

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 2/23/2022.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bill/117th-congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

1) School District / Charter School Name:	<u>Rochester</u>	→ Cell C18 Must be Input for Formulas to Populate Correctly
2) District ID Number:	<u>461</u>	→ Autopopulates upon Selection
3) SAU Number:	<u>54</u>	→ Autopopulates upon Selection
4) Date of Publication:	<u>2/23/2022</u>	
5) Approver Name - (Superintendent / Head of School):	<u>Kyle Repucci, Superintendent</u>	
6) Email & Telephone:	<u>repucci.k@sau54.org 603-332-3678</u>	

II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Yes - Description Required

Description:

www.rochesterschools.com <https://drive.google.com/file/d/1glfhaHe7bq68PKS20PxCr7-Lt6wjBuK/view>

- 2) The plan is in an understandable and uniform format (please choose one):

Yes - Description Required

Description:

This plan is written using the template provided by the NHDOE on February 1, 2022

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

Yes - Description Required

Description:

The Plan will be provided and posted in multiple languages; the Plan may also be orally translated. The Plan, upon request by a parent/guardian who is an individual with a disability, will be provided in an alternative format accessible to the parent/guardian.

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

Yes - Description Required

Description:

The Plan, upon request by a parent/guardian who is an individual with a disability, will be provided in an alternative format accessible to the parent/guardian.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

- 1) How the LEA provided the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds:

Yes - Description Required

Description:

The School Board receives public feedback during all Board meetings. Additionally, seven committees of the Board meet monthly and take public feedback. A stakeholder feedback survey has been utilized to solicit stakeholder feedback. The survey was mass distributed to students, staff, families, community members, and stakeholder groups. The survey is also Publicly posted on the District website. Feedback has also been received through direct communication to school and District offices. Survey Data was collected from 470 respondents (parents, students, teachers, support staff, district administrators, residents, community business owners; special interest groups) broken out as follows: Civil Rights - 6 Disability Rights - 11 Associations and Unions - 79 Special Education, ESOL, Migrant, Homeless Youth; Foster; Incarcerated - 129 Students - 3 Military - 1 Support Staff - 42 Administrators - 16 Community - 3 Other - 6 Parents - 238 Teachers - 162 The District received three specific emails requesting funding for the senders two specific children (one student over the age of 18 and one under the age of 18) The District held stakeholder feedback meetings in May and June targeted in the following areas: Academic Support, Facilities, Health and Wellness, Mental Health, Technology, Governance, and School Operations. The District included public feedback opportunities at June, July, and August School Board and sub-committee meetings (Sub-committees include: Personnel, Building, Finance, Strategic, Instruction, Policy, Special Services). All feedback was taken into consideration when drafting the plan.

- 2) How the LEA took public input into account regarding the development of the LEA's plan for the use of ARP ESSER funds (please choose one):

Yes - Description Required

Description:

The District included public feedback opportunities at June, July, and August School Board and sub-committee meetings (Sub-committees include: Personnel, Building, Finance, Strategic, Instruction, Policy, Special Services). All feedback was taken into consideration when drafting the plan. The Rochester Plan includes the top categories selected as priorities by those providing feedback and the survey results. The amount of feedback Rochester received greatly outweighed the amount of feedback the NH DOE included in their plan as observed during the NH DOE stakeholder meeting late last Spring. All activities included in Rochester's Funding Plan are allowable per the USED.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
a. Students (please choose one):

Yes - Description Required

1) Description:

Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

i) Number of total responses: There were 3 out of 470 students responses received.

ii) Uses consulted on: All use fund topics consulted on in May, June, July, August committee meetings.

iii) Description of feedback received: Survey feedback was received and direct feedback reported at Committee meetings.

Please indicate how consultation was:

2) Inclusive: Surveys were distributed to all community groups, including students, and posted on the webpage. Surveys were available in multiple languages upon request. All groups are invited to give feedback during regular meetings. All groups were included in direct mass communication. Publicly posted survey, public comment during meetings, direct mass communication feedback survey and regular school and district meetings.

