

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](mailto:ESSER@doe.nh.gov) by 1/13/2023.

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, 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/ict/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:                | <u>Great Bay Charter School</u>  | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number:                                   | <u>709</u>   | → Autopopulates upon Selection                              |
| 3) SAU Number:   | <u>401</u>   | → Autopopulates upon Selection                              |
| 4) Date of Publication:                                  | <u>3/8/2023</u>  |   |
| 5) Approver Name -<br>(Superintendent / Head of School): | <u>Peter Stackhouse</u>  |   |
| 6) Email & Telephone:                                    | <u><a href="mailto:pstackhouse@gbecs.org">pstackhouse@gbecs.org</a> (603) 519-9003</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:*

[www.gbcs.org](http://www.gbcs.org)

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

**Yes - Description Required**

*Description:*

The plan is laid out visually integrating the two parts: 1) Addressing learning loss and 2) Other approved fund uses

- 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:*

Clearly written, color coded for fund use type

- 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:*

May be verbally or visually explained to any individual needing clarification.

### 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:

Draft plan has been posted on website and discussed in many forums and discussion groups. Student needs, school resources--staffing and other, have been factored into the plan with the goal of utilizing these unique funding opportunities to support academic and social emotional learning gaps as a result of the pandemic. Input from discussions with students, staff, and families was gathered and factored into plan development. More broad public input was accepted, but was more limited in quantity. Our small school of approximately 145 students and 20 staff regularly discuss student needs and work with families through advisories, personalized learning plans, and various meetings to discuss academic, social, and emotional needs post-pandemic. This plan was developed from that feedback to maximize the impact and target needs in these areas.

- 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:

GBCS is a school of approximately 145 students and 20 staff who regularly discuss student needs and work with families through advisories, personalized learning plans, and various meetings to discuss academic, social, and emotional needs post-pandemic. New students join our school each year and our 6-12 program experiences a regular practice of integrating new students into our student body and programs. This plan was initially developed from that feedback to maximize the impact and target needs in these areas. Modifications have been made based on the availability of other funds, but the plan very much arose from the ongoing needs of our students.

- 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:

*Open dialog in student advisories and personalized learning plan conferences*

*i) Number of total responses: feedback from approx 145 of 145 conferences and ongoing advisory dialog*

*ii) Uses consulted on: Learning Loss and Other approved uses*

*iii) Description of feedback received: Learning Loss: Students were positive about the potential addition of staff providing supports in math and reading. They prefer individual or small group instruction and see small class sizes as beneficial. Students generally supported the use of summer, school year during school, and school year after school programming. Several indicated that participation during school would be preferred.*

*Please indicate how consultation was:*

**2) Inclusive: involved all students through school-wide programs like advisory and personalized learning plan conferences.**

**3) Widely advertised and available: involved all students across the school**

**4) Ongoing: to be followed-up by survey form**

- b. Families (please choose one):

#### Yes - Description Required

##### 1) Description:

Family feedback sought through forum discussion and public comment period

*i) Number of total responses: approx 210 individuals participated*

*ii) Uses consulted on: Learning Loss and Other approved Uses*

*iii) Description of feedback received: Parents were overwhelmingly supportive of additional supports to counteract learning loss. Positive feedback was given toward summer, in-school and after school programming. Additional positive support was given toward addition of a School Social Worker to assist students and/or families with social/emotional challenges.*

*Please indicate how consultation was:*

**2) Inclusive: Multiple forums at school open houses, information sessions, discussion groups, and public feedback.**

**3) Widely advertised and available: Participation available multiple times in various formats. Typically at whole-school events and via public feedback**

**4) Ongoing: Followup to be sought via family survey**

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

**Yes - Description Required**

**1) Description:**

*Both school administrators were involved in plan development and providing feedback*

*i) Number of total responses: 2 of 2*

*ii) Uses consulted on: Learning Loss and Other approved uses*

*iii) Description of feedback received: Plan developed addresses the primary needs of the students post-pandemic. These are: supports for learning loss, supports for social-emotional impacts, and providing staffing resources to the school previously unavailable.*

*Please indicate how consultation was:*

**2) Inclusive: Both participated in discussion about plan and development**

**3) Widely advertised and available: n/a**

**4) Ongoing: administrative team discussions**

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

**Yes - Description Required**

**1) Description:**

Input from school staff was generally acquired through faculty discussion, feedback from both formal and informal conversations. All teachers have student advisories and have great insight into both their advisory and subject area students.

