



Public Plan for ARP ESSER Spending

BACKGROUND INFORMATION

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 referred to as Supervisory Unions and Districts, 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, present, and respond” to COVID-19 and there is a broad, but definitive [list of allowable costs](#) that school districts must follow. The US Department of Education states that these funds are intended, “to help safely reopen and sustain the safe operations of schools and address the impact of the coronavirus pandemic on the nation’s students,” with a special 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 school district has been tasked by the Agency of Education with developing a plan for [Education Recovery](#). These plans center on three main “pillars”: Social Emotional, 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 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, school districts will rely on federal emergency funds, including ESSER I, ESSER II and ARP ESSER to support these efforts. In addition, school districts 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 1: GENERAL INFORMATION

LEA Name: Springfield School District

LEA Address: 60 Park Street, Springfield, Vermont

Superintendent: Dr. Zach McLaughlin

Superintendent Phone and Email: 802-885-5141, zmclaughlin@ssdvt.org

District Website: www.ssdvt.org

Student Enrollment and Demographics

Grades Served: PreK-12th grade

of Schools: 4

Total Student Enrollment: 1,299 (as of 3/16/2022)

American Indian/Alaska Native = .3%	Asian = .9%
Black/African American = 2.2%	Hispanic = 2.1%
Native Hawaiian/Pacific Islander = 0.2%	White = 90.1%
Other = 0%	Multiracial = 4.1%
Students Eligible for Free and Reduced Lunch = 50%	SSD Students Experiencing Homelessness= 1.8%
Students with Disabilities = 28%	English Learners = 1%
	Approximate percentage of students with high-speed internet at home = 96%

SECTION II: COVID-19 and EDUCATION RECOVERY INFORMATION

Name	Link
Education Recovery Needs Assessment	Needs Assessment completed during the 2020-2021 school year
Education Recovery Plan	SSD Education Recovery Plan completed during the 2020-2021 school year
Information on Use of ESSER I & II Funds	ESSER I & II Process & Information
Safe Return to In Person Instruction Checklist	Return to School Protocols

SECTION III: COVID-19 FEDERAL EMERGENCY FUNDING & OTHER FUNDING
MECHANISMS TO SUPPORT RECOVERY GOALS

Funding Source	Allocation	Amount Spent as of March 2022	Date to spend money by	Short Description to how funds were/will be used
ESSER I	\$887,882	\$887,882	09/30/22	<ul style="list-style-type: none"> ● PPE ● COVID custodians ● COVID Coordinator ● Nursing assistants ● Storage rentals Full ESSER I Spending Requests
ESSER II	\$3,222,584	\$337,760	09/30/23	<ul style="list-style-type: none"> ● Special Education Personnel ● COVID custodians ● PreK Classroom ● Materials for students off grade level ● Summer opportunities Full ESSER II Spending Requests
ARP ESSER (ESSER III)	\$7,244,393	\$0.00	09/30/2024	<ul style="list-style-type: none"> ● HS ventilation project ● COVID custodians ● PreK Classroom ● Materials for students off grade level ● Summer opportunities
Coronaviruses Relief	\$3,980,091	\$3,980,091	FY22	<ul style="list-style-type: none"> ● COVID Coordinator ● PPE and COVID 19 risk

Fund (CRF)				<p>mitigation measures (eg. masks, thermometers, barriers, cleaning supplies, etc...)</p> <ul style="list-style-type: none"> ● student chromebooks <p>Full CRF Spending Request List</p>
CRF Indoor Air Quality Grant	\$430,422	\$430,422	FY22	<ul style="list-style-type: none"> ● Ventilation Improvements ● HEPA Filters in every school
ARP IDEA	\$102,530	\$0.00	09/30/2023	<ul style="list-style-type: none"> ● Additional Occupational therapy (OT) services ● Staff training to improve IEPs ● Special Education Coordinator
ARP IDEA PreK	\$7,312	\$0.00	09/30/2023	<ul style="list-style-type: none"> ● Additional Occupational therapy (OT) services

SECTION IV: ARP ESSER LEA PLAN

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.

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

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.

