

OSSD Public Plan for ARP ESSER Spending

Orange Southwest School District
24 Central Street
Randolph, VT 05060
P: 802-728-5052 F: 802-728-4844

Purpose

The following document is intended to summarize for the public, requirements related to how The Orange Southwest School District (henceforth OSSD) intends to use its allocation of ARP ESSER funds. The public and stakeholder groups were/are invited to provide input on this plan by via the following methods:

- Participation in the OSSD Board’s Strategic Planning Sessions and Plan Development, 2020-21.
- Participation in the OSSD ESSER III Public Input Survey. 2021-22.
- Via Email to lmillington@orangesouthwest.org, any time.
- Discussion at any of the district’s open forums held periodically throughout the school year, any time.
- Discussion at school board meetings, monthly.

All information related to this plan, our overall response to the COVID pandemic and the results of the input survey can be found on the district's website at:

orangesouthwest.org/ESSER

What is ARP ESSER (III) Funding

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.

OSSD ARP ESSER Spending Plan v. 2022

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

District Information

LEA Name: [Orange Southwest Supervisory Union](#)

LEA Address: [24 Central Street, Randolph, VT 05060](#)

Superintendent Name: [Layne Millington](#)

Superintendent Phone # and Email: [802-728-5052; lmillington@orangesouthwest.org](#)

District Website (where plan is posted): [www.orangesouthwest.org](#); specifically [orangesouthwest.org/ESSER](#)

Student Enrollment and Demographics

Grades Served: [PreK-12](#)

of Schools: [Five](#)

Total Student Enrollment: [904](#) (as of 10/27/2021)

American Indian/Alaska Native < 1%	Asian < 1%
Black/African American < 1%	Hispanic 2%
Native Hawaiian/Pacific Islander 0%	White 93%

Multiracial 2%	
Students with Disabilities 20.2%	English learners < 1%
Students eligible for Free and Reduced Lunch 41%	Students Experiencing Homelessness 0 (as of 10/27/2021)

Section II: COVID-19 and Education Recovery Information

Below are links to OSSD information regarding Education Recovery Planning.

Name	Link
Education Recovery Needs Assessment	https://orangesouthwest.org/related-esser-docs
Education Recovery Plan	https://orangesouthwest.org/related-esser-docs
Information on Use of ESSER I and II Funds	https://orangesouthwest.org/related-esser-docs
Safe Return to In Person Instruction Checklist or Other District Links	https://orangesouthwest.org/related-esser-docs

Section III: COVID-19 Federal Emergency Funding

ADD Coronavirus Relief Fund (CRF) and CRF Indoor air Quality Grant

Funding Source	Allocation	Amount Expended to Date	Date to spend money by	Short Description of How Funds were Used
ESSER I	\$312,013.00	\$290,019.71 As of 3/10/22	09/30/22	<p>Educational Technology</p> <ul style="list-style-type: none"> • Provide internet connectivity for students to access remote learning. • Purchase technology hardware and software to promote in-person and remote learning. • Purchase Star Boards to allow for socially distancing in classrooms without smartboards. <p>Sanitation Supplies</p>

				<ul style="list-style-type: none"> • Purchase personal protective equipment: masks, protective shields, gloves, hand sanitizer. • Purchase cleaning and sanitizing supplies for facilities and transportation services. • Employ two additional custodians to assist with COVID-19 cleaning of facilities. <p>Maintain Operations</p> <ul style="list-style-type: none"> • Purchase PA systems that allow teachers who are wearing masks to be heard by a socially distanced class. • Supplies, postage for additional communications about COVID. • Desks and chairs for students to provide in person instruction and allow for social distancing. • Provide childcare for staff during full remote session. • Provide transportation of meals. <p>Vulnerable Populations</p> <ul style="list-style-type: none"> • Provide Executive Functioning coaching for 504 students that struggled greatly with remote learning. <p>Leader Resources</p> <ul style="list-style-type: none"> • Provide additional PK teacher to provide in person instruction to cover for regular PK teacher who is providing remote instruction. <p>Preparedness Response</p> <ul style="list-style-type: none"> • Provide COVID Coordinators for the District.
ESSER II	\$1,337,030.00	\$383,083.40 As of 3/10.22	09/30/23	<p>Education Technology</p> <ul style="list-style-type: none"> • Replace outdated computers to best support student learning needs across all three learning modalities: in-person, remote, and hybrid. <p>Sanitation Supplies</p>

