

American Rescue Plan 2021

Camden-Frontier School - 30010

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:

Camden-Frontier is committed to the safety of our students and staff as well as keeping the district open to in-person instruction whenever it is safe to do so. Our mitigation strategies are aligned with the CDC, state of Michigan and local health department recommendations including robust contact tracing, mandatory quarantines and isolation of infected students and staff. Preventative measures include low class sizes made possible by expanded staffing, hourly sanitizing of desks and other high-touch surfaces, cohorting of students in grades K-5, 6-8 and 9-12. The district has invested significant resources to support public vaccination efforts by hosting clinics on campus repeatedly in conjunction with the health department. In addition, the district has incentivized vaccination monetarily and with additional paid time off for vaccination staff. The board and administration continue to address these critical issues on an ongoing basis.

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:

The district adopted a strategic recovery plan to address learning loss resulting from the pandemic. The plan includes these components:

Administration of local assessment (NWEA) three times per year to identify students in need of remediation and learning loss
Significant investment in certified staffing to decrease class sizes

Significant multi-year investment in intervention strategies, staffing and multi-tiered systems of support including social/emotional support, math intervention, literacy intervention and recovery coordination.

To support students who engage in distance learning, the district has provided students and families with internet access points at no charge, 1:1 devices including Chromebooks and iPads, access to high quality, comprehensive online learning platforms and in-person support and tutoring when needed or when the district is closed.

Ongoing progress monitoring each week with layered interventions for students in need of academic assistance including after-school programming, lunch tutoring, credit recovery opportunities and summer school among other interventions.

Intensive literacy coordination and coaching has been focused on grades K-3 with augmented one-on-one and small group interventions.

The district has increased weekly engagement with parents and other stakeholders in the areas of literacy and social/emotional health.

Curriculum acquisitions to augment the above along with extensive professional development

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

Additional initiatives using ARP resources will include continued activities to address the unique needs of low-income children and disabled children in the district including but not limited to technology resources, in-home internet access, one-on-one and small group remediation, additional supplemental acquisitions and layered remedial support services. Other initiatives will involve staff professional development to better serve these subgroups, planning and implementation of activities that support the social and emotional health of all students, additional extra learning opportunities including after-school programming and summer school. Some resources may also be dedicated to improve indoor air quality and ventilation.

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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) to 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.

The district adopted a strategic pandemic recovery plan designed to address learning loss resulting from the pandemic especially among members of our population disproportionately impacted by the pandemic including low-income families (94% of our population). The recovery plan includes the following components to specifically address those impacts:

- Universal screeners and high-quality local assessments to identify at-risk students both academically and socially/emotionally
- Significant investment in an expanded certified staff to decrease and/or maintain low class sizes and provide one-on-one and small group interventions
- Significant multi-year investment in intervention strategies and staffing and multi-tiered systems of support including social/emotional support, math intervention, literacy intervention and recovery coordination.
- Acquisition of remedial curricula and online learning platforms to support intervention staff
- Offering of lunch, after-school and summer instruction and skills building for students in grades K-12 including food service and limited transportation
- Professional development investments to heighten staff awareness of the impacts of poverty in combination with the impacts of the pandemic.

The district will continuously monitor and measure student growth for all populations and at-risk students in particular. Under the strategic recovery plan, resources can be redeployed or refocused to address emerging student needs over the period 2021-2024.