

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/icer/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:	<u>Cochecho Academy of The Arts</u>	→ <i>Cell C18 Must be Input for Formulas to Populate Correctly</i>
2) District ID Number:	<u>707</u>	→ <i>Autopopulates upon Selection</i>
3) SAU Number:	<u>401</u>	→ <i>Autopopulates upon Selection</i>
4) Date of Publication:	<u>12/14/2022</u>	
5) Approver Name - (Superintendent / Head of School):	<u>Brenda McCartney, Administrator</u>	
6) Email & Telephone:	<u>bmccartney@cochecoarts.org, 603-686-2815</u>	

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:

The plan for the use of ARP ESSER funds is available online at www.cochecoarts.org.

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

Yes - Description Required

Description:

The plan uses the format prescribed by the American Rescue Plan and uses a PDF format.

- 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:

The plan is written in English, which is understood by all of CATA's community members. If a translation to a different language is needed, it will be provided at no cost to the parent.

- 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:

If requested, the plan will be adapted to an alternative format, depending on the disability involved.

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 plan has been posted on Cochecho Academy of the Arts (CATA)'s website and the progress of the plan is discussed at each monthly board of trustees meeting. These meetings are open to the public, both in-person and online.

- 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:

Public comments, questions, and input were accepted at board of trustees meetings. In addition, the school keeps its community informed with weekly email updates. Parents often ask questions based on information in these updates.

- 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:

CATA's students are very involved with the operations of the school. They are kept informed through emails, social media, and in-person daily morning meetings and monthly community meetings.

i) Number of total responses: Unknown

ii) Uses consulted on: Continuity of program, learning loss interventions, COVID-19 protocols

iii) Description of feedback received: Student leaders often ask staff specific questions about operations funded by the plan and relate this information back to the rest of the students.

Please indicate how consultation was:

2) Inclusive: All students receive the emails and attend daily morning meetings.

3) Widely advertised and available: Attendance at daily morning meetings is mandatory.

4) Ongoing: Morning meetings are held daily during the school year and we encourage students to ask questions at any time during the school day.

- b. Families (please choose one):

Yes - Description Required

1) Description:

All families receive a Weekly Update email each Sunday morning during the school year.

i) Number of total responses: Unknown, but generally we receive one or two questions each time we send an update.

ii) Uses consulted on: Continuity of program, COVID-19 protocols

iii) Description of feedback received: Usually emails in response to something in the Weekly Update. We also receive a lot of questions about COVID-19 protocols as part of attendance emails when students have had a COVID exposure.

Please indicate how consultation was:

2) Inclusive: The Weekly Update goes out to all parents each week.

3) Widely advertised and available: Same as above

4) Ongoing: Same as above

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

Yes - Description Required

1) Description:

The Administrative Team meets weekly to discuss many issues, including the use of funds provided by the ARP ESSER grant.

i) Number of total responses: Unknown

ii) Uses consulted on: Maintaining continuity of program, addressing learning loss, COVID-19 protocols and responses

iii) Description of feedback received: Varies depending on the topic. Some questions are simple and others require more discussion.

Please indicate how consultation was:

2) Inclusive: All members of the Administrative Team participate in these discussions, either in-person or online.

3) Widely advertised and available: Attendance at Administrative Team meetings is mandatory.

4) Ongoing: Administrative Team meetings are held weekly during the school year and as needed during the summer.

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

Yes - Description Required

1) Description:

Staff meetings are held weekly. Many issues are discussed, including the use of funds provided by the ARP ESSER grant.

i) Number of total responses: Unknown

ii) Uses consulted on: Maintaining continuity of program, addressing learning loss, COVID-19 protocols and responses.

iii) Description of feedback received: Teachers and staff generally ask questions about how to handle specific situations or ask for clarification or provide suggestions about how to accomplish plan goals.

Please indicate how consultation was:

2) Inclusive: All staff members are included in weekly staff meetings.

3) Widely advertised and available: Meetings are held on Wednesdays or Thursdays in alternating weeks so that every teacher, including part-time teachers, can participate at least once every two weeks.

4) Ongoing: Meetings are held weekly during the school year.

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

No

1) Description:

We have no tribes in our district.

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):

No

1) Description:

We are a very small school and do not have ongoing contact with any particular civil rights or disability rights organizations in our area. If a situation arose that we needed advice on these issues, we would seek out a local organization as needed.

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:

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

1) Description:

CATA is a very small school and has very few underserved groups in its student population. Staff reach out to those we have identified individually.

i) Number of total responses: Unknown

ii) Uses consulted on: Mental health issues, learning loss issues

iii) Description of feedback received: Our Student Advocate is usually the staff member handling these issues and communications are confidential unless they affect the safety of the student or the school.

Please indicate how consultation was:

2) Inclusive: Students from underserved groups are contacted by staff individually.

3) Widely advertised and available: Our Student Advocate has daily office hours, which are advertised on the door of her office.