				<ul style="list-style-type: none"> • Purchase of PPE, hand sanitizer, cleaners, and disinfectants. <p>Mental Health Services</p> <ul style="list-style-type: none"> • Hire 0.5 FTE outreach coordinator to support students and families in successfully reentering and reconnecting to school due to COVID. • Contract with an outside consultant to provide support to staff on the use of accommodations and differentiated learning to best support students of trauma due to COVID. • Hire a 1.0 social worker to support students returning to the building who need wrap-around support outside of school, which will include coordinating with local organizations for mental health and family services. The social worker will also do group work with students who are struggling to adapt to school after experiencing trauma that was exacerbated by the pandemic. • Purchase SEL curriculum to implement at the elementary level to address the social emotional needs of students that are interfering with their academic learning/performance due to COVID. <p>Summer, Extended and After School Learning Opportunities</p> <ul style="list-style-type: none"> • Provide summer outreach to students and families to respond to educational and social emotional issues caused by COVID. • Provide after school tutoring and transportation to respond to learning loss due to COVID. <p>Maintaining Operations</p>
--	--	--	--	--

				<ul style="list-style-type: none"> • Hire 0.5 FTE preschool teacher to increase to full day preschool and allow an opportunity to address learning loss due to COVID. • Hire 0.8 FTE math/ELA interventionist to address the learning loss due to COVID. • Hire 1.0 FTE math/ELA interventionist to address the learning loss due to COVID. • Hire 0.6 FTE SLP to provide speech services to students in response to loss of skill acquisition due to COVID. • Hire 1.0 FTE Career and Workforce Development Innovation educator who will help to train and provide PD to teachers who will be using the equipment in the Innovation Center. The educator will also instruct students and work with teachers who are engaged in community-based learning to support students in reengaging in in-person learning in response to COVID. • Hire 3.0 FTE custodians to respond to the increased cleaning needs/requirements due to COVID. • Provide a stipend to manage the ESSER applications. • Replace ELA materials (magnet board, magnet letters, etc.) that were sent home during remote learning due to the pandemic to support student learning that were never returned. • Hire a 1.0 Medical Assistant to support the nurse in the completion of necessary duties due to the increased demand caused by COVID (contact tracing, surveillance testing, etc.). • Purchase science simulation software, to allow students to recapture lost learning due to
--	--	--	--	---

				<p>COVID and to supplement the regular curriculum during periods of remote learning.</p> <ul style="list-style-type: none"> • Hire a consultant to address the gaps in high school students’ literacy instruction due to the pandemic and the fact that remote instruction year was inaccessible for the majority of struggling learners due to their learning styles, home environments, and internet connection quality. • Hire a professional trained in Orton Gillingham to provide intensive reading instruction to students who have not made adequate progress due to COVID. • Provide a stipend to a current employee who will trace and track the COVID vaccination rates across the district. • Provide stipends to the COVID coordinators. • Hire a paraprofessional to assist at the primary level with supporting students behaviorally as well as academically helping to address the time and learning loss experienced due to COVID. • Hire a part time interventionist to help address the learning needs of students due to the loss of learning due to COVID.
ARP ESSER (ESSER III)	\$2,997,610	\$0.00	9/30/23	See full plan in Section IV below.
GEER I (if applicable)	\$225,688.95	\$162,640.26	9/30/2022	<p>GEER Funds Support our Regional Technical Center: RTCC</p> <ul style="list-style-type: none"> • To pay for <u>additional staff</u> required for in person instruction. This includes a part time nurse (for all students) and an additional full-time paraprofessional to assist in highly enrolled programs where physical

