

**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](mailto:vdoefederalrelief@doe.virginia.gov).

**Section 1: General Information**

- A. School Division/LEA Name      Manassas City Public Schools
- B. Division Number                      143
- C. Contact Name                      Craig H. Gfeller
- D. Contact Email                      cgfeller@mcpsva.org
- E. Contact Phone #                      571-377-6007
  
- F. Amount of ARP ESSER funding allocated to LEA      \$9,774,360.36

**Section 2: Transparency and Accessibility**

- A. LEA webpage where plan is posted (provide URL) <https://www.mcpsva.org/Page/5051>
  
- 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 . *Each of our nine schools are staffed with full-time translators and family liaisons*

*that are bilingual. We also have access to third-party translation services on-demand for all identified languages in Manassas City Public Schools.*

- 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. ***Our plan is posted on the website and is ADA compliant. The formats available are Tagged PDF, HTML, ePub, Electronic Braille, Audio, and BeeLine Reader. An individual can also contact our central office communication department for assistance.***

### **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. ***In June 2021, the school held a public hearing to share their views of the expenditure of American Rescue Plan ACT (ARPA) funding and the plan for the safe return to In-Person instruction and continuity of services. Since that time a public feedback form is active on the MCPS website to solicit any feedback individuals have regarding the plan. This form is monitored for any feedback that is received.***
- B. Describe how the LEA took public input since August 2021 into account. ***Since August 2021 we have not received any individual feedback; however, we continue to monitor the implementation of the plan and make adjustments based on the needs of our students as identified by internal stakeholder groups.***

### **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: ***Counselors and instructional staff supported social-emotional learning, mental health and academic advising through multiple methods. School psychologists and division social workers provided support to students. Counselors and instructional staff implemented SEL lessons aligned with the five core competencies (self-awareness, self-management, social awareness, relationship skills and responsible decision-making.***

***Students in at-risk groups were provided support in small groups led by counselors to address needs. Counselor and psychologist referrals for community based resources were made to families. Additionally, division social worker and student services coordinator were involved as needed to provide additional support.***

***A need for additional SEL resources was identified.***

**(B.) Families; (C.) School and district administrators including special education administrators; (D.) Teachers, principals, school leaders, other educators, school staff, and their unions: *Manassas City Schools organized teachers, administrators, and instructional specialists to collaborate around instructional planning. The task force groups anticipate some students would have new or widened instructional gaps due to the pandemic. During group discussions an emphasis was placed on math and Literacy/English/Language Arts as these skills transcend other contents and skills build on one another annually. Comprehensive teams held collaborative conversations about how we Reimagine & Accelerate teaching and learning for all students.***

*The task force began meeting in February after principals identified members of their school staff to participate. The team met in both whole and small sub groups. Initial recommendations from each sub group were shared with principals and then school instructional staff in early April 2021. All staff had the opportunity to provide feedback to the subgroups. The feedback received was shared with subgroups and they continued to meet to discuss the feedback and to revise and finalize recommendations.*

*The Task Force considered feedback, analyzed current instructional practices, looked at division-wide data, and researched instructional practices to enhance and accelerate our ELA and Math instruction for all students. Based on all of this information, division-wide gap areas were identified for Math and ELA. The gap areas for ELA were determined to be: decoding/encoding, critical thinking about text, language comprehension, and independent reading. During the summer 2021 all kindergarten through second grade teachers received training in the strategies and framework of the Institute of Multi-Sensory Education (IMSE) that support students phonemic awareness and phonics instruction and provides instructional equity across the division in the elementary reading program. Gap areas in math were noted in number sense: the ability to think about and use numbers and number relationships. This last year has provided us a new lens when looking at equitable practices for all students across the division. The task force recognized the need for the consistent use of high quality resources at every elementary school. One additional recommendation was to establish quarterly division-wide PLCs based on the 4 core contents.*

*The K-4 Task Force presented recommendations to all five elementary schools on Monday, April 12th 2021. Afterwards, all teachers were given an opportunity to provide their feedback, questions, and concerns. Many comments focused around the opportunity to enhance differentiated instruction through consistent resources and instructional practices at every elementary school. Teachers commented on the opportunity to further integrate content areas and build on project based learning. Teachers also provided questions and suggestions to consider which focused around ensuring that every building would be held accountable in providing equal access to the resources and to providing the recommended minutes of instructional time in ELA and Math. Feedback also suggested that teachers were eager and wanted support in developing more cross-curricular lessons in order to provide students with the opportunities to apply skills they were learning in ELA and Math.*

