

If you would like a translated summary of this plan, please contact Heather Crowley at 802-382-1287 or hcrowley@acsdvt.org.

Si desea un resumen traducido de este plan, comuníquese con Heather Crowley al 802-382-1287 o hcrowley@acsdvt.org.

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Public Plan for ARP ESSER Spending

based on the [VT AOE PUBLIC PLAN FOR ARP ESSER SPENDING TEMPLATE](#)

Plan at a Glance

Between 2021 and 2024, Addison Central School District (ACSD) expects to receive \$3,355,825 in Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act (ARPA). **The purpose of this document is to communicate how ACSD plans to spend the \$3.3 million ARP ESSER grant.**

This Public Plan for ARP ESSER Spending was developed based on extensive stakeholder engagement (outlined on pages 10-13) and was open for public comment from late March through April of 2022. Our initial grant application may be adjusted in response to feedback on this plan.

OCTOBER 2022 UPDATE: This plan has been updated to reflect actual spending to date and proposed changes for remaining grant funds. It will be open for [public comment](#) through December 9, 2022.

ARP ESSER is one of several COVID recovery grants ACSD has received. For information on other ESSER recovery funds (ESSER I, ESSER II, and ARP IDEA) and Coronavirus Relief Fund (CRF) grants, see pages 4-5. For context on ACSD's recovery planning process, see pages 5-6.

ACSD proposes allocating the approximately \$3.3 million in ARP ESSER funds across three broad categories: Mental Health/Social-Emotional Learning/Positive Behavior Supports (approximately \$981,000, **10/2022 UPDATE: \$963,575**), Access and Success in Academic Learning (approximately \$1,494,000, **10/2022 UPDATE: \$1,512,949**), and Healthy Schools/Indoor Air Quality (approximately \$880,000, **no change**). For details on investments to be included in our initial ARP ESSER grant application, see pages 7-10.

The ARP ESSER grant can be amended to meet evolving needs through July 1, 2024.

Introduction

Purpose

This document is intended to summarize for the public the requirements related to how ACSD intends to use its allocation of ARP ESSER funds. The public and stakeholder groups are invited to provide input on this plan by Saturday, April 30 through this Google form: [Public Comment: ACSD ARP ESSER Spending Plan](#).

Background

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 (previously referred to as "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" 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 of 2021, and 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 includes the development of a draft plan by each LEA (this document), and requires 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 was 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, 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. They were submitted to the AOE in late spring of 2021.

As they look to the next few 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 recovery 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, and 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 Central School District
LEA Address: 49 Charles Avenue, Middlebury, VT 05753
Superintendent Name: Peter Burrows
Superintendent Phone #: 802-382-1277
Superintendent Email: pburrows@acsdvt.org
District Website: www.acsdvt.org/Page/6586

Student Enrollment and Demographics

Grades Served: PK-12

of Schools: 9

Total Student Enrollment: 1,763

- American Indian/Alaska Native: < 1.0%
- Black/African American: 2.5%
- White: 94.8%
- Native Hawaiian/Pacific Islander: < 1.0%
- Asian: 2.0%
- Hispanic: 2.8%
- Multiracial: 4.7%
- English learners: 1.4%
- Migrant: < 1.0%
- Students with disabilities: 13.9%
- Students eligible for free and reduced lunch: 28.5%
- Students experiencing homelessness: 1.0%

Section II: COVID-19 Federal Emergency Funding

In addition to ARP ESSER, ACSD has accessed other short term grant funds, described below.

