

Division Name: 127-Suffolk City

Year: 2022-2023

**Virginia Department of Education  
Federal Program Monitoring for Title I, Part A, Improving Basic Programs Operated by Local Educational  
Agencies**

Division Name: 127-Suffolk City

Year: 2022-2023

### Review of Previous Monitoring

**1.0: The SEA conducts monitoring of its subgrantees sufficient to ensure compliance with Title I, Part A, program requirements. [Section 1003 of ESEA and 200.328 of EDGAR]**

#### Guiding Question

**1.0 a. The school division has implemented necessary actions as a result of prior federal program monitoring for Title I, Part A.**

#### Acceptable Evidence

- Findings letter **and**
- Corrective action plan **and**
- Documentation that the corrective action plan was implemented until the finding was resolved.

#### Interview Questions

- When did the division last undergo federal monitoring for Title I, Part A?
- Did the division receive any findings? If so, identify the findings.
- Were all action steps from corrective action plans implemented and maintained?

#### Local Educational Agency Response

Federal monitoring for Title I, Part A for Suffolk Public Schools was last conducted on February 7, 2019. There were no findings and no corrective actions required.

**Evidence:** VDOE Letter

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes       No       NA

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## Accountability and Assessment

### 1.1: The SEA has ensured that LEAs have published school report cards as required. [§1111]

#### Guiding Question

#### 1.1 a. Do the annual LEA school quality profiles contain all of the required information for the LEA and each school served, as follows:

- information, in the aggregate, on student achievement at each proficiency level on the state academic assessments disaggregated by race, ethnicity, gender, disability status, and migrant status; English proficiency and status as economically- disadvantaged (where the minimum “n” has been met);
- information on how students served by the LEA achieved on the statewide academic achievement assessment compared to students in the state as a whole;
- the percentage of students not tested, disaggregated by the same categories noted above by subject;
- the most recent two-year trend in student achievement in each subject at each grade level for grades in which assessment is required;
- graduation rates that are consistent with USED-approved state definitions;
- the professional qualifications of teachers in the LEA, including percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes not taught by teachers who meet state certification and licensure requirements, in the aggregate and disaggregated by high-poverty compared to low-poverty schools;
- the number of recently arrived EL students who are not assessed on the state’s reading/language arts test; and
- state data from the National Assessment of Educational Progress (NAEP)?

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#### State Educational Agency Response

The SEA provides LEA and school quality profiles via the SEA Web site. The SEA – generated school quality profiles contain all the data required under Section 1111.

#### Sufficient Documentation

Yes  No  NA

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**Guiding Question**

**1.1 b. Within each LEA, do individual school reports include all of the preceding plus:**

- whether the school has been identified for school improvement; and
- information that shows how the school’s student achievement on the statewide academic assessments and other indicators of federal requirements compared to students in the LEA and the state?

**State Educational Agency Response**

The SEA provides LEA and school quality profiles via the SEA Web site. The SEA – generated school quality profiles contain all the data required under Section 1111.

**Sufficient Documentation**

Yes       No       NA

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**Guiding Question**

**1.1 c. Has the LEA publicly disseminated the information contained in the annual LEA School Quality Profiles to all schools in the LEA and to all parents of children attending the LEA’s schools in a form and to the extent practicable in a language the parents can understand?**

**Acceptable Evidence**

- School/LEA website(s) (Please provide direct links to the specific school profile(s)) **or**
- Evidence of distribution via U.S. mail or electronic distribution **or**
- School handbook

**Interview Question**

Describe how the LEA publicly disseminated the information contained in the annual LEA School Quality Profile to all schools in the LEA and to all parents of children attending the LEA’s schools in a form and to the extent practicable in a language the parents can understand.

**Local Educational Agency Response**

Each school has a link for their School Quality Profiles posted on their school website. In addition, Title I schools share the information contained in their school’s Quality Profile at their annual parent meeting, during Back to School Nights, at PTA meetings and at Open Houses in the fall. Each school’s website can be translated into multiple languages.

**Evidence:** Document with links to each of the school’s websites and how to access each of the School Quality Profiles

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

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**Guiding Question**

**1.1 d. Has the LEA provided, to the parent or guardian of each child attending any school, information on the level of achievement of the child in each of the state academic assessments?**

**Acceptable Evidence**

- Evidence of notification to parents (to the extent practicable in a language the parents can understand) about their child's Standards of Learning results **and**
- Evidence that it was disseminated to parents

**Interview Question**

What was the procedure used to provide the parent/guardian of each child attending any school information on the level of achievement of the child on each of the state academic assessments?

**Local Educational Agency Response**

Spring SOL assessment reports (Student Detail Reports) are sent home with the final report card at the end of the year. SOL scores are also entered in our division grading system in June. Fall Growth Assessment Results were sent home to parents with the interim report in October 2022. A parent letter was also sent home explaining the purpose of the grade 3-8 growth assessments. Parents may also meet with school administrators for clarification.

**Evidence:** Releasing Spring SOL Test Scores (Email to Principals); Distribution of Fall Growth Reports Email; Email from Principal (Spring 2021); Memo & Letter about Growth Assessments; Student Detail Report (5th grader, Spring 2022)

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

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**2.0: The SEA has developed procedures to ensure qualified teachers and paraprofessionals have met applicable qualifications. [§1112; 2 CFR Part 200.328]**

### **Guiding Question**

**2.0 a. Has the LEA ensured that all teachers working in a Title I program meet applicable state certification and licensure requirements?**

### **Acceptable Evidence**

- Instructional Personnel and Licensure Report (IPAL) **or**
- List of teachers and their qualifications **or**
- Documentation of qualifications **and**
- Statement of effort to fulfill licensure requirements and obstacles due to COVID-19, if applicable **and**
- Recruitment documentation, if applicable **and**
- Cover sheet from licensure for licenses in process, if applicable

### **Interview Questions**

- Have teachers, including virtual teachers, met state qualification and licensing criteria for the grade levels and subject areas in which they provide instruction?
- Have any of the teachers faced obstacles completing licensure requirements because of school closures or cancellation of teacher licensure assessments? When will these issues be resolved?
- Which grades/subject areas have been the most difficult to fill with qualified teachers over the last two to three years?
  - How is the division addressing these issues?
  - Which schools have the greatest challenges?

### **Local Educational Agency Response**

The Human Resources Department works with school principals to hire teachers who meet state qualifications and licensing criteria for the grade levels and subject areas in which they provide instruction as often as possible. Some teachers faced obstacles due to school closures. Elementary teachers and special education teachers have been difficult to fill over the last two to three years. Our division is addressing these issues using several methods such as, working with colleges, hosting multiple job fairs, partnering with career switcher programs, hiring student teachers, and also using creative hiring practices. Title I schools with greater student enrollment tend to have more challenges.

**Evidence:** IPALS report, Licensure Request Forms, Job Fair Flyers

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**Sufficient Documentation**

Yes

No

NA



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**Guiding Question**

**2.0 b. Has the division ensured that Title I instructional paraprofessionals meet qualification requirements?**

**Acceptable Evidence**

- [List of Title I instructional paraprofessionals and their qualifications](#) or
- Documentations of qualifications **and**
- Statement of effort to fulfill paraprofessional requirements

**Interview Questions**

- Does the school division have documentation to show that all instructional paraprofessionals in schoolwide Title I schools meet the requirements established in ESEA, as amended?
- Does the division have documentation to show that all Title I-funded paraprofessionals in targeted assistance schools meet the requirements established in ESEA, as amended?
- Does the number on the list of paraprofessionals match the number of paraprofessionals listed in the application?

