

LEA plan of use narrative

Fremont Public Schools
450 East Pine Street
Fremont, MI 49412

Please describe 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:

Fremont Public Schools has designated 42% of ESSER III monies to the implementation of prevention and mitigation strategies consistent with CDC guidance for COVID-19 Prevention in K-12 Schools. These include:

- A. In-person learning through in-person instruction is a priority
- B. Promoting vaccination as part of in-person learning as well as participation in extracurricular activities and sports
- C. Promoting mask use for all students K-12 grade and for all staff and visitors, regardless of vaccination status.
- D. Purchase of school buses to reduce total number of students on buses. Hiring additional teachers and staff to reduce classroom size and allow for improved social distancing.
- E. Screening testing, ventilation improvements, handwashing and respiratory etiquette, staying home when sick, contact tracing in combination with quarantine and isolation, and purchasing cleaning and disinfection supplies. Implementation of layered strategies in buildings that serve children under the age of 12 who are not eligible for vaccination and those who choose not to be vaccinated.
- F. Continued monitoring of community and county transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions.

Please describe 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:

Fremont Public Schools will reserve 2% of funds for summer school enrichment programs. These programs are designated K-12 with an emphasis on recovery from student learning loss. Summer programming emphasis will be placed on:

- A. Literacy
- B. Math
- C. Social-Emotional Learning
- D. STEM Programs
- E. Physical Education and Play
- F. Art and Music
- G. Technology

Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001e(2) of the ARP Act:

Fremont Public Schools will be reserving 56% of its ESSER monies in two primary areas that address the unique needs of low-income students, children with disabilities, English language learners, racial and ethnic minorities, students experiencing homelessness, foster care population, and migratory students, including how outreach and service delivery will meet the needs of each population.

A designated portion of the 56% will also be used for developing and implementing procedures and systems to improve the preparedness and response efforts of Fremont Public Schools in meeting the needs of this population.

It also includes the purchase of supplies to sanitize and clean facilities operated by Fremont Public Schools, and the development planning and coordination of long-term closures including how to provide meals to eligible students, how to provide online learning to all students, provide guidance on IDEA requirements, and how to ensure other educational services can continue to be provided consistent with federal, state and local requirements.

Also included in this section is additional staffing to provide mental health services, smaller classroom sizes, and additional support in Title I service areas. These staff include:

- A. Social Workers
- B. Behavior Interventionists
- C. Title I Math and Reading Assistants
- D. Academic Interventionists
- E. Additional Kindergarten teacher
- F. Assistant Principal
- G. Technology Assistant
- H. 9-12 Technology Teacher
- I. Permanent Substitutes

The goal is to specifically meet the needs of low-income families, students of underserved race and ethnicities, gender disparity, ELL students, children with disabilities, students experiencing homelessness, foster care, and migratory lifestyles.

80% of each work day for many of these staff members is set aside to work with students with additional needs. Caseloads are designed to make sure each student has an individualized education plan for equity, improvement, and success.

Purchasing classroom resources and educational technology, which includes hardware, software, and connectivity, for students served by Fremont Public Schools that aids in regular substantive educational interaction between students and educators, including low-income students and students with disabilities. This will also include assistive technology and adaptive equipment.

Classroom and virtual resources include:

- Library/Classroom Books with a focus on the lives and lifestyles of the underserved groups.
- Art Room Supplies
- Science Lab Equipment
- Calculators
- One to One Chromebooks and updated technology for staff to meet the needs of online learning
- Reset Room equipment
- School culture/PBIS materials
- Classroom furniture
- PE Materials
- Building cameras and room/area speakers
- Musical instruments
- Sensory Resources
- General classroom supplies
- Benchmark Literacy resources
- Edgenuity
- Technology software
- Ransom-ware/Cyber-attack prevention
- Promethean Boards
- Green Schools Initiative
- Science Olympiad
- Apple I pads
- Curriculum resource materials
- Summer Enrichment Programs
- Hot Spots connectivity

Building resources include:

- Water bottle filling stations
- Air Purifiers
- Air handlers/heating/cooling ventilating units
- School Buses
- Vape Detectors
- Cleaning and disinfecting supplies

Please describe 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 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.

Designated classroom resources purchased by Fremont Public Schools will be specifically evaluated by the District in relation to impact on the following groups:

- Students from low-income families
- Students from minority racial or ethnic groups
- Gender disparity groups
- English Language Learners
- Children with disabilities
- Students experiencing homelessness
- Children and youth in foster care
- Migratory students

Quarterly data reports serve to gauge the progress of all students in relationship to their general education peers. An on-going effort will take place to close the gap between students with learning loss due to COVID-19 and their age level peers who faced a lesser Covid impact.

Individualized M-Step reports available in June of each school year.

Yearly spring surveys to gauge parent response to new programming will be taken. An emphasis will be placed on surveying students with disabilities and at higher risk of learning loss.

Title I family nights to review individualized student programming and offer additional home learning opportunities for families.

Review of Summer Enrichment program student results.

Reports of student progress from support staff including Behavior Interventionist, Social Workers, Academic Interventionists, Title I staff, and special education staff.