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](https://www.governor.virginia.gov/newsroom/news-releases/2022/october/name-941581-en.html) 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](https://r20.rs6.net/tn.jsp?f=0014JjpKDiHKHC0oHBGsT7bS4JnO-VNzCIKQ567cgPduTGPsKN9SpZbclmMxtxFuIb54w7UmO5skHFOttgRwVOnusFmKFmhULaicTyrRQPvNWsOJB2cR2V9xH38S70awF2iWp68DPA-tUUBGxrzRIdwbudI_39XJ5cN0g3XT6brSf3eImZOdTK8un76pj7gKkc4GAJw2_FTCjMi6zO3H8PnkESzY9vXi-yNT3cHC2FszYR6TxxUZirYEH5X5j6AMeJu7hoNaX8Keb0=&c=9rYmE4EWP6YpHezmFHNeOEPAuiZihCO4I_BTLS9XkM8E9Tvd3zG2Cg==&ch=w-YC4b5DSArReKDAhxjxqkPEnIgScwD9NiGF4Cukm_Gyo6hYhopKwg==) 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**

## School Division/LEA Name Roanoke City Public Schools

## Division Number 124

## Contact Name Kathleen Jackson

## Contact Email [kajackson@rcps.info](mailto:kajackson@rcps.info)

## Contact Phone # 540-853-1347

## Amount of ARP ESSER funding allocated to LEA: $51,780,984.13

# **Section 2: Transparency and Accessibility**

## LEA webpage where plan is posted (provide URL):

## <https://www.rcps.info/news/what_s_new/re-opening_schools>

## 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.

## English and Spanish versions of the plan are posted on the RCPS website. Spanish is the primary language of the majority of our school division’s parents with limited English proficiency. If parents need the plan written in or translated into a different language, they may contact Supervisor of English Learners, Corey Allder at (540) 853-2877 or by email at [callder@rcps.info](mailto:callder@rcps.info) . Notice of the availability of this translation service is provided in multiple languages and is included in the plan.

## 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 will be provided the plan in different visual and/or auditory formats upon request by contacting Assistant Superintendent for Equity and Student Services, Hayley Poland, at (540) 853-1393 or by email at [hpoland@rcps.info](mailto:hpoland@rcps.info) .

# **Section 3: Opportunity for Public Comment**

1. 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.

**On November 11, 2022, RCPS posted a follow-up survey on the RCPS website as well as on several social media platforms (Facebook, Twitter, Instagram) to ask for input from the public on any needed revisions to the ARP ESSER spending plan. The public was provided details on how to submit input via the RCPS website, social media, and a robo text was sent to all families and RCPS staff with the survey link. The community was informed about the survey during a School Board meeting held November 14, 2022.**

1. Describe how the LEA took public input since August 2021into account.

**Survey results were reviewed by school and district administrators. Comments from the public addressed needs in areas such as student academic loss, mental health, and additional school counselors. RCPS began allocating ARP ESSER funding in these areas during the 2021-2022 school year. Funding continues to be expended in these areas for the current 2022-2023 school year and will continue through 2023-2024. Of the remaining ARP ESSER funds, 67% will be spent on efforts to address 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.

## Students

Description of consultation conducted **Survey**

Uses consulted on **Mitigation Strategies, Addressing Students’ Academic, Social, Emotional, and Mental Health Needs**

Feedback received **Agreed with current plan, spend money on mental health needs**

## Families

Description of consultation conducted **Survey**

Uses consulted on **Mitigation Strategies, Addressing Students’ Academic, Social, Emotional, and Mental Health Needs**

Feedback received **Agreed with current plan, spend money on mental health needs**

## School and district administrators including special education administrators

Description of consultation conducted **Survey**

Uses consulted on **Mitigation Strategies, Addressing Students’ Academic, Social, Emotional, and Mental Health Needs**

Feedback received **Agreed with current plan, spend money on mental health needs**

