

**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.

Section 1: General Information

- A. School Division/LEA Name **Newport News Public Schools**
- B. Division Number **117**
- C. Contact Name **Dr. Tina Manglicmot**
- D. Contact Email **tina.manglicmot@nn.k12.va.us**
- E. Contact Phone # **757-283-7850**

- F. Amount of ARP ESSER funding allocated to LEA **\$82,200,792.81**

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL) **sbo.nn.k12.va.us/budget/arp-esser/**

- 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 **NNPS is dedicated to ensuring that families, students, staff, and the community**

remain engaged and informed. NNPS will ensure consistent and transparent, two-way communication with stakeholders. The Community Relations department leads and coordinates all division wide communications and provides guidance and support for school and worksite-based communications. The ARP ESSER plan was written in clear and understandable language and posted clearly on our website with a link under news releases. This link gets reposted to news releases for each amendment.

Families and staff continue to receive timely division-wide information from the NNPS Return to Learn website and the APR ESSER spending plan, social media, NNPS-TV, the local media, school board meetings, and as needed, through Blackboard Connect, and email and phone mass notification system. Division-wide news and information is disseminated in English and Spanish. Teachers of English Learners (EL) will assist with ensuring that EL families receive important news and updates in their native language using VOIANCE, a language interpretation service. Focus groups and surveys are also utilized to gather feedback and input. Voiance interpretation services are utilized with families who speak languages other than English and Spanish.

- 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 **NNPS works to make sure all families, staff members, and community members are included in communication. For a parent who is an individual with a disability the plan can be orally translated or translated in American Sign Language upon request.**

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 always had the opportunity to provide feedback on the ARP ESSER spending plan. Where the plan is posted, there is a link to provide public comment. This link provides an email address which is monitored by the Community Relations department, and ARP ESSER input is forwarded to the NNPS Grant Writer. The Grant Writer brings up input to the ESSER team, which includes Federal Programs, the NNPS Business Office, in consultation with School Leadership and Curriculum & Instruction. Application amendments are approved by Senior Staff and the division Superintendent. In November/December 2022 a survey to NNPS contacts in reference to the ARP ESSER plan, and staff, students, parents, teachers, community members, and other stakeholders had the opportunity to provide input.

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

An overwhelming number of responses have indicated a need for teacher retention and efforts around ensuring classrooms are fully staffed. The next NNPS amendment (pending approval) includes funding for additional teacher recruitment and incentive pay for priority schools.

Additional responses are shared with the NNPS senior staff team and items are being considered for inclusion in future amendments.

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 **NNPS provided students with a survey, which linked the spending plan, and asked input on what they thought NNPS should prioritize and how the students thought NNPS should spend ARP ESSER funds. There was a place for written responses as well as an option to select preformulated responses.**

Uses consulted on **12/8/2022**

Feedback received **59**

B. Families

Description of consultation conducted **NNPS provided families with a survey, which linked the spending plan, and asked input on what they thought NNPS should prioritize and how the families thought NNPS should spend ARP ESSER funds. There was a place for written responses as well as an option to select preformulated responses.**

Uses consulted on **12/8/2022**

Feedback received **1,019**

C. School and district administrators including special education administrators

Description of consultation conducted **NNPS provided school and district administrators with a survey, which linked the spending plan, and asked input on what they thought NNPS should prioritize and how they thought NNPS should spend ARP ESSER funds. There was a place for written responses as well as an option to select preformulated responses.**

Uses consulted on **12/8/2022**

Feedback received **19**

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

Description of consultation conducted **NNPS provided teachers, principals, school leaders, other educators, and school staff with a survey, which linked the spending plan, and asked input on what they thought NNPS should prioritize and how they thought NNPS should spend ARP ESSER funds. There was a place for written responses as well as an option to select preformulated responses.**

Uses consulted on **12/8/2022**

Feedback received **562**

E. Tribes, if applicable

Description of consultation conducted **Not applicable**

Uses consulted on **Not applicable**

Feedback received **Not applicable**

- F. Civil rights organizations, including disability rights organizations
Description of consultation conducted **NNPS provided civil rights organizations with a survey, which linked the spending plan, and asked input on what they thought NNPS should prioritize and how they thought NNPS should spend ARP ESSER funds. There was a place for written responses as well as an option to select preformulated responses.**
Uses consulted on **12/8/2022**
Feedback received **6**
- 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 **NNPS provided stakeholders with a survey, which linked the spending plan, and asked input on what they thought NNPS should prioritize and how they thought NNPS should spend ARP ESSER funds. There was a place for written responses as well as an option to select preformulated responses.**
Uses consulted on **12/8/2022**
Feedback received **30**
- H. Community based organizations, including partnerships to promote access to before and after-school programming
Description of consultation conducted **NNPS provided community-based organizations with a survey, which linked the spending plan, and asked input on what they thought NNPS should prioritize and how they thought NNPS should spend ARP ESSER funds. There was a place for written responses as well as an option to select preformulated responses.**
Uses consulted on **12/8/2022**
Feedback received **12**
- 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 **NNPS provided early childhood education providers and families with a survey, which linked the spending plan, and asked input on what they thought NNPS should prioritize and how they thought NNPS should spend ARP ESSER funds. There was a place for written responses as well as an option to select preformulated responses.**
Uses consulted on **12/8/2022**
Feedback received **1**

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 **NNPS uses a vulnerability index to identify students with the most needs in our school division. The division uses Tableau to break both division and state assessments down by subgroups. This data is analyzed quarterly along with attendance and discipline data. A combination of the vulnerability index, these growth assessments, and State assessments helped NNPS identify learning loss, including among student groups most likely to have experienced the impact of lost instructional time.**
- 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 **NNPS is using ARP ESSER funds on a number of evidence-based interventions to address learning loss. First, we are funding tutoring both in the classroom and outside of the classroom. Evidence-based tutoring services (e.g. FEV Tutor, University Instructors, We LEAP, etc) are used with targeted students based upon quarterly data. We are using ARP ESSER funding on teacher professional development such as the Science of Reading (LETRS) and our math curriculum to improve tier 1 instruction. With so many new teachers, we need to invest in our tier 1 instruction to address learning loss. NNPS has also invested in a number of evidence-based curriculums such as Achieve 3000, DiscoveryEd, Newsela, among others, as another avenue to address learning loss. Summer instruction is available using ARP ESSER funding for students who need additional time or remediation. Finally, NNPS is providing books to families in grades K-2 to build at home libraries, so families can work with their students on building early literacy.**
- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed **The evidence of the effectiveness is available using our Reading and Math growth assessments, PALS, VKRP, division common unit and benchmarks assessments, state growth assessments and SOL assessments. Through Tableau the division uploads data from all diagnostic, formative, and summative assessments and analyzes the data as a division, individual schools, and classrooms. The data is reviewed quarterly and it is used to drive what tiered supports we are using and if they are effective. These supports includes instructional resources, human capital, and instructional models. NNPS has also contracted with Hanover Research to do a program evaluation on instructional programs**

including Read180/System 44, the new Virtual Learning Academy, and Eureka mathematics.

D. Amount of ARP ESSER funds to address learning loss **\$32,570,936.05**

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

For teacher and staff retention NNPS will use funds towards a one-time bonus for staff, and a pay raise for teachers and staff at designated Priority schools. The one-time bonus is on a sliding scale for either \$500 or \$1,000 after taxes and benefits depending on eligibility. The Priority School Incentive is a pay raise to teachers and staff at designated Priority Schools with historical staffing needs and poor academic achievement. The Priority School incentive will come out of ARP ESSER for the 2023-2024 school year, if approved, and will continue through other funding sources beyond the ARP ESSER funding period.

For Teacher recruitment, NNPS has and will use ARP ESSER funds on a number of activities, including: a Teacher in Residency program in partnership with local colleges and universities, Tuition assistance for current staff working towards a teaching license, advertising for open positions, background checks and checks for credentials for new hires, and recruitment directly from colleges and universities.

a. Total number of new staff hired with ARP ESSER funds **36**

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

Ideally, most of these positions are temporary as a direct response to returning to learn in response to COVID-19: attendance officers (5), family engagement specialists (9), mental health staff (14). The remaining 8 STEM resource teachers are part of a program we are piloting at 8 schools and are planning to expand with operating funds after September 30, 2024.

