

FRANKENMUTH SCHOOL DISTRICT PLAN OF USE

1. 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:

Frankenmuth School District ESSER funds have and will be used for the implementation of public health protocols, aligned to the greatest extent practicable with CDD guidance, through:

In-Person Learning: FSD priority

Sanitization and Cleaning Supplies: Custodial Staff will continue deep cleaning to prevent illness from spreading

Upgrade of HVAC Systems: The district is currently upgrading HVAC systems in each district building to improve air quality and reduce environmental health hazards

Implementation of Layered Prevention Strategies: Maintaining teacher, staff, & student handwashing, hand sanitizer and respiratory etiquette, contact tracing, staying home when sick and getting tested, in combination with quarantine and isolation.

School Transportation: Passengers and drivers wear masks on school buses, including on buses operated by public and private school systems, regardless of vaccination status

Promoting Screening Testing: FSD participated in the MI BACKPACK HOME TEST PROGRAM to provide a limited number of free, at-home COVID-19 antigen tests to students and staff during the 2021-22 school year

Collaboration between Education and Public Health: FSD acquired a Health Liaison from the Saginaw County Health Department for the remainder of the 2021-22 school year to provide support in COVID-19-related issues and was on-site during school hours Monday through Friday

Physical Distancing: FSD has added 2 buses with improved air quality, as well as an additional bus run to lower the number of students in a confined area (eight runs from seven, December 2021)

2. Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:

Frankenmuth School District ESSER funds, as well as funds under section 2001(e)(1) of the ARP Act, have and will be used to address lost instructional time by providing these opportunities for accelerated learning:

Summer Learning & School Year Acceleration Activities led by certified educators: Tier I, II, & III intervention investment over a multi-year period for identified grade levels and credit recovery for high school students that fall behind because of COVID-19. Programs are used for at least 8 weeks: Focused Instructional Model (FIM) Strengths & Stretches, Teachers College Reading & Writing Project Summer School Rising Curriculum, Lucy Calkins Teachers College Summer School Curriculum for ELA, Heinemann Units of Study, Edmentum personalized curriculum, MI Virtual personalized curriculum, STEM Makerspace, Google Classroom, & enrichment field trips

Supplemental Before & After School Programs led by trained literacy paraprofessionals & instructional coaches: Targeted at-risk students needing additional support with an aligned instructional curriculum for before & after school programs. Programs used: Focused Instructional Model (FIM) Algebra Boot Camp, Lexia Core5 Reading, Lexia PowerUp Literacy, Principal's Bookshelf Remediation Program, & District Book Dispensary

Diagnostic and Formative Assessments & Instruction: Adoption of NWEA MAP Accelerator is used in conjunction with NWEA MAP Assessments & Benchmark Assessment Systems in order to provide information to help educators support equitable instruction, inform instructional practices, support differentiated learning, & monitor student progress

Professional Development: FSD provides PD to empower educators to effectively use the above-mentioned technology & support student learning with extensive training

Purchase & Provide Academic Materials & Educational Technology intended to provide accelerated learning supports for the academic, social, emotional, & mental health needs of students. Programs used: Eureka Math, IXL, Heinemann, Capturing Kids' Hearts & Character Strong Social Emotional Learning supplies, FIM Resource Subscription, NWEA MAP Accelerator Program

Technology Networking: FSD strives to provide students with access to online resources and a district device for in-person and remote learning (1-to-1 program)

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

Frankenmuth School District ESSER funds, as well as funds under section 2001(e)(2) of the ARP Act, have and will be used for:

Summer Enrichment Learning Programs for all students led by certified educators using innovative technology & STEM approaches, utilizing outdoor & large indoor spaces

Technology Networking: FSD strives to provide students with access to online resources and a district device for in-person and remote learning (1-to-1 program)

