

# ARP ESSER LEA Plan

## Purpose

The following document is intended to summarize for the public, requirements related to how the Hartford 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 **May 1, 2022 through email; [hathornr@hartfordschools.net](mailto:hathornr@hartfordschools.net)**

## Background

As many of you are aware, Vermont's education system has received, and continues to receive, significant federal funding as part of the COVID-19 response. In total the state has received close to \$500 million in education funds, and one of the largest allocations came in the American Rescue Plan Act on March 11, 2021 in the form of the ARP ESSER (ESSER III) grant program. This program allocates \$256,647,724 to Local Education Agencies (LEAs), or what are commonly known as the Supervisory Unions and Supervisory Districts (SUs/SDs), and reserves \$28,516,484 to the Agency of Education (AOE) for statewide responses to the pandemic.

## Purpose of ESSER Funds

ESSER funds are intended to "prepare for, prevent and respond" to COVID-19 and there is a broad, but definitive [list of allowable costs](#) that SU/SDs must follow. The US Department of Education states that these funds are intended, "to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students," with a specific emphasis on meeting the needs of underserved student groups and those most significantly impacted by the COVID-19 pandemic.

## ARP ESSER and Education Recovery

The state received the first two thirds of these funds in March, but the US Department of Education released a set of [interim final requirements](#) in April that outlined the process by which they will allocate the remaining one third (approximately \$95,054,703). This process included the development of a draft plan by each LEA (this document), and includes meaningful engagement with stakeholders and an opportunity for the public to review and comment upon the draft plan.

In addition, during the winter and spring of 2021 each SU/SD has been tasked by the Agency of Education with developing a plan for [Education Recovery](#). These plans center on three main "pillars": Social Emotional, Mental Health and Wellbeing; Student Engagement, and Academic Achievement. In addition, a fourth pillar, Safe and Healthy Operations has also emerged as a priority for Education Recovery and includes improvements to indoor air quality and other measures to improve learning environments. The development of these Education Recovery plans involved significant stakeholder input and were submitted to the AOE in June 2021.

As they look to the next several years of Education Recovery and beyond, SU/SDs will rely on federal emergency funds, including ESSER I, ESSER II and ARP ESSER to support these efforts. In addition, SU/SDs will use their "regular" sources of funding, which include local, state and federal funds, to continue pre-COVID work and respond to the needs that have arisen during the pandemic. In short, there is no **one** source of funds that can address student needs, but there is a significant opportunity with the influx of emergency funds to address long-standing or intractable challenges.

## Section I: General Information

### General Information

LEA Name: Hartford School District

LEA Address: 73 highland Ave, WRJ, VT. 05001

Superintendent Name: Tom Debalsi

Superintendent Phone # and Email: 802-295-8600 [debalsit@hartfordschools.net](mailto:debalsit@hartfordschools.net)

District Website (where plan is posted): [hsdvt.com](http://hsdvt.com)

### Student Enrollment and Demographics

Grades Served: PreK-12

# of Schools: 5

Total Student Enrollment: 1467

American Indian/Alaska Native [.99%]	Asian [1.92%]
Black/African American [ 4.44%]	Hispanic [ 4.17%]
Native Hawaiian/Pacific Islander [ .07%]	White [ 97.95%]

Multiracial [ 0%]	
Students eligible for Free and Reduced Lunch [39.83%]	Migrant [0%]
Students with Disabilities [ 24.25%]	English learners [ 1.79%]
Students with High-Speed Internet at Home (if available) [%]	Students Experiencing Homelessness [ .73%]

## 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.

Document Name	Link
Education Recovery Needs Assessment	Linked <a href="#">HERE</a>
Education Recovery Plan	Linked <a href="#">HERE</a>
Safe Return to In Person Instruction Checklist or Other District Links	<a href="#">Return to School Letter 2019-2020</a> <a href="#">Return to School Guidance August 2021</a> <a href="#">HSDVT Covid Webpage</a>

