

**Virginia Department of Education
School Division/LEA ARP ESSER Spending Plan
Norfolk Public Schools
December 2022 Update**

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.

Section 1: General Information

- | | |
|-----------------------------|-----------------------------------------------------|
| A. School Division/LEA Name | Norfolk Public Schools |
| B. Division Number | 118 |
| C. Contact Name | Division of Communications and Community Engagement |
| D. Contact Email | TellUs@npsk12.com |
| E. Contact Phone # | 757-628-3459 |
- F. Amount of ARP ESSER funding allocated to LEA: \$113,382,038.31

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL): <https://www.npsk12.com/Page/17920>
- 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 in both English and Spanish on the division's website. The plan

may be orally translated for parents. Contact the Division of Communications and Community Engagement at 757-628-3459 or TellUs@npsk12.com 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 the Division of Communications and Community Engagement at 757-628-3459 or TellUs@npsk12.com.

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 developing the initial ARP ESSER III Plan, Norfolk Public Schools conducted consultation through meetings with internal stakeholders that included division-level leadership representing curriculum and instruction, school leadership, budget and finance, school facilities, Title I, homeless, English learners, and special education as well as school-level leadership, teachers, and specialists, to develop an initial plan for review. Following the initial plan, stakeholder meetings were held with principals, teachers, building level and division level specialists, as well as content coordinators. Following these meetings, participants were asked to share the information with additional stakeholders and respond with additional ideas to be included in the application. 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 2,856 responses with a representation of 1,701 (59.6%) parents/guardians, 13 (0.5%) students, 737 (25.8%) teachers, 67 (2.4%) school administrators, 264 (9.2%) school support staff, 47 (1.7%) central office staff; and 27 (1%) community members. This survey was also sent directly to professional organization representatives and school board advisory committees to ensure they had an opportunity to submit input. The 2,856 respondents represented the following groups (respondents may choose more than one option): English language learners 736 (25.9%); Homelessness 577 (20.3%); Foster Care 447 (15.7%); Migrant 271 (9.5%); Incarcerated 265 (9.3%); Special Education 1,167 (41%); Disability with or without a 504 988 (34.7%); None of the Above 1,231 (43.3%); and other [which included such items as gifted, low-income, adult education, and military to name a few] 127 (4.5%).

Not only did the survey provide valuable information as to how the community wanted to see the funds spent, but there were also 1,159 written responses providing specific ideas that were incorporated into the posted plan. Once the spending plan was developed based of the immense amount of community input, it was posted on the NPS website and additional opportunities for public comment were created through an email link.

Following the initial posting of the plan, a community input meeting was held in January 2022 that included stakeholders representing teacher organizations, English learners, parents, students with disabilities, the Norfolk branch of the National Association for the Advancement of Colored People, gifted students, school leadership, and the Community Services Board. Additionally, there has continuously been an email link for questions and comments included in the plan and

posted on the NPS website. Monthly meetings are held with internal stakeholders representing all areas of the division to review spending and discuss any unmet needs based on data.

For the January 2023 spending plan update, another survey was conducted to gather stakeholder input. In addition to the survey process, individual meetings were created for specific stakeholder groups to provide additional feedback on the spending plan.

B. Describe how the LEA took public input since August 2021 into account:

Based on the data collected since the posting of the plan, funds have been moved from the “other uses” category to the “addressing unfinished learning” category to increase funding for in-person and online tutoring opportunities for students. Additionally, based on Spring 2022 SOL data, additional funds were again moved into the “addressing unfinished learning” category to provide for more in-person tutoring based on student need. The additional tutoring funds have been equitably distributed across schools with higher needs based on data collected during the COVID recovery period. The original spending plan posted in August of 2021 had \$29,720,000 (26.2%) allocated for unfinished learning and the last updated plan posted in August of 2022 increased funds in this category by over \$7.6 million with a total of \$37,409,548.75 (33%). Following updates to the January 2023 updated spending plan, the unfinished learning category now has \$38,693,326.75 (34.1%). Additionally, funding has been allocated to continue with hiring incentives once CRRSA/ESSER II funds expire.