## Teachers, principals, school leaders, other educators, school staff, and their unions

Description of consultation conducted **Survey**

Uses consulted on **Mitigation Strategies, Addressing Students’ Academic, Social, Emotional, and Mental Health Needs**

Feedback received **Agreed with current plan, spend money on mental health needs**

## Tribes, if applicable

Description of consultation conducted **Not Applicable**

Uses consulted on **Not Applicable**

Feedback received **Not Applicable**

## Civil rights organizations, including disability rights organizations

Description of consultation conducted **Survey**

Uses consulted on **Mitigation Strategies, Addressing Students’ Academic, Social, Emotional, and Mental Health Needs**

Feedback received **None**

## 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 **Survey**

Uses consulted on **Mitigation Strategies, Addressing Students’ Academic, Social, Emotional, and Mental Health Needs**

Feedback received **Agreed with current plan, spend money on mental health needs**

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

Description of consultation conducted **Survey**

Uses consulted on **Mitigation Strategies, Addressing Students’ Academic, Social, Emotional, and Mental Health Needs**

Feedback received **None**

## 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 **Survey**

Uses consulted on **Mitigation Strategies, Addressing Students’ Academic, Social, Emotional, and Mental Health Needs**

Feedback received **None**

# **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,](https://r20.rs6.net/tn.jsp?f=0014JjpKDiHKHC0oHBGsT7bS4JnO-VNzCIKQ567cgPduTGPsKN9SpZbclmMxtxFuIb54w7UmO5skHFOttgRwVOnusFmKFmhULaicTyrRQPvNWsOJB2cR2V9xH38S70awF2iWp68DPA-tUUBGxrzRIdwbudI_39XJ5cN0g3XT6brSf3eImZOdTK8un76pj7gKkc4GAJw2_FTCjMi6zO3H8PnkESzY9vXi-yNT3cHC2FszYR6TxxUZirYEH5X5j6AMeJu7hoNaX8Keb0=&c=9rYmE4EWP6YpHezmFHNeOEPAuiZihCO4I_BTLS9XkM8E9Tvd3zG2Cg==&ch=w-YC4b5DSArReKDAhxjxqkPEnIgScwD9NiGF4Cukm_Gyo6hYhopKwg==) 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.

1. 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.

**Roanoke City Public Schools identified learning loss from various elementary and secondary testing assessments in core subject areas of English, Math, Science and Social Studies. Test results were analyzed from these assessments: PALS, MAP Growth and VDOE assessments, SOL tests, and division-created benchmarks and snapshots.**

**For English learners, learning loss was identified through the same measures as other student groups, along with the additional measure of progress toward English proficiency. This progress toward English proficiency was measured by student performance on the WIDA ACCESS for Els 2.0 English language proficiency assessment. Students with disabilities in Roanoke City Public Schools are required to participate in state and division-wide assessments with their same age nondisabled peers.  Accordingly, and in addition to formative curriculum-based measures provided by their teacher(s) and academic screening activities (i.e. PALS literacy screening), students with disabilities participated in the Virginia SOL tests and Measure of Academic Progress (MAP) tests.  These assessments revealed predictable patterns of learning loss after the academic, social, and emotional impact of the pandemic came more into focus.**

1. 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.

**Roanoke City Public Schools will continue learning loss efforts using ARP ESSER III funds to provide extra support for students by providing additional teachers, teaching assistants, instructional assistants, school counselors, student support specialists and technology support positions throughout the school division. Instructional resources were purchased to expand classroom libraries and to address learning loss needs of English language students. Additional instructional technology will be purchased for schools. A multi-tiered system of support was purchased to provide learning loss data to instructional staff by tracking interventions, behaviors, academics, and attendance. MTSS is a framework for enhancing the implementation of evidence-based practices to achieve important outcomes for every student. Professional development will be provided to staff in the areas of social-emotional learning, equity, literacy, and culturally responsive education. Students are provided tutors during the school day to provide extra instructional support through small group instruction. ARP ESSER III funds will also be utilized to support afterschool programs, summer learning, and summer enrichment.**

