



ARP ESSER Funding Plan

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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 \$11,483,545 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.

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 \$4,308,545 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;
- Purchase desks and store excess furniture to allow for social distancing in classrooms;
- Purchase and install outdoor tents;
- Establish COVID-19 testing clinics for staff; and
- Install mobile classrooms to provide additional space for social distancing and supporting in-person instruction.

This funding will be used in conjunction with other funding sources to fully implement additional recommended prevention and mitigation strategies such as enhanced cleaning and disinfection, hand sanitization, 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, or extended school year programs. ACPS will use approximately \$6,075,000 of its ARP Act ESSER III funds to address unfinished learning as described below:

- Provide expanded academic and enrichment programming for summer.
- Purchase vans for each elementary and middle school to increase access to after-school intervention and enrichment activities.
- 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.
- Add staffing to reduce class size at each school and promote more individualized teacher attention.

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 due to the impacts of COVID-19 in a variety of ways. ACPS will use approximately \$1,100,000 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 the 2021-22 school year for families who choose this option.

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, 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.

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 available on our [ARP ESSER Plans](#) web page.

In amending and updating the plan, ACPS utilized data collected during our annual budget development process, which included student, employee and family forums and a community survey.

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 to request interpretation.
- Upon request, a parent who is an individual with a disability as defined by the Americans with Disabilities Act (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.