

RCPS ARP ESSER Spending Plan

(updated June 13, 2024)

Section I General Information

Rutland City Public Schools
6 Church St., Rutland, VT 05701
Superintendent: William Olsen
802-773-1900

william.olsen@rcpsvt.org

District Website: <https://www.rutlandcitypublicschools.org/>

Student Enrollment and Demographics

Grades served: Pre K-12

of schools: 6 (plus three alternative campuses)

Total student enrollment: 2,124

American Indian/Alaska Native 0.2% Black/African American 2.3% Native Hawaiian/Pacific Islander 0.09% Multiracial 6.3% Asian 1.4% Hispanic 4.8% White 84.9%	Eligible for Free and Reduced Lunch 54% Students with Disabilities 18.8% English Language Learners 1.9% Students experiencing homelessness 2.7% (Note: Data reflects district information as of 12/15/23)
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Section II COVID-19 and Education Recovery Information

Education Recovery Needs Assessment	NEEDS ASSESSMENT
Education Recovery Plan	RCPS RECOVERY PLAN

Information on Use of ESSER I and II Funds	RCPS GOALS, STRATEGIES, and ACTIVITIES
Safe Return to In-Person Instruction Checklist or other District Links	DISTRICT LINKS

Section III COVID-19 Federal Emergency Funding

TOTAL ESSER AWARDS FOR RCPS--\$17,405,528

Source	Allocation	Amount expended to date (if applicable)	Short description of how funds were used
ESSER I	\$1,131,713	All	Initial response to pandemic (Instructional staff)
ESSER II	\$5,016,718	\$4,712,384	To address learning loss: Educational Technology, mental health services, summer and extended school year, maintaining operations, vulnerable populations, leadership resources, Title I, II and IV.
ESSER III (ARP)	\$11,257,097	\$9,734,718	See spending plan below.
GEER I	\$374,721	\$283,672	Stafford Technical Center manages this revenue source in support of engaging students and improving learning.
ARP IDEA	\$169,179	\$165,605	Mentoring program stipends for SPED, ASC student library, summer and after school options for students, outdoor classroom play structure at PPLC, EEE kindergarten prep program, and independent school partner support.
ARP Homeless Children and Youth II	\$70,062	\$33,308	Supplies and equipment to support anticipated homeless students, families, and resettled refugees in 2022.

Section IV ARP ESSER LEA Plan

Part 1 COVID-19 Prevention and Mitigation Strategies

Strategy	Education Recovery Pillar	ARP ESSER Amount Allocated
Counseling staff	Social-emotional Learning and Mental Health	\$292,811
Engagement Stipends	Social-emotional Learning	\$83,540
Tutoring/Credit Recovery	Academic Achievement	\$413,509
Academic Interventionists	Academic Achievement	\$506,363
Kindercamp	Engagement & Truancy	\$6,000
ELL teacher (1.0 FTE)	Engagement & Truancy, Academic Achievement	\$254,000
Vans	Engagement & Truancy, Academic Achievement, Social Emotional Learning	\$551,798
Server Upgrades	Safe and Healthy Operations, Engagement & Truancy, Academic Achievement	\$461,000
Systems Monitoring Software Subscription	Safe and Healthy Operations	\$100,000
IT Technician Position	Safe and Healthy Operations, Academic Achievement	\$96,000
Recovery Coordinator Position	Safe and Healthy Operations	\$106,400
Materials and Marketing	Safe and Healthy Operations	\$15,650
Equity Audit	Social-emotional Learning, Safe and Healthy Operations	\$20,000

Outdoor Classroom Construction	Safe and Healthy Operations	\$1,600,000
Air Quality and HVAC upgrades/repairs	Safe and Healthy Operations	\$4,239,663
PPE and Air Filters	Safe and Healthy Operations	\$12,000
Built-in Cafeteria Tables	Safe and Healthy Operations	\$30,100

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

Part 2 20% Reserve to Address the Academic Impact of Lost Instructional Time

\$2,251,419 is required. **RCPS total is \$2,859,799**

Strategy	Education Recovery Pillar	How will this strategy support specific underserved student groups?	ARP ESSER Amount Allocated
Relationship Building and Social-Emotional Learning			
Hire counseling staff	Social-emotional Learning/Mental Health	Engage and support students and families who were isolated during the pandemic.	\$292,811
Engagement Stipends	Social-emotional Learning	Increase positive relationships with students via teacher engagement beyond contractually obligated time.	\$83,540
Tutoring, Credit Recovery, and Intervention			
Tutoring/Credit Recovery	Academic Achievement	Supporting students in recovering skills and class credits K-12.	\$413,509
Academic Interventionists	Academic Achievement	Provide additional flexible academic support to any student.	\$506,363
Transitions, Outreach and Community Partnerships			
Kindercamp	Engagement & Truancy	Connecting families and incoming Kindergarten students with their school and its professionals. Relationships first!	\$6,000
Artist in Residency at RMS	Engagement & Truancy	Providing students with highly engaging, multidisciplinary focus to students who would not otherwise have been engaged due to the pandemic.	\$5,500
ELL teacher (1.0 FTE)	Engagement & Truancy	ELL teacher addresses the increasing population of	\$254,000