3) Widely advertised and available: Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

4) Ongoing: Additional student feedback is received at the building level through various student groups and direct feedback to school administrators.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Publicly posted survey, public comment during meetings and Direct mass communication feedback survey.

i) Number of total responses: There were 238 parent/guardians out of 470 responses received.

ii) Uses consulted on: All use fund topics consulted on in May, June, July, August committee meetings.

iii) Description of feedback received: Survey feedback was received and direct feedback reported at Committee meetings.

Please indicate how consultation was:

2) Inclusive: Surveys were distributed to all community groups, including parents, and posted on the webpage. Surveys were available in multiple languages upon request. All groups are invited to give feedback during regular meetings. All groups were included in direct mass communication. Publicly posted survey, public comment during meetings, direct mass communication feedback survey and regular school and district meetings.

3) Widely advertised and available: Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

4) **Ongoing:** Additional feedback can be shared at any public Board or Committee meeting. Feedback can also be emailed directly to the superintendent.

c. School and district administrators, including special education administrators (please choose one):

Yes - Description Required

1) Description:

Publicly posted survey, public comment during meetings, direct mass communication feedback survey. School and District regular meetings, regular committee meetings and regular administrative meetings.

i) Number of total responses: There were 16 administrators out of 470 responses received.

ii) Uses consulted on: All use fund topics consulted on in May, June, July, August committee meetings.

iii) Description of feedback received: Survey feedback was received and direct feedback reported at Committee meetings.

Please indicate how consultation was:

2) Inclusive: All administrators invited to give feedback during regular meetings. Additionally, administrators were included in direct mass communication. Publicly posted survey, public comment during meetings and direct mass communication feedback survey. School and District regular meetings.

3) Widely advertised and available: Publicly posted survey, public comment during meetings and direct mass communication feedback survey. Additional feedback is received at the building level through various working groups and direct feedback to district administrators.

4) Ongoing: Additional and ongoing feedback can be shared at any public Board or Committee meeting. Feedback can also be directly to the superintendent or any other building or district administrator.

d. Teachers, principals, school leaders, other educators, school staff, and their unions (please choose one):

Yes - Description Required

1) Description:

Publicly posted survey, public comment during meetings and direct mass communication feedback survey. School and District regular meetings, regular committee meetings, regular school building faculty and administrative meetings.

i) Number of total responses: There were 299 school personnel out of 470 responses received.

ii) Uses consulted on: All use fund topics consulted on in May, June, July, August committee meetings.

iii) Description of feedback received: Survey feedback was received and direct feedback reported at Committee meetings.

Please indicate how consultation was:

2) Inclusive: All teachers, principals, school leaders, other educators, school staff and their unions are invited to give feedback during regular meetings. Additionally, teachers, principals, school leaders, other educators, school staff and their unions were included in direct mass communication. Publicly posted survey. Public comment during meetings. Direct mass communication feedback survey. School and District regular meetings.

3) Widely advertised and available: Publicly posted survey, public comment during meetings and direct mass communication feedback survey. Additional feedback is received at the building level through various working groups and direct feedback to district administrators.

4) Ongoing: Additional and ongoing feedback can be shared at any public Board or Committee meeting. Feedback can also be directly to the superintendent or any other building or district administrator.

e. Tribes, if applicable (please choose one):

Yes - Description Required

1) Description:

Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

i) Number of total responses: There were zero tribes out of 470 responses received.

ii) Uses consulted on: There was no feedback provided.

iii) Description of feedback received: There was no feedback provided.

Please indicate how consultation was:

2) Inclusive: Surveys were distributed to all community groups, including Tribes, and posted on the webpage. Surveys were available in multiple languages upon request. All groups are invited to give feedback during regular meetings. All groups were included in direct mass communication. Publicly posted survey. Public comment during meetings. Direct mass communication feedback survey. School and District regular meetings.

3) Widely advertised and available: Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

4) Ongoing: Additional feedback can be shared at any public Board or Committee meeting. Feedback can also be emailed directly to the superintendent.

f. Civil rights organizations, including disability rights organizations (please check one):

Yes - Description Required

1) Description:

Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

i) Number of total responses: There were 153 organizations out of 470 responses received.

ii) Uses consulted on: All use fund topics consulted on in May, June, July, August committee meetings.

iii) Description of feedback received: Survey feedback was received and direct feedback reported at Committee meetings.

