

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/ocr/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: Goshen → Cell C18 Must be Input for Formulas to i
- 2) District ID Number: 204 → Autopopulates upon Selection
- 3) SAU Number: 102 → Autopopulates upon Selection
- 4) Date of Publication: 1/6/2023
- 5) Approver Name - (Superintendent / Head of School): Dr. Gail Paludi
- 6) Email & Telephone: gpaludi@goshenschooldistrictnh.org 6034951291

II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Yes - Description Required

Description:

www.goshenschooldistrictnh.org

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

Yes - Description Required

Description:

There is a copy of the grant on the website and a narrative. Reopening plans for receiving districts are on the website.

- 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:

Reopening plans for receiving districts are on the website and written in English. They would be made available in any other language upon request. At this time, Goshen has no students qualifying as ELL.

- 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:

Plans would be provided, if requested, in an alternative format for parents depending on the individual disability.

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:

Somewhat - Description Required

Description:

The Goshen School Board has a feedback document on their website so that parents and community members can ask questions about anything at any time. The Goshen School Board meets at least once a month and has two public comment sessions where anyone can provide feedback about anything at any time. There is also a narrative on the website about the grants and a contact name and email if there are any questions or suggestions. All reopening plans for receiving districts are on the Goshen School District website.

- 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):

Somewhat - Description Required

Description:

If there was any input generated from the Board feedback document, it would have been incorporated in the plan. If there was any input regarding the reopening plans for receiving districts, it would be shared with those districts.

- 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:

The Goshen School Board has a policy that allows a student representative from each receiving district. However, we have been unable to engage any students this year.

- i) number of total responses: 0*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive: All Goshen residents have access to the Goshen School district website. All Goshen School Board meetings are held in public and anyone can attend.

3) Widely advertised and available:

4) Ongoing:

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

If we received feedback, we would incorporate it.

- i) Number of total responses: 0*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive All goshen families have access to the Goshen School District website.

3) Widely advertised and available: Our website contains all the information regarding the grants and reopening plans.

4) Ongoing: The Goshen School District website provides opportunities for anyone to contact the Board at any time.

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

Yes - Description Required

1) Description:

Our Special Education Director was consulted regarding use of funds. We do not have any school administrators as we have no schools.

i) Number of total responses: 1

ii) Uses consulted on:

iii) Description of feedback received: Feedback was provided on use of funds for individual support services. The SPED Director also attends all SPED meetings in receiving districts and receives feedback on the use of funds.

Please indicate how consultation was:

2) Inclusive: The SPED Director has regular and ongoing consultations with the Supt.

3) Widely advertised and available: The SPED Director has regular and ongoing consultations with the Supt.

4) Ongoing: The SPED Director has regular and ongoing consultations with the Supt.

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

No

1) Description:

Goshen does not have any school, therefore, we have no teachers, principals, or school leaders.

i) Number of total responses: 0

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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

No

1) Description:

We have no tribes in Goshen.

i) Number of total responses: 0

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:

This is not applicable for Goshen.

i) Number of total responses: 0

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):

Somewhat - Description Required

1) Description:

Our SPED Director is responsible for SPED students, ELL students, and homeless students. She would provide information regarding student needs in these areas. She attends all meetings in receiving districts regarding students in these areas.

- 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:

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

No

1) Description:

This is not applicable to Goshen.

- i) Number of total responses:0*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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:

There are no early childhood programs in Goshen.

- 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:

Project Information		Project Details		Project Schedule		Project Budget		Project Risk		Project Status		Project Notes		Project Actions	
Project ID	Project Name	Project Manager	Project Sponsor	Start Date	End Date	Budget	Actual Cost	Risk Level	Status	Notes	Actions	Notes	Actions	Notes	Actions
001	Project Alpha	John Doe	Jane Smith	2023-01-01	2023-12-31	\$1,000,000	\$950,000	High	On Track	Project Alpha is progressing well.	Review budget.	Project Alpha is progressing well.	Review budget.	Project Alpha is progressing well.	Review budget.
002	Project Beta	John Doe	Jane Smith	2023-01-01	2023-12-31	\$500,000	\$500,000	Medium	On Track	Project Beta is progressing well.	Review budget.	Project Beta is progressing well.	Review budget.	Project Beta is progressing well.	Review budget.
003	Project Gamma	John Doe	Jane Smith	2023-01-01	2023-12-31	\$200,000	\$200,000	Low	On Track	Project Gamma is progressing well.	Review budget.	Project Gamma is progressing well.	Review budget.	Project Gamma is progressing well.	Review budget.
004	Project Delta	John Doe	Jane Smith	2023-01-01	2023-12-31	\$300,000	\$300,000	Medium	On Track	Project Delta is progressing well.	Review budget.	Project Delta is progressing well.	Review budget.	Project Delta is progressing well.	Review budget.
005	Project Epsilon	John Doe	Jane Smith	2023-01-01	2023-12-31	\$400,000	\$400,000	Medium	On Track	Project Epsilon is progressing well.	Review budget.	Project Epsilon is progressing well.	Review budget.	Project Epsilon is progressing well.	Review budget.
006	Project Zeta	John Doe	Jane Smith	2023-01-01	2023-12-31	\$600,000	\$600,000	Medium	On Track	Project Zeta is progressing well.	Review budget.	Project Zeta is progressing well.	Review budget.	Project Zeta is progressing well.	Review budget.
007	Project Eta	John Doe	Jane Smith	2023-01-01	2023-12-31	\$700,000	\$700,000	Medium	On Track	Project Eta is progressing well.	Review budget.	Project Eta is progressing well.	Review budget.	Project Eta is progressing well.	Review budget.
008	Project Theta	John Doe	Jane Smith	2023-01-01	2023-12-31	\$800,000	\$800,000	Medium	On Track	Project Theta is progressing well.	Review budget.	Project Theta is progressing well.	Review budget.	Project Theta is progressing well.	Review budget.
009	Project Iota	John Doe	Jane Smith	2023-01-01	2023-12-31	\$900,000	\$900,000	Medium	On Track	Project Iota is progressing well.	Review budget.	Project Iota is progressing well.	Review budget.	Project Iota is progressing well.	Review budget.
010	Project Kappa	John Doe	Jane Smith	2023-01-01	2023-12-31	\$1,000,000	\$1,000,000	High	On Track	Project Kappa is progressing well.	Review budget.	Project Kappa is progressing well.	Review budget.	Project Kappa is progressing well.	Review budget.

