

**Virginia Department of Education
Norton City Schools/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 re-engage 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

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|-----------------------------|---|
| A. School Division/LEA Name | Norton City Schools |
| B. Division Number | 119 |
| C. Contact Name | Virginia Roberts |
| D. Contact Email | vroberts@nortoncityschools.org |
| E. Contact Phone # | 276-679-2330 |
- F. Amount of ARP ESSER funding allocated to LEA
- **\$1,891,484.11**
 - **The data on this form reflects the most recent amendment (#2) that was approved through OMEGA on November 29, 2022.**
 - **There are no new projects within the November 2022 amendment—this amendment (#2) adjusted fund allocation to better reflect actual expenses as they have occurred and removal of a capital project that will be completed with an alternate funding source.**

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL):
<http://www.nortoncityschools.org/division-plans/ncslea-arp-esser-spending-plan>
- 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 on the website in multiple languages.
The plan can be orally translated for families/parents. Contact Becke Elkins, Norton City School Board Office, 276-679-2330 to request translation.**
- 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 Becke Elkins, NortonCity School Board Office 276-679-2330.

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.
Stakeholders met on December 7, 2022, including the Superintendent, NCS Principals, Transportation Director, Special Education Coordinator, Technology Coordinator, Finance Supervisor, Human Resources, Federal Programs Coordinator, Community Based organizations, teachers, family members (parents), paraprofessionals, counselors, and students to review, get input, share ideas, and discuss the needs for NCS and the ARP ESSER spending plan.
- In developing the ARP ESSER Plan, Norton City Schools sought public input and took such input into account as described below:**
- **ARP-ESSER meetings**
 - **Board Meetings for public comment**
 - **Family/Community Surveys on Webpage**
- B. Describe how the LEA took public input since August 2021 into account.
Norton City Schools provided a link to the Updated Plan on the Norton City Schools Web Page and the Norton City Schools Facebook page to seek public input from December 9, 2022- December 16, 2022. Additionally, public comments were taken at the December 12, 2022 board meeting.

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 by December 20, 2022.**

A. *Students*

Description of consultation conducted:

APR ESSER Planning Committee & Survey

Uses consulted on:

Learning Loss Recovery Teachers and paraprofessionals, time on task in the classroom, schedule revisions for additional remediation time, special education program updates, summer learning programs, additional school buses, technology upgrades/purchases and bathroom projects.

Feedback received:

Additional technology resources have been helpful, bathrooms are better than before, teachers are helping students with learning loss areas. Teachers have been dedicated to students by working with afterschool and summer school programs beyond their typical job. Students have indicated that it was nice to have virtual Fridays and other virtual options as needed, but now are glad that schools are back in session consistently with in-person learning. After school and summer school remediation and recovery programs have been in place, and scheduled remediation time built into the daily schedule has helped students catch up. Meals are available to those that stay for after school programs. Special education students did not miss required service time. The additional bus has improved problems with overcrowding and sanitation during COVID and illness seasons. Students have liked the one-to-one initiative with classroom sets of chromebooks. Students are pleased with the upgrades and the new facilities. One student indicated that they were clean and glad to have hot water and the single use stalls for greater privacy.

B. *Families*

Description of consultation conducted:

APR ESSER Planning Committee & Survey

Uses consulted on:

Learning Loss Recovery/Remediation Teachers and Paraprofessionals, Summer Recovery/Remediation Teachers, HVAC Projects- Window Project at John I. Burton, Buses/Vans, Bathroom Projects.

Feedback received:

Learning Loss Teachers/Paraprofessionals have been successful in providing one on one and small group remedial sessions for students that have been identified for Learning Loss Recovery. The Summer/After School Learning Loss Recovery Programs provided

remediation for identified students at NEMS and recovery/remediation for identified students at John I Burton to increase student success by addressing learning loss. The master schedule at the elementary school was revised to build in remediation time during the school day for all students because not all families have chosen to participate in the after school and summer learning loss recovery programs. Families have been pleased with the new HEPA air filters that are in place in every classroom and on all buses. Parents and students are glad to know that a window project for the high school is in the spending plan. Most of the windows will not open and there is limited ventilation in some areas of the building due to this. Parents are glad to see that the buses are being maintained and cleaned regularly and that the extra bus has helped correct overcrowding issues and provided better social distancing practices on the buses. Some parents would like to see an activity van purchased for small groups/extracurricular (golf, tennis, etc.) Parents' comments about the upgraded bathrooms have been favorable with minimal concerns from families about the design of the bathrooms. Some parents indicated that the visibility of the hand washing area was a great improvement to help prevent bullying and discipline issues in the bathrooms.

