## Fletcher Public Schools ARP ESSER III Spending Plan

Part 1: Prevention and Mitigation Strategies

The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in person learning.

COVID-19 and its variants have brought many challenges to Fletcher Public Schools, but we are proud to have implemented safety measures that allowed us to keep our schools open during the 2020-2021 school year with only one school closure to a growing number of quarantined students and staff

In consultation with stakeholders, the following strategies/items have been identified as needs for Fletcher Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2021-2022 school year. If funding for a particular item has been identified as an expenditure in ESSER stimulus funds, it is noted in the chart.

EXPENDITURE	STRATEGY/ITEM FOR PREVENTION & MITIGATION	ESSER FUNDING
Replacement of servers and access points	Allow virtual learning to take place in the need of school shutdowns	ESSER III
Replace HVAC units	Improve air quality and energy efficiency	ESSER III
2 School Buses	Allow fewer students per routes for social distancing	ESSER III
School Building sound system	To improve contact tracing	ESSER III

# Fletcher Public Schools ARP ESSER III Spending Plan

Part 2: Strategies for Addressing Learning Loss

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. At least 20% of the ARP ESSER III budget is required to be spent in this area.

Expenditure	Strategy/Item for Addressing Learning Loss	ESSER Funding 3 Year Budget
After school program supplies/materials	After school instruction to assist with learning loss due to COVID	\$10,000
8 after school teacher salaries and 2 directors salaries	After school instruction to assist with learning loss due to COVID	\$85,000
Reading Eggs	Track student progress on assessments and individual language skills; Communicate effectively with all teachers who provide instruction for a student	\$2,500
IXL Learning	Track student progress on assessments and individual skills; Communicate effectively with all teachers who provided instruction for a student	\$2,500
Purchase laptops/Chrome Books	To prevent shared devices and assist with learning loss due to COVID	\$30,000
Summer School Teachers - 3 Teacher salaries	Summer school instruction to assist with learning loss due to COVID	\$6,000
Summer School instructional materials	Summer school instruction to assist with learning loss due to COVID	\$2,000

<sup>\*20%</sup> of the ESSER III Allocation = \$133,123.25

<sup>\*</sup> Total Expenditures Budgeted = \$138,000

### Fletcher Public Schools

#### ARP ESSER III Spending Plan

Part 3: Other ARP ESSER III Expenditures

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

Expenditure	Allowable Use	
N/A	N/A	

## Fletcher Public Schools ARP ESSER III Spending Plan

Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low- Socioecomonics	Provide devices and connectivity for virtual learning as needed.	Assess food security and provide added nutrition as needed through donations.	Provide school counseling program to meet emergent needs.	Provide school counseling program to meet emergent needs.
	Implement evidence-based Tier 1 instruction.	Assess schools' clubs and activities to open new opportunities for	Implement a Cadre of Care – teachers who commit to intentionally follow	Refer to professional support through agencies.
	Provide Tier 2 supports for unfinished learning.	"belonging" to MVPs.  Engage families in	the MVPs to identify needs and times of possible crisis.	
	Provide Tier 3	the school's		

	tutoring as needed.	programs of academics and		
		activities.		
MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Color	Implement evidence-based Tier	Assess schools' clubs and activities	Provide school	Provide school
	1 instruction.	to open new	to meet emergent	counseling program to meet
	Provide Tier 2	opportunities for	needs.	emergent needs.
	supports for	"belonging" to	Implement a Cadre	Refer to
	unfinished learning.	MVPs.	of Care – teachers	professional
	Provide Tier 3	Engage families in	who commit to	support through
	tutoring as needed.	the school's	intentionally follow	agencies.
		programs of	the MVPs to	
		academics and	identify	
		activities.	needs and times of	
		Establish	possible crisis.	
		opportunities for the		
		diversity of cultures to be highlighted,		
		celebrated, and		
		respected.		
English Learners	Implement	Assess schools'	Provide school	Provide school
<b>g</b>	evidence-based Tier	clubs and activities	counseling program	counseling
	1 instruction.	to open new	to meet emergent	program to meet
		opportunities for	needs.	emergent needs.
	Provide Tier 2	"belonging" to		_
•	supports for	MVPs.	Implement a Cadre	Refer to
	unfinished learning.	F 6 11 1	of Care – teachers	professional
	Provide Tier 3	Engage families in the school's	who commit to	support through
	tutoring as needed.	programs of	intentionally follow the MVPs to	agencies.
	tutoring as needed.	academics and	identify	
	Summer and	activities.	needs and times of	
	After-School		possible crisis.	
	programs	Provide translation		
		services for school's		
		communications		
		and		
		documents through		
		Apps, translators, and online services.	·	
		and online services.		
		   Establish		
		opportunities for the		
		diversity of cultures		
		to be highlighted,		
		celebrated, and		
		respected.		
MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs

Students with	Implement	Assess schools'	Provide school	Provide school
Disabilities	evidence-based Tier	clubs and activities	counseling program	counseling
	1 instruction.	to open new	to meet emergent	program to meet
	Provide Tier 2	opportunities for	needs.	emergent needs.
	supports for	"belonging" to	Implement a Cadre	Refer to
	unfinished learning.	MVPs.	of Care – teachers	professional
	Provide Tier 3	Assess barriers to	who commit to	support through
•	tutoring as needed.	participation in	intentionally follow	agencies.
	Provide adaptive	clubs, activities, and	the MVPs to	
	technology to close	organizations.	identify	*
	the Homework Gap	Outline plans to	needs and times of	
	for Student with	remove barriers for	possible crisis.	· · ·
	Disabilities.	inclusion of students		
	Provide in-person	with disabilities in		
•	learning for SWDs	the school's culture		
	during Remote	and activities.		
	Learning days as	Engage families in		
	possible.	the school's		
		programs of		
		academics and	·	
		activities.		
		Intentionally seek		
		ways for SWDs to		
		be awarded for		
		accomplishments.		
		Celebrate successes	·	
•		with equal		
		enthusiasm, such as		
		Special Olympics send-offs and	·	
		celebrations.		
MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health
	i i			
N	<u> </u>	1	D 11 1 1	Needs
	Implement	Assess schools'	Provide school	Provide school
Experiencing	evidence-based Tier	clubs and activities	counseling program	Provide school counseling
Experiencing		clubs and activities to open new	counseling program to meet emergent	Provide school counseling program to meet
Experiencing	evidence-based Tier 1 instruction.	clubs and activities to open new opportunities for	counseling program	Provide school counseling
Experiencing	evidence-based Tier 1 instruction.  Provide Tier 2	clubs and activities to open new opportunities for "belonging" to	counseling program to meet emergent needs.	Provide school counseling program to meet emergent needs.
Experiencing	evidence-based Tier 1 instruction.  Provide Tier 2 supports for	clubs and activities to open new opportunities for	counseling program to meet emergent needs.  Implement a Cadre	Provide school counseling program to meet emergent needs.  Refer to
Experiencing	evidence-based Tier 1 instruction.  Provide Tier 2	clubs and activities to open new opportunities for "belonging" to MVPs.	counseling program to meet emergent needs.  Implement a Cadre of Care – teachers	Provide school counseling program to meet emergent needs.  Refer to professional
Experiencing	evidence-based Tier 1 instruction.  Provide Tier 2 supports for unfinished learning.	clubs and activities to open new opportunities for "belonging" to MVPs. Assess barriers to	counseling program to meet emergent needs.  Implement a Cadre of Care – teachers who commit to	Provide school counseling program to meet emergent needs.  Refer to professional support through
Experiencing	evidence-based Tier 1 instruction.  Provide Tier 2 supports for unfinished learning.  Provide Tier 3	clubs and activities to open new opportunities for "belonging" to MVPs.  Assess barriers to participation in	counseling program to meet emergent needs.  Implement a Cadre of Care – teachers who commit to intentionally follow	Provide school counseling program to meet emergent needs.  Refer to professional
Experiencing	evidence-based Tier 1 instruction.  Provide Tier 2 supports for unfinished learning.	clubs and activities to open new opportunities for "belonging" to MVPs.  Assess barriers to participation in clubs, activities, and	counseling program to meet emergent needs.  Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to	Provide school counseling program to meet emergent needs.  Refer to professional support through
Experiencing	evidence-based Tier 1 instruction.  Provide Tier 2 supports for unfinished learning.  Provide Tier 3 tutoring as needed.	clubs and activities to open new opportunities for "belonging" to MVPs.  Assess barriers to participation in	counseling program to meet emergent needs.  Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify	Provide school counseling program to meet emergent needs.  Refer to professional support through