## Section III: COVID-19 Federal Emergency Funding

### Braided Funding Chart

Mental Health and Well Being					
Investment Strategies from Recovery Action Plan	Local Funding Sources	CFP- Title I, Title IIa, Title IV	ESSER I	ESSER II	ESSER III
<b>MTSS Plan</b>	Administrative Council  Leadership in Inclusive Education Project				
<b>Universal Access to Mental Health Services</b>	Clinical Director  Panorama Surveys  Mental Health Clinicians	Behavior Support Person  PBIS Restorative Practice  Collaborative Problem Solving Trainer  Additional	1.0 Mental Health Clinician	2.0 Mental Health Clinician  5.0 Behavior Interventionists (funded in partnership with HCRS)  Extended Learning	2.0 Mental Health Clinicians  5.0 Behavior Interventionists (funded in partnership with HCRS)

		Panorama suite of surveys		-Contracted Service hourly rate Starting with the Middle School	
<b>Access to Healthcare</b>	Nurse Coordinator				
<b>Access to PreK</b>	3.0 PreK teachers PreK Coordinator			1.0 additional PreK teacher	.5 additional PreK teacher
<b>Covid</b>	Covid Coordinators		Contracted Cleaning Service and Products MERV 13 filters PPE	Contracted Cleaning Service Parking	
<b>Reengagement/Truancy</b>					
<b>Investment Strategies from Recovery Action Plan</b>	<b>Local Funding Sources</b>	<b>CFP- Title I, Title IIa, Title IV</b>	<b>ESSER I</b>	<b>ESSER II</b>	<b>ESSER III</b>
<b>Culturally Responsive Education</b>	Equity Coordinator		Equity and Anti-Racism PD	Equity Coordinator Mentor	
<b>Flexible Pathways</b> <b>Alternative Programming</b>	4.0 Positions	STEM Project Equipment for Engineering Design Class		.5 Place Based Learning Educator	Alternative Programming
<b>Outreach Plan for Vulnerable Populations</b>	Equity Coordinator Homeless Liaison	Homeless Support	Translation Services	Homeless Support Translation Services	Homeless Support Translation Services
<b>Academic Success and Achievement</b>					
<b>Investment Strategies from Recovery Action Plan</b>	<b>Local Funding Sources</b>	<b>CFP- Title I, Title IIa, Title IV</b>	<b>ESSER I</b>	<b>ESSER II</b>	<b>ESSER III</b>
<b>Instructional Interventionists</b>	3.5 FTE	3.6 positions- Title IA schools			Additional .5
<b>Kindergarten PE movement Interventionist</b>	1.0 FTE				
<b>Kindergarten behavior para</b>	1.0 FTE				

<b>Instructional and Place Based Coaches</b>	1.5 FTE	1.5 positions- Title IIA  Consultant		.5 Place based coach	Additional 1.5
<b>Extended Learning Opportunities</b>	3.0 positions	STEAM teacher Garden Coordinator	Remote Academy Coordinator	Summer School Teaching Stipends and field trip bussing  Tuition for Elem IMS summer program	Summer School Teaching Stipends and field trip bussing  Tuition for Elem IMS summer program
<b>Access to curriculum materials inclusive of diverse content</b>	Equity Coordinator		Chromebooks, earbuds, diagnostic software, upgrade google meets	OT Screening and intervention  K-5 ELA Curriculum Materials and PD  ELA Implementation team stipends and supplies	OT Screening and intervention  K-5 ELA Curriculum Materials and PD  ELA Implementation team stipends and supplies  Math Program Evaluation
<b>Professional Development System</b>	Administrative Council	Renaissance U- STAR data resources			

## Section IV: ARP ESSER LEA Plan

### ARP ESSER Interim Final Rule Requirements

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

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

### COVID-19 Prevention and Mitigation Strategies [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.*

We are not allocating any funds in this area. At this time all of the materials and resources needed in the mitigation and prevention of Covid-19 have been funded by other sources.

