

**Newport News Public Schools
Federal Pandemic Relief
Spending Plan
Updated June 1, 2023**

Section 1: Introduction

The purpose of Federal Pandemic Relief Funding has shifted as COVID-19 and the nation’s response to the virus has evolved. The purpose of the Coronavirus Aid, Relief and Economic Security (CARES) Act Elementary and Secondary School Emergency Relief (ESSER) I Fund was to provide school divisions with the emergency relief funding to address the impact that COVID-19 has had, and continues to have on elementary and secondary schools. When the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act ESSER II Fund became available, focus shifted to the pressing need to get students back into school buildings. Finally, with the American Rescue Plan (ARP) Act ESSER III funds, there was a need to identify the damages and setbacks caused by COVID-19 and address the unfinished learning associated with those setbacks, while keeping schools open for safe, in-person learning.

Newport News Public Schools Federal Pandemic Relief Awards:

CARES Act ESSER I: \$9,531,816.23 (\$60,050.45 allocated to Private Schools)

CRRSA Act ESSER II: \$36,575,089.77

ARP Act ESSER III: \$82,200,792.81

This plan describes how the awarded CARES Act ESSER I funds have been used and how Newport News Public Schools continues to use CRRSA Act ESSER II and ARP Act ESSER III funds to safely keep schools open and sustain the safe operation of schools and address the impacts of COVID-19 on our students. Questions or comments about this plan may be directed to Dr. Tina Manglicmot, Chief Academic Officer, via the Academic Services webform.

The Return to School Plan and COVID-19 mitigation plans can be found at www.nnschools.org.

Section 2: Addressing Unfinished Learning

Note: Twenty percent of ARP ESSER III funds must be spent on Addressing Learning Loss due to COVID-19. NNPS has budgeted a total of 39.6% of ARP on Addressing Learning Loss including the amount in this section, as well as, social emotional supports, options for student choice, expanded teacher capacity, and providing connectivity and device access.

CARES Act ESSER I: \$1,739,614.42

CRRSA Act ESSER II: \$10,497,607.79

ARP Act ESSER III: \$16,488,186.08

Teacher K-12 Diagnostic Tools for Reading and Mathematics

Through the use of quarterly diagnostic tools, teachers will receive real-time data regarding students’ readiness for instruction and track progress for all students grades K-12. Teachers will

use this data to personalize instructional plans for their students in reading, writing, and mathematics.

Tiered Systems of Supports

Utilizing data from diagnostic tools, teachers will incorporate various programs and resources into students' personalized instruction plans to support deficits in reading, writing, and mathematics. The programs, resources and tools are not meant for continuous use by students but rather used as needed throughout the year. Based on growth, students may use these programs, resources and tools at different times through the school year based upon academic performance. Programs and resources are also provided specifically for our most vulnerable populations (students with disabilities, English Learners, etc.).

Other tiered systems of support include tutors, instructional assistants, coaches, and interventionists.

Programs and Resources Targeting Lost Instructional Time PK-12

Using tier 2 and 3 resources for students with large deficits is one of the strongest tools in the NNPS arsenal when tackling lost instructional time. NNPS is also focused on all students in the classroom and how we can better support them to make up for lost time. We are approaching this through teacher professional development in mathematics and literacy, creating opportunities for home literacy, increasing classroom literacy materials, curriculum revisions focused on priority standards, teacher coaching on best practices, and software programs to support blended and virtual learning in mathematics and reading.

New Innovative, Evidence-Based Programs

NNPS is designing specific programs to address students who are below grade-level for reading and mathematics while also thinking differently about supporting teachers who need intensive coaching in curriculum, instruction and assessment. More time for intervention services and collaboration time for teachers to make sense of data and develop personalized plans for students were a priority for the elementary schools.

