

Rochester School District

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

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides nearly \$122 billion to States to support the Nation's 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 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, within 90 days of receiving ARP ESSER LEA allocation (90% of New Hampshire's total allocation), an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan."

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. LEA Name: *Rochester School District*
2. Date of Publication: *August 23, 2021*
3. Contact Name and Title: *Kyle Repucci, Superintendent*
4. Email and Telephone: Repucci.k@sau54.org; 603-332-3678

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:

www.rochesterschools.com

2. The plan is in an understandable and uniform format: Yes

This plan is written using the template provided by the NHDOE on August 11, 2021.

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:
Yes

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: Yes

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

1. How the LEA will provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account:

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.

2. How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

a. Students: Yes

Publicly posted survey. Public comment during meetings. Direct mass communication feedback survey.

b. Families: Yes

Publicly posted survey. Public comment during meetings. Direct mass communication feedback survey.

c. School and district administrators, including special education administrators: Yes

Publicly posted survey. Public comment during meetings. Direct mass communication feedback survey. School and District regular meetings.

d. Teachers, principals, school leaders, other educators, school staff, and their unions: Yes

Publicly posted survey. Public comment during meetings. Direct mass communication feedback survey. School and District regular meetings.

e. Tribes, if applicable: Yes

Publicly posted survey. Public comment during meetings. Direct mass communication feedback survey.

f. Civil rights organizations, including disability rights organizations: Yes

Publicly posted survey. Public comment during meetings. Direct mass communication feedback survey.

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: Yes

Publicly posted survey. Public comment during meetings. Direct mass communication feedback survey.

h. Community-based organizations, including partnerships to promote access to before and after-school programming: Yes

Publicly posted survey. Public comment during meetings. Direct mass communication feedback survey.

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: Yes
Publicly posted survey. Public comment during meetings. Direct mass communication feedback survey.

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 SY21-22:

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*
- *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 (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 SY21-22:

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 under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time for such students through the implementation of evidence-based interventions as defined by ESSA (<https://ies.ed.gov/ncee/wwc/essa>), such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year:

Description during SY21-22:

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 SY22-23:

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 SY23-24:

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: Yes

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: Yes

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 (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 SY21-22:

- *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 SY22-23:

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 SY23-24:

If ESSER III funding remains the district will continue to support SY21-22 and SY22-23 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*

2. The LEA's use of funds to address the top priority needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

a. Providing individualized instruction:

During SY21-22: Yes

During SY22-23: Yes

During SY23-24: Yes

Description of all SYs: *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 SY21-22: Yes

During SY22-23: Yes

During SY23-24: Yes

Description of all SYs: *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 SY21-22: Yes

During SY22-23: Yes

During SY23-24: Yes

Description of all SYs: *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 1, 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: 0

Amount: 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.

Percentage: 0

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:

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

Amount: The school district leverages other grant and operational funds to strongly support Career and Technical Education.

Percentage: Unknown

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

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 21-24: Unknown

Description of all SYs: Students have access to IXL, ALEX, Edgenuity, and other courseware.

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 WIDA scores along with any content diagnostics understanding that some students may need additional support beyond what their WIDA levels will suggest. WIDA 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. Authorization

LEA Superintendent's Signature:



Date:

8/20/21