

Please enter LEA # and LEA Name:		199	Goffstown School District
Question	Answer(s)		
A. Describing the LEA's Current Status and Needs			
A1. Progress and Promising Practices	Technology (instruction for students and parent/guardians specific to digital platforms, core programs, device/browser usage and video conferencing, increased school-family partnerships through enhanced opportunities to connect); the prioritization and standardization of learning goals (power standards) for all content areas both vertically (between grade levels) and horizontally (within grade levels); school wide and student specific focus on social/emotional learning and relationships.		
A2.Overall Priorities	Feedback from surveys to students, staff and parents/guardians at all levels (PreK-12) strongly suggests that efforts implemented to date have had a positive impact for most students and families (qualitative data). However, similar to most districts and in parallel with national journal findings, we have identified that not all students and families navigated the pandemic with a positive result/outcome. Preliminary national and local academic data (quantitative) strongly suggests that there will need to be continued attention with a specific focus on unfinished learning, social emotional learning and mathematics in order to support all of our students moving forward. Those are the same focus areas currently defined for the two SAU19 school districts of New Boston and Goffstown.		
A3. Identifying Needs of Underserved Students (i. through ix.)	Supporting teachers to address unfinished learning with high-priority learning goals; focus on social-emotional well-being of all students. SAU19 instituted a tutoring program at the start of the 2021 school year for students in grades PreK-12. All students were provided access to both in person and video conferencing tutoring. Tutoring sessions were scheduled before school, during study blocks/time, after school with some sessions scheduled for evening and weekend hours. Students were referred by faculty, parents, and were able to self-refer as well.		
Table A1 (Student Group)	Highest priority needs		
Students from low-income families	Hot spots were provided for families who did not have internet access. Internet and devices for learning were provided at no cost to any family requesting; unfinished learning was frequently monitored with remediation/tutoring priority learning goals for both academics and social emotional learning defined; family outreach was extended to include video conferencing and additional online tutoring. Since March of 2020, food insecurity for families and students has been, and continues to be, addressed as the Districts have fully exercised the ability to feed our families within the USDA waivers.		
Students from each racial or ethnic background used by the LEA for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student	Identify and plan for: 1) unfinished learning, including mathematics improvements, and other defined academic needs, 2) social emotional learning needs, 3) individual student and subgroup remediation/tutoring priorities and learning goals.		
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Identify and plan for: 1) unfinished learning, including mathematics improvements, and other defined academic needs, 2) social emotional learning needs, 3) individual student and subgroup remediation/tutoring priorities and learning goals.		
English learners	Identify and plan for: 1) unfinished learning, including mathematics improvements, and other defined academic needs, 2) social emotional learning needs, 3) individual student and subgroup remediation/tutoring priorities and learning goals.		
Special Education	Identify and plan for: 1) unfinished learning, including mathematics improvements, and other defined academic needs, 2) social emotional learning needs, 3) individual student and subgroup remediation/tutoring priorities and learning goals.		
Students experiencing homelessness	Identify and plan for: 1) unfinished learning, including mathematics improvements, and other defined academic needs, 2) social emotional learning needs, 3) individual student and subgroup remediation/tutoring priorities and learning goals.		
Children and youth in foster care	Identify and plan for: 1) unfinished learning, including mathematics improvements, and other defined academic needs, 2) social emotional learning needs, 3) individual student and subgroup remediation/tutoring priorities and learning goals.		
Migratory students	Identify and plan for: 1) unfinished learning, including mathematics improvements, and other defined academic needs, 2) social emotional learning needs, 3) individual student and subgroup remediation/tutoring priorities and learning goals.		

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Other groups of students identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	Provide supports for those students re-integrating into the physical school building and re-building social connections with their peers; identify unfinished learning; remediation/tutoring priority learning goals; family outreach; professional development	
A4. Understanding the Impact of the COVID-19 Pandemic		
5. School Operating Status		
5.i.a. Mode of instruction		
5.i.b. Enrollment		
5.i.c. Attendance		
5.ii.	See Appendix A Table 2	
5.iii.	SAU19 (New Boston and Goffstown) schools will operate 2021 summer programming and are planning for "in-person" instruction for the 21/22 school year.	
