

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

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 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/icr/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>Goffstown</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>199</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>19</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | 8/10/2021 (original) 3/9/2022 (updated) 1/13/2023 (updated) | |
| 5) Approver Name -
(Superintendent / Head of School): | Brian Balke, Superintendent of Schools SAU 19 Goffstown and New Boston | |
| 6) Email & Telephone: | brian.balke@sau19.org 603-497-4818 | |

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:

Confirmation of posting to SAU19 (Goffstown and New Boston) website at <https://goffstown.k12.nh.us/index.php/esser-iii-district-plans-2021-2022> on August 10, 2021 and updated on March 9, 2022

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

Yes - Description Required

Description:

Both the Goffstown School District ARP ESSER III Plan, and the New Boston 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 choose one):

Yes - Description Required

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 choose one):

Yes - Description Required

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

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:

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

- 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:

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 in Goffstown who will serve as an administrative liaison between parents, students, and teachers to coordinate

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
- a. Students (please choose one):

Somewhat - Description Required

1) Description:

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

i) Number of total responses: 10+
ii) Uses consulted on: Dean of Remediation, Tutoring, Construction Projects
iii) Description of feedback received: The student representative to the Goffstown School supported the need for a Dean of Students and tutoring. He suggested that the GHS Honor Society assist with tutoring. GHS Student Council members expressed a desire for improved facilities including

Please indicate how consultation was:

2) **Inclusive:** Included feedback from student government

3) **Widely advertised and available:** Included feedback from student government

4) **Ongoing:** Student representative on the school board represents the student constituency.

- b. Families (please choose one):

Yes - Description Required

1) 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 Business Administrator has met with many different school groups ranging from booster clubs to parent teacher groups in order to engage the community with regard to ARP ESSER fund use. The District also has an ARP ESSER III electronic feedback form on its website.

i) Number of total responses: 10+
ii) Uses consulted on: Construction projects, guidance and mental health support, tutoring
iii) Description of feedback received: Families are pleased with the academic and social emotional supports, enrichment programs, tutoring. Parents wanted COVID-19 testing programs that the District implemented

Please indicate how consultation was:

2) **Inclusive:** A wide variety of family groups has been consulted

3) **Widely advertised and available:** Yes, on website and during public hearings and public comments at meetings

4) **Ongoing:** Yes. The School District will continue to review ESSER Use of Funds at school board meetings and hold periodic input sessions. Residents are encourage to make public comment at school board meetings or to communicate with board members and administration.

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

Yes - Description Required

1) 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.

i) Number of total responses: 10+

ii) Uses consulted on: IXL Learning platform, student tutoring, remote quarantine teacher, nursing support, COVID-19 testing, construction projects, math curriculum

iii) Description of feedback received: Administration cited the need for supplemental supports in terms of online assistance (IXL), the need for tutoring, and teacher assistance for students in a quarantine status. COVID -19 was also suggested.

Please indicate how consultation was:

2) Inclusive: Open to all administrators

3) Widely advertised and available: Active solicitation of feedback and ideas

4) Ongoing: Feedback is ongoing amongst administration as to the uses of ESSER use of funds during monthly principals meetings

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

Yes - Description Required

1) Description:

During the summer of 2020 and for all of the 20/21 school year, a NBCS re-opening team was established and met regularly. All departments were represented. The purpose of the reopening team was to: 1) review the reopening framework as established by the LEA, 2) address individual building needs and tailor operations and planning to align with the LEA's framework. 3) identify student needs as a result of impacts of COVID-19. 4) Develop

i) Number of total responses: 10+

ii) Uses consulted on: IXL Learning platform, student tutoring, remote quarantine teacher, nursing support, COVID-19 testing, construction

iii) Description of feedback received: IXL Learning platform, student tutoring, remote quarantine teacher, nursing support, COVID-19 testing, construction projects.

Please indicate how consultation was:

2) Inclusive: Feedback has been solicited by educators, union leadership and other school staff

3) Widely advertised and available: Yes. During staff meetings

4) Ongoing: Yes. The Goffstown school administration continually obtains feedback from staff on the needs of students.