4) Ongoing: We have a small student body (only 25 students) and are able to maintain contact with students experiencing difficulty.

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

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:

We are a high school and have little contact with early childhood education providers.

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:

Section 1: General Information																								Section 2: Financial Summary					Section 3: Operational Data							
Sub-section 1.1: Identification												Sub-section 1.2: Classification												Sub-section 2.1: Revenue					Sub-section 2.2: Expenses				Sub-section 3.1: Production			
Item ID	Name	Type	Status	Priority	Category	Sub-category	Code	Version	Created	Updated	Deleted	Code	Description	Value	Unit	Period	Start	End	Actual	Budget	Variance	Trend	Plant	Product	Quantity	Quality	Efficiency	Cost	Revenue	Profit	Margin	ROI				
001	Item A	Category X	Active	High	Group 1	Sub 1.1	001	1.0	2023-01-01	2023-06-30	2023-06-30	001	Revenue A	1000	USD	Q1-23	2023-01-01	2023-03-31	1000	1000	0	Stable	P1	Prod A	100	95%	80%	50	1000	500	50%	15%				
002	Item B	Category Y	Inactive	Low	Group 2	Sub 2.1	002	2.0	2023-02-15	2023-05-31	2023-05-31	002	Revenue B	500	USD	Q2-23	2023-04-01	2023-06-30	500	500	0	Declining	P2	Prod B	50	90%	75%	25	500	250	50%	10%				
003	Item C	Category Z	Pending	Medium	Group 3	Sub 3.1	003	3.0	2023-03-01	2023-07-31	2023-07-31	003	Revenue C	750	USD	Q3-23	2023-07-01	2023-09-30	750	750	0	Fluctuating	P3	Prod C	75	92%	78%	37.5	750	375	50%	12%				
004	Item D	Category X	Active	High	Group 1	Sub 1.1	004	1.0	2023-04-01	2023-08-31	2023-08-31	004	Revenue D	1200	USD	Q4-23	2023-10-01	2023-12-31	1200	1200	0	Stable	P4	Prod D	120	96%	82%	60	1200	600	50%	16%				
005	Item E	Category Y	Inactive	Low	Group 2	Sub 2.1	005	2.0	2023-05-01	2023-09-30	2023-09-30	005	Revenue E	600	USD	Q1-24	2024-01-01	2024-03-31	600	600	0	Declining	P5	Prod E	60	91%	76%	30	600	300	50%	11%				
006	Item F	Category Z	Pending	Medium	Group 3	Sub 3.1	006	3.0	2023-06-01	2023-10-31	2023-10-31	006	Revenue F	800	USD	Q2-24	2024-04-01	2024-06-30	800	800	0	Fluctuating	P6	Prod F	80	93%	79%	40	800	400	50%	13%				
007	Item G	Category X	Active	High	Group 1	Sub 1.1	007	1.0	2023-07-01	2023-11-30	2023-11-30	007	Revenue G	900	USD	Q3-24	2024-07-01	2024-09-30	900	900	0	Stable	P7	Prod G	90	94%	81%	45	900	450	50%	14%				
008	Item H	Category Y	Inactive	Low	Group 2	Sub 2.1	008	2.0	2023-08-01	2023-12-31	2023-12-31	008	Revenue H	400	USD	Q4-24	2024-10-01	2024-12-31	400	400	0	Declining	P8	Prod H	40	90%	75%	20	400	200	50%	10%				
009	Item I	Category Z	Pending	Medium	Group 3	Sub 3.1	009	3.0	2023-09-01	2024-01-31	2024-01-31	009	Revenue I	650	USD	Q1-25	2025-01-01	2025-03-31	650	650	0	Fluctuating	P9	Prod I	65	92%	78%	32.5	650	325	50%	12%				
010	Item J	Category X	Active	High	Group 1	Sub 1.1	010	1.0	2023-10-01	2024-02-28	2024-02-28	010	Revenue J	1100	USD	Q2-25	2025-04-01	2025-06-30	1100	1100	0	Stable	P10	Prod J	110	95%	80%	55	1100	550	50%	15%				