**Roanoke City Public Schools will implement evidence-based interventions to address learning loss in English by providing small group instruction focused on identified weaknesses from data. Other strategies include IXL for language arts, enhanced classroom-based libraries, explicit vocabulary instruction, before/during/after reading comprehension strategies and the use of mentor texts.**

**Interventions in Math include using progress monitoring to ensure math instruction builds on what each child knows, use of visual representations, expose students to multiple problem-solving strategies, teach children to view and describe their world mathematically and provide systematic instruction during intervention to develop student understanding of mathematical ideas.**

**For students with disabilities in Roanoke City Public Schools, several learning recovery measures are in progress. ESSER III State Set-Aside funds were used for the following: In an effort to refocus on the unique needs addressed by each child’s individual education program (IEP), all special education teachers participated in an all-day IEP “boot camp” to align our knowledge with procedural best practices on a broad scale. When paired with the new implementation of Goalbook IEP writing resources and software, this will ensure special education teachers are creating IEPs that target the impact of the disability and use evidence-based instructional resources intended to meet those needs. Another example of resources/interventions involves training in structured literacy for all special education teachers. This includes strategies like aligning our knowledge of literacy best practices via a system-wide approach (i.e. training on division-wide professional development day) as well as offering individual teacher certification training in the Orton-Gillingham structured literacy model. RCPS has also provided special education teachers with ready-to-implement differentiated instructional resources via MobyMax Online to target individual student learning loss and accelerate their recovery. Other initiatives addressing learning loss for our population of students with disabilities are in the planning stages, such as furnishing secondary special education teachers with SPIRE (another structured literacy approach) resources, and the Unique Curriculum Program for our self-contained students in need of independent living instruction.**

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

**Roanoke City Public Schools will continue to analyze student progress and growth using test results from assessments such as PALS, MAP Growth and VDOE assessments, SOL tests, and division-created benchmarks and snapshots. The increase in passing scores will be evidence the interventions are being successfully implemented in classrooms.**

**A multi-tiered system of support was purchased and added to our student database that will provide data to instructional staff on students learning loss by tracking interventions, behaviors, academics, and attendance.**

**For students with disabilities, some components of learning loss recovery initiatives have their own internal data tracking tools, such as MobyMax Online, which provide real time access to students’ response to instruction. Other evidence of learning loss mitigation will be realized more slowly through the cycle of informal and formal student assessment. However, in both situations, these data will continuously guide our instructional practices, the continued use of our resources and initiatives, and any necessary changes we must make to ensure our momentum is not compromised.**

1. Amount of ARP ESSER funds to address learning loss: **$20,567,142.95**

# **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.

1. Describe how the LEA used or will use funds to support teacher and staff retention and recruitment strategies.

**Roanoke City Public Schools provided a recruitment/retention bonus for all Instructional Assistants. This bonus increased their hourly rate of pay by $2.00 per hour. Also, a Pandemic Relief Bonus Payment was provided for staff using ESSER II funds.**

* 1. Total number of new staff hired with ARP ESSER funds: 34
  2. Plan to retain staff hired with ARP ESSER funds after September 30, 2024: **34**

**Roanoke City Public Schools is working to phase positions out of ARP ESSER funds and into the school division’s general fund budget beginning now with development of the 2023-24 school division budget. These positions are important, and we believe they will continue to be important to the success of our students long after ESSER funding ends. We will work over the next two years to phase these positions into the local budget. Additionally, we are evaluating other funding sources that may be able to help fund positions that were added with ESSER funds. For example, expansions of services for which Medicaid can be billed may help offset some of the student service and counseling positions added, or at least a portion of the cost of maintaining those positions.**

**Regarding the recruitment/retention bonus implemented for Instructional Assistant positions, RCPS has already absorbed that recruitment and retention strategy into the local budget in 2022-23 by implementing significant raises that incorporated, and went beyond, the benefit of that bonus to help us continue to recruit and retain these important support positions.**

1. 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.

