

Making Community Connections - ARP ESSER Plan - LEA's Use of ARP ESSER Funds

I. General Information

1. LEA Name: **Making Community Connections**
2. Date of Publication: **8/20/2021**
3. Contact Name and Title: **Christopher O'Reilly – Executive Director**
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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: <https://mc2school.org/>
2. The plan is in an understandable and uniform format: **Yes**
3. The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated: **Yes**
4. The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent: **Yes**

III. Stakeholder Engagement

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

Description: **Public invitations to provide input in the development of our plan are posted on our website and in our weekly newsletter to families and the community.**

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

- a. Students (please check one): **Yes**

Description: **Open discussion, with opportunities to provide input, are offered during our weekly morning meetings with students and staff with more focused, specific student panels to get feedback and ideas.**

- b. Families (please check one): **Yes**

Description: **Weekly newsletters and direct emails are sent home to parents, which include invitations to join our Site Council meetings to discuss our plans and provide input regarding the use of ARP ESSER funds.**

c. School and district administrators, including special education administrators (please check one): **Yes**

Description: **School administrator and special education liaison are present in weekly staff meetings where workgroups are discussing and providing input regarding the use of ARP ESSER funds.**

d. Teachers, principals, school leaders, other educators, school staff, and their unions (please check one): **Yes**

Description: **School administrator, special education liaison, and teaching and support staff are present in weekly staff meetings where workgroups are discussing and providing input regarding the use of ARP ESSER funds.**

e. Tribes, if applicable (please check one): **Not Applicable**

Description:

f. Civil rights organizations, including disability rights organizations (please check one):

Somewhat

Description: **We will be requesting input on our draft ARP ESSER Spending Plan from the following organizations: NH Commission for Human Rights; ACLU of NH; Disability Right Center of NH.**

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 check one): Yes: Somewhat: No:

Description: **We will be requesting input on our draft ARP ESSER Spending Plan from the following organizations: Disability Rights Center of NH; Parent Information Center; Keene Human Services; City of Keene Youth Services Dept.**

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

Description: **We will be requesting input on our draft ARP ESSER Spending Plan from the following organizations: Southwest Community Services; Keene Youth Services**

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): **No**

Description: **We will be requesting input on our draft ARP ESSER Spending Plan from the following organizations: Keene Day Care; Keene State College - Childhood Development Center**

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

1. The extent to which and how LEA ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning: (Note federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.)

Description during SY21-22: **Creating indoor open-concept instructional spaces to improve ability to safely distance; creating outdoor educational opportunities/wilderness programming; installing/replacing air handling and HVAC equipment to improve indoor air quality;**

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

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

Description during SY21-22: **Review of attendance records, student progress reports, competency and credit attainment data, NWEA Measure of Academic Progress assessment results, and NH Statewide Assessment System results will all be used to identify individual student learning loss across our entire population.**

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

Description during SY21-22: **Develop research-based after school programming 3 days a week, staffed by certified educators and paraprofessionals where students can access staff and resources to earn promotions, complete required work, receive extra academic support, and close gaps in their learning that occurred over an extended period of remote only instruction. Learners will also have access to organizational support, executive functioning skills support, and associated coaching to progress at their desired pace. Additional educator(s) and or support staff will also be hired to provide additional support to students during the school day as needed to provide support to students unable to take advantage of after school programs.**

Description during SY22-23: **Continue implementation of research-based after school programming 3 days a week, staffed by certified educators and paraprofessionals where students can access staff and resources to earn promotions, complete required work, receive extra academic support, and close gaps in their learning that occurred over an extended period of remote only instruction. Learners will also have access to organizational support, executive functioning skills support, and associated coaching to progress at their desired pace. Additional educator(s) and or support staff will also be hired to provide additional support to students during the school day as needed to provide support to students unable to take advantage of after school programs.**

Description during SY23-24: **Continue implementation of research-based after school programming 3 days a week, staffed by certified educators and paraprofessionals where students can access staff and resources to earn promotions, complete required work, receive extra academic support, and close gaps in their learning that occurred over an extended period of remote only instruction. Learners will also have access to organizational support, executive functioning skills support, and associated coaching to progress at their desired pace. Additional educator(s) and or support staff will also be hired to provide additional support to students during the school day as needed to provide support to students unable to take advantage of after school programs.**

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 check one): **Yes**

Description: **Hiring additional certified teachers and paraeducators to support students during the school day.**

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

Description: **Support educators and paraeducators in gaining certification or advanced degrees in their field of study, or additional field(s) of study, to meet the needs of learners and fill gaps in the LEA's ability to offer instruction and or services it is currently unable to provide.**

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

Description:

Evidence of increased proficiency in life skills and Habits

Evidence of consistent goal setting and timely attainment of goals as evidenced in daily writing reflections, competency completion and Habits ratings

Improved overall attendance as evidenced in attendance reporting to the State of NH Timely or Increased promotion from one grade to the next as evidenced by student progress reports

Increased competency attainment as evidenced by student progress reports

Increased assessment score in all subject areas as evidenced by biannual NWEA MAP testing scores, School Day SAT scores and NH State Assessment System scores.

