

# RCPS ARP ESSER Spending Plan

(updated November 30, 2022)

## **Section I General Information**

Rutland City Public Schools  
 6 Church St., Rutland, VT 05701  
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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: 2,102

American Indian/Alaska Native 0.2% Black/African American 1.99% Native Hawaiian/Pacific Islander 0.09% Multiracial 5.9% Asian 1.3% Hispanic 4.6% White 86%	Eligible for Free and Reduced Lunch 54% Students with Disabilities 17% English Language Learners 0.8% Students experiencing homelessness 2.7%  (Note: Data reflects district information as of 11/29/22)
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## **Section II COVID-19 and Education Recovery Information**

Education Recovery Needs Assessment	<a href="#">NEEDS ASSESSMENT</a>
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Education Recovery Plan	<a href="#">RCPS RECOVERY PLAN</a>
Information on Use of ESSER I and II Funds	<a href="#">RCPS GOALS, STRATEGIES, and ACTIVITIES</a>
Safe Return to In-Person Instruction Checklist or other District Links	<a href="#">DISTRICT LINKS</a>

### **Section III COVID-19 Federal Emergency Funding**

#### **TOTAL ESSER AWARDS FOR RCPS --\$17,403,183**

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	\$2,649,366	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	None yet	Not available yet according to the VT Agency of Education. See spending plan below.
GEER	\$374,721	Per Stafford Tech schedule	Stafford Technical Center manages this revenue source in support of engaging students and improving learning.
ARP IDEA	\$169,000	None yet	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	None Yet	Supplies and equipment to support anticipated homeless students, families, and resettled refugees in 2022.
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## **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	\$500,000
Engagement Stipends	Social-emotional Learning	\$360,000
Mentoring	Social-emotional Learning	\$20,000
Music Therapy Position	Social-emotional Learning and Mental Health	\$40,000
Tutoring/Credit Recovery	Academic Achievement	\$460,000
Afterschool Engagement Positions	Social-Emotional Learning	\$38,250
Academic Interventionists	Academic Achievement	\$748,505
Kindercamp	Engagement & Truancy	\$6,000
RMS Bootcamp and Linked Up	Engagement & Truancy, Academic Achievement	\$66,000
RIS to RMS Transition	Engagement & Truancy, Academic Achievement	\$10,000
Nursing Stipends	Safe and Healthy Operations	\$70,000
Personalized Open House/Family Engagement	Engagement & Truancy	\$2,000

Community liaison (0.5 FTE) and ELL teacher (1.0 FTE)	Engagement & Truancy, Academic Achievement	\$300,000
Vans	Engagement & Truancy, Academic Achievement, Social Emotional Learning	\$353,050
Remote Learning	Engagement and Truancy, Academic Achievement	\$130,000
Remote Tutoring/SEL Support	Social-emotional Learning, Engagement & Truancy	\$42,000
Server Upgrades	Safe and Healthy Operations, Engagement & Truancy, Academic Achievement	\$400,000
Systems Monitoring Software Subscription	Safe and Healthy Operations	\$300,000
IT Technician Position	Safe and Healthy Operations, Academic Achievement	\$232,000
Recovery Coordinator Position	Safe and Healthy Operations	\$212,000
Materials and Marketing	Safe and Healthy Operations	\$30,000
Equity Audit	Social-emotional Learning, Safe and Healthy Operations	\$55,000
Outdoor Classroom Construction	Safe and Healthy Operations	\$529,505
Air Quality and HVAC upgrades/repairs	Safe and Healthy Operations	\$3,924,528
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 \$3,426,304

Strategy	Education Recovery Pillar	How will this strategy support specific underserved student groups?	ARP ESSER Amount Allocated
<b>Relationship Building and Social-Emotional Learning</b>			
Hire counseling staff (3 positions for 2 years)	Social-emotional Learning/Mental Health	Engage and support students and families who were isolated during the pandemic.	\$500,000
Engagement Stipends	Social-emotional Learning	Increase positive relationships with students via teacher engagement beyond contractually obligated time.	\$360,000
Mentoring (student-to-student, trusted adults)	Social-emotional Learning	Modeling positive school and community skills and behaviors for all students, including EL, Special Education, BIPOC, LGBTQ+, and students from low SES families.	\$20,000
Music Therapy position (.2 FTE)	Social-emotional Learning/Mental Health	Supporting mental health, SEL, and confident expression via a safe and therapeutic music experience.	\$40,000
<b>Summer, Afterschool, and Extended Support Programming</b>			
Tutoring/Credit Recovery	Academic Achievement	Supporting students in recovering skills and class credits K-12.	\$460,000

