



MEMORANDUM

TO: Dr. John B. Gordon III, *Superintendent*

FROM: Dr. Okema S. Branch, *Chief Academic Officer* 
Catherine N. Pichon, *Director of Elementary Leadership*
Jennifer S. Conner, *Coordinator of Compensatory Programs* 

DATE: May 20, 2025

RE: Approval: 2025-26 Title IV, Part A Student Support and Academic Enrichment Grant Application

Permission is requested to submit the 2025-26 Title IV, Part A, Student Support and Academic Enrichment Grant Application to the Virginia Department of Education for approval. Following school board approval, signatures from the school board chair and yourself are required on the first page. The application is due to the VDOE by July 1, 2025.

The proposed budget for the 2025-2026 Title IV, Part A grant is based on the 2024-2025 allocation of \$263,811.04, as recommended by the VDOE, pending final allocations.

The major expenditures in the 2025-2026 Title IV, Part A grant application include:

- Funding a Student Safety Specialist to provide support across all schools.
- Allocating \$15,000 for 9th and 10th grade students to participate in the PSAT.
- Investing \$8,500 in professional development and instructional materials focused on mental health initiatives, community building, effective classroom management, tiered systems of support, and bullying prevention.
- Providing \$9,473.20 in stipends for 11 selected elementary teachers serving as Technology Integration Champions.
- Allocating \$4,000 for professional development to enhance instructional staff capacity in college and career readiness programs.
- Using \$17,806.62 to purchase instructional materials aimed at improving science achievement, specifically Biology.
- Reserving \$10,920.18 to support Nansemond Suffolk Academy and Suffolk Christian Academy.

Additionally, a transferability form will be completed to transfer \$100,000 to Title I once the grant is approved, as requested by the VDOE. Further adjustments to the 2025-2026 grant application will be made in September 2025 when the final allocations are released.

jcmemo#18

Attachment: 2025-2026 Title IV, Part A, Student Support and Academic Enrichment Grant Application



Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

Place an "X" by the applicable response.

☒ Original

☐ Revision:

Revision #

Date:

Explain:

☐ Amendment:

Amendment #

Date:

Explain:

A. COVER PAGE

Title IV, Part A, Student Support and Academic Enrichment Grants

2025-2026

Individual Program Application

Due by July 01, 2025

Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the Every Student Succeeds Act of 2015 (ESSA), P.L. 114-95

To be Completed by LEA

Applicant (Legal Name of Agency):	LEA Number:	Title IV, Part A Coordinator	
Suffolk City Public Schools	127	Jennifer Conner	
Mailing Address (Street, City or Town, Zip Code):	Phone:	757-925-6759	Ext:
100 N. Main Street Suffolk, VA 23434	Email:		
	jenniferconner@spsk12.net		

LOCAL EDUCATIONAL AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

Assurances: The local educational agency assures that the Title IV, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. The assurances and signed cover page are to be retained at the LEA.

Certification: We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on 06-12-2025

Superintendent's Signature

Dr. John B. Gordon, III

Superintendent's Name

6/12/2025

Date

Board Chairperson's Signature

Heather S. Howell

Board Chairperson's Name

6/12/2025

Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2025. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2025, the electronic application must be received at the Virginia Department of Education by July 01, 2025, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2024-2025 Allocation	2024-2025 Consolidated Yes or No	Eligible Program	2025-2026 Allocation Total
263,811.04	No	Title IV, Part A, Student Support and Academic Enrichment Grant	263,000.00
		Transferability (funds transferred out of Title IVA)	100,000.00
		Total Allocation Available for Title IV, Part A	163,000.00

TRANSFERABILITY

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred into or out of the Title II, Part A, program, PRIOR APPROVAL IS REQUIRED, and a separate Transferability approval form must be submitted. The transfer request form is available at [Transfer Request Form](#)

1) If funds are to be transferred INTO Title IV, Part A, complete Section A.

A. Program from which funds will be transferred	TO	Program TO which funds will be transferred:	Amount
Title II, Part A		Title IV, Part A, Student Support and Academic Enrichment Grant	

2) Place an "X" next to the federal programs you are requesting funds to be transferred to.

c) Place an "X" next to the federal programs you are requesting funds to be transferred to.				
B. Program from which funds will be transferred:	TO	Select program(s) TO which funds will be transferred:		Amount
Title IV, Part A		X	Title I, Part A	100,000.00
			Title I, Part C	
			Title I, Part D, Subpart 2	
			Title II, Part A	
			Title III, Part A	
			Title V, Part B, Subpart 2	
		Total		

REVISIONS AND AMENDMENTS

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. Provide a concise description of changes (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision:		Date:		
	Amendment:		Date:		
2.	Revision:		Date:		
	Amendment:		Date:		
3.	Revision:		Date:		
	Amendment:		Date:		
4.	Revision:		Date:		
	Amendment:		Date:		
5.	Revision:		Date:		
	Amendment:		Date:		
6.	Revision:		Date:		
	Amendment:		Date:		
7.	Revision:		Date:		
	Amendment:		Date:		
8.	Revision:		Date:		
	Amendment:		Date:		
9.	Revision:		Date:		
	Amendment:		Date:		
10.	Revision:		Date:		
	Amendment:		Date:		
11.	Revision:		Date:		
	Amendment:		Date:		
12.	Revision:		Date:		
	Amendment:		Date:		

B. PROGRAM OVERVIEW (6 PAGES)

The purpose of this subpart is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. provide all students with access to a well-rounded education;
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Any local educational agency receiving an allocation in an amount less than \$30,000 may designate funds to any of these areas above. Any LEA receiving an allocation of \$30,000 or greater must designate funds as follows:

- not less than 20 percent of funds to support well-rounded educational opportunities;
- not less than 20 percent of funds to safe and healthy students; and
- a portion of funds for activities to support the effective use of technology.