				<p>space is limited, specifically Construction Trades, Auto Technology, Diesel Technology and Diversified Agriculture.</p> <ul style="list-style-type: none"> • To cover the cost of outdoor classroom and eating space as the attached high school cafeteria that we typically would have used is no longer an option due to COVID-19 • Provide all RTCC families and staff in need with an internet connection to facilitate remote and hybrid learning modalities. • To provide all RTCC Program Instructors with video technology that will assist them in teaching remotely, in the hybrid format or fully in person. • To purchase OWL Technology to allow our instructors to teach to both in-person and remote learners simultaneously and allow them to move around the classroom/lab space. • To cover the costs of industry specific supplies and equipment needed to provide every student meaningful hands-on industry relevant remote instruction. Each program is developing individual tool kits that would allow students to be able to take their program learning kits home whether in hybrid, full, or remote modality. • To cover the costs associated with providing industry specific safety equipment that will allow us to sanitize the interior of vehicles that students work on or use in program. (Auto Technology, Diesel Technology, Diversified Agriculture, and Construction Trades). We would also purchase additional welding helmets & gloves to prevent the need for sharing (Diversified Agriculture, Advanced
--	--	--	--	--

				<p>Manufacturing and Diesel Technology) which is required for every student to participate in hands-on industry relevant full-in person instruction while complying with health and safety regulations.</p> <ul style="list-style-type: none"> To cover unforeseen recruitment costs associated with the impact of COVID-19 on recruiting our partner school students as we are unable to meet in person for this purpose.
ARP IDEA, Part B	\$72,838	\$0	9/30/23	<p>Direct Instruction in Accordance with IEPs</p> <ul style="list-style-type: none"> Provide qualified and/or professional staff who will implement services in accordance with student IEPs or plans for students who attend independent schools or home study programs. <p>Speech Services in Accordance with IEPs</p> <ul style="list-style-type: none"> As a result of being identified as a school district with a CCEIS/ significant disproportionately high number of students receiving speech and language services, the OSSD will increase the intensity of speech/language services and supports provided across all TIERS of the MTSS model during the 2021-2022 school year. <p>Professional Development to Implement Special Education Services</p> <ul style="list-style-type: none"> Staff will participate in professional development to support best practice instruction: STERN Lead to Read. <p>Other Support Services</p> <ul style="list-style-type: none"> In order to provide high quality instruction to all students beginning in 2022, the OSSD will purchase supplies to include books that support best practice. <p>Occupational Services</p>

				<ul style="list-style-type: none"> The OSSD will provide occupational therapy services by qualified providers for the 22-23 school year to meet the goals/objectives within individual student IEPs.
CRF Indoor Air Quality Grant	\$21,103	\$21,103	1/31/21	<p>Braintree Elementary</p> <ul style="list-style-type: none"> Control programming for ventilation and sensor upgrades. Lifebreath air-exchange system for nurse’s office. MERV-13 Filters. <p>Brookfield Elementary</p> <ul style="list-style-type: none"> Upgrade lunchroom exhaust fan. Lifebreath air-exchange system for nurse’s office. MERV-13 Filters. <p>Randolph Elementary</p> <ul style="list-style-type: none"> Control programming for ventilation and sensor upgrades. Lifebreath air-exchange system for nurse’s office. MERV-13 Filters. <p>RUHS/RTCC</p> <ul style="list-style-type: none"> Control programming for ventilation and sensor upgrades. Lifebreath air-exchange system for nurse’s office. MERV-13 Filters. Replace 25 roof exhaust fans.
	\$23,840	\$23,840		
	\$34,264.40	\$32,264		
	\$94,972	\$94,972		
CRF – LEA Grant	\$975,093	\$975,093	12/30/20	<ul style="list-style-type: none"> Additional Staff Salaries and Benefits Technical Services for Remote Instruction Property Services Cleaning and Disinfecting supplies and equipment, and PPE

Section IV: ARP ESSER LEA Plan

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.

