

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

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

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

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

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

I. General Information

- | | | |
|--|--|---|
| 1) School District / Charter School Name: | <u>Colebrook</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>105</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>7</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/9/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Debra J. Taylor, PhD.</u> | |
| 6) Email & Telephone: | <u>dtaylor@sau7.org 603-237-5571</u> | |

II. Transparency and Accessibility

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

Yes - Description Required

Description:

<https://content.myconnectsuite.com/api/documents/1841d2d0c0bd4873b2840e1bd203ac8f.pdf>

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

Yes - Description Required

Description:

Responses were provided to all questions in an understandable format.

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

Yes - Description Required

Description:

An oral translation is available if needed.

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

Yes - Description Required

Description:

Alternative accessible formats are available if needed.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

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

Yes - Description Required

Description:

Public hearings were advertised and held in conjunction with a school board meeting.

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

Yes - Description Required

Description:

A survey was distributed to parents and community members during the summer 2021. The leadership team analyzed responses and incorporated feedback.

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

Somewhat - Description Required

1) Description:

Building principals met informally with students to determine academic needs.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

Consultation with students is ongoing.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Two surveys were provided to parents requesting their input on technical needs, supplies, meals, transportation and use of ESSER funds.

i) Number of total responses:

2020 Survey: 147 2021 Survey: 144

ii) Uses consulted on:

Ongoing

iii) Description of feedback received:

Specific feedback based on individual needs.

Please indicate how consultation was:

2) Inclusive: Parents were individually contacted.

3) Widely advertised and available: Automated call, email, text, and social media.

4) Ongoing:

Parents are invited to communicate with us as needed including at various school events. Superintendent hosts monthly office hours through zoom meetings.

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

Yes - Description Required

1) Description:

Leadership team met weekly to address COVID 19 issues.

i) Number of total responses: 6

ii) Uses consulted on: Ongoing

iii) Description of feedback received: Feedback was used to determine course of action.

Please indicate how consultation was:

2) Inclusive:

All administration was involved.

3) Widely advertised and available:

Email

4) Ongoing:

Weekly meetings.

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

Yes - Description Required

1) Description:

Held whole staff meetings in person and via zoom. Communicated via email and shared documents. Superintendent and School Board.

- i) Number of total responses: 77*
- ii) Uses consulted on: Ongoing*
- iii) Description of feedback received: Feedback was used to determine course of action.*

Please indicate how consultation was:

- 2) Inclusive:** All Staff were involved.
- 3) Widely advertised and available:** Notification via email.
- 4) Ongoing:** Minimum weekly meetings.

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

No

1) Description:

N/A

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

- 2) Inclusive:**
- 3) Widely advertised and available:**
- 4) Ongoing:**

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

Yes - Description Required

1) Description:

Homeless Liaison, Special Services Coordinator, Title I Liaison, School Assistance Personnel, Department of Health and Human Services staff.

- i) Number of total responses: 6*
- ii) Uses consulted on: Ongoing*
- iii) Description of feedback received: Feedback was used to determine course of action.*

Please indicate how consultation was:

- 2) Inclusive:** Individual outreach, weekly regional meetings, monthly statewide meetings.
- 3) Widely advertised and available:** Via email and social media.
- 4) Ongoing:** Continuing outreach.

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

Yes - Description Required

1) Description:

Summer program through the recreation department. School offers after school programming.

- i) Number of total responses: 1*
- ii) Uses consulted on: 5*
- iii) Description of feedback received: Planning and implementing summer programs.*

Please indicate how consultation was:

- 2) Inclusive:** The town recreation center was contacted.
- 3) Widely advertised and available:** When organized, activities were advertised via email, social media.
- 4) Ongoing:** Continuing outreach to recreation center and through the school program.

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

Yes - Description Required

1) Description:

Communicate regularly with north country early childhood education providers and families. Partnerships include Head Start and local private early childhood providers.

i) Number of total responses: Regular

ii) Uses consulted on: Ongoing

iii) Description of feedback received: Feedback used to support transition to school programs.

Please indicate how consultation was:

2) Inclusive: Regular communication between our special services coordinator and local early childhood education.

3) Widely advertised and available: Email, newspapers and social media.

4) Ongoing: Continuing outreach.

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

- 1) The extent to which and how LEA ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:

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

Description During SY 2021-2022:

The 21-22 plan was dynamic and responsive to the recommendations of the CDC (Center for Disease Control) and NHDPHS (Department of Public Health Services). The plan allowed schools within SAU # 7 to provide in-person instruction for the entire year. We were able to withstand numerous confirmed positive cases in our schools, while partnering with health care providers to support vaccine clinics for staff and students. We included signage requiring masking and social distancing. We provided hand sanitizer and cleaned our facility regularly.

