

ARP Grant Application

2021-2022

TEXICO MUNICIPAL SCHOOLS



| Contact Information | |
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| District | TEXICO |
| District Code | 013 |
| District Type | State District |
| Email Address | rbrown@texicoschools.com |
| Phone Contact | 5754823801 |
| Application Status | In Process |

| Budget Table | |
|------------------------------------------|-----------|
| ARP ESSER Award 2/3 rd Allocation | 772162.31 |
| ARP ESSER Award 2/3 rd Debit | 0.00 |
| ARP ESSER Award 2/3 rd Balance | 0.00 |
| ARP ESSER Award 1/3 rd Allocation | 386081.16 |
| ARP ESSER Award 1/3 rd Debit | 0.00 |
| ARP ESSER Award 1/3 rd Balance | 0.00 |

| Reserve Funds 20 % | | | | |
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| | 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). | Students K-12 will use the following interventions to address learning loss: STEAM Camps in the summer will be conducted by certified staff to enhance areas of Science, Technology, English, Art, and Mathematics. Afterschool instructional extension time is occurring Monday-Wednesday every week of the current school | 154,432.46 | Students K-12 will use the following interventions to address learning loss: STEAM Camps in the summer will be conducted by certified staff to enhance areas of Science, Technology, English, Art, and Mathematics. Afterschool instructional extension time is occurring Monday-Wednesday every | 77,216.23 |

ARP Grant Application

2021-2022

TEXICO MUNICIPAL SCHOOLS



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| | <p>calendar and for the following three-year period. Strategic intervention for low performing students in all underrepresented sub groups through interventionists in the elementary as well as academic labs with certified staff in the secondary schools. During intervention and academic lab time, students work in a small group setting with certified teachers to receive intervention in core content areas. In addition, to support students in ELA they complete 100 minutes' minimum in Reading Plus and Waterford online reading programs. Across all MLSS Layered Groups students who complete the recommended amount of intervention instruction are expected to achieve significantly larger proficiency gains. Students will increase their capacity to comprehend increasingly complex texts, develop their capacity to understand higher levels of general academic vocabulary and improve their reading efficiency. Short cycle assessments will be utilized from beginning of school until the end-of-year to understand present levels of performance</p> | | <p>week of the current school calendar and for the following three-year period. Strategic intervention for low performing students in all underrepresented sub groups through interventionists in the elementary as well as academic labs with certified staff in the secondary schools. During intervention and academic lab time, students work in a small group setting with certified teachers to receive intervention in core content areas. In addition, to support students in ELA they complete 100 minutes' minimum in Reading Plus and Waterford online reading programs. Across all MLSS Layered Groups students who complete the recommended amount of intervention instruction are expected to achieve significantly larger proficiency gains. Students will increase their capacity to comprehend increasingly complex texts, develop their capacity to understand higher levels of</p> | |
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ARP Grant Application

2021-2022

TEXICO MUNICIPAL SCHOOLS



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| | for all students with targeted strategic placement in academic intervention strategies with in-person learning and supplemented with evidence-based programs in technology. Our social emotional counselor is and will be providing 1 to 1 as well as whole group services for all students and staff as needed. ELL interventionist is and will be working with all English Language Learners in small settings for half-day pull out instruction daily and weekly. | | general academic vocabulary and improve their reading efficiency. Short cycle assessments will be utilized from beginning of school until the end-of-year to understand present levels of performance for all students with targeted strategic placement in academic intervention strategies with in-person learning and supplemented with evidence-based programs in technology. Our social emotional counselor is and will be providing 1 to 1 as well as whole group services for all students and staff as needed. ELL interventionist is and will be working with all English Language Learners in small settings for half-day pull out instruction daily and weekly. | |
| Activities to address the Social Emotional Needs of all students | Yes | 10,933.00 | Yes | 5,467.00 |
| Activities to address the Academic Needs of all students | Yes | 143,499.46 | Yes | 71,749.23 |
| Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups: | No | 0.00 | No | 0.00 |

ARP Grant Application

2021-2022



TEXICO MUNICIPAL SCHOOLS

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| Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity) | No | 0.00 | No | 0.00 |
| Students from low-income families | No | 0.00 | No | 0.00 |
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)) | No | 0.00 | No | 0.00 |
| English learners | No | 0.00 | No | 0.00 |
| Gender (e.g., identifying disparities and focusing on underserved student groups by gender) | No | 0.00 | No | 0.00 |
| 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 |
| Sub Totals | | 154,432.46 | | 77,216.23 |