Strategy	Education Recovery Pillar (SEL, Student Engagement, Academic Success, Safe and Healthy Operations)	ARP ESSER Amount Allocated
PPE Supplies <ul style="list-style-type: none"> • N95 Masks. • Face Shields. • Other equipment as recommended by the CDC, State and local health officials. 	Safe and Healthy Operations	TBD
Physical Distancing <ul style="list-style-type: none"> • Outdoor Structures to Support Learning and Eating of Meals • Update classroom furniture to support increased distancing. • Expansion and renovation of classroom and program spaces at RTCC to support greater physical distancing. 	Safe and Healthy Operations	TBD
Handwashing <ul style="list-style-type: none"> • Hand sanitizer • Liquid Soap and Dispensers • Hand washing etiquette training 	Safe and Healthy Operations	TBD
Cleaning and maintaining healthy facilities	Safe and Healthy Operations	TBD

<ul style="list-style-type: none"> • Cleaning/disinfecting supplies and equipment. • Replacement air filters for building level HVAC systems and classroom standalone units. • Installation of Mechanical HVAC systems at Braintree and Brookfield. • Additional Custodial Staff. 		
<p>Payroll costs associated COVID response and Mitigation</p> <ul style="list-style-type: none"> • Additional nursing staff and clerical support. • Overtime for nurses and custodial staff. • Two Covid Coordinators • Stipends and/or contracted services for training directly related to COVID testing and mitigation 	Safe and Healthy Operations	TBD

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.

Total 20% mandatory set aside allocation: **\$600,000**

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

Strategy	Education Recovery Pillar (SEL, Student Engagement, Academic Success, Safe and	How will this strategy support specific underserved student groups? (low-income families, students of color, English learners, children with disabilities, students	ARP ESSER Amount Allocated

	Healthy Operations)	experiencing homelessness, children in foster care, migratory students and other students disproportionately impacted by COVID-19)	
Summer, Extended Day, and After School Program Expansion including Transportation as Needed	Academic Success	<p>To address COVID related learning loss and social-emotional-behavioral-mental health (SEB/MH) needs, experiential based summer programming will be offered to youth and families. Transportation will be provided to ensure equitable access to these programs.</p> <p>Extended day and afterschool programming will be used to provide intensive academic and mental health services to both mitigate learning loss and to accelerate new learning. Transportation will be provided to ensure equitable access to these programs.</p> <p>The district will continue its afterschool tutoring program to help students regain unfinished learning.</p> <p>A program coordinator will be hired to oversee these activities.</p> <p>Program effectiveness will be monitored using local assessment systems: Track my Progress, STAR 360, and PBIS data.</p>	TBD 1.0 FTE

Expansion of the OSSD Pre-K Program	Academic Success	In order to effectively address the specific academic and social/emotional learning losses in Pre-K students due to COVID, we will expand our preschool program so that all of the district's three and four-year-old students can attend. Staffing to allow for early screening and interventions will be included as well as limited transportation to ensure equitable access.	TBD
Special Education Coordinators and Specialized support Staff	Academic Success	In order to address specific academic and Social/Emotional learning losses due to COVID, two special education coordinators (elementary, middle/high) will be hired along with specialized support staff to address the development of recovery learning plans, IEPs, specific student needs, and to ensure implementation and progress monitoring.	TBD
Professional Development, program materials, and supplies to enhance the capabilities of the staff to implement a more effective comprehensive multi-tiered system of Support (MTSS)	Academic Success	To address the variety of needs for all students created by COVID, school-based teams will receive training on how to enhance our current Multi-Tiered System of Supports. They will create and implement a plan based on this training.	TBD

Plan for Remaining 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 (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
Addition/Continuation of Mental Health Professionals	SEL, Student Engagement	In order to mitigate the new behaviors seen in students as a result of COVID that both impede learning and engagement, the district will increase its mental health staff districtwide as the labor pool permits: guidance counselors, adjustment counselors, social workers, and behavioral interventionists. This includes the use of outside consultants to help develop effective accommodations for our most difficult cases. This is part of a Tiered SEL program (includes RTCC).	\$344,100 (3.7 FTE)
Continued Adoption and Full District Implementation of an SEL Curriculum	SEL, Student Engagement	In order to provide a comprehensive tiered SEL program to mitigate the impact of COVID on all students, the district will continue its adoption, related training, and implementation of an SEL curriculum that	TBD