Funding Source and Allocation	Grant Investments
ESSER I \$403,402	<ul style="list-style-type: none"> • District social-emotional learning (SEL) coordinator, 0.5 FTE (full time equivalent) for school year 2021-2022 (SY21-22) • District literacy coordinator, 1.0 FTE for SY21-22 • District preschool and early childhood transitions coordinator, 0.5 FTE for SY21-22 • School social worker/prevention specialist at Shoreham Elementary School, 1.0 FTE for SY21-22 • Elementary literacy interventionist, 1.0 FTE for SY21-22 • NEW: Educational enrichment mini-grants (e.g., field trips, guest artists) for rural elementary schools, spring 2022 • NEW: Curriculum collaboration beyond contract hours for math and health education, summer 2022
ESSER II \$1,497,016	<ul style="list-style-type: none"> • District SEL coordinator, continued for SY22-23 - discontinued • District literacy coordinator, continued for SY22-23 • District preschool and early childhood transitions coordinator, continued for SY22-23 • School social worker/prevention specialist, continued for SY22-23 • Elementary literacy interventionist, continued for SY22-23 • Behavior interventionists at Middlebury Union Middle School (MUMS), 2.0 FTE for SY21-22, continued through SY22-23 • General educator at MUMS, 1.0 FTE for SY21-22 • Special educator at MUMS, 1.0 FTE for SY21-22 • Nurse compensation for COVID responsibilities in SY21-22 • After school and summer programming, summer 2021, SY21-22, extended through summer 2022 • Supplemental literacy instruction, summer 2021 • Diversity, equity, and inclusion (DEI) audit, strategic planning, and professional development, project spanning SY21-22 and SY22-23 • Virtual learning platform for MUMS World Language instruction (in response to staffing shortage) • UPDATED: Literacy professional development, materials, and supplies, software to support literacy instruction/intervention, ongoing • Professional development in positive behavior interventions and restorative practices, including train the trainer model, ongoing • Literacy interventionist at Middlebury Union High School (MUHS), 1.0 FTE for SY22-23 • UPDATED: Dean of Culture and Climate at MUMS, continued for SY22-23 • NEW: Stipends for educators to serve on a team reviewing the district's supervision and evaluation model • NEW: Middle school math textbooks and stipends for math teacher collaboration,

	<p>summer 2022</p> <ul style="list-style-type: none"> ● NEW: Data Driven MTSS - investment in data tracking software
<p>ARP IDEA \$136,734</p>	<ul style="list-style-type: none"> ● Secondary special education coordination, addressing a staffing gap due to reallocation of a third principal to MUMS in SY21-22 ● Occupational and physical therapy (OT/PT) supports, regulation through sensory stimulation and movement ● Speech language supports, Presence Learning, addressing a gap due to staffing shortages
<p>Coronavirus Relief Fund (CRF) LEA Grant \$1,039,292</p>	<ul style="list-style-type: none"> ● Reallocated bus contract to deliver meals to students during remote learning ● Unemployment benefits; Quarter 4 FY2021 - COVID related job losses ● Supplies and books for remote learning ● PPE and cleaning supplies ● Internet connection for families that did not have one ● Chromebooks, tablets, etc. for remote learning ● Repair and maintenance for facilities during closure ● Tents for outdoor learning to promote physical distancing ● Additional nursing staff salaries and benefits ● Additional support staff salaries and benefits ● Salaries and benefits for stipends for re-entry planning
<p>CRF Indoor Air Quality Grant \$319,361</p>	<ul style="list-style-type: none"> ● Conduct air flow testing throughout school's indoor air quality systems ● Develop air flow testing report and calculate air exchange rates throughout school's indoor air quality systems to quantify air distribution, identify deficiencies, and assess opportunities for improving air quality ● Conduct mechanical service work in order to improve ventilation and air filtration throughout school buildings ● Upgrade indoor air quality control systems ● Upgrade filtration in school's air handling systems
<p>CRF Child Nutrition Equipment Grant \$90,000</p>	<ul style="list-style-type: none"> ● Carts/rolling racks, disposable trays, clam shells, gloves and masks, and hot/cold holding units ● Shrink wrap machine, milk coolers, freezer units for storing meals, plexiglass barriers, vehicle to deliver meals to households and distribution points, fiberglass refrigeration unit for storage

Section III: COVID-19 and Education Recovery Information

ACSD's multi-year response to the pandemic has involved extensive stakeholder engagement and planning guided by the Vermont AOE. The following list aims to put this current report in context.

