, integrate more technology with Promethean Boards, make Summer Academies intensive and mandatory, incorporate more PBL/STEM projects with specific themes related to real-life scenarios, offer enrichment camps that are theme-based with PBL, offer field trips/excursions, do fewer projects and more small group remediation, require participation of struggling students, us hands-on project to increase reading skills, offer English for non-English speakers in the community, offer rewards for students, bring in food trucks, offer intensive English instruction for ELs, offer very small class sizes, offer content specific explorations (science and history), focus on core content and life skills,

Other suggestions made by Teachers and Other Educators to help students recover from lost instructional time include ideas such as, hire more behavior support staff and provide special training on how the teacher and behavior support staff can work together to support students, offer more projects and hands-on activities to engage students – partner with community groups, focus on core subjects – especially reading and math – emphasize small group instruction, encourage librarians to purchase new high quality reading material to encourage students to do more independent reading, hire full-time classroom assistants (paraprofessionals) for every kindergarten classroom and for every classroom (both suggestions made), purchase Promethean Boards for every classroom, use funds to support the quality of instruction that occurs during the regular school day – equip teachers to accelerate student achievement – recommend Doug Lemov’s *Teach Like a Champion*, offer reading as an elective course and offer a creative writing class, offer more educational field trips, site licenses, and instructional materials/supplies, provide teachers with a greater allotment of funds to purchase classroom supplies at the beginning and middle of the year, offer parent involvement and support groups, focus on teacher retention, bring in motivational speakers (for students and staff), reinstate the SODA program, offer more STEAM classes, offer SOL prep study skill sessions, implement an ISS/Alternative program at the elementary level, offer more Career & Technical Education courses within the high school vs. attending the Technical Center, offer teachers bonuses for work during the pandemic, incorporate more movement into instruction, offer a tutoring service that students and families can access at home, establish a transitional first grade for students who do not have mastery of basic phonological and numeracy skills, and provide mental health supports for students

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: The division provided an overview of the current ARP ESSER Spending Plan during the December 12, 2022 public School Board meeting.

Stakeholders had the opportunity to attend in-person, watch the live stream, or watch the recording on-demand on the division’s webpage. Stakeholders were invited to provide verbal and/or written input during and following the Board meeting through in-person remarks, phone calls, emails, and/or completion of a survey. A survey seeking public input on the ARP ESSER spending plan was posted on the division website. The availability of the survey was announced at the Board meeting. A follow-up alert encouraging survey participation was sent via School Messenger to all students, parents, and staff.

Uses consulted on: 1) Extended Day Programs, 2) Summer Academies, 3) Instructional materials /supplies for Extended Day Programs & Summer Academies, 4) Community Volunteer Program to help tutor and mentor students (vetting and training volunteers, tutoring materials), 5) Capstone Projects at grades five, eight, and twelve – focused on community service and/or career exploration; 6) Instructional site licenses and instructional materials & supplies to be used for small group instruction and intervention during the regular school day; 7) Additional ideas/suggestions to help students.

Feedback received: None

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 division provided an overview of the current ARP ESSER Spending Plan during the December 12, 2022 public School Board meeting.

Stakeholders had the opportunity to attend in-person, watch the live stream, or watch the recording on-demand on the division’s webpage. Stakeholders were invited to provide verbal and/or written input during and following the Board meeting through in-person remarks, phone calls, emails, and/or completion of a survey. A survey seeking public input on the ARP ESSER spending plan was posted on the division website. The availability of the survey was announced at the Board meeting. A follow-up alert encouraging survey participation was sent via School Messenger to all students, parents, and staff.

Uses consulted on: 1) Extended Day Programs, 2) Summer Academies, 3) Instructional materials /supplies for Extended Day Programs & Summer Academies, 4) Community Volunteer Program to help tutor and mentor students (vetting and training volunteers, tutoring materials), 5) Capstone Projects at grades five, eight, and twelve – focused on community service and/or career exploration; 6) Instructional site licenses and instructional materials & supplies to be used for small group instruction and intervention during the regular school day; 7) Additional ideas/suggestions to help students.

Feedback received: Stakeholders Representing Special Populations who responded to the survey communicated a relatively high level of satisfaction with each of the planned uses of funds. On a linear scale of 1-5 (1=Highly Dissatisfied to 5=Highly Satisfied), the Mean scores from student respondents were as follows:

1. Extended Day Programs: 4

2. Summer Academies: 4
3. Instructional Materials for Extended Day & Summer: 4
4. Community Volunteer Program for Tutor/Mentors: 4.5
5. Capstone Projects: 3.5
6. Instructional Site Licenses & Materials: 4

Only one planned use of funds scored below the mean of 4.0. Using funds to support Capstone Projects at grades five, eight, and twelve received a mean score of 3.5. Funding a Community Volunteers Program scored highest with a mean score of 4.5.