		focuses on supporting executive functioning and self-regulation skills.	
Sensory Tools (Continuation and Expansion)	SEL	Providing students with research backed sensory tools that aid in self-regulation and maintaining a state of mind that is conducive to learning.	TBD
Parent Evening (Continuation)	SEL, Academic Success	Holding parent evenings to train parents how to support the district's work on executive functioning, self-control, and self-regulation so that the district's SEL work becomes a community effort. Meetings will also be devoted to training parents on how to develop early numeracy and literacy skills in preschool aged children.	TBD
Community Service Plan	Engagement, SEL	To address the isolation caused by COVID and the ubiquitous statement by students that they feel disconnected from their community, the district will develop a project-based community service plan in order to reengage students both at school and across the greater school community.	TBD
Creation of Outdoor Classroom Spaces	Engagement, Safe and Healthy Operations	To leverage the increase in student engagement that occurred when outdoor learning opportunities were increased, the district will create additional outdoor classroom spaces at RES, Brookfield, and RUHS. The outdoor spaces will be used to enhance instruction in the math and ELA Common Core as well as the Next Generation Science Standards. These	\$65,000

		structures will also provide for more socially distanced learning in a space with open air circulation.	
Replace the Aged HVAC systems at Braintree and Brookfield Elementary.	Safe and Healthy Operations, Engagement	In order to increase the air quality of these small schools, the district will fully replace their aged HVAC systems to include air conditioning. This will increase the amount of fresh air exchange, increase air filtration, and reduce spring and fall humidity to prevent mold outbreaks (which have been an ongoing problem). The increased circulation is important because the enrollment at these schools continues to increase over time.	\$600,000
Speech Language Pathologist (SLP)	Academic Success	To reduce the percentage of new students needing an IEP for speech and language services through early intervention. The lack of physical contact due to remote and hybrid learning prevented the district from effectively providing these services through our MTSS program.	1.0 FTE
Academic Interventionists (Continuation)	Academic Success	In order to help all struggling students complete unfinished learning who need a tier II environment, the district will hire academic interventionists in ELA, and mathematics (includes RTCC).	2.8 FTE
STEM Teacher (Continuation)	Academic Success, Engagement	To expand our project-based learning activities in order to increase engagement as well as to offset the loss of skills previously gained through career exploration internships (which were suspended due to	1.0 FTE

		having to isolate during COVID).	
Improving Tier I Best Practice	Academic Success, Engagement, SEL	Coordinate and implement a K-12 PD program for teachers that increases their capacity to delivery best first instruction for the benefit of all students.	TBD

****This plan will be continuously updated based on ongoing public input and as the impact of implemented strategies are analyzed.**

Section V: Plan for Meaningful Consultation and Stakeholder Engagement

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.

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	1. All planning that led up to and informed the ARP ESSER Plan was created using broad input from stakeholders: Continuity of Learning Plan, Safe Return to School Plan, Recovery Plan (all phases one through three). Primary input was provided through membership on the response teams. All plans were communicated to the public via email communication and placed on the district website	Input and feedback from all constituents were used in the creation and modification of these plans.	Ongoing since March 2020

	<p>allowing for additional public consumption and input.</p> <p>2. These plans were presented to the OSSD Board, which meets monthly, and which provides an avenue of input for all constituents. Agendas were posted publicly to solicit public input.</p> <p>3. The superintendent ran eleven open forums to allow all stakeholders to provide input into the work and planning of the district during the COVID pandemic.</p> <p>4. All constituents had input through the multiple learning modality surveys sent out the public.</p> <p>5. All constituents had input into the plan through participation in the OSSD Board’s Strategic Planning Process which included fifteen public meetings and a survey to prioritize the goals that were developed.</p> <p>6. All constituents had input into the creation of the plan via the ARP ESSER III Input Survey:</p>	<p>This Input and feedback were considered in plan creation and modification.</p> <p>This input and feedback were considered in plan creation and modification.</p> <p>This input and feedback were considered in plan creation and modification.</p> <p>This input and feedback were considered in plan creation and modification.</p> <p>This input and feedback were considered in plan creation and modification.</p>	<p>Ongoing</p> <p>Began in February 2020 and has been ongoing</p> <p>October 2020 – December 2020</p> <p>October 2020 – May 2021</p> <p>February 2022</p>
--	---	---	---