**Local Educational Agency Response**

Instructional paraprofessionals are highly qualified in the Title I schools. All paraprofessionals and their qualifications are documented in folder 2.0b. The application lists 149 FTE paraprofessionals. Due to staffing shortages and vacancies, currently there are 136 paraprofessionals.

**Evidence:** Spreadsheet of paraprofessionals and their qualifications

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

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## Parent and Family Engagement

**2.1: The SEA ensures that LEAs and schools meet parent and family engagement and parent notification requirements.**  
[§§1111-1112; and §§1114 -1117; 2 CFR Part 200.328]

### Guiding Question

**2.1 a. Has the LEA informed and involved parents in the development and review of the following:**

- The LEA's Title I application;
- The [LEA's Parent and Family Engagement Policy](#); and
- Division level family engagement activities?

### Acceptable Evidence

- Summary of data analyzed regarding the effectiveness of policies and practices (e.g., LEA parent surveys; parent feedback from LEA parent meetings, workshops, conferences, and LEA advisory groups) **and**
- Record of parent comments/input about use of funds for parent and family engagement **and**
- LEA parent and family engagement policy (provided in a language that parents can understand) **and**
- Documentation of names of attendees or number of people participating in the meeting (e.g. sign-in sheets, meeting notes etc.) **or**
- Electronic feedback (e.g. Google Docs, surveys, emails etc.)

### Interview Questions

- How were parents involved in informing the use of Title I, Part A, funds for parent and family engagement?
- How were parents involved in reviewing and revising the LEA parent and family engagement policy?

### Local Educational Agency Response

Parents were surveyed through the division's Parent Perception Survey about the Title I program at their student's school. Another survey was sent to families eliciting feedback on spending of Title I funds, effectiveness of family engagement events at their student's school, as well as suggestions for spending of funds for parent and family engagement. Feedback from these surveys was used in the development of the Title I application and how parent and family engagement funds were budgeted.

Parent representatives from each of the Title I schools attend quarterly Parent Advisory Council meetings. During the last two meetings of the year, the District Wide Title I Family Engagement Policy is reviewed, discussed, and revisions made based on feedback from the advisory council.

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**Evidence:** Title I Survey Report (Parent Perception Survey Results); Email to Parent Advisory members; Feedback emails about Title I Family Engagement Policy; District wide Family Engagement Policy (English & Spanish); Title I Family Feedback Survey, Responses, & Summary of Responses; Title I Parent Advisory Presentation, Minutes, Sign In Sheet (3-17-22 & 5-5-22)

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

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### Guiding Question

#### 2.1 b. Have all Title I schools informed and involved parents in the development and review of the following:

- The school improvement plan(s) and/or [schoolwide plan](#)(s), if applicable;
- [School-level parent and family engagement policies](#); and
- School-level family engagement activities?

### Acceptable Evidence

- Summary of data analyzed regarding the effectiveness of policies and practices (e.g., school-level parent surveys; parent feedback from school-level parent meetings, workshops, conferences, and school-level advisory groups) **and**
- Record of parent comments/input about use of funds for parent and family engagement **and**
- Schoolwide plans **and**
- School-level parent and family engagement policies (written in a language parents can understand).**and**
- Documentation of stakeholder input in the schoolwide plan and the school-level parent and family engagement policy which should include documentation of names and roles of attendees and/or number of people participating in the meeting(s) (i.e.sign-in sheets, meeting notes etc.) **or**
- Electronic feedback (e.g. spreadsheets, surveys, emails etc.)

### Interview Questions

- Does each school have a written parent and family engagement policy?
- How have parents been involved in the development of their school's Title I parent and family engagement policy?
- How have parents been involved in the development and review of their school's improvement plan and/or schoolwide plan, if applicable?

### Local Educational Agency Response

Yes, each Title I school has a family engagement policy. Each Title I school holds meeting(s) with parents to review and solicit feedback on their Family and Parent Engagement Policy. Generally these meetings are conducted at the beginning of each school year. Feedback and suggestions from the division wide parent surveys are shared with administrators to use in the development of their school level family engagement policy.

At the beginning of the school year, Title I schools are required to review and analyze current assessment data and to update their School Performance Plan. Parents are part of this process before the School Performance Plan is due to division level administration.

**Evidence:** Title I Survey Report (Parent Perception Survey Results); Title I Family Feedback Survey, Responses, & Summary of Responses; School folders: School Performance Plan, School Family Engagement Policy, Minutes & Sign In Sheet from the development/review of Family Engagement Policy; Minutes & Sign In Sheet from the review of School Performance Plan

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**Sufficient Documentation**

Yes

No

NA

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**Guiding Question**

**2.1 c. Do all Title I schools convene an annual meeting to inform parents about the Title I program and to explain their right to be involved?**

**Acceptable Evidence**

- Record that all Title I schools conducted an annual parent meeting (e.g. meeting notices, copy of agenda, minutes, etc.) **and**
- Evidence that the meeting informed parents about the Title I program and explained their right to be involved. (e.g. brochure, presentation, etc.) **and**
- Documentation of names of attendees or number of people participating in the meeting (e.g. sign-in sheets, meeting notes etc.) **or**
- Electronic feedback (e.g. spreadsheets, surveys, emails etc.)

**Interview Questions**

- Describe how the annual meeting was conducted this year, virtual or face-to-face?
- What information is given during the annual meeting?
- Are schools aware that they may provide transportation, child care, or home visits, as such services relate to parent and family engagement?

**Local Educational Agency Response**

Each Title I school conducted their annual meeting in a face-to-face setting this school year either in the month of September or October 2022. At each of these meetings, information was provided to the parents on the school’s Title I delivery model, how the school determines who is served, how parents can be involved in multiple areas, information about the required annual notifications, and that opportunities are provided for regular meetings based on recommendations from parents.

**Evidence:** Title I Night Presentation, Flyer, Sign In Sheets, and Agenda for each school

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**Sufficient Documentation**

Yes       No       NA

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**Guiding Question**

**2.1 d. How and when does the LEA/school notify parents they have the right to request information about teacher and paraprofessional qualifications, and to the extent practicable, was this information provided in a language the parents can understand?**

**Acceptable Evidence**

- [Right-To-Know Letter](#) and
- Evidence that the Right-To-Know letter was disseminated to parents

**Interview Question**

- Were parents notified that they could request information about teacher and paraprofessional qualifications?
- How were parents notified?

**Local Educational Agency Response**

At the beginning of the school year, each school sends a letter to parents informing them of their right to receive information about the professional qualifications of their child’s teachers and teacher assistants. Parents are instructed to contact the division’s Human Resources Department to receive this information. Each school also sent home the letter in Spanish to those families who have selected Spanish as their home language as well as Spanish EL students who are receiving services. Spanish is the most predominant English Learner population in Suffolk currently.

**Evidence:** Right to Know Letter for each school (English & Spanish); Email to principals to disseminate Right to Know Letter; Sample email to EL contact & principal to disseminate Right to Know Letter (Spanish)

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**Sufficient Documentation**

Yes       No       NA

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**Guiding Question**

**2.1 e. Does the LEA/school inform parents that their child has been assigned, or has been taught for four or more consecutive weeks by any teacher who is not properly licensed and endorsed, and to the extent practicable, was this information provided in a language the parents can understand?**

**Acceptable Evidence**

If applicable, the [4-weeks letter](#) informing parents that their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not properly licensed and endorsed, including evidence of dissemination via U.S. mail or electronic distribution.

