



FRANKLIN COUNTY PUBLIC SCHOOLS LEA American Rescue Plan ESSER III

Section 1: Introduction

The purpose of the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Fund is to help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on the nation’s students by addressing students’ **academic, social, emotional, and mental health needs**. Franklin County Public Schools has been awarded \$14,724,334.56 in ESSER III funds. This plan describes how the awarded funds will be used. Questions about this plan should be directed to Mrs. Brenda McGrath, Coordinator of Federal Programs brenda.mcgrath@frco.k12.va.us, 540.483.5138.

The ARP plan for Franklin County Public Schools will be posted on our district website on or before August 1, 2021. Your feedback will be an invaluable resource to the district as we move forward with the planning process for how APR ESSER funds will be used to make the most impact for our students.

Over the next four summers and three full fiscal years, Franklin County Public Schools will use the one-time/short-term federal funds to address student learning recovery and the ongoing impact of the pandemic using the categories listed below:

Section 2: Prevention and Mitigation Strategies

ARP Act ESSER III funds may be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning. Franklin County Public Schools will use approximately \$2.8 million of its ARP Act ESSER III funds to implement prevention and mitigation strategies as described below.

Reducing the risk of exposure to COVID-19 by cleaning and disinfection is an important part of reopening schools and public spaces. Franklin County Public Schools will:

- adhere to normal routine cleaning with soap and water to remove germs and dirt from surfaces as it lowers the risk of spreading COVID-19 infection.
- Disinfectant, after normal cleaning, frequently touched surfaces. Surfaces frequently touched by multiple people, will be cleaned and disinfected at least daily. More frequent

cleaning and disinfection may be required based on level of use. Examples of frequently touched surfaces and objects that will need routine disinfection following reopening are:

- tables
 - doorknobs
 - light switches
 - countertops
 - handles
 - phones
 - keyboards
 - toilets
 - faucets and sinks
 - touch screens
 - desks
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- Ensure ventilation systems operate properly, and maintain routine maintenance as part of reducing risk of coronaviruses.

ESSER III funds will be spend on the following item to support mitigating strategies to prevent the spread of Covid 19

- **Water Fountains:** Retrofit all water fountains with fill stations
- **Bathroom:** Update stall partitions for cleanliness and sanitation purposes
- **Air Quality** - Upgrade Ventilation system at Central Gym and Replacement HEPA filters for classroom/office air purifiers

Section 3: Addressing Unfinished Learning

Section 2001(e)(1) of the ARP Act requires each LEA to use twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs. Franklin County Public Schools will use approximately \$4.5 million of its ARP Act ESSER III funds to address unfinished learning and students academic, social and emotional needs (Section 5) as described below.

- **Exact Path Software and Professional Development** - Use diagnostic data to determine student outcomes and achievement.
- **Student Intervention Teachers** - Teacher supports are needed to provide services to students who demonstrate behavioral, social, and educational challenges - focus at

secondary level to address unfinished learning.

- **Professional Development** with a focus on specially designed instruction, personalized learning math, special education and the 5 C's. Increase teacher capacity and resources in these areas.
- **School Based Literacy Teams** - These teams will monitor the academic performance of struggling readers, provide research based strategies, model best practices and use assessments to guide instruction.
- **Personalized PD for SPED paraprofessional** - skill training to meet the needs of diverse learners
- **Virtual Tutoring Options**- After school access to online/live tutoring by content classroom teachers.
- **STEM Lab/Career and Technical Education**- to increase student engagement and build connection to academic content STEM Labs and career connections courses to be offered at middle school.
- **Summer Bridge Courses** - transitional courses in English and Mathematics for at-risk students
- **Extended learning opportunities for SPED students** - extended day or summer learning in reading and mathematics for SPED and/or EL students
- **Spanish Interpreter and Family Liaison** - This person would support our Spanish speaking students and families
- **Eight Teaching positions** - The district lost approximately 1,000 students in the 2020-2021 school year. We are staffing based on current numbers. We can predict the number of students that will actually return and will use these positions to staff and reduce class sizes, especially at our Title 1 schools

Section 4: Other Uses of Funds

Section 2001(e) of the ARP Act permits school divisions to use the ARP Act ESSER III funding not reserved to address unfinished learning to address the impacts of COVID-19 in a variety of ways. Franklin County Public Schools will use approximately 4 million of its ARP Act ESSER III funds in accordance with Section 2001(e) of the ARP Act as described below.