Special Rule: No more than 15 percent of funds allocated by the LEA for activities to support the effective use of technology may be used "for purchasing technology infrastructure as described in subsection (a)(2)(B), which includes technology infrastructure purchased for the activities under subsection (a)(4)(A)." To clarify, LEAs or consortiums of LEAs may not spend more than 15 percent of funding in this content area on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. (ESEA section 4109(b)).

Narrative Boxes

Box 1a:	<p>All local education agencies are required to base activities on demonstrated district-determined needs in consultation with stakeholders.</p> <p><i>Section 4106 (c) CONSULTATION. — (1) IN GENERAL. — A local educational agency, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart.</i></p> <p>All local education agencies must include:</p> <ol style="list-style-type: none"> A. when the needs assessment was conducted; B. who participated in the assessment process and determining the LEA's priorities; C. what data was collected and analyzed; and D. how the identified schools receiving services were identified as meeting one of the following criteria listed under section 4106(c)(2)(A) provided on the Program Specific Assurances tab. <p>Local education agencies receiving allocations of \$30,000 or greater must conduct and provide a description of a comprehensive needs assessment (once every three years) that was conducted to examine needs for improvement in the areas of—</p> <ol style="list-style-type: none"> A. access to, and opportunities for, a well-rounded education for all students; B. school conditions for student learning in order to create a healthy and safe school environment; and C. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. <p>LEA's transferring funds to another federal program must complete a needs assessment for the three Title IV, Part A, categories and describe why funds are of greater need in the identified federal program funds will be transferred to. If the activities are allowable under Title IV, Part A, describe the local education agency's rationale for transferring the funds to another program.</p>
---------	---

In April 2025, Suffolk Public Schools conducted a comprehensive division-wide needs assessment survey, engaging a range of stakeholders including instructional staff, building and division leadership, community partners, and families. The survey data were disaggregated, analyzed, and discussed during a collaborative review session held on May 6, 2025. Participants included Dr. Okema Branch (Chief Academic Officer), Dr. Rodney Brown (Chief of Administrative Services), Dr. Catherine Pichon (Director of Elementary Leadership), Dr. Ronald Leigh (Director of Secondary Leadership), Jennifer Conner (Coordinator of Compensatory Services), Dr. Angela King (Coordinator of School Counselors), Dr. Keisha Melvin (Coordinator of Advanced Studies & World Languages), Christine Lafferty (Coordinator of Data Management), and Cynthia Devers (Coordinator of Social & Emotional Support). The team also reviewed additional data sources, including progress toward 2024-25 objectives, division-wide discipline data, SPS Strategic Goals #1 and #2, staff participation in mental health and classroom management professional development, student safety specialist initiatives, PSAT participation rates, advanced studies enrollment data, science achievement data, technology integration needs—particularly at the elementary level—and feedback from Title I, II, and IV needs assessments.

Through this comprehensive process, safety and health emerged as the division's highest priority, followed by expanding well-rounded educational opportunities and strengthening technology integration. Over 70% of survey respondents identified Safe and Healthy Students as the top need for Title IV funding, with support for well-rounded educational opportunities as the next highest priority. The effective use of technology was viewed as a lower priority. Notably, while 82% of stakeholders agreed that digital tools are effectively integrated into instruction, areas for improvement were identified, including enhancing student social-emotional well-being (72% positive perception) and improving awareness and access to advanced academic opportunities such as Advanced Placement, dual enrollment, and specialty programs (65% positive perception). These findings underscore the need for continued investments in student wellness and expanded communication around college and career readiness pathways. Furthermore, the division has identified a critical need to enhance instructional technology integration in elementary classrooms. Data from 2023-2025 show that less than 20% of instructional support time focused on elementary schools by the Instructional Technology Resource Teachers (ITRT), with no complete coaching cycles conducted during the 2024-2025 school year. Additionally, 63% of surveyed teachers expressed interest in growing their technology use, indicating both a need and an opportunity for targeted support. To address this gap, the division will implement a site-based Technology Integration Champion model, providing ongoing coaching, modeling, and support. Progress will be monitored through a Spring 2025 baseline of classroom technology use, with annual growth measured through observations, lesson plan reviews, and teacher reflection tools.

These priorities are directly reflected in this grant application, reinforcing the division's commitment to meeting the identified needs of all schools across Suffolk Public Schools.

In alignment with these findings, Suffolk Public Schools will request a transfer of funds from Title IV-A to Title I-A to address critical needs identified through the assessment, including additional support staff, instructional resources, and targeted professional development to enhance Tier I instruction, support professional learning communities, and advance school improvement efforts. Additionally, a significant portion of the remaining Title IV-A funds will be allocated to support secondary schools, as nine of the division's 11 elementary schools already receive supplemental Title I funding. Key investments at the secondary level will include:

- PSAT Testing: Funding PSAT testing for all 9th and 10th-grade students
- College and Career Readiness: Supporting professional development focused on college and career readiness programs.
- Science Achievement: Providing instructional resources in science, with a focus on Biology, based on identified areas of need.

Division-wide initiatives will also continue to be supported, including

- Student Safety Specialist: Sustaining this role to support all schools.
- Technology Integration Champions: Selecting one elementary teacher per school to serve as a Technology Integration Champion, working alongside the ITRT through coaching cycles, co-teaching, and reflection sessions to promote Technology Integration across content areas.
- Mental Health Initiatives: Continuing professional development and providing instructional materials to support Mental Health, informed by discipline and bullying data as well as stakeholder feedback.

These initiatives have shown positive outcomes from previous Title IV funding, but data and stakeholder feedback confirm the need for continued and expanded efforts.

