

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, 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/bills/117/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: Londonderry → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 319 → Autopopulates upon Selection
- 3) SAU Number: 12 → Autopopulates upon Selection
- 4) Date of Publication: 1/12/2023
- 5) Approver Name - (Superintendent / Head of School): Daniel Black - Superintendent
- 6) Email & Telephone: dblack@londonderry.org (603)432-6920 x1109

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:

[Londonderry School District - Business Office](#)

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

Yes - Description Required

Description:

The District deployed the template distributed by the NHDoe in our format. We also included a second link to a spreadsheet that is updated periodically with exact expenditure amounts.

- 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:

Language is consistent with that included in the NHDoe Template.

- 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:

Alternative forms available upon request to the Office of the Superintendent or Pupil Services Department.

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:

The LEA collects public input on an ongoing basis through public input sessions at every School Board meeting, through email during off meeting times, and where appropriate through standing subcommittees centered around public contributions to school programming within the district.

- 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:

Once collected, public input is used by district and building administrators to prioritize and develop potential projects within the district.

- 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:

Each School has a range of approaches for engaging students and garnering their voice. We have a student that sits at each School Board meeting to represent student voice district wide. Within the schools the administration will consult with the student council body at each school as well as other leadership groups that exist at the middle school and high school.

i) Number of total responses: Specific number unknown.

ii) Uses consulted on: Learning loss and health/mitigation strategies

iii) Description of feedback received: Feedback is focused on specific issues of concern to the student groups, age groups, or specific buildings. Most frequently, student feedback is in reference to specific operational details that impact students' daily lives.

Please indicate how consultation was:

2) Inclusive: Student feedback is invited of all members of each school community.

3) Widely advertised and available: Meetings are posted within school buildings during times and in locations that are accessible to students of a given age and conducted in a developmentally appropriate manner.

4) Ongoing: These groups are standing committees and organizations, and as such meet on a recurring basis.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Family feedback is solicited in the same manner as the feedback of the general public, with the added access of existing groups such as the PTA and the Community Curriculum Committee.

i) Number of total responses: Specific number unknown.

ii) Uses consulted on: Learning loss, school safety and mitigation strategies

iii) Description of feedback received: Written and verbal

Please indicate how consultation was:

2) Inclusive: All parents in the school community are encouraged to provide pertinent feedback.

3) Widely advertised and available: Public announcements, emails, meeting agendas

4) Ongoing: Feedback mechanisms are ongoing, and are unconstrained by time or schedule.

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

Yes - Description Required

1) Description:

Regular school district and building level team meetings focus on the district response to both mitigation strategies and the recovery of learning loss. Facilities priorities are centered around existing groups that work in more focused priorities such a facilities improvement, such as facilities planning groups, and safety committees .

- i) Number of total responses: Specific number unknown.*
- ii) Uses consulted on: Project identification, structure and design*
- iii) Description of feedback received: Planning documents, budget development and prioritization*

Please indicate how consultation was:

2) Inclusive: All appropriate staff is engaged in the process, and in particular Pupil Services in order to ensure that all projects are inclusive of students and staff in need of supports.

3) Widely advertised and available: Scheduling software, websites, Outlook scheduling

4) Ongoing: All committees and groups engaged in this process are composed of district employees working on an ongoing basis.

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

Yes - Description Required

1) Description:

Many of the staff identified in the previous descriptor are also included in this response, as the groups identified are inclusive of a wide variety of school staff. Additionally, staff members are included through regularly scheduled staff meetings, team meetings, and specific projects targeted at safety or learning loss.

- i) Number of total responses: Specific number unknown.*
- ii) Uses consulted on: Learning loss, mitigation*
- iii) Description of feedback received: Specific projects or objectives regarding school operations, academic supports, safety or health guidance or facilities alterations.*

Please indicate how consultation was:

2) Inclusive: All appropriate staff is engaged in the process, and in particular Pupil Services in order to ensure that all projects are inclusive of students and staff in need of supports.

3) Widely advertised and available: Scheduling software, websites, Outlook scheduling

4) Ongoing: All committees and groups engaged in this process are composed of district employees working on an ongoing basis.

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

No

1) Description:

- 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:

f. Civil rights organizations, including disability rights organizations (please check one):

Somewhat - Description Required

1) Description:

These groups are represented through our Pupil Services department.

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

Please indicate how consultation was:

2) Inclusive: These organizations are intended to ensure a full range of representation by their very nature. As such, they are inclusive.

3) Widely advertised and available: Scheduling software, websites, Outlook scheduling

4) Ongoing: Regularly scheduled systems of collaboration in placwithint he district and meeting on an ongoing basis.

