
Norwich School District Plan for ARP ESSER Spending

Purpose

The following document is intended to summarize for the public, requirements related to how Norwich School District intends to use its allocation of ARP ESSER funds. The public and stakeholder groups are invited to provide input on this plan through emailing Principal Gonyaw at shawngonyaw@sau70.org and Robin Steiner at robinsteiner@sau70.org.

Background

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": 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, 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: Norwich School District

LEA Address: 22 Church Street. Norwich VT

Superintendent Name: Jay Badams

Superintendent Phone # and Email: 603-643-6050 jaybadams@sau70.org

District Website (where plan is posted):

Student Enrollment and Demographics

Grades Served: K-6

of Schools: 1

Total Student Enrollment: 311

American Indian/Alaska Native 4	Asian 5
Black/African American 2	Hispanic 0
Native Hawaiian/Pacific Islander 0	White 217
Multiracial 87	
Students eligible for Free and Reduced Lunch 23	Migrant
Students with Disabilities 42	English learners
Students with High-Speed Internet at Home (if available) [%] [how is "high speed defined? Text box]	Students Experiencing Homelessness 3

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	
Education Recovery Plan	https://docs.google.com/document/d/1x6goOF37pKVQsgY3l-TnWwtns0v1yVQq/edit#heading=h.gjdgxs

Information on Use of ESSER I and II Funds	
Safe Return to In Person Instruction Checklist or Other District Links	https://www.sau70.org/resources/opening-plan-2021

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	\$19,909		Educational Technology, such as Chromebooks/ licenses and wide area network supplies
ESSER II	\$91,421		Purchase Chromebooks & Hire Academic Support Interventionist
ARP ESSER (ESSER III)	\$135,414.18		Hire Academic Support Interventionists.
GEER I (if applicable)			N/A
Coronavirus Relief Fund (CRF) LEA Grant (if applicable)			N/A
CRF Indoor Air Quality Grant (if applicable)	\$366,600		HVAC system.
CRF Child Nutrition Equipment Grant (if applicable)			N/A
ARP IDEA			
ARP Homeless			N/A

Children and Youth II			
Other			N/A

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.

COVID-19 Prevention and Mitigation Strategies

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.

SAU70 schools have been fortunate to provide a safe and supportive learning environment for students and staff throughout the pandemic. This has allowed staff to continue to be employed and enabled parents, guardians and caregivers to work throughout the pandemic. We have experienced few disruptions to learning as a result of the safety measures we have implemented to keep students and staff safe and in school. For more in-depth information on the strategies below, please visit: <https://www.sau70.org/resources/opening-plan-2021>. Currently we have all the supplies that we need.

Strategy	Education Recovery Pillar (SEL, Student Engagement, Academic Success, Safe and Healthy Operations)	ARP ESSER Amount Allocated
Cleaning, filtration systems, upgrades to the HVAC system, masking and other mitigation measures.	Safe and Healthy Operations.	

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: \$27,082.84

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
Hire a reading interventionist	Academic Success	In order to effectively address the specific academic and social/emotional learning loss in school due to COVID, a Tier II program will be established. This will take the shape of a WIN (Whatever I Need) block and will be available to all students with need in grades K-6. This will include a reading intervention program using Leveled Literacy Intervention as one component. Costs to include funding a portion of this position and some PD related to LLI.	\$26,414.18

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 Engagement, Academic Success, Safe and Health 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
Hire a certified Academic Support Math Interventionist to work with students who are not achieving at a proficient level. The work will include coaching teachers.	Student engagement and academic success.	The school will target underserved student groups including: low income families, students of color, English learners, children with disabilities, students experiencing homelessness, other children disproportionately impacted by COVID-19 as well as students who are not achieving at proficient levels.	\$109,000