Additional Reserve Funds (Optional)

| | | |
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| | <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> |
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ARP Grant Application

2021-2022



TEXICO MUNICIPAL SCHOOLS

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| Funds above and beyond the 20 percent minimum 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). | | | | |
| Activities to address the Social Emotional Needs of all students | No | 0.00 | No | 0.00 |
| Activities to address the Academic Needs of all students | No | 0.00 | No | 0.00 |
| Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups: | No | 0.00 | No | 0.00 |
| Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity) | No | 0.00 | No | 0.00 |
| Students from low-income families | No | 0.00 | No | 0.00 |
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)) | No | 0.00 | No | 0.00 |
| English learners | No | 0.00 | No | 0.00 |
| Gender (e.g., identifying disparities and focusing on underserved student groups by gender) | No | 0.00 | No | 0.00 |
| 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 |
| Sub Totals | | 0.00 | | 0.00 |

ARP Grant Application

2021-2022

TEXICO MUNICIPAL SCHOOLS



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.

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| 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. | 2/3 Amount Allocations | | 1/3 Amount Allocations | |
| | Narrative | Amount | Narrative | Amount |
| 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 |
| | | 0.00 | | 0.00 |

Response Efforts - COVID 19

ARP Grant Application

2021-2022

TEXICO MUNICIPAL SCHOOLS



| 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 | |
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| | Narrative | Amount | Narrative | Amount |
| Training and professional development on sanitizing and minimizing the spread of infectious diseases | N/A | 0.00 | N/A | 0.00 |
| Purchasing supplies to sanitize and clean the LEA's facilities | Maintenance & Custodial Supplies and Materials | 3,333.00 | Maintenance & Custodial Supplies and Materials | 1,667.00 |
| Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards | Nurses Office Addition: Texico Municipal Schools employs one nurse to provide health services to the entire school district. The nurse's office is located in the middle of the elementary school, | 200,000.00 | Nurses Office Addition: Texico Municipal Schools employs one nurse to provide health services to the entire school district. The nurse's office is located in the middle of the | 100,000.00 |

ARP Grant Application

2021-2022



TEXICO MUNICIPAL SCHOOLS

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| | <p>therefore creating opportunity for the spread of infectious diseases to be spread throughout the elementary school as students and parents report to her office for various reasons. Some to receive treatment while others pick up sick children, turn in vaccination records, etc. The location of the office is detrimental to the health of our elementary students and staff. We plan to move the nurse’s office to a location that will prevent the spread of said infectious disease, COVID or other by moving the nurse’s office to the front of the elementary building that will not require but will prevent students, parents or other community members to enter the middle of the building to receive health services or turn in appropriate vaccination or surveillance records. As we completed a safe schools vestibule project in the past, we planned to move the office at that time and some of the work has been completed. We could not finish the project as funds were not available. The use of these funds to finish the project would assist us in creating a safer and healthier environment for our elementary students and staff.</p> | | <p>elementary school, therefore creating opportunity for the spread of infectious diseases to be spread throughout the elementary school as students and parents report to her office for various reasons. Some to receive treatment while others pick up sick children, turn in vaccination records, etc. The location of the office is detrimental to the health of our elementary students and staff. We plan to move the nurse’s office to a location that will prevent the spread of said infectious disease, COVID or other by moving the nurse’s office to the front of the elementary building that will not require but will prevent students, parents or other community members to enter the middle of the building to receive health services or turn in appropriate vaccination or surveillance records. As we completed a safe schools vestibule project in the past, we planned to move the office at that time and some of the work has been completed. We could not finish the project as funds were not available. The use of these funds to finish the project would assist us in creating a safer and healthier environment for our elementary students and staff.</p> | |
| Improving indoor air quality | HVAC - Auditorium: Currently the HVAC units are not operational in our | 160,366.67 | HVAC - Auditorium: Currently the HVAC units are not operational in our | 80,183.33 |