B. PROGRAM OVERVIEW (CONTINUED)

Box 1b:	<p>In accordance with ESEA Section 4106(e) (2) and (f), each school division or consortium of school divisions receiving Title IV, Part A, funds will prioritize the distribution of funds to schools served based on one or more of the following criteria—</p> <ul style="list-style-type: none"> A. Are among the schools with the greatest needs; B. Have the highest percentages or numbers of children counted under Section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the C. Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools); D. Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or E. Are identified as a persistently dangerous public elementary school or secondary school under Section 8532. (ESEA Section 4106(e)(2)(A)); Describe, if applicable, how funds will be used for activities related to supporting well-rounded education. <p>If directing funds to district-wide activities, the division must provide a rationale that is based on the local needs assessment and results of the stakeholder engagement process.</p> <p>Based on the results of the division-wide needs assessment and insights from the collaborative planning meeting, it was determined that funding allocations would be distributed across all Suffolk Public Schools, with a strong emphasis on ensuring student safety and well-being in every learning environment. To support this priority, the division will continue funding a dedicated student safety specialist position, ensuring the consistent implementation of safety protocols and practices in all schools.</p> <p>Addressing the persistent mental health challenges faced by students remains a critical need across the division. Targeted professional development will be provided to equip staff with the skills and strategies necessary to support students' social-emotional needs, creating a safe, nurturing, and inclusive school climate.</p> <p>In support of college and career readiness, Title IV-A funds will cover PSAT testing for all 9th and 10th-grade students at each high school, while secondary staff will benefit from professional development opportunities designed to strengthen instructional practices and increase student participation in advanced coursework.</p> <p>Recognizing the importance of hands-on, inquiry-based learning, funding will also support the enhancement of science instruction in high schools, with a particular focus on Biology. Investments in instructional materials will enrich classroom experiences and promote stronger student outcomes in this critical subject area.</p> <p>Additionally, to harness the power of technology for student learning, the division will establish a Technology Integration Champion program. One teacher from each of the 11 elementary schools will be selected through an</p>
Box 2:	<p>Describe, if applicable, how funds will be used for activities related to supporting well-rounded education, including the use of evidence-based practices.</p> <p>Suffolk Public Schools remains dedicated to expanding student access to accelerated learning opportunities by covering the cost of PSAT exams for all 9th and 10th-grade students in the division's three high schools. Participation in the PSAT program offers students a range of benefits:</p> <p>College Readiness: Early exposure to the PSAT allows students to assess their college readiness, identify areas for improvement, and build confidence before taking the SAT or ACT. Offering the PSAT in both 8th and 10th grades ensures students become familiar with the test format and content, laying a strong foundation for future success on college entrance exams.</p> <p>Skill Development: The PSAT measures critical reading, writing, and math skills. Engaging with the exam helps students recognize their academic strengths and areas needing improvement, enabling focused skill development throughout their high school journey.</p> <p>Scholarship Opportunities: The PSAT/NMSQT provides access to a range of scholarship opportunities for 10th and 11th graders. High-performing students may qualify for national scholarship programs and gain recognition from colleges and universities.</p> <p>College and Career Planning: The PSAT offers valuable feedback on student progress, assisting students and educators in planning for post-secondary pathways. It helps identify academic interests and supports course selection aligned with students' future college and career goals.</p> <p>In addition, Title IV-A funds will support targeted professional development for secondary instructional staff, aimed at advancing college and career readiness initiatives, increasing student engagement, and ensuring equitable access to advanced learning opportunities for all students.</p> <p>To further support academic achievement, particularly in science, Title IV-A funds will also be used to purchase hands-on instructional materials for Biology. Over the past three years, Suffolk Public Schools has shown steady improvement in Biology performance, rising from 58% in 2021-2022 to 67% in 2023-2024. Despite this progress, the division still trails the state average by 7 percentage points, underscoring the need for continued investment in instructional support and resources to close this gap.</p> <p>Additionally, Title IV-A funds will support the purchase of instructional software for Suffolk Christian Academy to enhance core academic areas including literacy, math, science, and social studies. Nansemond Suffolk Academy will utilize its funds to acquire instructional materials for its Project Lead the Way Engineering course, further enriching STEM learning opportunities for students.</p>

B. PROGRAM OVERVIEW (CONTINUED)

Box 3: Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students.

Title IV-A funds will support the continued employment of the Student Safety Specialist, who plays a critical role in overseeing the development, implementation, and evaluation of safety and security initiatives across Suffolk Public Schools. This position ensures that safety protocols, programs, and services are consistently applied division-wide, in alignment with state and federal guidelines. The Student Safety Specialist leads efforts to safeguard the well-being of students and staff, directing security measures, compliance audits, and crisis response planning.

During the past year, significant progress was made in strengthening safety and security across the division. All schools now require staff and students to enter through weapons detection systems, and Security Process Audits were implemented to monitor and reinforce compliance. More than 200 staff members received Handle With Care training in self-defense and de-escalation techniques, while over 75 administrators completed training on safety protocols and crisis response. Additionally, over 350 school visits were conducted, leading to the identification and correction of various safety concerns. Collaborative efforts with Raptor Technologies and Zero Eyes introduced advanced alert systems and AI-driven weapon detection into school security camera systems, supported by comprehensive staff training. The division also launched a centralized system for logging safety concerns, developed standardized emergency response procedures using Virginia's Standard Response Protocol, and created crisis plans for all 21 schools based on the Virginia Department of Criminal Justice Services template.

In addition, Title IV-A funds will be used to strengthen instructional resources and provide professional development opportunities, including participation in conferences, workshops, and consultations. These initiatives will focus on tiered systems of support to promote safe, inclusive, and respectful learning environments through strategies such as community building, restorative practices, student self-management, responsible decision-making, and fostering consistent school-wide expectations. Emphasis will also be placed on student mental health and well-being.

