

**Virginia Department of Education
School Division/LEA ARP ESSER Spending Plan**

Section 1: General Information

- A. School Division/LEA Name Martinsville City Public Schools
- B. Division Number 0116
- C. Contact Name Travis Clemons
- D. Contact Email tclemons@martinsville.k12.va.us
- E. Contact Phone # 276.403.5722

- F. Amount of ARP ESSER funding allocated to LEA \$8,808,032.66

Section 2: Transparency and Accessibility

- A. The plan is posted via: <https://www.martinsville.k12.va.us/division-updates/return-to-school>
- B. The plan may be physically translated into Spanish and otherwise orally translated for parents. Contact Dr. Tamra Vaughan, 276.403.5708 to request translation.
- C. 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. Cynthia Tarpley, 276.403.5856.

Section 3: Opportunity for Public Comment

- A. The plan was presented and a public hearing held at the February 08, 2021 school board meeting, conducted in person and recorded live and replayed on a loop via our local government channel. Updates have been presented at subsequent board meetings with opportunity for comment. Surveys were developed that collected input for planning and decision making. Monitoring and continued development occur with stakeholders, including: students, families, school and district administrators (including special population administrators), teachers, principals, school leaders, other educators, school staff, and their affiliate organizations via public hearings, surveys, phone calls, and face to face meetings via monthly Board meetings with updates and opportunities for input from all constituents. Additionally, consultation continues to occur via SAC, SEAC, division leadership team meetings, cabinet review and the health plan team. A survey is posted at <https://docs.google.com/forms/d/e/1FAIpQLSch90vGABFlaLof-0LXcgt9uMt4xv2hms-FlzQxzqqoTmu4uQ/viewform> for continued opportunity for input.
- B. Input and requests are evaluated and considered based on whether they are actually related to COVID and also fit one of the four allowable program areas: meeting students' needs; academic, social, emotional, physical health and safety, mental health supports, or operational continuity. As allowable and evaluated as being impactful, amendments to the grant are submitted to VDOE for approval for MCPS to implement.

Section 4: Consultation with Stakeholders

- A. Students
Description of consultation conducted: SEL Survey, Universal Screener, Self Care Survey
Uses consulted on: Mental health, academics, health and safety
Feedback received: Mental health needs, health and safety on site
- B. Families
Description of consultation conducted: Surveys, phone, meetings, social media
Uses consulted on: Health and safety; access to instruction; access to meals
Feedback received: Affordable access at home; devices and materials for home use; masks that fit, transportation
- C. School and district administrators including special education administrators
Description of consultation conducted: Meetings, surveys
Uses consulted on: Remote learning; health and safety; mental health (student and staff); attendance; continuity; remote device maintenance; recruitment and retention of staff; compensation, transportation, meals
Feedback received: Need additional staff to implement health and safety, inventory, substitutes, software, training, more compensation to recruit and retain
- D. Teachers, principals, school leaders, other educators, school staff, and their unions
Description of consultation conducted: Meetings, surveys
Uses consulted on: Remote learning; health and safety; mental health (student and staff); attendance; continuity, materials, compensation, transportation, meals
Feedback received: Adequate materials for health and safety, revised logistics, compensation
- 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: None specific; access to online survey and meetings
Uses consulted on: No direct consultations
Feedback received: None 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: Public meetings, SEAC (Parent Run), direct outreach to families
Uses consulted on: Plans (all encompassing) were presented with the opportunity to offer feedback. Additional focus given to special services and access to resources.
Feedback received: Health and safety, access

- H. Community based organizations, including partnerships to promote access to before and after-school programming
 Description of consultation conducted: Meetings with agency leadership such as Piedmont Community Services, Health Department, Health & Wellness Coalition, MHC3 and Boys and Girls Clubs
 Uses consulted on: Extended instructional opportunities and access for continuity of after school programming, health and safety requisites
 Feedback received: Access to buildings, meals, and internet.

- 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: Surveys, direct contact, health and wellness newsletters
 Uses consulted on: All aspects
 Feedback received: Very accepting of preemptive information and plans

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)

- 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: MCPS is using subgroup data from spring SOL assessments, Fall and Winter Growth Assessment data, PALS assessments, and NWEA MAP Reading Fluency assessments. The data is then analyzed by skill to determine areas for scaffolding in tier 1 instruction and targeted tier 2 and tier 3 interventions for identified students.