B. Safely Reopening Schools and Sustaining their Safe Operations		
B1.i. Table B1 (Support for LEAs)		
Universal and correct wearing of masks	LEA Response	
Physical distancing (e.g., including use of cohorts/podding)	SAU19 developed and disseminated (by email to parents and posting on all school/district websites) mask safety protocols. These documents were consistently revised in response to updates from the CDC and the DHHS. Education provided to school community stating expectations for universal masking (with accommodations made as developmentally appropriate); Building specific education/instruction for students was developed for mask wearing expectations including signage, videos, demonstrations and in-class instruction.	
Handwashing and respiratory etiquette	In accordance with CDC and DHHS guidelines and recommendations, cohorts were assigned seating, 6 ft. spacing in public spacing in schools (lunchroom and required classes) with a move to 3 feet controlled settings in classrooms. Plexiglass barriers were deployed in classrooms, lunch rooms and all public spaces. Schools were configured and marked with signage for one-way hallways/ stairwells, signage for social distancing. Parents were encouraged to transport students to school to allow for limited numbers on buses. Schools set aside separate areas for arrivals and dismissals with specific student and staff protocols developed to maximize social distancing during transitions. Desks were purchased for all classrooms to maintain a minimum of 3 ft. distancing. Elementary children used outdoor spaces by classroom during recess to minimize mixing of groups.	
	Hand sanitizer available in each room/ in hallways/ throughout building and provided to students prior to entering the building during morning arrival times. Time for hand washing before eating and at regular intervals was built into the school day. Education on respiratory etiquette provided to staff, students, parents by school nurses. Playground equipment sanitized before and after use.	

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Cleaning and maintaining healthy facilities, including improving ventilation	The District Facilities Department initiated the following protocols to address the safe reopening of all schools: 1) reviewed and analyzed the ASHRAE standards for each school within the district and added an additional filter change (quarterly) to all HVAC units. (https://www.ashrae.org/technical-resources/reopening-of-schools-and-universities#determining), 2) enhanced cleaning and sanitization during the school day. 3) electrostatic spraying every night using recommended CDC recommended chemicals. 4) New Boston Schools uses MERV 13 filters in about 75% of the building while Goffstown uses MERV 8 due to age of the equipment. 5) conducted internal airflow testing of HVAC equipment (air handling) and made adjustments to airflow that resulted in exchanges occurring over 3.5times per hour. 6) added hand sanitizer and disinfecting wipes in every classroom.7) encouraged windows to be opened/partially opened to increase airflow. 8) purchased air purifiers in smaller spaces that did not meet the 3.5 air exchange rate. 9) installed desk shields and plexiglass dividers in classrooms, office areas, etc. 10) purchased touchless bathroom cleaner machines to increase frequency of cleaning these areas. 11)Classroom procedures for cleaning established and taught to both students and staff and reinforced by custodial staff.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	SAU19 Senior Staff and nurses completed Johns Hopkins Contact Tracing Course. Collaboration between NH DHHS to determine close contacts, set quarantine and isolation parameters. Documentation and tracking of COVID-19 cases (anonymous) available on SAU19 website on the COVID Dashboard. SAU wide quarantine and isolation guidelines developed, revisions occurred in a timely manner secondary to changing pandemic recommendations form from CDC and NH DHHS. Collaboration between teachers, nurses, administration, SAU administration and parents to ensure adequate educational resources for students out of school on quarantine/ isolation protocols.
Diagnostic and screening testing	School nurses and administration provided resources to available to parents indicating testing sites, accessibility. Clinical evaluation performed by school nurses, recommendations to parents made for testing and evaluation by PCP SAU19 did not perform onsite COVID testing.