**Interview Question**

- Were parents notified that their child had been taught for four or more consecutive weeks by a teacher who is not properly licensed and endorsed? If yes, when and how were they notified?
- Were notices sent to every teacher that is not properly licensed and endorsed, including long term substitutes, teachers of record, and teachers teaching outside of their certification? This includes any personnel requiring a license in a schoolwide school such as a PE teacher, music teacher, ESOL teacher or a librarian?
- Were parents notified if their child’s virtual teacher was not properly licensed or endorsed for the grade they taught? If yes, when and how were they notified?

**Local Educational Agency Response**

Letters were sent to parents of students who are being taught by a teacher that is not properly licensed and endorsed. This included long term substitutes, teachers of record, teachers teaching outside of their certification, as well as teachers that teach all students in a school (PE teacher, media specialist).

**Evidence:** 4 weeks letter for each teacher not properly licensed and endorsed, by school; sample email to principal instructing distribution of letters

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA



### Guiding Question

#### **2.1 f. How does the LEA ensure compliance with parental notification requirements, to the extent practicable in a language the parents can understand, regarding initial and continuing placement of ELs in language instruction educational programs including:**

- The reasons for identifying the child as an English learner (EL) and the need to place the child in a language instruction educational program.
- The child's level of English proficiency, how the level was assessed, and the status of the child's academic achievement.
- The method of instruction used in the program in which the child is, or will be, participating, and the methods of instruction used in other available programs, including how the programs differ in content, instruction goals, and the use of English in instruction.
- How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child.
- How the program will specifically help their child learn English and meet age appropriate academic standards for grade promotion and graduation.
- The specific exit requirements for the program, including the expected rate of transition from the program into classrooms that are not tailored for ELs, and the expected rate of graduation from high schools (including the four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under Title I or Title III are used for students in high schools.
- In the case of a child with a disability, how the program meets the objectives of the student's individualized education program as described in section 614(d) of the Individuals with Disabilities Act (20 U.S.C.1414(d)); and S.1177-58
- Written guidance regarding parental rights to include:
  - detailing the right that parents have to have their child immediately removed from the program upon parental request;
  - detailing the right that parents have to decline to enroll the child in the program and/or choose another program or method of instruction, if available; and
  - assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered?

### Acceptable Evidence

- Completed LEA [EL Parental Notification Letters](#) with signatures containing all required components **and**
- Evidence that the information was disseminated to parents within 30 days of the start of the school year or within two weeks if a student enrolls after the beginning of the school year via U.S. mail, electronic distribution, mail merge, call log, check list, etc.

### Interview Question

- How was the letter delivered to the parents?
- Does the letter contain all of the required components?

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**Local Educational Agency Response**

The ELL Handbook is used for guidance. The letters are sent home with the student or sent through the mail. Parent signatures on initial and continuation letters provide evidence that the information was disseminated by the required due date(s). The letter contains all required components.

**Evidence:** ELL handbook, Sample Initial and Continuation ELL plans (elementary, middle, and high)

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

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### **Guiding Question**

**2.1 g. Does the LEA implement an effective means of outreach to parents of English learners, in a language the parents can understand, to inform them regarding how they can—**

- be involved in the education of their children; and
- be active participants in assisting their children to—
  - attain English proficiency;
  - achieve at high levels within a well rounded education; and
  - meet the challenging State academic standards expected of all students?

### **Acceptable Evidence**

- Evidence of written and/or verbal communication with parents of English Learners **and**
- Meeting agendas **or**
- Meeting notes **or**
- Meeting PowerPoint/presentation **or**
- Video presentation **or**
- Documentation of names of attendees or number of people participating in the meeting (i.e.sign-in sheets, meeting notes etc.) **or**
- Electronic feedback specifically from parents of English Learners (e.g. Google Docs, surveys, emails etc.)

### **Interview Question**

Describe the methods the LEA implements in order to effectively reach parents of English Learners.

### **Local Educational Agency Response**

The LEA uses multiple methods to communicate with parents of ELL students such as: dedicated division webpage to English Language Learner families, Language Line Translation Service, division and school websites that translate information in multiple languages, printed documentation in the language preference of the parent and phone messaging system that translates in multiple languages. SPS will be hosting a division parents, schools, and community engagement event on Saturday, March 25th. ELL parents, in addition to all families, will be included and there will be sessions for this population. The LEA reviews the ELL parent survey responses and acts to improve based on the responses, determine next steps, and identifies opportunities for growth.

Communication with ELL parents also occurs throughout the school year with the implementation of ELL plans.

**Evidence:** ELL Parent and Staff Surveys, division webpage (spanish), Florence Bowser ES webpage (spanish), Language Lines poster, division webpage dedicated to English Language Learners, Building Sample Initial and Continuation ELL plans (elementary, middle, and high), Building Readers Newsletter (English/Spanish) on each school's website

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**Sufficient Documentation**

Yes

No

NA

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### **Guiding Question**

**2.1 h. Does the LEA hold, and send notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A, or Title III, Part A?**

### **Acceptable Evidence**

- Evidence of written and/or verbal communication with parents **or**
- Fliers, email notifications, website notifications of meeting dates and times **or**
- Survey results that contain information regarding notifications being sent and meetings being held **and**
- Evidence that meetings that were held allowed parents the opportunity to provide recommendations
- Evidence such as materials purchased, activities planned, and/or an amended application as a result of the recommendation

### **Interview Questions**

- Explain how the LEA holds and sends notice of opportunities for meetings with parents.
- Does each school offer a flexible number of meetings in the morning or evening?
- How does the LEA respond to, and implement recommendations from parents?

### **Local Educational Agency Response**

The division's Title I Parent Advisory Council meets quarterly to review and discuss the Title I program, review data, share parent engagement activities at the respective Title I schools and to review and update the division's Parent and Family Engagement Plan. The agendas for these meetings are determined by parent and teacher input. Title III A is not required to have a parent advisory committee. However, parents of students receiving Title III services may attend and participate in the Title I parent advisory council meetings. Parents serving on the division's Title I Parent Advisory Council are selected by the school administrators. The Title I office sends each parent a letter informing them of the purpose of the advisory council. The letter includes the time and dates of the meetings. Parents are reminded of the meetings via phone calls, email messages and verbally by the Title I school liaison for the advisory council.

The division sends notice of opportunities to ELL parents through multiple methods of communication: Language Lines Translation Service, division and school websites that translate information in multiple languages, printed documentation in the language preference of the parent and phone messaging system that translates in multiple languages. During the ELL Plan development meetings, parents share their input/recommendations. Schools work with parents when scheduling meetings. The LEA reviews the ELL parent survey responses and acts to improve based on the responses, determine next steps, and identifies opportunities for growth.

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**Evidence:** Title I Parent Advisory letters; Email reminder about Parent Advisory Meeting; Email to principals requesting Parent Advisory members, Parent Advisory Presentation; Survey and responses on requested topics to be presented at the meetings; Email requesting division staff to present at Parent Advisory meetings. Title III: ELL Parent and Staff Surveys, division webpage (spanish), Florence Bowser ES webpage (spanish), Language Lines poster

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

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**Guiding Question**

**2.1 i. Does the LEA notify parents, upon request, in a timely manner, and to the extent practicable in a language the parents can understand, of any state or LEA policy regarding student participation in any state or LEA assessments?**

**Acceptable Evidence**

- [Assessment Policy Notification](#) and
- Evidence that it was disseminated to parents

**Interview Questions**

- Does the notification letter inform parents that they may request information regarding any state or LEA policy which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable?

