

Beacon Hill Community School

Section 1 Introduction

The purpose of the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Fund is to help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on the nation's students by addressing students' academic, social, emotional, and mental health needs. The Beacon Hill Community School has been awarded \$185,971 in ARP ESSER funds. This plan describes how the awarded funds will be used.

Section 2: Prevention and Mitigation Strategies

ARP Act ESSER III funds may be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent [Centers for Disease Control and Prevention \(CDC\) guidance](#) on reopening schools. In order to continuously and safely open and operate schools for in-person learning, Beacon Hill Community School will use ESSER III funding to implement prevention and mitigation strategies as described below.

- Beacon Hill will replace/upgrade technical infrastructure to expand capacity and access for all students. Beacon Hill will purchase technology devices (laptops) for staff and student to expand the capabilities and access of teaching and learning for teachers and students use. These tasks will prepare the district for remote readiness and continue to assist prevention of the spread of COVID-19 and therefore will help ensure a continuity of services.
- Beacon Hill will improve internal and external classroom environment. This redesign will assist with better social distancing for students and families as well.

Section 3: Addressing Learning Loss

Section 2001(e)(1) of the ARP Act requires each LEA to use at least twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions, summer learning or summer enrichment, or after school programs. Beacon Hill Community School will use ARP Act ESSER III funds to address learning loss as described below.

Over the next three years, Beacon Hill plans to fund reading and math interventionists (tutors), intervention specialists (teachers), and classroom aides to assist students with content-specific support as well as socio-emotional support needed to bridge the learning loss gap. Replacement of vacant staff positions and additional staff positions will provide for assisting students across multiple classes/grades in terms of differentiation, interventions, and evidence-based practices to improve teaching and

learning. Beacon Hill will also make available summer programming and expand upon career-based and college readiness programs.

Over the next three years, Beacon Hill plans to continue and expand curriculum to support learning opportunities and access for students through online platforms and shared document platforms.

Section 4: Other Uses of Funds

Section 2001(e) of the ARP Act permits schools to use the ARP Act ESSER III funding not reserved to address learning loss to address the impacts of COVID-19 in a variety of ways. Beacon Hill Community School will use ARP Act ESSER III funds in accordance with Section 2001(e) of the ARP Act as described below.

Beacon Hill will utilize funds to replace and expand staff to align with social distancing and health protocol guidance. Students and staff will benefit by replacing/additional Para-pro support to our classrooms providing individualized support for students within and beyond the classroom learning environment. The replacement/additional staff provides adequate and equitable access to learning opportunities for all students while maintaining current health orders in place due to COVID-19

Section 5: Addressing Students' Academic, Social, Emotional, and Mental Health Needs

Academics and Socio-emotional health go hand-in-hand for student success. Beacon Hill will partner with other agencies and organizations to provide health and wellness opportunities for students. These partnerships assist in addressing the social, emotional, mental health and wellness needs of all students particularly those students disproportionately impacted by the COVID-19 pandemic (disadvantaged, minorities, English learners, children with disabilities, students experiencing homelessness), These partnerships also assist with coordination of available resources students removing barriers for academic and wellness success.

The ARP Act defines the term "evidence-based" as having the meaning in section 8101(21) of the ESEA. Accordingly, "evidence-based" includes several tiers of evidence.

Section 6: Consultation with Stakeholders and Opportunity for Public Comment

In developing the ARP ESSER Plan, Beacon Hill conducted consultation in the following ways:

School administrators, teaching and support staff gathered and reviewed student data and stakeholder input through the Ohio Improvement Process. Root causes of student barriers were identified and a One Needs Assessment was developed. The One needs assessment addresses instructional/operational implementations due to the pandemic.

Beacon Hill provided meaning engagement opportunities for stakeholder input through surveys and formal/informal conversations and meetings. A link on the school website provides stakeholders a continued opportunity to comment on the ARP ESSER plan.

Section 7: Making the Plan Available to the Public

Beacon Hill has taken the following steps to make this plan available to the public:

- The plan is posted on the school website.
- The plan may be orally translated for parents by contacting the Beacon Hill School office.