- 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

Prevention and mitigation were priorities of CARES ESSER I and CRRSA ESSER II. With ARP ESSER, NNPS has maintained a priority on decreasing student learning loss as a result of COVID-19. NNPS still has \$204,708.43 in ARP ESSER for PPE and \$115,293.89 for cleaning and mitigation supplies. Additionally, classroom technology such as interactive panels were installed using ARP ESSER funds to decrease the amount of student-to-student contact, as a way to use technology as a prevention and mitigation strategy.

- 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

NNPS will use ARP ESSER funding to replace HVAC systems at eight school sites. The original HVAC systems at these sites had either no ventilation or inefficient ventilation that was not up to ASHRAE standards. NNPS has requested and received approval for each of these projects:

- **Achievable Dream Middle School/High School:** Replace packaged rooftop HVAC units and classroom console HVAC units. OA Dampers are currently inoperable, and the system is not capable of providing ASHRAE 62.1. The Achievable Dream Middle/High School is conditioned with through-the-wall air packaged unit ventilators providing cooling, heating, and ventilation to the classrooms, and packaged rooftop units serving common areas of the building. The units are 16 years old and have reached the end of their life expectancy. Normally units of this type are expected to adequately perform for approximately 15 years. These units originally had the ability to provide ventilation to the classrooms. However, due to the age and condition of the units, many of the ventilation dampers and operators have failed and the dampers are closed allowing minimal ventilation to enter the classroom through the unit ventilator. Providing systems that address proper temperature, humidity, and ventilation is crucial to the wellbeing of the students and their ability to learn in a health environment. The school was built in 1951 and was renovated in 2006/2007.
- **Achievable Dream Academy:** Replace central plant and air handling units. The system has reached the end of its useful life and is not capable of providing ASHRAE 62.1. Achievable Dream Elementary School is conditioned with packaged rooftop and unit ventilators providing cooling, heating, and ventilation to the classrooms. The units are old and have exceeded their life expectancy to adequately perform. These units originally had the ability to provide ventilation to the classrooms only. However, due to the age and condition of the units, many of the ventilation dampers and operators have failed and the dampers are closed allowing only minimal ventilation to enter the classroom through the rooftop units. The school was built in 1961/1977. There was a partial renovation in 2011 to replace boiler, chiller, and classroom unit ventilators.
- **B.C. Charles Elementary:** Replace central plant and air handling units. The system has reached the end of its useful life and is not capable of providing ASHRAE 62.1. BC Charles Elementary School is conditioned with packaged rooftop and unit ventilators providing cooling, heating, and ventilation to the classrooms. The units are old and have exceeded their life expectancy to adequately perform. These units originally had the ability to provide ventilation to the classrooms only. However due to the age and condition of the units, many of the ventilation dampers and operators have failed and the dampers are closed allowing only minimal ventilation to enter the classroom through the rooftop units.
- **Gatewood PEEP:** Install central plant and air handling units. The program is housed in the original Warwick High School building. The original building was constructed without air

conditioning or ventilation systems. The two-story portion of the building is currently air-conditioned by residential window units and heated with hot water radiation. The one-story portion of the building is conditioned by several split system heating ventilation and air conditioning units. The building was built in 1953 and the window units were last replaced in 2003.

- **Newsome Park Elementary:** Replace packaged rooftop units and split system classroom units. The rooftop units and split system units have no outside air ventilation capability and is not capable of providing ASHRAE 62.1. Newsome Park Elementary School is conditioned with split system heat pump units providing cooling, heating, and ventilation to the classrooms and common areas of the building. The condensing units are located on the roof, and the air handling units are located at floor level inside a wood casework enclosure. These units are 12 years old and are nearing the end of their life expectancy. Ventilation air is introduced through a small gravity intake grille that has no means of proper adjustment. There is no means of adjustment or balancing to provide adequate ventilation air to the classrooms due to the configuration of the intake grille. The school was built in 1967; the classroom split systems were replaced in 2009.
- **Richneck Elementary:** Replace packaged rooftop units and split system units. OA dampers are currently inoperable, and the system is not capable of providing ASHRAE 62.1. Richneck Elementary School is conditioned with packaged rooftop and split system air conditioning units providing cooling, heating, and ventilation to the classrooms. The rooftop units are 23 years old and have exceeded their life expectancy. Normally rooftop units of this type are expected to adequately perform for approximately 15 years. These units originally had the ability to provide ventilation to the classrooms. However due to the age and condition of the units, the ventilation dampers and operators have failed. These units have no ability to provide proper humidity control, particularly under part load conditions. Providing systems that address proper temperature, humidity, and ventilation is crucial to the wellbeing of the students and their ability to learn in a healthy environment. The school was built in 1967; HVAC was renovated it 1998/1999.
- **Yates Elementary:** Replace packaged rooftop HVAC units and classroom console HVAC units. OA dampers are currently inoperable, and the system is not capable of providing ASHRAE 62.1. Yates Elementary School is conditioned with through-the-wall air conditioning units providing cooling, heating, and ventilation to the classrooms. The units are 20 years old and have exceeded their life expectancy. Normally units of this type are expected to adequately perform for approximately 15 years. These units have limited ability to provide ventilation to the classroom. Ventilation air is introduced through a small gravity intake grille that has no means of proper adjustment. Providing systems that address proper temperature, humidity, and ventilation is crucial to the wellbeing of the students and their ability to learn in a healthy environment. The school was built in 1962 and the HVAC was renovated in 2000/2001.

D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below

Other than for the purposes listed above, NNPS will use ARP ESSER funds on professional development for teachers: including the science of reading, Eureka Math, and innovative practices and blended learning models; Summer learning opportunities for our students to combat learning loss from COVID-19; mental health student support staff in our schools; Tutoring services; student technology and repairs to include connectivity, devices, and digital literacy for students; youth development to combat the social and emotional learning delays caused by COVID-19; family engagement, especially with attendance and helping students stay engaged in school; STEM materials tying into digital literacy, enhancing the opportunity of

students having devices to level up skills and graduate a student body ready for the future workplace; and finally upgrade library collections and replace books which were lost during Covid quarantines. (note: some of these items are classified under "learning loss").

E. Amount of ARP ESSER funds for the uses above (A. through D.) **\$49,629,856.76**

Section 7: Budget

As of Dec. 1, 2022, Amendment 4.

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Direct Support to Families for Tutoring	Books to support at home literacy in K-2	YES	\$300,000	\$0.00	\$149,833.50	\$150,166.50
HVAC/Renovation/Capital Projects	School HVAC Replacements, HVAC Project Manager	NO	\$26,523,200	\$19,727,406.42	\$1,582,279	\$5,213,514.58
Other High Quality Tutoring	FEV Tutors and University Instructors	YES	\$3,616,027.14	\$1,224,139.84	\$1,611,138.06	\$780,749.24
Other Recruitment/Retention	Teacher Recruitment and Advertising, Teacher in Residency, Staff Bonus Referral	NO	\$1,536,901.25	\$3,100	\$65,643.40	\$1,504,802.50
Professional Development	Assessment Literacy, Best Practices in Literacy, Blended/Virtual Learning, Eureka Implementation, Innovative Practices, Science of Reading, SEL through Music, Micro-Credential, SLD, Differentiated Reading Instruction	YES	\$3,256,439	\$217,114.19	\$28,084.40	\$3,011,240.41
Other	Family Engagement	NO	\$1,034,150	\$45,439	\$15,903.65	\$972,807.35
Summer School	Summer School Staff and Materials	YES	\$4,111,896.11	\$0.00	\$308.79	\$4,111,587.32
Other	Prevention & Mitigation (including Contact Tracing)	NO	\$4,423,712.20	\$0.00	\$0.00	\$4,423,712.20
Other	Student Connectivity, Classroom Technology & Maintenance, STEM	YES	\$11,666,533.70	\$1,279,607.97	\$5,698,116.61	\$4,645,539.14
Other	Youth Development	NO	\$90,000	\$0.00	\$18,304.53	\$71,696.07
Other	Mental Health Student Support, SEL, Student Support, Child Nutrition, Attendance support	NO	\$6,333,548.15	\$0.00	\$1,538,507.54	\$4,795,040.61
Other	Virtual Learning Options	YES	\$4,257,420.31	\$0.00	\$225,000	\$4,032,420.31
Other	Literacy	YES	\$5,913,349.10	\$24,625.04	\$250,614.47	\$5,196,479.06
Other	Staff addressing learning loss, extended pay, curriculum writing, course developers, substitutes	YES	\$3,008,019.99	\$0.00	\$614,356.62	\$2,393,663.37
Other	Curriculum and materials addressing learning loss	YES	\$1,321,595.86	\$0.00	\$52,416.84	\$1,269,633.40
Other	Indirect Costs and Other Charges to help prepare, prevent and respond to Covid-19	NO	\$4,808,000	\$0.00	\$0.00	\$4,808,000

**Newport News Public Schools
December 2022
ARP ESSER Survey Results**

1. Please select the role(s) below that best describe you. You may check all that apply to your relationship with NNPS and our students.

