

Rivendell Interstate School District

Public Plan for VERMONT ARP ESSER Spending

Purpose

The following document is intended to summarize for the public, requirements related to how Rivendell Interstate School District intends to use its allocation of ARP ESSER funds. **The public and stakeholder groups are invited to provide input on this plan by November 12th through our District website.**

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": Socioemotional, Mental Health and Wellbeing; Student Engagement, and Academic Achievement. In addition, a fourth "pillar," Safe and Healthy Operations has also emerged as a priority for Education Recovery and includes improvements to indoor air quality and other

Contact Information:

If you have questions about this document or would like additional information please contact:

Josh Souliere, Education Quality, josh.souliere@vermont.gov

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: Rivendell Interstate School District

LEA Address: 10 School Dr. Orford, NH 03777

Superintendent Name: Barrett Williams

Superintendent Phone # and Email: 603-353-2170 ext. 2117. Bwilliams@rivendellschool.org

District Website (where plan is posted): www.rivendellschool.org

Section II: COVID-19 and Education Recovery Information

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	https://www.rivendellschool.org/images/stories/districtinfo/2021-2022/ESSER-Grants/RISD_Needs_Assessment-Recovery_Plan.pdf
Education Recovery Plan	https://www.rivendellschool.org/images/stories/districtinfo/2021-2022/ESSER-Grants/RISD_Needs_Assessment-Recovery_Plan.pdf
Information on Use of ESSER I and II Funds	https://www.rivendellschool.org/images/stories/districtinfo/2021-2022/ESSER-Grants/RISD_ESSER_I_and_II_Fund_Uses.pdf
Safe Return to In Person Instruction Checklist	https://docs.google.com/document/d/11p0NpXZl9NKO22qo5qotRr0DhWMAJJteVnifp5Z_Xs/edit?usp=sharing
Other District Links	https://docs.google.com/document/d/1BtYIBGjQUX6V5raHxiR0XFEeMUnvKYte/edit?usp=sharing&ouid=110564621258389385920&rtpof=true&sd=true

Section III: COVID-19 VT Federal Emergency Funding

Funding Source	Allocation	Amount Expended to Date	Short Description of How Funds were Used
ESSER I	\$121,946.00	\$110,452.97	FFCRA leave, Substitute costs, increased nurse and custodial needs, supplies
ESSER II	\$479,959.00	\$281,104.07	Remedial summer program, summer camp, academic mentoring program, MTSS/ Student support positions, student counseling services, Social/ Emotional Teacher.
ARP ESSER (ESSER III)	\$1,088,284.00	\$144,962.92	See section IV below.
GEER I (if applicable)	\$0	\$0	N/A
Coronavirus Relief Fund (CRF) LEA Grant (if applicable)	\$50,997.00	\$50,996.56	Nursing staff, substitutes, supplies, temp. custodial staff.
CRF Indoor Air Quality Grant (if applicable)	\$	\$	N/A
CRF Child Nutrition Equipment Grant (if applicable)	\$	\$	N/A
ARP IDEA	\$23,386.00	\$20,119.00	Purchase of a vehicle for specialized student transportation as per student IEPs
ARP Homeless Children and Youth II	\$5,808.62	\$	Student Transportation
Other [text box for name or short description]	\$	\$	N/A

Section IV: ARP ESSER LEA Plan [REQUIRED]

ARP ESSER Interim Final Rule Requirements

Through the [Interim Final Requirement](#) (IFR), the US Department of Education has determined that in order to receive ARP ESSER funds, each LEA must: develop, submit to the AOE (on a reasonable timeline determined by the AOE), and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds.

The following sections summarize and incorporate each of the required elements and, if applicable, their connection to Education Recovery Pillars.