The hiring of Additional School Staff: Hiring of a school counselor(s) to respond to academic, social, emotional, and mental health needs of all students, as well as targeted at-risk students; hiring of a special education teacher for a co-taught push-in at-risk classroom; hiring of an intermediate grade level (4-6) teacher to provide transition support for at-risk intermediate students (“bubble kids”); hiring of an FHS Assistant Principal to work directly w/ targeted at-risk students displaying behavioral and academic needs

Implementing Evidence-Based Programs & Activities to meet students' comprehensive social, emotional, & mental health needs. Programs used: Capturing Kids' Hearts, Character Strong, Marzano, PBIS

Professional Development: FSD provides PD to empower educators to effectively use the above-mentioned Social Emotional Programs & support student needs with extensive training

New district-wide teacher mentoring program to retain high-quality teachers

4. 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 (see below) 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.

Frankenmuth School District has and will continue to ensure intervention implementation for our most vulnerable populations by:

The hiring of Additional School Staff: Hiring of a school counselor(s) to respond to academic, social, emotional, and mental health needs of all students, as well as targeted at-risk students; hiring of a special education teacher for a co-taught push-in at-risk classroom; hiring of an intermediate grade level (4-6) teacher to provide transition support for at-risk intermediate students (“bubble kids”); hiring of an FHS Assistant Principal to work directly w/ targeted at-risk students displaying behavioral and academic needs

Collaboration between Education and Public Health: FSD acquired a Health Liaison from the Saginaw County Health Department for the remainder of the 2021-22 school year to provide support in COVID-19-related issues and was on-site during school hours Monday through Friday

Technology Networking: FSD strives to provide students with access to online resources and a district device for in-person and remote learning (1-to-1 program)

Providing Information, Assistance, & Out-Reach services to at-risk parents & families in order to support students

Disaggregate & Review Data: Collect, analyze, & track sub-group attendance, assessment, survey, performance, engagement, & demographic data

Supplemental & Targeted Before & After School Program led by trained literacy paraprofessionals & instructional coaches: Targeted students needing additional support with an aligned instructional curriculum for before & after school programs. Programs used: Focused Instructional Model (FIM) Algebra Boot Camp, Lexia Core5 Reading, Lexia PowerUp Literacy, Principal’s Bookshelf Remediation Program, District Book Dispensary, FIM, Lucy Calkins Units of Study, STEM: Makerspace, Google Classroom, enrichment field trips, & MI Virtual Personalized Curriculum

Professional Development: FSD offers PD to empower educators to effectively use evidence-based SEL Programs to support our most at-risk student needs: Marzano, Character Strong, CKH, PBIS

Program Description

How will the use of ESSER Funds “prevent, prepare for, and respond to Coronavirus”?

ESSER funds at Frankenmuth School District have and will be used to help students and educators overcome trauma and loss of instructional time, including the use of funds to make investments in student achievement and success.

How will the use of ESSER Funds promote equity?

FSD considers & measures how funding streams are applied across our district schools & promotes meaningful consultation, outreach, and service delivery to target and address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students:

- **Students from low-income families,**
- **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),**
- **Gender (e.g., identifying disparities and focusing on underserved student groups by gender),**
- **English learners,**
- **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),**
- **Students experiencing homelessness,**
- **Children and youth in foster care,**
- **Migratory students**

FSD reserves ESSER funds to address learning loss and social/emotional learning, emphasizing services for traditionally underserved student populations, including increased use of summer learning time, before/after school program activities, & extended learning opportunities.

Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to their impact on the following group of students:

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students

FSD reserves ESSER funds to administer assessments and to monitor student academic progress in order to assist educators to meet student needs and differentiate instruction, emphasizing the needs of underserved student populations, including the monitoring & increased use of summer learning time, before/after school program activities, & extended learning opportunities.

How will the user of ESSER Funds support returning students to the classroom?

FSD has and will continue to use ESSER funds to make physical upgrades, such as expanding broadband access and improving indoor air quality in schools, as well as complying with recommended mitigation strategies to maintain safe operation.