By equipping staff with research-based practices and interventions, the division aims to foster positive classroom climates, enhance students' social-emotional competencies, reduce behavioral incidents, and establish supportive, equitable disciplinary systems. Staff will actively engage in professional learning opportunities and will be expected to apply the acquired strategies consistently in their daily practice, contributing to improved instructional environments and student outcomes.

B. PROGRAM OVERVIEW (CONTINUED)

Box 4: Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology.

NOTE: LEAs may not spend more than 15 percent of the funds allocated to the effective use of technology category to purchase equipment, devices, software, platforms, digital instructional resources, or other one-time IT purchases (e.g. if allocating \$12,000 to support the effective use of technology, then only \$1,800 may be used to purchase technology infrastructure).

Suffolk Public Schools will allocate funds to strengthen the effective use of technology in instruction by launching a Technology Integration Champion Program. Through an application and principal recommendation process, one teacher from each of the division's 11 elementary schools will be selected to serve as a Technology Integration Champion. Over a two-year period, these teachers will work in partnership with an assigned Instructional Technology Resource Teacher (ITRT), engaging in coaching cycles, co-teaching, feedback sessions, and ongoing instructional support. This initiative aims to build capacity for meaningful technology integration across content areas, fostering academic growth and instructional innovation. To recognize their leadership and commitment, each Technology Integration Champion will receive an annual stipend upon completion of program requirements.

B. PROGRAM OVERVIEW (CONTINUED)

Box 5: Describe how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes. Include the frequency of the evaluation, who is responsible, and how each activity will be evaluated.

The Office of Student Services will oversee the performance of the Student Safety Specialist, ensuring the effectiveness of safety services provided across Suffolk Public Schools, with a focus on safeguarding the well-being of students and staff. This oversight includes managing designated programs, ensuring compliance with state and federal mandates, and leading key safety and security initiatives. In addition, Student Services will coordinate professional development opportunities and instructional resources, with an emphasis on mental health initiatives, and will provide ongoing support and training for instructional staff and administrators. This will include observation and coaching sessions to ensure the successful implementation of professional learning.

Monitoring the implementation and participation of PSAT testing for 9th and 10th-grade students will be a shared responsibility among the Coordinator of Compensatory Programs, Coordinator of Advanced Instruction & World Languages, Director of Curriculum & Instruction, and Coordinator of School Counselors. The Coordinator of Advanced Instruction & World Languages, along with the Coordinator of School Counselors, will also lead professional development activities aimed at strengthening college and career readiness programs. Additionally, the Coordinator of Science and the Director of Curriculum & Instruction will assist schools in procuring and effectively utilizing hands-on science instructional materials to improve instruction and student achievement in science, particularly in Biology.

The Coordinator of Compensatory Programs will collaborate regularly with the Coordinator of Data Management and Instructional Technology Resource Teachers (ITRTs) to monitor the progress of the Technology Integration Champions at each elementary school. This will include reviewing the implementation of coaching cycles, co-teaching sessions, and the integration of technology across multiple subject areas. Furthermore, district leadership from Teaching and Learning, Technology, Gifted Education, and Special Education departments will work collaboratively to support the development, implementation, and ongoing monitoring of all grant-funded activities and initiatives, ensuring alignment with division goals and priorities.

B. PROGRAM OVERVIEW (CONTINUED)

Box 6: PROFESSIONAL DEVELOPMENT: If funds are to be used for professional development, describe how they meet the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained; intensive; collaborative; job-embedded; data-driven; and classroom focused. Describe the alignment to overarching LEA strategic goals. (Section 2103(b)(3)(E)). (If funds are not used for professional development, indicate N/A.) Examples of professional development activities may include items from any object code, such as mentors, professional development/instructional coaches, contracted services, conferences, professional learning communities (PLC), leadership development and associated costs.

The number of attendees attending a single event should align with what is reasonable and necessary to achieve the goals and objectives of the grant. When multiple employees plan to attend the same event, it is advisable to conduct a cost analysis to determine whether it would be more cost-effective to send the employees to the event or to invite a speaker(s) to address the team.

Title IV-A funds will support professional development initiatives focused on creating safe, supportive, and engaging learning environments. These initiatives will emphasize tiered systems of support, including strategies for community building, accountability, self-awareness, self-management, responsible decision-making, and mental health. The goal is to strengthen instructional practices, foster positive student outcomes, and build staff capacity to address behavioral challenges while promoting students' social-emotional well-being. Staff participation in conferences, workshops, and consultations will provide them with practical tools and interventions to be implemented consistently within classrooms and school settings. This work directly supports Suffolk Public Schools' Strategic Plan Goal #2: Establishing a dynamic learning environment that promotes academic success, encourages engagement, ensures school safety, and cultivates positive staff-student relationships. Division initiatives tied to this goal include reducing discipline referrals and incidents of unacceptable behavior while increasing positive student-teacher interactions and effective communication, as measured by division climate surveys.

Suffolk Public Schools' strategic plan includes four primary goals: Academic Excellence: Cultivate the characteristics of a Virginia graduate; Dynamic Learning Environment: Ensure high student achievement, engagement, safety, and positive relationships; Resource Management: Sustain high-quality staff, operations, and systems; Community Engagement: Expand family, school, and business partnerships.

To foster professional growth, the division offers diverse professional development opportunities, including conferences, workshops, and in-house training led by division and school leaders. Title IV-A funds will cover related travel expenses. Participants are expected to apply learned strategies in their instructional practices, with effectiveness monitored through observations, evaluations, and student achievement and behavior data. Attendance at external conferences and workshops will require alignment with division and school priorities. Consultants leading professional development sessions will further support staff in applying best practices aligned with job expectations.

