

**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.

Section 1: General Information

- | | |
|---|-----------------------|
| A. School Division/LEA Name | Salem City Schools |
| B. Division Number | 139 |
| C. Contact Name | Mandy C. Hall |
| D. Contact Email | mhall@salem.k12.va.us |
| E. Contact Phone # | 540-389-0130 |
| F. Amount of ARP ESSER funding allocated to LEA | \$3,762,674.39 |

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL) <https://www.salem.k12.va.us/covid19>
- 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 available in English and Spanish on the division website. The plan may be orally translated for parents by contacting Dr. Randy Jennings at 540-389-0130.
- 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 Dr. Randy Jennings at 540-389-0130 or by email at rjennings@salem.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. There has been no public comment opportunities for input on the ESSER spending plan since July of 2021 with the original plan. The division will offer public comment on the updated ESSER spending plan document at the December 13, 2022 school board meeting.
- B. Describe how the LEA took public input since August 2021 into account. There has been no public input received since August 2021. Feedback from the public will be reviewed by the executive team to see if there is anything not already addressed within the plan, and those comments will be considered at that time, where feasible.

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 offered public comment on the updated ESSER spending plan document at its December 13 School Board Meeting. The public, including students, were invited to review the plan and offer comments, suggestions, and recommendations. The document was posted in advance of the meeting on the BoardDocs website along with other public documents on the agenda.
 - Uses consulted on December 13, 2022
 - Feedback received - None as of December 12, 2022
- B. Families:
 - Description of consultation conducted - The division offered public comment on the updated ESSER spending plan document at its December 13 School Board Meeting. The public, including families, were invited to review the plan and offer comments, suggestions, and recommendations. The document was posted in advance of the meeting on the BoardDocs website along with other public documents on the agenda. Salem PTA Council met on December 8, 2022 with the ESSER Spending Plan on the agenda for discussion and feedback.
 - Uses consulted on December 8, 2022 & December 13, 2022
 - Feedback received - None as of December 12, 2022
- C. School and district administrators including special education administrators:
 - Description of consultation conducted - The ESSER spending plan was a topic on the agenda of the December 6th Leadership Team meeting where all Directors and Principals

attend to discuss school business. The spending plan was reviewed with all in attendance and feedback was encouraged.

- Uses consulted on December 6, 2022
- Feedback received - None as of December 12, 2022

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

- Description of consultation conducted - The ESSER spending plan was a topic on the agenda of the December 6th Leadership Team meeting where all Directors and Principals attend to discuss school business. The spending plan was reviewed with all in attendance and feedback was encouraged. The spending plan was also a topic of the Superintendent's Communication Meetings on November 29 and December 2 where teachers and staff are present to discuss school business. The spending plan was reviewed with all in attendance and feedback was encouraged. Salem does not currently have a teacher union.
- Uses consulted on December 6, 2022 (Leadership Team) & November 29, 2022 (professional staff) & December 2, 2022 (support staff)
- Feedback received - None as of December 12, 2022

E. Tribes, if applicable

- 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 - The Special Education Advisory Committee (SEAC) was presented with the spending plan and asked for feedback at their most recent meeting. The division offered public comment on the updated ESSER spending plan document at its December 13 School Board Meeting. The public, including civil rights and disability rights organizations, were invited to review the plan and offer comments, suggestions, and recommendations. The document was posted in advance of the meeting on the BoardDocs website along with other public documents on the agenda.
- Uses consulted on November 21, 2022 & December 13, 2022
- Feedback received - There were notes regarding after school programs for all students, more mental health supports, Therapeutic Day Treatment (TDT) services for students, additional counselors or coordinators for 504 services and testing services and also emotional needs of foster care children and homeless population.

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 Special Education Advisory Committee (SEAC) was presented with the spending plan and asked for feedback at their most recent meeting.
- Uses consulted on November 21, 2022
- Feedback received - There were notes regarding after school programs for all students, more mental health supports, Therapeutic Day Treatment (TDT) services for students,

additional counselors or coordinators for 504 services and testing services and also emotional needs of foster care children and homeless population.

- H. Community based organizations, including partnerships to promote access to before and after-school programming
- Description of consultation conducted - Division staff met with the Boys and Girls Club representatives who have the current after-school program in our division through the 21st Century Community Learning Center Grant.
 - Uses consulted on December 6, 2022
 - Feedback received - The spending priorities look good.
- 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 - Ready Region West Early Childhood team met and the ESSER III spending plan was reviewed at that meeting. This group represents private childcare centers within the region, Carilion Children's Hospital Division, United Way, TAP, the public school division and the public children's librarians within the division. It also included Roanoke County at this particular meeting.
 - Uses consulted on December 7, 2022
 - Feedback received - No substantial feedback received other than one comment that it looks like a responsible use of funds.

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.

- 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.
 - Teachers used formative and summative assessment data (CIP Benchmarks, SOLs & SOL Growth Assessments, NWEA MAP results, PALS, Lexile data, VKRP, PASS, SIPPS and LETRS) to determine student areas of learning loss for individuals and groups of students. Progress reports for students with disabilities (SWDs) were reviewed and demonstrated that fine motor skills and expressive writing skills were significantly affected by COVID related learning loss. Hence, Salem City Schools purchased Handwriting Without Tears to address these deficits for SWDs.

