

# ARP Grant Application

2021-2022

FORT SUMNER MUNICIPAL SCHOOLS



Contact Information		Budget Table	
District	FT SUMNER	ARP ESSER Award 2/3 rd Allocation	660930.68
District Code	016	ARP ESSER Award 2/3 rd Debit	660930.68
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	ldowney@ftsumnerk12.com	ARP ESSER Award 1/3 rd Allocation	330465.34
Phone Contact	5753557734	ARP ESSER Award 1/3 rd Debit	330465.34
Application Status	Return to District	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).	The district uses Istation, Iready, Accelerated Reading, along with classroom assessments and teacher observations to identify to identify academically at-risk students. The IMSSA is used as a short cycle assessment to determine growth in all student population groups. Credit recovery and "Saturday School"	132,186.14	The district uses Istation, Iready, Accelerated Reading, along with classroom assessments and teacher observations to identify to identify academically at-risk students. The IMSSA is used as a	66,093.07

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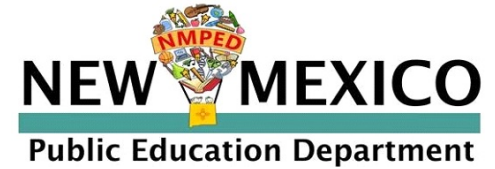
will be implemented to those students in need. The district will purchase site licenses, technological equipment, additional software or supplemental materials that will further support the sub groups, i.e. children with disabilities; English language learners; low income; homeless; etc. In addition, we will utilize reading and math interventionists and provide additional tutoring to ensure academic growth for all student populations. All instructional staff will undergo intensive professional development as well as having access to instructional coaches who will observe, provide feedback, and re-observe, technique and progress. All students will have access to certified Behavioral Psychologist to address academic and emotional well-being. Knowledge is Power Program (KIPP) Peer-Assisted Learning

short cycle assessment to determine growth in all student population groups. Credit recovery and "Saturday School" will be implemented to those students in need. The district will purchase site licenses, technological equipment, additional software or supplemental materials that will further support the sub groups, i.e. children with disabilities; English language learners; low income; homeless; etc. In addition, we will utilize reading and math interventionists and provide additional tutoring to ensure academic growth for all student populations. All instructional staff will undergo intensive professional

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Strategies  
Accelerated Reader™  
Read Naturally (ed.gov)  
i-Ready® Diagnostic  
(intensiveintervention.org)

development as well as  
having  
access to instructional  
coaches  
who will observe, provide  
feedback, and re-observe,  
technique and progress.  
All students will have  
access to  
certified Behavioral  
Psychologist to address  
academic and emotional  
well-  
being.  
Knowledge is Power  
Program (KIPP)  
Peer-Assisted Learning  
Strategies  
Accelerated Reader™  
Read Naturally (ed.gov)  
i-Ready® Diagnostic  
(intensiveintervention.org)

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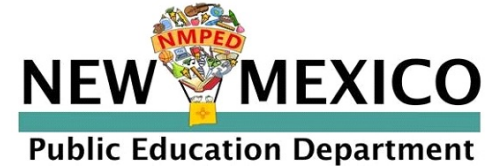


Activities to address the Social Emotional Needs of all students	Yes	100,000.00	Yes	6,093.07
Activities to address the Academic Needs of all students	Yes	17,186.14	Yes	45,000.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No		No	
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	Yes	15,000.00	Yes	15,000.00
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

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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
<b>Sub Totals</b>		<b>132,186.14</b>		<b>66,093.07</b>

## Additional Reserve Funds (Optional)

	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:		Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	
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

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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:	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
<b>Sub Totals</b>		<b>0.00</b>		<b>0.00</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.

**2/3 Amount Allocations**

**1/3 Amount Allocations**

	Narrative	Amount	Narrative	Amount
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Elementary and Secondary Education Act (ESEA)	Utilize funds to maintain communication with families and unaccompanied youth experiencing homelessness. This could include methods such as e-mail; electronic devices; internet access; or other alternatives. By contacting these students and their families, LEAs can ensure that they are connected to school instruction and other school and/or community-based supports during extended periods of remote closure. Additionally, the LEAs plans to connect with families to: Determine basic living situations of families and unaccompanied youths; Reassess needs of students and young children who had been identified as homeless; Identify and communicate safe and stable housing options for quarantine/recovery; Identify where and how youth and families can access basic needs, such as food, health care and mental health services;	8,000.00	Utilize funds to maintain communication with families and unaccompanied youth experiencing homelessness. This could include methods such as e-mail; electronic devices; internet access; or other alternatives. By contacting these students and their families, LEAs can ensure that they are connected to school instruction and other school and/or community-based supports during extended periods of remote closure. Additionally, the LEAs plans to connect with families to: Determine basic living situations of families and unaccompanied youths; Reassess needs of students and young children who had been identified as homeless; Identify and communicate safe and stable housing options for quarantine/recovery; Identify where and how youth and families can access basic needs, such as food, health care and mental health services;	5,000.00
Individuals with Disabilities Education Act (IDEA)	Assistive Technology Equipment as prescribed in IEP's	5,000.00	Assistive Technology Equipment as prescribed in IEP's	5,000.00
Adult Education and Family Literacy Act (AEFLA)	Family literacy workshops	2,500.00	Family Literacy Workshops	1,500.00