Student: 59

Parent/family: 1,019

Civil rights organizations (including disability rights organizations): 6

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: 30

Teacher:415

Principal or other school leader:28

School or district administrator:19

Other school personnel:198

Other: 45

- Admin Secretary
- Adult Ed teacher
- And retired NN teacher
- Bus Driver
- Bus Driver
- Bus Driver
- Citizen. Ex NNPS employee and parent
- Community Partner - HRCAP Head Start
- concerned citizen
- Covid isn't real.
- custodian
- Disabled Vet / Truck Driver
- IA
- Instructional Assistant
- Instructional Assistant
- Instructional assistant
- Instructional assistant
- Instructional Assistant IV

- Instructional Coach
- Instructionals' Assistant
- Interventionist
- lead custodian
- Media Assistant
- nnps employee
- None
- Previous employee
- PTA
- PTA Board Member
- Reading Specialist
- Reading Specialist
- Retiree
- School Counselor
- School Counselor
- School counselor
- School Nurse and student grand mother
- School Security
- Secretary
- Special Education
- Staff and parent
- Sub Administrator
- Sub Teacher
- Substitute Teacher
- Support Staff
- Tax payer
- Volunteer

2. Have you reviewed the current spending plan?

Yes: 912

No: 614

3. What do you believe are the top issues currently facing our students and the school district? (Select all that apply)

Social-Emotional Needs of Students: 1,110

Learning Loss: 1,023

Safe and Healthy Learning Environment: 881

Child Care: 276

Child Nutrition: 509

Extended Learning & Enrichment: 576

Other: 174

- No consequences for disrespect and wrong behavior. Students are no longer held accountable for behavior or grades. Students/parents blame the pandemic and the students being out of school when the students exhibit poor behavior.
- A strong school-to-work transition program for students with disabilities in their senior year to improve work outcomes
- addressing student's behavior.
- And teacher a raise
- Attendance
- attendance
- attendance
- Attracting any retaining teachers
- Availability of hand sanitizer and wipes
- Before School Care
- Behavior
- Behavior interventions that protect the learning environment/alternative settings
- Behavior issues
- Behavior issues of being very disrespectful to the adults and some of the students in the building.
- Better funding for arts programs
- Better Meals for the kids
- Brain Pop
- Building improvements
- Bullying
- Burnt out teachers
- chromebook learning sucks and kids can get on any site go back to the old way of teaching
- Chronic Absenteeism
- Class Size
- Class size
- Classroom sizes, discipline, self-motivation, no rewards, irresponsible or bad leadership
- Clubs, arts, sports
- Community involvement and prioritization of education
- creating sporting facilities for all sports
- Curriculum is outdated
- Discipline
- Discipline/Behavior

- Educating general education teachers on cultural responsiveness and accountability beyond checking a block
- EDUCATION AND LEARNING
- enough teachers to cover all classes, schools losing things such a chorus or band because there are not enough teachers
- Every Elementary School bus needs a aide
- Every elementary school should have a reading and a math interventionist.
- Exhausted, stretched teachers
- Extend mask mandate
- Extra curricular programming
- Food alternatives that include products that does not include pork. My family does not eat pork but a lot of your menu items contain pork so I'm forced to feed them breakfast at home every morning which is tough and I have to pack a lunch everyday for them in order to avoid your pork items. I'm a single mom and dont qualify for food stamps and its HARD providing meals everyday for 2 kids on my income.
- Free after school programs
- healthy parenting
- help and relations with parents involved in middle and highschool students progress and teachers expectationschool
- Help with learning
- Helping kids deal with emotions productively after years of pandemic delays. We all get angry, but really need to teach them face on how to address those emotions in a positive way before things get worse. Would like to see getting back to teaching about all religions, without favoring one over the other. I think kids can handle big ideas. Get them to be creative again. Less SOLs, please. Get them to engage in proper in-person interactions.
- Helping parents with bills
- Helping struggling Families with Utility assistance
- High Teacher and Support Staff turnover on all levels
- housing
- I'd also love to see funds go to the safety of our children more cameras bullet proof windows, more security and better safety protocols
- IEP and 504, shortage of employees, pay, help with mental health for students and administrators
- Improvement in building and classroom furniture
- Inability to maintain staffing due to inadequate leave times and pay.
- Increase wages of teachers to make sure we are ABOVE the national average. The only way to achieve the above goals, is to attract and RETAIN qualified and passionate teachers. It does no good to just put warm bodies in classrooms.
- Increased pay for current teaching staff & admin
- Increased pay for staff. We are dealing with way more than ever. We are overworked, burnt out, under appreciated and deserve higher pay.
- Lack of a quality education and disruption in the classrooms
- Lack of discipline in schools

- Lack of intervention specialists
- Lack of learning acquisition
- Lack of licensed teachers in all classes
- Lack of money for the schools to beautify, stock faculty workrooms, create an inviting/safe/welcoming school climate.
- Lack of parent engagement and lack of parent support for school leadership
- Lack of Staff
- Lack of supplies to keep germs down. New desks that are apart. clean buildings, keeping kids at home when they are sick.
- Lack of training for the administration. 123 Magic is a great tool for all to use. They could learn a lot from this and from teachers Mrs. Chambers-Harmon and Mrs. Williams, and Mrs. Tucci.
- Lacking resources for children that need IEP/504 plans at the elementary level
- Lacks punishment
- Literacy, numeracy and written expression at the elementary level
- Loss of Teachers/Staff
- making parents & children accountable
- More professionals in Mental Health and special needs areas.
- More resources and activities for special education students
- Music and art
- Music programs
- Music programs
- Need more training for teachers and staff in our schools in how to react with children. Yelling and shouting should not be the only way...
- Needs English curriculum
- New HVAC at Warwick along with metal detectors
- new Middle school that fully load with latest Technology equipment for all STEM students
- No textbooks not every teacher is utilizing the digital books, the parents are limited in how they can reinforce at home
- None
- None
- Not enough quality teachers that get paid properly!!!
- Overall well being of teachers
- Parent abandonment, crime, emotional and behavioral issues
- Parent and teacher relationships
- Parent Involvement
- Parent involvement
- parent involvement supporting their child's education
- Parental involvement
- Physical Education and Health
- Physical health of our students
- Positive support staff in the classroom

- Quality Teacher Recruitment and Retention
- quality teachers and bus drivers and the food is terrible
- Raise teacher salaries 10-15%. Give existing teachers bonuses. Buy the new chairs and cater food for them every Friday. SHOW THEM Dr Parker cares, because word on the street is he is AWOL and disconnected from the realities of anything happening in the classroom.
- Resources for teachers
- retention stipends for teachers with tenure (per feedback from friends who are tenured) \$6,000 to novice as a sign on was a slap in the face and proved that NNPS does not take care of dedicated employees
- Retention of qualified teachers
- Retention of Quality Staff
- Retention of teachers
- Safety
- SAFETY AT SCHOOL
- Safety more resource officers
- Safety. All schools should have armed guards and USE METAL DETECTORS AT ALL NNPS SCHOOLS EVERY DAY ALL DAY LONG NO EXCEPTIONS
- School sport facilities
- self-entitled attitudes, laziness, apathy for education
- Severe consequences for absences due to being sick
- shortage of teachers due to pay
- smaller class sizes
- smaller classrooms more teachers needed for more individualized instruction
- Social-emotional needs of parents, transportation, school zones
- Social-emotional needs of teachers
- Special Education
- Special Needs lack of proper funding
- SPORTS
- Staff Moral and Appreciation
- Staff morale
- Staff needs aren't being met. You can't address the student needs without first tackling the staff needs.
- Staff retention
- Staff shortages and under payment. Teachers are worn out and it's affecting our kids.
- staffing
- Staffing
- Staffing and staff burnout.
- Staffing shortages
- Stop pushing LGBTQ propaganda
- Student Accountability
- Student accountability/responsibility
- student and parent disconnect due to revert to old policy: absenteeism