COVID-19 Prevention and Mitigation Strategies [REQUIRED]

IFR Requirement:

The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Strategy	Education Recovery Pillar (SEL, Student Engagement, Academic Success, Safe and Healthy Operations)	ARP ESSER Amount Allocated

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: (20% set aside amount is \$217,656.80)

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

Strategy	Education Recovery Pillar (SEL, Student Engagement,	How will this strategy support specific underserved student groups? (low-income families, students of color, English	ARP ESSER Amount Allocated

	Academic Success, Safe and Healthy Operations)	learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students and other students disproportionately impacted by COVID-19)	
Employ one full time math interventionist at each elementary school in FY22 and FY23.	Academic Success	This strategy is designed to support all students including students who are at risk of not achieving grade level standards.	\$370,000.00
Provide stipends for existing faculty to plan professional development activities for our facility and staff in FY22 and FY23.	Academic Success	This strategy will support additional learning opportunities for teachers and support best practices in instruction.	\$10,765.00
Provide stipends for new teacher mentoring in FY22 and FY23.	Academic Success	Vulnerable populations will benefit from this investment as new teachers will have access to a mentor for support.	\$10,765.00

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	ARP ESSER Amount Allocated

		students disproportionately impacted by COVID-19)	
Employ three positions focused on supporting social/ emotional needs of our students in FY23.	SEL	This strategy will be directly supporting students struggling with emotional regulation, daily expectations, and family and homelife issues.	\$275,500.00
Employ three positions to support outdoor education and farm to school programs in both FY22 and FY23.	Student Engagement/ vulnerable populations	This strategy will engage students in nontraditional instruction by utilizing the natural resources that we have within the district to support a well-rounded education.	\$250,702.50
Employ 1.0 FTE Academic Mentoring Teacher and 1.0 FTE Academic Mentoring Support staff for FY23.	Social/Emotional Health	These positions address vulnerable populations by providing extra supports for students not performing at grade level, struggling with regular attendance, and experiencing socioeconomic difficulties during the Covid-19 pandemic.	\$107,100
Employ 6-12 Instrumental Music Teacher	Student Engagement	This strategy will engage students in enrichment opportunities pertaining to music arts.	\$50,259.63
Employ ESL/ELL Teacher	Academic Success/ vulnerable populations	This strategy will support English Language students who are learning English as a second language.	\$17,651.19

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	<p>High School and Middle School stakeholder input survey 10/29/21.</p> <p>Plan posted on our website and stakeholders are invited to share input via email.</p>	<p>Results of survey indicate students prioritize mental health and stress supports, more sports, summer enrichment opportunities, and healthier food options.</p>	<p>10/29/21, ongoing.</p>
Families	<p>Virtual stakeholder Meeting 9/14/21.</p> <p>Invitation to submit stakeholder survey sent via email 10/8 and posted on our website, in the local newspaper, and discussed at the public Oct 2021 RISD School Board Meeting.</p> <p>Discussion of ARP ESSER spending plan at Oct 2021 public school board meeting.</p> <p>ARP ESSER Recovery Plan posted on website November, 2021 inviting feedback.</p>	<p>Survey results indicate the highest priorities to be mental health, student instruction and social/emotional learning opportunities.</p>	<p>09/14/21, 10/8/21, ongoing.</p>
School and District Administrators (including special education)	<p>Needs Assessment and Recovery Planning meetings throughout Spring 2021.</p> <p>Discussion of ARP ESSER spending plan at Oct 2021 public school board meeting.</p> <p>Staff survey sent out in Oct 28, 2021.</p> <p>ARP ESSER Recovery Plan posted on website November, 2021 inviting feedback.</p>	<p>Needs Assessment and Recovery Plan completed.</p> <p>Results of survey indicate top priorities are student mental health support and social/emotional learning opportunities & instruction.</p>	<p>Needs assessment completed 4/16/21 and recovery plan completed 5/19/21.</p> <p>Stakeholder survey sent October 8th, 2021.</p> <p>Ongoing.</p>