Please indicate how consultation was:

2) Inclusive: Surveys were distributed to all community groups, including Civil Rights organizations and disability rights organizations and groups, and posted on the webpage. Surveys were available in multiple languages upon request. All groups are invited to give feedback during regular meetings. All groups were included in direct mass communication. Publicly posted survey. Public comment during meetings. Direct mass communication feedback survey. School and District regular meetings.

3) Widely advertised and available: Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

4) Ongoing: Additional feedback can be shared at any public Board or Committee meeting. Feedback can also be emailed directly to the superintendent.

g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please choose one):

Yes - Description Required

1) Description:

Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

i) Number of total responses: There were 147 stakeholders out of 470 responses received.

ii) Uses consulted on: All use fund topics consulted on in May, June, July, August committee meetings.

iii) Description of feedback received: Survey feedback was received and direct feedback reported at Committee meetings.

Please indicate how consultation was:

2) Inclusive: Surveys were distributed to all community groups, including stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and your in foster care, migratory students, children who are incarcerated, and other underserved students, and posted on the webpage. Surveys were available in multiple languages upon request. All groups are invited to give feedback during regular meetings. All groups were included in direct mass communication. Publicly posted survey. Public comment during meetings. Direct mass communication feedback survey. School and District regular meetings.

3) Widely advertised and available: Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

4) Ongoing: Additional feedback can be shared at any public Board or Committee meeting. Feedback can also be emailed directly to the superintendent.

h. Community-based organizations, including partnerships to promote access to before and after-school programming (please choose one):

Yes - Description Required

1) Description:

Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

i) Number of total responses: There were 106 community based organizations out of 470 responses received.

ii) Uses consulted on: All use fund topics consulted on in May, June, July, August committee meetings.

iii) Description of feedback received: Survey feedback was received and direct feedback reported at Committee meetings.

Please indicate how consultation was:

2) Inclusive: Surveys were distributed to all community groups, including community organizations and child care providers, and posted on the webpage. Surveys were available in multiple languages upon request. All groups are invited to give feedback during regular meetings. All groups were included in direct mass communication. Publicly posted survey. Public comment during meetings. Direct mass communication feedback survey. School and District regular meetings.

3) Widely advertised and available: Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

4) Ongoing: Additional feedback can be shared at any public Board or Committee meeting. Feedback can also be emailed directly to the superintendent.

- i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

Yes - Description Required

1) Description:

Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

i) Number of total responses: There were 247 early childhood providers and families out of 470 responses received.

ii) Uses consulted on: All use fund topics consulted on in May, June, July, August committee meetings.

iii) Description of feedback received: Early childhood providers did not specify their category. Parents, community, and other are included in this category.

Please indicate how consultation was:

2) Inclusive: Surveys were distributed to all community groups, including parents and community groups, and posted on the webpage. Surveys were available in multiple languages upon request. All groups are invited to give feedback during regular meetings. All groups were included in direct mass communication. Publicly posted survey. Public comment during meetings. Direct mass communication feedback survey. School and District regular meetings.

3) Widely advertised and available: Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

4) Ongoing: Additional feedback can be shared at any public Board or Committee meeting. Feedback can also be emailed directly to the superintendent.

IV. Supporting the Continuous and Safe Operation of In-Person Learning

- 1) The extent to which and how LEA ARP ESSER 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:

Note: Federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.

Description During SY 2021-2022:

The District will use funds to the greatest extent practicable to address safety measures for continued in-person learning. Safety considerations based on survey feedback include district facility HVAC system upgrades, air purification, personnel, PPE, and cleaning supplies. CDC guidance for K-12 schools recommends engineering controls such as increasing ventilation. Specific CDC guidance calls for the following: Assess and calibrate building HVAC systems and controls. Program controls to allow for maximum ventilation and provide germicidal air treatment. Rochester seeks to fund an Air Quality Improvement Project specifically geared to meet these requirements by assessing, repairing or replacing building HVAC systems and controls, evaluating and maximizing ventilation, and implementing specific germicidal air treatment equipment. Fund use will include the installation of a new digital control system serving HVAC equipment throughout the District. The new control system will include a "Healthy Building Dashboard" providing monitoring and control of indoor air quality. All air handling equipment will be fitted with needle point bi-polar ionization or some other form of air cleaning technology. All existing pneumatic controls will be upgraded to electric. Existing equipment beyond its useful life will be replaced. All components of this project are directly related to school facility repair and improvement to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student needs in direct response to COVID-19. The Rochester School District will contract with an HVAC engineering firm to manage the construction activities to ensure compliance with prevailing wage requirements. The Rochester School District will retain the services of a third party commissioning agent to ensure that all systems perform to specification.

