

ARP ACT ESSER SPENDING PLAN



Newport News Public Schools' (NNPS) Plan for Spending American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Funds

Section 1: Introduction

The purpose of the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Fund is to help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on the nation's students by addressing students' **academic, social, emotional, and mental health needs**. Newport News Public Schools has been awarded \$82,142,456.03 in ESSER III funds. This plan describes how the awarded funds will be used. 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: Prevention and Mitigation Strategies

ARP Act ESSER III 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, in order to continuously and safely open and operate schools for in-person learning. Newport News Public Schools will use approximately \$42,938,524 or 52% of its ARP Act ESSER III funds to implement prevention and mitigation strategies as described below:

- The design and replacement of HVAC systems in several schools (approximately \$38,338,524);

- Continued purchasing of personal protective equipment (approximately (\$2,000,000);
- Supplies to clean and disinfect schools and office buildings (approximately \$900,000);
- Air purifiers and filters for schools to continue to reduce risk of virus transmission and exposure to environmental health hazards for students (approximately \$1,700,000)

Section 3: Addressing Unfinished Learning

Section 2001(e)(1) of the ARP Act requires each LEA to use twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Newport News Public Schools will use approximately \$24,509,602 or 30% of its ARP Act ESSER III funds to address unfinished learning as described below:

- **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.

Approximate Costs \$840,000

- **Tiered System 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 students to use 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 supports include tutors, instructional assistants, coaches, and interventionists utilized during the instructional school day.

Approximate Costs \$2,806,000

- **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.

Approximate Costs \$6,333,943

- **New Innovative, Evidence-based Programs**

NNPS is designing specific programs to address students who are behind 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. Extended day and summer school programs are considered here and occur outside of normal school day or outside of the typical school calendar.

NNPS is also 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 remote, for students who need schedule flexibility, and for those students who need remediation.

Approximate Costs \$14,529,659

Section 4: Other Uses of Funds

Section 2001 (e) of the ARP Act permits school divisions to use the ARP Act ESSER III funding not reserved to address unfinished learning to address the impacts of COVID-19 in a variety of ways. Newport News Public Schools will use \$10,599,730 or 13% of its ARP Act ESSER III funds in accordance with Section 2001 (e) of the ARP Act as described below.

- **Technology Supports for 1:1 Learning Environments**

In an effort to support the growth of online and blended learning in a 1:1 learning environment creates a need to maintain, continue, and sustain in what we are calling

“the new normal.” As more students come back to buildings more Chromebooks will be connecting to the network to support the new blended learning instructional model. Zoom licensing, mobile hotspots, smartboards, network infrastructure improvement and network security will support the teaching and learning environment.

Approximate Costs \$9,973,000

- **Teacher and Staff Professional Growth (not related to learning loss)**

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 will be used to create opportunities for teachers and staff to grow professionally during and after school hours.

Approximate Costs \$586,730

Section 5: Addressing Students’ Academic, Social, Emotional, and Mental Health Needs

To support students’ academic, social, emotional, and mental health needs, as well as staff social, emotional, and mental health needs, NNPS will use \$4,094,600 or 5% of its ARP Act ESSER III funds as described below:

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 both staff, students, and our community.

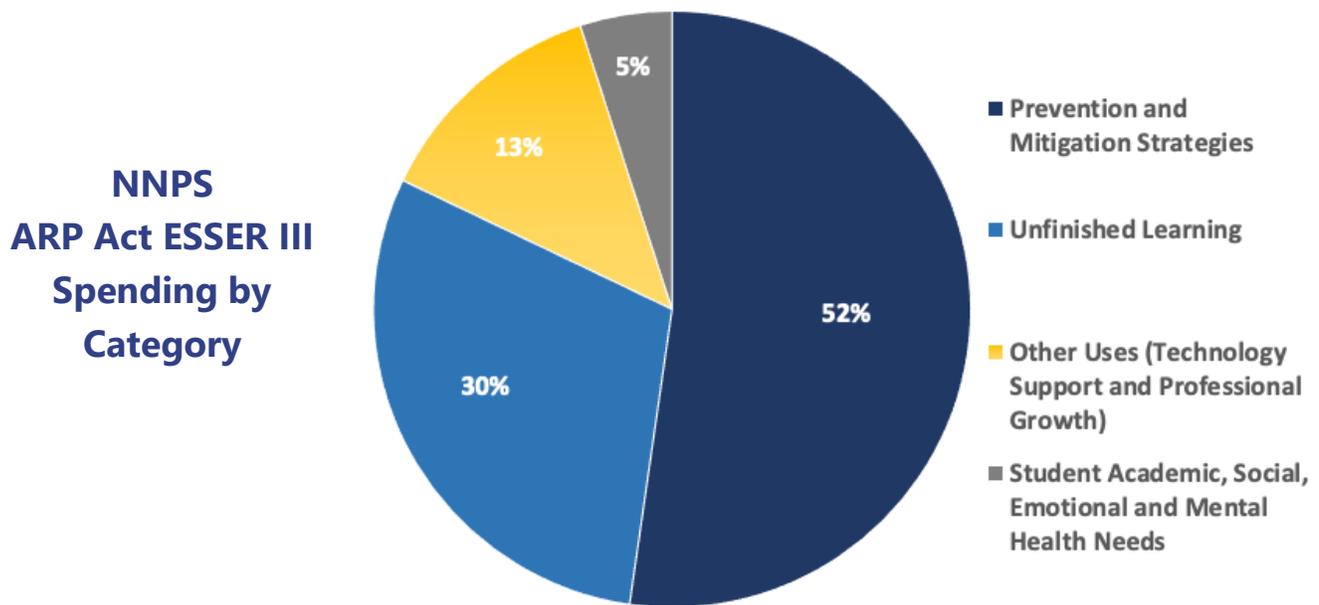
Approximate Costs \$4,094,600

Social, Emotional, and Mental Health Needs

NNPS recognizes the significance of balancing the safety needs of our community and families with the 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. The funds requested 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, including 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 work. 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.



Section 6: Consultation with Stakeholders and Opportunity for Public Comment

In developing the ARP ESSER 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. 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 interest 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%) chose Other.

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 to school on September 8, 2021. Of the responders, 680 (34%) provided a written response. These responses were given consideration while developing the drafted 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. Additionally, the spending plan will be presented at the Newport News School Board work session on August 17, 2021. Once all input for revisions is received it will be reviewed and considered for inclusion, and the final application will be prepared for submission by September 1, 2021.

Section 7: Making the Plan Available to the Public

Newport News has taken the following steps to make this plan available to the public:

- The plan is posted at www.nnschools.org;
- The plan will be available in Spanish and posted to the NNPS website. The plan will be made available in other languages upon request by calling the English as a Second Language Welcome Center at (757) 283-7823
- The plan may be orally translated for parents. Individuals may contact the ESL Welcome Center to request translation at (757) 283-7823; and
- 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 NNPS Special Education Department at (757) 283-7850.