	Academic Achievement	students who need language support.	
Positive Youth Community and School Engagement Programming	Social-emotional Learning Engagement & Truancy	Encourage positive student relationships and skill building both inside and outside school with community members. Create “third” space options after school and on weekends to engage students.	\$86,558
Vans to access to work/field based community learning	Engagement & Truancy Academic Achievement Social Emotional Learning	To provide transportation for students to access educational opportunities beyond the school building & traditional classroom including work-based learning.	\$551,798
Professional Development			
Needs-based Professional Development	Social-emotional Learning Academic Achievement Engagement & Truancy	Improving engaging instruction affects SEL, academic achievement, and overall engagement for students of all abilities.	\$333,720
K-8 Math Professional Development and Materials	Academic Achievement	Implementation of a new K-8 math program that includes professional development, materials, and digital access.	\$336,000
Curriculum			
Articulated K-12 Inclusive Academic and SEL Curriculum and Materials	Social-emotional Learning Academic Achievement Engagement & Truancy	A fully articulated and aligned K-12 Curriculum is the foundation of a coordinated and purposeful learning experience in an inclusive setting.	\$100,000
K-12 Curriculum Coach and Teacher Leader Stipends	Academic Achievement	ESSER-funded positions and stipends to oversee the complete K-12 curriculum development process.	\$406,280

Part 3 Plan for Remaining 80% of ARP ESSER Funds

\$9,005,667 is allowed. **RCPS total is \$8,397,298**

Strategy	Education Recovery Pillar	How will this strategy support specific underserved student groups?	ARP ESSER Amount Allocated
Technology			
Server Upgrades	Safe and Healthy Operations Engagement & Truancy Academic Achievement	Increased access and speed of data will allow students, faculty, and the community to access a widening and expanding menu of learning tools and content.	\$461,000
Teacher Laptops	Academic Achievement Engagement & Truancy	Teacher mobility and access will allow for greater mobility and engagement on campus and in the community for student learning.	\$286,000
Systems Monitoring Software Subscription	Safe and Healthy Operations	Securing our internal system agents, data hackers, and ransom-risk will secure our students' cyber safety and our finances against would-be thieves.	\$100,000
IT Technician Position	Safe and Healthy Operations Academic Achievement	Adding an additional technician allowed RCPS to more expeditiously serve our students and school community.	\$96,000
Instructional Data Dashboard with Cloud Based Service	Academic Achievement Engagement & Truancy	Assessment, benchmarking, and data collection tool to support student achievement and engagement.	\$14,000
RMS Virtual Reality Headsets	Academic Achievement Engagement & Truancy	Update to multi-disciplinary technology curricular supplies	\$20,000

Recovery and Strategic Planning			
Strategic Planning Consultant	Safe and Healthy Operations Academic Achievement	Organize the district systems targeted at a portrait of a graduate. All paths leading to success.	\$89,500
Recovery Coordinator Position	Safe and Healthy Operations	Coordination of all COVID-19 recovery development and programming.	\$106,400
Business Office Associate Position	Safe and Healthy Operations	Increased need for oversight of ESSER-related volume of effort and regulations necessitates additional accounting staff to serve as assistant to accounting manager.	\$151,553
Materials and Marketing (website upgrade)	Safe and Healthy Operations	Allows immediate access to information for all RCPS stakeholder groups including underserved populations.	\$15,650
Equity Workgroup Leadership Stipend	Safe and Healthy Operations Social-emotional Learning	Stipend to staff engaged in leadership of RCPS Equity Workgroup.	\$6,000
Equity Audit	Safe and Healthy Operations Social-emotional Learning	Supports the existing 3-year plan of the RCPS Equity Workgroup and RCPS Strategic Planning process.	\$20,000
Security			
Building Wayfinding Signage	Safe and Healthy Operations	Supports emergency personnel and visitors when navigating buildings	\$125,000
Two-way Radios	Safe and Healthy Operations	Installation of inter-school radio communication system to be available for emergencies and updating of current radio system	\$175,000

Visitor Management System	Safe and Healthy Operations	Installation of a system to admit visitors to RCPS buildings	\$36,000
Security Cameras	Safe and Healthy Operations	Upgrade and installation of security cameras district-wide	\$80,000
Construction and Maintenance			
Outdoor Classroom Construction	Safe and Healthy Operations	Instructional and community space accessible in a pandemic.	\$1,600,000
Air Quality and HVAC upgrades/repairs	Safe and Healthy Operations	Increase capacity and quality of all exchange systems, improving safety and decreasing airborne pathogens.	\$4,236,663
PPE and Air Filters	Safe and Healthy Operations	Additional supply of student masks, hygiene supplies, and air filters.	\$5,000
Built-in Cafeteria Tables	Safe and Healthy Operations	Increase seating capacity in primary school cafeterias to allow for safe seating during a pandemic.	\$30,100
Auditorium Seating (RIS)	Safe and Healthy Operations	Instructional and community indoor space accessible in a pandemic.	\$201,762
Renovation Planning (RMS)	Safe and Healthy Operations	Improve engagement, and wellness via an improved space.	\$25,390

Section V Plan for Meaningful Consultation and Stakeholder Engagement

Round 6 Data will be updated on 6/13/24

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	--all students emailed explanatory video, district plan, and survey --Posted LEA plan on district webpage for review and feedback --student interactions at in-person Open House events --Round 2 Survey and plan emailed to all students --Round 3 Survey and plan emailed to all students --Round 4 Survey and plan emailed to all students --Round 5 Survey and plan emailed to all students and posted on website --Round 6 Survey and plan emailed and on website	Round 1: Students who answered the survey were primarily from Rutland High School and the two most prominent themes were making school more fun and having consequences for people's behavior. Students are requesting more fun activities, clubs, engaging academics, online classes available to underclassmen, adventures, opportunities to explore, hands-on learning, incentives, and monthly "fun" days as well as more chances to relax. Many think school lacks variety and is boring (too many lectures). They would like the building to feel safer and more comfortable, particularly related to the bathrooms but also in the areas of seating, outdoor spaces to learn, and food choices. There is considerable stress among students around strict late policies and the frustration that traffic patterns often contribute to them being late to class. This group does not enjoy the SEL coursework but does recognize the need for individual mental health support and the ability to take "mental health" days off if they need them. They would like better supplies in classrooms (such as graphing calculators that they do not have to pay for and better tools at STC). They also suggested professional development so adults know how to better handle difficult student behaviors and more 1-1 tutoring. Round 2: Students are hoping to see bathroom renovation/repairs and audio-visual upgrades with ESSER money. Round 3: No specific comments	9/27/21 email 9/29/21 website 9/30/21 Open House 12/1/22 website 12/5/22 emailed Round 2 survey 4/14/23 emailed Round 3 survey 1/4/24 Round 4 3/26/24 Round 5 emailed and posted 6/6/24 Round 6 emailed and posted

		Round 5: No specific comments Round 6: No specific comments	
Families	--Posted LEA plan on district webpage for review and feedback --Attended in-person open house events at Rutland Northwest, Allen St. Campus and Rutland Intermediate School to receive feedback --Shared explanatory video, district plan, and survey at online Open House events at Rutland High School and Rutland Northeast School --Round 2 Survey and plan emailed to families, posted to website, discussed on PEG TV during school board meeting --Round 3 Survey and plan emailed to families --Round 4 Survey and plan emailed to families --Round 5 Survey and plan posted to website --Round 6 Survey and plan posted to website	Round 1:/ There is a huge emphasis on hiring staff in a wide range of positions to support increased student needs. Diversifying curriculum and learning opportunities (WBL, remote academy) and providing safe spaces and relationships for students is important as well. Connecting with the community, keeping schools buildings and students safe during the pandemic/from other causes of trauma, and helping staff transition between remote and in-person instruction were echoed in multiple ways. Round 2: No specific comments Round 3: No specific comments Round 4: No specific comments Round 5: No specific comments Round 6: Community member said, "thank you."	9/29/21 website 9/27/21-9/30/21 in person Open Houses 9/29/21-9/30/21 Online Open Houses 12/2/22 Round 2 Plan posted on website 4/14/23-- Round 3 emailed and posted 1/4/24 Round 4 emailed and posted 3/26/24 Round 5 posted 6/6/24 Round 6 posted