- 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:

These groups are represented through our Pupil Services department.

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

Please indicate how consultation was:

2) Inclusive: These organizations are intended to ensure a full range of representation by their very nature. As such, they are inclusive.

3) Widely advertised and available: Scheduling software, websites, Outlook scheduling

4) Ongoing: Regularly scheduled systems of collaboration in placwithint he district and meeting on an ongoing basis.

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

Yes - Description Required

1) Description:

In our public school board meetings, the entire public - including community based organizations had the ability to make input and provide ideas for how to spend the funds.

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

Please indicate how consultation was:

2) Inclusive: Regularly Scheduled School Board Meetings

3) Widely advertised and available: Twice a Month

4) Ongoing: Yes - 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):

Yes - Description Required

1) Description:

In our public school board meetings - the entire public - including early childhood education providers and families had the ability to make input and provide ideas for how to spend our funds.

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

Please indicate how consultation was:

2) Inclusive: Regularly Scheduled School Board Meetings

3) Widely advertised and available: Twice a Month

4) Ongoing: Yes - Ongoing

Project Information		Project Details		Project Schedule		Project Budget		Project Risks		Project Status		Project Summary	
Project Name	Project ID	Project Manager	Project Sponsor	Start Date	End Date	Budget	Actual Cost	Risk Level	Risk Description	Current Status	Next Steps	Overall Rating	Summary
Project Alpha	PA-001	John Doe	Jane Smith	2023-01-01	2023-06-30	\$1,000,000	\$950,000	Low	Minor delays in procurement	On Track	Review progress and finalize procurement	Good	Project Alpha is on track and within budget.
Project Beta	PB-002	Jane Smith	John Doe	2023-02-01	2023-07-31	\$800,000	\$820,000	Medium	Scope creep and resource allocation	At Risk	Re-evaluate scope and resource allocation	Fair	Project Beta is at risk due to scope creep.
Project Gamma	PG-003	John Doe	Jane Smith	2023-03-01	2023-08-31	\$1,200,000	\$1,100,000	Low	Minor delays in development	On Track	Review progress and finalize development	Good	Project Gamma is on track and within budget.
Project Delta	PD-004	Jane Smith	John Doe	2023-04-01	2023-09-30	\$900,000	\$950,000	Medium	Resource constraints and communication	At Risk	Address resource constraints and improve communication	Fair	Project Delta is at risk due to resource constraints.
Project Epsilon	PE-005	John Doe	Jane Smith	2023-05-01	2023-10-31	\$1,100,000	\$1,050,000	Low	Minor delays in testing	On Track	Review progress and finalize testing	Good	Project Epsilon is on track and within budget.
Project Zeta	PZ-006	Jane Smith	John Doe	2023-06-01	2023-11-30	\$850,000	\$880,000	Medium	Scope creep and resource allocation	At Risk	Re-evaluate scope and resource allocation	Fair	Project Zeta is at risk due to scope creep.
Project Eta	PH-007	John Doe	Jane Smith	2023-07-01	2023-12-31	\$1,050,000	\$1,000,000	Low	Minor delays in deployment	On Track	Review progress and finalize deployment	Good	Project Eta is on track and within budget.
Project Theta	PT-008	Jane Smith	John Doe	2023-08-01	2024-01-31	\$950,000	\$980,000	Medium	Resource constraints and communication	At Risk	Address resource constraints and improve communication	Fair	Project Theta is at risk due to resource constraints.
Project Iota	PI-009	John Doe	Jane Smith	2023-09-01	2024-02-28	\$1,150,000	\$1,100,000	Low	Minor delays in maintenance	On Track	Review progress and finalize maintenance	Good	Project Iota is on track and within budget.
Project Kappa	PK-010	Jane Smith	John Doe	2023-10-01	2024-03-31	\$800,000	\$850,000	Medium	Scope creep and resource allocation	At Risk	Re-evaluate scope and resource allocation	Fair	Project Kappa is at risk due to scope creep.
Project Lambda	PL-011	John Doe	Jane Smith	2023-11-01	2024-04-30	\$1,000,000	\$950,000	Low	Minor delays in reporting	On Track	Review progress and finalize reporting	Good	Project Lambda is on track and within budget.
Project Mu	PM-012	Jane Smith	John Doe	2023-12-01	2024-05-31	\$900,000	\$920,000	Medium	Resource constraints and communication	At Risk	Address resource constraints and improve communication	Fair	Project Mu is at risk due to resource constraints.
Project Nu	PN-013	John Doe	Jane Smith	2024-01-01	2024-06-30	\$1,100,000	\$1,050,000	Low	Minor delays in evaluation	On Track	Review progress and finalize evaluation	Good	Project Nu is on track and within budget.
Project Xi	PX-014	Jane Smith	John Doe	2024-02-01	2024-07-31	\$850,000	\$880,000	Medium	Scope creep and resource allocation	At Risk	Re-evaluate scope and resource allocation	Fair	Project Xi is at risk due to scope creep.
Project Omicron	PO-015	John Doe	Jane Smith	2024-03-01	2024-08-31	\$1,050,000	\$1,000,000	Low	Minor delays in review	On Track	Review progress and finalize review	Good	Project Omicron is on track and within budget.
Project Pi	PP-016	Jane Smith	John Doe	2024-04-01	2024-09-30	\$950,000	\$980,000	Medium	Resource constraints and communication	At Risk	Address resource constraints and improve communication	Fair	Project Pi is at risk due to resource constraints.
Project Rho	PR-017	John Doe	Jane Smith	2024-05-01	2024-10-31	\$1,150,000	\$1,100,000	Low	Minor delays in finalization	On Track	Review progress and finalize finalization	Good	Project Rho is on track and within budget.
Project Sigma	PS-018	Jane Smith	John Doe	2024-06-01	2024-11-30	\$800,000	\$850,000	Medium	Scope creep and resource allocation	At Risk	Re-evaluate scope and resource allocation	Fair	Project Sigma is at risk due to scope creep.
Project Tau	PT-019	John Doe	Jane Smith	2024-07-01	2024-12-31	\$1,000,000	\$950,000	Low	Minor delays in closure	On Track	Review progress and finalize closure	Good	Project Tau is on track and within budget.
Project Upsilon	PU-020	Jane Smith	John Doe	2024-08-01	2025-01-31	\$900,000	\$920,000	Medium	Resource constraints and communication	At Risk	Address resource constraints and improve communication	Fair	Project Upsilon is at risk due to resource constraints.
Project Phi	PF-021	John Doe	Jane Smith	2024-09-01	2025-02-28	\$1,100,000	\$1,050,000	Low	Minor delays in post-project	On Track	Review progress and finalize post-project	Good	Project Phi is on track and within budget.
Project Chi	PC-022	Jane Smith	John Doe	2024-10-01	2025-03-31	\$850,000	\$880,000	Medium	Scope creep and resource allocation	At Risk	Re-evaluate scope and resource allocation	Fair	Project Chi is at risk due to scope creep.
Project Psi	PP-023	John Doe	Jane Smith	2024-11-01	2025-04-30	\$1,050,000	\$1,000,000	Low	Minor delays in final report	On Track	Review progress and finalize final report	Good	Project Psi is on track and within budget.
Project Omega	PO-024	Jane Smith	John Doe	2024-12-01	2025-05-31	\$950,000	\$980,000	Medium	Resource constraints and communication	At Risk	Address resource constraints and improve communication	Fair	Project Omega is at risk due to resource constraints.

