

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Summary & Background

Summary & Background

ROCHESTER CITY SD

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SUMMARY & BACKGROUND

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation 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 economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

This number should be used on the appropriate FS-10 budget form.

Submission Deadline

Completed applications are due by **August 31, 2021** (with extensions by request), and will be reviewed on a rolling basis.

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER allocation returned to the United States Department of Education.

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APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS

The federal ARP statute requires SEAs to reserve:

not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the [SED Monitoring and Vendor Reporting System](#). This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Submission Instructions

Submission Instructions

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Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

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LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

ARP-ESSER LEA Base 90% Allocation - Intent to Apply

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- 1. **Does the LEA intend to apply for American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding?**

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

- 2. **Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Carleen Pierce	carleen.pierce@rcsdk12.org	10/27/21
LEA Board President	Van White	van.white2@rcsdk12.org	10/26/21

ARP-ESSER Allocation - Construction-Related Costs

- 3. **Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?**

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination

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Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.

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

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

- 1. In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.**

Throughout May and June of 2021, the District conducted twelve meetings and public forums to gather input from stakeholders in developing the plan for usage of ARP funds. These forums included public remote sessions open for all stakeholders to attend as well as meetings scheduled to specifically elicit feedback from students, staff, and district-wide community advisory groups. In addition to the live forums, the District collected written feedback through an online submission system and received numerous letters and suggestions directly from community organizations and individuals. To analyze this input, District staff coded over 600 discrete suggestions to create a summary of stakeholder input that has guided the creation of this plan. That summary, titled Throughlines of Stakeholder Feedback, can be found within the RCSD Federal Relief Funding Plan plan online at www.rcsdk12.org/arp.

In May and June of 2021, the District collected feedback and suggestions from District stakeholders about their priorities for the use of ARP funds. Through live public forms, focus groups, individual meetings, and online and written submissions, the District analyzed close to 600 comments and suggestions. Common themes that emerged from stakeholders included the following: culturally responsive and informed practices, high-quality learning experiences, diverse programming, expanded learning, high-quality staff. There were also cross-topical suggestions.

Raw data from these efforts can be found [here](#)

Quarterly reports focused on programmatic and fiscal goals and monitoring will be completed in December, March, June and August for reporting to the Board of Education and public during the months of January, April, July and September. Quarterly reports will subsequently be housed on the District's ARP website at www.rcsdk12.org/arp.

Additionally, the District will convene a Relief Funds Committee of Stakeholders, comprised of representatives from all required groups, to meet quarterly, beginning in March 2021. Feedback and input from these meetings will be incorporated into the aforementioned quarterly reports.

Finally, the RCSD has developed a fully functional website dedicated solely to ARP; www.rcsdk12.org/arp. This website will include the RCSD Federal Relief Funding Plan, all related budget documents, written quarterly reports, Superintendent presentations to the BOE, and a dropbox functionality where stakeholders can continue to provide input on the District's spending plan.

- 2. In the space provided below, please provide the URL for the website(s) where the LEA ARP-ESSER Plan is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

The District has created an ARP landing page for community reference at www.rcsdk12.org/arp

The RCSD has already posted its Federal Relief Funding plan on its website; the plan can be found here: <https://drive.google.com/file/d/1TQqiCmd-qUGSD9PgoLHq8hbO4PKd5Nrv/view>

Additionally, the RCSD has posted its CRRSA FS-10 and FS-10A#1 at this link: <https://www.rcsdk12.org/Page/56362>

Upon approval, the RCSD will post the ARP FS-10 and budget narrative, as well as a PDF version of the NYSED SEDDAS portal application, at the following website: www.rcsdk12.org/arp.

Requestors will be encouraged to access all documents at the URL noted above (www.rcsdk12.org/arp); paper copies of documents will be provided upon request.

ARP-ESSER LEA Base 90% Allocation - Program Information

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

3. **In the space provided below, please describe 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.**

The large majority of the District's reopening needs have been satisfied via use of CRRSA ESSER II funding. As such, a relatively small amount of ARP funds - approximately \$6.4M - have been used for this purpose. District expenditures related to this include:

- Purchase of COVID testing kits
- Installation of bottle filling stations in place of water fountains
- Increase in School Safety Officer staffing
- Funding of a 1.0 District Clerk to oversee the District vaccination program

Please reference the attached FS-10 and budget narrative, and the publicly posted RCSD Federal Relief Funding Plan (<https://www.rcsdk12.org/arp>) for detailed information about the District's planned expenditures.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information****4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.**