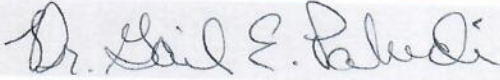
Section 1: General Information																								Section 2: Financial Summary					Section 3: Operational Data				Section 4: Compliance	
Item ID	Description	Category	Unit	Quantity	Value	Cost	Revenue	Profit	Loss	Net Income	Assets	Liabilities	Equity	Revenue	Expenses	Net Profit	Production	Quality	Efficiency	Compliance	Audit	Notes	Signature	Date										
001	Item 1	Category A	Unit X	100	1000	500	500	0	0	0	1000	500	500	1000	500	500	1000	900	900	900	Compliant	Pass	John Doe	2023-10-27										
002	Item 2	Category B	Unit Y	200	2000	1000	1000	0	0	0	2000	1000	1000	2000	1000	1000	2000	1800	1800	1800	Compliant	Pass	Jane Smith	2023-10-27										
003	Item 3	Category C	Unit Z	300	3000	1500	1500	0	0	0	3000	1500	1500	3000	1500	1500	3000	2700	2700	2700	Compliant	Pass	Mike Johnson	2023-10-27										
004	Item 4	Category D	Unit W	400	4000	2000	2000	0	0	0	4000	2000	2000	4000	2000	2000	4000	3600	3600	3600	Compliant	Pass	Sarah Lee	2023-10-27										
005	Item 5	Category E	Unit V	500	5000	2500	2500	0	0	0	5000	2500	2500	5000	2500	2500	5000	4500	4500	4500	Compliant	Pass	David Kim	2023-10-27										
006	Item 6	Category F	Unit U	600	6000	3000	3000	0	0	0	6000	3000	3000	6000	3000	3000	6000	5400	5400	5400	Compliant	Pass	Emily White	2023-10-27										
007	Item 7	Category G	Unit T	700	7000	3500	3500	0	0	0	7000	3500	3500	7000	3500	3500	7000	6300	6300	6300	Compliant	Pass	Chris Brown	2023-10-27										
008	Item 8	Category H	Unit S	800	8000	4000	4000	0	0	0	8000	4000	4000	8000	4000	4000	8000	7200	7200	7200	Compliant	Pass	Alex Green	2023-10-27										
009	Item 9	Category I	Unit R	900	9000	4500	4500	0	0	0	9000	4500	4500	9000	4500	4500	9000	8100	8100	8100	Compliant	Pass	Mia Black	2023-10-27										
010	Item 10	Category J	Unit Q	1000	10000	5000	5000	0	0	0	10000	5000	5000	10000	5000	5000	10000	9000	9000	9000	Compliant	Pass	Noah Gray	2023-10-27										

Section 1: General Information										Section 2: Financial Summary	
1. Name of the Company	2. Date of Report	3. Reporting Period	4. Reporting Officer	5. Reporting Period	6. Reporting Period	7. Reporting Period	8. Reporting Period	9. Reporting Period	10. Reporting Period	11. Total Revenue	12. Total Expenses
13. Reporting Period	14. Reporting Period	15. Reporting Period	16. Reporting Period	17. Reporting Period	18. Reporting Period	19. Reporting Period	20. Reporting Period	21. Reporting Period	22. Reporting Period	23. Reporting Period	24. Reporting Period

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; 1/6/2023



Printed Name - Superintendent / Head of School

Dr. Gail E. Paludi

Appendix A. ARPA Statutory Excerpt

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

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;

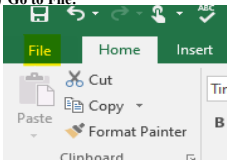
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

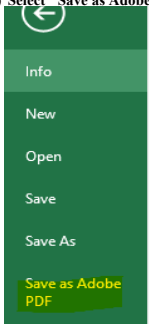
(iv) Be made publicly available on the LEA's website.

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

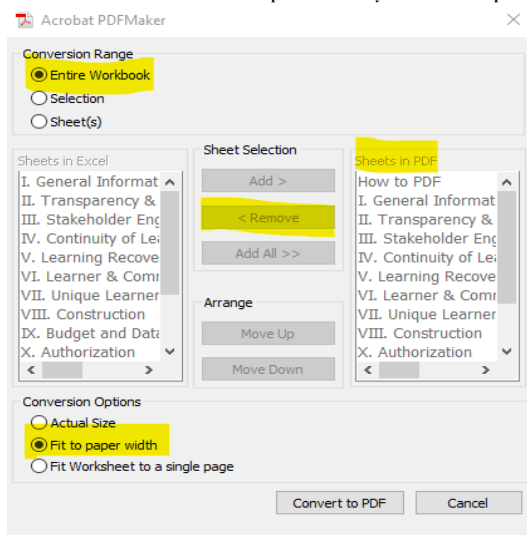
1) Go to File:



2) Select "Save as Adobe PDF":



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



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

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
 - i Print the "V. Authorization" tab from Excel file
 - i Manually print and sign the "V. 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 (3 separate attachments)