- Student Behavior
- Student Discipline
- Students are in front of Chromebooks too much!
- Students have entitlement issues and do not fear consequences
- Students-Parent relations; homelessness; health & hygiene
- Substance abuse!, Truancy within the school (tardies, skipping), mental and behavior therapy within the school.
- Teacher accountability and performance
- Teacher burn out from oversized classes leading to more learning loss
- Teacher burnout
- Teacher burnout
- Teacher burnout due to overwork and underpay. Too many assessments and the curriculum is not aligned with SOLs and Benchmark testing as expected/needed.
- Teacher loss! Over crowded classrooms
- Teacher pay
- teacher retention
- Teacher retention
- Teacher Retention
- Teacher retention
- Teacher retention and recruitment & otherwise STAFFING
- Teacher retention. Increasing salaries and offering bonuses is really the only way to fix this issue.
- Teacher shortage
- Teacher Shortage
- Teacher shortage
- Teacher shortage
- Teacher shortages and curriculum shortfalls
- Teacher shortages!
- Teacher Shortages! Teachers are stretched and Class Sizes TOO LARGE
- teacher staffing
- TEACHER STAFFING
- Teacher staffing
- teacher student ratio
- Teacher support and assistants
- Teacher's well being and mental health
- Teachers and Staff shortage
- Teachers need to be paid more, so that they are less stressed for our students.
- Teaching real math not whatever my daughter is bringing home
- Technology and Poverty
- Textbooks would help. School should be a form of education. School should not be a full coverage social service. Kids need to be held accountable for behaviors and cell phones need to be eliminated from the classroom.

- The schools are SEVERELY understaffed which puts our students at a significant disadvantage.
- The teachers need to learn how to deal with the emotional stress on kids especially sp Ed kids
- The two goes hand in hand, students can't learn if they're hungry because the school lunch is not appetizing or even edible.
- Trained personnel in Special Education, specifically ED.
- Tutoring & Catch up programs for children that have fallen behind
- Updated Facilities
- Ventilation

4. Please select the activities that you believe would best support the needs of our students (Select all that apply)

Virus Prevention and Mitigation: 335

Extended Learning (before- and after-school programs, summer programs): 829

Laptops and technology support for all students: 582

Individualized services for students, such as counseling and mental health care: 1,139

Specialized equipment and software for students with disabilities to close achievement gaps: 603

Additional services for students who are English learners to close achievement gaps, and specialized software that addresses the language needs of English learners: 478

Parent, community and family support and training on best educational practices: 728

Other: 174

- classroom supplies for teachers
- *****More nutritious breakfasts***** Too much sugar
- °
- A campaign to promote healthy habits such as proper hand-washing, and healthy eating.
- A reading curriculum with lesson plans for kindergarten and first grade because C&D is not providing lessons for kindergarten and first grade. It is putting added work on teachers who are already overwhelmed and working way more hours than our contect hours.
- Accountability of the students for the technology they receive at enormous cost to NNPS. Its often being deliberately destroyed then they ask for another. Some students have done this as many as 4 times without any reprimand or reimbursement from the parents. Its a joke.
- Actually providing IEPS and not delaying throught the SST process to get children additional help during the school day

- Adapt teaching to the different learning styles
- Adapting schoolwide mindfulness practice program
- additional bodies to provide support
- Additional services for all students
- Additional services like in person tutoring to address learning loss
- Additional support in the classroom
- additional support in the classroom
- Adequate staffing - get interventionists and ITCs doing their job and have counselors freed of improper duties to help with mental health needs.
- After school tutoring
- be able to opt out of using a chromrbook
- Behavior experts in all elementary schools
- Behavioral and emotional support within the classroom
- Better all around teachers
- Better and tastier food in the cafeteria like subs and fruit n' veggie smoothies,
- better busing, more space (infrastructure) for spaced out classes
- better facilities for physical activities-paved trail with fitness stations around soccer fields
- Better funding for programs that already exist. Providing arts classes with enough resources to be on par with other local school districts.
- Better lunches
- Better meals!
- Better support for teachers dealing with students post COVID.
- better teacher to student ratios.
- Built in study/tutor/hw time to the school day
- Bully prevention and drug use
- Covid isn't real. It's the flu.
- Decodable readers to improve teaching students how to read
- decreasing the student behaviors and fights that interrupt learning, eliminating cell phone use by students in the classroom
- Each elementary school should have a reading and a math interventionist.
- Early identification of student aptitudes to determine emphasis on specialized studies for career readiness
- Ebt funding
- Educator support, mental health, work life balance
- Emotional and mental/ physical health needs of teacher; Taking the load off of teachers so that they have time to teach to our students. Too much time is wasted learning new endeavors, paperwork, etc. Not enough time for planning for the students.
- Extend mask mandate
- Extensive summer program all summer.
- extra instructional support such as reading asst and classroom supplies
- FEAR TEACHERS ARE GETTING BOGGED DOWN IN DATA SO TEACHING LESS

- First there need to be more options on this list. Having 3 kids in different schools and they have the same problems. They don't feel safe and the teachers don't take extra time like they did prepandemic.
- fully staffed classrooms, teacher pay
- Funds for teachers to stay in their positions. Funds for the Arts programs that were devastated during COVID and support social emotional development
- Guest speakers of interests to our students
- Having a full staff of educators
- Healthy quality and quantity of food
- Help with food expenses
- Help with purchasing food/groceries
- Higher expectations for students and greater support for teachers. Allow teachers to not feel pressured to pass students who are not doing the work.
- Highly qualified and fully certified interventionists for all elementary schools. The outside programs that we are relying on (University Instructor Tutors, Lit. Lab. Tutors, Smarty Ants etc..) cannot take the place of meaningful intervention with highly qualified teachers and interventionists. Right now we have the nurses performing the surgery instead of the physicians.
- Highly qualified teachers at all grade levels
- hire more staff, lower class sizes, get each class an aide
- Hire with better pay to retain teachers and stop relying on computers/technology
- Hiring more translators and I interpreters so that families can have important information available to them in a timely manner.
- Hiring new teachers, support staff and finding ways to lessen the burden on stressed teachers to reduce further burn-out
- Home curriculum availability
- Hybrid learning options & Asynchronous wednesdays or fridays
- I
- I believe there should be more Instructional Assistants in each school who can work each day with child who are experiencing learning gaps (reading,math) so they can reach their end of year goals for their assigned grade. These children thrive when they get instruction in smaller groups that address their specific learning needs. Instructional assistants are an amazing asset to the school and we need more of them to serve the needs of these kids who have fallen behind their peers.
- I feel that some of our teacher spend a lot of time showing movies unrelated to the curriculum, so we could address that. We could also pay teachers and bus driver's more so we can hire dedicated individuals.
- Improve discipline
- improvement on crime in the community.
- Improving staff moral will bring more excitement to classrooms.
- In class one on one tutoring to support teaching during class time to make sure the student understands
- Increase teacher supply funding from \$50 to \$100.00 for classroom supplies and needs. Also, add an air purifier for each classroom. Add more social workers and school

psychologists to support students. Currently they are in meetings and completing testing too much of the time to be able to work with students.

- Increase wages for teachers to ABOVE the national average. it does not matter what you plan or put in place to address the issues, if you do not have teachers who love their jobs, no plan will succeed.
- Increased pay for current teaching staff & admin
- increased teachers salary to retain highly effective teachers
- increasing the number of students involved in after school activities and clubs
- Individualized learning programs...meet students' needs
- Instructional assistants for general education classes
- Instructional supports to address learning loss
- INTENSE ACADEMIC INTERVENTION PROVIDED BY HIGHLY QUALIFIED STAFF
- Interventionists to help the scholars that are below grade level.
- Learning materials for ALL elementary students, consumable materials to support, reading, writing, spelling and math. We need in person tutors for ALL students
- less focus on state testing (SOL's); and, more TIME on filling gaps & student abilities to meet the curriculum standards
- Life skills such as cooking, healthy habits, exercise programs and financial knowledge.
- Marijuana & Vaping education, Accountability (just don't care)
- Mentorship program such as Big Brothers Big Sisters of America
- More adults be it counselors or adults who have some background in education/psychology to be there when students melt down/ or to help supervise groups when teachers are doing small group instruction.
- More afterschool recreational classes for kids
- More bus drivers, raises for support staff like custodians
- More counselors in the schools to address social needs
- More evidence based training for the staff to navigate emotional and social issues
- More field trips—real ones not virtual. More engagement opportunities for high achievers
- More interventionists to work with students in small groups at non title 1 schools.
- More opportunities for paid reading interventionists and tutors to come in and work with students.
- more physical education
- More security and cross guards my daughters school has a officer every morning to sit stare with a mean face at parents dropping off their children and gossip and drink coffee in the morning with guards at Ella Fitzgerald. Also my daughter constantly complains there isn't good food so I'm spending money to pay to have her hungry coming home everyday. And there needs to be better disciplinary actions for students acting out in class. I even had her teacher call to vent and apologize because he felt her schooling is affected from disruption from students in her class. She will be in 8th next year and I'm really considering home schooling at this point. Newport News school system has let me down for the past two years.
- more staff