001-010
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Information for the Reporting Period										Reporting Period	
1	2	3	4	5	6	7	8	9	10	11	12
1. Name of the Reporting Entity	2. Reporting Period	3. Reporting Period	4. Reporting Period	5. Reporting Period	6. Reporting Period	7. Reporting Period	8. Reporting Period	9. Reporting Period	10. Reporting Period	11. Reporting Period	12. Reporting Period
<p>13. Reporting Period</p> <p>14. Reporting Period</p> <p>15. Reporting Period</p> <p>16. Reporting Period</p> <p>17. Reporting Period</p> <p>18. Reporting Period</p> <p>19. Reporting Period</p> <p>20. Reporting Period</p> <p>21. Reporting Period</p> <p>22. Reporting Period</p> <p>23. Reporting Period</p> <p>24. Reporting Period</p> <p>25. Reporting Period</p> <p>26. Reporting Period</p> <p>27. Reporting Period</p> <p>28. Reporting Period</p> <p>29. Reporting Period</p> <p>30. Reporting Period</p> <p>31. Reporting Period</p> <p>32. Reporting Period</p> <p>33. Reporting Period</p> <p>34. Reporting Period</p> <p>35. Reporting Period</p> <p>36. Reporting Period</p> <p>37. Reporting Period</p> <p>38. Reporting Period</p> <p>39. Reporting Period</p> <p>40. Reporting Period</p> <p>41. Reporting Period</p> <p>42. Reporting Period</p> <p>43. Reporting Period</p> <p>44. Reporting Period</p> <p>45. Reporting Period</p> <p>46. Reporting Period</p> <p>47. Reporting Period</p> <p>48. Reporting Period</p> <p>49. Reporting Period</p> <p>50. Reporting Period</p> <p>51. Reporting Period</p> <p>52. Reporting Period</p> <p>53. Reporting Period</p> <p>54. Reporting Period</p> <p>55. Reporting Period</p> <p>56. Reporting Period</p> <p>57. Reporting Period</p> <p>58. Reporting Period</p> <p>59. Reporting Period</p> <p>60. Reporting Period</p> <p>61. Reporting Period</p> <p>62. Reporting Period</p> <p>63. Reporting Period</p> <p>64. Reporting Period</p> <p>65. Reporting Period</p> <p>66. Reporting Period</p> <p>67. Reporting Period</p> <p>68. Reporting Period</p> <p>69. Reporting Period</p> <p>70. Reporting Period</p> <p>71. Reporting Period</p> <p>72. Reporting Period</p> <p>73. Reporting Period</p> <p>74. Reporting Period</p> <p>75. Reporting Period</p> <p>76. Reporting Period</p> <p>77. Reporting Period</p> <p>78. Reporting Period</p> <p>79. Reporting Period</p> <p>80. Reporting Period</p> <p>81. Reporting Period</p> <p>82. Reporting Period</p> <p>83. Reporting Period</p> <p>84. Reporting Period</p> <p>85. Reporting Period</p> <p>86. Reporting Period</p> <p>87. Reporting Period</p> <p>88. Reporting Period</p> <p>89. Reporting Period</p> <p>90. Reporting Period</p> <p>91. Reporting Period</p> <p>92. Reporting Period</p> <p>93. Reporting Period</p> <p>94. Reporting Period</p> <p>95. Reporting Period</p> <p>96. Reporting Period</p> <p>97. Reporting Period</p> <p>98. Reporting Period</p> <p>99. Reporting Period</p> <p>100. Reporting Period</p>										11. Reporting Period	12. Reporting Period

X. Authorization

**Please print and sign this page. Return a signed version with your completed packet to :*

ESSER@doe.nh.gov

Brenda McCartney

12/14/2022

Approver Signature - Superintendent / Head of School

Date

Brenda McCartney, Administrator

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;

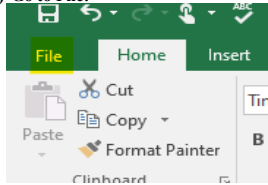
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

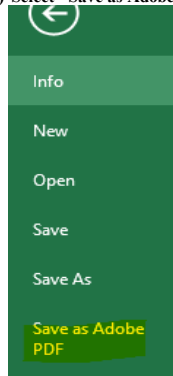
(iv) Be made publicly available on the LEA's website.

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

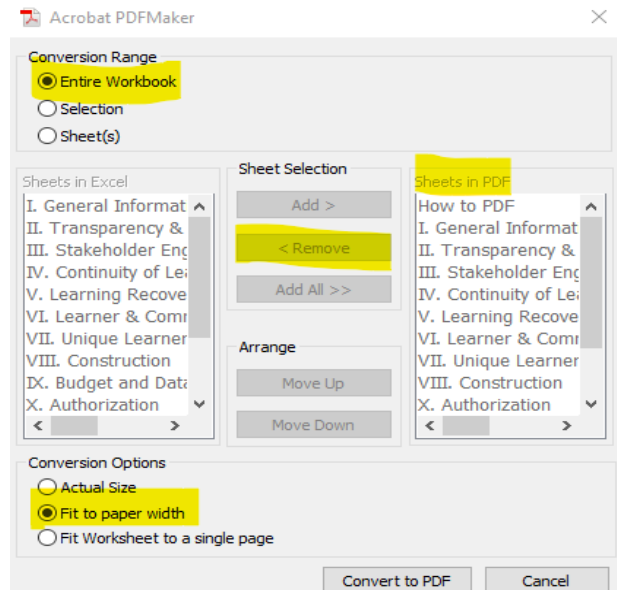
1) Go to File:



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
 - ii 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)