School and District Administrators (including SPED)	--Emailed explanatory video, district plan, and survey to all school and district administrators --Posted LEA plan on district webpage for review and feedback --Presented information at RCPS School Board meetings with school and district administrators in attendance --regular recovery visits by Recovery Coordinator with school-based administration --Meaningful Engagement data presentation at Admin Team meeting on 11/3/21 --Round 2 Survey and Plan provided during Admin Cabinet meeting --Round 3 Survey and Plan emailed and posted --Round 4 Survey and plan emailed and given to Admin Cabinet --Round 5 Survey and plan emailed and posted to website --Round 6 Survey and plan posted to website	Round 1: Hire additional staff particularly for mental health and provide PD for staff (PBL, restorative conversations, school visits, personalized learning, relationship building, literacy prior to grade 3, collective teacher efficacy, etc...) in order to better take care of children. Provide additional family engagement activities and feedback opportunities that are not organized by school staff that are already stretched too thin. Minimize student transitions or provide alternative programming when possible. Provide more flexibility for student learning, small groups and engaging programs, and consider adult education options. The health and wellness of students is better when we provide healthy local food, maintain safe/secure spaces for students to gather, keep our school infrastructure functional and cleared regularly, and have strong community partnerships to support our work. Suggested providing funding for hybrid school board meetings to increase community engagement. Round 2: Supports needs of the community. Round 3: No specific comments Round 4: Looks like a good plan that serves students and will be completed in the timeline. Round 5: There are clear activities that address student learning gaps/recovery, the need for creative spaces for learning and environmental conditions. Round 6: No specific comment.	9/27/21 email 9/29/21 website 9/28/21 and 10/13/21 school board presentations Visits vary 11/3/21 Discussion of meaningful engagement data in Recovery Team 12/1/22 website 12/2/22 Admin Cabinet mtg. 4/14/23 Round 3 emailed 1/4/23 Round 4 Admin Cabinet meeting 1/4/24 Round 4 emailed 3/26/24 Round 5 emailed and posted 6/6/24 Round 6 emailed and posted
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Teachers or Other Educators	--Emailed explanatory video, district plan, and survey to all school staff --Attended in-person open house events at Rutland Northwest, Allen St. Campus and Rutland Intermediate School to receive feedback --Shared explanatory video, district plan, and survey at online Open House events at Rutland High School and Rutland Northeast School --Round 2 Survey and plan emailed to all staff, posted to website, discussed on PEG TV during school board meeting --Round 3 Survey and Plan emailed and posted --Shared at Teacher Leader Meeting --Round 4 Survey and Plan emailed and posted --Round 5 Survey and Plan emailed and posted --Round 5 Survey and Plan emailed and posted	Round 1: Teachers/educators would like hiring more people to respond to an increase in individual student demands and behaviors. They believe that hiring more counselors and other staff like hall monitors will better enable schools to address individual student needs as well as create safer spaces for all students, and they also recommend reducing class sizes which have increased this year in the upper grades. There is a push for a better, more flexible curriculum that is higher interest for students and better incorporates student voice and choice. Having a parent advisory council for the entire district with families nominated by schools that represent a wide range of opinions and “listening circles” where admin, parents, and students could discuss their concerns would help rebuild trust and help families be heard. Other aspects of curriculum improvement are more outside education, work-based learning, SEL through play, the expansion of fine arts, project-based learning, and alternative pathways in general. They felt that last year’s tutoring efforts were successful and that continuing to build relationships and resiliency in students will be beneficial over time. There was also an emphasis on family/school connections, after school programming, and building relationships with families to better understand truancy issues and hiring staff (truancy officers, SROs) to do so. Some hope to see more consequences for truancy as well as an increase in the passing score of 1.0 at RHS. Several teachers support offering public pre-K to better prepare children for kindergarten. Teachers are frustrated by current air quality in the buildings (hot/cold temperatures) and are requesting additional PPE and COVID testing for students and staff, air	9/27/21 email 9/27/21- 9/30/21 in person Open Houses 9/29/21- 9/30/21 Online Open Houses 12/1/22 website 12/5/22 emailed Round 2 survey 4/14/23 Round 3 emailed 4/28/23 Teacher Leader meeting 1/4/24 Round 4 emailed and posted 3/26/24 Round 5 emailed and posted 6/6/24 Round 6 emailed and posted
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		purifiers, windows that open, and HVAC upgrades in general. Round 2: Teachers would like to see more funding go to EEE and expressed frustration at seeing fewer hired for intervention and mental health services than are needed. Moving funding from PD to auditorium seating and having several district-level positions using ESSER funds was mentioned as problematic. Teachers are hoping for more programming to ensure academic success and better social skills, would like the updated data platform to be ready, and advocated for more updated playground structures. Round 3: Teachers would like to work on staff retention and maintaining and hiring more counseling positions. There is frustration with the amount given to physical plant, and also praise for the flooring projects. Also, teachers are concerned that curriculum and ESSER spending is still not meeting the intensity of student needs. Round 4: Recommend revisiting removal of ELL position. Some staff did not receive upgraded laptops. Limited math resources for SPED teachers. Use funding to reduce class sizes by 5-7. Intervention needed in all buildings, all grade levels. MTSS revisions have meant less work and follow through with students. Not enough comprehensive training, limited RTI, canceling MTSS money is a bad idea. Round 5: Appreciation of new Smart TVs and the hope that RCPS can increase art technology. Concern that interventions did not occur, that Math and other PD did	
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		not happen and that tutoring should have happened earlier in the year. Northeast School requests ADA playground equipment. Suggestion that paraeducators need more to help support professional staff. Round 6: Laptops should be provided to paraeducators. District missed mark on how they invested money--spent it on capital improvements and didn't address curriculum, truancy, engagement, and health of school system. Climate and culture hasn't improved. Strategic planning was mismanagement of funds and it is unclear what portrait of a graduate does. RIS teachers not seeing SEL curriculum. RIS is very hot and needs Air conditioning. Great to see ELL money as we have more families that need support and we should employ translators. Not enough interventionists hired this year and RIS only had 1 for 500 students. More tech integration needed. More money should have been spent on mental health and activities that created a more collaborative spirit.	
Principals	--Emailed explanatory video, district plan, and survey to all principals --Posted LEA plan on district webpage for review and feedback --Presented information at RCPS School Board meetings with principals in attendance --regular recovery visits by Recovery Coordinator with principals	Round 1: Hire additional staff, particularly for mental health and provide PD for staff (PBL, restorative conversations, school visits, personalized learning, relationship building, literacy prior to grade 3, collective teacher efficacy, etc...) in order to better take care of children. Provide additional family engagement activities and feedback opportunities that are not organized by school staff that are already stretched too thin. Minimize student transitions or provide alternative programming when possible. Provide more flexibility for student learning, small groups and engaging programs, and consider adult education options. The health and wellness of students is better when we provide healthy local food, maintain safe/secure spaces for students to gather, keep our school infrastructure	9/27/21 email 9/29/21 website 9/28/21 and 10/13/21 school board presentations Visits vary and continue 11/3/21 Presentation of data at Admin Team meeting 12/1/22 website

