

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 |
| Security Cameras | To improve contact tracing | ESSER III |
| Insurance Premiums | Respond to possible COVID issues | ESSER III |

**This list is not all inclusive*

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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 |
|---|--|----------------------|
| After school program supplies/materials | <i>After school instruction to assist with learning loss due to COVID</i> | ESSER III |
| After school teacher salaries and directors salaries | <i>After school instruction to assist with learning loss due to COVID</i> | ESSER III |
| Reading Eggs | <i>Track student progress on assessments and individual language skills; Communicate effectively with all teachers who provide instruction for a student</i> | ESSER III |
| IXL Learning | <i>Track student progress on assessments and individual skills; Communicate effectively with all teachers who provided instruction for a student</i> | ESSER III |
| Purchase laptops/Chrome Books | <i>To prevent shared devices and assist with learning loss due to COVID</i> | ESSER III |
| Summer School Teachers | <i>Summer school instruction to assist with learning loss due to COVID</i> | ESSER III |
| Summer School instructional materials | <i>Summer school instruction to assist with learning loss due to COVID</i> | ESSER III |

*20% of the ESSER III Allocation = \$133,123.25

* Total Expenditures Budgeted = \$138,000

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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 |

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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-Socioeconomics | <p>Provide devices and connectivity for virtual learning as needed.</p> <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> | <p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p> |

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

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|---|---|--|--|---|
| | <p>evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed. Provide adaptive technology to close the Homework Gap for Student with Disabilities. Provide in-person learning for SWDs during Remote Learning days as possible.</p> | <p>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 students with disabilities in the school’s culture and activities. Engage families in 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.</p> | <p>to meet emergent needs. Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> | <p>program to meet emergent needs. Refer to professional support through agencies.</p> |
| MVPs | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
| Students Experiencing Homelessness | <p>Implement 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 previous schools. Full or partial credit</p> | <p>Assess schools’ 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 in the school’s culture and activities.</p> | <p>Provide school 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 possible crisis.</p> | <p>Provide school counseling program to meet emergent needs. Refer to professional support through agencies.</p> |

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| | will be awarded to 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 Care | <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> | <p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p> |