

# ARP Grant Application

2021-2022

CARRIZOZO MUNICIPAL SCHOOLS



Contact Information		Budget Table	
District	CARRIZOZO	ARP ESSER Award 2/3 rd Allocation	498295.22
District Code	037	ARP ESSER Award 2/3 rd Debit	498295.22
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	cathy.barela@carrizozogrizzlies.org	ARP ESSER Award 1/3 rd Allocation	287562.46
Phone Contact	5754913214	ARP ESSER Award 1/3 rd Debit	287562.46
Application Status	Approve	ARP ESSER Award 1/3 rd Balance	0.00

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	A majority of students in the Carrizozo Municipal School district are from low socioeconomic families, we are a Provision 2 school, so 100% eligible for free meals, with 58% of our students being Hispanic. Students identified in these subgroups often do not maintain their status as high achievers or rise to the top quartile as frequently as their	99,659.04	A majority of students in the Carrizozo Municipal School district are from low socioeconomic families, we are a Provision 2 school, so 100% eligible for free meals, with 58% of our students being Hispanic. Students identified in these subgroups often do not maintain their status as high achievers or rise to	57,512.49

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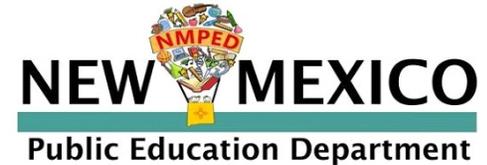
higher-income peers as shown by standardized test scores and formative assessments. To address these barriers CMS plans to use grant funds for specific materials and supplies in all classrooms, and teacher professional development that address the needs of low income and Hispanic students to ensure they meet their full potential. Teachers and administrators examined evidence-based interventions and chose interventions that meet our student’s needs and are applicable to our school setting. Teachers will be provided the supplies, resources and professional development needed to implement the chosen evidence-based practices. A Math Instructional Coach will be utilized to improve student outcomes. The K-12 principal and District Superintendent will ensure teachers are implementing the newly learned instructional strategies and curriculum/interventions

the top quartile as frequently as their higher income peers. To address these barriers CMS plans to use grant funds for specific materials and supplies in all classrooms, and teacher professional development that address the needs of low income and Hispanic students to ensure they meet their full potential. The K-12 principal and District Superintendent will ensure teachers are implementing the newly learned instructional strategies and curriculum/interventions with fidelity. Students who participate in supplemental programs and all other students in the district will have equal access to these resources. In addition, all teachers will have access to these resources, including those who serve at-risk students.

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with fidelity. Interim assessment results will be used to determine if strategies and interventions are having the desired results. Administration and teachers will determine modifications if necessary. Students who participate in supplemental programs and all other students in the district will have equal access to these resources. In addition, all teachers will have access to these resources, including those who serve at-risk students.

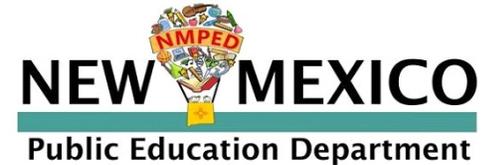
Carrizozo Schools will be using ESSER III monies for a part-time Math Instructional Coach (\$47,500 for a year x 2 years = \$95000) for teachers and students in K-12. Carrizozo Schools math proficiency is below the state average and the pandemic has not been beneficial in increasing the proficiency. Use of an instructional coach will help to create goals for individual teachers and classes. Our Math

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Instructional Coach is using the model as presented in 'Promising Practices #2: Structure Coaches' article. She is implementing approaches mentioned in the article. First, observing teachers and giving them feedback on their teaching and the curriculum. Secondly, she is in the classroom at least once a week for all grades, K-12, making observations and supporting the teacher with the curriculum and instructional improvement. And thirdly, helping teachers focus on building and improving their skills in one kind of instruction, therefore limiting the number of instructional approaches that happen so often in education. This research-based intervention has been validated that the instructional mathematics coaches had a positive impact on student achievement and teacher self-efficacy.  
<https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/41>  
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<https://isidore.udayton.edu/access/content/group/48d85ee6-68d7-4a63-ac4e-db6c0e01d494/EDT650/readings/Impact%20of%20Elementary%20Math>

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<https://www.nctm.org/Research-and-Advocacy/Research-Brief-and-Clips/Impact-of-Mathematics-Coaching-on-Teachers-and-Students/>

We also plan to implement College Board Spring Board ELA grades 8-12 (\$8,600) that provides student-centered instruction, classroom-proven resources, and a curriculum aligned with state standards—along with focused workshops in Language, Close Reading, and Writing. Carrizozo High School offered AP English courses to juniors and seniors before COVID. Since the pandemic, we have offered

%20Coaches.pdf

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Honors classes to our high school students and the teacher uses the AP curriculum. Students who are in those courses have the choice of taking the AP exams, since the curriculum is the same as an AP course. They are also better prepared for college classes, even if they do not take the AP exams.