- **Buses and Vehicles Purchase** - Reduce the number of students on a bus, plus provide after school transportation for extended learning opportunities and meal delivery on weather related virtual days.

Teacher Recruitment and Retention:

- **Recruitment advertising:** Strategic plan to attract employees especially hard to staff positions including general education and special education teachers, technicians, food service and bus drivers.
- **Compensation Study:** Our salary scale must be competitive with surrounding school districts. A compensation study will provide us data on how to move forward.
- **District level "Culture Building Committee":** Stipend and supplies for team members to plan "good will" events for staff/faculty.
- **Grow your own Special Education Teachers:** Partnering with a local college, provide potential candidates with tuition assistance, training, mentors, and covering licensure and praxis fees.
- **Professional development and staff training:** Mindfulness, professionalism, stress

reduction, skills training, and cultural competency

Technology:

- **Teacher Computers** - Replace devices that are between 5-10 years old to support virtual and hybrid learning.
- **ActivBoard Gen 1** - These boards are over 10 years old and will not support Windows 10
- **Projectors** - Projectors have a 3 year life expectancy and most of the Gen 1 board will need newer projectors
- **ActivPanel with cart** - Mobile Activ board to replace ActivBoard Gen 1
- **Charging Stations**- Classroom charging stations for 1:1 student devices
- **Backup replication server**: Update our backup system (Infrastructure)
- **Phone System**: Update phone system to allow the ability to Jabber off network

Facilities:

- **Window replacement** - replace older single pane windows with upgraded double pane insulated glass to increase the effectiveness of HVAC
- **Roof Replacement**: Benjamin Franklin Middle School West roof has been repaired multiple times- Replacement will prevent future moisture build up and mold.
- **Alternative Education**: Purchase a modular structure to be placed on middle school campus for SPED students who are not being successful within the typical classroom due to their behavioral needs. This would also include bringing back some out students that are currently in a private day placement.
- **Outdoor Learning Spaces** - Creating alternative modes of learning spaces in order to address instructional needs of students and reduce the amount of screen time

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

- **Psychologists** -Provide additional direct services and support to students.
- **District Survey of Needs** - Contract with Hanover Research - data-driven insights help school districts of all sizes develop the programs, allocate the resources, and implement best practices to optimize student outcomes
- **Tiered Level of support system for mental health** - Alignment of practices, supports, etc. (Use VTSS)based on the level of need / intervention of students.
- **SEL Screening Tool and SEL curriculum** -To help deliver appropriate level of intervention (tiered) .
- **Contracted Mental Health Services with local mental health agency** - Providing day treatment mental support.
- **Mental Health Wellness Center on school site** - Provide immediate support for MS and HS (Tri-Area Community Health) to address addiction/ drug use/vaping and to prevent suspensions..
- **Mindfulness, stress reduction, stress management skills training for employees**- Assist employees with coping skills and strategies to be healthy mentally and physically.

Section 6: ARP Plan Development

In developing the ARP ESSER III plan Franklin County Public Schools invited a diverse group of stakeholders to serve on the planning committee. The 82 individuals on the committee included: parents of school-aged students, teachers, principals, President at a higher ed institution, high school students, local business owners, law enforcement, paraprofessionals, and district administrators. In addition, there were individuals and/or organizations that represented and advocated for English learners, children experiencing homelessness, children in foster care, children with disabilities, civil rights, public health and mental wellness and other underserved or at-risk students. Members served on one of five subcommittees: Instructional (including learning loss), operations, human resources, special education, and mental health to identify the needs and priorities for each area.

Section 7: Making the Plan Available to the Public

Franklin County Public Schools has taken the following steps to make this plan

available to the public:

- Post the plan at : <http://frco.k12.va.us/home> on or before August 1, 2021, for 30 days
- Provide the opportunity for public comment
- The plan will be available in Spanish
- Upon request, a parent who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format accessible by contacting: