

Clayton Public Schools

ARP ESSER III Plan

(REVISED for FY 24)

Part 1: Strategies for Prevention and Mitigation of COVID

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, to continuously and safely open and operate schools for in person learning.

Clayton 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 paying the salary of an elementary music teacher that was added for FY 23 and FY 24. The committee recommends using these funds to purchase online curriculum programs and textbooks, above the state allocation, to address learning loss due the COVID-19 and to assist with distance learning needs. The committee recommends using these funds to pay the salary of an additional custodian for FY 23 and FY 24 to clean and sanitize classrooms and buildings. The committee recommends using these funds to remodel bathrooms in the Gymnasium to provide better social distancing and install hands free fixtures to prevent the spread of COVID-19. The committee recommends these funds be used to pay the salary and benefits for additional teaching positions at the elementary and secondary levels to address learning loss due to COVID-19. The committee recommends using these funds to pay the salary and benefits for one teacher to maintain current staff levels. The committee recommends paying the increase in the district's property insurance.

The Clayton Public Schools staff will participate in training and professional development on sanitation and minimizing the spread of infectious diseases. The LEA will develop strategies for implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Beginning of the year PD on COVID-19 and safety procedures for effectively maintaining the health and safety of our students and staff by confirmation of staff immunization. PD on technology training to improve Distance Learning.

Part 2: Strategies for Addressing Learning Loss

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act 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. At least 20% of the ARP ESSER III budget is required to be spent in this area.

The Clayton Public Schools will utilize ARP funds to address the impact of lost academic time in the following ways: 1) Pay teacher salaries and benefits for additional teachers at the elementary and secondary levels to address learning loss due to COVID-19. 2) Purchase IXL software and STAR Reading software to address learning loss at all levels and to maintain educational levels. 3) Purchase new textbooks above the state allocation and updated resources for improved instruction and learning at all sites..

Part 3: Other ARP ESSER III Expenditures

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The Clayton Public schools will utilize the remaining ARP funds in the following manner: 1) Addition of an elementary music program for FY 23 and FY 24. 2) Additional custodian to clean and sanitize classrooms and common areas for FY 23 and FY 24. 3) Remodel bathrooms in gymnasium lobby to install hands free fixtures and improved social distancing to help prevent the spread of COVID-19 (construction plan was approved in FY 22). 4) Salary and benefits for a teacher to maintain current staff levels. 5) Purchase welding supplies for the agricultural education program for student projects.

Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

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 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.

Clayton Public Schools will ensure that interventions, including but not limited to those implemented under section 2001 (e)(1) of the ARP Act addressing 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 impact 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. To help with the social, emotional, and mental health needs of all students. Students that have been disproportionately affected will be identified using benchmark

assessments from programs purchased by the district. Teacher and counselor referrals will also assist in identifying students that have been academically affected by the COVID-19 pandemic.

Our academic achievement data indicated that all students were negatively affected by the COVID-19 pandemic. The academic achievement gaps between our overall student population and out students with special needs and our economically disadvantaged students have widened as a result of the COVID-19 pandemic. We intend to use this funding to narrow these noted achievement gaps and to meet the needs of all the subgroups of students. Our economically disadvantaged students, our English learner students, our students living in homeless situations, our students with special needs were disproportionately affected by the COVID-19 pandemic in that they were less likely to be successful with distance learning. By maintaining in-person learning and by providing opportunities for improving teacher practices, we will be able to narrow existing achievement gaps and serve the unique needs of the various subgroups of students.

Studies have shown that the COVID-19 pandemic has had a negative impact in the social and emotional well-being of all students. This is particularly so for students without strong support systems beyond their schools. By maintaining in-person learning, teacher and counselor referrals, and using benchmark assessments to identify students in need of additional resources: reading specialist and before/after school programs, we will be able to provide more support for the social, emotional and mental health of our students, particularly those disproportionately affected in this way by the COVID-19 pandemic.

1. Low-income students:

- a. Access to district issued devices in grades 1-12 to ensure connectivity to all virtual learning and classroom activities.
- b. Intervention program to support academic learning loss including individual and small group activities.
- c. Access to any before/after school programs and/or summer programs that will be offered.
- d. Access to additional academic and social/emotional counselors to mitigate the effects of the pandemic.
- e. Refer to other additional professional support as determined to be necessary for student success.

2. Students of color:

- a. Access to district issued devices in grades 1-12 to ensure connectivity to all virtual learning and classroom activities.
- b. Intervention program to support academic learning loss including individual and small group activities.
- c. Access to any before/after school programs and/or summer programs that will be offered.
- d. Access to additional academic and social/emotional counselors to mitigate the effects of the pandemic.

e. Refer to other additional professional support as determined to be necessary for student success.

3. EL students:

- a. Access to district issued devices in grades 1-12 to ensure connectivity to all virtual learning and classroom activities.
- b. Intervention program to support academic learning loss including individual and small group activities.
- c. Access to any before/after school programs and/or summer programs that will be offered.
- d. Access to additional academic and social/emotional counselors to mitigate the effects of the pandemic.
- e. Language line access for students and families who need translation services

4. Students with disabilities:

- a. Access to district issued devices in grades 1-12 to ensure connectivity to all virtual learning and classroom activities.
- b. Intervention program to support academic learning loss including individual and small group activities.
- c. Access to any before/after school programs and/or summer programs that will be offered.
- d. Access to additional academic and social/emotional counselors to mitigate the effects of the pandemic.
- e. Refer to other additional professional support as determined to be necessary for student success.

5. Homeless students

- a. Access to district issued devices in grades 1-12 to ensure connectivity to all virtual learning and classroom activities.
- b. Intervention program to support academic learning loss including individual and small group activities.
- c. Access to any before/after school programs and/or summer programs that will be offered.
- d. Access to additional academic and social/emotional counselors to mitigate the effects of the pandemic.
- e. Refer to other additional professional support as determined to be necessary for student success.

6. Children in Foster Care or Migrant Students

- a. Access to district issued devices in grades 1-12 to ensure connectivity to all virtual learning and classroom activities.
- b. Intervention program to support academic learning loss including individual and small group activities.
- c. Access to any before/after school programs and/or summer programs that will be offered.
- d. Access to additional academic and social/emotional counselors to mitigate the effects of the pandemic.
- e. Refer to other additional professional support as determined to be necessary for student success.