

**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      **Suffolk City Public Schools**
- B. Division Number                **127**
- C. Contact Name                    **Jennifer Conner**
- D. Contact Email                    **jenniferconner@spsk12.net**
- E. Contact Phone #                 **757-925-6759**
  
- F. Amount of ARP ESSER funding allocated to LEA    **\$27,374,984.41**

**Section 2: Transparency and Accessibility**

- A. LEA webpage where plan is posted (provide URL): **https://cdn5-ss14.sharpschool.com/UserFiles/Servers/Server\_285949/File/2022-2023/Title%20I%20Family%20Engagement%20Activities%2022-23/127\_Suffolk\_Updated%20ESSER%20Spending%20Plan\_12-2022\_final\_12-20-22.pdf**
  
- 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 : **Upon request, a parent with limited English proficiency who is in need of**

**translation of the plan, may contact Mrs. Anthonette Dickens, Community Engagement Officer, at 757-923-5244.**

- 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 accessible format by contacting Mrs. Anthonette Dickens, Community Engagement Officer, at 757-923-5244.**

### **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: **The public has the opportunity to speak on non-agenda topics at the monthly Suffolk Public Schools School Board Meetings.**
- B. Describe how the LEA took public input since August 2021 into account: **Any public input that has been provided for the ARP ESSER Spending Plan has been reviewed and discussed among division level leaders and changes were made as deemed appropriate and necessary.**

### **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  
Description of consultation conducted: **survey**  
Uses consulted on: **Stakeholder was provided the previous ARP/ESSER Plan and feedback was encouraged for all uses that are allowable under the ARP/ESSER Plan.**  
Feedback received: **See appendix**
- B. Families  
Description of consultation conducted: **survey**  
Uses consulted on: **Stakeholder was provided the previous ARP/ESSER Plan and feedback was encouraged for all uses that are allowable under the ARP/ESSER Plan.**  
Feedback received: **See appendix**
- C. School and district administrators including special education administrators  
Description of consultation conducted: **survey**  
Uses consulted on: **Stakeholder was provided the previous ARP/ESSER Plan and feedback was encouraged for all uses that are allowable under the ARP/ESSER Plan.**  
Feedback received: **See appendix**
- D. Teachers, principals, school leaders, other educators, school staff, and their unions  
Description of consultation conducted: **survey**

Uses consulted on: **Stakeholder was provided the previous ARP/ESSER Plan and feedback was encouraged for all uses that are allowable under the ARP/ESSER Plan.**

Feedback received: **See appendix**

E. Tribes, if applicable

Description of consultation conducted: **survey**

Uses consulted on: **Stakeholder was provided the previous ARP/ESSER Plan and feedback was encouraged for all uses that are allowable under the ARP/ESSER Plan.**

Feedback received: **See appendix**

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted: **survey**

Uses consulted on: **Stakeholder was provided the previous ARP/ESSER Plan and feedback was encouraged for all uses that are allowable under the ARP/ESSER Plan.**

Feedback received: **See appendix**

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: **survey**

Uses consulted on: **Stakeholder was provided the previous ARP/ESSER Plan and feedback was encouraged for all uses that are allowable under the ARP/ESSER Plan.**

Feedback received: **See appendix**

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

Description of consultation conducted: **survey**

Uses consulted on: **Stakeholder was provided the previous ARP/ESSER Plan and feedback was encouraged for all uses that are allowable under the ARP/ESSER Plan.**

Feedback received: **See appendix**

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: **survey**

Uses consulted on: **Stakeholder was provided the previous ARP/ESSER Plan and feedback was encouraged for all uses that are allowable under the ARP/ESSER Plan.**

Feedback received: **See appendix**

**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 : **Suffolk Public Schools identified areas of strength and weakness as well as learning loss among all students in multiple ways, which included diagnostic assessments in literacy and math, state level tests and growth assessments, common assessments in core subject areas as well as formal and informal assessments conducted at the building and classroom level. Data from these assessments was and continues to be disaggregated and analyzed at the division and school levels to determine areas of focus for overall improved tier 1 instruction as well as students who would need tier 2 or tier 3 interventions and supports. Building and division level personnel review the data regularly to identify areas of growth and need.**
  
