

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: SAU #102 Goshen
2. Date of Publication: 8/10/21, 8/13/21 (receiving districts posted on website)
3. Contact Name and Title: Dr. Gail E. Paludi, Superintendent
4. Email and Telephone: gpaludi@goshenschooldistrictnh.org 603-495-1293

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: WWW.goshenschooldistrictnh.org

Description: Goshen does not have its own schools. We send all of our students to receiving districts. We are publishing their plans on our website as we receive them.

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

Yes: Somewhat: No:

Description: Plans from receiving districts are read and reviewed by the Superintendent.

3. The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please check one):

Yes: Somewhat: No:

Description: If a request is made by a parent with limited English proficiency, we will meet with the parent to explain the plan or provide a written translation.

4. The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please check one):

Yes: Somewhat: No:

Description: If a request is made by a parent with a disability we will either meet to explain the plan or provide an alternative format.

III. Stakeholder Engagement

1. How the LEA will provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account:

Description: We have a feedback document on our website. We also have two public comment sessions at every public school board meeting.

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

- a. Students (please check one):
 Yes: Somewhat: No:

Description: Prior to Covid we had a student representative on our school board. We plan to have a student representative from each receiving school.

- b. Families (please check one):
 Yes: Somewhat: No:

Description: We attend all IEP meetings, we have a form on our website for questions and answers. We also get feedback from all receiving districts.

- c. School and district administrators, including special education administrators (please check one):
 Yes: Somewhat: No:

Description: We attend regional and statewide meetings with other administrators.

- d. Teachers, principals, school leaders, other educators, school staff, and their unions (please check one):
 Yes: Somewhat: No:

Description: We obtain this information from our receiving schools through meeting and email communication.

- e. Tribes, if applicable (please check one):
 Yes: Somewhat: No:

Description: N/A

- f. Civil rights organizations, including disability rights organizations (please check one):
 Yes: Somewhat: No:

Description: We obtain this information from our receiving schools.

- g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please check one):
 Yes: Somewhat: No:

Description: We attend all IEP meetings we have a homeless liaison who communicates with parents.

- h. Community-based organizations, including partnerships to promote access to before and after school programming (please check one):
 Yes: Somewhat: No:

Description: We obtain this information from our receiving schools.

- i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):
 Yes: Somewhat: No:

Description: We obtain this information from our receiving schools. We also have an Early Learning Program for preschool students. The parents attend and we have opportunities to talk with them at the program.

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

1. The extent to which and how LEA ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:
(Note federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.)

Description during SY21-22: Goshen has no schools of its own. We will comply with the plans of all our receiving schools.

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: All of our funds will be used to address individual student learning losses identified by state and local assessments.

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: All of our funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions as determined by the receiving schools.

Description during SY22-23: same as above

Description during SY23-24: same as above

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: We will use all of our funds to address the academic impact of lost instructional time or learning loss.

- 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: N/A Goshen does not hire its own teachers.

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

Description: We will analyze the data from state and local assessments that are administered by the receiving schools.

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: We are utilizing all of our funds to address learning loss as a result of lost instructional time.
 Description during SY22-23: same as above
 Description during SY23-24: same as above

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: All funds are dedicated to addressing learning loss and if needed students will be provided with individualized instruction.

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

Description of all SYs: N/A Goshen does not have its own teachers.

c. Improving family engagement:

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

Description of all SYs: All funds are dedicated to addressing learning loss.

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: 0 Goshen does not have its own schools.

Percentage: 0 Goshen does not have its own schools.

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:

N/A

- b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:
Amount: 0 Goshen does not have its own CTE program.
Percentage: 0 Goshen does not have its own CTE program.

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:

Description of all SYs: 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: Any and all interventions supported by Goshen funds will be used inclusively and any student needing supports will receive them.

VIII. Authorization

LEA Superintendent's Signature:

A. Nail E. Paludi

Date:

8/17/21