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

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

Description During SY 2021-2022:

A variety of authentic assessments in addition to standardized assessments will be used to determine where students are in their learning and to create a growth plan based on the district curriculum. This includes individual education plans, student support plans, and 504 plans.

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

Description During SY 2021-2022:

The funds will be used to purchase and implement a reading program to bring students up to learning competency levels, due to lost learning deriving from school closures learning gaps. This comprehensive reading program is differentiated by design to offer research-based literacy instruction, supporting a culture of learning and growth, and help all learners believe in the power of "I can." Students will develop confidence as they build a strong foundation in reading, writing, listening, and speaking skills, creating lifelong learners.

Description During SY 2022-2023:

We will provide ongoing professional development including seminars and literacy coaching.

Description During SY 2023-2024:

Ongoing professional development.

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

Yes - Description Required

Description:

We will assess the need for this intervention at the conclusion of the school year.

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

Yes - Description Required

Description:

Teachers completes a needs assessment at the start of the school year to indicate which professional development opportunities best suit their career pathways and current learner needs. The professional development committee plans and implements these programs.

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

Description:

Teachers and administrators will use data from three benchmark assessments annually as well as biweekly progress monitoring probes to determine effectiveness of interventions.

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

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

Description During SY 2021-2022:

Inspection, testing, maintenance, repair, replacement, and upgrade projects to include 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.

Description During SY 2022-2023:

School facilities 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.

Description During SY 2023-2024:

School facilities 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.

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

- a. Providing individualized instruction:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

Remaining funds will be allocated for instructional support and professional development.

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

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

Remaining funds will be allocated for wellness activities.

- c. Improving family engagement:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

If needed, remaining funds will be allocated to support school family engagement activities.

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

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

Amount:

Percentage:

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

All of funds reserved to address learning loss are administered under the school leaders direction.

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

Amount: 0

Percentage: 0

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

To be determined in fall of 2022.

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

During SYs 2021-2024 (select one):

Description of all SYs - 2021 to 2024:

If needed, remaining funds will allocated toward course access opportunities.

VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Description:

Considerations to address learning loss will be personalized in accordance with how effectively the students accessed learning programs this year. SEL practices will continue in conjunction with academics throughout the school year as developmentally appropriate.

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

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

Description:

The Colebrook School facility requires renovation and new construction due to lack of space and inadequate secondary academic and career technical education instructional settings for students. In addition, the school HVAC system and windows require replacement/repair and more classroom space is needed to accommodate students in response to COVID 19 health requirements. We also require improvements schoolwide in safety and security. Additional high school needs include the following classrooms, science labs, academic, special education, hi tech learning centers. Our integrated CTE Center will incorporate instructional areas for health sciences, automotive, hospitality/culinary, conservation, education and criminal justice. This project has been under consideration for some time since Colebrook Academy School Building closed in 2019 resulting in 105 students and 13 staff members transferring to the K-8 school. Therefore, we are in need of renovation and expansion to our current facility which now houses all PK-12 grade students. The Colebrook School serves all students from Colebrook and Columbia as well as tuition students from Errol, Millfield, and Stewartstown in NH and Bloomfield, Brunswick, Lemington, and Norton in VT. Growth of manufacturing in American Performance Polymers in Colebrook and the planned renovations of the Balsams Resort in Dixville Notch will result in more employees, families and children in our community. ESSER funds will be used for specific projects relevant to approved uses. These projects may include: heating and ventilation repair/replacement and window replacement.

Specific Use Category	General Use Category <i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Uses</i>	Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections For Use May Be Selected by Cell. To Clear Selection, Highlight Cell and Enter "Delete"</i>	Learning Loss- Y/N <i>*At least 20% of an LEA's Total Allocation Statutorily Required</i>	Detailed Use Description <i>*Written Description, Including "Other" Responses (Columns A and C) and Vendor if Applicable</i>	Implementation Timeline - Please Select All that Apply				Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSEER Allocation (as of 01/26/2022)	Total ARP ESSEER Allocation Unbudgeted To Date (as of 01/26/2022)	Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024					Enrollment	% Participation Math Assessment	% Participation Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment
					<i>*October 2021 Data</i>																
Curriculum Adoption	Meeting Students' Academic Needs	% Proficient in ELA Assessment	Yes - Description Required	Reading Curriculum Grades K-8	No	No	Yes	Yes	\$ 121,843.42	\$ -	\$ -	\$ -	318	98	98	97	95%	96%	18	0	8

X. Authorization

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

ESSER@doe.nh.gov



2/24/2022

Approver Signature - Superintendent / Head of School

Date

Debra Taylor, PhD.

Printed Name - Superintendent / Head of School

Appendix A. ARPA Statutory Excerpt

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

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

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

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

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

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

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

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

(i) Engage in meaningful consultation—

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

(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

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

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

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

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

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