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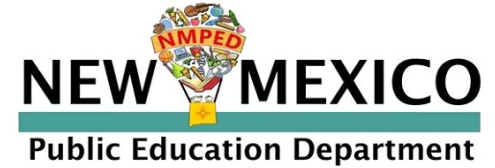


<p>Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)</p>	<p>Expand and support existing CTE programs by providing Programmatic equipment; Hardware and programmatic software; Professional development for CTE educators; and Interdisciplinary projects and other supplemental CTE resources. programming could include summer training camps and skill workshops that focus on essential employability skills and/or in-demand career opportunities supported by the state’s labor market information. Year-round strategies could be implemented, such as funding for mobile CTE labs and providing take-home student lab kits or simulation materials that may be used remotely for students to continue safe, hands-on learning and skill development during periods of remote learning g to include relevant professional development for instructional staff.</p>	<p>10,000.00</p>	<p>Expand and support existing CTE programs by providing Programmatic equipment; Hardware and programmatic software; Professional development for CTE educators; and Interdisciplinary projects and other supplemental CTE resources. programming could include summer training camps and skill workshops that focus on essential employability skills and/or in-demand career opportunities supported by the state’s labor market information. Year-round strategies could be implemented, such as funding for mobile CTE labs and providing take-home student lab kits or simulation materials that may be used remotely for students to continue safe, hands-on learning and skill development during periods of remote learning l development for instructional staff</p>	<p>5,000.00</p>
		<p><b>25,500.00</b></p>		<p><b>16,500.00</b></p>

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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

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Purchasing supplies to sanitize and clean the LEA's facilities	Providing personal protective equipment to staff. Staff members need access to masks, thermometers, alcohol wipes, helmets, shoes, aprons, uniforms, disinfectant sprays, goggles cleaning supplies, gloves and other protective garments.	50,000.00	Providing personal protective equipment to staff. Staff members need access to masks, thermometers, alcohol wipes, helmets, shoes, aprons, uniforms, disinfectant sprays, goggles cleaning supplies, gloves and other protective garments.	10,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards		0.00		0.00
Improving indoor air quality	Repairs and equipment necessary to improve indoor air quality	20,000.00	Repairs and equipment necessary to improve i	9,217.72
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		5,000.00		5,000.00

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<p>Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning</p>	<p>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 students with disabilities, which may include assistive technology or adaptive equipment. Modify processes to ensur</p>	<p>20,000.00</p>	<p>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 students with disabilities, which may include assistive technology or adaptive equipment. Modify processes to ensur</p>	<p>20,000.00</p>
<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>0.00</p>		<p>0.00</p>

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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>Increasing access to mental health services through the hiring of a full-time mental health counselor; Identify where and how youth and families can access basic needs, such as food, health care and mental health services;</p>	<p>50,000.00</p>	<p>Increasing access to mental health services through the hiring of a full-time mental health counselor; Identify where and how youth and families can access basic needs, such as food, health care and mental health services;</p>	<p>20,000.00</p>
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>	<p>Provide after school and summer programming to address skill recoupment and transition needs. This includes instructional supplies, transportation and food services for summer programs.</p>	<p>50,000.00</p>	<p>Provide after school and summer programming to address skill recoupment and transition needs. This includes instructional supplies, transportation and food services for summer programs.</p>	<p>50,000.00</p>