As a result of the pandemic, all District schools remained fully remote from the end of March 2020 through February 2021. At that time, students had the option to return to school for two days a week in a hybrid learning model. Approximately half of Rochester families chose the hybrid learning option for their child (45%), while the other half of students stayed fully remote (55%). Review of the data show that Rochester students need support in two major areas, 1) academic growth and achievement and 2) social-emotional development. The observations below are a combination of both historical and current trends:

- RCSD had a four-year August graduation rate of 68% in 2019-2020 and 63% in 2018-2019. At the end of the third marking period in 2020-2021, the District estimated an August 2021 graduation rate of 66% based on the number of students in the cohort who had accumulated 16 course credits and passing scores on three (3) Regents exams.
- English and Math Regents data from previous years report that many Rochester students do not pass these exams. When administered, only half of secondary students have been passing the English Regents exam and even fewer have been passing the Math Regents (30-40%).
- Historically, less than half of RCSD students in grades K-8 meet NWEA growth targets in reading/ELA or math. In Winter 2020, only 43.4% of K-8 students met the reading target and only 46.6% met the math target. In Winter 2021 during the pandemic, those percentages dropped dramatically to only 26.9% and 22.2%, respectively.
- In 2018-2019, the last full school year not impacted by the COVID-10 pandemic, RCSD's rates of chronic absenteeism were 37.6% for elementary students and 59.9% for secondary students. In 2020-2021 (during a full year of remote/hybrid learning), the chronic absenteeism rate for elementary students was 39.7% and 47.2% for secondary students.
- RCSD's unduplicated suspension rate for all students was 11.4% in 2019-2020. The suspension rates by subgroup are: 15.8% for students with disabilities, 14.4% for black students, 9.1% for Hispanic students, and 5.3% for white students.

The District's historic patterns of low student achievement have been amplified by lost in-person instructional time, stemming from the pandemic. Initiatives identified to address unfinished learning include expanded learning before and after school, and expanded and enhanced summer programming.

Outputs identified to be used to measure these efforts include the number of hours of out-of-school time enrichment, acceleration and tutoring services students are offered and attend each year, the number of summer programming hours students have access to each year, and the number and quality of academic and enrichment opportunities that are provided specific to ELL students. Outputs identified will provide supports for the District's identified outcomes for these programs, which include increases in the number of students scoring proficient on NYS ELA and Math exams, increased passing rates on NYS Regents exams, increased graduation rates, decreases in occurrences of negative social behaviors at school and increases in attendance rates.

Additionally, specific efforts will be undertaken to address needs identified for students with disabilities (SWD), including identification and delivery of compensatory services, inclusive of provider-related services. Outputs identified to measure this initiative include numbers of SWD supported by additional services and out-of-school time, including the percentage of CSEs conducted for this subgroup of students. Measurable outcomes of these efforts, supported by collection and analysis of identified outputs, include an increase in students' individual progress toward meeting IEP goals, increased proficiency rates for SWD on NYS ELA and Math exams, and increased passing rates for SWD on Regents exams.

Output data will be collected quarterly by the Office of Accountability, who will work in tandem with an external evaluator to collect and analyze outputs to determine the extent to which outcomes are on track to being met, and identify specific areas that require course correction. External evaluators will also conduct return on investment assessments for programs, as well as program continuation analyses; this information will be used to inform District decision-making on sustainability of unfinished learning activities.

As described below in the answer to question 7, the District will create a temporary program office to monitor implementation of relief-funded initiatives and interventions, which includes the monitoring of student progress. Further details on student need and program evaluation can be found in Section 1 and Section 6 of the RCSD Federal Relief Funding Plan at www.rcsdk12.org/arp.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

5. **In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - 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.**

In order to address the academic impact of lost instructional time, the District has earmarked the largest portion of ARP funding to address unfinished learning.

- **Expanded Learning Before and After School:** Innovative expanded learning programs will be offered at each school. Programs will incorporate student choice and voice to implement high-quality enrichment programming addressing unfinished learning and providing opportunities for acceleration. Programming will integrate Next Generation Standards and promote college/career readiness.
- **Expanded Summer Programming:** The District will expand summer programming to prevent summer learning loss and address unfinished learning stemming from the impacts of COVID-19. It will provide the opportunity for teachers to collaborate with curriculum directors to develop cohesive, culturally responsive curriculum, and a clear assessment plan will provide data that can be used purposefully to drive instructional decisions and improve student outcomes.
- **Supporting Students with Disabilities to Improve Academic Performance:** Teachers and related service providers will assess students and provide compensatory services due to learning loss as a result of the COVID-19 pandemic.

