

**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 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/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**

- |                                                                  |                                                                         |                                                                    |
|------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>1) School District / Charter School Name:</b>                 | <u>Great Bay Charter School</u>                                         | → <i>Cell C18 Must be Input for Formulas to Populate Correctly</i> |
| <b>2) District ID Number:</b>                                    | <u>709</u>                                                              | → <i>Autopopulates upon Selection</i>                              |
| <b>3) SAU Number:</b>                                            |                                                                         | → <i>Autopopulates upon Selection</i>                              |
| <b>4) Date of Publication:</b>                                   | <u>8/23/2021, Updated 1/03/2022</u>                                     |                                                                    |
| <b>5) Approver Name -<br/>(Superintendent / Head of School):</b> | <u>Peter Stackhouse (Executive Director)</u>                            |                                                                    |
| <b>6) Email &amp; Telephone:</b>                                 | <u><a href="mailto:pstackhouse@gbecs.org">pstackhouse@gbecs.org</a></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:***

The link to the description is here: <https://www.gbcs.org/about/great-bay-charter-school-2020-2021-school-year-updates/>

- 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:***

Plainly written, color-coded for fund use type. Background of need and plan is included.

- 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 explained to any individual needing clarification as needed. Alternative forms can be delivered as need arises.



### 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:**

Information/Plan posted online with opportunity for feedback open. Specific feedback sought from school community via email release and survey.

- 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:**

Student feedback was sought through Advisory discussion of COVID impacts, learning needs, and also with representative groups of students. Staff feedback was gathered at various faculty discussions, committee meetings, and throughout the planning process with staff members involved in leadership, data, and grants management committees. Open feedback was welcomed from the general public

- 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:**

*Meeting in Advisory groups, students provided feedback about the impacts of COVID on their learning program and the supports that they felt were necessary to support them. Organizationally, GBCS implements personalized learning plans which require the students to reflect and engage twice annually with their team in goal setting and progress monitoring. Much information came from the PLP process, Advisory Discussions, and various*

*i) Number of total responses:*

*145*

*ii) Uses consulted on:*

*summer and afterschool programming for enrichment, remediation*

*iii) Description of feedback received:*

*Feedback indicated that students struggled to maintain social connections, re-engagement with*

*Please indicate how consultation was:*

**2) Inclusive:** All students were engaged in the PLP process with their faculty advisor and team members (typically parents or other invited

**3) Widely advertised and available:**

All students participate in PLP conferences both fall and spring. These are individual goal based. Advisory groups meet daily for at least 30

**4) Ongoing:** Advisory, PLP, and other opportunities for feedback are systemic and continuous. Feedback from students can also be gathered via survey

b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

*Families were engaged via survey, conversations at PLP conferences, and exhibition. Family information sessions were also held in the fall. GBCS Booster parents were engaged with conversations about impact of COVID on their students both related to academics and social-emotional learning.*

- i) Number of total responses:* *Approx 137 of 145 students were engaged in at least one opportunity--PLP, Survey response, or focused*
- ii) Uses consulted on:* *Remediation and enrichment plans, needs potentially addressed by a social worker,*
- iii) Description of feedback received:* *Families were concerned about learning loss, the need for their students to re-engage*

*Please indicate how consultation was:*

**2) Inclusive:** All families are invited to participate at least 3 times per year (2 PLP +1 advisory information session). Surveys were sent to all

**3) Widely advertised and available:** Surveys sent electronically and link posted on social media. School-based meetings promoted

**4) Ongoing:** Feedback via advisory, ongoing Boosters meetings, school discussion events, and various communications with school personnel.