<https://eric.ed.gov/?q=College+Board+Spring+Board&id=ED584560>  
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Patterns of Power Grammar materials (\$3,700) for grades 1-7 will be purchased to help with the learning loss from COVID.  
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Interim assessments (\$4,834) will be used to drive instruction to help accelerate learning loss

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Interim assessments (\$4,834) will be used to drive instruction to help accelerate learning loss due to COVID and will help evaluate the short- and long-term effectiveness of programs and help in formulating future strategies. [ies.ed.gov › ncee › wwc › Docs › PracticeGuide › dddm\\_pg\\_092909](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909)

The instructional math coach, College Board Spring Board, and Patterns of Power Grammar will all be used to close the learning loss due to COVID and to accelerate learning.

Carrizozo Schools wants to provide mental health services and a behavioralist to provide guidance and support for students. (\$110,000 for a year) COVID has caused lots of mental and social issues with our students. We have seen an increase of behavioral and social issues since the students have returned to in person learning. We currently have a psychologist from the Student-

due to COVID and will help evaluate the short- and long-term effectiveness of programs and help in formulating future strategies. [ies.ed.gov › ncee › wwc › Docs › PracticeGuide › dddm\\_pg\\_092909](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909)

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	<p>Based Health Center out of Region IX one day a week. We would like to hire a behavioralist for extra support to the psychologist because of the increase of students needing these services from being isolated and remote learning that has occurred due to the pandemic. We feel that a year of the extra help would benefit our students and help with the psychologist's caseload. Carrizozo Schools will support those students with mental and behavioral health services.</p> <p><a href="https://eric.ed.gov/?id=ED567195">https://eric.ed.gov/?id=ED567195</a>  <a href="http://eric.ed.gov/?id=EJ1088398">http://eric.ed.gov/?id=EJ1088398</a>  <a href="https://files.eric.ed.gov/fulltext/EJ1144819.pdf">https://files.eric.ed.gov/fulltext/EJ1144819.pdf</a>  <a href="https://www2.ed.gov/documents/coronavirus/reopening-2.pdf">https://www2.ed.gov/documents/coronavirus/reopening-2.pdf</a> p.8-10</p>			
Activities to address the Social Emotional Needs of all students	Yes	12,457.38	Yes	7,189.06
Activities to address the Academic Needs of all students	Yes	12,457.38	Yes	7,189.06

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Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	Yes	12,457.38	Yes	7,189.06
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	12,457.38	Yes	7,189.06
Students from low-income families	Yes	12,457.38	Yes	7,189.06
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	Yes	12,457.38	Yes	7,189.06
English learners	Yes	12,457.38	Yes	7,189.06
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	12,457.38	Yes	7,189.06
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
<b>Sub Totals</b>		<b>99,659.04</b>		<b>57,512.48</b>

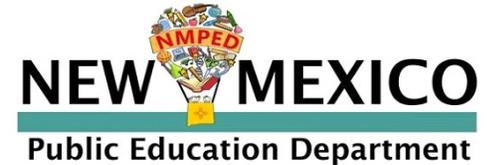
## Additional Reserve Funds (Optional)

	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:</p>	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</p>
Funds above and beyond the 20 percent minimum of funds to	A majority of students in the Carrizozo	A majority of students in the Carrizozo

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address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Municipal School district are from low socioeconomic families, we are a Provision 2 school, so 100% eligible for free meals, with 58% of our students being Hispanic. Students identified in these subgroups often do not maintain their status as high achievers or rise to the top quartile as frequently as their higher-income peers as shown by standardized test scores and formative assessments. To address these barriers CMS plans to use grant funds for specific materials and supplies in all classrooms, and teacher professional development that address the needs of low income and Hispanic students to ensure they meet their full potential. Teachers and administrators examined evidence-based interventions and chose interventions that meet our student's needs and are applicable to our school setting. Teachers will be provided the supplies, resources and professional development needed to implement the chosen evidence-based practices. A Math Instructional Coach will be utilized to improve student outcomes. The K-12 principal and District Superintendent will ensure teachers are implementing the newly learned instructional strategies and curriculum/interventions with fidelity. Interim assessment results will be used to determine if strategies and interventions are having the desired results. Administration and teachers will determine modifications if necessary.