Section 3: Providing Social & Emotional Supports & Increasing Student Engagement

CARES Act ESSER I: \$2,273,971.67

CRRSA Act ESSER II: \$46,533.16

ARP Act ESSER III: \$4,712,001.27

Creating Inclusive Communities

A priority for NNPS is to ensure our learning environments are physically, academically, and emotionally safe, with access to equitable resources and opportunities to meet the needs of students. Now, more than ever, due to the pandemic, family engagement, social emotional wellness, positive behavioral supports, and engagement tools are top priorities for staff, students, and our community.

Social, Emotional, and Mental Health Needs

NNPS recognizes the significance of balancing the safety needs of our community and families with social, emotional, academic, and mental health needs of our students. NNPS follows the Virginia Tiered Systems of Support while implementing academic and behavioral initiatives targeting student specific needs. ESSER funds will support the implementation of evidence-based interventions in response to the broad impact of the extended school closure, physical distancing requirements, and isolation on the mental health of all students across the division, and specifically for students who have been disproportionately impacted as a result of the COVID-19 pandemic. Those more dramatically affected include students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

In our ongoing effort to address the mental health needs of NNPS students, the Social Emotional Learning (SEL) model provides framework for our current approach. A Social Emotional Learning Model has at its core the individual's Self Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making in the context of all the systems in which the individual comes in contact. This System's approach provides for interventions at a variety of levels across systems to include the home, school, and community with layers of support that include data-driven evidence-based practices and instruction, developing skills to effectively apply the knowledge, attitudes, and skills necessary to encourage self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Youth Development

NNPS will support youth development by providing conferences, career exposure, college tours, and mentoring. Another area of learning loss for our students has been in future planning. NNPS will expose students to college and career options, while helping them build actionable plans for their futures.

Section 4: Expanded Options for Student Choice

CARES Act ESSER I: \$574,447.61

CRRSA Act ESSER II: \$3,433,663.39

ARP Act ESSER III: \$475,000.00

NNPS is responding to our students who have found success in the online learning environment by creating a Virtual Learning Academy (VLA). This academy will be utilized for students wishing to learn fully remotely, for students who need schedule flexibility, and for those students who need remediation. A pilot VLA for grades 9-12 was successful in the 2021-2022 school year, and will be expanded to K-12, with limited K-5 availability, in the 2022-2023 school year.

Section 5: Expanded Teacher Capacity & Supports

CARES Act ESSER I: \$36,941.22

CRRSA Act ESSER II: \$7,143,676.89

ARP Act ESSER III: \$8,582,892.09

Teacher and Staff Professional Growth

The pandemic forced education to change dramatically within a 16-month period. New instructional models, instructional technology, social emotional curriculum, and general instructional practices have shifted, and teacher support is critical. ESSER funds are being used to create opportunities for teachers and staff to grow professionally during and after school hours.

Teacher Recruitment

To relieve NNPS of the teacher shortage, NNPS provides bonuses and bonus referrals for hard to fill teaching specialties, as well as using relief funds to finance the teacher recruitment efforts of our human resources department.

Increasing Parent and Family Engagement

CRRSA Act ESSER II: \$490,150.00

ARP Act ESSER III: \$1,730,941.00

With schools largely closed off to visitors and volunteers, family engagement needs are at an all time high. Funding will add 8 additional Family Engagement Specialists for more focused support at individual schools. Additionally, Family Engagement Specialists will receive professional development on current and new best practices on parent, family, and community engagement.

Improving Instructional Leadership & Preparing Future Leaders

CRRSA Act ESSER II: \$1,146,125.00

ARP Act ESSER III: \$1,877,375.00

In an effort to support all staff, we are investing in Teacher Mentors, School Leadership Coaching, and a Teacher in Residency program, which will recruit and train new teachers from local colleges and universities.

Section 6: Providing Sustainable Connectivity & Device Access to Staff & Students

CARES Act ESSER I: \$2,314,775.33

CRRSA Act ESSER II: \$6,593,928.44

ARP Act ESSER III: \$4,992,697.72

To support the growth of online and blended learning in a 1:1 learning environment, there is a need to maintain, continue, and sustain informed best instructional practices in what we are calling “the new normal.” As more students return to buildings, more Chromebooks are connecting to the network to support the new blended learning instructional model. Mobile

hotspots, smartboards, network infrastructure improvement and network security will support the teaching and learning environment for both in school and at home learning.

