

American Rescue Plan 2021

Fraser Public Schools - 50100

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:

In order to continue to operate schools in a safe and continuous manner, as recommended by the CDC, Fraser Public Schools will continue to offer a virtual option for our families should they so desire. Fraser Public Schools is partnering with Lincoln Learning at the elementary level and Edgenuity at the secondary level to meet our families' needs. These programs provide an online course facilitator, materials, and professional learning for our teachers. Fraser Public Schools is assigning a FEA member as a learning coordinator. This teacher coordinates the schedules of our students and hosts biweekly academic and social emotional check ins to ensure our virtual students are connected to the Fraser community and on pace to return to face-to-face learning should they so desire.

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:

Fraser Public Schools will offer summer school that will address academic learning loss for our elementary school aged students. At the secondary level, summer school will be offered for credit recovery. Additionally, all of our schools K-12 will be offering before/after school tutoring. These tutoring sessions will use research-based intervention programs to address specific needs of our Tier 2 and 3 students. Additionally, our elementary buildings will offer after school coaching in SEL related needs for our Tier 3 students with behavioral needs. This social skills group will focus on addressing behavioral deficits created by the lack of face-to-face interaction many students experienced during COVID.

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

Due to parent and student feedback Fraser Public Schools identified a need for updated technology during the COVID-19 pandemic, specifically at the middle school level. Fraser will be purchasing new technology for our middle school students as well as providing staff members to help with the roll out and integration into the curriculum. Additionally, due to increased incidents of behavior K-12, Fraser will be investing in a social emotional learning curriculum to address the SEL needs of our students as they reintegrate into a face-to-face learning environment after experiencing the effects of a global pandemic.

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.

Fraser Public Schools is dedicated to ensuring our academic, social and emotional interventions are effective for all of our students, particularly those who were directly impacted by the COVID-19 pandemic. In Fraser Public Schools, we realize that our students do not come to us as "one size fits all" learners; they have different learning styles and learn at different rates. The district conducts benchmarking several times throughout the school year to progress monitor student growth. After assessing, each building holds Data Days to ensure students who are identified at Tier 2 and 3 for academic and behavioral supports are tiered into groups and their needs are addressed through research based interventions and programs.