

ARP ESSER III Use of Funds Plan

District Name:	Fort Gibson Public Schools
Superintendent:	Scott Farmer
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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:

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;

Fort Gibson Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the Covid 19 impact on our district. Recommendations from the community include: Technology, sanitizing equipment, security cameras, professional development and professional development stipends for staff, gifted education extended time opportunities, special education extended and supplemental time opportunities, HVAC systems, Property and Casualty Insurance, transportation, additional academic resources including software to help support and reinforce academic skills, Before and After Care, playground equipment, Summer School, egress to campus to expedite dismissal of staging areas and locations where students congregate while waiting after school for transportation.

All projects help us meet CDC guidance and the overall use of funds help ensure safety for students and staff. These strategies give us flexibility to grow education opportunities and enhance our ability to safely instruct students.

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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;

Fort Gibson Public Schools plan to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the Covid 19 impact on our district. The committee recommends the following to address learning loss:

We have implemented an academic recovery plan to evaluate learning gaps, and target interventions for students who are operating at an academic deficit. We will utilize extended time, technology, and academic resources to close achievement gaps that existed and were magnified as a result of the pandemic. Staff are growing their technological skills to help effectively navigate asynchronous and synchronous education in today's climate.

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

Fort Gibson Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the Covid 19 impact on our district. The committee recommends spending the ARP ESSER III funds to grow opportunities for kids and create a better approach to managing a pandemic or other circumstances where spacing and tracing kids is pertinent to keeping in person school in session. We will be purchasing material and labor to expedite pickup lines, software, security cameras, Insurance, playground equipment, technology for the classroom and cleaning/sanitizing equipment, interventionists.

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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

Fort Gibson Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the Covid 19 impact on our district. The committee recommends the following to address learning loss in student subgroups. These funds will target all students with a direct focus on minority populations and our special education populations who have statistically performed at or just below their peers. Our gifted population will be a target as well and have performed higher than their peers given our metric of measuring performance but have seen a sharper decline in their subpopulation scores due to the lack of academic offerings and challenges faced to offer advanced support through the pandemic. Children with disabilities will have their academic needs met through curriculum provided at their level and will be given additional instructional support with smaller class sizes and one-on-one direct instruction when necessary. Students with disabilities are also assessed more frequently and progress is monitored so that instructional changes can be met. Our gifted students will be challenged through increased rigor with curriculum tailored to advance their individual skill sets. Low-Income Students: Mental Health needs: An additional counselor has been hired to address all student's mental health needs on a referral basis. In addition to support for low income students, the counselor makes regular appointments to check in with our low income students.