General Information										Detailed Information			
Field	Value	Field	Value	Field	Value	Field	Value	Field	Value	Field	Value	Field	Value
1	...	2	...	3	...	4	...	5	...	6	...	7	...
8	...	9	...	10	...	11	...	12	...	13	...	14	...

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 4/12/23

Dan Black - Superintendent

Danrel Black
Printed Name - Superintendent / Head of School

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;

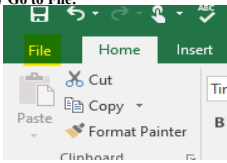
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

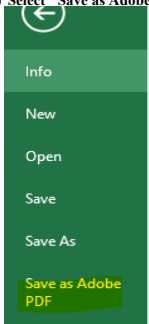
(iv) Be made publicly available on the LEA's website.

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

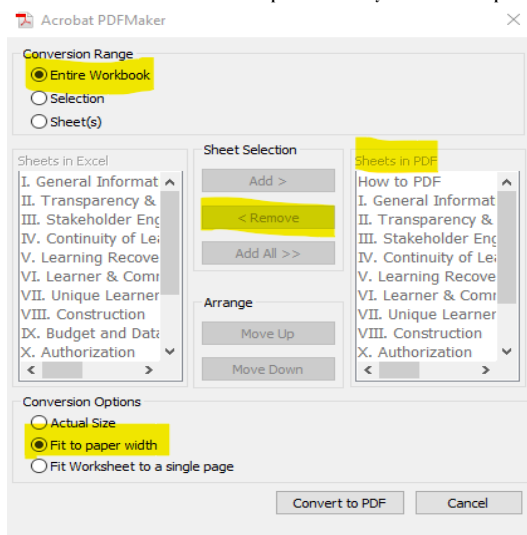
1) Go to File:



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)