- In March of 2020, the ACSD leadership team collaborated to develop the [ACSD Continuity of Education Plan](#) which prioritized student health and safety, established a meal delivery system, and communicated short term plans to support student social emotional well being and learning from a distance.
- An April 2020 update, the [ACSD Continuity of Learning Plan](#), defined parameters for extended remote learning.
- In June of 2020, ACSD's Recovery Planning Team met for the first time. That group oversaw four action teams (including school and district employees, students, parents, and community representatives) that worked through the summer of 2020 to build the [ACSD Reentry Plan](#). This document described the plan to reopen ACSD schools safely and successfully, delineating between phases of remote, hybrid, and in-person learning. The plan was shared widely, posted online at the ACSD website, and opened for [public comment](#), as required to access ARP ESSER funding. Information and guidance have been updated on an ongoing basis on ACSD's COVID-19 Response [webpages](#).
- The Recovery Planning Team continued to meet monthly and consulted in production of the [ACSD Education Recovery Plan](#), submitted to the AOE in May of 2021. This planning process involved an extensive needs assessment to establish priorities for education recovery focusing on social-emotional wellness, mental health, well being; engagement/truancy; and academic achievement and success. ESSER I and ESSER II grant investments were informed by the Education Recovery Plan.
- Stakeholder engagement has continued in the form of surveys, school-based meetings, district board meetings, continued guidance from ACSD's Recovery Planning Team, and targeted public engagement events informing the development of this latest plan, the Public Plan for ARP ESSER Spending.
- **OCTOBER 2022:** Current report posted online, discussed at ACSD Board Meeting on October 24, 2022, and open for public comment through December 9, 2022.

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 by March 29, 2022, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. This plan must address the following.

1. *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.*
2. *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 after school programs, or extended school year. **Total 20% mandatory set aside allocation: \$671,165**

3. *How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.*
4. *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.*

ACSD's Investment Priorities

The following sections address each of the required elements outlining ACSD's ARP ESSER investment plans and their connection to Education Recovery Pillars. They are organized across three primary investment categories:

1. Mental Health/Social-Emotional Learning/Positive Behavior Supports
2. Access and Success in Academic Learning
3. Healthy Schools/Indoor Air Quality

Investment Priority 1: Mental Health/Social-Emotional Learning/Positive Behavior Supports

ARP ESSER funding allows ACSD to invest in strategies and personnel aligned with the Education Recovery Pillar **Social Emotional Learning and Mental Health** with a focus on **Strengthening Systems and Supports**. **OCTOBER 2022: Changes and additions indicated in red below.**

Strategy	How will this strategy support all students, and particularly underserved student groups disproportionately impacted by the COVID-19 pandemic?	Estimated ARP ESSER Allocation
School-based Social Workers, Prevention Specialists	Prevention specialists serve individuals, small groups, and families to promote social emotional wellness and mental health among students with targeted attention to students struggling to succeed in school. One prevention specialist is currently working at Shoreham Elementary School under ESSER I and ESSER II grant funding. This investment allows ACSD to continue that position for a third school year (SY23-24) and hire a second prevention specialist to address unmet needs in other ACSD schools in SY22-23 and SY23-24.	\$275,000
Behavior Interventionists	Behavior interventionists directly support students struggling with behavioral outbursts and work with colleagues to increase schoolwide capacity to support students exhibiting challenging	\$95,000

	behaviors. Two behavior interventionists are currently working at MUMS under ESSER II funding. This investment extends these positions for a third school year (SY22-23).	
Social Emotional Learning Coordinator	Discontinued in SY22-23.	\$0
Increased School Counselor Services at Rural Elementary Schools.	School counselors provide essential social-emotional and educational instruction and support in schools. ACSD's rural elementary schools have counselors on site between 1 and 4 days per week. This investment allows us to increase the FTE of counselors to increase student access to counseling services.	\$75,000
Retention Bonuses for ACSD Educators	ACSD has faced significant staffing shortages in SY21-22. We aim to increase retention for SY22-23 by providing signing bonuses for returning ACSD educators (including faculty and staff).	\$371,575
Dean of Culture and Climate	After a challenging year of many transitions, this investment allows us to maximize access to well-rounded educational experiences and to ensure safe and healthy school communities. Additional leadership will allow the middle school leadership team to invest in rebuilding community and improving school culture through a focus on Responsive Classroom and complementary positive behavior strategies. Focus on strengthening systems of intervention and support. Funded for SY22-23 in ESSER II. Extended through SY23-24 here.	\$115,000
Educational Enrichment	Guest artists, field trips, school murals - this investment will allow us to bring joy and rebuild community across ACSD's schools.	\$17,000
Mindfulness Training for Educators	Various challenges associated with COVID-19 have created more stressful working conditions for educators. Optional, research-based training in Mindfulness-Based Stress Reduction is an investment in the well-being of the professionals working in our schools.	\$15,000
		TOTAL: \$963,575

