

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/ocr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bill/117th-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: | <input type="text" value="Candia"/> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <input type="text" value="79"/> | → Autopopulates upon Selection |
| 3) SAU Number: | <input type="text" value="15"/> | → Autopopulates upon Selection |
| 4) Date of Publication: | <input type="text" value="2/28/2022"/> | |
| 5) Approver Name -
(Superintendent / Head of School): | <input type="text" value="William J Rearick"/> | |
| 6) Email & Telephone: | <input type="text" value="wrearick@sau15.net 603 622-3731"/> | |

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:

The plan can be found at candia.sau15.net/covid-19-protocols-esser-funds/. It was also sent to families using the school's communication application.

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

Yes - Description Required

Description:

The plan was developed in an understandable and uniform 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:

The plan was written in language that parents can understand and anyone may contact the school directly with questions.

- 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:

The Candia School District is committed to ensuring that persons with disabilities can access information on the District's website. Anyone who requires additional assistance or has concerns in accessing content should call the school or email accessibility@sau15.net.

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:

The plan is posted on the website at candia.sau15.net/covid-19-protocols-esser-funds/. Updates are provided and posted on the website on a regular basis. In addition, a public comment form is available.

- 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:

Stakeholder groups were approached to provide input into the original use of the funds. A form exists on the website for anyone to continue to provide input regarding updates. Use of funds is discussed at school board meetings and anyone may comment during public comment.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

- a. Students (please choose one):

Yes - Description Required

1) Description:

The Candia School District is a small K-8 school district. The school principal met with a student focus group to seek input on use of funds.

- i) Number of total responses: 7*
ii) Uses consulted on: Learning loss and wellness/mental health.
iii) Description of feedback received: Online programs to support academics. Social opportunities and activities.

Please indicate how consultation was:

2) Inclusive:

Students volunteered to be part of the focus group.

3) Widely advertised and available:

School/class announcement.

4) Ongoing:

Periodic update of plan with new focus group.

- b. Families (please choose one):

Yes - Description Required

1) Description:

The plan can be found on the website at candia.sau15.net/covid-19-protocols-esser-funds/. The plan was also sent directly to all families using the school's Brightarrow communication system. A public comment form is available.

- i) Number of total student responses: 45*
ii) Uses consulted on: Academic, Mental Health and Safety Supports.
iii) Description of feedback received: Math and reading intervention. More social supports. Continued safety measures.

Please indicate how consultation was:

2) Inclusive:

Information sent to families with public comment form.

3) Widely advertised and available:

Information sent to families with public comment form.

4) Ongoing:

Consistently on website and discussed at board meetings.

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

Yes - Description Required

1) Description:

Meetings were held including district administrators to develop priorities for use of funds. Meetings take place periodically to update priorities.

- i) Number of total responses: 5*
ii) Uses consulted on: All aspects of appropriate use of funds.
iii) Description of feedback received: Learning loss, wellness/mental health, mitigation/safety.

Please indicate how consultation was:

2) Inclusive:

All district administrators attend meetings.

3) Widely advertised and available:

All district administrators attend meetings.

4) Ongoing:

All district administrators attend meetings.

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

Yes - Description Required

1) Description:

The building principal met with faculty and staff to gather input on priority needs to be addressed by the ESSER funds. Staff seek additional funding as needs arise.

- i) Number of total responses: 15*
- ii) Uses consulted on: All aspects of appropriate uses.*
- iii) Description of feedback received: Learning loss, student/staff wellness/mental health, mitigation/safety.*

Please indicate how consultation was:

2) Inclusive:

All staff have access to provide input on use of funds at any time.

3) Widely advertised and available:

All staff have access to provide input on use of funds at any time.

4) Ongoing:

All staff have access to provide input on use of funds at any time.

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:

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

Stakeholders representing various groups of children have participated in the development and ongoing plan for the use of ESSER funds.

- i) Number of total responses: 5*
- ii) Uses consulted on: All aspects of appropriate use of funds.*
- iii) Description of feedback received: Learning loss, wellness/mental health.*

Please indicate how consultation was:

2) Inclusive:

Periodic meetings and ongoing consultation with service providers.

