

ARP ESSER III Use of Funds Plan, Revised FY24

District Name:	Bennington
Superintendent:	Pamela Reynolds
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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 any potential future Covid-19 outbreaks, 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 maintain adequate staffing 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 highly qualified personnel to support interventions*
- Provide after-school interventions for qualified students*
- Provide technology specialist*

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*
- 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*
- Door replacement to improve safety and air quality*
- Ensuring adequate staffing to provide reading interventions to address learning loss*
- After-school tutoring and summer school to address learning loss*

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--Security equipment to maintain safety and protect students from exposure

--Playground fencing to maintain safety and protect students from exposure; improve cleaning of playground surfaces, structures

--Automatic door openers to promote sanitation and improve security

--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.

The District ensures its interventions respond to the academic, social, and emotional and mental health needs of students by ensuring that students not only have access to qualified academic interventions personnel, but also to a qualified counselor. Students who were disproportionately impacted by Covid-19 require supports which address the whole child, and the District seeks to providing these services by offering both during-school and after-school tutoring and programs which help support those needs of impacted learners.

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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.

--Continuing to employ qualified elementary teachers 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.