- More teacher student interaction, after covid my child in particular only wants to chat with his teachers virtually and not verbally, it has crippled shy kids who never wanted to speak out in the first place.
- More teachers and security officers
- More teachers so the classes can be smaller. The students could then receive more attention to address learning deficiencies.
- more teachers to allow for smaller class sizes
- More tutors for small group instruction.
- More/Smaller Neighborhood-Based Middle and High Schools (as feasible as possible) would help keeping outbreaks more localized and containable in the future
- Music and art
- N/a
- need a way to get parents more supportive of teacher and school expectations and be more supportive of school staff. We also need to hold students more accountable for their negative actions.
- New furniture/desk chairs
- None
- Nutrition and better meal options for all students
- Nutrition and Care
- Our students in the elementary grades cannot read - they need to get away from everything being read to them and we need time every day for them to have actual books in their hands.
- Parent and community support is integral to student success. Parents need to step up their contribution as PRIMARY stakeholders
- Parent education on SEL and how to support their child with behaviors that are occurring in the classroom, how to support their child with academics. Closing the achievement gap is important but adding more software and technology into their hands is not always the best option.
- Parent training on disciplining their children and supporting teachers
- Parenting classes - how to support your child at school.
- Parents and members of the community need to support/respect the teachers and set a good example for students.
- Parents need to be more involved in the school practices and policies, child behavior, social & emotional problems and issues of their child/student.
- Pay raise for teachers and staff so that positions will be filled and quality education can take place
- Pay teachers for the time they spend after school with students and you might see more teachers willing to stay after.
- P-EBT
- PEBT
- Please actually teach in the school now. Also, the safety is a huge issue for Guildersleeve and Menchville high. Better lunch for the children so they can focus in class. The current lunch is is not edible. My son cracked a tooth on the stiff pizza.

- Pre k needs ELL services again. I have student who speak no English. Ell services are needed for these students. Taking away the services was a big mistake for our youngest learners.
- Provide students with better meal options
- Pull back on the overuse of technology for the younger group.
- quality teacher retention
- Quality Tier 1 instruction with highly qualified teachers
- Quickly hire more staff for each school for added support
- Raise teacher salaries 10-15%. Give existing teachers bonuses. Buy the new chairs and cater food for them every Friday. SHOW THEM Dr Parker cares, because word on the street is he is AWOL and disconnected from the realities of anything happening in the classroom.
- Raises for all teachers they are under paid
- Reading assistance
- Recruiting qualified people
- Reduce class sizes
- removing YouTube and any games off the laptops
- resource class materials, music, PE & electives focus
- retention stipends for teachers with tenure (per feedback from friends who are tenured) \$6,000 to novice as a sign on was a slap in the face and proved that NNPS does not take care of dedicated employees
- Returning interventionists to their jobs so they can pull those kids for the extra services they need!
- safety from shoot outs, locked doors, metal detectors, paid armed security
- school safety like metal detectors, more security, etc
- Smaller class size so the teachers can spend more time on teaching and less behavior/discipline issues. Elementary libraries open as a resource like P.E., art, music.
- smaller class sizes
- smaller class sizes and more collab teachers
- Smaller class sizes for classes SOL classes/remediation classes/inclusive classes
- smaller class sizes to provide more individual attention to students
- Smaller classes—maybe teacher coach for each student.
- Some students are impacted by financial struggles
- Something to occupy these kids on the bus.
- Something to retain teachers
- Special Education support!!!!
- specialized personnel to provide students with effective intervention (people not programs or stuff)
- specifically behavioral health
- Sports programs
- SPORTS, REAL TRACK AT ALL HIGH SCHOOLS

- stipends for each teacher to buy items needed for the classroom which would greatly enhance student learning by having supplies readily available for students without the teachers having to use their own money.
- Strategies and programs to reduce chronic absenteeism
- Stricter rules for staff and student illness. We keep allowing people to return while coughing, snotting, etc
- stronger consequences for excessive absences
- Strongly suggest assessing the root cause of current issues and implementing short and long term strategies to improve. The options listed here, in my opinion, are all simply short sighted “bandaids” that do not address the foundational issues. Students deserve instruction from a teacher, which should be supplemented by a laptop. Students deserve diverse curriculum to allow for diverse students to learn. Also need to balance student progression pace with what is realistic to expect from teachers. I believe this opportunity should be more thoroughly thought through and a strategy implemented.
- Student Discipline
- Teacher resources for student engagement and concept mastery
- Teacher retention
- Teacher support and money to help fund substitutes better
- teachers in all classrooms, like my sons AP English class that did not have a teacher the first 5 weeks of school
- Teachers that actually teach and not just hab
- Teaching parents to be parents and stop being the children's friends.
- Teaching real math not whatever my daughter is bringing home
- The purchase of math diagnostic assessment to address gaps in math.
- There being virtual learning for when absent due to sickness without being marked as absent
- These are all really poor options. Optimize the day the children are already in the classroom! Safe transportation, more staff, more learning opportunities. Stop wasting the day with all these other things!
- To re-iterate the need for individualized services, I know there are at least 8 homeless kids at Hines Middle School. Who can study in a crowded hotel room? So much support is needed, it's overwhelming to think about but we need to ensure they are helped! They might become the next big entrepreneur or find that next big cancer cure. Who knows? but we have to try to bring out the best in all.
- Trained interventionists to help close the gap.
- Training for teachers, Admin and students on the effects of trauma on the brain and body and how to provide supports in the classroom that help those who have experienced trauma. The pandemic was a collective trauma
- Transportation if services outside of school hours are offered
- Tutoring and supplemental instruction, additional academic content
- Tutoring sessions
- Tutoring, free after school activities, free flexible summer programs, offer dual enrollment classes, offer archery/soccer/football/wrestling in middle school as we were already promised, partner with Youth Sailing to offer sailing teams at ALL middle and high schools, offer the same clubs and sports teams at ALL high schools (1-2 high

schools in NNPS don't offer the same clubs and athletic teams as all the other schools) and same goes for the middle schools (some have little to no clubs in comparison with other schools), offer SAT prep after school

- Utilize less technology and have students perform work from actual text books with hand written assignments that need to be turned in. I believe this will provide better parental involvement with being able to see where their children need the additional academic help. The current use of complete digital technology and the lack of parental ability to access the work of their children to see where the problems are at with learning the material does not help get the student back on track. Simply looking at grades in parent view is inadequate to help struggling students improve their academic performance.
- With the 2 years of Covid, the kids are behind in their studies. They need tutoring to try and close up the gap and catch up to where they supposed to be.
- workshops for parents to be able to assist with homework

5. Please select the activities that you believe would support teachers and other school personnel to best meet the needs of students. (Select all that apply)

Virus Prevention and Mitigation: 318

Support for teachers and principals to improve and develop their instructional skills: 962

Training on Social Emotional Learning for teachers and other school personnel: 893

Recruitment/retention stipends to address teacher and staff shortages: 1,246

Training on how to prevent the spread of COVID-19 through best practice cleaning and sanitization methods: 281

Other: 200

- A 4 day week to give elementary teacher's a planning day
- actual planning time to collaborate, write plans and gather materials instead of working after hours EVERY day
- Actually valuing teachers, not as cogs in the wheel but as valuable members of the NNPS education team.
- Additional Classroom support
- Additional free planning time to prepare for the week, half days
- Additional paid planning time for teachers
- Additional supplies such as printed copies, headphones and rolling Smartboard projectors.
- Additional TRAINED support staff to provide counseling services for students who need emotional and behavioral support
- address the learning gap loss of instruction for 1 year and half
- allow additional support staff for all grades to help relieve the teacher workloads and prevent burnout from the excessive tasks that are joining our responsibilities.