Above average scores on HiSET assessments for students choosing to complete high school requirements through successful completion of the HiSET assessment

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

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

Description during SY21-22: **Improving enrollment/ recovery from enrollment decline due to COVID in order to maintain operation of services and continue to employ existing staff; Improvements to facility (increase open spaces/upgrade air handling/HVAC equipment) to support student and staff health needs; rebuilding internship program and expand vocational/technical classroom to support extended day, after school and extended school year programming; designing outdoor/wilderness program; training and professional development for teaching/leading outdoor wilderness program; contract with local mental health agencies to provide mental health services and supports to students and staff; hire IT professional to provide technical support and training for staff to develop online/hybrid instruction and improve the technology infrastructure (onsite and online) required for all new**

instructional programming; provide training and consultation to staff to ensure compliance with IDEA in the development of all new educational programming; continue with weekly professional cleaning and monthly deep-cleaning; provide online professional development for staff and students on cleaning, sanitation and minimizing the spread of infectious disease; increase Family Liaison to full time;

Description during SY22-23: Continue building internship program and expanding vocational/technical classroom to support extended day, after school and extended school year programming. Hire and train lead educator for voc/tech classroom; Hire and train lead educator for outdoor/wilderness program; continue training and professional development for teaching/leading outdoor wilderness program. Purchase vehicle(s) for outdoor/wilderness program; Hire additional special education support staff to ensure full inclusion of students with disabilities in all new programs. Continue providing established mental health services and supports to students and staff.; IT professional will continue to provide technical support and training for staff to develop online/hybrid instruction and improve the technology infrastructure (onsite and online) required for all new instructional programming, ensuring new curriculum and programming includes a hybrid component to allow for continuity of learning remotely; continue with weekly professional cleaning and monthly deep-cleaning; continue funding Family Liaison position full-time.

Description during SY23-24: Regular continuous outdoor/wilderness learning opportunities for all students; expanded vocational/technical learning opportunities, classes and workshops offered after school, during school breaks and through the summer; continue providing mental health services and supports to students and staff; continued IT support for onsite and online educational programming - upgrade devices for students and staff as needed; continue with weekly professional cleaning and monthly deep-cleaning; continue funding Family Liaison position full-time

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

a. Providing individualized instruction:

During SY21-22 (check one): **Yes**

During SY22-23 (check one): **Yes**

During SY23-24 (check one): **Yes**

Description of all SYs: Our educational model is student-centered and requires all students to have an individualized Learning Plan. Additional teaching and support staff will be hired to increase the staff to student ratio in order to provide more individualized instruction.

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

During SY21-22 (check one): **Yes**

During SY22-23 (check one): **Yes**

During SY23-24 (check one): **Yes**

Description of all SYs: **Hiring additional staff will help to reduce educator fatigue. In addition, bonuses and or additional paid time off may be offered to staff for accepting additional responsibilities that lead to increased students success as evidenced by timely competency completion, credit recovery, and phase(grade) promotion.**

c. Improving family engagement:

During SY21-22 (check one): **Yes**

During SY22-23 (check one): **Yes**

During SY23-24 (check one): **Yes**

Description of all SYs: **Funding of a Family Liaison will continue over the next three school years. Newly developed and expanded educational programs (outdoor/wilderness, vocational-technical) will include structures for increased family engagement during after school, extended day and extended year offerings.**

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: **\$653,468 (ESSER III only)**

Percentage: **100%**

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 funds allocated as described in this document take into consideration, and are designed to meet, the needs of traditionally underserved populations, including those receiving special education services, are eligible for free or reduced lunch, and are English Language Learners. We also serve other high needs students who are homeless, are in foster care or have been incarcerated.

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

Amount: **\$130,000**

Percentage: **20**

Description, including funds used to support learner obtainment of industry-recognized credentials: **In development (expanding vocational technical classroom)**

c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access: During SYs 21-24 (check one): **Yes**
Description of all SYs: **Funds will be allocated to assist learners with paying for tuition to take college courses while enrolled at our school**

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: **Centralized data collection and response through the Family Liaison, coordinating with Learning Teams (student, families and advisor/teachers) to access resources. Data collection will also occur each trimester using surveys sent to families and students to assess overall social, emotional and mental health well being. Student progress in competency attainment and the acquisition of skills (Habits) at the level of proficient or better will be tracked and analyzed each trimester using our course management system.**

VIII. Authorization

LEA Superintendent's Signature:



Date:

8/20/21