

Public Plan for ARP ESSER Spending Template

Purpose

The following document is intended to summarize for the public, requirements related to how Addison Northwest School District intends to use its allocation of ARP ESSER funds. The public and stakeholder groups are invited to provide input on this updated plan by 10/31/23 through email or use of the survey sent out.

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 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

Contact Information:

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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

General Information/

LEA Name: Addison Northwest School District

LEA Address: 11 Main Street, Suite B100, Vergennes, VT 05491

Superintendent Name: Sheila Soule

Superintendent Phone # and Email: 802-877-3332 ext 2101 ssoule@anwsd.org

District Website (where plan is posted): anwsd.org

Student Enrollment and Demographics

Grades Served: PK - 12

of Schools: 3

Total Student Enrollment: 866

American Indian/Alaska Native [.5%]	Asian [2%]
Black/African American [2%]	Hispanic [2.9%]
Native Hawaiian/Pacific Islander [0%]	White [95%]
Multiracial [%]	Not reported [.3%]
Students eligible for Free and Reduced Lunch [35.1%]	Migrant [.2%]
Students with Disabilities [17%]	English learners [.2%]
Students with High-Speed Internet at Home (if available) unknown	Students Experiencing Homelessness [.9%]

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	ANWSD Needs Assessment
Education Recovery Plan	ANWSD Recovery Plan
Safe Return to In Person Instruction Checklist or Other District Links	Link to Return to In Person Plan (also linked on the webpage)

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	\$161,473	\$161,473	Preparedness Response: Health Screening, COVID Testing, PPE, Technology Supplies/Hardware, Child Nutrition Meal Packaging Supplies/Equipment COL/Ops Planning: Substitutes for FFCRA, Virtual Learning Teachers, COVID Health Coordinator Vulnerable Populations: EBT Mailing Educational Tech: Software/Supplies/Chromebooks for Students Sanitation: PPE, Sanitation Supplies, Barriers, Air Purifiers
ESSER II	\$754,222	\$745,250 Spent, \$8,972 Obligated	Address Learning Loss: On Staff Substitute, Interventionist Professionals/Coaches, Professional Development, Mentoring Consultant, Assistance with PD for the local CTE Center, Contracted Substance Abuse Prevention

			Preparedness Response: COVID Health Coordinator, Surveillance Testing, PPE and Instruments for outdoor use and non sharing for Band and Music Vulnerable Populations: Special Education/SLP Services, Recovery Coordinator, Assessment and Data Support, Contracted Social Worker for Truancy and Engagement. Title IA: Intervention Support Maintain Ops/Employment: Sanitization/Custodial Enhanced Cleaning, Child Nutrition Meal Packaging Supplies and PPE Summer Extended Afterschool: VUHS Summer Fusion Program Educational Tech: Hardware/Software/Services for Zoom Room Capability, Laptops, Chromebooks, Licenses Sanitation: PPE, Supplies, Sanitation Small Equipment Indirect Costs for Administration of the Grant
ARP ESSER (ESSER III)	\$1,679,951	\$822,678 Spent, \$534,715 Obligated	Address Learning Loss: Professional and Support in Substance Abuse Prevention Services for Restorative Practices for FY23 and FY24, Interventionist Professionals for FY23 and FY24, Software for Attendance Tracking Vulnerable Populations: Special Education/SLP Services FY23 and FY24, Recovery Coordinator FY23 and FY24, Assessment and Data Support, Truancy and Engagement Social Worker. Title IA: Intervention Support for FY23 and FY24. COL/Ops Planning: Thought Exchange Software to support academic achievement Educational Tech: Chromebooks, Licenses for students to have 1:1 capability, Filtering software, Interactive TV's Public Health Protocols: HVAC project for indoor air quality at one elementary school. Testing, Balancing, and Repairs for all other locations and mechanical engineering design work. New Cafeteria Tables for Elementary School to provide more thorough sanitation and social distancing in the lunchroom.
GEER I (if applicable)	\$0	\$0	N/A We do not qualify for this grant.
Coronavirus Relief Fund	\$409,615	\$384,462	Plant Operations: Sanitation Supplies/Small Equipment, Barriers for social distancing, PPE