	--Round 2 Survey and Plan provided during Admin Cabinet meeting --Round 3 Survey and Plan emailed and posted --Round 3 shared at Teacher Leader meeting --Round 4 Survey and plan emailed and posted --Round 5 Survey and Plan emailed and posted --Round 5 Survey and Plan emailed and posted	functional and cleared regularly, and have strong community partnerships to support our work. Round 2: Supports needs of the community. Round 3: No specific comments Round 4: Looks like a good plan that serves students and will be completed in the timeline. Round 5: No specific comments Round 6: Should not have spent money on strategic plan consultants.	12/2/22 Admin Cabinet meeting 4/14/23 Round 3 emailed and posted 4/28/23 shared at teacher leader meeting 1/4/23 Round 4 Admin cabinet 1/4/24 Round 4 emailed, posted 3/26/24 Round 5 emailed and posted --Round 6 emailed and posted
School Staff	--Emailed explanatory video, district plan, and survey to all school staff --Posted LEA plan on district webpage for review and feedback --Round 2 Survey and plan emailed to all staff, posted to website, discussed on PEG TV during school board meeting --Round 3 Survey and Plan	Round 1: Hiring more staff, particularly in the area of mental health, counselling, and SEL coaching for schools and providing more flexible, alternative opportunities for student learning/curriculum are important trends in this group. Staff recognize the importance of providing services to students in a wide variety of ways (EL, SEL, mental health, outdoor ed...) and prefer smaller groups for instruction. Restorative practices, safe/calm school spaces, ADA accessibility and HVAC were raised, as was the issue of staff compensation and bonuses to retain and attract employees. Round 2: Would like to see ESSER funding used for	9/27/21 email 9/29/21 website 12/1/22 website 12/5/22 emailed Round 2 survey 4/14/23 Round 3 emailed and posted

