

Beatrice Public Schools

ARP ESSER III Plan

2021-2022



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TABLE OF CONTENTS

Section I: ARP ESSER III Plan3

 General Information (Pursuant to the Federal American Rescue Plan).....3

 Use of Funds Plan (LEA ARP ESSER III Plan).....3

DRAFT

Section I: ARP ESSER III Plan

General Information (Pursuant to the Federal American Rescue Plan)

On March 11, 2021, President Biden signed the American Rescue Plan (ARP) Act of 2021, Public Law. The ARP Act includes nearly \$122 billion for the Elementary and Secondary School Emergency Relief (ESSER III) Fund that allows state and local education agencies (LEAs) to take additional steps for continued safe in-person instruction and to address unfinished teaching and learning to mitigate the COVID-19 pandemic. An LEA awarded ESSER III funds agrees to develop a plan to ensure transparency and accountability for use of the funds to address their students' academic, social, emotional, and mental health needs, in particular those students most impacted by the COVID-19 pandemic. An LEA receiving funds will be required to ensure transparency, accountability, and make publicly available on their website a plan for the use of funds. The plan must engage in stakeholder consultation and public comment and the plan must be submitted to the NDE within 90 days of receiving ESSER III funds.

Use of Funds Plan (LEA ARP ESSER III Plan)

- 1. How the funds will be used to implement prevention and mitigation strategies, consistent with the most recent CDC guidance, in order to continuously and safely open and operate schools for in-person learning?**

Beatrice Public School District will be using a portion of our ARP ESSER III funds to address ventilation and social distancing. The ARP ESSER III funds will be used to address (1) school facility improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and support student health needs through social distancing; and the ARP ESSER III funds will be used for (2) inspecting, testing, maintaining, repairing, replacing, and upgrading projects to improve the indoor air quality in school facilities, including HVAC systems.

- 2. How the LEA will use the funds it reserves 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 after school programs, or extended school year (consistent with the requirement of the ARP Act that each LEA reserve at least 20 percent of its ARP ESSER funds for that purpose)?**

The district will address academic input by providing opportunities for staff growth in the classroom. The district will continue to focus on helping teachers in using strong classroom engagement practices to ensure all students are fully engaged in the learning process. The district will also purchase high quality instructional materials in the areas of Science curriculum (K-5). Lastly, the district will continue to partner with mental health providers to offer support to our students and teachers.

- 3. How the LEA will ensure that the interventions that are implemented will address the academic impact of lost instruction time and will respond to the academic, social, emotional, and mental health needs of all students, 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 is going to continue to help all teachers continue to grow in instruction and best practices. The district also plans to purchase high quality instructional materials in the core curriculum areas of Science to get our students on grade level. During the upcoming school year, the district also plans to complete regular communication, using all available modalities, with both our students and families to ensure the safety, academic engagement, and wellness are maintained throughout the 2021-2022 school year.

4. Include data that illustrates the LEA’s most pressing needs or descriptions of promising practices that the LEA has implemented to accelerate learning?

Over the past years the district’s most pressing need is to address strong instructional practices of online education. Individualized Professional Development will create a laser like approach to working specifically with our teaching staff that focuses on the High Reliability Schools Indicators that are considered to have direct impacts on improving instruction in the classroom and results in higher student achievement. BPS will also provide professional development in our instructional model so teachers can internalize each element to help them determine how best to deliver, practice, and engage students in the critical content.

Before the pandemic, 85% of our grade levels were above the 55th percentile with their average RIT score on the MAP Growth Assessment. During the pandemic, this fell to 50% of our grade levels were above the 55th percentile.

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