

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: Goffstown School District
2. Date of Publication: August 10, 2021
3. Contact Name and Title: Scott Gross, Business Administrator
4. Email and Telephone: scott.gross@sau19.org 603-660-5754

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: Confirmation of posting to SAU19 (Goffstown and New Boston) website at <https://goffstown.k12.nh.us/index.php/essser-iii-district-plans-2021-2022> on August 10, 2021 and updated on September 14, 2021

2. The plan is in an understandable and uniform format (please check one):
Yes: X Somewhat: No:

Description: Both the ARP ESSER III Plan, and the Goffstown School District’s Plan for the use of ARP ESSER III funds are in a PDF format, based on a template provided by the New Hampshire Department of Education.

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: X Somewhat: No:

Description: The plan is written in English, which is the language used by the predominant majority of stakeholders in the community. Translation services are clearly identified on our website under “Translation Information,” at <https://goffstown.k12.nh.us/index.php/covid-19/481-sau-translation-disclaimer>

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: X Somewhat: No:

Description: Yes. Our SAU 19 websites for the Goffstown and New Boston School Districts comply with ADA accessibility. Should an alternative format be needed, please contact the SAU 19 office at 603-497-4818.

III. Stakeholder Engagement

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: **In terms of providing input**, the LEA has and will continue to use multiple means to solicit input including online surveys to parents/guardians, posted feedback opportunity on the District webpage for the community, feedback from public comment at School Board Meetings, and presentations to community groups such as the town's budget/finance committee, capital improvement committee, parent groups and booster organizations. **In terms of how stakeholder input was taken into account**, the LEA focused on student academic needs and the ability to use ARP ESSER funds to address capital projects based on the effects of COVID-19. More specifically, feedback from teachers, parents, administration and board members focused on addressing learning deficits as a consequence of COVID-19 and the remediation necessary to support students. This resulted in the implementation of a Dean of Remediation who will serve as an administrative liaison between parents, students, and teachers to coordinate additional academic and social emotional support. Students at our high school and middle school expressed the need for greater tutoring opportunities and this is being addressed in our plan. Feedback from our budget and capital improvement committees suggested that funds should be spent on needed school facility improvements such as: window and door replacements, heating controls to better regulate temperatures, air handler replacements. Furthermore, these same groups were supportive of other potential uses of ARP ESSER projects such as: road widening at the middle school (in Goffstown) to address increased car traffic, additional storage at the high school (theater area) to free up space, and the notion of increasing the use of athletic field space by installing an artificial surface to increase capacity of outdoor recreation and athletics.

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

a. Students (please check one):

Yes: Somewhat: X No:

Description: The LEA has engaged with meaningful discussion about the use of ESSER III funds with the Goffstown School Board. A student representative of Goffstown High School is a representative of the Board, and in turn, elicits and shares information with the GHS student council about this topic, as well as others of student interest. In addition, feedback from students was represented through direct and anecdotal observations during the school year as shared by and with educators and administration. School re-opening Teams had student input as an agenda item as well.

b. Families (please check one):

Yes: Somewhat: X No:

Description: Feedback from families was represented through direct and anecdotal observations in surveys during the school year and as shared by and with educators and administration. The District also intends on adding an ARP ESSER III electronic feedback form on its website.

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

Yes: X Somewhat: No:

Description: Beginning March 13, 2020, Administrators met on a weekly basis to discuss all elements associated with school planning. Data gathering and analysis for student and district needs was a standing agenda item. Administration used data to then in turn have meaningful dialogue with the other stakeholder groups.

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

Yes: X Somewhat: No:

Description: During the summer of 2020 and for all of the 20/21 school year, school based re-opening teams were established and met regularly. All departments were represented. The purpose of the reopening teams was to: 1) review the reopening framework as established by the District, 2) address individual building needs and tailor operations and planning to align with the District's framework, 3) identify student needs as a result of impacts of COVID-19, 4) Develop actions plans to address student needs. As a result of the meaningful dialogue with school personnel, the District: 1) purchased additional cleaning and sanitization equipment, 2) purchased student online resources such as IXL, 3) established additional tutoring resources for students, 4) provided IT resources and support, 5) added a guidance counselor position at the middle school for social emotional supports, as well as a host of other smaller modifications to address student needs. Superintendent and HR Director maintained on-going dialogue with union leadership.

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

Yes: X Somewhat: No:

Description: Not applicable as the District does not have any tribes in which to consult.

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

Yes: X Somewhat: No:

Description: Not applicable as the District does not have any Civil Rights organizations in which to consult.