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: Students were invited to participate in a brief survey to provide input on how these funds have been allocated.

Uses consulted on: Prevention and Mitigation, Unfinished Learning, and Other Uses of Funds

Feedback received: Additional educational resources for classroom use, continued support with technology and devices for at home and in school use, and a focus on students’ medical and mental health.

B. Families

Description of consultation conducted: Parents were invited to participate in a brief survey to provide input on how these funds have been allocated.

Uses consulted on: Prevention and Mitigation, Unfinished Learning, and Other Uses of Funds

Feedback received: Continued upgrades for ventilation systems across the division, educational resources for all levels of students, continued support with PPE, teacher raises and bonuses, English learner supports, additional tutoring opportunities for before, during and after school,

building upgrades for safety and security as well as to support the aging infrastructure, funds for teacher and staff retention.

C. School and district administrators including special education administrators

Description of consultation conducted: Regularly scheduled meetings focused on the ESSER III/ARP spending plan, survey, small group meetings specifically scheduled for the December 31, 2022, spending plan update.

Uses consulted on: Prevention and Mitigation, Unfinished Learning, and Other Uses of Funds

Feedback received: Continued focus on the original spending plan while allowing current data to direct the use of the funds in an equitable manner.

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

Description of consultation conducted: Discussion and input from the Teacher Forum, Survey, small group meetings specifically scheduled for the December 31, 2022, spending plan update, regularly scheduled school-level data meetings, and open email communications.

Uses consulted on: Prevention and Mitigation, Unfinished Learning, and Other Uses of Funds

Feedback received: Continued focus on the original spending plan while using current data to use the funds in an equitable manner; specific needs for classroom learning materials and technologies, funding for teacher and staff retention.

E. Tribes, if applicable

Description of consultation conducted: N/A

Uses consulted on

Feedback received

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted: Stakeholders were invited to participate in a brief survey to provide input on how these funds have been allocated, small group meetings were conducted for specific input from civil rights organizations.

Uses consulted on: Prevention and Mitigation, Unfinished Learning, and Other Uses of Funds

Feedback received: Providing additional tutors and funding for students with disabilities and for students in schools with a lower socio-economic status, supports for the costs of taking the GED tests for the adult education program, spend all of the funds in at-risk schools, and provide additional time for the public input survey (the window had been open for 20 days and it was opened for 7 additional days following this request).

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: Stakeholders were invited to participate in a brief survey to provide input on how these funds have been allocated, small group meetings were conducted

for specific input from stakeholders representing English learners and children that are incarcerated. Invitations for meetings were sent to groups representing children in foster care and children experiencing homelessness.

Uses consulted on: Prevention and Mitigation, Unfinished Learning, and Other Uses of Funds

Feedback received: Supports for social emotional learning and mental health, create a division-wide library with texts in multiple languages to promote literacy for English learner (EL) students, additional texts for secondary EL students based on interest, professional development for general education teachers teaching EL students.

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

Description of consultation conducted: Stakeholders were invited to participate in a brief survey to provide input on how these funds have been allocated.

Uses consulted on: Prevention and Mitigation, Unfinished Learning, and Other Uses of Funds

Feedback received: Additional funding for transportation for students to attend before and after-school programs, additional duty stipends for teachers and staff to provide more programs for 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: Stakeholders were invited to participate in a brief survey to provide input on how these funds have been allocated, small group meetings were conducted for specific input from stakeholders representing early childhood education from birth to 5 years old.

Uses consulted on: Prevention and Mitigation, Unfinished Learning, and Other Uses of Funds

Feedback received: Building at home libraries for children at early ages, continue to provide early literacy supports for PreK students, support for CLASS observations in NPS PreK classrooms, professional development for CLASS observations, expanding mixed delivery PreK programs to support more students.

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.

