

Public Plan for ARP ESSER Spending Template

Purpose

The following document is intended to summarize for the public, requirements related to how [text box name of LEA] intends to use its allocation of ARP ESSER funds. The public and stakeholder groups are invited to provide input on this plan by [Date] through [this comment channel].

Background [Note: LEAs may choose to include this information as background/context]

As many of you are aware, Vermont's education system has received, and continues to receive, significant federal funding as part of the COVID-19 response. In total the state has received close to \$500 million in education funds, and one of the largest allocations came in the American Rescue Plan Act on March 11, 2021 in the form of the ARP ESSER (ESSER III) grant program. This program allocates \$256,647,724 to Local Education Agencies (LEAs), or what are commonly known as the Supervisory Unions and Supervisory Districts (SUs/SDs), and reserves \$28,516,484 to the Agency of Education (AOE) for statewide responses to the pandemic.

Purpose of ESSER Funds

ESSER funds are intended to "prepare for, prevent and respond" to COVID-19 and there is a broad, but definitive [list of allowable costs](#) that SU/SDs must follow. The US Department of Education states that these funds are intended, "to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students," with a specific emphasis on meeting the needs of underserved student groups and those most significantly impacted by the COVID-19 pandemic.

ARP ESSER and Education Recovery

The state received the first two thirds of these funds in March, but the US Department of Education released a set of [interim final requirements](#) in April that outlined the process by which they will allocate the remaining one third (approximately \$95,054,703). This process included the development of a draft plan by each LEA (this document), and includes meaningful engagement with stakeholders and an opportunity for the public to review and comment upon the draft plan.

In addition, during the winter and spring of 2021 each SU/SD has been tasked by the Agency of Education with developing a plan for [Education Recovery](#). These plans center on three main "pillars": Socioemotional, Mental Health and Wellbeing; Student Engagement, and Academic

Contact Information:

If you have questions about this document or would like additional information please contact:
Josh Souliere, Education Quality, josh.souliere@vermont.gov

Achievement. In addition, a fourth “pillar,” Safe and Healthy Operations has also emerged as a priority for Education Recovery and includes improvements to indoor air quality and other measures to improve learning environments. The development of these Education Recovery plans involved significant stakeholder input and were submitted to the AOE in June 2021.

As they look to the next several years of Education Recovery and beyond, SU/SDs will rely on federal emergency funds, including ESSER I, ESSER II and ARP ESSER to support these efforts. In addition, SU/SDs will use their “regular” sources of funding, which include local, state and federal funds, to continue pre-COVID work and respond to the needs that have arisen during the pandemic. In short, there is no **one** source of funds that can address student needs, but there is a significant opportunity with the influx of emergency funds to address long-standing or intractable challenges.

Section I: General Information [OPTIONAL]

General Information

LEA Name: [Colchester School District]

LEA Address: [PO Box 27, 59 Rathe Rd., Colchester, VT 05446]

Superintendent Name: [Amy Minor]

Superintendent Phone # and Email: [802-264-5999] [amy.minor@colchestersd.org]

District Website (where plan is posted): [<https://www.csdvt.org/district/>]

Student Enrollment and Demographics

Grades Served: [PK-12]

of Schools: [5]

Total Student Enrollment: [2,200]

American Indian/Alaska Native [.82%]	Asian [6.5%]
Black/African American [5.55%]	Hispanic [2.95%]
Native Hawaiian/Pacific Islander [.45%]	White [86.68%]
Multiracial [unknows]	
Students eligible for Free and Reduced Lunch [33.1%]	Migrant [0%]
Students with Disabilities [%]	English learners [3.6%]
Students with High-Speed Internet at Home (if available) [%] [how is “high speed defined? Text box]	Students Experiencing Homelessness [.95%]

Section II: COVID-19 and Education Recovery Information [OPTIONAL]

In this section the LEA may choose to provide links to relevant information regarding Education Recovery Planning, the use of ESSER I or II funds, the Safe Return to In-Person Instruction or any other information that contextualizes the plan for ARP ESSER funds.

Name	Link
Education Recovery Needs Assessment	2021 Needs Assessment 2022 Needs Assessment
Education Recovery Plan	Phase 1 Phase 2
Information on Use of ESSER I and II Funds	Community Presentation Website Information
Safe Return to In Person Instruction Checklist or Other District Links	2021-2022 Return to School Guide 2022-2023 Return to School Guide Website Information

Section III: COVID-19 Federal Emergency Funding [OPTIONAL, but highly recommended to help stakeholders contextualize how ARP ESSER funds are prioritized. You may wish to also include how other, 'regular' funds are used to address the needs of underserved student groups]

Funding Source	Allocation	Amount Expended to Date (if applicable)	Short Description of How Funds were Used
ESSER I	\$409,289	\$409,289	Cleaning supplies, health supplies, tents/outdoor classrooms, transportation, instructional software/online learning, furniture
ESSER II	\$1,611,292	\$1,102,985	Instructional coaches, instructional materials and software, professional development, summer program