**Roanoke City initially used ESSER I (CARES Act) funds to implement prevention and mitigation strategies. Roanoke City is currently and will continue to use ESSER II funds to provide the school division with necessary items to continue with prevention and mitigation strategies to keep our staff and students safe. ESSER III funds were specifically allocated to address the CDC guidance on improving ventilation and adjusting physical space to modify layouts and increase distancing between students in classrooms. HVAC upgrades are in progress at 14 school locations and two construction projects are in progress at two schools to increase instructional space.**

1. 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](https://doe.virginia.gov/federal_programs/cares/esser-and-geer-constrution-prior-approval-form.docx) for the project.

**Roanoke City requested and received approval for 14 school locations to receive HVAC upgrades and for two construction projects at two schools to increase instructional space.**

**Breckinridge Middle School is receiving a classroom addition to expand instructional space and improve indoor air quality. Former William Ruffner Middle School, which is on the William Fleming High School campus, will be repurposed as a career and technical education center to expand CTE courses for William Fleming High School students. This will provide increased instructional space while also providing equity for career and technical education at both high schools.**

**William Fleming High School – Replace primary building with two high efficiency chillers**

**Westside Elementary School – Addition of air conditioner to the gymnasium**

**Breckinridge Middle School – Replace the aged steam and air handling system including ancillary equipment**

**Garden City Elementary School – Provide and install HVAC cooling/ventilation system for the gymnasium**

**Hurt Park Elementary School – Replacement of existing rooftop HVAC systems with high efficiency equipment for better air quality and filtration**

**James Madison Middle School – Addition of cooling/ventilation system to the gymnasium**

**Noel C. Taylor Learning Academy –** **Upgrade existing VRF system controls to integrate into existing campus automation system**

**Round Hill Elementary School - Upgrade existing VRF system controls to integrate into existing campus automation system**

**Virginia Heights Elementary School - Upgrade existing VRF system controls to integrate into existing campus automation system**

**Highland Park Elementary School - Upgrade existing VRF system controls to integrate into existing campus automation system**

**Crystal Spring Elementary School - Upgrade existing VRF system controls to integrate into existing campus automation system**

**Wasena Elementary School – Replace or retrofit variable-air-boxes serving classrooms, common areas, and offices**

**Roanoke Academy for Math and Science – Replace primary building chiller with high efficiency chiller, upsizing and repositioning location**

**Morningside Elementary School - Replace or retrofit variable-air-boxes serving classrooms, common areas, and offices**

1. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below.

**Roanoke City Public Schools used ARP ESSER funds to support Durham School Services, contracted transportation provider, in recruitment and retention efforts to ensure they had the necessary workforce to provide services to Roanoke City Schools. This pandemic relief was needed due to the disruption of services created by the COVID-19 pandemic. ARP ESSER funds were also used to provide transportation for students to attend summer and afterschool programs for learning loss.**