Investment Priority 2: Access and Success in Academic Learning

ARP ESSER funding allows ACSD to invest in evidence-based strategies to address the academic impact of lost instruction time aligned with the Education Recovery Pillar **Academic Success** with a focus on **Strengthening Systems and Supports**.

Strategy and Context	How will this strategy support all students, and particularly underserved student groups disproportionately impacted by the COVID-19 pandemic?	Estimated ARP ESSER Allocation
PreK and Early Childhood Transitions Coordinator	The preK coordinator partners with preschool teachers and principals to coordinate school-based programs within ACSD, serve as liaison to facilitate PreK-K transitions, provide early childhood-focused professional development, and co-lead a visioning process to help define the future of preschool programming in ACSD. This role, funded for two years under ESSER I and ESSER II is focused on building systems to maximize early family engagement with school for underserved student groups. This investment allows us to extend this half-time position into a third school year, SY23-24.	\$71,000
Literacy Coordinator, Continued Support for Foundational Literacy Programming, Investment in Secondary Literacy Instruction	The literacy coordinator partners with district leaders, building principals, and literacy interventionists to coordinate literacy instruction and data-driven supports across schools and build systems to ensure equitable access to resources based on student learning needs; leads literacy-focused professional learning; and provides embedded coaching for teachers. This position is currently funded for two years with ESSER I and II. This investment allows us to extend this work into a third school year, SY23-24. Additional funding in this investment allows us to continue to build our foundational literacy instructional resources, a project begun with ESSER II funding.	\$241,949
Literacy Interventionist at MUHS	Literacy interventionists promote academic achievement and success, providing Tier 2 & 3 instruction to students identified by data. This position - to be hired at Middlebury Union High School (MUHS) - is funded for a single year (SY22-23) in ESSER II. This investment allows us to continue this service for a second school year (SY23-24).	105,000
Math Interventionist at MUHS	Math interventionists promote academic achievement and success, providing Tier 2 & 3 instruction to students identified by data. This investment allows us to fund this position at MUHS for two school years, SY22-23 and SY23-24.	\$200,000

Math Materials, PD, and Professional Collaboration	An investment in instructional materials, professional development, and paid professional collaboration will allow ACSD educators to strengthen math instruction and supports.	\$85,000
General Educator at MUMS	To improve services and supports across Tier 1 for middle school students, ACSD used ESSER grant funds to employ an additional general educator in SY21-22. Extending this position for one more school year (SY22-23) serves as a bridge to local funding in subsequent budgets as the school transitions from three teaching teams to four or five, reducing the number of students teachers support at a given time.	\$75,000
Special Educator at MUMS	To improve services and supports across Tier 3 for middle school students, ACSD used ESSER grant funds to employ an additional special educator. This investment allows us to extend this position for one more year, SY22-23.	\$65,000
General Educator at Mary Hogan	If all other elementary classroom positions are filled for SY22-23, hiring an additional first grade teacher at Mary Hogan will allow for more individualized support to students in smaller classes. This investment allows us to fund this position for two years, SY22-23 and SY23-24.	\$200,000
Summer and After School Programming	After school and summer programming provide extended learning opportunities for students. This investment allows ACSD to hire a coordinator to partner with teachers and school leaders to coordinate programs within ACSD; promote social-emotional wellness, student engagement, and academic success; and co-lead a visioning process to help define the future of summer and after school programming in ACSD. Also included in this investment is money to pay after school and summer educators and support access (e.g., providing transportation as needed). The focus is on building affordable, accessible, high quality after school programming as a critical resource for working families, and the goal is to use two years of ARP ESSER funding to create a system that can be sustained after the grant expires.	\$200,000
Multilingual Community Liaison	A multilingual community liaison strengthens connection, engagement, and sense of belonging for English learning and migrant children and families. This investment allows us to fund this position at 0.5 FTE two two years, SY22-23 and SY23-24.	\$120,000