V. Addressing the Academic Impact of Lost Instructional Time (At least 20 percent of an LEA's Allocation)

- 1) How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who did not consistently participate in remote instruction when offered during school building closures;
 - b. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
 - c. Students most at-risk of dropping out of school.

Description During SY 2021-2022:

Accurate, valid, and reliable assessment data synthesized with year-end competency achievement reports provide valuable information as the District determines the most important educational needs of our students and plans appropriate supports for students with unfinished learning. Student assessment results, grades, and competency achievement levels are reported in our student information system. Information is reviewed regularly with the District management team, academic committee, and CIA coaches. Benchmark and academic achievement tests; discipline referrals; attendance records; community partner reports; student engagement and participation reports; course enrollment; and assignment of technology devices and wireless access points are all recorded in the district databases for analysis and use in planning and programming for all students. The District will continue to extract information from the databases and the SIS to identify and meet the needs of all learners. Teacher teams meet to examine academic achievement and competency gaps. Student level data discussions allow teachers to plan for and address individual student learning gaps. Students are assessed using high-quality, standards aligned diagnostic and benchmark tools. Elementary schools administer the reading screeners for student's grades K-5; elementary, middle, and high schools administer the NWEA in reading and mathematics. Teachers use the quantitative assessment data described above, as well as, information gathered through open ended questions and feedback loops to develop appropriate learning plans for students. Such plans may include extra time and support for students with the greatest unfinished learning from the prior year. Rochester schools also focus on the identification of students with social emotional needs resulting from the grief, stress, and loss experienced during the pandemic. Educators assess student needs and spend time creating a learning environment that develops social, emotional, and academic skill growth. All groups disproportionately impacted by the pandemic, including those that have been identified by the District (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures) will be monitored by the District to target learning loss and academic gaps. Attendance, court involvement, and the needs of students in transition are monitored by specific district and school assigned staff.

- 2) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

Description During SY 2021-2022:

The District will continue to provide In-person learning through a holistic approach that considers the academic, social and emotional needs of students. The District will continue to plan summer learning and after-school programs addressing the needs of students. Transportation to summer and extended year in-person learning opportunities. Providing technology devices, tools, programs and access points. Providing before, after, and during school small group instruction and tutoring through the use of grant funded interventionists and contracted services whenever qualified personnel to fill such roles are available. Providing personalized learning experiences utilizing evidenced based instructional materials and multiple modalities. The District will allocate ESSER funds to promote safe and equitable access for all Rochester students. The District has, and will continue to, identify students and educators who lack sufficient access to hardware, software, and the Internet. All of which have become critical to success in an ever changing learning environment. In a concerted effort to close the digital divide and bridge the homework gap, some funds will be allocated for the continued purchase and installation of hardware, software, and expanded access to broadband services. The District will also continue to dedicate grant and operational funds to the implementation of evidence based CORE instructional programs which may include but not be limited to: CKLA and EDM4; and our evidence based intervention programs, which could include but not be limited to: Read Naturally, OG, Wilson, Number Worlds, Connecting Math Concepts, Edgenuity, ALEX, and IXL.

Description During SY 2022-2023:

The District will continue to provide In-person learning through a holistic approach that considers the learning, social and emotional needs of students. The District will leverage available ESSER III funding, should any remain, to continue summer learning and after-school programs addressing the needs of students. Pending the availability of funds, transportation to summer and extended year in-person learning opportunities may be provided. As available, funds will be leveraged to provide before, after, and during school small group instruction and tutoring.

Description During SY 2023-2024:

The District will continue to provide In-person learning through a holistic approach that considers the learning, social and emotional needs of students. The District will leverage available ESSER III funding, should any remain, to continue summer learning and after-school programs addressing the needs of students. Pending the availability of funds, transportation to summer and extended year in-person learning opportunities may be provided. As available, funds will be leveraged to provide before, after, and during school small group instruction and tutoring.