	emailed and posted --Round 4 Survey and plan emailed and posted --Round 5 Survey and plan emailed and posted --Round 6 Survey and Plan emailed and posted	school-based health clinics that would partner with local health professionals in order to help families access medical care. Round 3: No specific comments Round 4: Add heat pumps to classrooms for summer AC. Nursing ratio is problematic and there is need for a Nurse Leader role. Address handicap accessibility at RIS. Provide paraeducators with a computer not a Chromebook. Round 5: Consider investing in school nurses. Also, the amount spent on capitala improvements has not improved the educational lives of students--a better itemized list would be beneficial. Round 6: Funds were used to update flooring and auditorium in RIS but desks and chairs are falling apart	1/4/24 Round 4 emailed, posted 3/26/34 Round 5 emailed and posted 6/6/24 Round 6 emailed and posted
Unions	--Emailed explanatory video, district plan, and survey to all school staff --Posted LEA plan on district webpage for review and feedback --Round 2 Survey and plan emailed to all staff, posted to website, discussed on PEG TV during school board meeting --Round 3 Survey and Plan emailed and posted --Round 4 Survey and plan emailed and posted	Round 1: See the School Staff and Teachers/other educators sections above. In summary, hiring, SEL and academic services, air quality, flexible learning, class sizes, and engagement mixed with student consequences, and additional compensation for employees are top areas of concern. Round 2: See the School Staff and Teachers/other educators sections above. Round 3: No specific comments Round 4: No specific comments Round 5: See Teachers/other educators Round 6: Paraeducators should have laptops (from para union rep)	9/27/21 email 9/29/21 w/ebsite 12/1/22 website 12/5/22 email 4/14/23 Round 3 emailed and posted 1/4/24 Round 4 emailed, posted 3/26/24 Round 5 emailed and posted

	--Round 5 Survey and Plan emailed and posted --Round 6 Survey and Plan emailed and posted		6/6/24 Round 6 emailed and posted
Tribes	--Emailed explanatory video, district plan, and survey to Abenaki Tribal information address available online and encouraged sharing --emailed VT Commission on Native American Affairs --Round 2 Survey and plan emailed to organization, posted to website, discussed on PEG TV during school board meeting --Round 3 Survey and Plan emailed and posted --Round 4 Survey and plan emailed and posted --Round 5 Survey and Plan emailed and posted --Round 6 Survey and Plan emailed and posted	Round 1: VT Commission on Native American Affairs: It is important to note that little is taught about the original People of Vermont. Students are not taught about Abenaki - neither our history nor that we are still here and part of the population. It has been my own experience (and my grandchild's as well) that others in the school system are not aware of our presence, that our indigenous children learn differently, and we are marginalized in all matters of education. The federal funds will provide the start that is needed to change perceptions of who Abenaki are and to include materials which teach about our history, how we were adversely affected by first contact, and the devastating effect of the eugenics survey on every generation since. From an Abenaki perspective, it has never been a priority for the State of Vermont to focus on the Native experience. Decades ago, Vermont governors were reticent about discussing the Abenaki, as the state was always opposed to the Abenaki attaining state recognition. While the Abenaki argued that the politics of the day should not prevent schools from teaching about the Abenaki experience, few actually did anything. When teaching about Vermont history, most schools conveniently "forgot" any Abenaki inclusion, and thus it was not until state recognition finally became a reality did most school districts finally begin to offer lesson plans that spoke of the Abenaki. Thus, in 2021 we expect that in school district ESSER plans, there will be more than mere lip service about the Abenaki, we are expecting there to be more fully developed multidisciplinary activities about the Abenaki.	9/29/21 email to Abenaki 12/9/21 and 12/14/21 email responses from Vermont Commission on Native American Affairs 12/1/22 website 12/5/22 email 4/14/23 Round 3 emailed and posted 1/4/24 Round 4 emailed, posted 3/26/24 Round 5 emailed 6/6/24 Round 6 emailed and posted

		Round 2: No response Round 3: No specific comments Round 4: Chief of Missisquoi Abenaki: A lot of money being spent for salaries and stipends. I hope they are worth the money being spent to support the youth in school. I believe the youth need more for themselves and not so much for the staff etc.. Has there been a Cultural Competency Trainings? How are the staff, teachers, administrators getting supported services out to families and youth. I believe equity support and training are crucial for all schools. Round 5: Emailed response commended RCPS communication and organization of ARP ESSER plans Round 6: No specific comments	
Civil Rights Organizations	--Shared paper copy of plan and survey with Rutland Area NAACP chairwoman at a RCPS board meeting and engaged in email correspondence. --Emailed explanatory video, district plan, and survey to both state and Rutland City NAACP chapters informational email address and encouraged sharing --Round 2 Survey and plan emailed to organization, posted to website, discussed on PEG TV during school board meeting	Round 1: The ESSER plan itself does not include actual assistance for students of color and little community partnering/stakeholder involvement. Parents and grandparents are the experts of the child and federal funds should be used to pay for staff training to implement culturally responsive visits to homes in the family's home language and cover the cost of support that comes out of those meetings. Create culturally sensitive student re-engagement teams at the district level that work with community-based organizations to provide outreach. Personalized plans should be constructed for disengaged students that are flexible and provide a wide range of options for students. Establish school-level structures to share information about students with stakeholders and consider partnering with external providers to facilitate this work. Expand remote options and personalization, establish restorative approaches to discipline and provide staff with training in trauma-sensitive and responsive classroom	9/28/21 in person, 10/5/21 email 9/29/21 email 12/1/22 website 12/5/22 email 4/14/23 Round 3 emailed and posted 1/4/24 Round 4 emailed, posted