C. *School and district administrators including special education administrators*

Description of consultation conducted:

APR ESSER Planning Committee & Survey

Uses consulted on:

Learning Loss Recovery Teachers and Paraprofessionals, Summer School Recovery Teachers, intensive after school programs, HVAC Projects- Window Project at John I. Burton, Buses/Vans, Transportation, Food Service, Bathroom Projects, Special Education Services, Technology, digital signs, and Virtual Academy.

Feedback received:

Learning Loss teachers have done a great job of identifying and responding to student learning losses with tiered intervention strategies that bridge identified learning gaps and help bring student performance/learning up to grade level. Learning Loss paraprofessionals work with identified students under the supervision of Learning Loss teachers. Summer School remediation/recovery teachers have been highly effective in working with smaller groups of identified students for remediation to bridge learning gaps. Identified students are attending intensive after school learning loss recovery programs. The revised master schedule at the elementary school has been effective for addressing learning loss for students who are unable to stay for the after school program. Approved HVAC projects for new windows at the high school will provide for better air quality. The purchase of a school bus provides additional transportation options for daily transportation and extracurricular activities. Food service procedure changes helped respond to social distancing initiatives and our students have been able to receive meals on unexpected closures due to USDA waivers. The bathroom upgrade project has helped with preventing viral spread and promoted social distancing. The bathroom project has had a big impact in decreasing student discipline issues. Plans for special education students were modified to ensure

required service times were met for this population. Additional technology purchases gave every teacher a classroom set of chromebooks to respond to increased technology needs. Allowing students who attended virtually for a variety of reasons to check out chromebooks and wifi hotspot devices for home use provided equitable opportunities. Hiring a technology consultant assisted in preparing for both software and hardware upgrades required. The digital signs purchased for both schools allowed important school information to be displayed in a touchless format to help prevent the viral spread. The partnership with the Region VII Virtual Academy has allowed for retention of students that might have otherwise homeschooled due to inability to attend in person.

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

Description of consultation conducted:

APR ESSER Planning Committee & Survey

Uses consulted on:

Learning Loss Recovery/Remediation Teachers and Paraprofessionals, Special Education, Summer Recovery/Remediation Teachers, HVAC Projects- Window Project at John I. Burton, Buses/Vans, Transportation, Bathroom Projects, Special Education Services, Technology, Mental Health Supports.

Feedback received:

Learning loss teachers and paraprofessionals have had a positive impact on the classroom setting by differentiating instruction for students who have experienced learning loss and providing one on one assistance and small group remediation, specifically in grades 1-3. Norton Elementary is a Schoolwide Title I school as of 2022-23, which has allowed for better response to intervention strategies to bridge learning gaps through the Title I program with a larger population of students. Special Education Teachers feel that because Norton City Schools remained in session throughout COVID, the division was able to provide continuity of services for this student population, and a learning loss remediation process has been effective. Summer School programs allowed for students to receive remediation at Norton Elementary and recovery/remediation at John I Burton for student success and to address learning loss. Social settings within the extended summer session were important to overall student success in the continuum of the development of the whole child. The HVAC projects will provide more fresh air and better airflow and ventilation for the students. The bathroom project included vape detectors which helped administrators deal with incidents and provided a deterrent for the students to use these harmful materials on school grounds. Purchasing a new school bus has been a great addition to our school community. Additional technology purchases provided for classroom sets of chromebooks which allowed teachers to work with both on-site and virtual students more effectively and efficiently. Working with United Way to become a trauma informed school district has helped teachers better identify students in need of emotional and mental health support. Communities in Schools provided an on-site counselor who has worked effectively with students in need of additional emotional and mental health support.

As of December 12, 2022, NCS will lose the Therapeutic Day Treatment programs provided through Family Preservation Services and Health Connect America. This will increase the need for Mental Health support and is a tremendous loss for our students in this division.

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 **N/A**

Uses consulted on **N/A**

Feedback received **N/A**

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:

APR ESSER Planning Committee & Survey

Uses consulted on:

Learning Loss Recovery/Remediation Teachers and Paraprofessionals, Summer Recovery/Remediation Teachers, HVAC Projects- Window Project at John I. Burton, Buses/Vans, Transportation, Food Service, Bathroom Projects, Special Education Services, Technology, Mental Health Supports.