Summer programming	Social-emotional Learning	Maintaining engaging experiences, relationships, and academic skills throughout the summer while preventing regression.	\$160,000
Afterschool Engagement Positions (up to 3)	Social-Emotional Learning Academic Achievement	Activity geared toward positive SEL, behavior modification, and healthy growth for students.	\$38,250
Academic Interventionists (up to 4)	Academic Achievement	Provide additional flexible academic support to any student.	\$748,504
<b>Transitions, Outreach and Community Partnerships</b>			
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
RMS Bootcamp and Linked Up program (8th to 9th grade transition)	Engagement & Truancy Academic Achievement	Additional Academic and SEL engagement to prepare students for the transition to Rutland High School.	\$66,000
RIS to RMS (6th to 7th transition)	Engagement & Truancy Academic Achievement	Early and ongoing connection between grade 6 students and Rutland Middle School.	\$10,000
Nursing Stipends	Safe and Healthy Operations	Nurses to focus on contact tracing, test to stay, hygiene, and education beyond contracted day.	\$70,000
Personalized Open House and Family Engagement	Engagement & Truancy	Connecting families to school in personalized ways.	\$2,000

Community liaison (0.5 FTE) and ELL teacher (1.0 FTE)	Engagement & Truancy Academic Achievement	Community liaison for potential refugee population to allow for connection to community and school.	\$300,000
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.	\$115,000
<b>Flexible Pathways for Learning</b>			
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.	\$353,050
Remote Learning Options	Engagement and Truancy Academic Achievement	Focuses on students who benefit from remote educational settings.	\$130,000
Remote tutoring and SEL support	Social-emotional Learning Academic Achievement	Benefits students who need additional academic and mental health support outside the traditional school day.	\$42,000

**Part 3 Plan for Remaining 80% of ARP ESSER Funds**

\$9,005,667 is allowed. **RCPS total is \$7,830,793**

Strategy	Education Recovery Pillar	How will this strategy support specific underserved student groups?	ARP ESSER Amount Allocated
<b>Professional Development and Multi-tiered Systems of Support</b>			

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.	\$865,000
MTSS Revision Team	Academic Achievement	Updating the structure and process of the RCPS MTSS system to more effectively and efficiently support all students, including all underserved populations.	\$7,500
<b>Curriculum</b>			
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.	\$120,000
K-12 Curriculum Coach	Academic Achievement	ESSER-funded position to oversee the complete K-12 curriculum development process.	\$298,160
<b>Technology</b>			
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.	\$400,000
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.	\$150,000
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.	\$300,000
IT Technician Position	Safe and Healthy	Increased reliance on 1:1 technology and	\$232,000



	Operations Academic Achievement	community based learning has taxed our lean IT Staff (4). In addition, equipment breakage has added another task, in a volume we have not seen previously. Adding an additional technician will allow us to more expeditiously serve our students and school community.	
Data Management	Safe and Healthy Operations Academic Achievement	Administration and monitoring of all software tools used for academic achievement and SEL.	\$160,000
Instructional Data Dashboard with Cloud Based Service	Academic Achievement Engagement & Truancy	Assessment, benchmarking, and data collection tool to support student achievement and engagement.	\$30,000
<b>Recovery and Strategic Planning</b>			
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.	\$67,000
Recovery Coordinator Position	Safe and Healthy Operations	Coordination of all COVID-19 recovery development and programming.	\$212,000
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.	\$180,000
Materials and Marketing (website upgrade)	Safe and Healthy Operations	Allows immediate access to information for all RCPS stakeholder groups including underserved populations.	\$30,000
Equity Workgroup	Safe and Healthy	Stipend to staff engaged in leadership of RCPS	\$13,000

