

Update July 2023

**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 Alleghany Highlands Public Schools
- B. Division Number 003
- C. Contact Name Sherman Callahan
- D. Contact Email Sherman.callahan@ahps.k12.va.us
- E. Contact Phone # 540-863-1800

F. Amount of ARP ESSER funding allocated to LEA \$5,423,517.90

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL) [https://ahps.ss20.sharpschool.com/departments/instruction/arp - american rescue plan_esser](https://ahps.ss20.sharpschool.com/departments/instruction/arp_-_american_rescue_plan_esser)
- 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 – plan is detailed in a simple, concise manner relevant to community understanding. Should individuals need assistance with interpretation or translation, they may call 540-863-1800 for assistance as written in the continuity guidance.
- 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 –as requested, every format is ADA compatible

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 –provided during monthly public school board meeting/minutes and discussed through local advisory groups (PAC, TAC, MAC, CAC, SAC)
- B. Describe how the LEA took public input since August 2021 into account –as described above

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.

(latest dates utilized are listed)

A. Students

Description of consultation conducted –Student Advisory Committee

Uses consulted on 11-7-22 and 4-25-23

Feedback received 11-7-22 and 4-25-23 during meeting

B. Families

Description of consultation conducted –Parent Advisory Committee

Uses consulted on 11-7-22 and 4-24-23

Feedback received 11-7-22 and 4-24-23 during meeting

C. School and district administrators including special education administrators

Description of consultation conducted –Admin Staff Meeting (ABM), third Tuesday of each month

Uses consulted on 11-15-22 and 5-9-23

Feedback received 11-15-22 and 5-9-23 during meeting

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

Description of consultation conducted –Teacher and Classified Advisory Committees

Uses consulted on 11-8-22/11-9-22 and 4-25-23/4-24-23

Feedback received on both dates during meeting

E. Tribes, if applicable

Description of consultation conducted -NA

Uses consulted on

Feedback received

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted -NA

Uses consulted on

Feedback received

- G. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved services
Description of consultation conducted –Special Education Local Advisory Committee
Uses consulted on 11-15-22 and 4-25-23
Feedback received 11-15-22 and 4-25-23 during meeting
- H. Community based organizations, including partnerships to promote access to before and after-school programming
Description of consultation conducted –Alleghany Health Youth Coalition
Uses consulted on 11-3-22 and
Feedback received 11-3-22 and during meeting
- 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 – VQB5 partnerships (Ready Regions West)
Uses consulted on numerous meetings/consultations
Feedback received after consultations/meeting

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. Our learning loss is across the board and not confined to any particular subgroups – our gap group performance has remained at a relative % compared to pre-pandemic levels. Given our demographics, roughly 59% of our students are considered

lower socio-economic status, less than 13% are minorities, and approximately 17% are SPED. We treat learning loss as a division wide issue, not just pertaining to specific subgroups.

- 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 – we have used funds to alleviate learning loss in the following manner:
- Provide safety and basic needs: meal delivery and availability during closures, clean buildings – extra custodial staff, stringent safety protocols, extra cleaning materials/PPE, transportation modifications as necessary. Building upgrades pertaining to HVAC and mold mitigation – roofing membranes/structure replacement, chiller and single unit replacements, increased ventilation capacity, carpet replacement, etc.
 - Staffing – staff incentives (monetary) to maintain (and hopes of increasing) qualified workforce due to increase in teacher/staff shortages
 - Use of mental health, nurses/nurse manager, counselors, and customized learning coordinator to increase positive relationships with students suffering from social/emotional/mental health needs in hopes of achieving greater student academic outcomes.
 - High expectations for all students as relevance by professional development from instructional directors and involvement with local consortium of educational leaders (CIP)-accelerated learning which teachers grade level matter (boosts students up) rather than simply meeting where they are.
 - Use of specific and detailed feedback for both students and educators in terms of performance during evaluations.
 - Use of Responsive Classroom practices and VTSS/PBIS in school buildings
 - Hiring of attendance staff to assist in re-engaging students and increase school attendance
 - Expansion of outdoor learning classrooms and project based learning experiences
 - Before/After School Tutoring and increased staff for remedial purposed throughout the day.
 - More Robust Summer Learning environment with the “HILLS” academies that highlight targeted/intense instruction for learning loss students.
 - Use of growth measure and diagnostic/analytical tools to guide planning – Mastery Connect, LASER, Renaissance, IXL, etc.
- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed – Teacher/Student Ratios, attendance tracking and chronic absenteeism, quarterly reports, PALs/VKRP, SOL/accreditation pass rates, CIP benchmarks, School Climate Survey, Building Safety and Security Checklists, Air Quality Analysis, retention percentage, on grade level reading, CTE certifications, DCV report, school graduation index, etc.
- D. Amount of ARP ESSER funds to address learning loss - **\$2,385,934.28**