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Addressing learning loss	<p>Provide opportunities to participate in activities designed for afterschool delivery, such as tutoring, acceleration/remediation and enrichment;                  Dropout prevention initiatives and credit recovery programming; Utilizing remote learning strategies, particularly to remediate learning loss and provide advanced coursework opportunities for gifted and talented students;                  o Utilizing supplemental equipment and devices (i.e., computers, web cameras) for virtual learning/online instruction;                  Training on the use of online learning platforms; and                  Communicating about tools or services to help parents assist their children in virtual education.</p>	230,935.45	<p>Provide opportunities to participate in activities designed for afterschool delivery, such as tutoring, acceleration/remediation and enrichment;                  Dropout prevention initiatives and credit recovery programming; Utilizing remote learning strategies, particularly to remediate learning loss and provide advanced coursework opportunities for gifted and talented students;                  o Utilizing supplemental equipment and devices (i.e., computers, web cameras) for virtual learning/online instruction;                  Training on the use of online learning platforms; and                  Communicating about tools or services to help parents assist their children in virtual education.</p>	100,000.00
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	Utilize funding to provide continued employment and "hazard pay" for o	50,000.00	Utilize funding to provide continued employment and "hazard pay" for o	20,000.00

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Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.		0.00		0.00
<b>Sub Totals</b>		<b>475,935.45</b>		<b>234,217.72</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	7/15/2021	7/29/2021	8/16/2021	
Families	7/15/2021	7/29/2021	8/16/2021	
School and district administrators (including Special Education administrators)	7/15/2021	7/20/2021	8/9/2021	
Teachers	7/15/2021	7/20/2021	8/9/2021	
Principals	7/15/2021	7/20/2021	8/9/2021	
School leaders	7/15/2021	7/20/2021	8/9/2021	
Other educators				
School support personnel	6/18/2021	7/20/2021	8/9/2021	
Unions				
Tribes(if applicable)				
Civil rights organizations (including disability rights organizations)				
Superintendents	6/18/2021	7/20/2021	8/9/2021	
Charter school leaders (if applicable)				
<b>Stakeholders representing the interests of:</b>				

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Children with disabilities	7/15/2021	8/16/2021	
English learners			
Children experiencing homelessness	6/18/2021	7/20/2021	8/9/2021
Children in foster care			
Migratory students			
Children who are incarcerated			
Other underserved students			

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>	Yes	330,465.34	4.31	1.0431	0.00	13,654.55	330,465.34	316,810.79



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<b>ARP ESSER 2/3 rd Indirect Cost Rate</b>	Yes	660,930.68	4.31	1.0431	0.00	27,309.09	660,930.68	633,621.59
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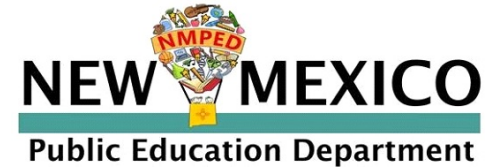
## Required Information - GEPA

	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:  <a href="https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc">https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</a></p> <p>GEPA Rubric                      A satisfactory answer</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul> <p>May require revision</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul>	<p>The Fort Sumner School District ensures that no student or teacher will be denied equal participation in any program based on disabilities; low income status; high mobility; gender or ethnic identification; ELL status or homeless/foster status. Teachers will utilize classroom assessments to identify individual student gaps. This information will be used to drive curriculum. Standards will be reviewed and reintroduced when necessary. Students will have opportunities for tutoring and extra time for skill building exercise's using the Iready and Istation platforms as well as one on one time with instructional staff. Growth will be continuously monitored for each student. As a small district, staff is able to easily identify "at-risk" students. The Parent Liaison is in close contact with all parents</p>

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and can make sure that student needs are addressed quickly. Parents participate in surveys and questionnaires sent out by the district. The Special Education Department will continue to provide accommodations to all classroom teachers who have students with disabilities; Academic IEP services will continue as well as ancillary services such as Speech, OT/PT, and counseling. There is a school nurse on site as well as a School Based Health Clinic to treat students as necessary. Staff is continuously trained on dealing with personal health and wellness, along with how to identify emotional "warning signs" in students. A Behavioral Psychologist has been brought on staff to address the mental, behavioral, and emotional well being of all students. The district will continue the initiative of providing technology devices for every student and providing internet service for families in need. PPE will be provided to all

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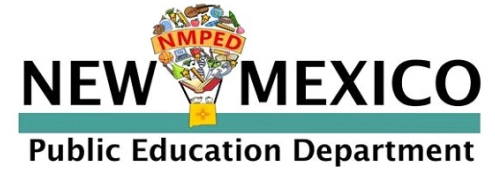


	staff and students. All student groups will be treated equitably by the district in every respect.
<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools: (c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS.— (1) 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</p>	True
<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>	True
<p>Please provide the link to the LEA's re-entry plan on the LEA's website</p>	<p><a href="https://www.ftsumnerk12.com/312635_2">https://www.ftsumnerk12.com/312635_2</a>,  <a href="https://www.ftsumnerk12.com/312635_2">https://www.ftsumnerk12.com/312635_2</a></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>	True

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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