Suggestions for expanding or improving Extended Day Programs included suggestions such as, include reading and math focused for special needs children. The same suggestion was made for Summer Academies. One additional suggestion was to include extra instructional time after school and during the summer. NOTE: This group had a very small number of respondents.

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

Description of consultation conducted: The division provided an overview of the current ARP ESSER Spending Plan during the December 12, 2022 public School Board meeting.

Stakeholders had the opportunity to attend in-person, watch the live stream, or watch the recording on-demand on the division’s webpage. Stakeholders were invited to provide verbal and/or written input during and following the Board meeting through in-person remarks, phone calls, emails, and/or completion of a survey. A survey seeking public input on the ARP ESSER spending plan was posted on the division website. The availability of the survey was announced at the Board meeting. A follow-up alert encouraging survey participation was sent via School Messenger to all students, parents, and staff.

Uses consulted on: 1) Extended Day Programs, 2) Summer Academies, 3) Instructional materials /supplies for Extended Day Programs & Summer Academies, 4) Community Volunteer Program to help tutor and mentor students (vetting and training volunteers, tutoring materials), 5) Capstone Projects at grades five, eight, and twelve – focused on community service and/or career exploration; 6) Instructional site licenses and instructional materials & supplies to be used for small group instruction and intervention during the regular school day; 7) Additional ideas/suggestions to help students.

Feedback received: None

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: The division provided an overview of the current ARP ESSER Spending Plan during the December 12, 2022 public School Board meeting.

Stakeholders had the opportunity to attend in-person, watch the live stream, or watch the recording on-demand on the division’s webpage. Stakeholders were invited to provide verbal and/or written input during and following the Board meeting through in-person remarks, phone calls, emails, and/or completion of a survey. A survey seeking public input on the ARP ESSER

spending plan was posted on the division website. The availability of the survey was announced at the Board meeting. A follow-up alert encouraging survey participation was sent via School Messenger to all students, parents, and staff.

Uses consulted on: 1) Extended Day Programs, 2) Summer Academies, 3) Instructional materials /supplies for Extended Day Programs & Summer Academies, 4) Community Volunteer Program to help tutor and mentor students (vetting and training volunteers, tutoring materials), 5) Capstone Projects at grades five, eight, and twelve – focused on community service and/or career exploration; 6) Instructional site licenses and instructional materials & supplies to be used for small group instruction and intervention during the regular school day; 7) Additional ideas/suggestions to help students.

Feedback received: Early Childhood respondents to the survey communicated a relatively high level of satisfaction with most of the planned uses of funds. On a linear scale of 1-5 (1=Highly Dissatisfied to 5=Highly Satisfied), the Mean scores from student respondents were as follows:

1. Extended Day Programs: 5
2. Summer Academies: 4.5
3. Instructional Materials for Extended Day & Summer: 4
4. Community Volunteer Program for Tutor/Mentors: 4.5
5. Capstone Projects: 3
6. Instructional Site Licenses & Materials: 5

Only one planned use, Capstone Projects in grades five, eight, and twelve, had a mean score below 4.0. The mean score for this use was 3.0.

Early Childhood respondents did not offer any suggestions for expanding or improving Extended Day Programs or Summer Academies, or suggest any other ideas to help students learn. NOTE: This group had a very small number of respondents.

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:** The division/schools utilized a variety of formal and informal assessments to identify instructional strengths and needs among students, including subgroups of students as listed above. Examples include: Standards of Learning (SOL) assessment results, Student Growth Assessments (SGAs), ACT WorkKeys

assessments, Virginia Kindergarten Readiness Program (VKRP) assessments, Phonological Awareness Literacy Screening (PALS) assessments, WIDA Access for EL's, division benchmark assessments, classroom assessments, and formative assessments. Division instructional leaders and school principals reviewed available data for division and school-wide trends, and schools reviewed data at the individual classroom and student level to determine needs of small groups and individual students. This data analysis is ongoing and an integral part of progress monitoring.