- 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 : **Suffolk Public Schools has and will continue to use ARP ESSER funds to provide evidenced based interventions and supports to students based on assessment data using various resources, which include but are not limited to instructional software/programs such as iReady, Edgenuity, Proximity, Virtual Virginia, tutoring services provided by outside tutoring services as well as tutoring implemented by instructional staff before school, during the instructional day, after school, as well as during Saturday Academy. These interventions and programs provide individualized support, remediation, and interventions for students based on specific areas of learning loss or skill gaps. Implementation of these interventions has been and will continue to be monitored and feedback provided by school level and division level staff and administrators.**
  
- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed: **Suffolk Public Schools produces evidence of the effectiveness of the evidence-based learning loss interventions through data collected in the following ways: observations/walkthroughs, disaggregation of assessment data at the classroom, school, division and state levels, data monitoring tools at the building and division level PLC meetings, monitoring of the implementation of the each school's performance plan on progress made toward each goal/change idea, consistent and frequent progress monitoring of data across the division by content coordinators, administrators, teachers, and other instructional staff.**
  
- D. Amount of ARP ESSER funds to address learning loss: **\$11,155,796.66**

### 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: **Staffing shortages have plagued our ability to properly staff schools in several core content areas, CTE, and with Special Education and affiliated positions. Providing recruitment and retention stipends will help secure these positions and provide additional incentives to support staff commitment to the division. \$2000 stipends for 3 years will be given to approximately 50 full-time employees.**
- a. Total number of new staff hired with ARP ESSER funds: **0**
  - b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024: **0**
- 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 : **Suffolk Public Schools used and will continue to use will use ARP ESSER funds to upgrade custodial supplies to better disinfect schools, purchasing of PPE and disinfectant supplies to continue to keep students and staff safe from COVID-19. Also, funds will be used for costs associated with testing, supplies, staffing, vaccine costs for recommended associated vaccines as a result of COVID-19.**
- 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 : **Roof replacement: Failing shingle roofs will be replaced with standing seam metal roofing systems at the following schools: Oakland ES, Mack Benn Jr. ES, Creekside ES, Northern Shores ES, Southwestern ES, and Hillpoint ES. Leaking roof systems impact building ventilation and one of the SPS COVID-19 mitigation strategies is maximizing building ventilation per the CDC. Ensuring water intrusion and outside elements do not enter the building envelope helps create a learning environment that provides comfort and a healthy environment for all staff and students.**  
**HVAC Chiller replacement: Replacement of two failing 150-ton HVAC centrifugal chillers that are 22 years old. This replacement project is part of a larger HVAC project involving boiler replacement and Bipolar Ionization filtration in all air handling equipment which has already been completed. The entire system needs to work at optimal capacity to ensure proper air quality, flow, and control of all organisms/viruses within the building including COVID-19. Comfort and minimizing the growth and/or spread of viruses and other microbial growth is part of the overall program to ensure the social, emotional, and academic needs of students are met.**

D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below : **Compensation for teachers for curriculum writing, SEL and Restorative Practices training, Culturally Responsive Instruction and Implicit Bias Training, Equity training, professional development for school improvement initiatives, contracting services for equity audit, instructional software program for student athletes, instructional software program for CTE students, polystudio conference devices, Bluetooth headsets, cases for student devices.**