- 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 expanded its summer school program in grades K-8 to include six weeks of remediation and enrichment for targeted students. The division provides transportation to and from the program.
 - The division added 16 instructional positions to reduce class sizes, provide instructional coaching, to support the implementation of the CIP benchmark program, and to provide targeted intervention. The instructional coaches also support curriculum alignment with state standards and small group and individual interventions based on student data.
 - The division added two student support positions at its Title I schools to provide intensive tier 3 academic and behavioral supports for students.
 - The division purchased the Handwriting Without Tears Curriculum to target specific goals and objectives for students with disabilities in small groups and with individual students. Progress monitoring demonstrates that students are making progress in the area of fine motor skills and expressive writing.
 - Curriculum development stipends were provided to staff to create resources for the extended summer program. Stipends will also be available for curriculum development beyond summer school for those staff assisting with a curriculum audit.
 - Online instruction was provided for families as requested.

- Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed
 - The division continues to monitor individual student growth through the implementation of classroom and benchmark assessments. The Instructional coaches/data analysts collaborate with Math and English teachers and school administrators to analyze data and differentiate instruction to meet the needs of individual students. As well, the data is analyzed to identify students in need of Tier 2 and Tier 3 instructional support in reading and math. These students are provided instructional support in addition to their classroom instruction.

- Amount of ARP ESSER funds to address learning loss \$2,730,139.64

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: The spending plan includes funding for social emotional resources/activities for staff to address social emotional needs of staff, as well as mental health needs of staff. The plan also includes a contracted service to perform engagement surveys for students, staff and families, to assess these same needs. Lastly, the plan also allows for professional development stipends for staff to learn more about trauma informed practices and how to address/help social emotional needs for students and themselves.
 - a. Total number of new staff hired with ARP ESSER funds 16
 - b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024 - The retention plan is to combine attrition savings with an increase to the local budget to keep positions that are critical to the mission of the division and needs of students.
 - 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 - Funds have been, and will continue to be, used for sanitizing equipment and supplies as well as MERV filters and their installation throughout the division. The division also added an additional custodian to enhance sanitizing within the division. One additional bus and an additional bus driver were also added to address overcrowding and spacing on buses.
 - 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 - N/A
 - D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below - An additional nurse was added to address the additional needs presented by COVID in the division. Full time substitutes were also provided at each school to support the implementation of new arrival, lunch, and departure procedures and to address increases in teacher absences. Additional wages were also provided for additional duties and longer hours related to COVID requirements. Finally, the plan included funding for ZOOM licenses to provide classroom instruction when students and staff were not in the buildings. ZOOM webinar licenses were also used for a variety of school meetings to promote community engagement. It should be noted that participation increased significantly when PTA meetings, parent-teacher conferences, and open-house events were held online.
 - E. Amount of ARP ESSER funds for the uses above (A. through D.) \$1,032,534.75

Section 7: Budget

| Category | Description | Learning Loss Y/N | Budget | Amount Obligated | Amount Spent | Amount Remaining |
|-----------------------------|--|-------------------|--------------|------------------|--------------|------------------|
| Other | Instructional positions such as Classroom Teacher, Instructional Coaches & Speech Language Pathologist | YES | 2,199,856.25 | 0.00 | 855,499.66 | 1,344,356.59 |
| Other | Positions such as Instructional Technology Resource Teacher, Nurse, Custodian and Bus Driver | NO | 418,066.25 | 0.00 | 162,581.32 | 255,484.93 |
| Summer School | Expanded Summer School Program | YES | 350,000 | 0.00 | 96,154.94 | 253,845.06 |
| Summer School | Transportation for Expanded Summer School Program | NO | 29,600 | 0.00 | 21,238.18 | 8,361.82 |
| Other | Handwriting Without Tears Curriculum | YES | 10,283.39 | 0.00 | 10,283.39 | 0.00 |
| Other Recruitment/Retention | Social Emotional resources/activities for Staff | NO | 30,000 | 0.00 | 1,493.82 | 28,506.18 |
| Other Recruitment/Retention | Engagement Surveys | NO | 180,000 | 58,770 | 121,230 | 0.00 |
| Other | Bus | NO | 73,087 | 0.00 | 73,087 | 0.00 |
| Summer School | Curriculum Development Stipends | YES | 10,000 | 0.00 | 0.00 | 10,000 |
| Other | Online Instruction Services | YES | 160,000 | 0.00 | 52,075 | 107,925 |
| Professional Development | Professional development | NO | 134,562.50 | 0.00 | 0.00 | 134,562.50 |
| Other | Mental Health Supports for Students | NO | 50,000 | 0.00 | 50,000 | 0.00 |
| Other | Sanitizing Equipment & Supplies | NO | 36,542.50 | 0.00 | 36,542.50 | 0.00 |
| Other | Overtime and Additional Wages, as well as Substitutes due to COVID | NO | 26,913 | 0.00 | 26,913 | 0.00 |
| Other | ZOOM Subscription | NO | 12,850.50 | 0.00 | 12,850.50 | 0.00 |
| Other | MERV Filters & Installation Costs | NO | 40,913 | 0.00 | 34,572.20 | 6,340.80 |