ARP ESSER (ESSER III)	\$3,608,263	\$0	SEL & Engagement Coordinators, CHS Behavior Interventionist, K-2 Math Interventionist, Math Coach & PD, SEL Curriculum, SS Curriculum, MBS Reading Teacher, Screening Assessment, materials, furniture, summer program, planning stipen
GEER I (if applicable)	\$	\$	
Coronavirus Relief Fund (CRF) LEA Grant (if applicable)	\$901,897	\$841,051	Cleaning & health supplies, salaries, food & transportation, outdoor classrooms (tents), storage, PD, software, online laerning
CRF Indoor Air Quality Grant (if applicable)	\$37,985	\$37,985	HVAC equipment
CRF Child Nutrition Equipment Grant (if applicable)	\$46,000	\$44,637	Supplies & equipment
ARP IDEA	\$167,795	\$86,886	Audio systems, van with lift
ARP Homeless Children and Youth II	\$	\$	
CRP Summer Food Grant	\$70,208	\$70,128	Salary, supplies, equipment, food service van
ARP PreK	\$11,000		SEL consulation
VDH Crisis Grant	\$79,000		Nursing support
USAC Emergency	\$98,312	\$98,312	device

Connectivity Fund			
ESSER I State Level Incentive Grant	\$9,390	\$9,390	Student involvement supplies/furniture

Section IV: ARP ESSER LEA Plan [REQUIRED]

ARP ESSER Interim Final Rule Requirements

Through the [Interim Final Requirement](#) (IFR), the US Department of Education has determined that in order to receive ARP ESSER funds, each LEA must: develop, submit to the AOE (on a reasonable timeline determined by the AOE), and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds.

The following sections summarize and incorporate each of the required elements and, if applicable, their connection to Education Recovery Pillars.

COVID-19 Prevention and Mitigation Strategies [REQUIRED]

IFR Requirement:

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-person learning.

[Text box here for districts to provide any overview/introductory language]

Strategy	Education Recovery Pillar (SEL, Student Engagement, Academic Success, Safe and Healthy Operations)	ARP ESSER Amount Allocated
Health Guide on CSD website	Safe & Healthy Operations	\$0 (district budget)
COVID test kits	Safe & Healthy Operations	\$0 (state/federal funds)
Cleaning supplies	Safe & Healthy Operations	\$0 (district budget)

20% Reserve to Address the Academic Impact of Lost Instructional Time [REQUIRED]

IFR Requirements:

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (20% mandatory set aside) 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.

How the LEA 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, and migratory students.

Total 20% mandatory set aside allocation: [Text box]

Evidence-Based Strategies to Address the Academic Impact of Lost Instruction Time [REQUIRED]

Strategy	Education Recovery Pillar (SEL, Student Engagement, Academic Success, Safe and Healthy Operations)	How will this strategy support specific underserved student groups? (low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students and other students disproportionately impacted by COVID-19)	ARP ESSER Amount Allocated
Academic Intervention - <ul style="list-style-type: none"> ● <i>Math Interventionists</i> ● <i>Reading Teacher</i> ● <i>Assessment Screening software</i> ● <i>Materials/Books/Furniture</i> 	Academic Success - Addressing Academic Loss	Intervention based on academic need will provide supplemental instruction, using evidence-based instructional strategies, to accelerate learning and achievement of grade level standards. Students in poverty and with disabilities show the greatest academic needs.	\$1,336,000

Academic Instruction Professional Development - <ul style="list-style-type: none"> • <i>Math Coach</i> • <i>Contracted Literacy & Math Coaching</i> • <i>Literacy Instruction PD</i> • <i>Stipends for Instructional Planning</i> <i>Books for Instructional Planning</i>	Academic Success – Addressing Academic Loss	Professional Development on evidence-based universal and classroom-based instruction will support students' achievement of grade level content and provide training on instructional strategies in order to re-teach students struggling with grade level content.	\$402,000
Summer Program K-5 – <ul style="list-style-type: none"> • <i>Transportation</i> • <i>Stipends</i> • <i>Supplies</i> 	Academic Success – Addressing Academic Loss	Summer program for grades K-5 to support academic and social-emotional skills for students demonstrating academic need. Students in poverty and with disabilities show the greatest academic needs.	\$340,000

Plan for Remaining 80% of ARP ESSER Funds [REQUIRED]

IFR Requirements:

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

How the LEA 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, and migratory students.

Strategy	Education Recovery Pillar (SEL, Student	How will this strategy support specific underserved student	ARP ESSER
----------	---	---	-----------