Professional Development for Paraprofessionals	Staffing shortages resulting from COVID-19 disruptions have made it particularly challenging to hire and retain paraprofessionals. These professionals are essential employees within our schools. This allows us to invest in paraprofessionals, funding professional learning to strengthen school systems and services to students.	\$100,000
English Learner (EL) Professional Development	English Learner (EL) students and family members with limited English proficiency can struggle to succeed in schoolwork and engage with school communities. This investment allows us to provide EL professional development and coursework to teachers focused on instruction and supports to promote access, success, and belonging for EL students and families.	\$50,000
		TOTAL: \$1,512,949

Investment Priority 3: Healthy Schools/Indoor Air Quality

ARP ESSER funding allows ACSD to invest in infrastructure improvements aligned with the Education Recovery Pillar **Safe and Healthy Operations** with a focus on **Indoor Air Quality**.

Strategy	How will this strategy support all students, and particularly underserved student groups disproportionately impacted by the COVID-19 pandemic?	Estimated ARP ESSER Allocation
Heating, Ventilation, Air Conditioning (HVAC) Systems	Effective heating, ventilation, air conditioning (HVAC) systems improve environmental factors that impact student health, focus, and learning. This investment allows ACSD to replace HVAC systems in Mary Hogan (A-wing and C-wing) and conduct engineering design to prepare to replace the MUHS H-wing system with other funds. These investments will serve all students in the target schools for years to come.	\$880,000
		TOTAL: \$880,000

Section V: Plan for Meaningful Consultation and Stakeholder Engagement

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 “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.”

This section outlines efforts ACSD has made to engage stakeholders in meaningful consultation to inform planning.

Stakeholder Engagement Strategies

1. **Initial Needs Assessment:** In January/February of 2021, ACSD conducted an initial needs assessment focused primarily on ESSER I and ESSER II grant funds. The format was a brief survey requesting (1) input framed by allowable uses for ESSER funds, (2) feedback on current investment proposals, and (3) new ideas. The 17 respondents included members of ACSD’s Recovery Planning Team and school and district leaders. ESSER allowable use priorities identified through this survey emphasized providing mental health services and supports; supporting activities to meet the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, students in foster care, and other vulnerable populations; and planning and implementing summer, extended, and afterschool learning opportunities for students. Specifically, respondents identified these strategies as a “Top Priority”: Mental health services and supports, elementary focus on foundational literacy, interventionists and intervention models, summer or after school academic programming/tutoring.
2. **Employee Survey:** That first winter survey was followed by a more targeted needs assessment and planning survey sent to all ACSD employees in April/May of 2021. Questions addressed professional learning needs in the areas of math, literacy, and SEL; summer programming and after school programming needs; and staff interest in and availability for additional work related to summer and after school programming. The 56 respondents included faculty and staff representing grades PK-12 and all ACSD schools. Survey results demonstrated a need to prioritize professional development across programs central to the ACSD curriculum scope and sequence in math and literacy (e.g., Bridges, Foundations); increase social-emotional and mental health supports in schools; and increase summer and after school programming for students. Two questions asked about employees’ willingness to work in summer and/or after school programs. Fourteen people responded “Yes” to one or both questions.
3. **School Board Presentations:** ACSD leaders discussed ESSER grant funds in the context of budget planning for Fiscal Year 2023 and made formal ESSER updates to the Board on December 20, 2021 and March 28, 2022. Board conversation (summarized in December meeting minutes) focused on stakeholder engagement, public comment, representation for young families experiencing COVID-related stress, baseline literacy training, summer programming, and topics related to budgeting including how we communicate ESSER grant funds in the context of the district budget and concerns around the sustainability of positions written into ESSER grants.

