

ARP ESSER III Use of Funds Plan

District Name:	Bennington
Superintendent:	Pamela Reynolds
Phone Number:	580-847-2310
URL:	

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;

Bennington 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 discussed the following recommendations: To follow Bennington's Return to Learn Plan, as the Plan was finalized in June 2021; to monitor CDC guidance as it relates to the safe operation of schools during the Covid-19 pandemic, and to be able to respond to updated guidance as needed; to ensure the safety of students and staff by using the mitigation strategies outlined in the District's Return to Learn Plan; to implement evidence-based interventions to address learning loss; to provide additional time both during and after the regular school day to address learning loss; and, to respond to the needs of students disproportionately impacted by Covid-19.

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;

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The District is addressing the issues of equity and performance gaps as these gaps relate to special needs students and economically disadvantaged students. We know the loss of instruction time caused by Covid-19 has disproportionately affected these subgroups, and the District is now focused on addressing learning loss specific to these subgroups. The additional federal monies available to the District will allow us to hire an additional highly qualified elementary teacher and also to provide additional research-based interventions. Also, we will now be able to also provide after-school interventions and remediation to these students who have been disproportionately impacted by learning loss. Addressing these issues are a focus of the District, and the District has plans and procedures currently in place to ensure our students' needs are met. The following strategies to address learning loss will be utilized:

- Provide research-based interventions for all qualified students*
- Provide an additional highly qualified teacher to support interventions*
- Provide after-school interventions for qualified students*

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

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The Committee recommends spending the ARP ESSER III funds on the following:

- HVAC replacement and installation to improve air quality*
- School bus route bus to provide for better social distancing*
- Sanitization equipment, vaping detection system, and ice machine to improve cleaning and air quality*
- Technology upgrades and hot spots to improve distance learning delivery*
- Chromebooks and iPads to improve distance learning delivery*
- Digital Learning Platforms to improve distance learning delivery*
- Construction of a bus barn to support cleaning of buses, better air quality, and delivery of meals and distance learning equipment/packets*
- Window and door replacement to improve air quality*

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- Flooring replacement/installation to provide tile for better cleaning*
- Hiring additional personnel to provide reading interventions to address learning loss*
- After-school tutoring and summer school to address learning loss*
- Cleaning products and vape detection equipment to improve sanitation and air quality*
- Security equipment to maintain safety and protect students from exposure; social distancing*
- Playground fencing to maintain safety and protect students from exposure; improve cleaning of playground surfaces, structures*
- Automatic door openers to promote sanitation and prevent the spread of viruses*
- Utility bills*
- Hiring additional personnel to help improve cleaning*

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

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The committee recommends the following to address learning loss in student subgroups:

--Address the issues of equity and performance gaps as these gaps relate to special needs students and economically disadvantaged students.

--Provide hot spots and technology devices for ALL students in the District.

--Hire an additional highly qualified elementary teacher and also to provide additional research-based interventions.

--Provide after-school interventions and remediation to these students who have been disproportionately impacted by learning loss, including special education students.

--Provide research-based interventions for all qualified students during the school day.

--Provide after-school interventions for students who have been disproportionately impacted by the Covid-19 pandemic.

--Utilize the Alpha Plus Model to provide data to monitor the academic impact on student subgroup performance and to provide data to drive and individualize instruction to address learning loss and promote academic achievement.