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: X Somewhat: No:

Description: Goffstown faculty and staff who directly instruct stakeholders listed were on school and District re-opening teams. Parents could participate in on line surveys.

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

Yes: X Somewhat: No:

Description: The SAU19 Business Administrator engaged in extensive dialogue with the local YMCA to develop opportunities for child care for students and for the children of SAU19 staff members.

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: X Somewhat: No:

Description: The SAU19 Business Administrator worked with the Glen Lake Preschool/Kindergarten Principal to review and consider possibilities for additional supports for these students. There was also dialogue between child care providers to discuss student transportation.

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

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:

LEA schools are open for full time, in-person instruction five days a week. As a consequence of the continued transmission of the COVID-19 virus and the unpredictability of variants, the LEA remains both vigilant in its monitoring of health conditions, and nimble in its response. The LEA is responsive to changing local and state conditions and has mitigation strategies to ensure the continued emphasis of in-person instruction of students.

The LEA is exploring the implementation of the State’s SAS COVID 19 voluntary testing program as a means to monitor the spread of COVID 19 in the school community, and possibly reduce transmission based on quicker identification of symptomatic participants. The LEA’s layered mitigation strategy includes masking protocols, voluntary COVID-19 testing, and social/physical distancing (when allowable) in order to sustain an environment to support in-person learning.

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: The District has hired a Dean of Remediation and Acceleration who will develop and oversee the plan to address unfinished student learning. Student specific - targeted - tutoring for non-identified students is the focus for the plan.

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: The District has hired an Administrator to develop and oversee a comprehensive before and after school system-wide tutoring process for 2021-2022 and 2022-2023.

Description during SY22-23: It is our current thinking that the Dean Position and the tutoring program will be in effect for a minimum of two years.

Description during SY23-24: The District will reassess the Dean position and subsequent tutoring to determine needs for SY23-24.

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: Students will be eligible for academic/SEL tutoring based on student self-referral and referral from parent/guardian and educators.

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: The District is implementing a new Learning Management System. Professional development needs are being defined to drive a plan that will address teacher and student needs.

4. How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed:
 Description: Achievement will be monitored and measured through local assessments, NWEA, SAS, SAT. SEL will be monitored and measured through attendance, referrals, report cards and qualitative data from parents, students and counselors.

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: At this time, the District continues to review all of the funding available and consider the most fiscally responsible integration and use for the funds. The District seeks to use funds to implement a learning management system, and to hire additional IT staff that is required to support student learning. For capital related projects, the District has a school board subcommittee studying facility needs. This group of parents, teachers, staff and administrators are considering projects such as window and door replacements, air handling unit replacements, heating controls and storage needs to increase space in classrooms.

Description during SY22-23: Same as SY21/22. The District will continually reassess the potential uses for the funds.

Description during SY23-24: Same as SY21/22. The District will continually reassess the potential uses for the funds.

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: See descriptions specific to the tutoring program in prior prompts. 23/24 will be addressed after we review results of prior two years.

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

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

Description of all SYs: _____

Improving family engagement:

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

Description of all SYs: The District effectively uses Title 1 and Title III dollars for family engagement opportunities. Each of the schools has pre- established year long parental engagement opportunities.

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: As of today - None. We reserve the right to review and revise this answer.

Percentage: N/A

Current methodology is limited to the initial concerns and requirements to meet the 20% minimum for student support. The allocation methodology for the additional funds is still under consideration.

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

Amount: As of today - None. We reserve the right to review and revise this answer.

Percentage: N/A

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 21-24 (check one): Yes: Somewhat: No: X

Description of all SYs: The District already has a process in place to support students for this purpose. Should needs be defined by the Dean of Remediation and Acceleration moving forward, this will be revised.

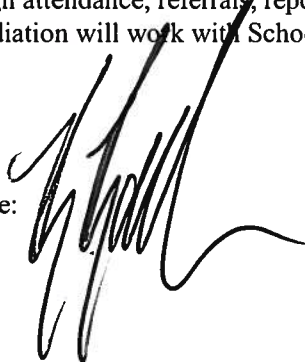
VII. Addressing the Unique Needs of All Learners

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: Achievement will be monitored and measured through local assessments, NWEA, SAS, SEL will be monitored and measured through attendance, referrals, report cards and qualitative data from parents, students and counselors. The Dean of Remediation will work with School Administrative Leaders to define and track this data.

VIII. Authorization

LEA Superintendent’s Signature:



Date:

09/27/21

VIII. Appendices

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 (20

U.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.

- (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

(2) LEA ARP ESSER Plan.

- (a) *Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within 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.*