Students returned to classrooms five days per week in the fall of 2021, with the exception of students who chose to continue learning virtually. Through the addition of the ARP ESSER III funds, each student and teacher were provided any needed technology, programs, support, and supplies for engaged learning. Professional development began during the summer of 2021 and continues throughout the length of this funding to support needed interventions based on data that is disaggregated by race, socioeconomic status, students with disabilities, and English learners.

Data has been and will continue to be monitored at every school each month with representation from division-level leadership and support teams through data support meetings. These traveling teams include representatives from curriculum, school leadership, early learning, and special education at a minimum. Principals and school level leaders lead the work of these teams to review school-level disaggregated data and to request any needed supports to implement resources and programs that address learning needs identified through. At each of these data meetings, interventions are monitored to ensure they are responding to the academic and social-emotional needs of students. If needs are not being met, school improvement plans are redesigned with additional supports to ensure goals are being met for all students. Particular focus will be paid to those students disproportionately impacted by the COVID-19 pandemic, including: students whose families are economically disadvantaged; students of color; English learners; students with disabilities; students experiencing homelessness; students in foster care; and students whose families have migrated from other countries to the United States.

Data reviewed at these monthly meetings include SOL assessment data to include through testing, STAR reading and Math assessments in grades 2 through 9 (fall, winter, and spring assessments), PALS assessments for PreK through grade 2 (fall, winter and, spring assessments), VKRP results, division created unit assessments, math data from Edmentum software, reading data from Lexia software, attendance data, and discipline data. Tiered supports will continue to be used for our schools and students of greatest need based on spring SOL results, SOL through assessments and local assessments. Continued monitoring of disaggregated data will occur throughout the implementation of this spending plan and beyond.

- 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:

Supports for each school are and will continue to be differentiated based on specific needs noted through the data meetings. Schools with higher needs will receive funding for additional supports.

The main use of funds that have been used and that are budgeted for learning loss focus on tutoring. At the elementary level, local tutors have been hired at all schools, including PreK centers, that focus on early literacy. These tutors use scripted interventions for students struggling with phonemic awareness and phonics instruction as well as other foundational literacy skills. Beyond early literacy, NPS has partnered with University Instructors (UI) to provide in-person during the school day tutoring and classroom support for struggling learners. Teachers are also able to utilize a partnership with FEV online tutors at any point during school or outside of school hours to assist with learning loss. FEV may be used during small group instruction for students or anytime a student may need additional help with schoolwork while at home. Additionally, each elementary school has been provided funds for before and after school tutoring as well as Saturday tutoring. At the middle school level, tutoring funds have been provided for reading and math support blocks. Students who are behind their peers in math and/or English are scheduled into a support block with a math or English teacher. To provide additional support, these classes have been staffed with tutors, in addition to the teacher, that were locally hired or provided by UI to support small group remediation focused on each student's academic needs. As with elementary schools, based on academic data UI tutors have been placed in middle schools to support learning loss. FEV Tutor is also in place for our middle school students 24 hours a day and 7 days a week. Each middle school has been provided funds for before and after school tutoring as well as Saturday tutoring. At the high school level, tutoring funds have been provided for after school and Saturday tutoring for all students as well as student athletes prior to their athletic practices. Based on data, UI tutors have been placed in high schools to provide additional support during the school day with students who are academically behind their peers.

Funding has also been budgeted to support summer academic programs for the summers of 2023 and 2024. These programs that started with CRRSA/ESSER II funds are designed to support extended learning for students at no cost. Programs are provided as close to where students live as possible with programs in nearly half of NPS schools. Although the focus of learning is based on academic needs, all students have the opportunity to engage in enrichment activities during the day. Students may be engaged only in enrichment and summer literacy activities if they are on level academically. Summer programs are available for students who completed an NPS PreK program through students in grade 12. Therefore, summer school includes students from rising kindergartners to seniors.

