

FREDERICK PUBLIC SCHOOLS

"Home of the Frederick Bombers"

Updated February 28, 2022

ARP/ESSER III Plan Use of Funds Revision

Frederick Public Schools (FPS) has received an allocation of funds for three years from the American Rescue Plan/ Elementary and Secondary Emergency Relief Fund III (ARP/ESSER III). The FPS Plan of Use of Funds was developed with consultation of school stakeholders consisting of students, families, administrators, special education director, migrant teacher, reading specialist, teachers, counselor and community leaders who represent the interest of students with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated and other underserved students. The ARP ESSER III Survey was distributed by social media and the FPS website. After data collection, the consultation committee met to update the plan. Results of the FPS Plan of Use and budget will be monitored and subject to changes as it meets the needs of all students.

FPS will utilize the funds for preventive and mitigation strategies that are consistent with the most recent CDC guidelines. Twenty percent (20%) of the funds will be used to address the learning loss of students during the pandemic. FPS will utilize evidence-based interventions to respond to the students' academic, social and emotion needs and address the disproportionate impact of the corona virus on the student subgroups in a comprehensive after school tutoring program and summer school.

Preventive and Mitigation Strategies

FPS plans to use ARP/ESSER III funds to continue the implementation of preventive and mitigation strategies which are consistent with the most recent CDC guidelines on reopening schools in order to continuously and safely open and operate our school for in-person learning. By setting high standards and continuing the efforts set in the FPS Schools Reopening Plan, FPS was not forced to close school sites a single day during the 2020-2021 school year due to COVID-19. FPS will use funds to:

- Provide soap and hand sanitizer to encourage frequent hand washing and decrease germ spreading
- Purchase cleaning supplies to continuing cleaning and disinfecting all areas in the district, such as classrooms, offices, and athletic facilities (\$51,350)
- Upgrading the HVAC at Prather Brown Center to improve air quality and energy efficiency (\$80,000)
- Upgrading the HVAC at Frederick Elementary to improve air quality and energy efficiency (\$234,817.58)

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- Upgrading the HVAC at Frederick Middle School to improve air quality and energy efficiency (\$115,000)
 - Replacing carpet with tile for efficient cleaning (\$90,000)
 - Updating security cameras for contact tracing (\$30,000)
 - Purchasing and replacing Chromebooks for 1-to-1 ratio for students to devices to prevent shared devices and possible spreading of the virus (\$150,000)
 - Purchase and replace desks in 9 classrooms in Prather Brown and Frederick Elementary (\$40,000)
 - Retention stipends responding to the employee shortage created by COVID19 pandemic by creating incentives to retain employees (\$238,600)
 - Hire an additional music teacher for smaller class sizes and social distancing in music classes, band and choir (\$185,503.31)
 - Musical instruments for band to maximize participation for a wide range of students (\$70,000).
 - Salary for technology personnel due to the increase of online use of technology created by COVID19 to prevent or mitigate the spread of the virus (\$70,000)

The above preventive and mitigation strategies are direct responses to the COVID-19 pandemic. These strategies allow FPS to prepare and prevent the spread of COVID-19.

Addressing the Academic Impact of Lost Instructional Time

FPS will address the academic impact of lost instructional time for students by utilizing at least 20% of the allocations to implement evidence-based interventions through after school tutoring and summer school. Intervention will include Tier 1, Tier 2 and Tier 3 interventions. Teachers will utilize benchmark assessments and small groups to meet the needs of students. Purchasing ESGI (\$3,000) assessments allows Kindergarten teachers to assess the knowledge of students, target areas for specific skills and provides a tool to furnish parents with valuable information about their student. Renaissance (\$51,000) assessments, utilized for grades K – 8, will provide tracking of student progress and assessments in Reading and Math by targeting specific skills and objectives for student growth. Teachers will also use Accelerated Reading and Freckle Math from Renaissance. Both of these programs provide appropriate skill levels to meet the needs of each student. Students can work through self-paced at their independent learning level or at grade level as assigned by the teacher. FPS has purchased licenses from Edmentum (\$33,000) for Exact Path and Study Island. These programs allow students to stay on level during distance or virtual learning. For Secondary students needing remediation or credit recovery, FPS is using Odysseyware (\$57,000) for students that have been affected by COVID-19.

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FPS will also use funds for an Instructional Reading Coach(\$210,000). The Reading Coach will be available to assist teachers in data collection, analyzing curriculum, and utilizing best practices in the classroom.

FPS will provide After School Tutoring and Summer School (\$187,620) to help bridge the learning loss created by COVID-19. FPS will utilize funds to pay for salaries, insurance and benefits for teachers and staff, as well as instructional material as needed.

After School Tutoring: Teachers are working with students with remediation and or acceleration of Math and Reading. Students are also working on writing skills.