(CRF) LEA Grant (if applicable)			Health Services: PPE Staff/Students, Health Screening, COVID Coordinator Child Nutrition: Meal Packaging Supplies/Equipment, Bus Transportation for Meal Delivery Direct Instruction: Supplies/Equipment/Software for Remote Teaching/Learning, Substitutes to cover for FFCRA time, Instructors for Remote Learning, Contracted Services for Driver's Education makeup, Supplies/Furniture for outside or non-sharing activities in Athletics & Classrooms Technology: Chromebooks for Student Remote learning, Laptops for Remote Teaching Administration: Supplies/Small Equipment/Software/Postage for Administrative staff to work remotely. Childcare: HUB childcare startup program costs not covered by another grant.
CRF Indoor Air Quality Grant (if applicable)	\$200,927	\$200,914	HVAC Air Quality Upgrades at the Addison Building that currently houses our Collaborative Special Education Program Addison Wayfinders Experience (AWE)
CRF Child Nutrition Equipment Grant (if applicable)	\$151,500	\$146,290	Supplies/Small Equipment for Meal Packaging/Cold Storage and Delivery, Purchase of Cargo Van for food and supply transportation between locations and meal delivery, Walk-In Freezer, mobile hot and cold units.
ARP IDEA	\$72,700	\$66,822	Professional Services, Supplies and Student Transportation.
ARP Homeless Children and Youth II	\$0	\$0	We have not applied for this grant.
CRF Summer Meals Program	\$53,407	\$52,122	Salary, Benefits, Supplies and Small Equipment for Meal Packaging, Storage and Distribution.
HUB Childcare Economic Services Division	\$38,750	\$20,101	Salaries and Benefits for Staff, Rent and Facilities costs for the Hub Site, Supplies and Small Equipment for the children's activities.
Childcare & Summer	\$14,469	\$14,469	Salaries, Benefits and Supplies for Summer Childcare Restart Program.

Restart COVID			
Childcare Stabilization Grant	\$17,545	\$17,545	Salaries and Benefits for Child Care Program Staff.
ESSER III Act 67 Community Schools	\$679,999	\$167,395 Spent, \$110,824 Obligated	Community Engagement, Community Services, enhancements to Curriculum, and extra curricular activities for students, families, community. Also includes the Salary and Benefits for the Coordinator/Administrator of the Program.
CDD CRRSA Childcare Grants for PreK, School Age, and Thundercare	\$66,527	\$66,527	Salaries and Benefits for Staff, Supplies and Small Equipment for children's activities.
ARPA Childcare Grants for PreK, School Age and Thundercare	\$108,685	\$107,876	Salaries and Benefits for Staff, Supplies and Small Equipment for children's activities.
ARP ESSER Afterschool	\$70,000	\$22,008	Approved for: PD for instructors, Planning time for staff, Place based learning trips and transportation, Small Equipment, Snacks and Meals for Students

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.

These are estimates based on what we have submitted in our amendments for ARP ESSER III.

Strategy	Education Recovery Pillar (SEL, Student Engagement, Academic Success, Safe and Healthy Operations)	ARP ESSER Amount Allocated
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Testing, Balancing and HVAC Repairs at Ferrisburgh and Vergennes Union Middle/High School	Safe and Healthy Operations	\$24,301
HVAC Improvements at VUES	Safe and Healthy Operations	\$250,000 Effic VT Plus \$38,500 ESSER
New Cafeteria Tables for Elementary School to provide more thorough sanitation and social distancing in the lunchroom.	Safe and Healthy Operations	\$34,000

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]

These are estimates based on what we have submitted in our application for ARP ESSER III.

Strategy	Education Recovery Pillar	How will this strategy support specific underserved student groups?	ARP ESSER Amount Allocated
By June 2024 we will reduce the current demand to pre-pandemic, baseline numbers on SEL screeners, counseling check-ins and behavioral supports. If we provide increased services through School Based Clinicians and provide deescalation training through CPI, we	<i>SEL, Mental Health & Well-Being</i>	From 18-19 to 19-20 there is a 24% increase in challenges regarding personal adjustment, a 3% increase in internalizing challenges, and a 56% increase in challenges for self-regulation.	Recovery Coordinator for Equity & Inclusion \$274,229 FY23 and FY24 Student Response Professional and Support Substance Abuse Prevention FY23 and FY24 \$263,145

predict that numbers will be lowered by June 2024.			
By June 2024 we will increase attendance rates to pre pandemic, baseline numbers as reported and tracked in PowerSchool. If we provide increased support for student engagement and metrics to measure progress, such as Performance Matters, (powerSchool add on) we predict that numbers will be lowered by June 2024.	<i>Engagement/ Truancy</i>	Total Absentee days increased 12.1% between the 19-20 and 20-21 school years; after a previous increase of 7.6% from the 18-19 school year. The aggregate-level Student Absentee Rate increased to 9.0% during 20-21; compared to a 6.9% Absentee Rate in 19-20, and 7.0% in 18-19. These issues impact our vulnerable populations more so than other students.	Contracted Social Worker from CSAC 1 year cost \$51,500 in FY23 ESSER II and \$51,500 FY24 ESSER III.
By June 2024 we will reduce the current referrals to pre pandemic, baseline numbers if we provide increased focus on universal design. Since COVID, one of the factors that has increased learning loss is some learners inability to remain in the classroom on a regular basis. This position is specifically targeted to meet the needs of students struggling at Vergennes Union Elementary to regulate, and be engaged appropriately in the classroom.	<i>Academic Achievement & Success</i>	From 2019-2020 to 2020-2021 ANWSD has seen an increase in referrals of 58% for special education evaluation in a variety of disability areas. This position directly addresses vulnerable populations by ensuring students can re-engage and return to the classroom when struggling with social/emotional issues. These types of outburst have become more frequent and more disruptive and with this key support there are fewer delays and much better consistency in managing and supporting student behavior.	Interventionist Professionals and Support positions for FY23 and FY24 \$674,411

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.