Efforts to provide vaccinations to educators, other staff, and students, if eligible	In collaboration with the Manchester Public Health Department, SAU19 hosted three vaccination clinics offering COVID-19 vaccination to all eligible SAU 19 employees, students aged 16 and up, students aged 12-15, and family members of staff and students. Approximately 1,200 vaccinations were administered.
Appropriate accommodations for children with disabilities with respect to the health and safety policies	Students who were unable to access instruction via connected learning due to complex needs, were offered additional services in the home or via the internet. Behaviorists visited homes and communicated frequently with families to ensure improved academic and social emotional growth. Staff members were provided with increased and specialized PPE, such as window masks, bucket hat masks, gowns, in order to serve students who were unable to mask, required close proximity to staff, or had difficulty controlling oral secretions. Special education staff collaborated with building administration, nurses, case-managers to ensure safety for special education students as well as other students in classroom. (Reference: https://goftstown.k12.nh.us/attachments/article/500/Special Education Remote Plan 2021-1-14.pdf)
B1.ii.	The SAU19 Re-opening Committee and each subsequent school's Re-opening Committee are the mechanism through which LEA plans, policies, timelines and all things related to reopening and the operation of school facilities are tracked, monitored and enforced. This information is reported by the Superintendent to each school Board during bimonthly meetings as part of his report.
B1.iii	SAU19 consistently accesses communications from all Federal, State and local health agencies and officials. SAU19 has not implemented screening testing.
B1.iv.	The SAU19 Superintendent in concert with administration and school nurses has provided guidance, professional learning and accessed technical assistance as necessary in a real time manner and response.
<u>C. Planning for the Use and Coordination of ARP ESSER Funds</u>	

Question	Answer(s)	
C1. LEA Consultation (i. through ix.)	In accordance with current CDC recommendations, the District has not, and does not, convene large public meetings to solicit in person participation and feedback for the program planning associated with the grant funding. We continue to develop our plans and preparations in accordance with the current state of COVID19 which allows for public comment through the use of telephone access. To comply with the requirement to provide opportunities to the participation for planning, the Goffstown School District will begin to conduct in-person meetings when it is safe to do so. Throughout the last year, SAU19 and each of our member schools deployed numerous digital surveys to solicit feedback. Minimally, data was requested on supports for food insecurity, the need for a device(s), how much time students were dedicating to connected learning, how much time parents were spending to support students with connected learning, what kinds of supports parents needed to navigate Google and SeeSaw digital classrooms and more. Parent/guardian response to the surveys has been strong and remains favorable. Given the positive response to the surveys, it is expected that using this tool to collect input from all stakeholders along with the addition of in-person meetings will continue. The Superintendent has, and will continue to, communicate to all stakeholders through video static video presentations and "live" interactive social media forums. He participates in weekly Zoom Emergency Management calls with police, fire, local town officials and organizations. These meetings will remain a blend of in-person and video calls moving forwards. At bimonthly School Board Meetings (which are taped and televised), the Superintendent provides updates and invites feedback on all initiatives.	
C2.i. Table C1	Prior/current LEA uses (including funding amounts, if applicable)	Planned LEA uses (including funding amounts, if applicable)
ESSER I (CARES Act)	The District purchased laptops and software licensing for mobile computing devices. This allowed us to deploy devices to families while keeping enough devices on premise for student use on hybrid (on-site) days Cost of above = \$194,198 The District purchased individual student desks and desk shields to allow for compliance with social distancing/spacing. Cost of desks and desk shields = \$82,365 Total ESSER I allocation in the amount of \$276,563 has been spent.	All funds were used for device purchases, software, desks, desk shields and COVID 19 related purchases
GEER I (CARES Act)	N/A	N/A
ESSER II (CRRSA Act)	The grant is under consideration with activity development being carefully written to intersect and support with the ESSER III grant.	The grant is under development since there needs to be significant review and coordination between ESSER II and ARP/ESSER III funding uses. (There are additional requirements under ARP/ESSER III such as the need to allocate 20% of grant to be spend on student learning remediation)
GEER II (CRRSA Act)	N/A	N/A
C2.ii.	The District has not yet budgeted or planned for ESSER II activities at this time. This is due to the fact that both ESSER II and ARP ESSER III contain different grant requirements, and require careful coordination and planning.	The District has not yet budgeted or planned for ESSER II activities at this time. This is due to the fact that both ESSER II and ARP ESSER III contain different grant requirements, and require careful coordination and planning.