Feedback surveys, observation data, and program evaluations will be used to assess the impact of these professional learning experiences. All Title IV-funded professional development will be job-embedded, sustainable, collaborative, and data-driven, ensuring alignment with daily responsibilities and supporting continuous improvement across the division.

C. COORDINATION OF SERVICES

Describe the partnerships within the LEA among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application and how they align to agency priorities (set high expectations for student performance; ensure every K-12 student has a high quality, licensed teacher; create innovative pathways for every learner; invest in safe and health schools and centers; and promote parents as partners). Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.

Within Suffolk Public Schools, strong partnerships are foundational to the coordinated delivery of services to our targeted populations, ensuring alignment and integration across federal, state, and local programs. Collaboration among program staff, administrators, teachers, parents, and community partners is central to achieving the measurable objectives outlined in this application and reflects the division's commitment to the state's priorities of setting high expectations for student performance, ensuring every student has access to a highly qualified, licensed teacher, creating innovative pathways for learners, investing in safe and healthy schools, and promoting parents as partners. Interdepartmental collaboration is evident among Student Services, School Counseling, Special Education, Gifted Education, Teaching and Learning, Professional Learning, Technology, and Career & Technical Education (CTE), where teams work together to provide personalized, student-centered support for all learners, including students with disabilities, English learners, and gifted students. The division also partners with external mental health agencies to ensure that students have access to comprehensive mental health and social-emotional supports, fostering safe, supportive learning environments that address the whole child.

Parents are engaged as essential partners through consistent communication, advisory committees, family engagement events, and collaborative decision-making processes that reinforce the shared responsibility for student success. Suffolk Public Schools ensures all teachers maintain required licensure and endorsements through ongoing professional development, coaching, and mentorship, while also supporting innovative pathways for alternative licensure to strengthen the teacher pipeline. Through coordinated efforts between CTE, Technology, and instructional departments, the division offers multiple, innovative learning pathways, including dual enrollment, industry certifications, and work-based learning opportunities that prepare students for post-secondary success. Investments in mental health services, school safety, and wellness initiatives further support the division's focus on maintaining safe and healthy learning environments.

Suffolk Public Schools actively partners with local institutions of higher education to expand dual enrollment offerings, enhance teacher licensure pathways, and provide college and career exploration opportunities. Collaborations with local businesses and nonprofit organizations offer students internships, mentorships, and community service experiences, providing authentic, real-world learning opportunities that support career readiness and personal growth. In addition, partnerships with community-based organizations extend support beyond the classroom through after-school programs, wellness initiatives, and family engagement efforts, ensuring a holistic approach to education. The division ensures the effective coordination of Title IV with other federal programs through cross-program collaboration among coordinators, joint needs assessments, collaborative planning and budgeting, braided funding strategies, and strong partnerships with local agencies and nonpublic schools. These intentional partnerships and integrated services ensure that all students have equitable access to the resources, supports, and opportunities necessary to thrive academically, socially, and emotionally, while aligning closely with the division's strategic plan and the state's educational priorities.

D. MEASURABLE OBJECTIVES

1. State up to six measurable objectives, each incorporating the four components, that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

What is a Measurable Objective?

A measurable objective has four components:

- 1) **Subject** (Who is the target or focus?);
- 2) **Behavior** (What will be changed/improved?);
- 3) **Specific criteria for assessing improvement, readiness, or achievement and tools to be used to measure effectiveness;** and
- 4) **Time period for performance or assessment.**

Measurable Objective 1:

By June 30, 2027, at least 250 staff members will participate in professional development sessions on tiered systems of support aimed at promoting a safe and respectful learning environment through community building, accountability, self-awareness, self-management, responsible decision-making, student mental well-being, and establishing consistent school-wide expectations, with the goal of strengthening instructional practices and supporting positive student outcomes. The effectiveness of these sessions will be assessed using participant feedback surveys, classroom observations, and analysis of student achievement and discipline data. Documentation of participation and impact will include logs, pre/post-surveys, artifacts, and Frontline reports for observations, mid-year, and summative evaluations.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Title IV-A funds will be used to support professional development, travel expenses, and instructional resources, with a focus on mental health initiatives, community building, effective classroom management systems, tiered systems of support, and bullying prevention.

Measurable Objective 2:

By June 30, 2027, there will be a 15% reduction in division wide discipline referrals compared to the previous year, substantiated by discipline data reports generated through COGNOS and the Unified Insights Dashboard.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Title IV-A funds will be used to support a student safety specialist, professional development, travel expenses, and instructional resources, with a focus on mental health initiatives, community building, effective classroom management systems, tiered systems of support, and bullying prevention.

D. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 3**

By June 30, 2027, at least 85% of the Class of 2027 (current 10th graders) and the Class of 2028 (current 9th graders) will participate in the PSATs, with the participation rate increasing by 2% annually thereafter, based on verifiable data from the College Board.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Title IV-A funds will support PSAT fees for all 9th and 10th-grade students across the division, providing multiple benefits.

College Readiness: Early exposure to the PSAT helps students assess their college readiness, identify areas for improvement, and become familiar with the test format and content, increasing their confidence for future SAT or ACT exams.

Skill Development: The PSAT measures critical reading, writing, and math skills, allowing students to recognize their strengths and areas for growth, supporting targeted skill development throughout high school.

Scholarship Opportunities: For 10th and 11th graders, the PSAT/NMSQT opens doors to scholarship opportunities and recognition by colleges and universities.

College and Career Planning: PSAT data provides valuable feedback to guide students and educators in planning future coursework and aligning academic choices with college and career goals.

