

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

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides nearly \$122 billion to States to support the Nation's 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 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, within 90 days of receiving ARP ESSER LEA allocation (90% of New Hampshire's total allocation), an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan."

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. LEA Name: Gathering Waters Chartered Public School
2. Date of Publication: 8/24/2021
3. Contact Name and Title: Justin Somma Business Manager
4. Email and Telephone: justin.somma@gatheringwaterscharter.org 603-733-8391

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:

Description: we will publish this plan on our web site www.gatheringwaterscharter.org

2. The plan is in an understandable and uniform format (please check one):

Yes: Somewhat: No:

Description: _____

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 check one):

Yes: Somewhat: No:

Description: _____

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 check one):

Yes: Somewhat: No:

Description: _____

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: We offer public input through open meetings of our Board of Trustees, who are providing consultative input to our ESSER plans.

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

- a. Students (please check one):

Yes: Somewhat: No:

Description: Student input will be solicited as feedback during operations

- b. Families (please check one):

Yes: Somewhat: No:

Description: Families have access to the process via the Board and the Parent Council

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

Yes: Somewhat: No:

Description: Administration and special education were an active part of preparing this plan

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

Yes: Somewhat: No:

Description: Faculty were an active part of preparing this plan.

- e. Tribes, if applicable (please check one):

Yes: Somewhat: No:

Description: not applicable

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

Yes: Somewhat: No:

Description: Special education administration is analyzing our plan with an eye on equal and fair access to the program

- 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: see f

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

Yes: Somewhat: No:

Description: we will work with third party providers as needed to facilitate this plan

- 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: Somewhat: No:

Description: we will work with third party providers as needed to facilitate this plan

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: Funds will be used to purchase additional cleaning products and services, air purification units, and stock of face masks, gloves, and other PPE

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: Consultation with families, student observation, individual work with tutors and academic support personnel, and consultation with student's prior teacher

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 afterschool programs, or extended school year:

Description during SY21-22: Hiring Academic Support Administrator and Special Education teacher, purchasing technology, professional development for faculty

Description during SY22-23: Summer programming to offer academic enrichment, additional professional development for faculty, also continuing SY21-22 supports

Description during SY23-24: Summer programming to offer academic enrichment, additional professional development for faculty, also continuing SY21-22 supports

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: Somewhat: No:

Description: supplemental tutoring payroll, supplies, and technology

3. How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:
 - 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: Somewhat: No:

Description: teachers provided money to choose development related to their learners needs

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

Description: Academic support teams will track performance of affected students

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: HVAC products including air purifiers and conditioning units to cycle air, cleaning products and PPE hiring of school counselor, materials supports for low income students, faculty learning

Description during SY22-23: continuing with faculty development, PPE & materials supports for targeted populations

Description during SY23-24: continuing with faculty development, PPE & materials supports for targeted populations

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: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: Additional special education and support personnel in faculty to support students with 1-on-1 learning and guidance

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

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: professional development, additional support headcount, and financial support

- c. Improving family engagement:

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: family programming related to student performance and health (parent teacher conferences, community nights, festivals, parent education opportunities, etc)

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: amount allocated to us is currently not known

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:

Our allocation will support Special Education, especially as it related to students who suffered learning loss and that impact on IEPs, as well as staffing for Special Education and additional educational support

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

Amount: amount allocated to us is currently not known

Percentage: 20

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

Although we don't have career/tech ed, we have a robust woodshop, fiber arts, and practical arts curriculum

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: Somewhat: No:

Description of all SYs: 1-on-1 tutoring and summer enrichment planned

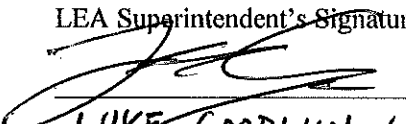
VII. Addressing the Unique Needs of All Learners

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: educational support team and guidance team will monitor student performance to make sure that academic, social, emotional, and mental health needs are being addressed

VIII. Authorization

LEA Superintendent's Signature:


LUKE GOODWIN, LEAD ADMINISTRATOR

Date:

8/24/21