ARP Grant Application

2021-2022



TEXICO MUNICIPAL SCHOOLS

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| | <p>Education Complex which is generally used for larger group activities and could be used for multiple small group classroom/activities provided we had an appropriate ventilation system that would assist in creating a healthier environment when this facility is used. This facility (the auditorium) portion is rendered inoperable or unavailable for use by students or staff.</p> <p>HVAC - Locker Rooms: Our Wolverine gym currently does not have appropriate air flow either as there is no heating or cooling system that circulates air in the dressing rooms, restrooms or showers. The locker rooms are heated with a gas tube heater that can be replaced with an HVAC system that will provide both cool and warm air that is continually being circulated through MERV-13 filters.</p> <p>Both facilities are generally occupied continually throughout the school year and summer for various activities and community events. Making these type of facility improvements will improve our ability to maintain an indoor air quality that is appropriate and healthier for everyone utilizing these facilities.</p> | | <p>Education Complex which is generally used for larger group activities and could be used for multiple small group classroom/activities provided we had an appropriate ventilation system that would assist in creating a healthier environment when this facility is used. This facility (the auditorium) portion is rendered inoperable or unavailable for use by students or staff.</p> <p>HVAC - Locker Rooms: Our Wolverine gym currently does not have appropriate air flow either as there is no heating or cooling system that circulates air in the dressing rooms, restrooms or showers. The locker rooms are heated with a gas tube heater that can be replaced with an HVAC system that will provide both cool and warm air that is continually being circulated through MERV-13 filters.</p> <p>Both facilities are generally occupied continually throughout the school year and summer for various activities and community events. Making these type of facility improvements will improve our ability to maintain an indoor air quality that is appropriate and healthier for everyone utilizing these facilities.</p> | |
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ARP Grant Application

2021-2022



TEXICO MUNICIPAL SCHOOLS

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| 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 | | 0.00 |
| Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning | | 0.00 | | 0.00 |
| 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 (see above for additional requirements for this activity) | Securly Filters: Securly's Signature Cloud Based Web Filter for schools keeps students safe on all devices. Securly continually provides uninhibited student access to academic programs while filtering safeguards for all students and staff across any device or operating systems. It provides web filtering with unlimited amounts of bandwidth and concurrent connections. In addition, we have access to 90 days of searchable data history. Securly provides content filtering that monitors for signs of bullying, self-harm, gun terms and valence. This monitoring continues 24/7 allowing schools to know that students are protected while online. | 8,256.00 | Securly Filters: Securly's Signature Cloud Based Web Filter for schools keeps students safe on all devices. Securly continually provides uninhibited student access to academic programs while filtering safeguards for all students and staff across any device or operating systems. It provides web filtering with unlimited amounts of bandwidth and concurrent connections. In addition, we have access to 90 days of searchable data history. Securly provides content filtering that monitors for signs of bullying, self-harm, gun terms and valence. This monitoring continues 24/7 allowing schools to know that students are protected while online. | 4,128.00 |

ARP Grant Application

2021-2022



TEXICO MUNICIPAL SCHOOLS

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| <p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p> | <p>Patty O'Hare - S/E Counselor Serves as the first line of defense as the person who meets students' social emotional needs within the school setting. Mrs. O'Hare has the necessary training to assist students with their social emotional issues that often are the barriers to students' academic success. She collaborates with classroom teachers, is aware and understands the nature and range of human characteristics specific to child and adolescent development. She identifies and employs appropriate appraisal methods for individual and group social emotional interventions and supports K-12 social emotional development. Mrs. O'Hare serves as a referral source for students when social emotional issues become too great to be dealt with solely by the school, including crisis interventions.</p> <p>Suicide Prevention Software: SchoolPulse empowers students and schools to be more proactive than ever, in promoting mental wellness and improving the suicide prevention mission of every school. Students will be introduced to topics that will help nurture and grow our students' mental health awareness. Academic Success, Dealing with Stress, Grief, Encouraging Happiness, and Grit and Resilience are just some of the topics that students will learn about through videos, music, and online resources.</p> | <p>50,033.00</p> | <p>Patty O'Hare - S/E Counselor Serves as the first line of defense as the person who meets students' social emotional needs within the school setting. Mrs. O'Hare has the necessary training to assist students with their social emotional issues that often are the barriers to students' academic success. She collaborates with classroom teachers, is aware and understands the nature and range of human characteristics specific to child and adolescent development. She identifies and employs appropriate appraisal methods for individual and group social emotional interventions and supports K-12 social emotional development. Mrs. O'Hare serves as a referral source for students when social emotional issues become too great to be dealt with solely by the school, including crisis interventions.</p> <p>Suicide Prevention Software: SchoolPulse empowers students and schools to be more proactive than ever, in promoting mental wellness and improving the suicide prevention mission of every school. Students will be introduced to topics that will help nurture and grow our students' mental health awareness. Academic Success, Dealing with Stress, Grief, Encouraging Happiness, and Grit and Resilience are just some of the topics that students will learn about through videos, music, and online resources.</p> | <p>25,017.00</p> |
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ARP Grant Application