- Allow students to take virtual class when needed, to reduce absences caused my illness.
- Allow teachers and schools to teach and stop throwing money at new things to try. Go with what is known to be successful and give teachers time to do it.
- allow teachers more planning time
- allow them to focus on instruction and stop piling on other duties
- Ample time for teacher planning
- And to just have love in their hearts
- avoid overloading special education caseloads
- Backing from administration rather than letting parents control the classroom.
- Behavior interventions to support teachers in every school
- Better pay for teachers In Order to attract talent
- Better support from admin. Teachers need to feel respected and appreciated, not like just a body to put somewhere.
- Bonuses
- Bonuses for our staff that have been with NNPS for a long time, we want to keep our staff and not have them leave because of new employees getting sign-on bonuses, etc.
- Can teachers receive over-time pay? Would it be possible to have the Wednesday half-day (without students) for more time for planning and preparing for our students?
- carrying out discipline to correct negatively learned behaviors impairing learning
- CASH, teachers do not need training on how to clean their classrooms, they are experts.
- Class room equipment/supplies and training
- classroom supplies for teachers
- Compensation for working in a hazardous environment
- Comprehensive transition program training
- Continued bonuses for ALL staff that continues to work.
- Continued stipends and bonuses for staff who have stayed!
- Counselors to immediately conference with students having difficulty in class.
- Covid is a scam. Not real.
- Curriculum modifications and adjustments towards towards improvement in modifying the COVID-19 learning gaps for all students.
- decrease the testing requirements so teachers have time to effectively teach the students
- Dedicate more resources, and funding to teachers in order to actually make the job attractive again
- develop programs to deal with the rampant behavioral issues with students and staff
- discipline that is natural consequence and enforceable. May require infrastructure,staff increase. Example: students are not coming to school- send a bus to bring them after school starts.
- Each elementary school should have a reading and a math interventionist.
- Educator support, mental health, work life balance
- ESL teachers with classroom experience!
- Extend mask mandate
- extra classroom supplies
- extra personnel to help give interventions to struggling students

- Focus on education!!
- Free cafeteria lunch for teachers
- Funding support of sports and activities to compensate for the lack of efficient fund-raising due to post-covid economy. This includes funding for homecoming dances, ring dances, and proms.
- Give them unencumbered planning and prep time.
- Give these teachers MORE MONEY
- Guidance for teachers to deal with students with mental illness
- Handling truancy offenders
- Having an independent day weekly
- Helping to pay for the Praxis and VCLA tests if you want to get more teachers by sending the degree support people back to school.
- Higher pay
- Higher pay
- Higher wages for our staff members so we can get quality staff
- Hire & Pay people to do the job instead of having particular staff "wear many hats." Also, allow School Counselors time to come back into the classrooms!!!! They are sorely missed.....Students need Social - Emotional outlets and strategies that teachers don't have time to address; but are forced to because kids lack ability to get along and problem solve!!!! Just to name a few issues in the classroom.....School Systems also need to come up with a better CELL PHONE Plan for the classroom setting!!!
- Hire recess attendants so that teachers could have more planning time.
- Hold parents accountable for participating in their child's learning and addressing behaviors.
- HOLDING STUDENTS AND PARENTS ACCOUNTABLE FOR BEHAVIOR
- How about just considerable retention bonuses for those of us who have stuck with the district not just the new hires.
- I would happily give my signing bonus to rehire an interventionist at a school.
- I would like to see a 5% raise next year and I would like to see the stipend for teaching an overload increased.
- Incentives and raises to help encourage good, experienced educators to remain in their roles
- incentives for volunteers
- Increase salaries for teachers and retention bonuses
- Increase teacher pay to decrease shortages
- Increased pay for current teaching staff & admin
- Increased pay for staff
- increased teachers salary to retain highly effective teachers
- Increasing wages to match the average for VA (\$79,000-school psych)
- individualized mental health and behavior management services for students- this will reduce burden on teachers, who are wearing too many hats. Social emotional education is not the same as TREATMENT]\for trauma
- Install proper sinks with cold and hot water in the classrooms, rething appropriate furnishing for the classrooms especially the Autism rooms who should have "soft

corner" furniture . The schools are not really using the proper sanitation and my airpurifier has not had a filter change in over 1 year. The class sizes are way to large for having a good learning environment. Keep class sizes to 18-20 for Elementary students.

- Keep your teachers happy in as many ways possible. Use seniority as a privilege, but keep your young teachers in place once hired.
- lack of human resources and space for students to be relocated FOR these social and emotional high flying students!!!!
- Laptops and technology for ALL staff (upgrade because the current Dell computers that are issued are garbage!!)
- Laptops for Instructional Assistants instead of student Chrome Books. This will enable us to be more efficient with our job duties especially since we are pulled to substitute on a regular basis.
- Learning materials for ALL elementary students, consumable materials to support, reading, writing, spelling and math. We need in person tutors for ALL students
- Lessen the demands on teachers for things that do not directly impact student learning, such as paperwork and unneeded meetings/staff development. Please do not add any more tasks to our overflowing plates.
- Let them do their jobs!
- Listen...these teachers are WAYYY underpaid
- Look at new ways to deliver learning to fit different learning styles
- maintaining clean school building
- Mental Health needs and balancing the demands of post pandemic education
- Mental health supports for teachers
- **MODIFY/ADJUST/LESSEN/CUT OUT ALL THE EXTRA STUFF THAT IS PUTTING ADDITIONAL TIME, RESPONSIBILITIES AND STRESS ON TEACHERS THAT HAVE STUCK WITH NNPS**
- Money
- Money to hire subs (HUGE shortage)
- More licences for fun online learning tools like Adventure Academy, Kahoot, Prodigy, ect. Also, I think all teachers should mandatorily post the lesson plans for the year on Canvas and put more of the class activities on Canvas instead of chopping down trees wasting paper. Plus it helps to stay caught up if the child must be absent. Most teachers do this, but not all.
- More money to buy school stuff/ classrooms w/out paying first.
- more pay for teachers
- More pay for teachers; more half days to complete work
- More planning/Prep time!!!!
- More security for schools both from external threats as well as disruptive/dangerous student threats
- More small groups for students, take home projects, things that can tangible and show off their work to the class. A visual system of rewarding good behavior.
- more support for behavioral distractions and ISS staff at every grade level
- More support from administration for disciplinary issues
- More support staff to tutor behind students

- more teacher pay to retain teachers
- more teachers
- More teaching materials and supplies..
- more untouched planning time and smaller class sizes for more individual student attention, consequences for HS students behavior and absences so they see class time as valuable
- Need English teachers
- newer furniture and storage in classrooms
- None
- None
- none of the above
- Offer incentives and hire teachers that are qualified to teach dual enrollment classes at ALL high schools
- Offering language classes to staff to be better able to communicate with families
- Pay for educators
- Pay front line workers (teachers, bus drivers, school staff) and cut back on district level bureaucratic staff if needed to free up money
- Pay increase
- pay increase to compensate work load as well as economic increases that cause stress/illness
- PAY INCREASES FOR TEACHERS AND COUNSELORS
- PAY OUR TEACHERS WHAT THEY ARE WORTH
- Pay raise for teachers
- Pay raises for substitutes! Site based sub raises! Subs get paid peanuts...
- Pay raises for Teachers
- Pay teachers more overall. As a student, the teachers can make or break a class. We've got to keep the good ones that are left.
- Pay the teachers more
- Pay the teachers more! Principals should take a pay cut!
- Pay the teachers you still have on your payroll more so they won't be forced to go elsewhere.
- Pay your seasoned employees better wages or reward them with bonuses. Why pay someone 6000 dollars to sign on who may stay a few years and leave then give your seasoned employees incentives to stay?
- Properly compensate teachers, give them coverage so they can have time off, hold families accountable for their children's behavior and education
- Provide security camera thruout the whole school with a control room security monitoring with a red phone and monitor connect to the principal office for real alert
- Provide teachers with adequate planning time and classroom support.
- Quickly hire more staff for each school for added support
- Raises for teachers
- raises for teachers with tenure and NOT new hires or provisional teachers
- Recruitment of QUALIFIED persons for teaching
- Reduce admin work on teacher, focus on students