Amount of ARP ESSER funds for the uses above (A. through D.) **\$16,219,187.75**

## Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other High Quality Tutoring	Saturday School (including FICA)	YES	\$366,010.00		\$120,459.88	\$245,610.12
Before and After School	Before & After School Tutoring (Elementary & Secondary) (including FICA)	YES	\$1,324,095.00		\$148,818.34	\$1,175,276.66
Other	Curriculum Writing (including FICA)	NO	\$215,546.45		\$60,635.67	\$153,910.78
Other Recruitment/Retention	Recruitment & Retention Stipends (including FICA)	YES	\$322,950.00		\$201,830.21	\$121,119.79
Professional Development	SEL & Restorative Practices Training, Culturally Responsive Instruction& Implicit Bias Training, Equity Training, PD for School Improvement Initiatives, Equity Audit	NO	\$750,000.00		\$186,450.00	\$563,550.00
Other High Quality Tutoring	Virtual Learning Programs (Edgenuity, Virtual Virginia, Tutor U)	YES	\$4,905,590.00		\$2,369,364.57	\$2,536,225.43
Other	Instructional software and assessment programs for all students	YES	\$258,300.00		\$0	\$258,300.00
Other	Instructional software for student athletes and CTE students	NO	\$350,000.00		\$43,725.00	\$306,275.00
Other	Teleconferencing online software	YES	\$45,000.00		\$0	\$45,000
Other	Contract Services for tele-mental health services, SpEd services (SLP, psychologists), Communities in Schools	YES	\$2,178,640.00		\$926,876.49	\$1,251,763.517
Other	Instructional software programs for students with disabilities, English Language Learners and students with 504 plans	YES	\$158,289.00		\$34,812.00	\$123,477.00
Other	Contracted Services for COVID testing, vaccine/immunization clinics, and contract tracing	NO	\$300,000.00		\$0	\$300,000.00
Other High Quality Tutoring	Food Services for Saturday School	YES	\$10,000.00		\$0	\$10,000.00
Other	MiFi & Zoom Storage Costs	YES	\$212,000		\$2,646.60	\$197,353.40
Other	Replacement Devices (Chromebooks)	YES	\$1,019,427.66		\$0	\$1,019,427.66
Other	Poly Studio conference devices, Bluetooth headsets, cases for student devices	NO	\$1,145,000.00		\$196,620.00	\$948,380.00
Other	Custodial Supplies & PPE	NO	\$215,164.00		\$0	\$215,164.00
Other	SpEd resources & STREAMin3 Curriculum	YES	\$250,495.00		\$55,289.02	\$195,205.98
HVAC/Renovation/Capital Projects	Replacement roofs & HVAC Chiller Replacement	NO	\$13,244,477.30		\$5,371,881.59	\$7,892,023.37

## Appendix

Suffolk Public Schools consulted with multiple stakeholders about the division's ARP/ESSER Spending plan with the distribution of a survey. The survey was distributed to the stakeholders via email December 5, 2022 and the survey window closed on December 13, 2022. Three hundred thirty-one survey responses were received. Stakeholders were asked to provide feedback on the current plan as well as provide suggestions for other areas of focus for the spending of the remaining funds. All required stakeholders listed in Section 4 of this document were consulted.

Sixty-eight percent (224) of the respondents indicated that they did not have other suggestions for the spending of the funds. Thirty-three percent (107) of the respondents provided suggestions for other areas of focus of the spending of the remaining funds. After review of the survey responses, listed below are a summary of suggestions from stakeholders:

- Instructional materials to support core content areas of instruction for elementary and secondary students
- ELL Software such as Ellevation
- Building of new schools due to overcrowding, groundskeeping
- Sports activities, sports equipment
- Additional funds for EBT cards, housing vouchers, clothing vouchers
- Mental health initiatives
- Additional school counselors, psychologists
- Special education services/materials
- Air quality detectors
- Safety training
- Additional bonuses/raises for staff
- Conflict resolution and de-escalation techniques
- SEL training for staff and students
- Additional staffing
- Improved desks and flexible seating
- CTE initiatives
- Additional tables for cafeterias
- Replacement devices (Chromebooks)
- Security infrastructure

All feedback is being taken into consideration and updates are being made accordingly to the spending plan. Several of the suggestions noted above are already being addressed in the current spending plan/application, while others are not allowable under the provisions of the grant.