*The intermediate and middle school sub-group focused on the need for differentiated instruction in Tier 1. This included utilizing relevant data to make instructional decisions on how to differentiate, to develop a targeted instructional plan within the classroom or grade-level, and to collaboratively problem solve with colleagues and coaches. This group also recommended further use of ELlevation in the planning process to better meet the needs of our English Learners, as well as build more investigative and hands-on opportunities for students to learn in an authentic setting. The division*

*started the foundation for PLC's prior to SY 2021, but this group recommended continuing to provide professional learning to strengthen the components. They recommended providing uninterrupted PLC time with everyone in attendance and no teachers being pulled to cover other duties or responsibilities. The intermediate and middle school task force sub-group presented recommendations which to all three buildings for feedback, questions, and concerns. There were many positive comments, some of which included a focus on student needs and small group, additional opportunities for team time, supports for PLC, use of Ellevation, and writing across contents. The questions received centered around having time for professional development, having various times and methods to received professional development, and requests for additional ESOL staff to support English Learners.*

*The grades 9-12 task force sub-group focused on building upon best practices in the classrooms. They considered the frameworks and structures already in place while spending time researching the most intentional instruction that would benefit students. The foundation of many of our instructional decisions stemmed from the "Eagle Classroom". Osbourn staff were familiar with inclusive practices; however, the sub-group wanted to extend current practices to the next level by creating a model program to demonstrate how those intentional choices can build the efficacy in the classroom. Although the plan was to start with the SPED and ESOL co-taught courses, the sub-group noted an eventual trajectory to include all content areas embedding the co-teaching model into classrooms. They also noted a need to strengthen writing through a focus on intentional and meaningful writing experiences across all content areas. The grades 9-12 task force sub-group presented recommendations to the instructional council and then the full staff for feedback, questions and concerns. Positive comments included general support for the focus areas, station teaching, individual instruction, and alignment to the Eagle classroom. The questions received centered around getting buy-in from everyone and ensuring adequate staff and resources are in place to support the recommendations.*

*The task force made the following recommendations with respect to professional learning:*

- *IMSE (K-2) and Heggerty (3-4) for foundational literacy support*
- *Re-fresher of the instructional framework and division resources*
- *Differentiation/flexible group/small group targeted instruction*
- *Development of effective PLCs at each school to include data analysis/use of data for instruction*
- *Strengthen co-teaching models*
- *Use of Ellevation by all teachers to support ELs in all content areas*
- *Workshop/station teaching (5-12)*
- *Universal Screeners (9-12) for English and Math*
- *MyAccess (9-12)--supports writing in all content areas.*
- *Supporting reading and writing instruction in all content areas (9-12)*

- E. Tribes, if applicable: *Not Applicable*  
Description of consultation conducted  
Uses consulted on  
Feedback received

- F. Civil rights organizations, including disability rights organizations: *Not applicable*

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

**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: ***Baseline data is collected and analyzed in all content areas but MCPS has a particular focus on reading and math. The data points include PALS, division-created assessments, VA Growth Assessments, Diagnostic platforms (e.g. Imagine Learning and Literacy). The division analysis compares current data to pre-pandemic levels of learning. Using our student information system embedded analytics program (Performance Matters), division and school leaders disaggregate data by student reporting group.***
- 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: ***Each school within the division provided after school tutoring and academic programs to accelerate learning. Our summer school was reimagined to more directly align with the needs of our students based on data. Prior to summer school, teachers were provided professional learning to implement phonics instruction as part of a comprehensive ELA program model. Specifically, IMSE, Heggerty, LETRS training, and Mathematical Modeling. Our high school offered Saturday school for students needing additional support. Moreover, instructional assistants were hired to support small***

*groups of students during targeted-support intervention blocks of time that were built into master schedules to address learning loss. An MTSS specialist was hired at the division level to support schools to implement tiered systems of support. A computer-based intervention, Imagine Language and Literacy was purchased and implemented for all students in elementary schools and targeted students (English Language Learners) in our intermediate and middle school. Funding was also used to hire dedicated reading teachers to work with small groups of students below grade levels. Instructional facilitators and special education coaches were hired to support teachers in all schools to ensure high quality lessons were planned and delivered to students.*

- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed: *MCPS takes a comprehensive approach to assessing the effectiveness of interventions and student achievement. Common formative assessments are created and administered by teachers at each of our schools. Assessments are administered at the beginning of the year, mid-year and end of year. These assessments are analyzed and adjustments are made to instruction based on all available information. In addition, our division analytics platform, performance matters, is utilized to analyze and compare student achievement data.*