	Engagement, Academic Success, Safe and Health Operations)	groups? (low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students and other students disproportionately impacted by COVID-19)	Amount Allocated
SEL – <ul style="list-style-type: none"> • <i>SEL Coordinator</i> • <i>Behavioral Interventionist (CHS)</i> • <i>SEL Curriculum & Books</i> • <i>Stipends for SEL Data & Curriculum Planning</i> 	SEL – Mental Health Services	Social-Emotional positions and materials to provide universal level instruction for all students and intervention support for students struggling with SEL, behavior and mental health. Students in poverty and non-white students show the highest SEL needs.	\$419,000
SEL Equity – <ul style="list-style-type: none"> • <i>Classroom materials/books/SS curriculum</i> • <i>Stipends for data & equity curriculum planning</i> 	SEL – Equity – Vulnerable Populations	Equity materials and planning stipends to provide equitable learning experiences and build equity-affirming lessons and skills. Students with disabilities, experiencing poverty, and non-white students show the highest SEL needs.	\$230,000
Student Engagement & Truancy <ul style="list-style-type: none"> • <i>Student Engagement Clinician</i> • <i>Activities Coordinator</i> 	SEL – Engagement & Truancy – Vulnerable Populations	Student Engagement Clinician & Activities Coordinator to build systems and capacity to re-engage students in school, and support school-based activities to keep students engaged in after school activities.	\$347,000

		Students in poverty and with SEL needs show the highest need for support.	
Outdoor Classroom <ul style="list-style-type: none"> ● <i>Supplies</i> ● <i>Planning stipends</i> 	Student Engagement & Truancy – Mental Health Services	Outdoor classrooms to engage students in learning connected to nature and support mental health. Students with disabilities, experiencing poverty, and non-white students show the highest SEL needs.	\$126,000
Summer Program 6-12	Student Engagement & Truancy – Summer Extended Learning	Summer program for grades 6-12 to engage students in high interest activities to keep them engaged in school. Students experiencing poverty, with disabilities, and non-white students show highest need for SEL support.	\$340,000

Section V: Plan for Meaningful Consultation and Stakeholder Engagement [REQUIRED]

In this section, LEAs should document their engagement with stakeholder groups and the public. The [Interim Final Rule](#) outlines the specific groups that LEAs must engage with in developing their plan for the use of ARP ESSER Funds.

IFR Requirement: Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

[Please Note: The AOE recognizes that many LEAs have begun this engagement during their Education Recovery planning process. If LEAs can tie the specific Education Recovery strategies developed with stakeholder engagement to their ARP ESSER plans or can document other avenues of outreach (public meetings, informational sessions, emails to families or communities, etc) these can and should be included as evidence of stakeholder engagement.]

Stakeholder Group	How have these stakeholders been engaged or what is the SU/SD plan for engagement?	Outcome or Feedback	Date (or Planned Date)
Students	Survey	Interested in: <ul style="list-style-type: none"> Engaging learning Air conditioning in classrooms at CMS 	Spring 2022
Families	Survey	Interested in: <ul style="list-style-type: none"> Summer instruction Engaging learners 	Spring 2022
School and District Administrators (including special education)	District Leadership Team meetings DLT Administrative Retreat	Interested in: <ul style="list-style-type: none"> SEL Strengthening instruction Interventions/MTSS 	Spring – Summer 2022
Teachers or Other Educators	Survey	Interested in: <ul style="list-style-type: none"> Adding interventionists Academic & behavior supports for students Teaching foundational SEL & self-regulation skills 	Spring 2022
Principals	Survey	See District administrator responses	Spring 2022
School Staff	Survey	See Teacher responses	
Unions	See teachers	See Teacher Responses	
Tribes (if applicable)	N/A		
Civil Rights organizations	Phone, Email, & review of ESSER III & CIP	Interested in: <ul style="list-style-type: none"> Use equity affirming language 	July 2022

		<ul style="list-style-type: none"> Specifically include equity in the CIP and in the ESSER III spending 	
Stakeholders representing the interests of children with disabilities	Phone, Email & review of ESSER III & CIP	<p>Interested in:</p> <ul style="list-style-type: none"> Include explicit & systematic literacy instruction for struggling learners 	June-July 2022
Stakeholders representing the interests of English learners	Phone & Email	<p>Interested in:</p> <ul style="list-style-type: none"> Highlight cultural connections Provide more opportunities family engagement 	June 2022
Stakeholders representing the interests of children experiencing homelessness, children in foster care or children who are incarcerated	Phone & Email	<p>Interested in:</p> <ul style="list-style-type: none"> Supports for families – information, connections to other organization Afterschool care 	June 2022
Stakeholders representing the interests of migratory students	Phone, Email & Website	<p>Interested in:</p> <ul style="list-style-type: none"> Support for students struggling in reading & math Family engagement Support in participation in co-curriculars 	June – July 2022
Stakeholders representing the interests of other underserved students	Email, ESSER III & CIP review	<p>Interested in:</p> <ul style="list-style-type: none"> SEL curriculum SEL supports/interventions 	June-July 2022

		<ul style="list-style-type: none"> • Re-engaging students in school 	
Other			

Section VI: Interim Final Requirements Checklist [OPTIONAL]

- ✓ The LEA has completed the [ARP ESSER LEA Plan for Safe Return to In-Person Instruction and Continuity of Services Checklist](#) and has updated the plan for Safe Return to In-Person Instruction based on the latest guidance from the AOE and the Vermont Department of Health and made these updates available for public comment.
- ✓ The LEA ARP ESSER Plan is posted and accessible on the SU/SD website.
- ✓ The LEA has a plan for meaningful consultation and stakeholder engagement.
- ✓ The LEA has a plan for seeking public comment and input on its LEA ARP ESSER Plan.