

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: Nashua School District
2. Date of Publication: September 2021
3. Contact Name and Title: Garth J. McKinney, Ed.D. – Superintendent of Schools
4. Email and Telephone: mckinneyg@nashua.edu 603-966-1000

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: www.nashua.edu

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

Description: The plan is written in a concise format using the template provided.

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: The plan is written in a language that parents can understand. Written translations are available upon request by contacting district office.

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: Alternative formats are available upon request by contacting district office.

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: The LEA provided initial virtual meetings to provide input in the development of this plan. Meetings were held with the Nashua Teachers' Union, before/after school providers, PK, Special Education, ELL, and McKinney-Vento/Social Workers. Additional meetings and opportunities for input will be provided. Input will be utilized and taken into account to address the health and safety, student learning and instructional resources, social-emotional and mental health needs, educator professional learning, and family engagement.

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: The LEA provided initial virtual meetings to provide input in the development of this plan. Additional meetings and opportunities for input will be provided.

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

Description: The LEA provided initial virtual meetings to provide input in the development of this plan. Additional meetings and opportunities for input will be provided.

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

Description: School and district administrators were provided an opportunity for input. A virtual meeting was held with the Special Education Administrative Team.

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

Description: Virtual meetings were held with the Nashua Teachers' Union, before/after school providers, PK, Special Education, ELL, and McKinney-Vento/Social Workers.

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

Description: _____

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

Description: Additional meetings and opportunities for input will be provided.

- 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: Virtual meetings were held with the Nashua Teachers' Union, before/after school providers, PK, Special Education, ELL, and McKinney-Vento/Social Workers.

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

Description: Virtual meetings were held with the Nashua Teachers' Union, before/after school providers, PK, Special Education, ELL, and McKinney-Vento/Social Workers. Input will be utilized and taken into account in further developing volunteer-based tutoring, expanded summer programming, increase access to before/after school programming, and other academic supports.

- 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: Additional meetings and opportunities for input will be provided.

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: NSD will continue to follow public health guidance from Nashua Department of Public Health and Community Services 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. NSD will use funds, as needed, to support the purchase of materials including but not limited to masks, cleaning/disinfection supplies, improved ventilation, and/or nursing positions.

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: NSD will utilize a balanced assessment system to identify the impact of lost instructional time on student learning. NSD has established an assessment calendar which includes the following assessments: formative, summative, benchmark, modular, interim, and diagnostics. Educators will also prioritize differentiated instruction, planning, and execution.

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: NSD will use funds for evidence-based interventions including but not limited to summer learning/enrichment, extended day/year, and/or comprehensive after school programs.

Description during SY22-23: TBD after evaluation of SY21-22.

Description during SY23-24: TBD after evaluation of SY22-23.

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: NSD will use funds for group, individualized, virtual and/or supplemental tutoring.

- 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: NSD will use funds for professional development. Educators will establish annual goals to improve student learning based on data to identify needs/gaps and determine measurable outcomes as outlines in the district’s Professional Development Master Plan (PDMP).

4. How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed:
Description: NSD will provide evidence as defined by ESSA including but not limited to attendance, graduation

rates, competency recovery, and review of academic assessment data.

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: Health & safety - see Appendix A, (P)

Description during SY22-23: TBD after evaluation of SY21-22.

Description during SY23-24: TBD after evaluation of SY22-23.

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 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: Student achievement is a district goal for SY21-22 and individual instruction will be provided through before/after school tutoring, summer learning/enrichment, and/or extended day/year.

- 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: Increased teacher compensation for before/after school work and summer programming.

- 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: Family engagement is a district goal for SY21-22 and will be conducted by parent seminars, partnerships, and community forums.

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: TBD

Percentage: TBD

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: TBD

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

Amount: TBD

Percentage: TBD

Description, including funds used to support learner obtainment of industry-recognized credentials: TBD

- 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: NSD Competency Recovery, VLACS

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: NSD will ensure that interventions will respond to the needs of all students. The District has established four goals that were approved by the Board of Education which include student achievement, SEL for all, family engagement, and health/safety. All schools have CHild Assistance Teams (CHAT) that are responsible for monitoring and recommending interventions to support their students. The District has also established partnerships with several mental health organizations to provide increase supports for all students. Finally, per the District’s Strategic Plan each school has Building-based Instructional Leadership Teams that meet monthly to review and discuss curriculum, instructional practices, student learning, and assessment data.

VIII. Authorization

LEA Superintendent’s Signature:

Date:

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.
- (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 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.