Leadership Stipend	Operations Social-emotional Learning	Equity Workgroup.	
Equity Workgroup Support	Safe and Healthy Operations Social-emotional Learning	Materials, supplies, and consulting to support the existing 3-year plan of the RCPS Equity Workgroup.	\$25,000
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.	\$55,000
<b>Construction and Maintenance</b>			
Outdoor Classroom Construction	Safe and Healthy Operations	Instructional and community space accessible in a pandemic.	\$529,505
Air Quality and HVAC upgrades/repairs	Safe and Healthy Operations	Increase capacity and quality of all exchange systems, improving safety and decreasing airborne pathogens.	\$3,924,528
PPE and Air Filters	Safe and Healthy Operations	Additional supply of student masks, hygiene supplies, and air filters.	\$12,000
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.	\$170,000
Renovation Planning (RMS)	Safe and Healthy Operations	Improve engagement, and wellness via an improved space.	\$20,000

## Section V Plan for Meaningful Consultation and Stakeholder Engagement

**Will be updated after Round 2--December 2022**

<p>RCPS Data:  <a href="#">Meaningful Engagement Log</a>-record of Meaningful Engagement opportunities  <a href="#">Graphed Responses</a>-comparisons between main areas of feedback  <a href="#">Synthesized Responses</a>-granular data/strategies around main areas of feedback  <a href="#">Cohort Response Analysis</a>-analysis of specific cohort feedback  <a href="#">Cohort Summary-Provides</a> grouped narrative qualitative summary for easier understanding</p>			
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	<p>--all students emailed explanatory video, district plan, and survey</p> <p>--Posted LEA plan on district webpage for review and feedback</p> <p>--student interactions at in-person Open House events</p>	<p>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.</p>	<p>9/27/21 email</p> <p>9/29/21 website</p> <p>9/30/21 Open House</p>
Families	<p>--Posted LEA plan on district webpage for review and feedback</p> <p>--Attended in-person open house</p>	<p>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</p>	<p>9/29/21 website</p> <p>9/27/21-</p>

	<p>events at Rutland Northwest, Allen St. Campus and Rutland Intermediate School to receive feedback</p> <p>--Shared explanatory video, district plan, and survey at online Open House events at Rutland High School and Rutland Northeast School</p>	<p>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.</p>	<p>9/30/21 in person Open Houses</p> <p>9/29/21-9/30/21 Online Open Houses</p>
<p>School and District Administrators (including SPED)</p>	<p>--Emailed explanatory video, district plan, and survey to all school and district administrators</p> <p>--Posted LEA plan on district webpage for review and feedback</p> <p>--Presented information at RCPS School Board meetings with school and district administrators in attendance</p> <p>--regular recovery visits by Recovery Coordinator with school-based administration</p> <p>--Meaningful Engagement data presentation at Admin Team meeting on 11/3/21</p>	<p>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.</p>	<p>9/27/21 email</p> <p>9/29/21 website</p> <p>9/28/21 and 10/13/21 school board presentations</p> <p>Visits vary</p> <p>11/3/21 Discussion of meaningful engagement data in Recovery Team</p>
<p>Teachers or Other Educators</p>	<p>--Emailed explanatory video, district plan, and survey to all school staff</p> <p>--Attended in-person open house</p>	<p>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</p>	<p>9/27/21 email</p> <p>9/27/21-9/30/21 in</p>

	<p>events at Rutland Northwest, Allen St. Campus and Rutland Intermediate School to receive feedback</p> <p>--Shared explanatory video, district plan, and survey at online Open House events at Rutland High School and Rutland Northeast School</p>	<p>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 purifiers, windows that open, and HVAC upgrades in general.</p>	<p>person Open Houses</p> <p>9/29/21-9/30/21 Online Open Houses</p>
Principals	<p>--Emailed explanatory video, district plan, and survey to all principals</p> <p>--Posted LEA plan on district webpage for review and feedback</p> <p>--Presented information at RCPS School Board meetings with principals in attendance</p> <p>--regular recovery visits by Recovery Coordinator with</p>	<p>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.</p>	<p>9/27/21 email</p> <p>9/29/21 website</p> <p>9/28/21 and 10/13/21 school board presentations</p> <p>Visits vary and continue</p>

	principals		11/3/21 Presentation of data at Admin Team meeting
School Staff	--Emailed explanatory video, district plan, and survey to all school staff  --Posted LEA plan on district webpage for review and feedback	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.	9/27/21 email  9/29/21 website
Unions	--Emailed explanatory video, district plan, and survey to all school staff  --Posted LEA plan on district webpage for review and feedback	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.	9/27/21 email  9/29/21 w/ebite
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	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	9/29/21 email to Abenaki  12/9/21 and 12/14/21 email responses from Vermont Commission on Native American Affairs