Strategy	Education Recovery Pillar (SEL, Student Engagement, Academic Success, Safe and Healthy Operations)	ARP ESSER Amount Allocated
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Masks	Safe and Healthy Operations	0
Testing kits	Safe and Healthy Operations	0
Cleaning Supplies	Safe and Healthy Operations	0
Cleaning Services	Safe and Healthy Operations	0

## 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 after school 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: **\$478,620**

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

Strategy	Education Recovery Pillar (SEL, Student Engagement, Academic Success, Safe and Healthy Operations)	How will this strategy support specific underserved student groups? (low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students and other students disproportionately impacted by COVID-19)	ARP ESSER Amount Allocated
Summer Programing: Tuition for Immersion Montessori Summer School Pre K-5	Student Engagement Academic Success SEL	Priority is given to vulnerable populations and early childhood. This provides an opportunity for underserved children to access high quality summer programming that emphasizes learning through play, social interaction, goal setting, language acquisition, problem solving, mathematics, and nature based learning.	120,000
Environmental Camp	Student Engagement Academic Success SEL	This supports our underserved populations by increasing our summer offerings that emphasize engaging environmental activities.	1500
Summer Programming- Stipends for teachers to provide targeted intervention K-12 and transportation for students to attend.	Academic Success	Addresses summer learning loss. Priority is given to students who demonstrate below proficiency skills giving them access to small group instruction designed specifically to meet individual goals.	6500
Alternative learning Center	Student Engagement Academic Success SEL	Addresses engagement specific to those students for whom traditional schooling is not meeting their needs. Students with mental health, behavior and attendance concerns are disproportionately from our marginalized communities. This program will	350,620

		provide a safe space to re-engage students through the following: <ul style="list-style-type: none"> <li>• Alternative learning space different from traditional</li> <li>• Non-traditional learning opportunities</li> <li>• Flexible pathways</li> <li>• Increased physical activity</li> <li>• Authentic learning</li> <li>• Community engagement/place based learning</li> </ul>	
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**Plan for Remaining 80% of ARP ESSER Funds \$1,914,479**

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.*

Remaining 80% - **\$1,914,479**

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
PreK teacher	Academic Success, SEL	Targets early childhood need for full day preK. Allows for early intervention and supports for low income families who cannot afford child care.	100,000
PreK teacher/Intervention	Academic Success, SEL	Targets early childhood need for full day preK. Allows for early intervention and support for low income families who cannot afford child care.	100,000
2.0 Mental Health Clinician	SEL, Student Engagement	Increases access to mental health services and supports underserved populations by providing universal access. Students with mental health, behavior and attendance concerns are disproportionately from our marginalized communities.	180,000
Behavior Interventionists	SEL, Student Engagement	Increases access to education by providing support to students who are not able to self regulate. Students with mental health, behavior and attendance concerns are disproportionately from our marginalized communities.	170,000
OT Screening Time	Academic Success	Provides universal support for underserved student populations who are not on an IEP but need early intervention.	60,000

SAP	SEL, Student Engagement	Increases access and support for our students struggling with substance issues or concerns. The identified needs are from students who are disproportionately from marginalized communities.	50,000
Instructional Coach	Academic Success	Targeting equitable instructional strategies and assisting instructors with feedback and coaching cycles. This will increase the engagement of underserved populations by creating a more inclusive learning environment.	270,000
2.5 Academic Intervention	Academic Success	Increase access to targeted intervention. Students with these needs are disproportionately from marginalized communities.	500,000
ELL	Academic Success	Academic access and success for our English Language Learners.	100,000
Alternative learning Center	Student Engagement Academic Success SEL	Addresses engagement specific to those students for whom traditional schooling is not meeting their needs. Students with mental health, behavior and attendance concerns are disproportionately from our marginalized communities. This program will provide a safe space to re-engage students through the following: <ul style="list-style-type: none"> <li>• Alternative learning space different from traditional</li> <li>• Non-traditional learning opportunities</li> <li>• Flexible pathways</li> <li>• Increased physical activity</li> <li>• Authentic learning</li> <li>• Community engagement/place based learning</li> </ul>	273,907