- 3) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:
 - a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please choose one):

Yes - Description Required

Description:

Providing before, after, and during school and Saturday school small group instruction and tutoring through the use of grant funded interventionists, tutoring stipends for teachers, and/or contracted services whenever qualified personnel to fill such roles are available.

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please choose one):

Yes - Description Required

Description:

The District will continue to leverage and allocate grant and operational funds to support all educators by providing opportunities to participate in professional development, wellness committee activities, social emotional and self-care activities. The District provides course and workshop reimbursement as well as District sponsored events throughout the school year.

The District will continue to leverage and allocate grant and operational funds to provide critical response and social emotional training and professional development so that our teams are able to properly support students in all learning environments.

- 4) How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed:

Description:

Student assessment results, grades, and competency achievement levels are reported in our student information system. Data may include benchmark and academic achievement tests; discipline referrals; attendance records; community partner reports; student engagement and participation reports; and course enrollment.

VI. Addressing Learner and Community Needs (Up to 80 percent of an LEA's Allocation)

- 1) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

Description During SY 2021-2022:

Staffing to support student learning, nursing and health offices, facilities and safety. Improvements and maintenance to the facilities HVAC systems, ventilation, and facility safety. Programming and personnel to support the social emotional needs of students. Additional instructional time: before, after, Saturday, and summer school intervention and tutoring. Technology and infrastructure to support equitable access to devices, programs, and internet connectivity. Professional learning opportunities, activities, and stipends for school and District faculty and staff. PPE, supplies, materials to maintain safe and healthy schools. Activities reducing virus transmission and other health hazards. Improve coordinated responses among such entities to prevent coronavirus.

Description During SY 2022-2023:

If ESSER III funding remains the district will continue to support SY21-22 initiatives: Staffing to support student learning, nursing and health offices, facilities and safety. Improvements and maintenance to the facilities HVAC systems, ventilation, and facility safety. Programming and personnel to support the social emotional needs of students. Additional instructional time: before, after, Saturday, and summer school intervention and tutoring. Technology and infrastructure to support equitable access to devices, programs, and internet connectivity. Professional learning opportunities, activities, and stipends for school and District faculty and staff. PPE, supplies, materials to maintain safe and healthy schools. Activities reducing virus transmission and other health hazards. Improve coordinated responses among such entities to prevent coronavirus.

Description During SY 2023-2024:

Staffing to support student learning, nursing and health offices, facilities and safety. Improvements and maintenance to the facilities HVAC systems, ventilation, and facility safety. Programming and personnel to support the social emotional needs of students. Additional instructional time: before, after, Saturday, and summer school intervention and tutoring. Technology and infrastructure to support equitable access to devices, programs, and internet connectivity. Professional learning opportunities, activities, and stipends for school and District faculty and staff. PPS supplies, materials to maintain safe and healthy schools. Activities reducing virus transmission and other health hazards. Improve coordinated responses among such entities to prevent coronavirus.

- 2) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

- a. Providing individualized instruction:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

Grade level interventionists to assist with academic learning loss programs. Stipends for before and after school tutors. Small group summer academic learning loss camps with transportation. Saturday school for middle and high school students. Licensing for personalized evidenced based intervention programs. Curriculum materials for core programming with evidence based interventions, diagnostic tools, and personalized instruction.

- b. Addressing educator fatigue, including providing performance-based bonuses to teachers:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

Opportunities to participate in professional development, wellness committee activities, social emotional and self-care activities, and a strong employee assistance program. Professional development stipends for participation in pre-approved programs or activities taking place outside of the school day.

- c. Improving family engagement:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

Building and facility upgrades to make schools safe and welcoming for outside visitors. Professional development to support teachers in making family connections and forming partnerships for education. Collaboration with McKinney Vento, Title I, ESOL, Special Education, and at risk

population program coordinators to provide materials and resources.

- 3) The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

- a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount: \$0

Percentage: 0%

Description of allocation methodology including the extent to which it reflected student need for, at minimum, Special Education, Free and Reduced-Price Lunch, and English Language Learners:

All monies allocated through ARP ESSER will be done so using a leadership team based approach. No one administrator will have sole discretion to spend ESSER dollars.