- 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:** The division's currently approved ARP ESSER III grant application includes allocations to address unfinished learning through: 1) Offering Extended Day Programs at each of the four schools. Programs will include academic support and enrichment; 2) Offering Summer Academies at each of the four schools. Summer Academies will offer robust programming, to include academic intervention/remediation, academic enrichment and extension, related arts, physical education, STEAM, and social-emotional learning. The high school will also have a focus on credit recovery; 3) Purchasing instructional materials and supplies to support Extended Day Programs and Summer Academies. Note: Based on recent guidance from the VDOE, the division also plans to re-classify the tuition payment to Virtual Virginia for Spring 2021-2022 enrollments as an allocation to address learning loss.

Based on the feedback received through re-engaging stakeholders in the planned use all remaining ARP ESSER III funds, the division plans to amend the ARP ESSER III spending plan, along with the approved ARP ESSER III grant application to incorporate the input of stakeholders. This will include stakeholder suggestions for improving and expanding the Extended Day Programs and Summer Academies. Other broad categories from recent stakeholder input included allocating funds for a Community Volunteer Program (tutoring/mentoring), supporting Capstone Projects at grades five, eight, and twelve focused on community service and/or career exploration, and allocating funds for purchasing instructional site licenses and instructional materials and supplies for use during small group instruction and intervention during the regular school day. Each of these received relatively high satisfaction ratings (overall mean scores range from 3.96 – 4.37 on a 5-point scale), so each will be given consideration when amending the plan and grant application. Allocating funds for the purchase of instructional site licenses and materials and supplies to be used during the regular school day received the most favorable response on the survey with a mean score of 4.37. This will, therefore, be added to the plan/grant. Numerous respondents suggested the purchase of Promethean Boards to engage students, integrate technology, and support instruction.

In addition to the new categories suggested above, public comments and survey responses generated a long list of additional possible uses of the remaining ARP ESSER III funds to address students' unfinished learning. Each suggestion will be considered and those that were voiced most frequently, are allowable, and are determined to be geared toward addressing student learning will be incorporated into the updated spending plan and amended application.

- C. **Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed:** The division/schools will utilize student academic achievement data (as described in part A) to determine the effectiveness of the evidenced-based interventions employed. The division/schools will also examine other data sources such as student attendance data and discipline referrals/behavioral incidents.
- D. **Amount of ARP ESSER funds to address learning loss:** \$904,162.41. NOTE: In addition to the \$904,162.41 allotted from the ARP ESSER III formula funds to address “learning loss,” the division has also allotted funds from other CARES ESSER and ARP ESSER awards to address unfinished learning. This includes the following allocations:
- CRRSA ESSER II: \$599,578.74
 - CRRSA ESSER II – Addressing Unfinished Learning: \$1,480,500.00
 - ARP ESSER III – Summer Learning: \$180,674.76
 - ARP ESSER III – Before & After School: \$143,090.70

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:** ARP ESSER III funds are being used to support teacher and staff retention by ensuring teachers have needed instructional materials and supplies to effectively address student needs, and a clean and safe working environment. Other funds have been utilized to provide bonus payments to all contracted full and part-time employees on four occasions: 1) November 2020 (CRF funds combined with local), November 2021 (CRRSA ESSER II funds), March 2022 (CRRSA ESSER II funds), and November 30, 2022 (ARPA Bonus Payments combined with local funds). Other funds have been or will be used to provide recruitment bonuses to newly hired teachers, school counselors, and school nurses. This includes a combination of Title VB funds, School-Based Health Workforce Grant funds, and Recruitment, Retention, and Support (RARS) Grant funds. Other funds also have been or will be used to offer retention bonuses to school nurses and bus drivers. This includes School-Based Health Workforce Grant funds, and Bus Driver Incentive Grant funds.

- a. **Total number of new staff hired with ARP ESSER funds:** None
Note: Positions have been added utilizing other funding sources.
- b. **Plan to retain staff hired with ARP ESSER funds after September 30, 2024:**
Currently not applicable.

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:** The division used a small allotment of ARP ESSER III funds to purchase disposable face masks for students and staff. A significant number of masks had been purchased previously using other CARES and ESSER funds. The division also used ARP ESSER III funds to purchase cameras for school buses. The cameras were purchased and installed to assist with two key mitigation strategies: 1) monitor proper mask wearing at the time masks were required, and 2) to assist with conducting effective contact tracing.

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:** The division has used or has obligated (via contracts for architectural design and construction) ARP ESSER III formula funds to support six capital projects. The division requested and received prior approval from the Virginia Department of Education for each of these projects.