*i) Number of total responses: approx 15*

*ii) Uses consulted on: Learning Loss and other approved uses*

*iii) Description of feedback received: staff very positive about acquiring support resources for additional academic and social/emotional supports.*

*Please indicate how consultation was:*

**2) Inclusive: Feedback from all current staff has been considered, mostly verbal through various discussions, some written**

**3) Widely advertised and available: discussed during staff meetings, informal conversations**

**4) Ongoing: Follow-up survey**

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

**No**

**1) Description:**

*N/A*

*i) Number of total responses: N/A*

*ii) Uses consulted on: N/A*

*iii) Description of feedback received: N/A*

*Please indicate how consultation was:*

**2) Inclusive: N/A**

**3) Widely advertised and available: N/A**

**4) Ongoing: N/A**

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

**No**

**1) Description:**

*Great Bay Charter School serves 140 students from 26 different communities in New Hampshire who have sought out a smaller, more personalized learning environment. Many students have experienced previous school incidents related to their race, gender identity, religion, sexual orientation, etc.*

*All students within the school--across all grades and without regard to race, gender, religion, or all other civil rights categories have equal access to all programs and benefits from program funds. The school has targeted struggling learners and gives equal attention to their needs without regard to any disability or civil rights category. As our school has no relationships with these organizations and our programs are available to all, we feel this is satisfied through consultation via g. below.*

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

*Please indicate how consultation was:*

**2) Inclusive: N/A**

**3) Widely advertised and available: N/A**

**4) Ongoing: N/A**

- 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:**

Special educator feedback and other support personnel working with our students; public feedback from website posting.

- i) Number of total responses: 4 received that could be attributed to this descriptor group.*
- ii) Uses consulted on: Learning loss and other approved uses*
- iii) Description of feedback received: Positive affirmation of in-school, after-school, and summer programming; positive support of School Social Worker for assisting students and families.*

*Please indicate how consultation was:*

**2) Inclusive: Public posting on website, discussions with professionals working with our students**

**3) Widely advertised and available: Public posting on website, informal discussions with professionals who work with our students**

**4) Ongoing: Ongoing opportunities for feedback are available via email and informal discussion**

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

**Somewhat - Description Required**

**1) Description:**

*Public comment from posting on website*

- i) Number of total responses: 0*
- ii) Uses consulted on: n/a*
- iii) Description of feedback received: none to date*