- b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:

Amount: Unknown

Percentage: Unknown

Description, including funds used to support learner attainment of industry-recognized credentials:

The school district leverages other grant and operational funds to strongly support Career and Technical Education. The school district is also partnering with local credentialing agencies and private course instruction for technical credentials. The costs have yet to be determined.

- c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:

During SYs 2021-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

Students have access to ALEX, Edgenuity, and other courseware. The school district is also partnering with local credentialing agencies and private course instruction for technical credentials.

VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements 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.

Description:

Rochester Schools will address the unique needs of all students including English Learners (ELs) and students with disabilities. This includes a plan for early and accurate identification, high-quality and aligned instruction, specialized supports, with coordinated transitions. To support English learners with any gaps in language acquisition, teachers will review W/DA scores along with any content diagnostics understanding that some students may need additional support beyond what their WIDA levels will suggest. W/DA scores are automatically uploaded to the NH DOE. Newly enrolled EL students, and those who could not be screened before the transition to remote learning, as well as all entering kindergarten students who meet the criteria, will complete the English Language Proficiency Screener. Schools and teachers will continue to develop and use English Learner Instructional Support Plans to create appropriate supports while working on grade level content area standards to support language acquisition. Teachers use the quantitative assessment data described above, as well as, information gathered through open ended questions and feedback loops to develop appropriate learning plans for students. Such plans may include extra time and support for students with the greatest unfinished learning from the prior year. Rochester schools also focus on the identification of students with social emotional needs resulting from the grief, stress, and loss experienced during the pandemic. Educators assess student needs and spend time creating a learning environment that develops social, emotional, and academic skill growth. The District will allocate ESSER funds to promote safe and equitable access for all Rochester students. The District has, and will continue to, identify students and educators who lack sufficient access to hardware, software, and the Internet. All of which have become critical to success in an ever changing learning environment. In a concerted effort to close the digital divide, some funds will be allocated for the continued purchase and installation of hardware, software, and expanded access to broadband services.

VIII. Addressing Unique Renovation, Air Quality and/or Construction Needs

- 1) If the LEA plans to use or has used any portion of ARP ESSER funds for construction projects, describe those projects below. Each project should be addressed separately. If needed, LEAs may submit additional supporting information. Please insert "N/A" if this category is not applicable to your plan. Please also note that these projects are subject to the NHDOE's prior conceptual and final approval:
[ESSER Funded Construction.](#)

Description:

The project will allow for functionality of building automation and ventilation systems; will provide adequate ventilation; will provide air treatment, filtration, and/or disinfection; and will provide COVID-19 related improvements to enable safe operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and to enhance emergency preparedness. The HVAC work is ALLOWABLE under the ESSR II Fund under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, Public Law 116-260, enacted December 27, 2020, allowing for "testing, repairing, and upgrading projects to improve air quality in school buildings." The HVAC work is REASONABLE under the Uniform Guidance in 2CFR Part 200 in seeking to meet standards and guidelines established by ASHRAE (Standard 62.1-2019 and Position Document on Infectious Aerosols, 2020) and the CDC (Ventilation in Schools and Childcare Program, 2021) for the mitigation of infectious aerosol dissemination. The project meets the restraints or requirements imposed by such factors as: sound business practices; Federal, state, local, tribal, and other laws and regulations; and terms and conditions of the Federal award. The project demonstrates prudence in the circumstances considering responsibilities to students, employees, the public at large, and the Federal Government. The work is NECESSARY in that it addresses the replacement of systems deemed beyond their useful service life through discontinued manufactures support and/or criteria provided by ASHRAE Research Project 1237-TRP.

X. Authorization

**Please print and sign this page. Return a signed version with your completed packet to :*

ESSER@doe.nh.gov



3/2/2022

Approver Signature - Superintendent / Head of School

Date

3-2-22

Kyle Repucci, Superintendent

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

Appendix A. ARPA Statutory Excerpt

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air

conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—

(i) 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;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act 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 programs;

(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions 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.

(b) In developing its ARP ESSER plan, an LEA must—

(i) Engage in meaningful consultation—

(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(B) 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; and

(ii) Provide the public the opportunity to provide input and take such input into account.

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

(iv) Be made publicly available on the LEA's website.