## Section V: Plan for Meaningful Consultation and Stakeholder Engagement

In this section, LEAs should document their engagement with stakeholder groups and the public. The [Interim Final Rule](#) outlines the specific groups that LEAs must engage with in developing their plan for the use of ARP ESSER Funds.

*IFR Requirement: Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.*

[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	Panorama Surveys Grades	<a href="#">Panorama Results</a>	9/27, 4/3, 5/16
Families	School Board Community Engagement Meetings. <a href="#">Presentation 1- Recovery Plan</a> <a href="#">Presentation 2- IMS</a>	<a href="#">Presentation 5 Response to Community Engagement</a>	June 8, 2021 October 13, 2021

	<a href="#">Presentation 3- Health and Well-being</a> <a href="#">Presentation 4- Health and Well-being</a> <a href="#">Presentation 5- ESSER Funding Feedback</a>  Panorama Surveys PTO Meetings	Survey results from funding feedback	October 13, 2021 Dec. 8th, 2021 Dec. 8th, 2021 Feb. 23, 2022
School and District Administrators (including special education)	School Board Community Engagement Meeting. <a href="#">Presentation</a> Monthly AC meetings Town Hall Community Meeting (School Board) to discuss the impacts of Covid on families and staff. Nov 23, 2021	<a href="#">Superintendent Letter</a>	June 8, 2021  Nov 23, 2021
Teachers or Other Educators	Panorama Surveys  Leadership Teams Dept. Head Meetings	<a href="#">Surveys</a>	9/27, 4/3, 5/16  Monthly.
Principals	School Board Community Engagement Meeting. <a href="#">Presentation</a> Monday Memos	Links to past Memos	June 8, 2021
School Staff	Building based staff meetings Presentation shared in Monthly Memo from Superintendent	Links to past Memos	2nd Tues. of each Month
Unions	LMC- agenda notes	agenda notes Meeting with Elementary Staff to hear concerns	11/4/21
Tribes (if applicable)			
Civil Rights organizations	HCOREI HSD BIPOC Family Resource Group	<a href="#">Presentation 5- ESSER Funding Feedback</a>	Feb 23, 2022
Stakeholders representing the interests of children with disabilities	Director of Special Education	<a href="#">Presentation 5- ESSER Funding Feedback</a>	FEB 23, 2022
Stakeholders representing the interests of English learners	Data on ELLs Survey	<a href="#">Presentation 5- ESSER Funding Feedback</a>	Feb 23, 2022
Stakeholders representing the interests of children experiencing homelessness, children in foster care or children who are incarcerated	Haven- Nancy McNalley or Maria Rodis  BARJ-balanced and restorative justice- Scott Hunt	<a href="#">Presentation 5- ESSER Funding Feedback</a>  <a href="#">Meeting Notes</a>	<a href="#">Dates</a>
Stakeholders representing the interests of migratory students		<a href="#">Presentation 5- ESSER Funding Feedback</a>	Feb 23, 2022

Stakeholders representing the interests of other underserved students	Family Place- Giovanna Munafo Building Bright Futures	<a href="#">Presentation 5- ESSER Funding Feedback</a>	Feb, 23, 2022
Other	Recreation Department- Scott Hausler After School Programing- Creative Kids- Jenn Parker IMS- Immersion Montessori School- Juan Garceran HCC- Hartford Community Coalition White River Family Practice	<a href="#">Presentation 5- ESSER Funding Feedback</a>  <a href="#">Meeting Notes</a>	3/7/2022 1/20/2022 2/11/2022 2/23/2022