Section 7: Building Infrastructure for Contactless Student Collaboration

CARES Act ESSER I: \$697,818.54

CRRSA Act ESSER II: \$2,806,103.88

ARP Act ESSER III: \$5,125,000.00

Contactless student collaboration includes collaborating inside and outside of the classroom. Zoom software licenses were needed for at home learning during quarantine, as well as building the network infrastructure to support the 1:1 student to device initiative once students came back to in-person learning. Outdated smartboards are being replaced with interactive panels, which students can manipulate remotely using their own devices, allowing for interaction in hybrid and blended learning settings.

Section 8: Building Systems of Support for Safety & Mitigation Efforts

CARES Act ESSER I: \$1,830,750.39

CRRSA Act ESSER II: \$5,537,862.81

ARP Act ESSER III: \$27,970,539.38

ESSER funds may be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools, to continuously and safely open and operate schools for in-person learning. Implementation of prevention and mitigation strategies include:

The design and replacement of HVAC systems in eight schools;

Continued purchasing of personal protective equipment;

Supplies to clean and disinfect schools and office buildings; and

Air purifiers and filters for schools to continue to reduce risk of virus transmission and exposure to environmental health hazards for students.

Section 9: Implementation & Administration

CARES Act ESSER I: \$3,446.60

CRRSA Act ESSER II: \$1,955,209.62

ARP Act ESSER III: \$11,685,375.47

Implementation and administration funds cover items such as printing and postage for learning materials, as well as indirect costs for the management of pandemic relief funding. ARP funds also cover the portion of COVID-related health claims not covered by health insurance.

Consultation with Stakeholders and Opportunity for Public Comment

In developing the ARP Act ESSER III plan, Newport News Public Schools held internal meetings with division-level leadership representing curriculum and instruction, school leadership, equity, budget and finance, school facilities, Title I, homeless, English learners, and special education to develop an initial plan for review. In September 2021, to gain further insight into the needs of the community, a survey was sent to all parents and employees, as well as posted on several social media outlets for input. As of the close of the survey window, there were 2,000 responses with a representation of 1,289 (64.45%) parents/families, 79 (3.95%) students, 527 (26.35%) teachers, 33 (1.65%) Principal or other school leader, 17 (0.85%) School or district administrator, 214 (10.70%) other school personnel, 12 (0.60%) civil rights organizations (including disability rights organizations), 69 (3.45%) stakeholders (representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, children enrolled in afterschool & summer programs and other underserved students), and 104 (5.20%) of those surveyed chose Other.

The ARP Act ESSER III plan survey has remained online all year and recent survey data reviewed in May 2023 provided further insight into the priorities of the community. An additional 1,310 responses with representation of 828 (63%) parents/families and students. 973 (74.3%) of respondents supported individualized services for students, such as counseling and mental health care. And 943 (72.0%) also indicated spending priorities should include addressing the social emotional needs of students. A safe and healthy learning environment was supported by 861 (65.7%) respondents. 780 (59.5%) stakeholders supporting the interest of students who could benefit from extended learning and enrichment programs and additional support for learning loss. 347 (26.5%) respondents supported additional services for English learners to close achievement gaps. 701 (53.5%) respondents support the availability of before and after school programs. 490 (37.4%) respondents supported laptops for students and 451 (34.4%) supported specialized equipment and software for students with disabilities to close achievement gaps.

The survey provided a space for responders to write in any additional information they would like to see included in the plan or to be incorporated in our safe return plan. Of the responders, 680 (34%) provided a written response. These responses were given consideration while developing and updating the plans. The developed spending plan is posted on the NNPS website at www.nnschools.org and there is space to provide anonymous feedback to the spending plan. Public input received is reviewed in an ongoing basis and considered for inclusion in future amendments.