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	<ul style="list-style-type: none"> We have surveyed students asking for their input on needed improvements and climate. Posted LEA plan on our webpage for review and feedback 	<ul style="list-style-type: none"> 85% student participation rate in grades 3 through 6. broken out by stakeholder group 	11/15/21
Families	<ul style="list-style-type: none"> Posted LEA plan on our webpage for review and feedback Parent survey 	<ul style="list-style-type: none"> 75% agreed with overall direction of LEA plan Many parents were pleased with summer programming for all students Several commented favorably on addressing transportation issues 	12/3/21
School and District Administrators (including special education)	<ul style="list-style-type: none"> School and district administrators were key contributors to developing the plan and providing feedback throughout every step in the process Posted LEA plan on our webpage for review and feedback 	<ul style="list-style-type: none"> ARP ESSER LEA Plan reveal feedback was taken back to the ARP ESSER Plan Development Team for consideration and in some cases, adjustments to the plan 	9/14/21
Teachers or Other Educators and school staff members	<ul style="list-style-type: none"> Some teachers and other educators were key contributors to developing the plan and providing feedback throughout every step in the process <ul style="list-style-type: none"> Posted LEA plan on our webpage for review and feedback 	<ul style="list-style-type: none"> 34 staff out of 50 participated in the survey. ARP ESSER LEA Plan reveal feedback was taken back to the ARP ESSER Plan Development Team for consideration and in some cases, adjustments to the plan 	11/15/21

		<ul style="list-style-type: none"> ● A highlight of teacher and educator feedback was the overwhelming support for improvements to air quality 	
Principals	<ul style="list-style-type: none"> ● All principals were key contributors to developing the plan and providing feedback throughout every step in the process ● All SD staff were invited to attend an ARP ESSER LEA Plan reveal for SD staff only, and provided the opportunity for feedback ● Posted LEA plan on our webpage for review and feedback 	<ul style="list-style-type: none"> ● ARP ESSER LEA Plan reveal feedback was taken back to the ARP ESSER Plan Development Team for consideration and in some cases, adjustments to the plan 	9/2/21
School Staff	<ul style="list-style-type: none"> ● Many school staff were key contributors to developing the plan and providing feedback throughout every step in the process ● All SD staff were invited to attend an ARP ESSER LEA Plan reveal for SD staff only, and provided the opportunity for feedback ● Posted LEA plan on our webpage for review and feedback 	<ul style="list-style-type: none"> ● A highlight of teacher and educator feedback was the overwhelming support for improvements to air quality 	9/4/21
Unions	<ul style="list-style-type: none"> ● Consulted with school union leadership. ● Posted LEA plan on our webpage for review and feedback 	<ul style="list-style-type: none"> ● Would like us to focus on supporting educators with additional professional development on remote teaching. We did build additional resources and support for this into our CFP budget. 	9/18/21
Tribes (if applicable)	<ul style="list-style-type: none"> ● There is no such organization in our area. 		
Civil Rights organizations	There is no such local organization in our area.	<ul style="list-style-type: none"> ● 	

Stakeholders representing the interests of children with disabilities	<ul style="list-style-type: none"> • We have consulted with the special educators and intervention team at MCS to determine the needs of students. • Posted LEA plan on our webpage for review and feedback 	<ul style="list-style-type: none"> • Supported the direction of our plan 	9/5/21
Stakeholders representing the interests of English learners	<ul style="list-style-type: none"> • We reached out to local parents of English learners • Posted LEA plan on our webpage for review and feedback 	<ul style="list-style-type: none"> • Supported the direction of our plan, specifically high dosage tutoring and Literacy resources and PD 	9/10/21
Stakeholders representing the interests of children experiencing homelessness, children in foster care or children who are incarcerated	<ul style="list-style-type: none"> • We reached out to the SAU70 homelessness liaison. • Posted LEA plan on our webpage for review and feedback 	<ul style="list-style-type: none"> • Supported the direction of our plan and felt it would reach the needs of this population of students. 	
Stakeholders representing the interests of migratory students	<ul style="list-style-type: none"> • We do not currently have any students considered migratory in our population. 	<ul style="list-style-type: none"> • 	
Stakeholders representing the interests of other underserved students	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • 	
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.
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