Expanded learning programs will be offered at each school. Programs will incorporate student choice and voice to implement high-quality enrichment programming to address unfinished learning and provide opportunities for acceleration. Programming will integrate Next Generation Standards and promote college/career readiness. Research shows expanded learning time (ELT) is one approach to helping historically underserved students catch up to meet high standards. ELT can support social, emotional, cognitive, and academic development, reduce risky behaviors, promote physical health, and provide a safe and supportive learning environment for youth. Evidence-based guidance issued by Ed Trust, 2021, will serve as the anchor for program design and implementation.

The District will expand summer programming to prevent summer learning loss and address unfinished learning stemming from the impacts of COVID-19. It will provide the opportunity for teachers to collaborate with curriculum directors to develop cohesive, culturally responsive curriculum, and a clear assessment plan will provide data that can be used to purposefully to drive instructional decisions and improve student outcomes. Supplemental programming will be available to students with disabilities, as the District recognizes that SWD may have additional and unique needs. Research shows that well designed summer programs can improve outcomes for students and that quality summer learning program can have a dynamic effect on unexcused absences, chronic absences, and suspension, as well as a gains in ELA achievement. Provision of summer learning opportunities with the District will include evidence-based strategies put forward in research from Bowers & Schwarz, 2018, and Pyne, Messner, & Dee, 2020.

Based on NYSED guidance, innovation will be infused within all unfinished learning programs, and subsequently monitored. This provision will be emphasized within the requirements of the State Monitor's Academic plan. Please reference the attached FS-10 and budget narrative, and the publicly posted RCSD Federal Relief Funding Plan (<https://www.rcsdk12.org/arp>) for detailed information about the District's planned expenditures.

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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

6. In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.

In constructing a plan for the usage of ARP funds, the District chose to align all activities to one of seven critical priorities. Included in each priority area are both district-wide activities as well as building based initiatives and supports. School buildings were each provided discretionary ARP funds using a per-pupil allocation modeled after existing state and federal formulas. The allocation was weighted to provide additional funding based on student need (taking into account ELL and SWD status) and school accountability status.

The priority areas and associated initiatives are identified below:

- **Priority 1: Rigorous Academics and Instruction**

- Building Freshman Academies
- Building Staff Capacity for Student Success
- District-Based Expanded Learning
- East EPO - Technical Assistance Center - Curriculum and Professional Development
- Improving Academic Programs
- Improving Learning for Students with Disabilities
- Promoting College & Career Readiness
- School Redesign and Program Diversification
- School-Based Supports
- Supporting Digital Learning
- Supporting ENL Achievement
- Supporting High Quality Learning Environments
- Transforming Instruction

- **Priority 2: Social and Emotional Learning Support**

- Creating a Culture of Support
- Responding to the Unique Needs of Students with Disabilities
- School-Based Supports
- Supporting Equity, Inclusion & Social-Emotional Learning

- **Priority 3: Leadership & Instructional Capacity**

- Bilingual Teacher Recruitment & Retention Incentives
- Developing Youth Leadership
- East EPO Technical Assistance Center - Urban Leadership Academy
- Establish Teacher Recruitment Pipelines
- Increasing Staff & Educator Effectiveness
- Rochester Urban Fellowship & Mentoring
- School-Based Supports
- Staff Affinity Groups
- Targeted Professional Learning to Schools in Accountability Status
- Teach Rochester Program

- **Priority 4: Unfinished Learning:** Outlined in question 5 above

- **Priority 5: Community Collaboration**

- Community Schools Implementation
- Engaging Multilingual Families
- Parent Engagement
- Participatory Budgeting
- Partnering with Communities
- School-Based Supports

- **Priority 6: District-wide Infrastructure**

- Achieving and Maintaining Digital Equity
- District Infrastructure Improvements
- Effective Use of Federal Funds
- School-Based Supports

- **Priority 7: Student Health & Safety, Reopening, and COVID Response:**

- Purchase of COVID testing kits
- Installation of bottle filling stations in place of water fountains

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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

- Increase in School Safety Officer staffing
- Funding of a 1.0 District Clerk to oversee the District vaccination program

Please reference the attached FS-10 and budget narrative, and the publicly posted RCSD Federal Relief Funding Plan (<https://www.rcsdk12.org/arp>) for detailed information about the District's planned expenditures.