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

**Yes - Description Required**

**1) Description:**

*Single school, one administrator, teacher leadership team open to all faculty. Administrator is primary grant coordinator*

- i) Number of total responses:** 1
- ii) Uses consulted on:** remediation, enrichment, technology, need for social worker, need for additional math teacher
- iii) Description of feedback received:** consolidated information from various sources--plan developed with student needs relative to

Please indicate how consultation was:

- 2) Inclusive:** only one
- 3) Widely advertised and available:** admin is the grant coordinator
- 4) Ongoing:** plan adapted to feedback and systemic need

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

**Yes - Description Required**

**1) Description:**

*Staff participated via faculty discussions and various committee meetings open to all staff: Leadership, Data Strategies, Grants Mgmt. There is no union. In addition to discussion of grant project itself, anecdotal information about student needs were also gathered as we debriefed PLP and ongoing advisory discussions. Math curriculum discussions also focused on need for modification of curriculum offerings in math sequence and*

- i) Number of total responses:** 16
- ii) Uses consulted on:** Remediation, Enrichment, need for social-emotional support, math teaching, technology
- iii) Description of feedback received:** Concerns raised over student learning loss, need for supplemental instruction/intervention, social-

Please indicate how consultation was:

- 2) Inclusive:** All staff invited to participate at scheduled meetings, inclusive committee meetings, and via collegial discussions related to student
- 3) Widely advertised and available:** Available to all staff, multiple opportunities for feedback
- 4) Ongoing:** Ongoing advisory debriefs, PLP discussions, committee work, faculty meetings, etc.

e. Tribes, if applicable (please choose 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:**

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

**No**

**1) Description:**

*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:**

*Special educators and professionals working with our students throughout the year. Team-based and individual conversations about the proposed supports.*

- |                                               |                                                                                                       |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <i>i) Number of total responses:</i>          | <i>24</i>                                                                                             |
| <i>ii) Uses consulted on:</i>                 | <i>summer and afterschool remediation and enrichment; social worker, math supports</i>                |
| <i>iii) Description of feedback received:</i> | <i>Reinforced the need for supplemental programming as well as the identified need for family and</i> |

*Please indicate how consultation was:*

**2) Inclusive:** Direct conversations or anecdotal data gathered across the transition from 20-21 to 21-22 school years. We work with

**3) Widely advertised and available:** Primarily through individual or group (team) meetings

**4) Ongoing:** These professionals were involved over the course of the students' school year. Many opportunities for feedback.

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

**Yes - Description Required**

**1) Description:**

*We developed a new partnership with Musical Arts of Exeter and continued our partnership with Exeter Region Cooperative School District.*



- i) Number of total responses:* *anecdotal information only*
- ii) Uses consulted on:* *social-emotional (social worker), need for enrichment and remediation programs*
- iii) Description of feedback received:* *consistent--learning loss, social-emotional learning needs, personnel to support GBCS necessary.*

*Please indicate how consultation was:*

- 2) Inclusive:** Anecdotal discussions and conversations with two primary partners
- 3) Widely advertised and available:** GBCS open to feedback; received both solicited and unsolicited feedback from SAU 16
- 4) Ongoing:** Partnership interactions were ongoing and varied in scope and topic. Information gleaned as gathered.

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) 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:**

#### 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:***

Implementation of data-driven mask policy was based on current school and community transmission data was included in our updated Re-opening Plan. The school promoted and maintained minimum 3' distancing throughout the school, provide classroom HEPA filtration, regular disinfection and cleaning, avoiding shared supplies, and promotion of hand washing and respiratory hygiene. The arrival of the Omicron variant after the holiday break brought renewed attention to PPE protocols maintained to that point. The School re-instituted its daily temperature screening, restricted visitors from outside of the school community, and strongly suggested the use of KN95 or N95 masks for staff and students. The school has also taken steps to alter its schedule to mitigate crowding in hallways, cafeteria and reduce class size to promote distancing.

## 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:***

GBCS will use Performance Plus, NH SAS, and SAT data gathered in 2021. GBCS will also use IXL for Math and/or ELA to assess and develop a remedial plan for learning gaps. Local assessments (writing samples), Assessment of reading rates, Lexile scoring, etc; review of attendance data and virtual learning data for potential targeted interventions.

- 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:***

Project funds for ESSER III are not planned to be utilized in 21-22. We will be using other project funds to fund similar needs.

### ***Description During SY 2022-2023:***

Project plans include: Summer Learning Program (remediation and competency recovery), Summer Enrichment Program, Afterschool Enrichment Program, and Supplemental School-day or Afterschool Remediation. The school will offer an expanded summer learning program to include both enrichment and remediation/competency recovery components. In addition, the school will expand its during- or after school remediation programming to include an afterschool enrichment and during- or afterschool

### ***Description During SY 2023-2024:***

Project plans include: Summer Learning Program (remediation and competency recovery), Summer Enrichment Program, Afterschool Enrichment Program, and Supplemental School-day or Afterschool Remediation. The school will implement the program implemented in 22-23 during the 23-24 school year.