Strategy	Education Recovery Pillar (Social Emotional Learning, Student Engagement, Academic Success, Safe & Healthy Operations)	How does this strategy support specific underserved student groups?	ARP ESSER Amount Allocation
<p>In order to effectively and safely prevent, prepare and respond to COVID and COVID related matters, A registered nurse will be hired to oversee all COVID related matters districtwide. To include salary and benefits</p>	<p>Coordination with Government</p>	<p>This nurse supports all students including those with special needs, underlying medical conditions, and those experiencing homelessness. Extra care will be given in the both method of communication and timing of communication so that the most vulnerable students and families can be accommodated for.</p>	<p>2022-2023 School Year Salary \$65,000 Benefits \$35,000</p> <p>2023-2024 School Year Salary \$71,500 Benefits \$38,500</p>
<p>In order for nurses to effectively and safely prepare and respond to COVID and COVID related matters, nurse assistants will be hired to support nurses in all COVID related matters. Includes salary and benefits</p>	<p>Response</p>	<p>Nurses assistants (4x) supports all students including those with special needs, underlying medical conditions, and those experiencing homelessness. Extra care will be given in the both method of communication and timing of communication so that the most vulnerable students and families can be accommodated for.</p>	<p>2022-2023 School Year Salary \$110,000 Benefits \$60,000</p>
<p>In order for the schools to remain COVID free, COVID custodial staff will be hired for each</p>	<p>Academic Success</p>	<p>COVID custodians will clean buildings for all students to ensure at everyone has a clean and</p>	<p>2022-2023 School Year Salary \$43,750 Benefits \$11,250</p>

school. Cost include custodial Salaries/benefits		safe learning environment. This is especially important for students with underlying medical conditions.	
In order to meet the educational and socio-emotional needs of students, Pre K teachers will be hired. Cost includes salary and benefits	Academic Success	Pre-K teachers will provide our youngest students with individualized and developmentally appropriate educational support that will allow them to successfully transition into school.	2022-2023 School Year Salary \$110,000 Benefits \$70,000 2023-2024 School Year Salary \$121,000 Benefits \$77,000
In order to meet the educational and socio-emotional needs of students, Pre K paras will be hired. Cost includes salary and benefits	Academic Success	Pre-K paras will support teachers as they provide our youngest students with individualized and developmentally appropriate educational support that will allow students to successfully transition into school.	2023-2024 School Year Salary \$121,000 Benefits \$154,000
In order to address specific academic and Social/Emotional learning loss due to COVID, two Special Ed. coordinators will be hired to address development of recovery learning plans and to ensure its implementation and progress monitoring. Cost includes salary and benefits Sped Coordinator and benefits	Academic Success Socio-Emotional Learning	Special Ed. coordinators will support the development of recovery learning plans, ensure proper implementation of the plans and oversee progress monitoring to ensure Special Education students are given the equal support and access to learning through the recovery process.	2022-2023 School Year Salary \$80,000 Benefits \$31,000
In order to teach students who are significantly below grade level, appropriate books, materials and supplies will be purchased to assist	Academic Success	Students who are reading well below grade level will have access to reading materials that are at their reading level. This will ensure that poor readers are provided	2022-2023 School Year Books \$8,000 Supplies \$2,000

them in academic recovery.		the materials they need to improve their reading skills.	
In order to address COVID learning loss and meet socio-emotional needs of students during summer, tutors will be contracted, staff will be hired, books and materials will be purchased, transportation and entrance fees will be provided.	Academic Success Socio-Emotional Learning	Summer programming will allow every student, especially those without access to other summer activities, access to tutors to respond to learning loss, be able to engage in educational and socio-emotionally rich activities and trips.	Summer of 2022 Salary \$100,000 Benefits \$20,000 Contracted Services \$30,000 Books \$10,000 Supplies \$5,000 Fees \$5,000 Transportation \$45,000
To address COVID related learning loss and social-emotional-behavioral-mental health (SEB/MH) needs, experiential based summer opportunities (to include but not limited to field trips and cultural activities) will be offered to youth and families. Program effectiveness will be measured by a survey. Program designed to reconnect students and family to the school community in preparation for the fall reopening.	Academic Success Socio-Emotional Learning	Summer programming will allow every student, especially those without access to other summer activities, access to tutors to respond to learning loss, and be able to engage in educational and socio-emotionally rich activities and trips.	Summer of 2022 Transportation \$45,000 Fees \$5,000

80% of ARP ESSER Funds

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 (Social Emotional Learning, Student Engagement, Academic Success, Safe & Healthy Operations)	How does this strategy support specific underserved student groups?	ARP ESSER Amount Allocation
In order for there to be clean and filtered air for people to breathe, an HVAC system will be installed. Cost include engineering, design, permitting, equipment, and installation.	Safe and Healthy Operations	Clean air will benefit all students including vulnerable populations and students with underlying medical issues.	\$5,796,514.40 (To be combined with \$1,775,834 from ESSER II to complete the project)

SECTION V: PLAN FOR MEANINGFUL CONSULTATION & STAKEHOLDER ENGAGEMENT

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.

In addition to school board meetings on the issue, the district will use the digital platform ThoughtExchange to gather quantitative and qualitative input from stakeholders across the community.

The results of the ThoughtExchange will be shared with stakeholders.