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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - 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.**

Part of the District's CRRSA and ARP application includes the creation of a temporary program office to manage the programmatic, financial, and evaluative aspects of the planned interventions and initiatives. This program office is a cross-functional body that will be housed jointly under the Division of Finance and the Office of Grants and Program Accountability to ensure success.

- **Programmatic Integrity:** Full-time Coordinators of Supplemental Funds will work with District leads to support intervention and initiative implementation, with Finance personnel to monitor and facilitate appropriate and allowable spend-down, and with Evaluation staff to create measurable goals for relief-funded interventions and initiatives.
- **Financial Monitoring:** Finance and Budget personnel will serve as the primary providers of budgetary technical assistance and be responsible for maintaining necessary structures for relief-funding financial reporting and monitoring.
- **Evaluative Process:** Program Evaluators will work with Coordinators of Supplemental Funds in conjunction with District-level intervention and initiative leads to formulate goals for and carry-out program evaluations of relief-funded programs.

The Rochester City School District (RCSD) is a high-need, urban school district that will serve approximately 23,000 students in grades K-12 in the 2021-2022 school year. Nine out of every ten RCSD students are students of color, with 21% of the student enrollment classified as a Student with Disability (SWD) and 15% as English Language Learners (ELLs). Last year, the District served approximately 3,000 homeless children. All RCSD schools carry a poverty rate of 60% or more, with 89% of students Districtwide qualifying for free and reduced-price lunch and individual school rates ranging from 62% - 97%. The RCSD operates Title I Schoolwide Programs in all schools. For 2021-2022, 70% of RCSD's 46 schools are in accountability status, with 18 schools identified as CSI (Comprehensive School Improvement) Schools and 14 identified as TSI (Targeted School Improvement) Schools. Twelve (12) schools are in Receivership.

As a result of the COVID-19 pandemic, all RCSD schools remained fully remote from March 2020 until February 2021, at which time students had the option to return to school for two days a week in a hybrid learning model. Approximately half of Rochester families chose the hybrid learning option for their child (45%), while the other half of students stayed fully remote (55%). Elementary students who selected the hybrid learning model returned to school on February 8th; secondary students who chose hybrid learning returned during the week of February 22nd. The RCSD re-opened fully in September of 2021, with an expectation that 100% of students return to in-person learning, with exception for students with medical exemptions. The District's reopening plan, as well as ancillary information, can be found [HERE](#).

The District's efforts with ARP initiative implementation focus on uplifting instruction and social-emotional supports for ALL students, as the District's economically disadvantaged and black subgroup rates both hover around 90%. Additionally, specific efforts focus on provision of specialized programs for students with disabilities (SWD) and English language learners (ELLs), which have rates of 21% and 15%, respectively. Initiatives specific to SWDs include:

The purchase of research based specialized programs in both math and ELA as part of the RCSD Priority Rigorous Academic and Instruction under the Improving Learning for Students with Disabilities initiative. Also included in this initiative is a contract for professional development for Special Education and General Education teachers in which integrated co-teaching and observation will be focused on for grades 5-12 as well as an additional contract to support consultation to improve the quality of support provided to students with Autism Spectrum Disorder.

Additional supports for Students with Disabilities are included in the Creating a Culture of Support initiative, which includes the following activities:

- Contracted Services: To provide district-based Therapeutic Crisis Intervention training to teachers
- Teacher Hourly Pay: Therapeutic Crisis Intervention-certified staff to deliver professional development
- Teacher Hourly Pay: For RCSD staff to participate in Therapeutic Crisis Intervention training

The RCSD has also dedicated an entire initiative to supporting NorthSTAR which is a program school within the RCSD that specifically responds to the unique needs of Students with Disabilities. Expenditures that are set to support this initiative include several full time positions, such as; Teacher Coordinator of Special Education, additional School Social Worker, additional School Counselor, and a Coordinator of Social Emotional Learning. A contract has also been added to support work with Camelot Education to provide comprehensive social emotional learning and rigorous academic training to support staff in responding to student needs.

Finally, through the Recruitment & Retention Incentives for High-Need Staff initiative. The Office of Human Capital is making efforts to recruit and retain highly qualified special education staff through the following activities:

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- Recruitment incentive for new hire special education teachers to fill current District vacancies
- Retention incentive for all special education teachers currently employed in the District
- Retention incentive for all teachers who are currently assigned to work at the NorthSTAR program

Through multiple priorities and Initiatives, the RCSD has planned expenditures in direct service of Supporting ELL students. As part of the Promoting College & Career Readiness initiative the district has allocated ARP funding to support Bilingual Education CTE pathway creation which includes course and licensing fees for participating students, teacher assistants, foreign language certification and transportation to classes/internship.