	--Round 3 Survey and Plan emailed and posted --Round 4 Survey and plan emailed and posted --Round 5 Survey and Plan emailed and posted --Round 6 Survey and Plan emailed and posted	management, hire diverse professionals, and establish partnerships in the community with federal dollars. Round 2: No response Round 3: No specific comments Round 4: No specific comments Round 5: No specific comments Round 6: No specific comments	3/26/24 Round 5 emailed 6/6/24 Round 6 emailed
Stakeholders representing interests of children with disabilities	--Emailed explanatory video, district plan, and survey to all organizational partners with Project Vision in Rutland, VT (a coalition of over 400 partners in the Rutland area) for disbursement through their listserv --Zoom discussion with Changing Perspectives Equity Organization --Posted LEA plan on district webpage for review and feedback --Round 2 Survey and plan emailed to organization, posted to website, discussed on PEG TV during school board meeting --Round 3 Survey and Plan emailed and posted --Round 4 Survey and plan emailed and posted	Round 1: Community responses emphasized collaboration with the community through therapy, mentors, and outside opportunities. Changing Perspectives--SEL curriculum should be based upon lived experiences that balances whole, small, and individual group work. PD for staff should provide “common language” and include paraeducators. The plan must involve ALL stakeholders. A vision of the schools should be shared so students want to come to school. Consequences that are punitive destroy relationships and result in more truancy, so rebuilding the culture and climate are most important. Students should have access to all content with individualized support. This is an opportunity to redesign our places and spaces to be physically inclusive of all students (lighting, sound sensitivity, rooms for exercising large muscle groups, de-escalation spaces, varied seating, fidget options...). Round 2: No response Round 3: No specific comments Round 4: No specific comments Round 5: No specific comments	9/29/21 email 9/29/21 website 11/18/21 Conversation with Changing Perspectives 12/1/22 website 12/5/22 email 4/14/23 Round 3 emailed and posted 1/4/24 Round 4 emailed, posted 3/26/24 Round 5 emailed 6/6/24 Round 6 emailed and posted

	--Round 5 Survey and Plan emailed and posted --Round 6 Survey and Plan emailed and posted	Round 6: No specific comments	
Stakeholders representing interests of English Learners	--Email correspondence with district EL teacher and survey response --Emailed explanatory video, district plan, and survey to all organizational partners with Project Vision in Rutland, VT (a coalition of over 400 partners in the Rutland area) for disbursement through their listserv --Zoom discussion with Changing Perspectives Equity Organization --Posted LEA plan on district webpage for review and feedback --Round 2 Survey and plan emailed to organization, posted to website, discussed on PEG TV during school board meeting --Round 3 Survey and Plan emailed and posted --Round 4 Survey and plan emailed and posted	Round 1: Be sure to provide meaningful access to all materials sent from the district so all members of the community have language access to materials and communications. Changing perspectives: Students should have access to all content with individualized support. Round 2: No response Round 3: No specific comments Round 4: No specific comments (see Teacher response regarding ELL position above) Round 5: No specific comments Round 6: No specific comments	10/6/21 email with staff 9/29/21 email 9/29/21 website 11/18/21 Conversation with Changing Perspectives 12/1/22 website 12/5/22 email 4/14/23 Round 3 emailed and posted 1/4/24 Round 4 emailed, posted 3/26/24 Round 5 emailed 6/6/24 Round 6 emailed and posted

	--Round 5 Survey and Plan emailed and posted --Round 6 Survey and Plan emailed and posted		
Stakeholders representing interests of children experiencing homelessness, children in foster care or children who are incarcerated	--Personal conversation and email correspondence with Homeless Prevention Center director and survey response --Emailed explanatory video, district plan, and survey to all organizational partners with Project Vision in Rutland, VT (a coalition of over 400 partners in the Rutland area) for disbursement through their listserv --Posted LEA plan on district webpage for review and feedback --Round 2 Survey and plan emailed to organization, posted to website, discussed on PEG TV during school board meeting --Round 3 Survey and Plan emailed and posted --Round 4 Survey and plan emailed and posted --Round 5 Survey and Plan emailed and posted	Round 1: Guardian ad Litem. Providing SEL/MH will go a long way to improve academic achievement. Pandemic mitigation is crucial including banking PPE, and fixing HVAC. Round 2: No response Round 3: No specific comments Round 4: No specific comments Round 5: No specific comments Round 6: No specific comments	9/17/21 conversation, 9/29/21 email 9/29/21 email 9/29/21 website 12/1/22 website 12/5/22 email 4/14/23 Round 3 emailed and posted 1/4/24 Round 4 emailed, posted 3/26/24 Round 5 emailed 6/6/24 Round 6 emailed and posted