To support differentiated instruction and to better meet each student's academic needs, funding has been allocated to support various software, curriculum, and materials purchases. Edmentum and Lexia software programs for math and reading instruction were first introduced during virtual instruction and continue to be utilized across the division. Through the monitored use of these programs, teachers are able to gain real time data on student progress in both math and reading. Additionally, Rethink has been purchased to meet the academic needs for students with disabilities. This software helps with instructional resources and data tracking on IEP goals for students across the division. Funds have also been allocated to purchase literacy and learning materials for English learners that are level specific and interest based. Finally, materials and manipulatives have been purchased to support math and science instruction.

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

Effectiveness is monitored through trend data comparisons of SOL tests, STAR assessments, PALS assessments, VKRP assessments trend data from pre-pandemic to the current points throughout the year. STAR and PALS data are reviewed three times a year with trend data. SOL through tests as well as usage reports and academic progress reports from both Lexia and Edmentum are reviewed and compared with progress seen on STAR and PALS assessments. Additionally, NPS unit assessments are monitored for progress throughout the year.

- D. Amount of ARP ESSER funds to address learning loss \$38,693,326.75

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

Funds have been allocated for employee recruitment. Five specific bonuses have been implemented beginning with CRRSA/ESSER II funds and now being added to ARP/ESSER III funds. The following bonuses are included in this revised budget:

- “Happy You’re Here” is for teacher hires new to the school division.
- “NPS Believe in You” is for new teacher hires moving from a classified position with NPS.
- “Let’s Get Started” is for new teacher hires who completed their student teaching with NPS and begin full-time employment with NPS.
- “Welcome Back” is for teacher hires who were previously NPS teachers but experienced a separation period of one year or more.
- “Relocation” is available to new teacher hires relocating from outside of the region to teach with NPS.

- 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: N/A

- 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

Funds have been allocated to upgrade ventilation systems in 16 schools and buildings across the division to provide increased amounts of fresh air within the buildings. Additionally, funds are available for any additional needs for personal protective equipment (PPE) as well as supplies to clean and disinfect schools as detailed in the [NPS Health Mitigation Plan](#). Funding has also been used to place select water fountains in schools with water bottle filling stations to allow students access to water without having to use a water fountain. Funding was also used to provide additional classroom supplies for teacher and student use so that items do not have to be used by multiple people without being sanitized between use.

- 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:
- a. Academy of International Studies at Rosemont – Architectural/engineering services and purchase/installation of HVAC equipment with VDOE Approval. (\$5,340,385)
 - b. Bay View ES – Architectural/engineering services and purchase/installation of HVAC equipment with VDOE Approval. (\$1,844,560)
 - c. Booker T. Washington HS – Architectural/engineering services, purchase and installation of HVAC equipment, electrical and natural gas upgrades, replacement of ductwork, and demolition/removal of boilers and chiller with VDOE Approval. (\$14,973,000)
 - d. Lake Taylor HS – Architectural/engineering services, purchase and installation of HVAC equipment, electrical and natural gas upgrades, replacement of ductwork, and related demolition work with VDOE Approval. (\$14,751,000)
 - e. Northside MS – Architectural/engineering services and purchase/installation of HVAC equipment with VDOE Approval. (\$2,936,140)
 - f. Azalea Gardens MS – Architectural/engineering services, purchase and installation of HVAC equipment, electrical and natural gas upgrades, replacement of ductwork, and demolition/removal of boilers with VDOE Approval. (\$3,541,915)
 - g. Lake Taylor School – Architectural/engineering services and purchase/installation of HVAC equipment. Remove boilers and chiller with VDOE Approval. (\$2,296,000)
 - h. Larrymore ES – Architectural/engineering services and purchase/installation of HVAC equipment with VDOE Approval. (\$875,000)
 - i. Little Creek ES (both Nancy and Tarpon Buildings)– Architectural/engineering services and purchase/installation of HVAC equipment with VDOE Approval. (Nancy - \$1,177,000 and Tarpon - \$1,373,000)
 - j. Monroe ES – Architectural/engineering services and purchase/installation of HVAC equipment with VDOE Approval. (\$1,002,000)
 - k. Norfolk Technical Center – Architectural/engineering services, purchase and installation of HVAC equipment, replacement of ductwork, and related demolition work. Remove boilers and chiller with VDOE Approval. (\$1,421,000)
 - l. St. Helena ES - – Architectural/engineering services and purchase/installation of HVAC equipment. Remove boiler and chiller with VDOE Approval. (\$657,000)