	<p>https://orangesouthwest.org/related-esser-docs</p> <p>7. All materials and plans including the district’s ARP ESSER III plan are sent out to the entire community via Broadband email, and are posted on the Front Porch Forum as well as the district website for review and with a message to provide direct feedback to the superintendent of schools (contact information is provided): https://orangesouthwest.org/ESSER</p>	<p>creation and modification.</p> <p>Any input and feedback generated were considered in plan creation and modification.</p>	<p>Ongoing</p>
<p>Families</p>	<p>In addition to the input opportunities in items 1-7 in the students section above, the following is also true:.</p> <p>In addition, all constituents will be able to provide ongoing feedback on the implementation and impact of the ARP ESSER III plan during monthly Open Forum meetings with the superintendent. All changes will be communicated to the community via broadband email, posted to the Front Porch Forum and posted on the district website to generate additional feedback.</p>	<p>Any input and feedback generated were considered in plan creation and modification.</p> <p>Feedback will be used to update and modify the ARP ESSER III Plan.</p>	<p>See Above</p> <p>October 2022 – April 2023</p>

<p>School and District Administrators (including special education)</p>	<p>School and district administrators (including our COVID Coordinators) were key contributors to developing all plans and providing feedback throughout every step in the process in addition to their leading the various response teams.</p> <p>Administrators will continue to seek and funnel feedback from their constituents to the cabinet so the APR plan can be adjusted based on the effectiveness of its impact.</p>	<p>The team did a significant review of the impact of our Recovery Plan (phase III work) and brought forward all successful strategies into the ARP ESSER III plan.</p>	<p>1/26/22</p> <p>Ongoing</p>
<p>Teachers or Other Educators</p>	<p>In addition to all the input opportunities included under <u>students</u> and <u>families</u> above, the following was also true:</p> <p>Many teachers and other educators were key contributors to developing the plan and providing feedback throughout every step in the process including their membership on various response, grade level, department, and data analysis teams. Educators with specific areas of expertise related to planning were continuously sought.</p>	<p>This input was vital to the creation of the ARP Plan as it evolved from an ongoing analysis of the impact of the Continuity of Learning and Recovery Plans.</p>	<p>Ongoing</p>

	<p>Input will continue to be provided from school level educator and staff teams through the principals to the cabinet in order to inform modifications to the current plan.</p>		Ongoing
Principals	<p>In addition to all the input opportunities included under students and families above, the following was also true:</p> <p>All principals were key contributors to developing the plan and providing feedback throughout every step in the process.</p> <p>Principals will continue to seek and funnel feedback from their constituents to the cabinet so the APR plan can be adjusted based on the effectiveness of its impact.</p>	<p>This input was vital to the creation of the ARP Plan as it evolved from an ongoing analysis of the impact of the Continuity of Learning and Recovery Plans that these folks helped develop.</p>	<p>Ongoing</p> <p>Ongoing</p>
School Staff	<p>In addition to all the input opportunities included under students and families above, the following was also true:</p> <p>Many school staff were key contributors to developing the plan and providing feedback throughout every step in the process.</p>	<p>This input was vital to the creation of the ARP Plan as it evolved from an ongoing analysis of the impact of the Continuity of Learning and Recovery Plans</p>	Ongoing

		that these folks helped develop.	
Unions	<p>In addition to all the input items included under students and families above, the following was also true:</p> <ul style="list-style-type: none"> • Union contract negotiations and memoranda of understanding negotiations that partially shaped the COVID response were ongoing 	Input helped advise safe operating strategies.	Ongoing since March 2020
Tribes	<p>In addition to all the input opportunities included under students and families above, the following was also true:</p> <p>An invitation was sent via the contact links for the Elnu Abenaki Tribe, the Nulhegan Abenaki Tribe, the Koasek Traditional Band of the Koas Abenaki Nation, and the Abenaki Nation of Missiquo to review this plan via the OSSD website in order to provide the district with feedback.</p> <p>Cultural Resources Vermont Commission on Native American Affairs</p>	All input received will be considered for adoption into the ARP ESSER III Plan.	March 2022

