

Frontier Public Schools

FY23 ARP/ESSER III Use of Funds Plan

District Name:	Frontier Public Schools
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The LEA must engage in consultation with stakeholders and give the public an opportunity to provide input. Specifically, the LEA must engage in meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, staff and unions. Further, the meaningful consultation must extend to Tribes, civil rights organizations (including disability rights organizations) and stakeholders representing interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated and other underserved students. Finally, the LEA’s plan must be in an understandable and uniform format, written in a language that parents can understand, orally translated and, upon request by a parent who is individual with a disability, provided in an alternative format accessible to that parent. The Plan must consist of the following:

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| <p>1. 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 order to continuously and safely open and operate schools for in-person learning;</p> |
| <p>The Frontier Public Schools ARP-ESSER3 Consultation Committee has discussed possible ways the district can make the learning environment safe and healthy for students, teachers, and staff. With that in mind, and using the CDC’s most current guidelines to inform the decisions, these are the uses Frontier Public Schools proposes in this area in order to Prepare, Prevent, or Respond to COVID-19 and its impact:</p> <p>HVAC replacements, repairs and refurbishing for better air filtration and air quality across the school district. This expenditure will allow for much better air quality and a safe and healthy environment for students and staff. Units are very old and do not afford classrooms with a safe and healthy space especially given the risks associated with COVID-19 and the likely variants to follow.</p> |

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2. How the LEA will use the funds it reserved under section 2001(e)(1) of the ARP Act [20% of ESSER ARP Act formula funds] 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;

20% of Frontier Public Schools total ARP funds (\$787,116.57) will be \$157,423.31. These funds will be utilized to determine individual student and grade level learning gaps or loss due to COVID-19, and then to address such loss through research-based interventions and programs. As such, the following are recommendations from the Consultation Committee:

Salary and Benefits for PK-12 Instructional Coach allowing the district to more effectively respond to the learning gaps and loss due to COVID-19 by supporting all teachers through comprehensive and continuous professional development and appropriate classroom support. This staff member will also allow us to take a much more targeted instructional approach to the academic gaps due to COVID-19.

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3. How the LEA will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act; and

Frontier Public Schools plans to utilize ARP-ESSER III funds to Prepare, Prevent, and/ or Respond to the COVID-19 impact on our district. In order to maintain operations and continuity of the district in either direct preparation for, to prevent, or in response to COVID-19; or because of loss of revenue due in large part to the same, the consultation committee supports efforts by Frontier Public Schools to utilize the various approved funding in the following manner:

In an effort to respond to the effects of COVID-19, our district needs to provide a hazardous duty and retention stipend for all our employees. Said stipend will be tied in part to critical professional development. This is being put forth in order to better position our district to retain existing employees. Due to our remote location and the overall lack of qualified people throughout the state we recognize the need to take additional efforts to retain our existing staff in this difficult educational workforce situation. In addition, due to the substantial efforts taken by all our staff throughout the pandemic we feel it is appropriate to provide additional one-time compensation for the hazardous situations and conditions they encountered while still working each day to meet the needs of our students and families.

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4. How the LEA will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) [20% set-aside], will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students

Frontier Public Schools plans to utilize ARP/ESSER III funds to Prepare, Prevent, and/ or Respond to the COVID-19 impact on our district. The consultation committee recognizes that all aforementioned expenditures will serve all students and position the district to meet not only the academic needs of students but their emotional and mental health needs as well. It is both our desire and our understanding that we meet the needs of the whole child regardless of their situation. Again, we believe that what we have put forth within this ARP/ESSERIII budget will meet all the needs of all the students that we serve. Furthermore, other federal funds and non-federal district funds have and will be used to support all efforts to ensure that the district is meeting the academic, social, emotional, and mental health needs of all students, especially those that may be disproportionately impacted by COVID-19.