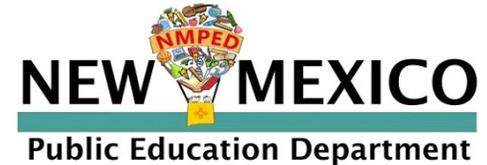
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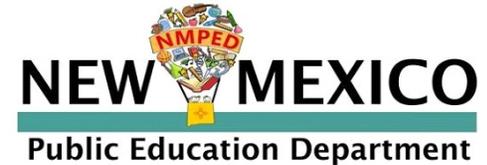
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<https://eric.ed.gov/?q=College+Board>

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<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf> p.8-10

Activities to address the Social Emotional Needs of all students	Yes	15,309.37	Yes	3,138.06
Activities to address the Academic Needs of all students	Yes	15,309.37	Yes	3,138.06

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Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	Yes	15,309.37	Yes	3,138.06
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Students from low-income families	Yes	15,309.37	Yes	3,138.06
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	Yes	15,309.37	Yes	3,138.06
English learners	Yes	15,309.37	Yes	3,138.06
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	15,309.41	Yes	3,138.06
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
<b>Sub Totals</b>		<b>122,475.00</b>		<b>25,104.48</b>

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## Activities to Address Needs

Descriptions for all narrative responses below must describe how interventions 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 and youth in foster care, and migratory students.

Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.	<b>2/3 Amount Allocations</b>		<b>1/3 Amount Allocations</b>	
	<b>Narrative</b>	<b>Amount</b>	<b>Narrative</b>	<b>Amount</b>
Elementary and Secondary Education Act (ESEA)		0.00		0.00
Individuals with Disabilities Education Act (IDEA)		0.00		0.00
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		<b>0.00</b>		<b>0.00</b>

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## Response Efforts - COVID 19

**Allowable Activities for Remaining Funds. Consistent with PED’s priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support services. Digital devices must be capable of meeting at-risk students’ remote learning needs and teachers’ remote teaching needs. Digital devices must allow for the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing. In the category below “purchasing instructional technology,” please include in the narrative an explanation of how the LEA is meeting this priority and a dollar amount that will be used for these purposes.**

### ARP ESSER 2/3

### ARP ESSER 1/3

	ARP ESSER 2/3		ARP ESSER 1/3	
	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases		0.00		0.00

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Purchasing supplies to sanitize and clean the LEA's facilities			Cleaning supplies for classrooms, offices and buildings to reduce the risk of infection.	25,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	Electronic door/camera system for entrance into the school buildings to control the exposure of the virus to students and staff. School signs indicating direction to school office to help guide visitors to the correct location, decreasing exposure to buildings/classrooms.	7,000.00	Outdoor Classroom shade and installation and other equipment needed to provide 2 outdoor classrooms for teachers and students. Installing water fountains that include bottle refill components.	62,000.00
Improving indoor air quality	Air filters for HVAC system. Air conditioning repairs for New Gym.	37,500.00	Cafeteria Air Conditioner repairs to improve air quality.	20,000.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs				0.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	Delivery of meals to the students when we are in remote/distance learning environment. Improving Cybersecurity.	56,000.00		

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<p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities <b>(see above for additional requirements for this activity)</b></p>	<p>Provide Chromebooks and hotspots to students. Monies will be used to repair/replace Chromebooks and/or power cords. Purchasing Mondo Boards for the SPED and Ag departments. Replacing old Mondo boards in the classroom. Board Works will be utilized by teachers to enhance learning, engage students with interactive lessons to enrich instruction. It will be a tool used while students are in person learning and will be a vital part of remote learning. Board Works will be utilized by teachers to enhance learning, engage students with interactive lessons to enrich instruction. It will be a tool used while students are in person learning and will be a vital part of remote learning.</p>	<p>54,413.00</p>	<p>Replace older Mondo Boards.</p> <p>Board Works will be utilized by teachers to enhance learning, engage students with interactive lessons to enrich instruction. It will be a tool used while students are in person learning and will be a vital part of remote learning.</p> <p>Edgenuity is utilized for students that have remained at home for schooling and credit recovery for students.</p>	<p>60,731.89</p>
<p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p>				<p>0.00</p>