These are estimates based on what we plan to submit for ESSER III (ARP) but we have not yet applied for the grant. This does not exhaust the remaining 80%. This is what is known at this time.

Strategy	Education Recovery Pillar	How will this strategy support specific underserved student groups?	ARP ESSER Amount Allocated
From 2019-2020 to 2020-2021 ANWSD has seen an increase in referrals of 58% for special education evaluation in a variety of disability areas.	<i>Academic Achievement & Success</i>	From 2019-2020 to 2020-2021 ANWSD has seen an increase in referrals of 58% for special education evaluation in a variety of disability areas.	.80 FTE Special Educator SLP \$118,489 FY23 and FY24
The pandemic and remote instruction in the early stages has increased learning loss in our student population. This position is responsible for providing administrative support to the Data Manager, and response recovery team in compilation of assessments and data that will be used to determine and resolve student needs.	<i>Academic Achievement & Success</i>	This position directly impacts vulnerable populations by providing up to date, real time data for MTSS/EST meetings so as to appropriately plan and respond to the needs of this group.	Admin Assistant to Recovery Efforts (Data Support)- Year 2 \$9,113
Address Indoor Air Quality Issues at all locations	<i>Safe & Healthy Operations</i>	We have assessed the HVAC needs to properly ventilate our buildings and establish a better standard for indoor air quality to reduce the spread of COVID. This also includes needs for the control systems	HVAC Improvements at VUES \$288,500 Testing, Balancing, and Repairs all

		that monitor and keep all systems functioning at their best.	other locations \$24,301
At Vergennes Elementary, purchasing new and more cafeteria tables to seat all students and allow for better sanitation and social distancing while serving all students healthy meals.	<i>Safe & Healthy Operations</i>	All students will have access to healthy meals in a safe, clean and adequate spaced environment.	\$34,000 Tables and Installation
The COVID pandemic brought to light the areas we lacked adequate educational technology for all students. The need for 1:1 technology devices so that sharing is not necessary to reduce transmission of the virus, coupled with the ability for all students to learn remotely, or at safe distances apart from each other and use technology software, internet access, Interactive TV's, and other devices to complete their work inside and outside the classroom.	<i>Other</i>	This strategy will allow members of vulnerable populations to have equal access to technology devices, software, internet access and more. This is an essential tool to aid in recovery of learning loss for these populations.	Student Chromebooks, Software, Interactive TVs, Internet Access \$133,900

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.]

Summary of Public Engagement

Activity	Date	Target Audience	Outcome/ Feedback
Thought Exchange	May 2021	Parents representing marginalized groups Faculty/Staff Community	Strengths Highlighted: School Meals/ Food Security Health/Safety Protocols Communication Opportunities for Growth: Increase Flexible Pathways for MS/HS More Outdoor Education for ES Academic Rigor / Challenge Increase mental health support
Drop In Meeting	July 7	Parents representing marginalized groups Faculty/Staff Community	No attendees
ESSER Survey	June-Aug	Parents representing marginalized groups Faculty/Staff Community	Prioritize in-person learning Should be spent on building needs to the extent allowable Prioritize community health and wellness/ school as a hub Increase mental health supports for students Create more inclusive environments Hire permanent 504 / MTSS Coordinator Focus on building stronger MTSS System to avoid increasing SpEd referrals
Board Education/ Board Discussion	May 10 June 14 August 23	Board Public	Priorities: Address Facilities Projects (to extent possible) MTSS/ Systems of Support/ Recovery Equity Issues
Thought Exchange	January 7th- January 14th	Board, Faculty,Comm unity	Question sent out to stakeholders to gather their thoughts surrounding use of ESSER or Effic Vermont Funding for Facilities projects specifically. Results of the exchange are here: https://drive.google.com/drive/folders/179E8xClpoyXJ456HCOnKe3ULeBTBMUoj?usp=sharing
Facilities	January	Board	Facilities Committee meeting discussion to review

Committee Discussion	14th	Committee Meeting open to public	results of Thought Exchange and determine priorities for COVID related projects. Minutes will be attached here when they are typed and available to share.
Board Education/Board Discussion	January 19th	Board Public	Full Board meeting review and discussion of Thought Exchange for facilities. Reviewed and documented by both a verbal report of the Facilities Committee, and the written report of the Superintendent. Minutes are attached here.  01.19.22 - APPROVED
Updated ESSER Plan Posted, and request for feedback via survey/email	May 23rd	Public, Faculty, Board	Single survey via email regarding updated plan posted on our website for ESSER.
Updated ESSER Plan Posted, and request for feedback via survey/email	November 1st	Public, Faculty, Board	Survey via email regarding updated plan posted on our website for ESSER plan.
Updated ESSER Plan Posted, and request for feedback via survey	October 2023	Public, Faculty, Board	Survey regarding updated plan for ESSER posted on our website.

Section VI: Interim Final Requirements Checklist [OPTIONAL]

X 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.

X The LEA ARP ESSER Plan is posted and accessible on the SU/SD website.

X The LEA has a plan for meaningful consultation and stakeholder engagement.

X The LEA has a plan for seeking public comment and input on its LEA ARP ESSER Plan.