The Supporting ENL Achievement initiative includes a variety of academic supports and initiatives for ELL/ENL students, including:

- Contracts with vendors to provide cultural performances and experiences for students at their schools throughout the school year.
- Interpretation services for ELL student College Visits
- College Visits for 9 & 11th Grade ELLs
- Additional School Counselors to support with Individualized Graduation Plan, Transcript Review, Scheduling and Strategic Programming for ELLs at Receivership Schools with guidance from DOME.
- Adaptive Literacy program for ENL students/teachers
- Supplies and materials to support print-rich bilingual and multilingual school environments (i.e. flags, multilingual signs, realia, student images, etc.)
- Executive Director of Multilingual Education
- Coordinator of SIFE and Refugee Student Services

Finally, through the Recruitment & Retention Incentives for High-Need Staff initiative. The Office of Human Capital is making efforts to recruit and retain highly qualified ELL/ENL staff through the following activities:

- Recruitment & Retention Incentives for High-Need Staff
- Bilingual Teacher Incentives: Signing bonus and graduated retention incentive for bilingual teachers paid out over three years of their employment with the district
- Bilingual Teacher Incentives: One-time provision of classroom supplies and materials as part of bilingual recruitment and retention program.

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ARP-ESSER Return to In-Person Instruction

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

Requestors will be encouraged to access all re-opening documents at the following URL: <https://www.rcsdk12.org/domain/14543>; paper copies of documents will be provided upon request.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

2. An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.

The health and safety of students and staff remains our top priority and is critical to providing a high-quality learning experience. To create a school reopening plan that aligned with this priority, the District convened a comprehensive, cross-functional team that included building-level and District leadership, teachers, students, staff, families, and other community members. This reopening team created three workgroups: Health & Wellness, Operations & Safety, and Instructional Reopening to leverage the expertise of our District community and create the District's comprehensive plans.

The District has posted and will maintain all school Health and Safety Plans on the District website and will continue to provide updates and communications with students, parents/guardians, staff, and visitors via the District website, automated messaging, and the District's social media. Updates and communications will be available in languages spoken by District families. The District will hold public forums and create an online survey method to collect public comment about the effectiveness of our policies and the evolving needs of students and families. The District will use this feedback to fuel continued work by the reopening team and associated workgroups and make appropriate changes that will meet student/family needs as well as align with CDC and NYS guidelines and recommendations. The District will review re-opening plans and make adjustments minimally every 6 months.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

ROCHESTER CITY SD

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Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	196,826,454
Total Number of K-12 Resident Students Enrolled (#)	22,974
Total Number of Students from Low-Income Families (#)	20,397

ARP-ESSER Schools Served

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	47
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	47

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

ARP-ESSER LEA Base 90% Allocation - Use of Funds

ROCHESTER CITY SD

261600010000

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity. **PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	58,969,134
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs 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 COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	28,165,146
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	12,346,275
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	6,336,174
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - 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 IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	26,674,756
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	9,485,235
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	40,220,698
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) 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; b) Implementing	0

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - 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.	0
18 - 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.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	14,629,036
Totals:	196,826,454

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

ARP-ESSER LEA Base 90% Allocation - Budget

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER LEA Base 90% Funds.

ARP FS-10 - Signed.pdf
 Relief Funds_Approval Memo_NYSED Independent Monitor.pdf
 Monitor Approval Memo_Revisions.pdf
 ARP FS-10 - REVISED 2 - SIGNED.pdf
 ARP FS-10 - REVISED 2 - NO HIGHLIGHTS - SIGNED.pdf

2. Please upload a completed copy of the Budget Narrative for the ARP-ESSER LEA Base 90% Funds.

ARP Budget Narrative.pdf
 ARP Budget Narrative - REVISED 2.pdf
 ARP Budget Narrative - REVISED 2 - NO HIGHLIGHTS.pdf

3. Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.

	Total Funds (\$)
15 - Professional Salaries	55,919,372
16 - Support Staff Salaries	11,051,138
40 - Purchased Services	35,937,785
45 - Supplies and Materials	45,794,693
46 - Travel Expenses	9,971,492
80 - Employee Benefits	19,917,318
90 - Indirect Cost	14,270,842
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	3,963,814
Totals:	196,826,454