**Local Educational Agency Response**

At the beginning of the school year, each school sends a letter to parents informing them of their right to request information regarding any state or LEA policy which shall include a policy, procedure, or parental right to opt the child out of such assessment. Parents are instructed to contact their school’s testing coordinator to request this information. Each school also sent home the letter in Spanish to those families who have selected Spanish as their home language as well as Spanish EL students who are receiving services. Spanish is the most predominant English Learner population in Suffolk currently.

**Evidence:** Right to Know Letter for each school (English & Spanish); Email to principals to disseminate Right to Know Letter; Sample email to EL contact & principal to disseminate Right to Know Letter (Spanish)

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

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## Service Delivery Model

**2.2: The SEA ensures that LEAs and schools develop schoolwide programs that use the flexibility provided to them by the statute to improve the academic achievement of all students in the school. [§1114, 34 CFR Part 200, §§200.25–200.28]**

### Guiding Question

**2.2 a. Does the LEA and its schools use student achievement and other school-level data to make decisions about the implementation of the schoolwide plan, including decisions about instructional changes, professional development, and the consolidation and use of Title I funds with other federal, state, and local funds to support the schoolwide program plan?**

### Acceptable Evidence

- Updated copies of [schoolwide plans](#) or improvement plans **and**
- Local evaluation data per schoolwide plan **and**
- Samples of LEA guidance or communications to schools and parents about schoolwide programs **or**
- Samples of training materials, agenda, emails, or schedules of technical assistance or professional development to help schools plan, review, and implement schoolwide programs **or**
- Sample of minutes from planning meetings

### Interview Question

How is data used to address the needs of all children in the school, but particularly those at risk of not meeting the challenging state academic standards?

### Local Educational Agency Response

Title I schools are required to review and analyze current assessment data and to update their School Performance Plan each year. A School Data Summary is provided to each of the schools. A Comprehensive Needs Assessment was conducted by each school. The results of the needs assessment aligned with the change ideas and measurable aims in the School Performance Plans. The Division Liaison assigned to each Title I school attends their Leadership and Data team meetings and assists with the planning and development of their School Performance Plans. Schools are required to post their school performance plans on their school website for parents and community members. Each school's plan is posted under the "Our School" tab on their website.

Quarterly Review Meetings led by the Director of Elementary Leadership were held with the administration teams at each of the Title I schools. Feedback and support was provided on their School Performance Plans. School level professional development initiatives based on areas of need are addressed in the school performance plans. Division content coordinators and specialists provide support to schools based on areas of need. Academic Coaches provide support to teachers through planning, disaggregating data, determining next steps, and appropriate interventions for whole group and small group instruction.



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**Evidence:** School Performance Plan, Comprehensive Needs Assessment, and Data Summary for each of the school; sample of feedback from a quarterly review meeting (CES); email correspondence requiring principals to post their School Performance Plan on their school website, Screenshot of Oakland ES homepage, sample PLC planning agenda (MBES), division preservice schedule 2022

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**State Educational Agency Response**

Click or tap here to enter text.

**Sufficient Documentation**

Yes

No

NA

Division Name: 127-Suffolk City

Year: 2022-2023

**Guiding Question**

**2.2 b. Does the LEA ensure that all Title I schools create a schoolwide plan that contains the requirements under Section 1114 (b) of ESEA? If applicable, does the LEA ensure that any plan that was revised by combining existing plans into a single plan contains the schoolwide requirements under Section 1114 (b) of ESEA?**

**Acceptable Evidence**

Copies of updated schoolwide plans or improvement plans for the current school year with a list of stakeholders including parents involved in the revision process

**Interview Questions**

- Does the plan contain the requirements of ESEA Section 1114 (b)?
- Does the plan contain the required four components of the schoolwide plan?
- Was stakeholder input (including parent input) used to create/review the plan?

**Local Educational Agency Response**

Yes, each of the School Performance Plans contain the requirements of ESEA Section 1114 (b) and the required four components. At the bottom of each measurable aim, the aligned component(s) are identified. Title I budget implications are noted in the far right column of the School Performance Plan for each school. Stakeholder input was used to review and update the School Performance Plan for each school.

**Evidence:** School Performance Plans for each of the schools; Sign In Sheets from Leadership; Minutes/Agenda from Leadership Meeting

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

Year: 2022-2023

**2.3: The SEA ensures that LEA targeted assistance programs meet all requirements. [§1115]**

**Guiding Question**

**2.3 a. Does the LEA provide guidance, assistance, and support to schools for planning, implementing, and improving the ongoing quality of their targeted assistance programs?**

**Acceptable Evidence**

- Samples of LEA guidance or communications to schools and parents about targeted assistance program requirements **and**
- Samples of technical assistance, training materials, agenda, or schedules of local or school-specific professional development to help schools to build their capacity to plan and implement targeted assistance programs

**Interview Questions**

- How does the LEA ensure that the amount of time students are missing core instruction is minimized in a targeted assistance program?
- How does the LEA ensure that targeted assistance programs are evaluated?
- How do staff funded by Title I support the intervention program?

**Local Educational Agency Response**

N/A. Suffolk does have any Targeted Assisted Schools.

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**State Educational Agency Response**

Click or tap here to enter text.

**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

Year: 2022-2023

**Guiding Question**

**2.3 b. Does the LEA and its schools use student achievement and other school-level data to make decisions about the implementation of the targeted assistance plan, including decisions about effective instructional methods and strategies, professional development, and coordination with the regular education programs?**

**Acceptable Evidence**

- Eligibility criteria **and**
- Eligibility data identifying all specific targeted assistance students by content **and**
- Formative or summative assessments **or**
- Benchmark/progress monitoring data

**Interview Questions**

- How are the program evaluation results used to improve the instruction provided to participating students?
- Does Title I instruction target the needs of the students?
- How are the academic needs of the students addressed through professional development?
- Explain how an accelerated, high quality curriculum is provided to eligible students in conjunction with the regular education program.

**Local Educational Agency Response**

N/A. Suffolk does have any Targeted Assisted Schools.

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**State Educational Agency Response**

Click or tap here to enter text.

**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

Year: 2022-2023

## Fiscal Requirements

**3.0: LEA Reallocations and Carryover. The LEA complies with the reallocation and carryover provisions in § 1126(c) and § 1127 of the ESEA.**

### Guiding Question

**3.0 a. If the LEA received reallocated funds, has the LEA conducted the necessary procedures to expend the funds in a timely fashion?**

### Acceptable Evidence

- Documentation showing additional Title I, Part A, funds an LEA received through the reallocation process **and**
- Application amendment **and**
- Where applicable, documentation of carryover waiver request approved or denied by SEA

### Interview Questions

- If the LEA has received Title I, Part A, reallocated funding, did the LEA submit an amendment for these extra funds?
- What procedures are in place to assure the LEA will expend Title I, Part A, funds in a timely manner?
- If applicable, how does the LEA ensure that reservations are adjusted accordingly?

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### State Educational Agency Response

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### Sufficient Documentation

Yes       No       NA

### Guiding Question

**3.0 b. Does the LEA ensure that not more than 15% of the funds allocated for any fiscal year remain available for obligation beyond the first fifteen months of the grant cycle? If not, has the LEA requested a Carryover Waiver?**

Division Name: 127-Suffolk City

Year: 2022-2023

**Acceptable Evidence**

Signed Certification of Obligation with carryover request approved or denied by SEA

**Interview Question**

If applicable, how does the LEA ensure that reservations for requirements related to LEA and school improvement that are carried over into the next school year are used in accordance with the law?