- 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:***

During- or afterschool and summer tutoring/remediation programming will be available as a result of this project.

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):

No

**Description:**

n/a

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

**Description:**

Enrichment Program: participation records, student and teacher evaluative feedback, artifacts produced or learning evidence presented.

–

Remediation: As this is more learner targeted, student learning data/evidence via IXL, NH SAS, meeting specific curricular

**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:***

Project funds not planned to be utilized in 21-22

***Description During SY 2022-2023:***

Primarily Student Social-emotional Support and Intervention

The school will employ a social worker/interventionist to work with students and families as necessary. This will impact attendance, access to resources, availability of additional supports for GBCS and its students and families.

***Description During SY 2023-2024:***

Primarily Student Social-emotional Support and Intervention

The school will continue to employ a school social worker/interventionist as implemented in the 22-23 school year. Additionally, the school will use some funds to purchase Chromebooks for any students needing a 1:1 device.

- 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):*

**- Please Select -**

*During SY 2022-2023 (select one):*

**Yes - Description Required**

*During SY 2023-2024 (select one):*

**Yes - Description Required**

***Description of all SYs - 2021 to 2024:***

Individualized instruction and support, extended year support. See plan activities in Fund Use Plan as described above.

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

*During SY 2021-2022 (select one):*

**No**

*During SY 2022-2023 (select one):*

**No**

During SY 2023-2024 (select one):

**Description of all SYs - 2021 to 2024:**

Project funds not being directly planned for this purpose

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:**

Fund Use Plan describes general activities, but additional parallel outcomes will result in greater outreach to families, an additional resource to families (Social Worker/ Interventionist) and coordination with families regarding resources for maintaining students' social-emotional well-being.

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:**

Approximately 30% of allocated funds will be administered under school leader discretion in both Parts: 1) minimum 20% addressing learning loss, and 2) maximum of 80% other approved uses.  
The extent to which these funds will be targeted specifically toward students with IEPs (approximately 30% of our student population) and Free-Reduced Lunch (approximately 30% of our population, but overlapping with IEPs) should be in line with fund

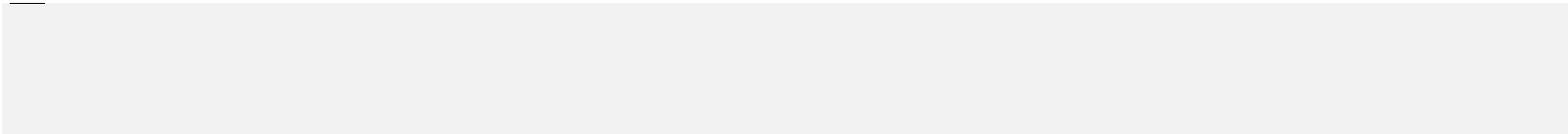
b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:

Amount:

Percentage:

**Description, including funds used to support learner attainment 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:***

n/a

## 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 proposed programs will be open and accessible to all students equally. The planned programs will target students with measured academic deficits according to standardized and local assessments are designed to support competency recovery. Access to a school social worker/interventionist will provide a key mental health support that we are currently lacking.



### 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

<p style="text-align: center;"><b>Specific Use Category</b></p> <p style="text-align: center;"><i>*User May Delete Current Selection Prior to Assigning Input(s)</i></p>	<p style="text-align: center;"><b>General Use Category</b></p> <p style="text-align: center;"><i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Uses; May Delete Current Selection Prior to Assigning Input(s)</i></p>
After-school/Out-of-school Learning and Enrichment	Meeting Students' Academic Needs
After-school/Out-of-school Learning and Enrichment	Meeting Students' Academic Needs
After-school/Out-of-school Learning and Enrichment	Meeting Students' Social, Emotional and Other Needs
After-school/Out-of-school Learning and Enrichment	Meeting Students' Academic Needs
Educational Technology	Meeting Students' Academic Needs
Hiring and Retention - Noninstructional Staff	Meeting Students' Social, Emotional and Other Needs
Hiring and Retention - Instructional Staff	Meeting Students' Academic Needs

Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per 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		
			SY 2020-2021	SY 2021-2022	SY 2022-2023
- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Participating in Math Assessment, Average	Yes - Description Required	Summer enrichment--school staff	No	No	Yes
- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Participating in Math Assessment, Average	Yes - Description Required	Summer ELA and Math Learning Programming--school staff	No	No	Yes
- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment, Average	Yes - Description Required	Afterschool Enrichment--school or other staff	No	No	Yes
- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment, Average	Yes - Description Required	After school tutoring/remediation--school or other staff	No	No	Yes
- Please Select From the Following: May Select Multiple Categories - , College and Career Readiness, Survey Results - Student Satisfaction, Survey	No	Educational technology to support students with socio-economic or logistical challenges to accessing academic supports	No	No	Yes
- Please Select From the Following: May Select Multiple Categories - , Average Daily Attendance, Survey Results - Parent Satisfaction, Survey Results	No	Social Worker to support students, families and support social-emotional learning needs	No	No	Yes
- Please Select From the Following: May Select Multiple Categories - , % Proficient in Math Assessment	Yes - Description Required	Math teacher to facilitate additional course sequence options, remediation, and increase instruction and support capabilities in Math	No	No	Yes

that Apply			Total ARP ESSER Allocation (as of 01/31/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/31/2022)
SY 2023-2024	Budgeted To Date Per Use	Spent Through 12/31/21 Per Use		
Yes	\$ 9,100.00	\$ -	\$ 279,627.75	\$ 279,627.75
Yes	\$ 9,100.00	\$ -		
Yes	\$ 18,826.00	\$ -		
Yes	\$ 18,926.00	\$ -		
Yes	\$ 3,675.00	\$ -		
Yes	\$ 100,000.00	\$ -		
Yes	\$ 120,000.00	\$ -		

Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
LEA Enrollment *October 2021 Data Prepopulated	% 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
0	0%	0%	0%	0%	0%	3	0	1

**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)

[Redacted Signature]

5/18/22  
[Redacted Date]

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

**Date**

Peter Stackhouse, Executive Director

**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*

*(2011 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 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*

## 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;*

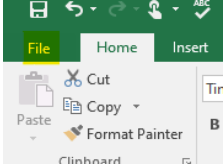
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(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*

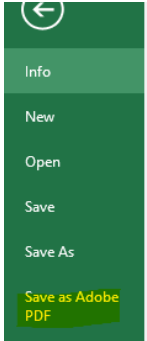
*(iv) Be made publicly available on the LEA's website.*

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

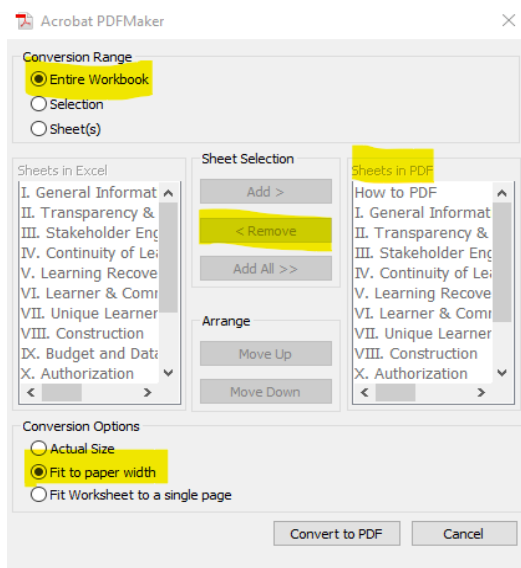
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IX. 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 IX. Budget and Data Reporting tab will need to be printed manually from Excel and sent along with the rest of your materials. The X. Authorization tab will also 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 NHD OE by 02/23/2022:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
  - i. Print the "IX. Budget and Data Reporting" and "X. Authorization" tabs from Excel file



- ii. Manually print and sign the "X. Authorization" tab from Excel file
- B. NH ARP ESSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to [ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov) (4 separate attachments)