3) Widely advertised and available:

Periodic meetings and ongoing consultation with service providers.

4) Ongoing:

Periodic meetings and ongoing consultation with service providers.

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

Yes - Description Required

1) Description:

The PTA has been consulted on the use of ESSER funds.

<i>i) Number of total responses:</i>	<i>1 Group response</i>
<i>ii) Uses consulted on:</i>	<i>All appropriate uses of ESSER funds</i>
<i>iii) Description of feedback received:</i>	<i>Learning loss, wellness/mental health, safety.</i>

Please indicate how consultation was:

2) Inclusive:

Anyone may contact the school or comment on the plan through the website link.

3) Widely advertised and available:

Anyone may contact the school or comment on the plan through the website link.

4) Ongoing:

Anyone may contact the school or comment on the plan through the website link.

- 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

1) Description:

N/A

<i>i) Number of total responses:</i>	
<i>ii) Uses consulted on:</i>	
<i>iii) Description of feedback received:</i>	

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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:

In order to offer continued in-person learning for the 2021-22 school year, the Candia School District has followed the guidance from NHDHHS and the CDC. ESSER funds have been allocated to support cleaning and sanitizing, social distancing, nursing services, PPE and air quality.

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:

The majority of Candia students participated in in-person learning during the 2020-21 school year. All students (in-person and remote) took part in assessments at the end of the 2020-21 school year as well as at the beginning of the 2021-22 school year. Learning plans to address learning loss were developed in the areas of Mathematics and English Language Arts.

- 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:

It is anticipated that ESSER III funds will not be utilized for this purpose during the 2021-22 school year.

Description During SY 2022-2023:

Individual and small group tutoring sessions. Before and after school sessions. Summer programming. Instructional programs and materials to address learning loss. Programs to address wellness and mental health. Professional development for teachers to improve instructional effectiveness and learning loss.

Description During SY 2023-2024:

Individual and small group tutoring sessions. Before and after school sessions. Summer programming. Instructional programs and materials to address learning loss. Programs to address wellness and mental health. Professional development for teachers to improve instructional effectiveness and learning loss.

- 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:

Supplemental tutoring will be provided to students to address learning gaps and learning loss. This may be accomplished through before and/or after school tutoring sessions. Supplemental tutoring may also be implemented during summer programming.

- 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 will have a number of opportunities for teacher-directed professional development to address current learner needs. These may be through district PLCs, online PD, and other professional learning opportunities.

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

Description:

Throughout the school year, teachers use a variety of formative and summative assessments which will be utilized to assess the results of current instruction and intervention that have been employed to address learning loss. In the spring of 2022, students will participate in NWEA MAP assessment K-8 and the NHSAS.

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:

ARP ESSER III funds will not be utilized this year.

Description During SY 2022-2023:

Educational Technology \$57,900. Instruction/Learning Loss \$61,000. Wellness/Mental Health \$17,000. Professional Development \$15,050.

Description During SY 2023-2024:

Educational Technology \$39,000. Instruction/Learning Loss \$61,000. Wellness/mental Health \$17,000. Professional Development \$15,000.

- 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:

Individualized instruction will be provided by the classroom teacher as well as through intensive and specialized tutoring sessions both during the school day and before and after school. Specialized instructional materials and intervention programs will be utilized.

- 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:

The Candia School District will work with educators and staff to address wellness needs.

- 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:

The Candia School District will work with families to address wellness and engagement needs.

- 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:

N/A

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

Amount:

Percentage:

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

N/A

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): **No**

Description of all SYs - 2021 to 2024:

Not at this time. This category will continue to be reviewed and updated if necessary.

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:

The Candia School District will ensure that all students respond to academic and wellness/mental health interventions. As teacher and service providers analyze assessments and intervention program data, results will be disaggregated to make sure that all students are making the intended progress. This analysis is completed on a regular basis and is used to initiate programming changes as necessary.

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:

N/A

X. Authorization

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

ESSER@doe.nh.gov



2/28/2022

Approver Signature - Superintendent / Head of School

Date

William J. Rearick, Superintendent, Aubur 29

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, 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.

(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.