Summer School: Teachers are utilizing a rotation of classes to meet the needs of students. For Reading, teachers are using 95 Percent to help increase reading skills. Teachers are using Study Island from Edmentum for direct instruction of missed skills. Students will also have 2 STEAM rotations: Art and STEM activities. In art, students will create self portraits, collages, dot art, learn the color wheel and print with rubber stamps. In STEM, students will learn coding, explore LEGO robotic systems, learn about flight and make gliders.

Remaining ARP/ESSER III Funds

FPS will spend its remaining ARP/ESSER III funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act.

Funds will be used for:

- Salaries: necessary to respond to and maintain the operation of and continuity of services at FPS and continuing employment of existing staff at FPS. (2.R)
- Insurance: (\$63,196.68)necessary to respond to and maintain the operation of and continuity of services at FPS and continuing employment of existing staff at FPS. (2.R)
- Edmentum (Exact Path and Study Island): aligned to Oklahoma Academic Standards, online-based to meet the unique needs of students utilized for distance and virtual learning and in the classroom for the prevention and response to COVID-19.
- Edgenuity (Odysseyware): aligned to Oklahoma Academic Standards, online-based utilized for credit recovery, remediation and acceleration and meets the unique needs of students utilized for distance and virtual learning and in the classroom for the prevention and response to COVID-19.
- Fuel Education (A+): aligned to Oklahoma Academic Standards, online-based utilized for credit recovery, remediation and acceleration and meets the unique

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needs of students utilized for distance and virtual learning and in the classroom for the prevention and response to COVID-19 (\$12,000)

Intervention Implementation

FPS will ensure that the intervention implemented, including but not limited to those implemented in section 2001(e)(1)[205 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. Students will receive counseling services as needed. Additional interventions may be added as needed by the recommendation of stakeholders or the evolving situation of the COVID-19 pandemic. Frederick Public Schools is committed to the safety and education of students through prevention, preparation and response to the coronavirus.

FPS student population consists of the following students: 47% Hispanic, 38% Caucasians, 7% African American, 7% Multi-Racial and 1% Native American. Seventy-five percent of our students are on Free or Reduced Lunch.

FPS has received the Counselor Corp grant for an additional counselor (\$58,200). In addition to the grant, ARP ESSER III funds will partially fund this counselor. The counselor will provide additional services to students in the elementary to meet their social, emotional and mental health needs. The counselor will conduct one on one and small group sessions, as well as, visiting classrooms to teach lessons on social-emotional health as well as mental health coping skills.

Most Vulnerable Population	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low-Socioeconomics	Provide devices and connectivity for virtual learning as needed. Implement evidence-based Tier 1 instruction. Provide Tier 2 support for unfinished learning.	Assess food security and provide added nutrition as needed through donations. Engage families in the school's programs of academics and activities.	Additional counselor available to meet students' emotional needs.	Provide a school counseling program to meet emergent needs.

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	Provide Tier 3 tutoring as needed.			
Students of Color	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Engage families in the school's programs of academics and activities.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	Additional counselor available to meet students' emotional needs.	Provide a school counseling program to meet emergent needs.
Most Vulnerable Population	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
English Learners	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Summer and After-School programs designed for ELs</p>	<p>Engage families in the school's programs of academics and activities.</p> <p>Provide translation services for school's communications and documents through Apps, translators, and online services.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p> <p>Provide information on community resources for parents and extended family</p>	Additional counselor available to meet students' emotional needs.	Provide a school counseling program to meet emergent needs.
Students with Disabilities	Implement evidence-based Tier 1 instruction.	Engage families in the school's programs of academics and	Additional counselor available to meet students'	Provide a school counseling program to meet emergent needs.

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	<p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>activities.</p> <p>Outline plans to remove barriers for inclusion of students with disabilities in the school's culture and activities.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p> <p>Intentionally seek ways for SWDs to be awarded for accomplishments.</p>	<p>emotional needs.</p>	
Most Vulnerable Population	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students Experiencing Homelessness	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>The district will make every effort to receive school records from previous schools.</p> <p>Online coursework will be used to recover credits.</p>	<p>Outline plans to remove barriers for inclusion of homeless students in the school's culture and activities.</p> <p>Engage families and significant adults in the school's programs of academics and activities.</p>	<p>Additional counselor available to meet students' emotional needs.</p>	<p>Provide a school counseling program to meet emergent needs.</p>
Children in Foster Care	<p>Implement evidence-based Tier 1 instruction.</p>	<p>Assess food security and provide added</p>	<p>Additional counselor available to meet</p>	<p>Provide a school counseling program to meet</p>

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	<p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>nutrition as needed through donations.</p>	<p>students' emotional needs.</p>	<p>emergent needs.</p>
Most Vulnerable Population	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Migratory Students	<p>Identify any migratory students at the point of enrollment. Assess for learning targets.</p> <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Engage families and significant adults in the school's programs of academics and activities.</p>	<p>Additional counselor available to meet students' emotional needs.</p>	<p>Provide a school counseling program to meet emergent needs.</p>

*****This plan is subject to change as we continually monitor the needs of FPS students and reassess and evaluate those needs throughout the current school year.***

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