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Planning and implementing activities related to summer learning and supplemental after-school programs		0.00		0.00
Addressing learning loss	PLC's/Extended Learning activities for teachers to address learning loss of our students.	50,000.00		0.00
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	Hiring a part-time nurse for 2 years at a rate of \$26,000. Digitizing student and staff records to maintain operation of and continuity of services.	70,248.18	Digitizing student and staff records to maintain operation of and continuity of services.	30,213.61
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	The Remind app (\$1,000 for a year) is a way to communicate immediately with families through cell phones, without them having your cell number. It will be used by all staff to keep families informed of any activities and announcements in real time.	1,000.00	Masks for students and staff. Remind App (\$1,000/year x2)	7,000.00
<b>Sub Totals</b>		<b>276,161.18</b>		<b>204,945.50</b>

Program Consultation			
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted
Students	6/15/2021	7/13/2021	
Families	6/15/2021	7/13/2021	
School and district administrators (including Special Education administrators)	6/15/2021	7/13/2021	
Teachers	6/15/2021	7/13/2021	8/2/2021

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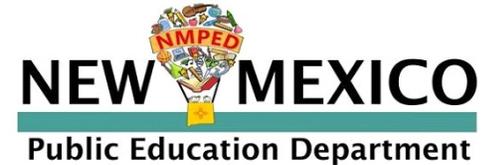


Principals	6/15/2021	7/13/2021	8/2/2021
School leaders	6/15/2021	7/13/2021	8/2/2021
Other educators	6/15/2021	7/13/2021	8/2/2021
School support personnel	6/15/2021	7/13/2021	8/2/2021
Unions	6/15/2021	7/13/2021	
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)	6/15/2021	7/13/2021	
Superintendents	6/15/2021	7/13/2021	
Charter school leaders (if applicable)			
<b>Stakeholders representing the interests of:</b>			
Children with disabilities	6/15/2021	7/13/2021	
English learners	6/15/2021	7/13/2021	
Children experiencing homelessness	6/15/2021	7/13/2021	
Children in foster care	6/15/2021	7/13/2021	
Migratory students	6/15/2021	7/13/2021	
Children who are incarcerated	6/15/2021	7/13/2021	
Other underserved students	6/15/2021	7/13/2021	

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Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required to consult with students; families; Tribes (if applicable); civil rights organizations (including disability rights organizations); school and district administrators (including special education administrators); superintendents; charter school leaders (if applicable); teachers, principals, school leaders, other educators, school staff, and their unions; 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 in the development of its ARP ESSER plan. Under the requirement, an SEA must also provide the public with the opportunity to provide input in the development of the plan and take such input into account.

\*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit PED and auditors access to records and financial statements as necessary.

Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
<b>ARP ESSER 1/3 rd Indirect Cost Rate</b>	No	249,147.61	7.49	1.0749	0.00	0.00	0.00	0.00
<b>ARP ESSER 2/3 rd Indirect Cost Rate</b>	No	498,295.22	7.49	1.0749	0.00	0.00	0.00	0.00

Required Information - GEPA	
	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see:</p>	<p>ESSER III GEPA 427 Compliance Statement</p> <p>A majority of students in the Carrizozo Municipal School district are from low socioeconomic families, we are a Provision 2 school, so 100% of our students are eligible for free meals, with</p>

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<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

## GEPA Rubric

### A satisfactory answer

- Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access

### May require revision

- May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access

58% of our students being Hispanic. Students identified in these subgroups often do not maintain their status as high achievers or rise to the top quartile as frequently as their higher income peers. To address these barriers CMS plans to use grant funds for specific materials and supplies in all classrooms, and teacher professional development that address the needs of low income and Hispanic students to ensure they meet their full potential. The K-12 principal and District Superintendent will ensure teachers are implementing the newly learned instructional strategies and curriculum/interventions with fidelity. Students who participate in supplemental programs and all other students in the district will have equal access to these resources. In addition, all teachers will have access to these resources, including those who serve at-risk students.

G.E.P.A.

(General Educational Provisions Act)

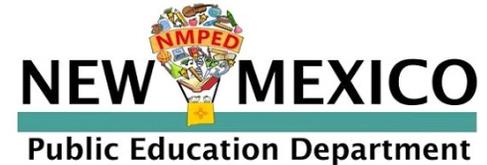
Carrizozo Municipal Schools serves an academically, culturally, and socio-economically diverse population of children and families. The district and the Board of Education are strongly committed to equal access and treatment for all students, families, employees, and the general public.