- Reduce class size or increase number of classroom assistant
- Reduce test demands so teachers can teach!!
- Reduction of chronic absenteeism
- Remove as much administrative/non-teaching obligations as possible from teacher's plates
- Retention Stipends for all employees who stayed the course during and after the pandemic. Those that continue to show up and be productive to the needs of all students.
- Retaining good people in the education system in general is an issue. Use these funds to ensure a living wage for teachers so that they can stop taking odd jobs to support themselves. This will allow them to focus on the very important job of educating and caring for our children and the future of this country. Disengaged teachers won't help anyone. And pay these bus drivers. My child shouldn't be late to school because the district refuses to pay people what they deserve. I receive emails on a consistent basis about how important attendance is, but my child has been late several times to school because of lack of drivers and has teachers out more often than I can keep track of. Treat them better so they can do better for our children.
- Retention bonuses for loyal staff- Not so much for recruitment bonuses.
- Retention strategies that involve better working conditions (HS- fewer class preps, hard caps to ensure smaller class sizes for all classes, streamlining PD and non-instructional duties and tasks, effective and timely communication from the district, streamlining lesson plans i.e. if everyone teaching that course should be teaching the same thing on the same day, why does everyone have to copy and paste the same information into a lesson plan?, make curriculum and school-based changes that permit teachers to work 45 hours or less a week)
- Salary increases for all SUPPORT a staff not just certain positions
- Salary step increase based on internal equity for all staff
- Sandy Hook Promise -- see something, say something
- Schools are understaffed. Staff is underpaid. It's really hard to get and keep employees for such little pay. Being that there are shortages for several positions across the district, the funds that have already been allocated to pay the staff should be divided among those who are present. Let's say there is a budget for 20 teachers, but there are only 14 hired. The budget for the 6 teachers that aren't hired needs to be given to those who are working their butts off every single day for pennies.
- Seminars on how good effect the brain
- Sensitivity training for burnt out teachers. There stress should not affect students.
- smaller class size ...other districts that are more successful have 80-100 students per HS teacher. NNPS has 130-230 per teacher!
- Smaller class sizes
- Smaller class sizes so the teachers can educate without gaps
- Social emotional support for teachers in addition to training. We can't do it all and more licensed professional staff is needed for students mental health. More teacher training is not needed, additional counselors are

- Some staff need Sensitivity training for children. My children constantly come home and let me know that a teacher is yelling at the class because they are having a bad day.
- specialized interventionists
- specialized training and certification in regards to dyslexia and ADHD
- stipends for returning teachers that stay each year, raises
- Stipends to teachers every year they stay- why give bonus to new teachers and not reward the veteran teachers?
- Stop asking current teachers to train and do more, we can't. Hire more help! Demand students and families to show respect.
- Stop giving new people better incentives than current/seasoned employees.
- stop with the training!!!!!!!!!!!!!!!!!!!!!! we need more money!
- Student Discipline
- substantial pay increases for teachers that are ABOVE the national average.
- Supplies
- Support and care for teachers
- Support and guideline to address behavior challenges that are impacting learning
- Support for discipline, accountability
- Support for parents to learn what to do also
- Support should come in the form of a raise or bonus.
- Support teachers in their classroom management and keep social agendas out of training time so they can focus on academics.
- Supporting and rewarding the staff and teachers that remained in the profession during the most difficult time, rather than rewarding new staff member with larger bonuses.
- Teach,
- teacher assistants
- Teacher raises
- Teachers already have so much expected of them. They are tired and underpaid. We know their our limitations but teachers are trained to death, mitigated to death, the are not compensated for the amount of constant behaviors that's occur.
- Teachers are feeling burnt out as they also experienced a pandemic and are teaching children who are socially and academically way behind while being told to make them reach end of year standards... if we could teach students 3 years of things in a year that would already be the standard. Support with extra IAs who could help teachers with the little stuff, hanging up pictures cutting out centers, making copies would allow teachers to focus on the big things... instruction, differentiation, and planning.
- Teachers are overloaded already and they feel the stress of constantly being pushed on student learning gaps
- Teachers don't need training. The supervisors need the training(especially C&D) and they should toss Eureka math by the wayside.
- Teachers need more help in the form of Teachers Assistants- period. We have to get these kids caught up so they can succeed moving forward through NNPS.
- Teachers need more time other than “50” minute planning time. Planning times are often taken away for other things (meetings). Teachers are spending numerous hours

outside of school hours, trying to plan successful lessons that can help close the achievement gap for students. Teachers are tired, we also know that administrators are tired. Something has to give periods disseminating information is important to be done in a timely manner. Teachers need the opportunity to collaborate and work with others to plan.

- Teachers need more time to plan, grade, call parents, etc., especially in elementary schools. I believe if we brought back half day Wednesdays, we could retain teachers AND bring some back (or over from other districts).
- The recruitment/retention of teachers is very important. There is a shortage of teachers.
- The starting salary for a IA is 25k. We are extremely short staffed in this area. \$25,000 cannot meet the needs of a family. You have to start the salary higher and offer incentives. Also, there are so many ASD and ED children and not enough teachers and IA's to support them. Again the teachers need to be paid more and offered incentives. ASD and ED teachers DO NOT feel supported. We need more teachers and IA's and won't get them with the way things are now.
- There's always talk of paying the teachers more because there's a shortage. But NEVER are technology personnel considered. In every analyze and adjust wages technology staff are excluded. Which is why there is shortage of tech staff and those that remain consider corporate positions with better pay and appreciation.
- They need to be paid more
- to include current employees
- To involve teachers more in the planning and understanding students needs who have boots on the ground. I do not believe that the administration is aware of all of the issues on a day to day bases.
- Training for classroom management. The children need different support than they needed before the pandemic. Help increasing problem resolution and resilience.
- Training on bullying prevention and safety
- Training on how to interact with children and parents. Teach teachers how to build children up and not tear them down. Emotion training for over worked and stressed teachers
- Training on Social Emotional Learning for Students
- Trauma training
- unencumbered planning time
- Utilize technology only when needed to assist with learning the material and not using technology as a substitute for actually teaching the material through videos, power points and other such methods
- We lose teachers left and right because of cheap sorry ass salaries to other districts. Start PAYING real world worth!!
- we need more parent support and hold students actions more accountable for school work and behavior.
- We need more sped teachers and IA's!!!! Sped teachers are burned out, overwhelmed, feel invisible, and unsupported. Provide retention bonuses or sped stipends as sped teachers are the in the trenches putting out fires parents and gen ed teacher leave behind and with higher risk. The days of self sacrifice are over as better professional options develop in other industries.

- We need to address knowledge gaps (current pacing for state tests is not inappropriate due to learning loss), focus on mental health, and get more support from families. If all three are addressed, then attendance will increase too.
- wellness centers at schools for staff to use for fitness
- What is the strategy to address current fundamental issues? How will you attract and retain teacher talent? How will you provide well rounded opportunities to educate a diverse student population?
- Workdays, NOT PD DAYS-WE ARE TRAINED ALREADY. We have TOO much to do now. Stop blaming teachers for all the student behavior problems. Support staff so teachers stop quitting.
- Workshops on showing respect for one another.
- You need to meet the needs of teachers 1st. As in supporting not undercutting

6. Please select the following options that you believe would best support a healthy environment for students and staff in our schools. (Select all that apply)

Purchase cleaning supplies to sanitize facilities, personal protective equipment (PPE) for NNPS schools, other facilities, and buses: 820

Provide training on COVID-19 safety procedures for staff: 305

Update school facilities to improve indoor air quality, reduce crowding, and reduce risk of virus transmission: 1,353

Other: 133

- *****less sugary breakfasts*****
- Addressing the issues and the facts that parents send their children to school sick!
- also update school facilities for safety
- Behavior training. Schools need better ways to deal with non compliant and aggressive/ hostile student
- Better cafeteria food
- Better lunches
- build more schools to thin out the virus potential breeding grounds
- Buzzer and at Menchville High to tighten security
- Cleaning supplies stronger than what is currently used
- continuing education for staff teachers and parents on covid
- Do nothing beyond reinforcing washing of hands and having a healthy diet. Viruses are a normal part of the human experience.
- Don't allow staff or students back in building until symptom free
- Don't just hand out pages to do or worksheets, actually teach old school, have a conversation with students, lecture engage them. Not have them use computers to teach themselves. Have teachers be observed without prior knowledge, have students review teachers teaching methods or non teaching methods without backlash. Some teachers just assign work, don't explain, don't teach, they are just there .