	--Round 6 Survey and Plan emailed and posted		
Stakeholders representing interests of migratory students	--Emailed explanatory video, district plan, and survey to all organizational partners with Project Vision in Rutland, VT (a coalition of over 400 partners in the Rutland area) for disbursement through their listserv --Posted LEA plan on district webpage for review and feedback --Round 2 Survey and plan emailed to organization, posted to website, discussed on PEG TV during school board meeting --Round 3 Survey and Plan emailed and posted --Round 4 Survey and plan emailed --Round 5 Survey and Plan emailed and posted --Round 6 Survey and Plan emailed and posted	Round 1: Community responses emphasized collaboration with the community through therapy, mentors, and outside opportunities. Round 2: No response Round 3: No specific comments Round 4: No specific comments Round 5: No specific comments Round 6: No specific comments	9/29/21 email 9/29/21 website 12/1/22 website 12/5/22 email 4/14/23 Round 3 emailed and posted 1/4/24 Round 4 emailed, posted 3/26/24 Round 5 emailed 6/6/24 Round 6 emailed and posted
Stakeholders representing the interests of other underserved	--Emailed explanatory video, district plan, and survey to all organizational partners with Project Vision in Rutland, VT (a coalition of over 400 partners in the Rutland area) for disbursement	Round 1: Community responses emphasized collaboration with the community through therapy, mentors, and outside opportunities. One respondent hoped to enforce truancy laws and avoid "segregating" students (treat everyone as individuals), create spaces of equality, and avoid "equity" practices.	9/29/21 email 9/29/21 website 11/10/21 email

students	through their listserv --emailed Outright VT and Building Bright futures --Posted LEA plan on district webpage for review and feedback --Round 2 Survey and plan emailed to organization, posted to website, discussed on PEG TV during school board meeting --Round 3 Survey and Plan emailed and posted --Round 4 Survey and plan emailed and posted --Round 5 Survey and Plan emailed and posted --Round 6 Survey and Plan emailed and posted	Outright VT: Create and sustain Gender and Sexuality Alliances (GSAs), implement supportive policies and practices, and ensure all staff and faculty are equipped to support LGBTQ+ students. RCPS Equity Workgroup: Equity and Inclusion Planning overview with embedded links. Round 2: No response Round 3: Conversation with Outright VT--Rising water lifts all boats. By highlighting special interest students, we support all students. The plan does not list sexuality/gender in top portion. Schools are one of the last authentic community spaces and there is an opportunity for Rutland to lead. This work is not about being the same but creating community connectedness and a protective culture. In support of GSAs in elementary, middle, and high school which decreases suicidality in all youth. In favor of the equity audit, particularly when there are entrenched dynamics. The audit can be a really powerful thing to do in the community if the committee is empowered to chew on and carry out the recommendations. Round 5: No specific comments Round 6: No specific comments	12/2/21 Outright VT response 12/3/21 Equity Workgroup info 12/1/22 website 12/5/22 email 4/14/23 Round 3 emailed and posted 4/18/23 Convo with Outright VT 1/4/24 Round 4 emailed, posted 3/26/24 Round 5 emailed 6/6/24 Round 6 emailed and posted
Other Rutland City Government	--Emailed explanatory video, district plan, and survey to mayor, City Hall staff, and Rutland City Board of Aldermen Members --Posted LEA plan on district webpage for review and feedback --Round 2 Survey and plan emailed to organization, posted to website,	Round 1: No responses. Follow up was provided for one question from a Rutland City Alderman but a survey response was either not received or combined with another cohort category. Round 2: No response. Round 3: No response. Round 4: No specific comments	9/29/21 email 9/29/21 website 12/1/22 website 12/5/22 email 4/14/23 Round 3 emailed and

	discussed on PEG TV during school board meeting --Round 3 Survey and Plan emailed and posted --Round 4 Survey and plan emailed to families --Round 5 Survey and Plan emailed and posted --Round 6 Survey and Plan emailed and posted	Round 5: No specific comments Round 6: No specific comments	posted 1/4/24 Round 4 emailed, posted 3/26/24 Round 5 emailed 6/6/24 Round 6 emailed and posted
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