- 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: MCPS is using funds to extend the school year by one month to provide additional time to address learning loss. MCPS is funding MINet (local internet provider) to support low-income families in having internet access at home and laptops for students to participate in differentiated instruction and tiered interventions. MCPS is using NWEA MAP Accelerator to provide targeted interventions based on assessment data. MCPS is using technology (ViewBoards and iPads to provide interventions within the classroom and to students who may have to learn from somewhere other than school due to illness or quarantine. Funds will also be used to address chronic absenteeism, drop out prevention, behavioral interventions and to maintain inventories and provide maintenance and repair support for one to one student devices needed for hybrid instruction during quarantines and extended services.

- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed. Weekly data meetings are held at the school level to progress monitor students by teacher, by grade level, and by intervention. Quarterly Division Leadership Team data meetings are held to review data at all schools to monitor impact of interventions and plan for adjustments if the intervention is not having a positive impact.

- D. Amount of ARP ESSER funds to address learning loss: \$5,516,036.44

Section 6: Other Uses of Funds

- A. Describe how the LEA used or will use funds to support teacher and staff retention and recruitment strategies:
Recruitment and retention incentives: Paying the benefit costs that we do not cover that the surrounding localities do that exacerbated our ability to compete for potential employees and to help prevent employees from leaving us for surrounding districts; offering recruitment and retention incentive pay via a series of installments: 1 is to cover the benefit differential followed by two onboarding and retention incentives at midyear and end of year for the duration of the grant. \$5,000 performance bonus for SWD teachers.
- a. Total number of new staff hired with ARP ESSER funds: 6 new positions were allocated; 3 have been filled to date.
 - b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024: The plan is to request funding to sustain all positions during the FY24 budgeting process.
- B. Funds will be used to maintain and replace equipment purchased and installed during the pandemic as well as stock, maintain, and provide prevention and mitigation materials and supplies, used to adapt to recommendations provided by the CDC. These include, but are not limited to, PPE, cleaning and disinfectant materials, electrostatic spraying, barriers, automated dispensers, items that improve air quality, distancing strategies, contact tracing, and so forth. Additionally, Martinsville City Schools collaborates with the local Health Department and the Henry Martinsville Coalition on Health and Wellness. Our plan addresses CDC prevention strategies #3, 5, 6, 8 and 9. Otherwise, adjustments are made as guidance is updated. An infection specialist ensures compliance with our action plans and works with sites on mitigation and serves as the liaison with the partner health agencies.
- 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: Infection specialist to develop and maintain action plans and ensure compliance. Continuity of service by retaining assistant principals following local budget cuts. DocuSign for remote signatures.
- E. Amount of ARP ESSER funds for the uses above (A. through D.) \$3,291,996.22

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	Division-wide Fiber Optics Cabling	YES	\$88,009			\$88,009
Other	Technology Technician	YES	\$122,220.90	\$1,005.99	\$29,229.18	\$82,985.73
Summer School	Staffing to Provide Extra Month of School	YES	\$1,184,150			\$1,184,150
Other	Substitutes	YES	\$269,125		\$84,518.51	\$184,606.49
Other	Infection Specialist	NO	\$129,283	\$15,534.24		\$113,748.76
Other Recruitment/Retention	Recruitment and Retention	YES	\$4,611,580.67		\$1,185,437.02	\$3,426,143.65
Other	Retain Assistant Principal Positions	NO	\$987,397	\$167,852.19	\$115,871.69	\$703,673.12
Other	Software and Online Content: NWEA/Aristotle/Zoom/MiNet ISP	YES	\$513,193.58			\$513,193.58
Other	Software and Online Content: Docusign	NO	\$11,540			\$11,540
Other	ViewSonic ViewBoards	YES	\$74,948	\$74,948		\$0.00
Other	iPad Pro w/WiFi	YES	\$36,924		\$36,924	\$0.00
Other	PPE/Cleaning Supplies and Materials	NO	\$81,728.72			\$81,728.72
Other	Air Purification Systems	NO	\$17,799.94		\$17,799.94	\$0.00
Other	ProBook 440s	YES	\$263,880			\$283,641
Teacher and Staff Performance Bonuses	Performance Pay for Student with Disabilities Teachers	YES	\$193,770			\$193,770

Original 12/26/22
Revised 1/5/23
Revised 6/26/2023