<p>Civil Rights organizations</p>	<p>In addition to all the input opportunities included under <u>students</u> and <u>families</u> above, the following was also true:</p> <p>An invitation was sent via the contact link (info@acluvt.org) to ACLU-VT to review this plan via the OSSD website in order to provide the district with feedback.</p>	<p>All input received will be considered for adoption into the ARP ESSER III Plan.</p>	<p>March 2022</p>
<p>Stakeholders representing the interests of children with disabilities</p>	<p>All stakeholders had significant input into the planning process via the well-publicized opportunities outlined in the <u>Student</u> and <u>Families</u> sections above.</p> <p>In addition, all constituents will be able to provide ongoing feedback on the implementation and impact of the ARP ESSER III plan during monthly Open Forum meetings with the superintendent. All changes will be communicated to the community via broadband email, posted to the Front Porch Forum, and posted on the district website to generate additional feedback.</p>	<p>All input and feedback generated were considered during the creation of the ARP III plan.</p> <p>Feedback will be used to update and modify the ARP ESSER III Plan.</p>	<p>March 2020 – March 2022</p> <p>Ongoing</p>
<p>Stakeholders representing the interests of English learners</p>	<p>All stakeholders had significant input into the planning process via the well-publicized opportunities outlined in the <u>Student</u> and <u>Families</u> sections above.</p>	<p>All input and feedback generated were considered during the creation of the ARP III plan.</p>	<p>March 2020 – March 2022</p>

	<p>In addition, all constituents will be able to provide ongoing feedback on the implementation and impact of the ARP ESSER III plan during monthly Open Forum meetings with the superintendent. All changes will be communicated to the community via broadband email, posted to the Front Porch Forum, and posted on the district website to generate additional feedback.</p>	<p>Feedback will be used to update and modify the ARP ESSER III Plan.</p>	<p>Ongoing</p>
<p>Stakeholders representing the interests of children experiencing homelessness, children in foster care or children who are incarcerated</p>	<p>All stakeholders had significant input into the planning process via the well-publicized opportunities outlined in the <u>Student</u> and <u>Families</u> sections above.</p> <p>In addition, all constituents will be able to provide ongoing feedback on the implementation and impact of the ARP ESSER III plan during monthly Open Forum meetings with the superintendent. All changes will be communicated to the community via broadband email, posted to the Front Porch Forum, and posted on the district website to generate additional feedback.</p>	<p>All input and feedback generated were considered during the creation of the ARP III plan.</p> <p>Feedback will be used to update and modify the ARP ESSER III Plan.</p>	<p>March 2020 – March 2022</p> <p>Ongoing</p>

<p>Stakeholders representing the interests of migratory students</p>	<p>In addition to all the input opportunities included under <u>students</u> and <u>families</u> above, the following was also true:</p> <p>An invitation was sent via US Mail to the Vermont Migrant Education Program to review this plan via the OSSD website in order to provide the district with feedback.</p> <p>Sarah Kleinman, Director</p> <p>VMEP Office Location 140 Kennedy Drive, Suite 201 South Burlington, VT 05403</p>	<p>All input received will be considered for adoption into the ARP ESSER III Plan.</p>	<p>March 2022</p>
<p>Stakeholders representing the interests of other underserved students</p>	<p>All stakeholders had significant input into the planning process via the well-publicized opportunities outlined in the <u>Student</u> and <u>Families</u> sections above.</p> <p>In addition, all constituents will be able to provide ongoing feedback on the implementation and impact of the ARP ESSER III plan during monthly Open Forum meetings with the superintendent. All changes will be communicated to the community via broadband email, posted to the Front Porch Forum, and posted on the district website to generate additional feedback.</p>	<p>All input and feedback generated were considered during the creation of the ARP III plan.</p> <p>Feedback will be used to update and modify the ARP ESSER III Plan.</p>	<p>March 2020 – March 2022</p> <p>Ongoing</p>

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 on its website at .
- ✓ 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.