

Shady Point Public Schools

ARP ESSER III Plan FY24

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.

COVID- 19 and its variants have brought many challenges to Shady Point Schools, but we are proud to have implemented safety measures that allowed us to keep our school open during the 2020-2021 schoolyear with a minimum of interruptions. We are striving to maintain continuity of all school services and are open for in-person learning.

In consultation with stakeholders, the following strategies and or items have been identified as needs for Shady Point School to continue to effectively serve our students, even in the event of the pandemic lingering into the current school year. Strategies for preventing and mitigating the spread of COVID at Shady Point Schools include but are not limited to the following:

- Purchase additional bus and add additional routes to decrease the number of students on the bus at one time.
- Purchasing additional security equipment for school safety and tracking purposes ●
Purchase flooring and replace all classroom carpet with tile.
- Cleaning and Disinfectants for preventing the spread of Covid-19.

ESSER 111 Project	Strategy/Item for Prevention & Mitigation
Expand Transportation Capabilities Completed FY22, FY23	Pay the lease on a bus for 3 years: FY22, FY23, FY24
Purchase Security Completed FY23	To ensure student safety and tracking ability Completed FY23
Replace Flooring Completed FY23	Purchase flooring and replace all carpets in classrooms. Completed FY23

Part 2: Strategies for Addressing Learning Loss

Shady Point Schools 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 and to maintain small class sizes. At least 20% of the ARP ESSER III budget is required to be spent in this area.

- Hire additional staff to ensure there are not combined classes and the class size remain low
- Take steps to retain and recruit certified teachers to improve academic readiness and address learning loss due to the pandemic.
- Purchase supplemental textbooks to address gaps in learning not covered by current resources

ESSER 111 Project Strategy for Addressing Learning Loss	
Instructional Staff	Hire teachers to maintain small class size
Supplemental Textbooks	To address learning loss and fill in the gaps from other sources
Instructional Stipends	Stipend to recruit and retain teachers in all subjects.

- 20% of the ESSER 111 Year 2 Allocation = \$214,054.65
- Total expenditures in the Learning Loss area = \$151 ,673.42 (71 %)

Part 3: Other ARP ESSER 111 Expenditures

Shady Pont Schools will spend any remaining ARP ESSER funds consistent with section 01(e)(2) of the ARP Act. In addition, any changes to the plan will also be consistent with said laws and approved by the local board of education and the appropriate state agencies.

Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

Shady Point 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.

Subgroup	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low Socioeconomics	<p>Provide devices and connectivity for virtual learning as needed</p> <p>Implement and provide for evidence-based Tier 1, 2, & 3 instructions</p>	<p>Access food and student security. Provide both as needed.</p> <p>Engage families in school programs to promote academics and activities.</p>	<p>Introduce and implement Social/emotional skills throughout all school academics and programs.</p>	<p>Work with parents to sign up with state programs to provide funding for students' mental health needs.</p>
Students of Color	<p>Ensure Tier and evidence-based Instruction for all levels is available</p> <p>Offer equipment an access for hybrid and virtual learning.</p>	<p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected</p> <p>Provide access to food and added nutrition as needed for all students</p> <p>Promote academics and activities through family engagement.</p>	<p>Develop and implement social emotional learning programs that address the specific needs of students of color.</p>	<p>Provide access to councilors to meet student needs to understand the specific cultural needs of students with color.</p> <p>Refer to external agencies as needed.</p>
Students with Disabilities	<p>Provide adaptive technology to close the Homework Gap for Students with Disabilities.</p> <p>Continue services on site (whenever</p>	<p>Outline plans to remove barriers for inclusion of students with disabilities in the school's culture and activities.</p> <p>Engage families in school programs to</p>	<p>Address and ensure that staff understand the specific emotional needs of students with disabilities.</p> <p>Provide training as needed to achieve</p>	<p>Ensure that students have access to councilors that understand the needs of students with disabilities.</p>

	<p>possible) during virtual instruction</p> <p>Provide devices and connectivity for virtual learning as needed</p> <p>Train SPED staff on evidence-based tier instructional techniques and implement them in SPED classrooms.</p>	<p>promote academics and activities.</p> <p>Provide opportunities for students and families to participate in activities regardless of the student's disability.</p>	<p>teachers and students tools necessary understand and meet emotional needs.</p>	<p>Refer to external agencies as needed.</p>
<p>Students Experiencing Homelessness</p>	<p>Work with student's prior school to receive records and tracking information.</p> <p>The district will provide the opportunity to recover credits/grades for prior work and online courses.</p> <p>Provide any equipment or access necessary to facilitate learning wherever the student is physically located.</p> <p>Use evidence-base instruction techniques that are designed for homeless students.</p>	<p>Ensure that communication exists with homeless students point of contacts. These contacts may or may not be parents or guardians. This communication will ensure that they are given the opportunity to participate in school activities.</p> <p>Access barriers to participation in clubs, activities, and organizations.</p>	<p>Work with students to assess their emotional needs and provide support ad needed.</p>	<p>Work with student to sign up with state programs to provide funding for students' mental health needs.</p> <p>Provide transportation to counselors as needed.</p>

<p>Children in Foster Care</p>	<p>Provide remediation as needed to prevent instruction lost.</p> <p>Work with the students and their prior districts to ensure that all grades and credits are accounted for.</p>	<p>Access and address barriers foster students face and work with all staff to minimize or remove barriers as needed.</p> <p>Engage families to promote participation in school activities.</p>	<p>Introduce and implement Social/emotional skills throughout all school academics and programs.</p>	<p>Provide access to counselor in addition to those provided by the foster system.</p> <p>Provide meeting space for counselor to work with foster parents on understanding the mental needs of the students.</p>
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