- m. Suburban Park ES – Architectural/engineering services, purchase/installation of HVAC equipment and controls, electrical upgrades, and remove boilers with VDOE Approval. (\$2,169,000)
 - n. W. H. Taylor ES - – Architectural/engineering services and purchase/installation of HVAC equipment with VDOE Approval. (\$1,300,000)
 - o. Willard ES – Architectural/engineering services, purchase and installation of HVAC equipment, electrical and natural gas upgrades, replacement of ductwork, and demolition/removal of boilers. Remove cooling tower on new wing with VDOE Approval. (\$3,043,000)
 - p. Willoughby ECC – Architectural/engineering services, purchase and installation of HVAC equipment, replacement of ductwork, and related demolition work with VDOE Approval. (\$1,300,000)
- D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below

The following items are also included in the NPS ARP ESSER III budget:

- To maintain an online school, Virtual Scholars Academy (VSA), to support students who want to continue to learn virtually as well as students who want to have blended learning opportunities.
- To purchase a vocational training program for an identified group of students with disabilities that has a focus on skills training and behavioral development.
- To purchase research-based curricula (specially designed instructional programs and interventions) for reading, math, and social skills specifically as Tier 3 interventions to be used by special education teachers and staff in inclusion and division-wide self-contained programs.
- To support the creation and use of a division-wide data platform that will create accessible reports for teachers, school leaders, and division-level leaders for improved data-driven decision making and to enhance the identification of instructional needs.
- Curriculum and assessment development to support learning loss across all content areas.
- To purchase reading materials at a variety of levels for the creation of classroom-level libraries that will support literacy needs across all grades.
- For transportation to support tutoring on Saturdays for extended learning opportunities.
- For software, academic support, and tutoring for students who need credit recovery to maintain their track towards on-time graduation.
- Software to assist with monitoring student safety while using a division device online.
- To provide in-home Internet access for students.
- Professional development focused on the use and implementation of instructional programs and software, general instructional practice, and social-emotional learning best practices and supports.
- Curriculum, programs, and supports to meet the social-emotional learning needs of students and staff.
- Funds to increase methods for community engagement and communications.
- Computer equipment and technology upgrades for classrooms, students, and teachers.
- Funds to review curriculum, instruction, and assessment alignment.
- The creation and implementation of family academies to provide parents/guardians with the opportunity to learn about the technologies and instructional platforms their children are using so they can better assist in the learning process.

- Funds for school psychologists, social workers, and school counselors to work directly with student groups outside of regular operating hours.
- To support before and after-school clubs and activities.
- To provide additional field trips and experiential learning activities for students.
- Additional pay for family engagement specialists to re-engage students and to assist with enrolling PreK students.
- Program support for students who are deaf or hard of hearing.
- Part-time hours for instructional coaching support for first- and second-year teachers as well as building administrators.
- Funds to support transition programs for rising sixth and ninth grade students.