Measurable Objective 4

By June 30, 2027, Suffolk Public Schools will achieve a 5% increase in student enrollment in college and career readiness programs at the secondary level, encompassing Honors, Advanced Placement, International Baccalaureate classes, and dual enrollment classes, with verifiable evidence provided by the course enrollment list.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Title IV-A funds will support targeted professional development for instructional staff and guidance counselors, aimed at strengthening college and career readiness initiatives. These efforts will enhance student participation, improve access to resources, and promote equitable opportunities for all students.

D. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 5:**

By June 2027, students in Kindergarten through 12th grade will demonstrate a 10% growth in their science proficiency, as measured by a combination of Science Standards of Learning (SOLs) and locally administered common assessments.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Title IV-A funds will be used to purchase hands-on instructional materials to support student achievement and deepen understanding of science concepts across grade levels. These enhanced learning experiences will help strengthen students' engagement and mastery of key science content.

Measurable Objective 6:

By June 30, 2027, at least 9 of the 11 selected elementary teachers, each representing their school, will complete a minimum of eight (8) coaching cycles with the Instructional Technology Resource Teacher (ITRT) over a two-year period. These teachers will serve as model classrooms for technology integration across multiple subject areas. Growth in effective digital tool integration will be measured through pre- and post-surveys, classroom observations, and feedback from ITRTs. This initiative aims to strengthen instructional practices, leading to improved student achievement, academic growth, and deeper understanding of course content.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Title IV-A funds will provide stipends for 11 selected teachers, one from each elementary school, to serve as Technology Integration Champions. These teachers will engage in ongoing collaboration and coaching with their assigned ITRT through structured coaching cycles, co-teaching opportunities across multiple subject areas, and reflective sessions. Regular feedback from the ITRT will further support their growth as model classrooms for effective technology integration.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 8:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

E. PROGRESS TOWARDS MEETING MEASURABLE OBJECTIVES

Section 4104(a)(2) of ESSA requires that States report the degree to which LEAs have made progress toward meeting the objectives and outcomes in their approved applications.

Describe the LEA's progress towards meeting the measurable objectives. Evidence toward meeting the objectives must be reported even if the objective is still in progress or the LEA was unable to collect all data needed to determine the final outcome. The Local Education Agency may choose to report on either of the open award years. Enter the award year the division is reporting on in the space provided.

Indicate the application year (ex: 2023-2024 or 2024-2025) for the measurable objective and include relevant data.

Measurable Objective 1:	Award Year:	2024-2025
-------------------------	-------------	-----------

By June 30, 2025, at least 200 staff members will engage in professional development sessions focusing on mental health initiatives, trauma-informed care, bullying prevention, PBIS (Positive Behavioral Interventions and Supports), social-emotional learning, or restorative practices in an effort to enhance teacher/student relationships and increase student belonging, thereby decreasing the number of discipline incidents that occur in the classroom. The effectiveness of these sessions will be assessed using participant feedback surveys, classroom observations, and analysis of student achievement and discipline data. Documentation of participation and impact will include logs, pre/post-surveys, artifacts, and Frontline reports for observations, mid-year, and summative evaluations.

As of May 6th, a total of 1,613 staff members have participated in professional development sessions. Here is the breakdown by training: Erika's Lighthouse Training - 986 staff members, PBIS Training - 80 staff members, Restorative Practices- 89 staff members, Bullying Prevention - 59 staff members, SEL - 331 staff members, Trauma Informed Care - 68 staff members.

Measurable Objective 2:	Award Year:	2024-2025
-------------------------	-------------	-----------

By June 30, 2025, there will be a 15% reduction in division wide discipline referrals compared to the previous year, substantiated by discipline data reports generated through COGNOS and Unified Insights Dashboard

As of May 5, 2025, there have been 4,839 discipline referral incidents recorded for the 2024-2025 school year. By comparison, there were 5,318 incidents recorded by May 12, 2024, and a total of 5,802 incidents by the end of that school year. This represents a year-over-year decrease of 479 incidents as of early May—approximately a 9% reduction—indicating a positive trend in student behavior and discipline. Student Safety Specialist: During the year, significant strides were made to enhance school safety and security across the division. All staff and students now enter buildings through weapons detection systems, and Security Process Audits were launched to assess and improve compliance. Over 200 staff members received Handle With Care training in self-defense and de-escalation, while 75+ administrators were trained in safety protocols. More than 350 school visits led to the identification and correction of security deficiencies. Collaborations with Raptor Technologies and Zero Eyes resulted in the rollout of advanced alert and AI weapon detection systems, with staff training provided. A new system was created for logging safety concerns, and crisis plans were developed for all 21 schools using the Virginia Department of Criminal Justice Services template. Emergency response procedures were standardized division-wide using the state's Standard Response Protocol.

E. PROGRESS TOWARDS MEETING MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:	Award Year:	2024-2025
By June 30, 2025, at least 85% of the Class of 2027 (current 10th graders) and the Class of 2029 (current 8th graders) will participate in the PSATs, with this rate increasing by 2% annually, according to verifiable data from the College Board.		
In Fall 2024, 945 out of 1,079 8th graders took the PSAT 8/9 while 898 out of 1,095 10th graders took the PSAT/NMSQT. Participation rates were 87.5% for the 8th graders and 82% for the 10th graders.		

Measurable Objective 4:	Award Year:	2024-2025
By June 30, 2025, Suffolk Public Schools will achieve a 5% increase in student enrollment in college and career readiness programs at the secondary level, encompassing Honors, Advanced Placement, International Baccalaureate classes, and dual enrollment classes, with verifiable evidence provided by the course enrollment list.		
From the 2023-2024 school year to the 2024-2025 school year, Suffolk Public Schools experienced a 0.47% increase in the number of students enrolled in college and career readiness programs (Honors, Advanced Placement, International Baccalaureate, and dual enrollment courses).		