Feedback received:

Students in these subcategories participated in learning loss initiatives (including emotional and mental health supports), as identified, and benefited from the capital improvement projects. Learning Loss Recovery/Remediation Teachers/Paraprofessionals and intensive summer school and after school programs have helped target students in all subcategories who missed critical reading and math skills at every grade level. Teachers are working with students in small groups and utilizing differentiated learning strategies to help students catch up on the academic skills they lost during COVID. EL students have been able to access learning loss recovery efforts in their English language acquisition. ESL teachers received a stipend for additional efforts to maintain continuity of the ESL program during COVID. Every student has access to a chromebook at school in all classes and can check out a chromebook for home use, if necessary. The mobile wifi hotspot devices provided equity for all students in accessing instruction.

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

Description of consultation conducted:

APR ESSER Planning Committee & Survey

Uses consulted on:

Community based partnerships, Summer Programs, transportation before and after school programs, Mental Health Supports, Truancy and Chronic Absenteeism.

Feedback received:

Summer Remediation/Recovery Teachers provided extra support in math and reading, specifically at Norton Elementary School. Transportation was provided for our After School Program. Children's Inc. provided summer care and after school care throughout the school year 2021-22 and continues to do so for the 2022-23 school year which provides an element of homework help and academic support for students in attendance.

Community in Schools and United Way of Southwest Virginia programs have provided a needed element of family involvement, social, emotional, and behavioral supports as well as working to lower absenteeism with school based activities and incentives. The counselor provided by Communities in Schools works with students who have attendance issues and provides incentives and mental/emotional health support for these students.

- 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:

APR ESSER Planning Committee & Survey

Uses consulted on:

Learning Loss Recovery/Remediation Teachers and Paraprofessionals, Summer Recovery/Remediation Teachers, Food Service, Special Education Services, Technology, Community Partnerships.

Feedback received:

Summer programs for Pre-K students, in coordination with United Way, were able to address student readiness for Kindergarten. Teachers used "Kinder Camps" to assist in developmentally appropriate activities and social skill development for students that needed additional support to be "ready" for kindergarten. Pre-K and Kindergarten teachers, as well as paraprofessionals, worked to "catch up" students with these needs and welcomed students that had not attended Pre-K previously, but were enrolled to attend Kindergarten in the fall. During the 2020-21 school year, Pre-K was in-session on a 2-day a week schedule, and during the 2021-22 school year returned to full 5 days a week in which it still remains.

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.

Norton City Schools identified student learning loss via data analysis of SOL testing results, SOL growth assessment results, PALS testing results, STAR testing results, iReady diagnostic testing results, VKRP results, CIP quarterly benchmark results, and results from teacher made assessments. SOL and benchmark data were disaggregated amongst student groups such as economically disadvantaged and students with disabilities. Data points identified areas that learning loss has occurred.

- 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.

Norton City Schools will address the academic impact of lost instructional time (learning loss) through the implementation of tiered interventions during summer learning/summer enrichment programs, extended day programs, comprehensive after school programs, and/or extended school year programs. Additionally, the division will address the academic impact of learning loss and target students with learning gaps in the primary grades by providing an additional classroom teacher and paraprofessionals for greater individualized instruction as well as providing a year-long comprehensive after school program for all grade levels. Critical skills in math and reading will be the key focus for addressing learning gaps. An after school program during 2021-22/2022-23 has been put in place. An extensive summer school program with a focus on the core areas of reading and math remediation was held during the summer of 2022 for all grade levels and high school courses and will be offered again during the summer of 2023. Learning loss will continue to be addressed during the 2022-23 school year in the same manner with the addition of project based learning and enrichment activities. During the 2021-22 school year, teachers offered intensive remediation during their planning blocks for identified students. Schedules for 2022-23 have been revised to include a built-in remediation time. These strategies will be considered, depending on the identified needs, going forward.

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

Norton City Schools will produce evidence of the effectiveness of the evidence-based learning loss interventions with results from SOL testing, SOL growth assessments, PALS testing, VKRP results, quarterly benchmarks, and teacher made assessments. SOL and

benchmark data will again be disaggregated for the general student population and amongst student groups such as economically disadvantaged and students with disabilities. Pre-intervention testing results and post-intervention testing results will be compared.