E. Amount of ARP ESSER funds for the uses above (A. through D.) \$74,688,711.56

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Summer School	Funding reserved for summer school for 2023 and 2024.	YES	\$4,404,779.00	\$0	\$22,655.43	\$4,404,779.00
Before and After School	Funds to pay for before and after school and Saturday tutoring.	YES	\$300,000.00	\$0	\$0	\$300,000.00
Direct Support to Families for Tutoring	FEV Tutor – 24/7 access to tutoring for students in grades 3-12.	YES	\$3,595,548.00	\$420,000.00	\$540,000.00	\$2,635,548
Other High Quality Tutoring	University Instructors during the school day, individual and small group tutoring.	YES	\$20,000,000.75	\$2,235,491.25	\$4,017,773.75	\$13,746,735
Professional Development	Focused on the use and implementation of instructional programs and software, general instructional practice, and social-emotional learning best practices and supports.	NO	\$1,790,142.00	\$250,250.00	\$422,074.13	\$1,117,817.87
HVAC/Renovation/Capital Projects	Upgrades/replacements for 16 schools and sites.	NO	\$60,000,000	\$32,253,587.2	\$3,701,772.76	\$24,044,640.00
Other High Quality Tutoring	Early literacy tutors for students in grades PreK through 3.	YES	\$2,244,107.00	\$238,861.41	\$5,245.00	\$2,000,000.59
Other High Quality Tutoring	Tutors for math and English middle school support blocks.	YES	\$1,200,000.00	\$0	\$0	\$1,200,000.00
Other	Math and science supplemental instructional materials.	YES	\$1,142,534.00	\$336,086.48	\$637,399.10	\$169,048.42
Other	Online Learning and Software	YES	\$5,414,858.00	\$656,460.00	\$1,922,898.76	\$2,835,499.24
Other	Local curriculum and assessment development and English language learner curricular materials.	YES	\$391,500.00	\$0	\$35,756.63	\$355,743.37
Other	PPE	NO	\$1,802,944.13	\$0	\$678,583.88	\$1,124,360.25
Other	Transition programs for rising 6 th and 9 th graders	NO	\$135,221.00	\$0	\$57,629.47	\$77,591.53
Other	Communications and parent engagement	NO	\$282,248.20	\$0	\$30,775.68	\$251,472.52
Other	PBIS/SEL	NO	\$1,345,000	\$0	\$413,285.00	\$931,715
Other	Technology – smartboards, securely, and data management systems.	NO	\$3,590,000.00	\$145,000.00	\$2,251,352.76	\$1,193,647.24
Other	Virtual Scholars academy and funds to pay teachers for concurrent instruction.	NO	\$750,000.00	\$0	\$0	\$750,000.00
Other	Indirect costs	NO	\$1,479,413.31	\$0	\$145,513.76	\$1,333,899.55

Other	Consumable student supplies, curriculum updates, Special Education Supports, Water bottle filling stations	NO	2,878,742.92	\$208,085.64	\$738,424.71	\$1,932,232.57
Other	Recruitment Incentives	NO	635,000	\$0	\$0	\$635,000

Appendix

Survey Data

What was the survey window?

There were two survey windows. First, from November 17 until December 7. Next, was from December 20 through December 28 at noon. The second window was opened at a request made during a meeting with a community partner.

How many survey responses were there?

118 respondents with 312 written comments.

Who took the survey?

46.6% Parent/Guardian/Family Member
37.3% Teacher
17.0% Other School Personnel
5.1% Other Community
3.4% Student
2.5% Building Level Administration
1.7% - Division Level Administration

*Respondents were to self-identify and they could select multiple choices.

3.1% Asian
20.0% Black
4.6% Hispanic
1.5% Multiracial
47.7% White
23.1% Chose not to answer

*Respondents were to self-identify and they could only select one choice.

11.9% Stakeholder representing the interests of children with disabilities
6.8% Stakeholder representing the interests of other underserved students
4.2% Stakeholder representing the interests of children in foster Care
3.4% Stakeholder representing the interests of children experiencing homelessness
3.4% Stakeholder representing the interests of English learners
2.5% Stakeholder representing the interests of children who are incarcerated
2.5% Stakeholder representing the interests of migrant students
2.5% Civil rights organization (including disability rights organizations)

*Respondents were to self-identify and they could select multiple choices.

What zip code did the respondents list as their home zip code?

99 out of the 118 (83.9%) respondents reported as living in a Norfolk zip code.

Breakdown of Norfolk residents with percentages representing only Norfolk zip codes.