2021-2022



TEXICO MUNICIPAL SCHOOLS

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| | <p>1-to-1: The text-based platform offers students the opportunity to speak up about their feelings in a way that is easy and familiar to them. Simple and fast communication results in happier students.</p> <p>Actionable Data: SchoolPulse will eliminate the guesswork about our students' well-being. It will give us reliable, actionable data that is used to see patterns, evaluate current efforts, and inform future interventions.</p> | | <p>1-to-1: The text-based platform offers students the opportunity to speak up about their feelings in a way that is easy and familiar to them. Simple and fast communication results in happier students.</p> <p>Actionable Data: SchoolPulse will eliminate the guesswork about our students' well-being. It will give us reliable, actionable data that is used to see patterns, evaluate current efforts, and inform future interventions.</p> | |
| <p>Planning and implementing activities related to summer learning and supplemental after-school programs</p> | <p>Summer STEAM Supplies & Materials: As a school district, we want to encourage our students to be lifelong learners, critical thinkers, action takers, and global citizens. A STEAM focused camp will aid in the development of well-rounded students. With a summer STEAM camp, our goal is to minimize the dreaded the summer learning loss. Research indicates that educational summer programs can help students retain and build upon their learning from the previous year especially if the programs are aimed at enrichment. Summer programs that focus on art and science enrichment offer a powerful combination of interactive individualized instruction to provide children with an opportunity for focused reading, practical mathematics, as well as the lively interaction that students crave when school is out for the summer.</p> | <p>12,630.87</p> | <p>Summer STEAM Supplies & Materials: As a school district, we want to encourage our students to be lifelong learners, critical thinkers, action takers, and global citizens. A STEAM focused camp will aid in the development of well-rounded students. With a summer STEAM camp, our goal is to minimize the dreaded the summer learning loss. Research indicates that educational summer programs can help students retain and build upon their learning from the previous year especially if the programs are aimed at enrichment. Summer programs that focus on art and science enrichment offer a powerful combination of interactive individualized instruction to provide children with an opportunity for focused reading, practical mathematics, as well as the lively interaction that students crave when school is out for the summer.</p> | <p>6,315.44</p> |

ARP Grant Application

2021-2022



TEXICO MUNICIPAL SCHOOLS

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| <p>Addressing learning loss</p> | <p>Jasmine Davalos & Annette Torres: Will plan, organize, and provide academic intervention in English and Spanish for students identified as English Learners. They will support the opportunity to provide differentiated instruction to accommodate their diverse linguistic needs. They will be an intricate part of creating a learning environment that fosters the attainment and ongoing development of the 4 essential language domains: reading, writing, speaking and listening. They will work with teachers of monolingual classrooms as well to assist in facilitating the academic needs of our English Learner students. They will work cooperatively with all staff to support students as needed.</p> | <p>61,407.00</p> | <p>Jasmine Davalos & Annette Torres: Will plan, organize, and provide academic intervention in English and Spanish for students identified as English Learners. They will support the opportunity to provide differentiated instruction to accommodate their diverse linguistic needs. They will be an intricate part of creating a learning environment that fosters the attainment and ongoing development of the 4 essential language domains: reading, writing, speaking and listening. They will work with teachers of monolingual classrooms as well to assist in facilitating the academic needs of our English Learner students. They will work cooperatively with all staff to support students as needed.</p> | <p>30,703.00</p> |
| <p>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</p> | <p>We will hire substitutes and pay staff for using their prep time to cover classes. Through a partnership with our local internet providers. we have been able to support the technological needs of our teachers and students. This includes but is not limited to: every student having a school issued chrome book, every teacher being provided a laptop, as well as a multitude of technology based programs that support student needs as appropriate. Rick Stanley, as our technology specialist, is providing concurrent access as well as maintaining all technological devices district-wide during the school year as well as making necessary repairs and updates during the summer. Due to the guidelines as</p> | <p>66,415.31</p> | <p>We will hire substitutes and pay staff for using their prep time to cover classes. Through a partnership with our local internet providers. we have been able to support the technological needs of our teachers and students. This includes but is not limited to: every student having a school issued chrome book, every teacher being provided a laptop, as well as a multitude of technology based programs that support student needs as appropriate. Rick Stanley, as our technology specialist, is providing concurrent access as well as maintaining all technological devices district-wide during the school year as well as making necessary repairs and</p> | <p>33,207.16</p> |