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes

No

NA

Division Name: 127-Suffolk City

Year: 2022-2023

**3.1: LEA Plan. The SEA ensures that the LEA complies with the provision for submitting an annual application to the SEA and revising the LEA application as necessary to reflect programmatic or fiscal changes. [§ 1112(a)]**

### **Guiding Question**

**3.1 a. What is the LEA process for review and approval of the Title I, Part A, application, and submission of amendments?**

### **Acceptable Evidence**

- Signed cover page **and**
- Board meeting minutes **and**
- Evidence that the plan included input from teachers, principals, administrators (including administrators of other programs described in Title I, Part A) and other appropriate school personnel, and parents of children in schools receiving Title I services **and**
- Needs assessment

### **Interview Questions**

- What process does the LEA use to evaluate its application prior to submission?
- Are amendments submitted when allocations change or major programmatic changes are made?
- How was the input from teachers, principals, administrators (including administrators of other programs described in Title I, Part A) and other appropriate school personnel, and parents of children in schools receiving Title I services used over the life cycle of the grant?

### **Local Educational Agency Response**

Upon receipt of the preliminary allocations, the current application is reviewed along with school and division data to determine needs for the upcoming school year. At this time, CEP data is reviewed and meetings are held with the Director of Elementary Leadership to review the rank ordered list of schools and to determine which schools will be served.

A comprehensive needs assessment is conducted in the spring with input collected from multiple stakeholders (instructional staff, administrators, parents, community stakeholders, division's Parent Advisory Council, Title I staff, and division level staff). A collaboration meeting is held with division level staff. The measurable objectives of the current application are reviewed, discussed, and revised based on input received during the meeting along with feedback from the Title I Needs Assessment. A meeting is held with the private school representatives to explain the Title I program and their option to receive Equitable Title I services. The information obtained from these various stakeholders is used to create the Title I application.

The completed application goes through a series of reviews starting with the Director of Elementary Leadership and the Chief Academic Officer. It is then submitted to the Superintendent for review and approval. Finally, the application is shared with the school board at a meeting in June. Upon the board's approval it is signed by the school board chairperson and returned for submission via OMEGA.

Division Name: **127-Suffolk City**

Year: 2022-2023

Amendments are submitted throughout the year when allocations change or school and division data determine programmatic changes are needed. Meetings are conducted often with school administrators, Title I staff, and division level staff to determine needs and next steps with spending of funds.

**Evidence:** 22-23 Consolidated Application Signed Cover Page, SPS Board Meeting Minutes & Agenda (6-9-22), Title I Administrator/SAO Survey, Title I Instructional Staff Survey, Title I Family Feedback Survey, Title I Needs Assessment Feedback Results Summary, Title I Parent Survey Report, Consolidated Application Meeting Agenda & Sign In Sheet (5-10-22)

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA



Division Name: 127-Suffolk City

Year: 2022-2023

**Guiding Question**

**3.1 b. Has the LEA met the requirements for required and allowable set-asides?**

**Acceptable Evidence**

- Application **and**
- Documentation of coordination with McKinney-Vento liaison to determine needs of students experiencing homelessness, if the division has one or more students experiencing homelessness **and**
- Intent to Participate Form and Letter of Agreement or Memorandum of Understanding with local neglected facilities, if applicable

**Interview Questions**

- Does the LEA have schools identified as Comprehensive Support and Improvement or Targeted Support and Improvement and did they choose to set aside up to 5 percent of their Title I allocation for rewards/incentives for teachers working in those schools?
- Does the LEA Title I coordinator collaborate with the LEA homeless liaison on the uses of the Title I set-aside?
- If applicable, does the LEA Title I coordinator collaborate with the foster care liaison on the uses of the Title I set-aside?
- If applicable, does the Title I coordinator collaborate with local neglected facilities on the use of the Title I set-aside?

**Local Educational Agency Response**

Mack Benn, Jr. ES is identified as an Additional Targeted Support and Improvement School. They did not choose to set aside any funds for rewards/incentives for teachers.

The LEA Title I coordinator does collaborate with the homeless liaison and the foster care liaison on the uses of the Title I set-asides.

**Evidence:** 22-23 Consolidated Application, Collaboration Meeting Agenda w/ homeless liaison/foster liaison, Collaboration Meeting Calendar Invite w/ homeless liaison/foster liaison.

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**State Educational Agency Response**

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Division Name: 127-Suffolk City

Year: 2022-2023

**Sufficient Documentation**

Yes

No

NA

Division Name: 127-Suffolk City

Year: 2022-2023

**Guiding Question**

**3.1 c. Do the selected activities in the application align to the specified measurable objectives?**

**Acceptable Evidence**

- Evidence-based activities aligned with measurable objectives **or**
- Reimbursement requests **and**
- Schoolwide plans, if applicable

**Interview Question**

How do the activities outlined in the application support the measurable objectives?

**Local Educational Agency Response**

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

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**3.2: Within LEA Allocation Procedures. The LEA complies with the requirements to: (1) Reserve funds for the various set-asides either required or allowed under the statute, and (2) Allocate funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible attendance area.**  
[§ 1113, 1118]

**Guiding Question**

**3.2 a. Has the LEA used the allowable measures of poverty for identifying schools and determining the allocation of each served school?**

**Acceptable Evidence**

- A list of schools and the specific source of data for poverty that was used to determine eligible Title I schools and their allocations in your current application. Include the type of data, the month and year of the data, and from where or whom, you obtained the data.

**Interview Question**

Are poverty counts in the application consistent with documentation (i.e., free and reduced lunch counts, CEP data)?

**Local Educational Agency Response**

Yes. The source for low income data used in this grant application is the April 1, 2022 (all schools except for Florence Bowser Elementary) and the April 1, 2021 (Florence Bowser only) Report of Schools and LEAs Eligible and Near Eligible to Participate in CEP and State CEP School Requirement available on the VDOE SNS website.

**Evidence:** 22-23 Consolidated Application Title I, Part A Tab, CEP ISP Report(4-1-2021), CEP ISP Report (4-1-2022)

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**State Educational Agency Response**

Click or tap here to enter text.

**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

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**Guiding Question**

**3.2 b. Are charter schools and alternative schools included in the ranking?**

**Acceptable Evidence**

- Approved application **and**
- List of charter schools **and/or**
- List of alternative schools

**Interview Question**

Are charter schools and alternative schools listed as schools in the approved application with all attendance and poverty data completed?

**Local Educational Agency Response**

N/A- There are no charter schools or alternative schools in the division.

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**State Educational Agency Response**

Click or tap here to enter text.

**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

Year: 2022-2023

**Guiding Question**

**3.2 c. Does the LEA allocation process ensure the proper distribution of Title I, Part A, funds to all eligible schools?**

**Acceptable Evidence**

- Approved application **and**
- Documentation of internal process for demonstrating proper distribution of school allocations **and**
- If the division skips a school or schools, documentation of internal process for demonstrating that the school(s):
  - Is/are receiving supplemental funds from other State or local sources that are spent according to the requirements of Sections 1114 or 1115; and
  - The funds expended from such other sources equal or exceed the amount that would be provided under Title I, Part A.

**Interview Questions**

Does the documentation of the internal process for demonstrating proper distribution of school allocations reflect the latest approved application/ amendment?

