



Franklin Public Schools

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Status Update
September 10, 2021

Health Metrics -- Past Nine Weeks of Data (14-day trends)

	Franklin		MA	
Report Date DPH	Avg Daily Cases per 100,000	% +	Avg Daily Cases per 100,000	% +
7/15	0.4	0.47%	1.4	0.51%
7/22	1.3	0.89%	2.6	0.88%
7/29	3.2	1.31%	5.3	1.46%
8/5	6.7	2.4%	8.5	2.11%
8/13	10.7	3.14%	12.2	2.69%
8/20	15	3.63%	15.3	2.91%
8/27	15.4	2.92%	17.4	2.83%
9/3	10.7	1.93%	19.5	2.74%
9/10	11.8	1.98%	21.1	2.51%

CDC Transmission Status

As of 9/10/2021	Norfolk County	High Risk
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Franklin Vaccination Rate Information (Source DPH Weekly Vaccination Report)*

Date of Report	Ages 12-15 % 1 dose	Ages 12-15 % Fully Vaccinated	Ages 16-19 % 1 dose	Ages 16-19 % Fully Vaccinated	Total Franklin % 1 dose	Total Franklin % Fully Vaccinated
8/20/21	75% (1489)	65% (1294)	78% (1790)	71% (1639)	71% (24060)	65% (22040)
8/27/21	76% (1514)	67% (1324)	78% (1799)	71% (1648)	71% (24165)	65% (22165)
9/3/21	77% (1529)	68% (1345)	79% (1813)	72% (1656)	72% (24292)	66% (22307)
9/10/21	78% (1574)	69% (1369)	79% (1824)	72% (1663)	72% (24389)	66% (22422)

We are currently gathering more specific information about Franklin Public Schools faculty and staff and students as we anticipate potential changes to the DESE mask mandate on or around October 1.

Cases in Franklin Public Schools

Positive Cases Week of	Positive Cases Cumulative FPS (2021-2022)	Number of Students in Quarantine (% out of 4791)	Number of Staff in Quarantine due to self or children
8/30/21 - 9/10/21	15 (0.3%)	33 (0.7%)	<5

Health and Safety

Testing program update. We have been busy collecting consent forms for the district's testing program. We are not planning to conduct Routine COVID Screening checks (formerly pool testing) but may decide to return to the practice, as we monitor the metrics.

We are planning to implement Test and Stay for the non-exempt close contacts who are identified as having been exposed in the school setting. Per DESE, we are not permitted to apply Test and Stay to individuals identified as close contacts outside of the school setting. We are also planning to test symptomatic individuals within the school setting.

We anticipate beginning Test and Stay on Monday, September 13, 2021.

ESSER Funding

The American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. The ARP Act provides additional funding for school districts to respond to the COVID-19 pandemic. The Education portion of ARP is known as the Elementary and Secondary School Emergency Relief (ESSER III or ARP ESSER) Fund. The purpose of the ESSER III fund is to support the safe reopening and sustaining safe operations of schools while meeting students' academic, social, emotional, and mental health needs resulting from the COVID-19 pandemic.

Franklin Public Schools received an allocation of \$1,046,173 to be spent through June 2024. Therefore, this will be a multi-year plan for anticipated activities. ESSER III funds must include a reservation of 20% to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underserved student subgroups.

A survey is out to the community to inform each stakeholder group of anticipated district priorities and seek feedback around anticipated activities through these funds. The survey closes Wednesday, September 15, 2021. We will use input to put forward our proposed grant application to the School Committee on September 28, 2021 in advance of the October 4, 2021 deadline.

Grant priority areas:

- Expanding access to full-day, high-quality PreKindergarten
- Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development
- Professional development for teachers and administrators re:culturally responsive teaching
- Screening assessments and associated professional development (e.g. early literacy screening)
- Expanding access to career-technical education, innovation pathways, and advanced placement courses
- Extending the school day/year and prioritizing students access to additional time by student need
- Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs
- Developing and strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel
- Early college programs, particularly those focused on students underrepresented in higher education
- Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development
- Acceleration Academies (during school vacations) and summer learning opportunities for individualized instruction and enrichment
- Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development
- Community-based afterschool programs for parents, including citizenship and ESL classes
- Dropout prevention and recovery programs
- Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals
- Diversifying the educator workforce through recruitment and retention strategies
- Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses
- Increasing high-quality common planning time for teachers and academic support staff
- Labor-management partnerships to improve student performance
- Developing leadership pipeline programs for schools
- Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers
- Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being
- Working with community-based organizations that provide enrichment during the school day and/or out of school time
- Arranging for wraparound services to be provided at schools
- Engaging community partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments.

- Creating transitional programs for students with mental health or behavioral-related absences returning to school.
- Parent-teacher home visiting programs to build positive relationships between home and school
- Facilities improvements to create healthy and safe school environments.

The full scope of the requirements are here: <https://www.doe.mass.edu/federalgrants/esser/>

Staffing

We continue to fill vacancies, however, we continue to have multiple vacancies for Educational Support Professionals (ESPs). We are also seeking staff for our Solutions program. We are conducting outreach We are also always looking for substitute teachers, ESPs, and nurses.