Teachers or Other Educators	Needs assessment and Recovery Planning meetings throughout Spring 2021. Discussion of ARP ESSER spending plan at Oct 2021 public school board meeting. Staff survey sent out in Oct 28, 2021. ARP ESSER Recovery Plan posted on website November, 2021 inviting feedback.	Needs Assessment and Recovery Plan completed. Results of survey indicate top priorities are student mental health support and social/emotional learning opportunities & instruction.	Needs assessment completed 4/16/21 and recovery plan completed 5/19/21. Survey sent 10/8/21 & 10/28/21. Ongoing.
Principals	Needs assessment and Recovery Planning meetings throughout Spring 2021. Discussion of ARP ESSER spending plan at Oct 2021 public school board meeting. Staff survey sent out in October 2021. Plan posted on our website and stakeholders are invited to share input via email.	Needs Assessment and Recovery Plan completed. Results of survey indicate top priorities are student mental health support and social/emotional learning opportunities & instruction.	Needs assessment completed 4/16/21 and recovery plan completed 5/19/21. Survey sent 10/8/21 & 10/28/21. Ongoing.
School Staff	Needs Assessment and Recovery Planning meetings throughout Spring 2021 and shared with all faculty in May, 2021. Discussion of ARP ESSER spending plan at Oct 2021 public school board meeting. Staff survey sent out in Oct, 2021. Plan posted on our website and stakeholders are invited to share input via email.	Needs Assessment and Recovery Plan completed. Results of survey indicate top priorities are student mental health support and social/emotional learning opportunities & instruction.	Needs assessment completed 4/16/21 and recovery plan completed 5/19/21. Survey sent 10/8/21 & 10/28/21. Ongoing.
Unions	Needs assessment and Recovery Planning meetings throughout Spring 2021 and shared with all faculty in May, 2021. Professional and Support Staff invited to submit survey 10/8/21 and again via email 10/28/21.	Needs Assessment and Recovery Plan completed. Results of survey indicate top priorities are: student mental health support and	Needs assessment completed 4/16/21 and recovery plan completed 5/19/21.

	Plan posted on our website and stakeholders are invited to share input via email.	social/emotional learning opportunities & instruction.	Survey sent 10/8/21 & 10/28/21. Ongoing.
Tribes (if applicable)	Sent email to State Recognized Tribes via State of Vermont 10/27/21 invited to participate in Stakeholder Survey. Plan posted on our website and stakeholders are invited to share input via email.	Results of survey indicate top priorities are student mental health support and social/emotional learning opportunities & instruction.	10/27/21
Civil Rights organizations	Sent email to State Human Rights Commission 10/27/21 and sent survey for input. Plan posted on our website and stakeholders are invited to share input via email.	Results of survey indicate top priorities are student mental health support and social/emotional learning opportunities & instruction.	10/27/21
Stakeholders representing the interests of children with disabilities	Director of Special Education & School Counselors actively involved in planning of needs and recovery plans. Reached out directly to Expedition Classroom staff and Clinical Director and all related service providers looking for meaningful consultation via email. Invited Clara Martin, Easter Seals to participate in stakeholder survey.	Needs Assessment and Recovery Plan completed. Results of survey indicate top priorities are student mental health support and social/emotional learning opportunities & instruction.	Needs assessment completed 4/16/21 and recovery plan completed 5/19/21. Survey sent 10/27/21.
Stakeholders representing the interests of English learners	Reached out to ELL teachers in the district via email 10/27/21. Reached out to VT State Department of English Learners via email and invited to participate in stakeholder survey.	Results of survey indicate top priorities are student mental health support and social/emotional learning opportunities & instruction.	Survey sent 10/27/21.

Stakeholders representing the interests of children experiencing homelessness, children in foster care or children who are incarcerated	Homeless liaison part of the planning for both needs and recovery plans. Emailed VT Agency of Human Services 10/28/21. Department for Children and Families 10/28/21. Easterseals and Clara Martin 11/2/21.	Needs Assessment and Recovery Plan completed. Results of survey indicate top priorities are student mental health support and social/emotional learning opportunities & instruction.	Needs assessment completed 4/16/21 and recovery plan completed 5/19/21 Survey sent 10/28/21 & 11/2/21
Stakeholders representing the interests of migratory students	Emailed survey to Migrant Education Director at VT AOE 10/27/21 invited to participate in Stakeholder Survey.	Results of survey indicate top priorities are student mental health support and social/emotional learning opportunities & instruction.	10/27/21
Stakeholders representing the interests of other underserved students	Posted advertisement in local newspaper inviting stakeholder input by our survey on 10/8/21. Discussed during our Oct and November School Board meeting.	Results of survey indicate top priorities are student mental health support and social/emotional learning opportunities & instruction.	10/27/21
Other	Plan was posted for public comment on 11/2/21 and discussed at the November 2 nd board meeting soliciting further Stakeholder input and public comment.	Results of survey indicate top priorities are student mental health support and social/emotional learning opportunities & instruction.	11/2/21

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.