**Local Educational Agency Response**

School allocations are based on calculations from the 35% tab of the consolidated application. After base salaries and benefits for instructional staff (reading specialist(s), academic coach, paraprofessional(s), and a portion of the community engagement facilitator are deducted from the school allocation, each school is provided their allocation along with their family engagement allocation. Each school creates a Title I budget based on their allocation and submits it to the Title I coordinator for approval.

**Evidence:** Individual school allocation spreadsheets, sample Title I detailed budget spreadsheet and budget summary, Salary Differential

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

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**Guiding Question**

**3.2 d. Does the LEA apply variations in personnel costs, such as seniority pay differentials or fringe benefit differentials as a division set-aside?**

**Acceptable Evidence**

- Approved application **and**
- [Salary differential worksheet](#) or other calculations

**Interview Question**

How are the salary differentials calculated?

**Local Educational Agency Response**

The salary differentials included in the 2022-2023 Title I-A application used for teacher and paraprofessional salaries were calculated using the starting salary (level 1, 0 years of experience) on the teacher pay scale and the minimum salary for a teacher assistant (HQ) on the support pay scale. The base salary per Title I paid staff member was deducted from the school allocation. The division covered the salary difference in the salary differential.

**Evidence:** 22-23 Consolidated Application, Salary Differential, SPS Teacher Pay Scale (10 month), SPS Teacher Assistant Pay Scale

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

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**Guiding Question**

**3.2e. Does the LEA adhere to the proper accounting of time and attendance for Title I paid staff?**

**Acceptable Evidence**

- [Certification of pay \(one cost objective\) and/or](#)
- [Personnel activity report \(two or more cost objectives\) and](#)
- A list of personnel correlating to the positions in the application to the time certifications

**Interview Question**

- How does the LEA’s budget process demonstrate appropriate Title I program planning and implementation consistent with identified student needs at each school?

**Local Educational Agency Response**

There is one split-funded position (Community Engagement Facilitator). A Personnel Activity Report for this staff member is completed every month. All other Title I staff members work exclusively in Title I approved activities. Certification of Pay forms are completed twice each year by all staff members whose salaries are paid with Title I funds.

The Title I budget development and staffing are determined by the school’s per pupil Title I allocation, which is based on the low-income student membership at each school. A Detailed Budget Description for Object Code Worksheet is completed by each school before they are allowed to spend Title I funds. This worksheet requires them to provide a description and to identify the School Improvement Plan Measurable Aiml for each budget expenditure. The goals in the School Improvement Plan are developed based on each school’s comprehensive needs assessment which is completed using multiple data sources. Title I schools are also required to complete a Title I Budget Worksheet Summary that must match the purchases included in the Detailed Budget Description for Object Codes Worksheet.

School budget worksheets are reviewed and approved by the Title I Coordinator. After all school budgets are approved and compiled, the Division’s Title I budget is given to the finance department to review and create budget codes for each object code line item for the schools, and the division’s Title I budget.

**Evidence:** Personnel Activity Report (M. Bradshaw), Certification of Pay (J. Conner, S. Bell), Certification of Pay Documents by School, List of Title I paid staff, Certification of Pay Email to Principals

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Division Name: 127-Suffolk City

Year: 2022-2023

**State Educational Agency Response**

Click or tap here to enter text.

**Sufficient Documentation**

Yes

No

NA

Division Name: 127-Suffolk City

Year: 2022-2023

**Guiding Question**

**3.2 f. Does the LEA adhere to the procedures for maintaining equipment and materials purchased with Title I funds?**

**Acceptable Evidence**

- [Inventory records](#) and
- [Records of disposal of Title I inventory](#) and
- Procurement and disposition policies

**Interview Questions**

- How is equipment distributed and maintained including equipment for virtual learning?
- How are decisions made about what equipment to purchase?

**Local Educational Agency Response**

An inventory is taken on all Title I equipment and materials purchased annually. The inventories are kept at the schools, updated throughout the school year, and submitted to the Title I office at the end of the school year. School purchases are made based on their comprehensive needs assessment and the goals included in their School Improvement Plans. All purchases are reviewed and approved by the Title I program coordinator, the Director of Elementary Leadership and the Chief Academic Officer prior to the purchase. Purchased items are delivered directly to the schools. Title I staff at the school level distribute equipment/materials to the necessary staff members/classrooms. This process occurred during virtual learning as well.

**Evidence:** Title I Inventories by School, SPS Disposal Policy, SPS Procurement Policy

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

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**3.3 The SEA ensures that the LEA complies with---**

- **The procedures for ensuring Maintenance of Effort (MOE) as outlined in §1118(a) ESEA.**
- **The procedures for meeting the comparability requirement as outlined in §1118(c) of the ESEA.**
- **The procedures for ensuring that federal funds are supplementing and not supplanting non-federal sources used for the education of participating children as outlined in §1118(b) of the ESEA.**

**Guiding Question**

**3.3 a. Does the LEA comply with the maintenance of effort fiscal requirement under Title I?**

**Acceptable Evidence**

- Procedures for determining MOE, including funds to be excluded from MOE calculations
- MOE report comparing fiscal effort of first preceding year with second preceding year

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

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**Guiding Question**

**3.3 b. Did the LEA meet comparability requirements under Title I?**

**Acceptable Evidence**

- Verification report from SSWS application showing that comparability was met, **and**
- If applicable, evidence of an approved alternate method used to demonstrate comparability.

**Local Educational Agency Response**

Yes, comparability was met. An approved alternate method was not needed to demonstrate comparability.

**Evidence:** 2022-2023 Title I Comparability Report

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

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**Guiding Question**

**3.3 c. Does the LEA have a methodology in place that ensures that Title I schools receive the same non-federal funds as non-Title I schools? (This does not apply to divisions with one school per grade span or grade spans that include all Title I schools).**

**Acceptable Evidence**

- LEA approved budget and records for all schools **or**
- Evidence that demonstrates that Title I schools' state and local funds are not reduced because they participate in Title I

**Interview Question**

Describe the methodology used to ensure that each Title I school receives all of the state and local funds it would otherwise receive if it were not receiving Title I, Part A, funds.

**Local Educational Agency Response**

The division allocations for instructional materials and supplies are allocated to schools based on their student enrollment using a per pupil calculation. All schools in the division receive an allocation in August and in January. Teacher allocations are based on student enrollment for all non-Title I and Title I schools.

**Evidence:** 2021-22 School Allocations, 2022-23 School Allocations, Class Size Projections (1-2023)

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

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### Program Assurances

**4.0: The SEA ensures that the LEA coordinates with Head Start. The LEA complies with the coordination provisions in § 1119(b) of the ESEA.**

#### Guiding Question

**4.0 a. Does the LEA have an agreement with Head Start?**

#### Acceptable Evidence

A copy of the Head Start Agreement from the current school year that includes:

- developing and implementing a systematic procedure for records transfer;
- establishing channels of communication between school staff and their counterparts;
- conducting meetings involving parents, Kindergarten or elementary school teachers, Head Start teachers etc.;
- organizing and participating in joint transition-related training of school staff, Head Start program staff etc.; and
- linking the educational services provided by the LEA with the services provided by Local Head Start agencies?

#### Interview Question

Does the agreement include coordination between the LEA and Head Start?