ARP Grant Application

2021-2022



TEXICO MUNICIPAL SCHOOLS

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| | stated in the NMPED toolkit, surveillance testing has hindered accessibility of substitute teachers. We will be able to utilize teacher prep periods to ensure that all students are being provided with adequate instruction resulting in no learning loss during the school year. | | updates during the summer. Due to the guidelines as stated in the NMPED toolkit, surveillance testing has hindered accessibility of substitute teachers. We will be able to utilize teacher prep periods to ensure that all students are being provided with adequate instruction resulting in no learning loss during the school year. | |
| Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19. | Karen Stevenson, FTE & additional contract days and the provision of PPE & Supplies. In addition, our nurse ensures that staff, students, and community district-wide are informed of the NMPED's toolkit updates. She provides checks of inventory, procedures, and reporting. Additionally, she maintains a daily report using Dr. Owl to track employee COVID exposure and/or symptoms. With positive cases or close contacts, she works diligently at all hours to ensure that protocols are followed and that communication is shared in a timely manner. | 55,288.00 | Karen Stevenson, FTE & additional contract days and the provision of PPE & Supplies. In addition, our nurse ensures that staff, students, and community district-wide are informed of the NMPED's toolkit updates. She provides checks of inventory, procedures, and reporting. Additionally, she maintains a daily report using Dr. Owl to track employee COVID exposure and/or symptoms. With positive cases or close contacts, she works diligently at all hours to ensure that protocols are followed and that communication is shared in a timely manner. | 27,644.00 |
| Sub Totals | | 617,729.85 | | 308,864.93 |

| Program Consultation | | | |
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| 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 | | | |
| Families | 9/9/2021 | 9/13/2021 | |
| School and district administrators (including Special Education administrators) | | | |

ARP Grant Application

2021-2022



TEXICO MUNICIPAL SCHOOLS

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| Teachers | 8/24/2021 | 8/31/2021 | |
| Principals | 8/23/2021 | 9/7/2021 | |
| School leaders | 8/23/2021 | 9/7/2021 | |
| Other educators | 8/24/2021 | 8/31/2021 | |
| School support personnel | 8/23/2021 | 9/7/2021 | |
| Unions | | | |
| Tribes(if applicable) | | | |
| Civil rights organizations (including disability rights organizations) | | | |
| Superintendents | | | |
| Charter school leaders (if applicable) | | | |
| Stakeholders representing the interests of: | | | |
| Children with disabilities | | | |
| English learners | | | |
| Children experiencing homelessness | | | |
| Children in foster care | | | |
| Migratory students | | | |
| Children who are incarcerated | | | |
| Other underserved students | | | |
| <p>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.</p> | | | |

ARP Grant Application

2021-2022



TEXICO MUNICIPAL SCHOOLS

*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 |
| ARP ESSER 1/3 rd Indirect Cost Rate | | 386,081.16 | 5.54 | 0 | 0.00 | | | 0.00 |
| ARP ESSER 2/3 rd Indirect Cost Rate | | 772,162.31 | 5.54 | 0 | 0.00 | 0.00 | 0.00 | |

| Required Information - GEPA | |
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| | 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: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric A satisfactory answer</p> <ul style="list-style-type: none"> • 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 | <p>Texico Municipal Schools plan for these funds is to enhance all teachers’ instructional capabilities through professional development. This PD will engage all staff in a manner that allows teachers to learn and then put into practice the most current instructional strategies. All students will be engaged with content and activities that cause higher order thinking skills to be developed. We will work within independent grade levels and then expand to vertically prepare our staff to move students from one achievement level to another. All staff will work together before and after school to enhance our instructional offerings for all students, regardless of their gender, race, color, national origin, disability, and age or ability level. We will make positive instructional gains for our students through the use of these funds.</p> |

ARP Grant Application

2021-2022



TEXICO MUNICIPAL SCHOOLS

- 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

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-

True

ARP Grant Application

2021-2022



TEXICO MUNICIPAL SCHOOLS

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| <p>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</p> | |
| <p>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</p> | <p>True</p> |
| <p>Please provide the link to the LEA's re-entry plan on the LEA's website</p> | <p>https://s3.amazonaws.com/scschoollfiles/2279/reentry_assurances_plan_for_extended_time_and_district_plan.pdf, Texico District Plan</p> |
| <p>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</p> | <p>True</p> |
| <p>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)</p> | <p>True</p> |