		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.	
Civil Rights Organizations	<p>--Shared paper copy of plan and survey with Rutland Area NAACP chairwoman at a RCPS board meeting and engaged in email correspondence.</p> <p>--Emailed explanatory video, district plan, and survey to both state and Rutland City NAACP chapters informational email address and encouraged sharing</p>	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 management, hire diverse professionals, and establish partnerships in the community with federal dollars.	<p>9/28/21 in person,</p> <p>10/5/21 email</p> <p>9/29/21 email</p>
Stakeholders representing interests of children with disabilities	<p>--Emailed explanatory video, district plan, and survey to all organizational partners with Project Vision in Rutland, VT (a <a href="#">coalition</a> of over 400 partners in the Rutland area) for disbursement through their listserv</p> <p>--Zoom discussion with Changing Perspectives Equity Organization</p>	<p>Community responses emphasized collaboration with the community through therapy, mentors, and outside opportunities.</p> <p>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,</p>	<p>9/29/21 email</p> <p>9/29/21 website</p> <p>11/18/21 Conversation with Changing Perspectives</p>

	--Posted LEA plan on district webpage for review and feedback	sound sensitivity, rooms for exercising large muscle groups, de-escalation spaces, varied seating, fidget options...).	
Stakeholders representing interests of English Learners	<p>--Email correspondence with district EL teacher and survey response</p> <p>--Emailed explanatory video, district plan, and survey to all organizational partners with Project Vision in Rutland, VT (a <a href="#">coalition</a> of over 400 partners in the Rutland area) for disbursement through their listserv</p> <p>--Zoom discussion with Changing Perspectives Equity Organization</p> <p>--Posted LEA plan on district webpage for review and feedback</p>	<p>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.</p> <p>Changing perspectives: Students should have access to all content with individualized support.</p>	<p>10/6/21 email with staff</p> <p>9/29/21 email</p> <p>9/29/21 website</p> <p>11/18/21 Conversation with Changing Perspectives</p>
Stakeholders representing interests of children experiencing homelessness, children in foster care or children who are incarcerated	<p>--Personal conversation and email correspondence with Homeless Prevention Center director and survey response</p> <p>--Emailed explanatory video, district plan, and survey to all organizational partners with Project Vision in Rutland, VT (a <a href="#">coalition</a> of over 400 partners in the Rutland area) for disbursement through their listserv</p> <p>--Posted LEA plan on district webpage for review and feedback</p>	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.	<p>9/17/21 conversation, 9/29/21 email</p> <p>9/29/21 email</p> <p>9/29/21 website</p>



Stakeholders representing interests of migratory students	<p>--Emailed explanatory video, district plan, and survey to all organizational partners with Project Vision in Rutland, VT (a <a href="#">coalition</a> of over 400 partners in the Rutland area) for disbursement through their listserv</p> <p>--Posted LEA plan on district webpage for review and feedback</p>	Community responses emphasized collaboration with the community through therapy, mentors, and outside opportunities.	<p>9/29/21 email</p> <p>9/29/21 website</p>
Stakeholders representing the interests of other underserved students	<p>--Emailed explanatory video, district plan, and survey to all organizational partners with Project Vision in Rutland, VT (a <a href="#">coalition</a> of over 400 partners in the Rutland area) for disbursement through their listserv</p> <p>--emailed Outright VT and Building Bright futures</p> <p>--Posted LEA plan on district webpage for review and feedback</p>	<p>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.</p> <p><a href="#">Outright VT</a>: 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.</p> <p>RCPS Equity Workgroup: <a href="#">Equity and Inclusion Planning</a> overview with embedded links.</p>	<p>9/29/21 email</p> <p>9/29/21 website</p> <p>11/10/21 email</p> <p>12/2/21 Outright VT response</p> <p>12/3/21 Equity Workgroup info</p>
Other Rutland City Government	<p>--Emailed explanatory video, district plan, and survey to mayor, City Hall staff, and Rutland City Board of Aldermen Members</p> <p>--Posted LEA plan on district webpage for review and feedback</p>	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.	<p>9/29/21 email</p> <p>9/29/21 website</p>