- Ebt funding
- Educate families about the importance of building healthy immune systems naturally.
- Enforce accountability of students for not doing their work not give them 50% grade for not doing assigned work
- Engage with the community and city mayor on reducing chronic absenteeism.
- Ensure janitorial staff regularly cleans, checks, and stocks school bathrooms.
- Ensuring that schools are maintained and kept clean. Often times floors are not swept and mopped on a regular basis. Floors look disgusting. Bathrooms are not maintained and are dirty and smell of urine. Trash bags are being used multiple times in a row before being changed and have left classrooms smelling sour. There is a significant problem with cleaning. Teachers should not have to go in early to clean their floors and ensure their classroom is ready for students.
- Extend mask mandate
- Feed all children equally.
- Find a better way to hold students accountable, Hire additional staff for In-school suspension and smaller classes sizes so students can have more one and one instruction.
- fix septic so we don't have to smell it through the entire buildings
- Get rid of rodent problems in schools
- Getting kids out of poverty who don't get good health care to start with ...then come to school sick to spread it
- Give kids time to wash their hands. The bathrooms are set up poorly. Install better faucets so kids don't have to keep touching the dirty faucet to fully rinse ; as it is now they just "re-contaminate" their hands. In addition, please either leave the front bathroom doors open or install foot opening devices or provide paper towel near the door in which to open the door with it so kids can keep their hands clean. Proper hand washing is such an easy thing to do to help reduce germs but the set up at the bathroom I used at Hines Middle School when visiting my child was a contagion zone waiting to happen.
- Hand sanitizer provided for all classrooms; warm water and soap in the bathrooms
- Have a cleaning crew come in on the weekends once a month to disinfect the entire school, clean floors thoroughly and re-wax floors. The schools restrooms could also use deep cleaning once a month.
- Have kids wear mask again
- Have water available to students and teachers in each hallway.
- Have you been in Warwick High School???
- Higher Pay for teachers, faculty, staff
- Hire more custodial staff
- Hire more people to help keep the schools clean and stop letting students from using the staff restrooms. The students that use the staff restrooms leave them a serious mess and not sanitize to use after them.
- hire more staff
- Hire more teachers so class sizes can stay smaller
- Hire more teachers to lower class sizes

- Hire more teachers!
- Hot running water in EVERY restroom.
- I do not believe extra precautions are still needed; standard cleaning and sanitizing is sufficient
- I should NOT be teaching in a room that hits 77 degrees daily without the blower on. I have headaches MOST days because the room is TOO HOT.
- I think more is important safety, metal detector on doors !
- I think there should be less of a punitive approach to sickness. I think that is why parents tend to send their children to school when sick. They are afraid of attendance issues and therefore everyone ends up sick. It's hard to get make up work done, regular work done, and having limited resources to do so.
- I would hope facility cleaning is already the norm and not new idea. Concur with upgrades to HVAC filtration. However, I think there is value in a deeper assessment and remedy of facility issues (e.g. don't just clean the mold, rather fix the pipe or roof leak causing the mold).
- improve bathrooms, smaller class sizes so there is more air circulating, safety features to prevent intruders
- Improve teacher salaries
- Improve the lunch. More training for teachers on how to deal with children.
- Increase school bus drivers
- Indoor air filters, Hand washing tutorials, creating an at home plan to follow when child is feeling sick.
- It's now the flu. Quit acting as if it's a deathly contagion. We know it's not.
- kids need to go outside more! OPEN the windows more! Build Immune system up again.
- kids stay home when they are sick!!!!!!!!!!!!!! Not given meds and send to school!
- Lighten the load for teachers in order to reduce stress and advocate for teacher mental health well being.
- Looking at the current transmission of not just COVID-19 but flu and other viruses and when we are seeing an influx of students going home with fevers and other virus symptoms we should probably close the school for 1-2 days for sanitation.
- Make adult bathrooms for adults only!
- Many schools' heating and air systems are outdated making classrooms less than desirable before COVID. Fix those systems with updated ones since we would probably need to do that anyway in the near future. Create windows that open in every classroom to provide fresh air as well.
- Menchville needs a deep cleaning.
- Mental Health Counselors
- Mental Health for teachers. The stress is WAY TOO MUCH.
- Mental health services
- Mental health supports
- Modernize facilities
- More care for mental & emotional well-being
- more distance learning

- More electrical outlets built into the room so kids aren't crowded together around the only outlet in the room for charging their computers.
- More filtered water machines
- More physical activity during PE class and more time out in the fresh air when possible
- More security in the schools to make students feel safe and staff. Implement ways to protect our schools from weapons and unwanted people who might be a threat. Not sure how that can be done but reaching out to the police departments for guidance would be a great place to start.
- Most NN schools needed an update decades ago
- My windows will NOT open and I put in a request to fix them in AUGUST-STILL NOT FIXED.
- N/a
- new desks and chairs for the students and staff
- None
- None
- None. At this point I think we have enough resources in this area.
- Not focusing on test results and instructing students for the loss of learning that occurred
- Nutrition! The food is horrible. Diet is critical to learning, alertness,etc
- Nutrition. Healthier and more nutritious meal options for our kids
- Offer remote learning when students are sick but can do school from home. You don't want kids in school when sick. But you punish them when they are absent because the virus goes around like wild fire. No all kids faced challenges doing school virtual. Many excelled at it, no bullies germs. Etc.
- On-site fitness facilities
- Paint! The schools are uninspiring, dull, lack proper sunlight and feels like a hospital
- Pay raises for subs!!!!
- pay teachers ABOVE the national average AND hire more of them in order to reduce class sizes
- Pay teachers mote
- P-EBT
- Plumbing system could use an update.
- proper cleaning of shared spaces such as restrooms or regularly stocked supplies that we can be clean (soap, seat covers, paper towels, etc.)
- Provide classroom sized for the number of students
- Provide healthier meals, most children eat most of their meals at school and there are not enough healthy options, especially breakfast.
- Purchasing UV lighting
- Quickly hire more staff for each school for added support
- reduce class size, increase staff for smaller classes. Allow virtual in all schools for classes that make sense or students who can do blended. offer flexible schedules and BUSING for such
- reduce class size, teachers pay
- reduce class sizes

- Regularly change filters in air purifying systems already in place
- Remind people to keep the filters in use.
- Require masks be worn when there is a COVID or flu surge
- retention stipends for teachers with tenure (per feedback from friends who are tenured) \$6,000 to novice as a sign on was a slap in the face and proved that NNPS does not take care of dedicated employees
- Saft
- Schools must use the above equipment at all times.
- Serve healthier food
- Smaller class sizes
- Smaller class sizes
- Smaller class sizes
- smaller class sizes...more teachers, more instructional staff.
- specifically- too many students in a classroom with SUCH high flyers with Social and Emotional Concerns. Way too much stimulation. An increase of situational triggers, classroom sizes are not helping to meet student needs. Additionally, the SST process is egregiously length before the student needs are even officially addressed.
- Stop eating in the classrooms. It is so insanitary to eat where EVERYONE else works and then pull out food to eat at unsanitary desk or table spaces.
- Stop fighting and drug use
- Stop locking all the bathrooms so kids have access during the day
- Stressing to students and teacher/faculty to NOT come to school when sick with fever and severe colds or symptoms of COVID, flu etc..
- Stricter rules concerning both staff and student illness return policies
- Student cell phones in school and classroom is a problem!
- Student Discipline
- Students continue to arrive at school sick, coughing, feverish, sneezing and spreading germs as parents just want their children out of the house. Parents are at home sick with COVID and send their kids to school as carriers knowingly. Is there some way parents can be held responsible for this?
- Teach basic hygiene. Wash your hands and cover your mouth
- teacher bonuses
- Teacher retention
- Test for Covid-19 in the school
- the biggest is updating schools, too much mold and dust that isn't properly taken care of
- The focus needs to be on the lost education and development of our kids that was almost during the pandemic
- There should be supplies provided and available to wipe down desks after every use.
- update bathrooms; increase number of bathrooms in schools
- Update facilities with cleaner/updated/working bathrooms for staff.
- Update old schools with newer technology and better bathrooms
- UPDATED BATHROOMS

- updating sports facilities for all school and locker rooms. Students need a healthy environments to take showers after practice from there sport.
- Upgrade security and education quality
- Upgrade water stations
- Use green cleaners, eliminate pinesol, and renovate our ancient buildings.
- UV LIGHT SANITATION FOR ALL VENTILATION SYSTEMS
- Warwick needs to be rebuilt, with safety a priority in new design
- We all know about cvid 19 and its transmission
- We already have all of that.