Students Experiencing Homelessness	evidence-based Tier 1 instruction.  Provide Tier 2 supports for unfinished learning.  Provide Tier 3 tutoring as needed.  The district will	clubs and activities to open new opportunities for "belonging" to MVPs.  Assess barriers to participation in clubs, activities, and organizations.	counseling program to meet emergent needs.  Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of	Provide school counseling program to meet emergent needs.  Refer to professional support through
Experiencing	evidence-based Tier 1 instruction.  Provide Tier 2 supports for unfinished learning.  Provide Tier 3 tutoring as needed.  The district will make every effort to	clubs and activities to open new opportunities for "belonging" to MVPs.  Assess barriers to participation in clubs, activities, and organizations.  Outline plans to	counseling program to meet emergent needs.  Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify	Provide school counseling program to meet emergent needs.  Refer to professional support through
Experiencing	evidence-based Tier 1 instruction.  Provide Tier 2 supports for unfinished learning.  Provide Tier 3 tutoring as needed.  The district will make every effort to receive school	clubs and activities to open new opportunities for "belonging" to MVPs.  Assess barriers to participation in clubs, activities, and organizations.  Outline plans to remove barriers for	counseling program to meet emergent needs.  Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of	Provide school counseling program to meet emergent needs.  Refer to professional support through
Experiencing	evidence-based Tier 1 instruction.  Provide Tier 2 supports for unfinished learning.  Provide Tier 3 tutoring as needed.  The district will make every effort to receive school records from	clubs and activities to open new opportunities for "belonging" to MVPs.  Assess barriers to participation in clubs, activities, and organizations.  Outline plans to remove barriers for inclusion of	counseling program to meet emergent needs.  Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of	Provide school counseling program to meet emergent needs.  Refer to professional support through
Experiencing	evidence-based Tier 1 instruction.  Provide Tier 2 supports for unfinished learning.  Provide Tier 3 tutoring as needed.  The district will make every effort to receive school	clubs and activities to open new opportunities for "belonging" to MVPs.  Assess barriers to participation in clubs, activities, and organizations.  Outline plans to remove barriers for inclusion of homeless students	counseling program to meet emergent needs.  Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of	Provide school counseling program to meet emergent needs.  Refer to professional support through
Experiencing	evidence-based Tier 1 instruction.  Provide Tier 2 supports for unfinished learning.  Provide Tier 3 tutoring as needed.  The district will make every effort to receive school records from	clubs and activities to open new opportunities for "belonging" to MVPs.  Assess barriers to participation in clubs, activities, and organizations.  Outline plans to remove barriers for inclusion of	counseling program to meet emergent needs.  Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of	Provide school counseling program to meet emergent needs.  Refer to professional support through

• •	students for coursework completed before enrollment. Online coursework will be used to recover credits.	Engage families and significant adults in the school's programs of academics and activities.	·	
MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Children in Foster	Implement	Assess food security	Provide school	Provide school
Care	evidence-based Tier 1 instruction.  Provide Tier 2	and provide added nutrition as needed through donations.	to meet emergent needs.	counseling program to meet emergent needs.
	supports for unfinished learning.  Provide Tier 3	Assess schools' clubs and activities to open new opportunities for	Implement a Cadre of Care – teachers who commit to intentionally follow	Refer to professional support through agencies.
	tutoring as needed.	"belonging" to MVPs.	the MVPs to identify needs and times of possible crisis.	