4. **Recovery Planning Team:** ACSD's Recovery Planning Team has been meeting since June of 2020 to inform the district's COVID response. The team includes positional and dispositional leaders across the district including school and district administrators, teachers/association leaders, leaders across technology, facilities, nursing, and counseling. This team discussed ESSER grant funding at meetings on March 25, 2021, December 21, 2021, and March 1, 2022. At each point the team received updates on ESSER planning and had opportunities to ask questions and provide feedback.
5. **Equity Diagnostic:** With ESSER II grant funding, ACSD has partnered with Hanover Research to conduct an extended equity audit. One element of the audit is a K-12 Equity and Inclusion Diagnostic survey, which was conducted in February and March of 2022. By ACSD's request, ARP ESSER investment questions were embedded in the survey. Initial results were used to inform this plan including 822 survey responses submitted by 305 parents, 163 staff, and 354 students. All schools were represented in survey responses. Respondents represented English language learners, students receiving special education services, families qualifying for free and reduced price lunch, and students receiving math and literacy interventions (including students at Title I schools). They identified across at least seven races/ethnicities. Some reported experiencing homelessness, being in foster care, having an incarcerated parent/caregiver, being migratory, or living in a short-term residence. Based on that survey, the following spending categories were highlighted as top priorities: Mental health and prevention supports, teacher supports to meet increased educational and social emotional needs of a school, targeted behavioral supports, literacy instruction and supports, social emotional learning, early childhood education, and strengthening communication and relationships with multilingual families.
6. **Conversation with ACSD Educators, Online Posting and Feedback Form:** In March of 2022, ACSD's ARP ESSER spending wishlist totaled nearly \$5 million. On March 22, ACSD leaders hosted a zoom conversation to share a planning update and ask for educator input to prioritize investments. Approximately 20-30 educators attended including broad representation from Mary Hogan. The meeting allowed for small group and large group conversations, and all participants were encouraged to submit feedback through a Google form. The slideshow for the March 22 presentation and the feedback form were shared with the entire ACSD staff via email on March 17 and posted online to reach a broader audience. Fifty-seven people completed the feedback form, ranking top investment priorities across three spending categories: Mental Health/Social-Emotional Learning/Positive Behavior Supports, Access and Success in Academic Learning, Healthy Schools/Indoor Air Quality. Results of that survey were shared with the ACSD Board on March 28.
7. **Targeted Engagement:** ACSD leaders invited a series of one-on-one and small group conversations to gather feedback and input from specific stakeholder representatives. These included outreach and conversations with teachers who support our students who are English Language Learners (ELL), staff who support our students with special education needs, multilingual families, students who organize efforts to support human rights issues, staff from the Department of Children and Families and Migrant Education, and parents of children across the district. Key takeaways from these conversations included the need to strengthen and support services for students and families with low English literacy and those who struggle with school engagement; the importance of increased social emotional supports for students and ensuring they have adults in the building who they trust and can rely on; an increased need for connection and engagement especially in the form of joy, connection, and belonging; an increased

need to support the behavior needs of students across our schools; and a need to increase support for the learning losses that have occurred as a result of the pandemic.

8. **Leadership Team Decision Making:** On March 28, 2022, ACSD's Superintendent, Assistant Superintendent of Teaching and Learning, Director of Equity and Student Services, Director of Facilities, Director of Communications and Engagement, and Business Manager met to review proposed investments, discuss feedback gathered through stakeholder engagement, and propose the investments outlined in this plan.
9. **Public Comment:** This plan was posted online and open for public comment from March 29 through April 30, 2022. It was updated in the fall of 2022, discussed at an ACSD Board meeting on October 24, posted [online](#), and re-opened for public comment through December 7, 2022.

Stakeholder Representation Across Engagement Strategies

Stakeholder Group	1. Initial Needs Assessment	2. Employee Survey	3. School Board Presentations	4. Recovery Planning Team	5. Equity Diagnostic	6. Conversation, Online Posting, Feedback Form	7. Targeted Engagement	8. Leadership Team Decision Making	9. Public Comment
Students									
Families									
Administrators									
Educators									
Unions									
Tribes									
Civil Rights organizations									
<i>Stakeholders representing the interests of . . .</i>									
Children with disabilities									
English learners									
Children experiencing homelessness, foster care, or with parents who are incarcerated									
Migratory students									
Other underserved students									

Section VI: Interim Final Requirements Checklist

- ☐ 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.