Projects include:

- 1) Replaced 17 HVAC units, 14 at Montross Middle School & 3 at Washington District Elementary School. A combination of CSLRF funds and ARP ESSER III funds was used to replace/upgrade the entire HVAC system at MMS, with the exception of four units (those four were replaced using CARES ESSER II funds), and to replace/upgrade the HVAC system on the addition at WDES. This project was designed to mitigate the impacts of COVID-19 by improving the air quality in both of these facilities.
- 2) Remodeled the Montross Middle School entrance. This project was designed to separate students from visiting adults. The project added a door and small entrance awning where there was previously a storefront window, as well as a separate driveway to separate bus and car drivers. The MMS entrance project was needed to promote physical distancing and provide separation from potentially COVID-19 infected individuals.
- 3) Fully renovated Montross Middle School student bathrooms. Each bathroom was fully renovated to provide new flooring, plumbing fixtures, lavatories, sinks, stall dividers/ doors, and ventilation. ARP ESSER III funds covered a portion of the project cost, with the remainder funded through CRRSA ESSER II.
- 4) Remodeled the Cople Elementary School Entrance. This project was designed to prevent adult unvaccinated populations from entering the school building before receiving a health check. The remodel included adding a door that will prevent entrance to remainder of building until buzzed in, and a window to conduct health screening before buzzing in. The project was needed to enforce social distancing and provide separation from potentially COVID-19 infected individuals.
- 5) Construct a walkway covering at Westmoreland High School to create a protected space to be used for outdoor learning and dining. This was designed to increase physical distancing & intake of fresh air, while decreasing close contacts and

quarantines. The design is complete, and construction will begin as soon as materials are on site.
6) Constructed an Outdoor Track at Westmoreland HS. Students & staff needed an outdoor learning space, whether for physical education or other learning experiences. This project was also designed to increase access to fresh air and the ability to physically distance.

An additional capital expense, which was approved by the Virginia Department of Education through approval of the ARP ESSER III application, included the purchase of six air-conditioned buses to replace older, non-air-conditioned buses. This purchase was designed to improve the air quality on buses. Buses were ordered following approval of the grant application, and the division is awaiting delivery.

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.): \$3,588,645.62

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Before and After School	Extended School Day Teachers, Counselors, Nurses, Paraprofessionals	YES	347,200.00	0.00	0.00	347,200.00
Before and After School	Extended School Day Bus Drivers, Transportation Aides	YES	37,800.00	0.00	0.00	37,800.00
Before and After School	Extended School Day Secretaries	YES	8,400.00	0.00	0.00	8,400.00
Summer School	Summer Academy Teachers, Counselors, Nurses, Paraprofessionals	YES	408,000.00	0.00	0.00	408,000.00
Summer School	Summer Academy Bus Drivers, Transportation Aides	YES	35,200.00	0.00	0.00	35,200.00
Before and After School	FICA – Stipends for Extended School Day	YES	30,095.10	0.00	0.00	30,095.10
Summer School	FICA – Summer Academy	YES	33,904.80	0.00	0.00	33,904.80
Before and After School	Consumable instructional materials and supplies for Extended School Day Programs	YES	3,562.51	0.00	0.00	3,562.51
Other	Tuition Payment to Virtual Virginia for 2021-2022 enrollments	NO	68,896.00	0.00	68,896.00	0.00
Other	Disposable face masks in adult and child sizes	NO	2,842.04	0.00	2,842.04	0.00
Other	Purchase cameras for buses to support two mitigation strategies – proper mask wearing and contact tracing	NO	82,884.48	0.00	82,884.48	0.00
HVAC/Renovation/Capital Projects	Labor, equipment, and additional material for turnkey installation of 17 HVAC units	NO	607,006.00	11,797.60	595,208.40	0.00
HVAC/Renovation/Capital Projects	Renovate Montross Middle School bathrooms	NO	474,574.49	3,389.00	471,185.49	0.00
HVAC/Renovation/Capital Projects	Remodel Montross Middle School entrance	NO	734,428.00	27,305.00	707,123.00	0.00
HVAC/Renovation/Capital Projects	Remodel Cople Elementary School entrance	NO	109,010.00	0.00	109,010.00	0.00
HVAC/Renovation/Capital Projects	Construct covering for a walkway at Westmoreland High School	NO	325,000.00	325,000.00	0.00	0.00
HVAC/Renovation/Capital Projects	Construct an outdoor track at Westmoreland High School	NO	472,132.61	472,132.61	0.00	0.00
HVAC/Renovation/Capital Projects	Replace six non-air-conditioned buses	NO	711,872.00	711,872.00	0.00	0.00