#### Local Educational Agency Response

Suffolk Public Schools fully complies with the stipulations outlined in the attached Memorandum of Understanding (MOU) and addendum with The Children’s Center Head Start Program. This MOU and addendum addresses all required components. The division collaborates and coordinates with The Children’s Center throughout the school year on transition related activities to support Early Start and Kindergarten families in Suffolk.

**Evidence:** MOU with the Children’s Center, Addendum to MOU with Children’s Center, Collaboration Email with Children’s Center, The Children Center’s Family Engagement Meeting

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#### State Educational Agency Response

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Division Name: 127-Suffolk City

Year: 2022-2023

**Sufficient Documentation**

Yes

No

NA

Division Name: 127-Suffolk City

Year: 2022-2023

**4.1: The LEA has in place regulations or policies that comply with Section 8546 of ESSA.**

**Guiding Question**

**4.1 a. Does the LEA have in place regulations or policies that prohibit the LEA, or school, as well as any school employee, contractor, or agent, from providing a recommendation of employment for an employee, contractor, or agent that the LEA, or school, or the individual acting on behalf of the LEA, or school, knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law?**

**Acceptable Evidence**

Board policy as required by House Bill 438 (HB438) and Senate Bill 605 (SB605)

**Interview Question**

Does the regulation or policy comply with section 8546 of ESSA?

**Local Educational Agency Response**

Yes, Section 7-19.3 of the Suffolk Public Schools Board Policy Manual complies with section 8546 of ESSA.

**Evidence:** SPS Board Policy (Section 7-19.3), SPS Contractor Certification

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**State Educational Agency Response**

Click or tap here to enter text.

**Sufficient Documentation**

Yes       No       NA



## Equitable Services

**5.0: The SEA ensures that the LEA complies with requirements with regard to services to eligible private school children, their teachers and their families. [§1117 of ESEA]**

### Guiding Question

**5.0 a. Does the school division comply with the provisions of Title I, Part A, regarding timely and meaningful consultation with private schools that may serve students living in Title I, Part A attendance zones about the purposes and requirements of this program?**

### Acceptable Evidence

- Evidence that consultation has occurred between LEA and private school officials or their representatives regarding services for private school children prior to determining services for each private school, written or digital affirmation signed by the private school official or an authorized representative
- For each private school, [Intent to Participate Form](#) signed by the private school official or an authorized representative
- Documentation as evidence to support outreach to private school
- Release of Obligation Form

### Interview Question

- What was the process for providing information to private school officials of the purpose and requirements for this program?
- Has the LEA consulted with private schools that Title I students may attend inside and outside their geographic boundaries including any locations outside of Virginia?

### Local Educational Agency Response

Each spring the division contacts private schools located within the division's attendance zone and those schools outside of the division's attendance zone that students residing within our attendance zone are attending via email and mails information about the Title I, Title II, Title III, and Title IV A grants as well as inviting them to attend an Equitable Services meeting. The Coordinators of the Title I, Title II, Title III and Title IV grants and a representative from the Special Education department attend this meeting to explain the Title I program and other federal grant programs that provide available services for Suffolk students who attend private schools and to answer questions.

**Evidence:** Invitational Letters & Emails; Equitable Services Presentation, Agenda, and Sign In Sheet, Intent to Participate Forms (NSA & SCA); Obligations Contract (NSA & SCA); Affirmation of Consultation of Transferability (NSA & SCA)

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Division Name: 127-Suffolk City

Year: 2022-2023

**State Educational Agency Response**

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**Sufficient Documentation**

Yes

No

NA

Division Name: 127-Suffolk City

Year: 2022-2023

**Guiding Question**

**5.0 b. Has the LEA established an agreement with appropriate private school officials on how to provide equitable and effective programs?**

**Acceptable Evidence**

- Evidence of the current [Agreement of Services](#) between the school division and participating private schools **and**
- Evidence of how services directly, or through a separate contract, will be provided **and**
- Evidence of a timeline for services and availability of funds

**Interview Questions**

- What was the process for developing an agreement for equitable services?
- What types of services are provided to private schools?
- What are the established timelines for services?

**Local Educational Agency Response**

The private schools located in Suffolk’s attendance zone and those outside of the attendance zone that Suffolk students are attending chose not to participate in the Title I program during the 2022-2023 school year.

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

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**Guiding Question**

**5.0 c. Has the LEA ensured the provision of services to eligible children attending private schools has been carried out?**

**Acceptable Evidence**

- Evidence that private school children that have been selected for services reside in a participating public school attendance area and meet the multiple academic criteria (needs assessment) **and**
- Evidence that providers of services are employees of the LEA or employees of a third party contractor **and**
- Documentation that all teachers and/or paraprofessionals meet the section 1117 requirements **and**
- Documentation of program to include
  - Third party contract(s)
  - Monitoring documents
  - Inventory
  - Parent and family engagement
  - Release of obligation form, if applicable

**Interview Question**

What was the process for providing technical assistance for services to eligible children attending private schools?

**Local Educational Agency Response**

The private schools located in Suffolk’s attendance zone and those outside of the attendance zone that Suffolk students are attending chose not to participate in the Title I program during the 2022-2023 school year.

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

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**5.0 d. Does the school division retain control of and includes an inventory of fixed assets for any equipment purchased with Title I, Part A, funds on behalf of private schools?**

**Acceptable Evidence**

- Inventory of equipment/assets provided to private school

**Interview Questions**

- What is the process used for procurement of materials/equipment purchased on behalf of private schools and the maintenance of materials to be used by the private school with Title I, Part A, funds?
- How does the school division ensure equipment is used solely for Title I, Part A activities?
- Is the private school inventory maintained with the yearly Title I, Part A inventory?

**Local Educational Agency Response**

The private schools located in Suffolk’s attendance zone and those outside of the attendance zone that Suffolk students are attending chose not to participate in the Title I program during the 2022-2023 school year.

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

Year: 2022-2023

## Foster Care

**6.0: The LEA has established an appropriate infrastructure and practices to implement the educational stability requirements for students in foster care found in Title I, Part A. [§1111, 1112]**

### Guiding Question

**6.0 a. How is the school, community, and SEA notified of the foster care liaison?**

### Acceptable Evidence

- LEA staff directory that identifies the liaison **or**
- LEA website that identifies the liaison

### Interview Questions

- What was the rationale for including the liaison in his/her current department?
- How is the state notified of any changes in personnel?
- Is the school community able to easily identify contact information for the foster care liaison?

### Local Educational Agency Response

Randolph Boone, Coordinator of Student Services has been designated as Suffolk Public Schools' Foster Care Liaison. Suffolk Public Schools' Office of Student Services has a website that identifies the liaison (<https://www.spsk12.net/Page/2580>). The liaison is the Coordinator of Office of Student Services, is assigned to review, monitor and coordinate the placement of displaced students, which includes foster care and McKinney-Vento students. The state is usually notified through required reports listing the LEA for Suffolk Public Schools.

**Evidence:** Suffolk Public Schools Foster Care Website

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### State Educational Agency Response

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Division Name: 127-Suffolk City

Year: 2022-2023

**Sufficient Documentation**

Yes

No

NA

Division Name: 127-Suffolk City

Year: 2022-2023

**Guiding Question**

**6.0 b. How does the liaison learn about the foster care liaison responsibilities?**

**Acceptable Evidence**

Evidence that the liaison for children and youth in foster care has participated in training since 2017, (e.g., certificates of attendance, VDOE training list)

**Interview Questions**

- In what professional development related to foster care has the liaison participated?
- Are there topics the liaison would like to see offered by the state?