D. Amount of ARP ESSER funds to address learning loss: **\$442,706.86**

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.
- **Salaries/benefits for new Learning Loss Teacher and 4 Learning Loss Paraprofessionals**
 - **Salaries/benefits for 2022 and 2023 summer school teachers to address learning loss**
 - **Salaries/benefits for 2022-23 after school teachers to address learning loss**
 - **EL teacher stipend and benefits for working with ESL students during the pandemic (2021-22 and 2022-23)**
- a. Total number of new staff hired with ARP ESSER funds:
1 teacher; 4 paraprofessionals
- b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024:
- **Staff hired through ARP ESSER funds and retained beyond exhaustion of ARP ESSER funds will be funded through other federal programs and/or LEA funds.**
 - **Support smaller class sizes with lower student-teacher ratios.**
- 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.
- **Purchase of Covid Rapid Tests for employee and student use to prevent viral spread.**

- **Purchase of a new school bus to allow for increased social distancing to prevent viral spread when transporting students.**
 - **In order to operate in-person learning effectively during the pandemic, the division partnered with the Region 7 Virtual Learning Academy to offer students an alternate educational setting in a virtual environment for students of families that preferred their children learn from home to prevent possible viral exposure at school.**
 - **Purchase of Wifi hotspot devices for students who opted to attend school virtually.**
 - **Technology consultant services to provide hardware and software support to division technology coordinator to respond to changes in methods of instruction during COVID.**
 - **Partnered with Communities in Schools to support social/emotional/mental health needs for students stemming from COVID with an on-site community coordinator to respond to ongoing mental health needs and to promote a positive environment to safely operate schools for in-person learning.**
 - **Partnered with United Way for a Trauma Informed Schools Project/Initiative that provides all division staff with mental health awareness training to be better prepared to respond to warning signs and social/emotional needs of students due to school closures, virtual instruction, return-to-school initiatives, and promote a positive environment to safely operate schools for in-person learning.**
- 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 approved project—Norton City Schools will replace all windows at the high school to respond to the need for greater air quality and ventilation to prevent viral spread; ARP ESSER designated funds for this project are local match for separate HVAC grant; project has been requested and approved by VDOE.**
 - **Modernize bathrooms—to improve ventilation, improve air quality, respond to a need for greater hot water access, install touch-free facilities, prepare for greater sanitization, and increase social distancing to prevent viral spread; LEA has requested and received approval for this project from VDOE.**
 - **Installed electronic signs at both schools to communicate with parents/students in real time, remotely from their vehicles, to enhance communication with the community and families. Signs are touchless, which helps decrease viral spread; LEA has requested and received approval for this project from VDOE.**
- D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below.
N/A
- E. Amount of ARP ESSER funds for the uses above (A. through D.): **\$1,891,484.11**

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other Recruitment/Retention	2022-23 salaries and benefits for Learning Loss teacher/paraprofessionals	YES	116,788.64	17,641.50	17,641.50	93,147.14
Before and After School	2022-23 Learning Loss for After School Program--teacher salary and benefits	YES	30,228.11	12,541.78	12,541.78	17,686.33
Summer School	Learning Loss Teacher salary and benefits for 2021-22 and 2022-23 Summer School Program	YES	123,337.11	0.00	0.00	123,337.11
Other Recruitment/Retention	EL Teacher stipend (2021-22 and 2022-23) and benefits for stipend	YES	2,153.00	1,076.50	1,076.50	1,076.50
Professional Development	2 year partnership with United Way for teacher training on Trauma Informed Initiative (2021-22 and 2022-23)	YES	93,000.00	93,000.00	93,000.00	0.00
Other	2 year partnership with Communities In Schools for in-school community coordinator to respond to ongoing student mental health needs (2021-22 and 2022-23)	YES	77,200.00	77,200.00	47,200.00	30,000.00
Other	Wifi hotspot devices	NO	3,156.06	3,156.06	3,156.06	0.00
Other	Region 7 Virtual Academy Fee 2022-23	NO	5,000.00	5,000.00	5,000.00	0.00
Other	Technology consultant	NO	10,000.00	10,000.00	10,000.00	0.00
HVAC/Renovation/Capital Projects	Bathroom remodel project	NO	1,000,000.00	23734.34	23,734.34	976,265.66
HVAC/Renovation/Capital Projects	High school window replacement	NO	300,000.00	0.00	0.00	300,000.00
HVAC/Renovation/Capital Projects	Digital signs at 2 schools	NO	38,167.00	38,167.00	38,167.00	0.00
Other	School bus purchase	NO	91,128.00	91,128.00	91,128.00	0.00
Other	Covid rapid tests	NO	1,326.19	1,326.19	1,326.19	0.00
Choose an item.		Choose an item.				
Choose an item.		Choose an item.				