Carrizozo Municipal Schools policy of

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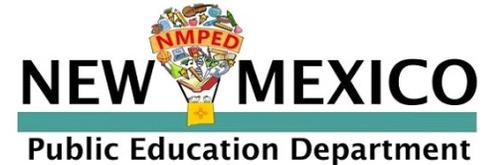


nondiscrimination guides and governs decision making at all levels. Such policies incorporate the following principles: the Carrizozo Municipal Schools shall not discriminate against children, parents or guardians of children, employees, applicants, contractors, or individuals participating in board and/or agency sponsored activities. The board is committed to the provision of equal access in all child/family/employment and business programs, activities, services and operations that are deployed or provided directly by the board, as well as those operated or provided by another entity on behalf of the board under contractual or other arrangements. This policy is established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation. Carrizozo Municipal Schools Personnel Department monitors, coordinates, and recommends action to ensure compliance with the above policies. To effectively and fairly resolve conflicts should they arise, the district has established grievance procedures related to equal access for applicants, employees and/or children and their families alleging discrimination. These procedures are accessible for use by participants, employees, and the general public. The district also offers in-service training to increase staff effectiveness in

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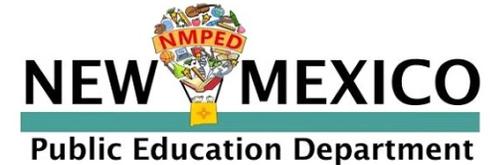
recognizing and correcting biased attitudes. Carrizozo Municipal Schools are committed to implementing specific strategies for ensuring equal access to and participation in the ARP ESSER III program. The following steps will be carried out with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability, and age to maximize participation in the grant program:

1. Develop and administer a pre-participation survey to targeted attendees of grant-related events, such as trainings and workshops. The purpose of the pre-participation survey will be to solicit information from participants regarding special access requirements – such as wheelchair access and signers.
2. All ESSER III sessions/activities should be held in Americans with Disabilities Act (ADA) accessible and compliant facilities. As needed, the HVPS administration will further develop and implement a ‘plan of action’ that will address the identified special access needs indicated by program registrants that go over and beyond the access provisions of the ADA facilities, themselves.
3. Coordinate and offer cultural sensitivity and ADA training for program staff, as recommended by the Carrizozo Municipal Schools’ Personnel Department.
4. Hire, recruit, and involve individuals from social and ethnic minority groups, multi-lingual

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individuals, participants, and individuals with disabilities to plan, implement, and evaluate program services, to the greatest extent possible.

5. Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds.

6. Offer multi-lingual services for participants and others as needed and appropriate.

7. Offer onsite childcare for individuals who must bring their children to program training events and activities (as available).

8. Arrange for assistive technology devices to translate materials for participants in need of such services (as available).

9. Post information materials, schedules of events, and program assessments on the internet – which will enable assistive computer devices to interpret the materials for users. Ensure all potential users have direct access to these resources through the provision of usable workstations and/or computer labs, to the greatest extent possible.

The above listed provisions and strategies will help to ensure that the following principles are reflected in our work with children and the community: valuing diversity and similarities among all peoples; understanding and

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effectively responding to cultural differences; willingness to continually engage in cultural self-assessment at the individual and organizational level; making adoptions to the delivery of services; and institutionalizing cultural knowledge and avenues for improvement in programming and service delivery.

The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools:  
(c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS.— (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education

True

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The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021	True	
<p><b>Instructions:</b></p> <p>During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but no less frequently than every six months, review and, as appropriate*, revise and post its plan for safe return to in-person instruction and continuity of services. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). The requirement clarifies that, if the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.</p> <p>Under this requirement, the plans must be: In an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.</p> <p>In the fields below, please provide a link to the LEA's most current posted plan on the LEA's website, and the date the plan was posted to the LEA's website.</p>		
First Posting	<a href="https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1354474/Carrizozo_s_Re-Entry_Plan.pdf">https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1354474/Carrizozo_s_Re-Entry_Plan.pdf</a> , Carrizozo's Re-Entry Plan	3/9/2021

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Second Posting (if needed*)	<a href="https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1354474/LEA_Plan_for_Safe_Return_to_In-Person_Instruction.pdf">https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1354474/LEA_Plan_for_Safe_Return_to_In-Person_Instruction.pdf</a> , Carrizozo Re-Entry Plan	12/2/2021
Third Posting (if needed*)		
Fourth Posting (if needed*)		
Fifth Posting (if needed*)		
Sixth Posting (if needed*)		
Seventh Posting (if needed*)		
Eighth Posting (if needed*)		
The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021		True
The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)		True

## Posting of LEA's ARP ESSER III Application to the LEA's Website

District	Date	Please provide a link to the LEA s ARP ESSER III application on the LEA s website
CARRIZOZO	10/25/2021	<a href="https://www.carrizozogrizzlies.org/">https://www.carrizozogrizzlies.org/</a> , There is a button underneath the pictures on the website that has the link to the application. The button is titled ARP/ESSER III Application.