*Please indicate how consultation was:*

**2) Inclusive: available via public posting**

**3) Widely advertised and available: available on website, word of mouth to community partners**

**4) Ongoing: remains available, feedback accepted**

- 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:**

*Not applicable*

- 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:**

1. Identificação		2. Descrição		3. Avaliação		4. Medidas		5. Conclusão	
1.1	Nome do Projeto	1.2	Objetivo	1.3	Justificativa	1.4	Impacto	1.5	Benefícios
1.6	Localização	1.7	Área de Atuação	1.8	Beneficiários	1.9	Orçamento	1.10	Recursos
1.11	Responsável	1.12	Data de Início	1.13	Data de Término	1.14	Estado	1.15	Observações
1.16	Contato	1.17	Telefone	1.18	E-mail	1.19	Site	1.20	Outros
1.21	Observações	1.22	Assinatura	1.23	Assinatura	1.24	Assinatura	1.25	Assinatura
1.26	Assinatura	1.27	Assinatura	1.28	Assinatura	1.29	Assinatura	1.30	Assinatura
1.31	Assinatura	1.32	Assinatura	1.33	Assinatura	1.34	Assinatura	1.35	Assinatura
1.36	Assinatura	1.37	Assinatura	1.38	Assinatura	1.39	Assinatura	1.40	Assinatura
1.41	Assinatura	1.42	Assinatura	1.43	Assinatura	1.44	Assinatura	1.45	Assinatura
1.46	Assinatura	1.47	Assinatura	1.48	Assinatura	1.49	Assinatura	1.50	Assinatura
1.51	Assinatura	1.52	Assinatura	1.53	Assinatura	1.54	Assinatura	1.55	Assinatura
1.56	Assinatura	1.57	Assinatura	1.58	Assinatura	1.59	Assinatura	1.60	Assinatura
1.61	Assinatura	1.62	Assinatura	1.63	Assinatura	1.64	Assinatura	1.65	Assinatura
1.66	Assinatura	1.67	Assinatura	1.68	Assinatura	1.69	Assinatura	1.70	Assinatura
1.71	Assinatura	1.72	Assinatura	1.73	Assinatura	1.74	Assinatura	1.75	Assinatura
1.76	Assinatura	1.77	Assinatura	1.78	Assinatura	1.79	Assinatura	1.80	Assinatura
1.81	Assinatura	1.82	Assinatura	1.83	Assinatura	1.84	Assinatura	1.85	Assinatura
1.86	Assinatura	1.87	Assinatura	1.88	Assinatura	1.89	Assinatura	1.90	Assinatura
1.91	Assinatura	1.92	Assinatura	1.93	Assinatura	1.94	Assinatura	1.95	Assinatura
1.96	Assinatura	1.97	Assinatura	1.98	Assinatura	1.99	Assinatura	1.100	Assinatura





**X. Authorization**

*\*Please print and sign this page. Return a signed version with your completed packet to: [ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov)*

  
**Approver Signature - Superintendent / Head of School**

3/8/23  
**Date**

Peter Stackhouse  
**Printed Name - Superintendent / Head of School**

## Appendix A: ARPA Statutory Excerpt

### 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

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#### (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;

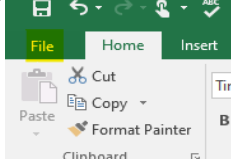
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

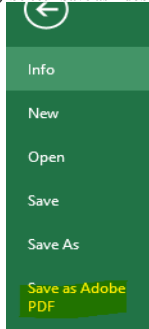
(iv) Be made publicly available on the LEA's website.

Please follow these steps once all tabs of your Districts Excel workbook are completed.

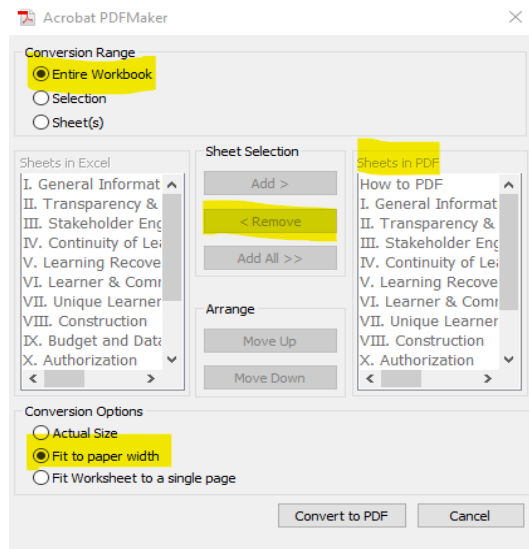
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IV. Budget and Data Reporting" tab from the list beneath "Sheets in PDF." Select "Remove." The reason is because this spreadsheet is so large, that the information will not easily transpose. The V. Authorization tab will need to be printed manually from Excel. The print range within the Excel workbook has been established for all tabs outlined.



3) Items due to the NHDOE by 01/13/2023:

- A. NH ARP ESSSER LEA Fund Use - Excel Workbook
  - i. Print the "V. Authorization" tab from Excel file
  - ii. Manually print and sign the "V. Authorization" tab from Excel file
- B. NH ARP ESSSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)