23502 6 (6.1%)
23503 9 (9.1%)
23504 8 (8.1%)
23505 12 (12.1%)
23507 7 (7.1%)
23508 11 (11.1%)
23509 8 (8.7%)
23510 6 (6.1%)
23513 15 (15.2%)
23517 1 (1.0%)
23518 13 (13.1%)
23523 3 (3.0%)

Summary of written comments:

Topic	Percentage	Included in the Current Spending Plan
Increase teacher and staff pay	11.1%	No
In-person tutors or tutoring pay for teachers	7.9%	Yes
Funding for teacher and staff retention	6.7%	Yes
Teacher and staff bonuses	4.7%	No
Additional before and after school programs with teacher pay	4.3%	Yes
Funding for social emotional learning (SEL) supports to include Behavioral specialists and professional development	4.3%	Yes
Student technology (Chromebooks)	4.0%	Yes
The current spending plan is supportive of needs	3.6%	Yes
Build new schools	3.6%	No
Provide additional personal protective equipment (PPE)	3.6%	Yes
Additional English learner supports and translators	2.8%	Yes
Building and infrastructure repairs	2.4%	Yes
Provide teacher resources and supplies	2.4%	Yes
Upgrade HVAC/Ventilation	2.0%	Yes
Offer additional summer school and extended summer learning activities	2.0%	Yes
Provide smaller class sizes	2.0%	No
Kindergarten teacher assistants	1.6%	No
Field Trips (Arts Focus)	1.6%	Yes
Supports specifically for students with disabilities	1.6%	Yes
Increase amount of air purifiers in classrooms	1.2%	Yes
Professional development for teachers on SEL and suicide prevention	1.2%	Yes
Replace lost library books	1.2%	Yes
Increase school security	1.2%	No
Funding for students Safety and discipline	1.2%	Yes
Put attendance supports in place to include transportation	1.2%	No
Additional funding for low-income schools with learning gaps	1.2%	Yes
Provide in-home libraries	0.8%	Yes
Work with community partners in schools to volunteer	0.8%	N/A
Educational resources beyond programs/software	0.8%	Yes
Extra duty stipends for teachers and staff	0.8%	Yes
Fresh food in school cafeterias	0.8%	No
More nurses/focus on medical health	0.8%	No
Provide reading and math specialists for secondary schools while increasing the numbers at the elementary level	0.8%	No
School supplies for students	0.8%	Yes
WiFi hotspots for students	0.8%	Yes

Air purifiers in classrooms	0.8%	No
Increase the number of custodians	0.8%	No
Sanitizing materials for classrooms	0.8%	Yes
Provide snacks for students	0.8%	No
Increase the number of social workers to support students both at school and at home	0.8%	Yes
Night school opportunities/GED/Trade School Programs	0.8%	No
At home COVID test kits	0.4%	No
High school level family engagement specialist	0.4%	No
Increase stipends for masters and doctorate degrees for teachers and staff	0.4%	No
Keyless entry for classrooms	0.4%	No
Math 180 and Read 180 software	0.4%	No
Parent liaison funds to support homeless children	0.4%	No
Parent software to see current and future student assignments	0.4%	No
Parenting classes	0.4%	Yes
Replace or clean all carpets	0.4%	No
Saturday school	0.4%	Yes
School uniform funding	0.4%	No
Teacher and staff SEL supports	0.4%	Yes
Dyslexia support	0.4%	No
Transportation to support better student attendance	0.4%	Yes
Funding for home at home hygiene needs and clothing	0.4%	No
Occupational therapists for handwriting	0.4%	No
Equal spreading of funds at all schools, with no consideration of student needs	0.4%	N/A
Student awards for catching up on learning	0.4%	No
Family engagement staffing to reach out to parents/guardians of students who are struggling	0.4%	Yes
Mentoring programs for students	0.4%	No
Spend all funds in at-risk communities	0.4%	N/A

62.5% of the responses are included in the updated spending plan.

18.2% of the responses relate to reoccurring annual costs (Staffed positions and salary increases).

4.3% of the responses relate to additional capital improvement costs.

2.0% of the responses are not spending related.