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:

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

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:

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

surveys.

i) Number of total responses: 10+

ii) Uses consulted on: Dean of Remediation, Tutoring, IXL

iii) Description of feedback received: Need for supplemental supports for students with disabilities, ELL, etc in the form of tutoring, SEL etc.

Please indicate how consultation was:

2) Inclusive: Included many stakeholders

3) Widely advertised and available: Yes. During staff meetings

4) Ongoing: Yes. Goffstown School district administration continually obtains feedback from staff on the needs of students.

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

Yes - Description Required

1) 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) Number of total responses: 1

ii) Uses consulted on: Possible after school care

iii) Description of feedback received: Based on feedback, there was not enough interest for SAU 19 staff to send their own children to the YMCA before and after school program to warrant additional space and programming.

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available:N/A

4) Ongoing: Yes. Continued dialogue occurs with community groups

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 - Description Required

1) 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.

i) Number of total responses:2

ii) Uses consulted on: Transportation needs

iii) Description of feedback received: Need to possible student transportation to child care facilities. However, bussing availability and capacity became an issue

Please indicate how consultation was:

2) Inclusive: Reached out to three child care facilities

3) Widely advertised and available: N/A

4) Ongoing: Yes. Ongoing conversations occur with child care facilities.

		Percentage of L&A Funds Remaining						Detail: Annual L&A's Plans to Address its Addressing Learning Loss Requirement - True : Total amount recorded in Column C1 to D6 should not exceed, or fall below L&A's 10% available requirement.														L&A to the Complete Column D6 to D7					
1. All Services and Miscellaneous	2. Other Items	Remaining ARP ESSER Mandatory Subgrant Funds						3. The total amount received by the L&A to address the impact of Learning Loss	4. Total expenditures of ARP ESSER L&A Reverts in this reporting period	a. Summer learning or enrichment activities	b. After-school programs	c. Extended instructional day (school day, school week, or school year)	d. Tutoring	e. Additional instruction	f. Other additional staffing and/or services to assess and support additional learning (including mental health supports for students, educators and/or families)	g. Other additional staffing and/or services to assess and support mental health needs for students, educators and/or families	h. Other additional staffing and/or services to identify and/or support the specific needs of students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)	i. Universal screening, monitoring, and intervention strategies, such as early warning systems and/or opportunity to learn data systems.	j. Improved coordination of services for students with multiple types of needs, such as IEP services.	k. Early childhood programs	l. Curriculum alignment and learning materials	m. Core staff capacity building training to increase instructional quality and address investments in talent pipeline for teachers and/or classified staff	n. Other	o. Description of other activities	Please describe how the selected activities or interventions respond to students' academic, social, and emotional needs. (1,000 character limit)	Total ARP ESSER Allocations as of 06/13/2023	Total ARP ESSER Allocations - Total of all 10/13/2023
		% Remaining Funds Planned for Addressing Physical Health and Safety	% Remaining Funds Planned for Meeting Students' Academic, Social, Emotional, and Other Needs (Including Mental Health Supports)	% Remaining Funds Planned for Mental Health Supports for Students and Staff	% Remaining Funds Planned for Operational Continuity and Other Uses	% Remaining Funds for L&A Planned or Specific Use																					

1,894,574.01

28.97%

7.52%

62.72%

1.39%

\$9,181.10

\$6,175.65

FALSE

FALSE

FALSE

TRUE

FALSE

TRUE

TRUE

FALSE

FALSE

FALSE

FALSE

TRUE

FALSE

N/A

The L&A will continue to provide ongoing support services to students in address learning loss during the pandemic. Tutoring will allow those students who need supplemental learning for opportunity for extra teacher support. The L&A plans on updating its L&A math curriculum using ESSER III funds. As a result of the pandemic, students lost access to mathematics curriculum to address their deficiencies. To address mental health, the District has added a DTE to address services and plans to use a combination of services available to supplement mental health supports for students.

2,333,036.49

611,429.94

X. Authorization

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

ESSER@doe.nh.gov

Approver Signature - Superintendent / Head of School

Date

Brian Balke, Superintendent of Schools SAU 19 (Goffstown School District)

Printed Name - Superintendent / Head of School