- D. Amount of ARP ESSER funds to address learning loss    ***\$5,726,761.41***

### **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

- a. Total number of new staff hired with ARP ESSER funds  
***68 new hires; 55 currently filled***

- b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024

*The LEA will attempt to incorporate these positions within the Operating Budget as needed and as funding becomes available.*

- 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. *The LEA updated HVAC equipment at several schools in the division and renovated the main restrooms at the high school(OHS) to be completely touchless to mitigate transmission of COVID. The LEA also purchased water bottle filling stations for schools to replace shared water fountains to help reduce the risk of exposure to COVID as well as sanitization supplies and KN95 masks for staff and students to continue to minimize spread of COVID within the school buildings.*
- 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: *The LEA is replacing the HVAC rooftop equipment at Haydon and Weems Elementary School; replacing the chiller & associated pumps for the HVAC system at Round Elementary School; and replacing the water source heat pumps at Osbourn High School. The LEA is also renovating the existing restrooms at the high school to prevent/hinder the spread of viruses, including flooring that is easier to clean/maintain, new stalls, touchless sinks, toilets, hand dryers & dispensers. All of these infrastructure enhancements/upgrades will assist the school division in lowering the transmission rates of Covid of/to our staff/students. The HVAC/chiller projects for Haydon, Weems, Round and OHS and the OHS restroom project are all VDOE approved projects.*
- D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below: *Not Applicable*
- E. Amount of ARP ESSER funds for the uses above (A. through D.)      **\$4,047,598.95**

**Section 7: Budget**



Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Before and After-School	Extended day learning	Yes	\$ 267,334.00		\$ 112,809.14	\$ 154,524.86
Other	Additional staffing to support return to learn and address student gaps in learning to include teachers/coaches, Special Ed teachers/coaches, ESOL, MTSS Specialist, Instructional Facilitators, Instructional Assistants	Yes	\$5,253,933.41		\$ 2,886,010.56	\$2,367,922.85
Other	Additional staffing, non-return to learn, to support return to school, student health, and safety due to impact of Covid 19 including custodial staff, nurse/clinic staff, food service staff, technology support	No	\$1,284,303.38		\$832,737.14	\$451,566.24
Other	Position to manage federal grant funds due to additional pandemic funding	No	\$120,541.62		\$65,802.66	\$54,738.96
Other	Purchased Services - Mental Health non-learning loss to support students in return to school	No	\$231,175.18	\$38,266.70	\$146,664.03	\$46,244.45
Other	Purchased Services - Non-learning loss for Special populations to support facilitate IEP process for non-English speaking parents	No	\$90,000.00		\$90,000.00	\$0.00
Other	Purchased Services - Learning Loss for special populations to support instructional needs of students.	Yes	\$18,376.00		\$0	\$18,376.00
Other	Purchased services non-learning loss - hot spot service and, messaging platform to support student/teacher collaboration and connect with parents to support student achievement; Virtual VA tuition for medically fragile students unable to return to school building.	No	\$222,629.83		\$182,043.15	\$40,586.68
Other	Purchased services -Learning loss - services to support collaboration among general ed and special ed teachers to address student needs & learning loss	Yes	\$183,368.00		\$32,850.00	\$150,518.00

HVAC/ Renovation/Capital Improvement Projects	Installation/design costs for HVAC and chiller projects to improve air quality in schools to mitigate the spread of COVID-19 in buildings	No	\$727,880.54	\$14,500.00	\$11,500.00	\$701,880.54
Other	Supplies – non-learning loss for student/staff safety and building maintenance to provide a safe and healthy school environment and mitigate spread of COVID-19.	No	\$80,587.19		\$78,684.96	\$1,902.23
Before and After-School	Learning loss Instructional supplies for extended day program	Yes	\$2,097.77		\$755.66	\$1,342.11
Other	Learning loss instructional supplies to address learning gaps and increase student achievement	Yes	\$1,652.23		\$1,652.23	\$0.00
HVAC/ Renovation/Capital Improvement Projects	Capital outlay - Chill water/HVAC equipment replacements to improve building air quality and help reduce the spread of COVID-19.	No	\$992,120.00	\$563,829.08	\$278,591.78	\$149,699.14
HVAC/ Renovation/Capital Improvement Projects	Capital outlay - Bathroom renovations at the high school to upgrade flooring/walls and install touchless toilets, dispensers to help reduce COVID transmission	No	\$298,361.21	\$19,178.19	\$279,183.02	0.00