



## ARP ESSER Funding Plan

July 30, 2021

Albemarle County Public Schools  
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### **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**. Albemarle County Public Schools (ACPS) has been awarded \$11,475,000 in ESSER III funds. This plan describes how the awarded funds will be used. Questions about this plan should be directed to Jackson Zimmermann, School Finance Officer, at [jzimmerm@k12albemarle.org](mailto:jzimmerm@k12albemarle.org).

ACPS plans to open the 2021-22 school year with five days per week of in-person instruction at all school sites. Additionally, we will offer an all-virtual school for interested students in grades K-12. Details about the division's plan to return to in-person instruction can be found on our COVID-19 Response web page at [www.k12albemarle.org/covid](http://www.k12albemarle.org/covid).

ACPS has organized our response to the impacts of COVID-19 on our community's students according to the following three phases:

1. **Relief:** Give schools urgent resources so that they can provide effective instruction and supports at scale during the pandemic.
2. **Recovery:** Provide extra investments to help students and schools respond to the needs created by the prolonged crisis as we return to in-school operations.
3. **Rebuilding:** Redesign the system to focus on nurturing the whole child, balancing cognitive with socioemotional skill development and ensuring that all children have access to the conditions and resources that enhance learning and development.

In tandem with other funding sources, ARP funding will be a critical component of supporting these response and recovery efforts.

## **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. ACPS will use approximately \$700,000 of its ARP Act ESSER III funds to implement the following prevention and mitigation strategies:

- Improve ventilation in buildings and on school buses;
- Provide personal protective equipment (PPE) for staff, students and visitors; and
- Purchase desks and store excess furniture to allow for social distancing in classrooms.

This funding will be used in conjunction with other funding sources to fully implement additional recommended prevention and mitigation strategies, including enhanced cleaning and disinfection, hand sanitation, contact tracing, tents to maximize outdoor spaces, etc.

## **Section 3: Addressing Unfinished Learning**

Section 2001(e)(1) of the ARP Act requires each Local Education Agency (LEA) to use at least 20% 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. ACPS will use approximately \$3,900,000 of its ARP Act ESSER III funds to address unfinished learning as described below:

- Provide expanded academic and enrichment programming for summer 2021 and summer 2022.
- Purchase vans for each elementary and middle school to increase access to after-school intervention and enrichment activities.

## **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. ACPS will use approximately \$6,875,000 of its ARP Act ESSER III funds in accordance with Section 2001(e) of the ARP Act as described below:

- Form and staff a fully virtual school for families who choose this option;
- Add an additional full-time counseling position at each school dedicated to coordinating mental health support, family engagement, and a Check & Connect program for additional mentoring support; and
- Add staffing to reduce class size at each school and promote more individualized teacher attention.

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

ACPS will provide summer learning opportunities targeting students identified as at-risk learners. During the summer of 2021, our students in kindergarten through eighth grade are participating in project- and problem-based, hands-on learning, while our students in grades 9-12 are completing courses from the previous school year, allowing participants to continue into the next academic year with their peers. Specifics for our summer 2022 summer programming are still under development.

As detailed in previous sections, ACPS will provide additional staffing and expand transportation in support of academic, social and emotional learning as well as mental health. We will target these services to all students who are identified during the school year as needing just-in-time interventions (the right support at the right time). Support will begin as soon as the need is identified.

## **Section 6: Consultation with Stakeholders and Opportunity for Public Comment**

In developing the ARP ESSER Plan, ACPS conducted consultation in the following ways:

- We hosted multiple community conversations with staff, students, families, and special populations (our Latinx community, for example) focused on COVID-19 recovery efforts.
- We surveyed our school community, including employees, students and families, about our plans for the 2021-22 school year.
- We presented the plan for ARP funding at a public School Board meeting.
- We surveyed our school community to collect input on the ARP funding plan. Our July 2021 survey described three areas for use of funds that correspond to the ARP: prevention and mitigation strategies; addressing unfinished learning; and addressing students' academic, social and emotional, and mental health needs. A [summary of comments and suggestions](#) from 964 responses to our survey is posted to our [2021-22 ARP ESSER Funding Plan](#) web page.

## **Section 7: Making the Plan Available to the Public**

ACPS has taken the following steps to make this plan available to the public:

- The plan is posted on the ACPS website at <https://www.k12albemarle.org/our-departments/fiscal-services/2021-22-arp-esser-funding-plan>.
- Through use of the drop-down menu of our web translation tool, the plan may be viewed on our website in any of eight languages, including English, Spanish, Arabic, Korean, Nepali, Pashto, Swahili, and Chinese.
- The plan may be orally interpreted for parents. Contact the International & ESOL Welcome Center at (434) 296-6517 or [ESOLinterpretation@k12albemarle.org](mailto:ESOLinterpretation@k12albemarle.org) to request interpretation.
- 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 the Department of Special Education & Student Services at (434) 296-5885 or by emailing [SPEDhelp@k12albemarle.org](mailto:SPEDhelp@k12albemarle.org).