E. PROGRESS TOWARDS MEETING MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:	Award Year:	2024-2025
-------------------------	-------------	-----------

By June 2025, students in Kindergarten through 12th grade will demonstrate a 10% growth in their science proficiency, as measured by a combination of Science Standards of Learning (SOLs) and locally administered common assessments.

Science performance in the division has shown modest improvement over the past two years. In 2022-2023, the overall division science pass rate was 63%, compared to the state average of 67%. In 2023-2024, the division increased slightly to 64%, while the state rose to 68%. Scores for the 2024-2025 school year have not yet been released. Targeted funding for instructional materials in 2024-2025 prioritized Earth Science, a subject where division performance has also improved. In 2022-2023, the Earth Science pass rate was 62% for the division, compared to 66% for the state. In 2023-2024, the division rose to 65%, narrowing the gap with the state average, which remained at 67%. Benchmark data findings: By content area, students demonstrated notable growth across all science benchmarks. Elementary students increased their average scores by over 16 points, while 8th grade Physical Science students gained nearly 18 points from pretest to post-test. High school Biology showed the strongest improvement, with Semester 1 and 2 students gaining over 31 and 28 points respectively. Chemistry students also made steady progress, with a gain of over 15 points in Semester 2. These results reflect effective instruction and strong student growth across grade levels.

Measurable Objective 6:	Award Year:	2024-2025
-------------------------	-------------	-----------

By June 30, 2025, 100% of participants of technology integration professional development opportunities will exhibit proficiency by effectively leading a project, lesson, or professional development activity, supported by tangible evidence such as conference certificates, documented lessons, classroom observations, and comprehensive agendas.

As of May 12th, 62% of staff who participated in technology integration professional development have successfully led a project, lesson, or professional activity applying the knowledge gained. The remaining staff are scheduled to conduct their professional learning sessions during pre-service week in August 2025.

F. BUDGET SUMMARY

The Budget Summary will auto-complete from the Detailed Budget.		Title IV, Part A Budget for 2025-2026 Award: S424A250048 Project Code: APE60281				
		Allocation:			163,000.00	
OBJECT CODE	EXPENDITURE	A. WELL-ROUNDED	B. SAFE & HEALTHY	C. EFFECTIVE USE OF TECHNOLOGY	SUMMARY	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)					
	Non-Administrative		75,000.00	8,800.00		
	Private School Set-Aside					
	Total Personnel Services	0.00	75,000.00	8,800.00	83,800.00	Yes
2000 - Employee Benefits	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)					
	Non-Administrative		22,000.00	673.20		
	Private School Set-Aside					
	Total Employee Benefits	0.00	22,000.00	673.20	22,673.20	Yes
3000 - Purchased/Contracted Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)					
	Non-Administrative	19,000.00	8,000.00			
	Private School Set-Aside	2,693.08				
	Total Purchased/Contracted Services	21,693.08	8,000.00	0.00	29,693.08	Yes
4000 - Internal Services	Internal Services					
	Private School Set-Aside					
	Total Internal Services	0.00	0.00	0.00	0.00	Yes
5000 - Other Charges	Indirect Costs					
	Non-Administrative		300.00			
	Private School Set-Aside					
Total Other Charges	0.00	300.00	0.00	300.00	Yes	
6000 - Materials and Supplies	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)					
	Non-Administrative	17,806.62	500.00			
	Private School Set-Aside	8,227.10				
	Total Materials and Supplies	26,033.72	500.00	0.00	26,533.72	Yes
8000 - Capital Outlay	Non-Administrative					
	Private School Set-Aside					
	Total Capital Outlay	0.00	0.00	0.00	0.00	Yes
TOTAL SUBGRANT BUDGET		47,726.80	105,800.00	9,473.20	163,000.00	**Reflects 15% max allowed for technology, equipment, devices, and software in Technology area. 1,420.98
TOTAL SET-ASIDE BUDGET		0.00	0.00	0.00	0.00	Are the administrative charges less than or equal to 2% of the allocation? Yes
TOTAL PRIVATE SCHOOL SET-ASIDE BUDGET		10,920.18	0.00	0.00	10,920.18	Does the Private School Set-Aside Match the Value of Services on the Private School tab? Yes
IS THE ALLOCATION \$30,000 OR GREATER? IF "YES," MANDATORY DISTRIBUTION OF ALLOCATION APPLIES.		Yes				Does the Budget Summary Match the Total Allocation? Yes
IF ALLOCATION IS \$30,000 OR GREATER, DOES THE ALLOCATION MEET MINIMUM REQUIREMENT FOR EACH AREA?		Requirement Met	Requirement Met	Requirement Met		Difference

Notes: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.

(2) Indirect costs claims are subject to the availability of funds and statutory or administrative restrictions. Title III, Part A and Title IV, Part A, place a statutory limitation or cap on administrative costs. Because the cap applies to the combined claims for indirect costs and direct administrative costs, LEAs may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.

Private schools will allocate funds to acquire instructional software enhancing core content areas, including literacy, math, science, and social studies.

Total for Object Code

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.

Total for Object Code:

- reimbursement for travel expenses for professional development (mental health initiatives, community building, effective classroom systems, tiered systems of support or bullying prevention)

300.00

- hands-on instructional materials aimed at enhancing student achievement and understanding in Science, specifically in high school Biology, including items such as capillary tubes, black lights, nitrile gloves, plastic weighing boats, dialysis tubing, Kimwipes, droppers/pipettes, agar Petri dishes, magnetic stirrers, stirring rods, prepared microscope slides, wash bottles, molecular model kits, adaptation kits, enzyme kits, diffusion/osmosis kits, and graduated cylinders

Private schools will allocate funds to acquire instructional materials to enhance the Project Lead the Way Introduction to Engineering Design course

Total for Object Code:	26,533.72
------------------------	-----------

Provide a description for expenses related to object code. All capital outlay expenditures over \$5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the LEA has established a threshold of a lesser amount, items equal to that amount or greater must be itemized in Object Code 8000. Specify equipment quantities.