C2.iii.	SAU19 has worked with the NHDOE to earn approval for all Title Grants and IDEA activities that have been constructed to support the identification of unfinished learning, social/emotional needs and math deficits. The primary activity provided by the Districts has been an extensive tutoring program.	To support identified student needs for unfinished learning, social/emotional support, and mathematics, SAU19 Districts will coordinate federal grants (as allowable) including, but not limited to, IDEA, Title 1, (including McKenney-Vento homeless supports), Title II, Title III and Title IV.

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D. Supporting the Educator Workforce	As noted below, the District has experienced shortages in related service providers (speech, OT, PT, special educators), the Manchester School of Technology (which supports SAU19 students) experienced a shortage in some key course offerings and the Districts experienced a significant shortage of substitute availability. We continue to evaluate staff absenteeism data to determine if there are trends in specific areas that would benefit from support with grant funding in the 21/22 school year. It is also noteworthy that there were no staff layoffs in FY 20 and only minimal layoffs during FY21 with impacted employees offered other positions such as paraeducators and lunch monitors.	
D1.i. Table D1	Data on shortages and needs	Narrative Description
Special educators and related service personnel and paraprofessionals	In order to provide students with disabilities access to the general education curriculum and specially designed instruction, two additional special education teachers were contracted by the district to deliver services and instruction to students in the middle school and one elementary school.	
Bilingual educators	0	0
English as a second language educators	0	0
STEM educators	0	0
CTE educators	Students in three programs were significantly impacted. Our students attend the Manchester School of Technology. At the beginning of the year, the Electrical Program did not have a teacher. MST could not anticipate when they would find one. Several students dropped the CTE class and pursued other options. Those who stayed in the program were sent home because there was not substitute coverage. When a teacher was located, the program began approximately 4-5 weeks into the school year. Another impacted program was the Health Science 1 program. While this program did have a substitute, we did have students who were confused about expectations and hybrid instruction. This resulted in students being behind on competencies when a teacher was hired. Lastly, we had many students in the Game Design and Graphics who were forced to abandon the program mid-year because of the loss of instructor. To date, a new instructor has not been found.	
Early childhood educators	0	0
School counselors	0	0
Social workers	0	0
Nurses	0	0
School psychologists	0	0
D1.ii.	The Superintendent tracked and reported out to School Boards on the state of substitutes within the Districts twice monthly. Substitute shortages were a significant across all Districts for the 2020/2021 school year. In September of 2021, the Districts employed permanent substitutes at each school to address staff absences. Often, support staff personnel we called to fill in for professional staff. This resulted in a shortage of support staff availability as substitutes for support staff were in less supply than teachers.	
D1.iii.	Hiring for the 2020/2021 school year is in full swing. The current candidate pool for all regular education positions is strong. It is premature for the Districts to define specific actions until we work through the rest of this school year and the summer and we know what we need.	
D2. Staffing to Support Student Needs	The district currently contracts with several appropriately certified providers to ensure students are receiving necessary instruction individually and in small groups. Two additional special education teachers are working with the district this year to address compensatory education needs. Behavioral supports are provided by additional contracted BCBA's and therapeutic providers.	