1. Amount of ARP ESSER funds for the uses above (A. through D.) **$31,213,841.18**

# **Section 7: Budget**

| **Category** | **Description** | **Learning Loss Y/N** | **Budget** | **Amount Obligated** | **Amount Spent** | **Amount Remaining** |
| --- | --- | --- | --- | --- | --- | --- |
| Summer School | Transportation - for summer programs | YES | 525,000.00 |  | 461,132.39 | 63,867.61 |
| Summer School | Instructional supplies for students | YES | 30,000.00 |  | 21,687.08 | 8,312.92 |
| Summer School | Stipends for instructional support for summer learning, summer enrichment to address learning loss, including benefits | YES | 2,692,000.00 |  | 1,852,708.38 | 839,291.62 |
| Before and After School | Stipends for instructional support for afterschool programs to address learning loss, including benefits | YES | 776,000.00 |  | 0 | 776,000.00 |
| Other Recruitment/Retention | Support transportation outsource vendor with recruitment and retention efforts | NO | 1,132,500 | 566,887.50 | 565,612.50 | 0 |
| Other Recruitment/Retention | Recruitment/Retention Bonus for Instructional Assistants to assist in inability to fill IA positions, supplemental pay including FICA | YES | 3,454,273.00 |  | 1,510,606.77 | 1,943,666.23 |
| Professional Development | Professional learning opportunities for staff | YES | 40,000.00 |  | 2,500.00 | 37,500.00 |
| Professional Development | Books and materials for professional development for the school division staff | YES | 9,173.25 |  | 9,173.25 | 0 |
| HVAC/Renovation/Capital Projects | Automation maintenance/software upgrades and proactive system efficiency analysis | NO | 200,000.00 | 100,000.00 | 100,000.00 | 0 |
| HVAC/Renovation/Capital Projects | Contracted Services for 16 HVAC projects and 2 construction projects to include design fees, inspections, etc. | NO | 1,678,570.18 | 441,885.65 | 1,236,684.53 | 0 |
| HVAC/Renovation/Capital Projects | Equipment and Furnishings for construction projects to expand instructional space at Breckinridge MS and for CTE courses at William Fleming HS | NO | 984,088.98 | 25,268.82 | 20,294.00 | 938,526.16 |
| HVAC/Renovation/Capital Projects | Furnishings - non-capital projects but for additional space | NO | 15,911.02 |  | 15,911.02 | 0 |
| HVAC/Renovation/Capital Projects | HVAC and construction projects | NO | 26,114,771.00 | 13,886,926.19 | 12,227,844.81 | 0 |
| HVAC/Renovation/Capital Projects | Vehicle for transportation options for two alternative education programs | YES | 40,000.00 |  | 0 | 40,000.00 |
| Other | Budget & Special Projects Coordinator to perform budget analysis, budget amendments, reimbursements, and all financial related activity for ESSER related grant funds including benefits | NO | 128,000.00 |  | 0 | 128,000 |
| Other | Technology positions to support additional devices & cybersecurity | NO | 960,000.00 |  | 94,046.88 | 865,953.12 |
| Other | Multi-Tiered System of Support for tracking interventions, behaviors, academics, and attendance for students | YES | 128,124.00 | 39,027.00 | 89,097.00 | 0 |
| Other | Update books for all school libraries | YES | 547,819.59 |  | 547,819.59 | 0 |
| Other | Instructional Learning Supplies for Students | YES | 150,000.00 |  | 62,414.36 | 87,585.64 |
| Other | Field Trip Admission | YES | 1,595.00 |  | 1,595.00 | 0 |
| Other | Additional instructional personnel to address learning loss - teachers, tutors, teaching assistant, instructional assistant at all school locations including benefits | YES | 6,003,934.23 |  | 773,739.67 | 5,230,194.56 |
| Other | Instructional Technology for schools - equipment for current classrooms as well as additional instructional space | YES | 285,000.00 |  | 0 | 285,000.00 |
| Other | Special Education Positions to address learning loss for SPED student population, including benefits | YES | 2,736,000.00 |  | 256,276.76 | 2,479,723.24 |
| Other | School counselors and/or social workers to address students social, emotional, and mental health needs and support/intervention specialist focused at elementary level, including benefits | YES | 1,200,000.00 |  | 297,003.15 | 902,996.85 |
| Other | Support/intervention specialist focused at elementary level, including benefits | YES | 1,440,000.00 |  | 461,539.68 | 978,460.32 |
| Other | Board Certified Behavior Analyst to implement behaviorally based methods with students to change behavior and promote positive social and emotional health, including benefits | YES | 480,000.00 |  | 0 | 480,000.00 |
| Other | Food for Parent/Family Events (in the communities) to focus on literacy and math | YES | 16,000.00 |  | 348.10 | 15,651.90 |
| Other | Materials & Supplies for Family Involvement Community Events | YES | 12,223.88 |  | 826.35 | 11,397.53 |
| TOTAL |  |  | $51,780,984.13 | $15,059,995.16 | $20,608,861.27 | $16,112,127.70 |