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 – increased advertising/scope of recruitment, retention bonuses for staff that remain in 22-23 and 23-24
- a. Total number of new staff hired with ARP ESSER funds – 4 during 21-22 school year
 - b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024 – all 4 staff have been re-allocated to current staff expenditures and not ARP funds for the 22-23 school year due to excess of state funding as well as vacancies unfilled. Consolidation will also alleviate several positions which makes this process sustainable.
- 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 – we will continue to follow our health mitigation plan and re-evaluate monthly for possible recommendations/changes from regional/local partnerships including but not limited to CDC/VDH. (Funding will be mostly incurred in cleaning supplies and PPE items)
- 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 –HVAC and air quality upgrades at 7 school buildings for failing/older equipment (chillers, single units, and such; prior approval granted under Spectrum Designs/WACO contracting for the project cost of roughly 1.5 million-in, near completion).
- D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below – roof/membrane replacement at JRTC and AHS due to age and condition of said items has received prior approval and the project scopes from Spectrum along with the additional creation of outdoor learning spaces at 5 more school buildings are budgeted at approximately 3.3 million.

E. Amount of ARP ESSER funds for the uses above (A. through D.) - \$3,037,583.62

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
<i>Direct Support to Families for Tutoring</i>	<i>Virtual Virginia, Edgenuity, Razz, etc</i>	<i>YES</i>	<i>100,000.00</i>		<i>68,040.00</i>	<i>31,960.00</i>
<i>Other Recruitment/Retention</i>	<i>Salary/Benefits – multiple personnel including Custom Learning Director</i>	<i>YES</i>	<i>150,000.00</i>		<i>108,652.01</i>	<i>41,347.99</i>
<i>Other</i>	<i>PAES Lab, scrubber, supplies, etc.</i>	<i>NO</i>	<i>50,498.73</i>		<i>10,397.42</i>	<i>40,101.31</i>
<i>HVAC/Renovation/Capital Projects</i>	<i>Project 3</i>	<i>NO</i>	<i>2,787,084.89</i>	<i>2,787,084.89</i>		<i>(2,787,084.89)</i>
<i>Professional Development</i>	<i>Synergy – TpT, Orton Gillingham, etc.</i>	<i>YES</i>	<i>90,934.28</i>		<i>75,826.50</i>	<i>15,107.78</i>
<i>Teacher and Staff Performance Bonuses</i>	<i>Workforce stabilization incentive-highly qualified educators</i>	<i>YES</i>	<i>1,756,000.00</i>		<i>734,022.29</i>	<i>1,021,977.71</i>
<i>HVAC/Renovation/Capital Projects</i>	<i>Fees associated w project 1 and 2</i>	<i>NO</i>	<i>100,000.00</i>			<i>100,000.00</i>
<i>Other Recruitment/Retention</i>	<i>Salary benefits – multiple personnel, support services, not learning loss</i>	<i>NO</i>	<i>40,00.000</i>		<i>17,492.88</i>	<i>22,507.12</i>
<i>Other High Quality Tutoring</i>	<i>Supplies/materials for extended school programming</i>	<i>YES</i>	<i>164,000.00</i>		<i>147,505.10</i>	<i>16,494.90</i>
<i>Professional Development admin</i>	<i>Admin training, recently appointed principal, EAB, etc.</i>	<i>NO</i>	<i>60,000.00</i>	<i>40,000.00</i>		<i>(60,000.00)</i>
<i>HVAC/Renovation/Capital Projects</i>	<i>Supplies/materials for extended school programming – capital expense</i>	<i>YES</i>	<i>125,000.00</i>			<i>125,000.00</i>
			<i>5,423,517.90</i>		<i>1,161,936.20</i>	<i>4,261,581.70</i>