E. Monitoring and Measuring Progress		
E1. Capacity for Data Collection and Reporting	SAU #19 monitors student progress through local and national assessments throughout the school year collected and reviewed each trimester.	No answer here

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E1.i. Student learning....	Reporting through quarterly or trimester progress reports and report cards. At the high school level, all students in grades 9-11(including New Boston students attending GHS) take a district-sponsored PSAT 8/9 or PSAT/NMSQT annually. This occurred in both school years impacted by the pandemic and will in the fall of 2021. Spring SAT and SAS-Science testing will continue, as well as annual AP testing. High school courses have collaboratively identified and administered common assessments that are used annually and will provide benchmarks throughout upcoming school years. Interim assessments for students in grades 4-8 were given this fall. Student assessment is collected trimester and monitored for student progress, with the exception of last Spring (2020). Data is used to provide MTSS supports for students in need. At all levels, local assessments include, but are not limited to, criterion referenced assessments for core programs for ELA, math and science. Additionally, teacher observation and formative assessments specific to support/monitor progress are in place.			
E1.ii. Opportunity to learn measures...	PowerSchool data collection and reports relative to absenteeism, student management, advanced coursework, etc. Weekly Pupil Assistance Team meetings at GHS to identify and review those learners at-risk of not achieving success.			
E1.iii. Fiscal data...	SAU 19 (Goffstown and New Boston School Districts) will utilize unique program codes to identify financial costs associated with ESSER grant funding. This will allow for the identification and tracking of ESSER grant funds. SAU 19 will continue to handle all financial transactions using the NH Financial Accounting Standards Handbook to allow data to be analyzed and compared between school districts.			
E1.iv. Jobs created....	Permanent substitute teachers and tutors. The intent is to continue both positions throughout the FY 21/22 school year.			
E1.v. Participation in programs...	Title Grant Resources were used to support tutoring for SAU19 (New Boston and Goffstown) students. Moving forward the SAU19 and District Plans include the expansion to address unfinished learning, social emotional learning and mathematics through the ESSER II and ESSER III grants.			
E1.vi. Other reporting requirements...	SAU19 responds to all reporting compliance requests in a thorough and timely manner. Appendix B will be addressed when final requirements are issued.			
E2. Monitoring and Internal Controls	SAU 19 (Goffstown and New Boston School Districts) will monitor compliance and ensure internal controls in a similar manner as other Federal and State Grants are handled. This includes compliance with all federal fiscal compliance policies (ex. federal procurement) and the use of an independent audit to ensure compliance standards are met. If additional policies and/or guidance are disseminated to the LEA, the SAU/District will address them accordingly.			
Appendix A: School Operating Status and Instructional Mode Data Template				
Indicate the <u>date</u> and <u>time period</u> represented by the <u>following</u> data:	For all schools within the District, the mode of instruction was as follows: Based on phases; March 16 - August 2020 (Governor's Executive Order) all schools moved to remote status; September 2020 - March 2021 all SAU 19 schools functioning in both hybrid and remote learning environments; March 2021 through June 2021 all schools transition to five days a week in-person with a remote option. Summer School 2021 will be held in-person. The following data represents student counts as of May 27, 2021.			
Appendix A: Table 1	No answer here	No answer here		
Number of Schools	All schools (provide # of schools)		Offered to some students (provide # of schools)	Not offered (provide # of schools)
Remote or online only	0	0	0	0
School buildings open with both remote/online and in-person instruction (hybrid)	0	0	0	0
School buildings open with full-time in-person instruction	5	5	0	0
Appendix A: Table 2	No answer here	No answer here	No answer here	No answer here

Question	Answer(s)			
Number of students	Total enrollment (provide # of students)	Remote or online only (provide # of students)	Both remote/online and in-person instruction (hybrid) (provide # of students)	Full-time in-person instruction (provide # of students)
Students from low-income families	325	67	0	258
White, not Hispanic	2409	344	0	2065
Black or African American, not Hispanic	58	16	0	42
Hispanic, of any race	107	16	0	91
Asian, not Hispanic	44	18	0	26
American Indian or Alaskan Native, not Hispanic	10	2	0	8
Native Hawaiian or Pacific Islander, not Hispanic	2	0	0	0
Two or more races, not Hispanic	56	12	0	44
Race/Ethnicity information not available	0	0	0	2
English learners	55	9	0	46
Children with disabilities	476	53	0	423
Students experiencing homelessness	8	3	0	5
Children and youth in foster care	4	2	0	2
Migratory students	51	5	0	51