Page 24

H. TRANSFERABILITY

Section 5103(b)(2) of ESSA allows LEAs to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A, or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

		Title II, Part A, Transferability Award S367A250044 Project Code APE60017		
		0.00		
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
1000 - Personnel Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)			
	Non-Administrative			
	Private School Set-Aside			
	Total Personnel Services	0.00		Yes
2000 - Employee Benefits	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)			
	Non-Administrative			
	Private School Set-Aside			
	Total Employee Benefits	0.00		Yes
3000 - Purchased/Contracted Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)			
	Non-Administrative			
	Private School Set-Aside			
	Total Purchased/Contracted Services	0.00		Yes
4000 - Internal Services	Internal Services			
	Private School Set-Aside			
	Total Internal Services	0.00		Yes
5000 - Other Charges	Indirect Costs			
	Non-Administrative			
	Private School Set-Aside			
	Total Other Charges	0.00		Yes
6000 - Materials and Supplies	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)			
	Non-Administrative			
	Private School Set-Aside			
	Total Materials and Supplies	0.00		Yes
8000 - Capital Outlay	Non-Administrative			
	Private School Set-Aside			
	Total Capital Outlay	0.00		Yes
TOTAL BUDGET		0.00		
TOTAL SET-ASIDE BUDGET		0.00	Are the administrative charges less than or equal to 2% of the allocation?	Yes
TOTAL PRIVATE SCHOOL SET-ASIDE BUDGET		0.00	Does the Private School Set-Aside Match the Value of Services on the Private School tab?	Yes
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes	Difference	

Indicate the fixed charge categories (such as FICA, health insurance, etc.) and specify the amount of each.

[illegible]

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.

Total for Object Code:	0.00
-------------------------------	-------------

Provide a description of the expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other. Indirect costs cannot be claimed against capital outlay and equipment.

[illegible]

NOTE: LEAs may not spend more than 15 percent of the funds allocated to the effective use of technology category to purchase equipment, devices, software, platforms, digital instructional resources, or other one-time IT purchases.

Total for Object Code:	0.00
------------------------	------

Provide a description for expenses related to object code. All capital outlay expenditures over \$5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the LEA has established a threshold of a lesser amount, items equal to that amount or greater must be itemized in Object Code 8000. Specify equipment quantities.

[illegible]

J. PRIVATE SCHOOL PARTICIPATION

Each year, the LEA must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title IV, Part A, (ESEA Section 8501 and Title VIII, Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools in your LEA's attendance area?

☒ Yes

(If yes, complete the remainder of this page.)

2. Place an "X" in the appropriate block(s) to indicate how private schools in the LEA were notified on the availability of equitable services funded by Title IV, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

☐ Regular Mail

☒ Certified Mail

☐ Telephone Calls

☒ Meetings

☐ Visits to the Private School

☒ Other (Please specify) _____

email _____

3. What is the public LEA's projected K-12 enrollment for the 2025-2026 school year?

14,400

4. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered.)

a. Proposed Budget	\$163,000.00
b. Amount of funds allocated for administration	\$0.00
c. Amount to use for set-aside calculations	\$163,000.00

5. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Proposed Budget	\$0.00
b. Amount of funds allocated for administration	\$0.00
c. Amount to use for set-aside calculations	\$0.00

6. Provide a description of how Title IV, Part A, funds will be used to support services, activities, and other expenditures for the private schools, if applicable.

OC 300H: Suffolk Christian Academy (Well Rounded)

Suffolk Christian Academy will allocate funds to acquire instructional software enhancing core content areas, including literacy, math, science, and social studies.

OC 600H: Nauset-Suffolk Academy (Well Rounded)

Nauset-Suffolk Academy will allocate funds to acquire instructional materials that will enhance the Project Lead the Way: Introduction to Engineering Design course.

K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Describe the steps the LEA will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

Suffolk Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The division has taken the following steps to ensure equitable access to and participation in grant funded programs for students, teachers, and other program beneficiaries with special needs as required by GEPA.

1. The division has designated an administrator in the Student Services Department to handle inquiries and address student, parent and employee related concerns.
2. Information explaining the federal programs that students and staff have access to is included in Suffolk Public Schools' staff and student handbooks, and is updated annually.
3. All schools share information regarding school programs with students and parents in a language they can comprehend.
4. All facilities are handicap accessible.
5. Schools are informed of the availability of Title I, Title II, and Title IV-A services for their students including special education and English learners as well as their instructional staff.
6. Title I schools conduct an annual meeting that is open to all parents to explain the services available for their students through the Title I program.
7. Title I schools receive a Title I Handbook that explains the services provided through Title I and the procedures for accessing these services and funding.
8. Parents are included in each school's improvement planning process, which includes a review of the Title I and Title II services provided for the students and employees.
9. Quarterly parent and family engagement activities are held at each Title I school for all students, parents, and the community.
10. Division-wide parental and family engagement programs are open and available to all parents, students and staff.
11. The division ensures equitable access for teachers, principals, and staff to training, hiring or other Title II-A related activities through the division's website, by email, posted announcements on the school's bulletin boards and marquees, the division's Professional Development Blog, and the staff portal.
12. Detailed information can be obtained from the Title I schools.
13. Title I Schools have a Parent Advisory Committee which meets with school administrators and Title I staff in order to improve and gather parent input at the school level.