**Local Educational Agency Response**

The liaison learned the responsibilities of foster care by reviewing Suffolk Public Schools’ policy, reviewing the document’ *Fostering Connections and the Every Student Succeeds Act Joint Guidance for School Stability of Children and Youth in Foster Care*, and experience in working with foster care agencies from local and surrounding cities. The liaison also completed the McKinney-Vento Beginner Course through Project Hope in May 2022. Foster Care Liaison training is scheduled through sessions with Project Hope of Williamsburg that also addresses McKinney-Vento students and unaccompanied youth.

**Evidence:** Suffolk Public Schools’ Foster Care Policy, Certificate of Completion of McKinney-Vento Beginner Course, Email from liaison

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA



Division Name: 127-Suffolk City

Year: 2022-2023

### Guiding Question

**6.0 c. How does the LEA identify students in foster care and transmit these data to the SEA?**

### Acceptable Evidence

- Copies of notice for best interest determination (BID) ([FC/ESSA Form A-17](#))
- Foster Care Immediate Enrollment ([FC/ESSA Form C-17](#))
- Written process for flagging students when notified by Local Department of Social Services (LDSS) that a student is in foster care

### Interview Questions

- How does the LEA flag students in foster care in the student information management system?
- What activities are performed to verify accuracy of data for students in foster care?

### Local Educational Agency Response

Students are identified as foster care students when enrolled by a local department of social services or a foster care agency. The school guidance department would flag these students as foster care students in the division's student database. The documentation from the agency or social services department is submitted to the school includes the foster care student, foster care parent(s), address, and agency case worker. Data may be extracted from the school database and submitted as a report to the State Educational Agency.

When entering student information in the school's database, (eSchoolPlus), the Programs Section list includes Foster Care. The student is flagged as foster care and other information is entered. The Suffolk Public Schools' liaison monitors the accuracy of the data. Using the division's Cognos report software, an excel report is generated. Filtering for errors and omissions can be identified. Schools are then contacted to fix any errors or omissions.

**Evidence:** Sample BID form, Sample Foster Immediate Enrollment Form, eSchool Flagging Foster Care Students Screenshot

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### State Educational Agency Response

Click or tap here to enter text.

Division Name: 127-Suffolk City

Year: 2022-2023

**Sufficient Documentation**

Yes

No

NA

Division Name: 127-Suffolk City

Year: 2022-2023

**Guiding Question**

**6.0 d. How does the LEA ensure immediate enrollment in the school of origin or local school based on the outcome of the BID?**

**Acceptable Evidence**

- Best interest determination ([FC/ESSA Form B-17](#)) **and**
- Immediate Enrollment Form ([FC/ESSA Form C-17](#)) and enrollment date in student record collection **or**
- Evidence of process for immediately enrolling students in foster care **or**
- Case notes or sufficient documentation to support the placement decision

**Interview Questions**

- How does the LEA conduct best interest determinations for placement decisions?
- What is the process to communicate with the LEA transportation designee?

**Local Educational Agency Response**

The Best Interest Determination (BID) meeting is held that includes the school liaison, foster care agency or department of social services, and sometimes, the student. The LDSS may complete an Immediate Enrollment form (attached). That school division’s liaison will contact the school. Documentation is then forward to the school. The student is usually enrolled the next day. The LEA will meet with the placement agency case worker and the division’s LEA. Communication is established by email or telephone.

**Evidence:** Best Interest Determination form and Immediate Enrollment form

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

Year: 2022-2023

**Guiding Question**

**6.0 e. Has the LEA developed and implemented clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care?**

**Acceptable Evidence**

- [Written procedure for transporting foster care students](#) and
- Correspondence with LEA transportation designee **or**
- Correspondence with LDSS caseworker (may be in BID documentation) **or**
- Documentation of transportation provided, (e.g., billing to LDSS; special education transport)

**Interview Questions**

- How many students in foster care are being transported to their schools of origin? (By the LEA? By the LDSS?)
- How has the LEA been able to support LDSS requirements to transport?
- How does the LEA support educational stability for the remainder of the academic year for students who exit foster care?

**Local Educational Agency Response**

Suffolk Public Schools has written documentation governing transportation of foster care children. To date, the LEA is transporting 1 student and the LDSS is transporting 2 students. The LEA has been able to support LDSS requirements via the Best Interest Determination meeting or by LDSS communicating that the student will be transported by LDSS. The LEA has helped the LDSS obtain outside transportation services. The LEA participates in the best interest meeting to discuss the student’s academic needs and helps with transfer of records. To support the educational stability, students are provided the opportunity to remain in their schools for the remainder of the academic year, if it is determined that this is in the best interest of the student.

**Evidence:** SPS Foster Care Transportation Plan, Sample BID form

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

Year: 2022-2023

**Guiding Question**

**6.0 f. How does the LEA use Title I, Part A funds to support foster care students?**

**Acceptable Evidence**

- Reimbursements or
- Division foster care guidance
- Application

**Interview Questions**

- How is the foster care allocation determined?
- Are foster care funds used only for transportation?

**Local Educational Agency Response**

Based on the SPS Foster Care Transportation Plan, expenses are not incurred by the division for transportation of foster care students. Therefore, a foster care allocation is not necessary in the application.

**Evidence:** SPS Foster Care Transportation Plan, 22-23 Consolidated Application, Email from foster care liaison

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

Year: 2022-2023

**Guiding Question**

**6.0 g. How does the LEA ensure that students in foster care are included in statewide assessments?**

**Acceptable Evidence**

Reports of statewide assessment performance of students in foster care enrolled in the LEA for the last school year

**Interview Questions**

- How does the LEA use statewide assessment data to identify needs of students in foster care?
- Are students in foster care included in chronic absenteeism efforts?

**Local Educational Agency Response**

All students enrolled are included in statewide assessments. Foster care students are coded in the division’s student information system as such. The students are coded in the PearsonStudent Registration Import File as “Foster Care” when they are registered to take the statewide assessments. Student data is consistently analyzed throughout the year and from one year to the next to determine interventions and supports that are needed for each student.

All students, including foster care students are expected to comply with the attendance policy of Suffolk Public Schools. Procedures and methods to improve attendance are applied to all students enrolled in Suffolk Public Schools. Efforts include conferences with students, calls and letters to parents, attendance meetings, and referral to court services.

**Evidence:** Spring 2022 Writing and Non-writing SRI File Requirements (2-2-22); Foster Care Data \_Spring 2022

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA

Division Name: 127-Suffolk City

Year: 2022-2023

**Guiding Question**

**6.0 h. Has the LEA used the dispute resolution process outlined in the Virginia Department of Education/Virginia Department of Social Services Joint Guidance?**

**Acceptable Evidence**

Evidence that the LEA implements a process for the prompt resolution of disputes, such as a phone log, notes, or email messages

**Interview Questions**

- Are enrollment disputes mediated in accordance with Virginia’s dispute resolution process?
- What informal measures are undertaken to avoid disputes?

**Local Educational Agency Response**

The dispute resolution process has not been used at this point. No disputes have occurred with Suffolk Public Schools. There are written procedures in place to address disputes. These measures are also used to avoid disputes. The written procedures our division uses were created in accordance with the VDOE Department of Social Services Joint Guidance. Usually the LDSS, LEA, and both school divisions obtain information prior to conducting the best interest meeting.

**Evidence:** Fostering Connections and the Every Student Succeeds Act: Joint Guidance for School Stability of Children and Youth in Foster Care (Resolving School Placement Disputes)

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes       No       NA