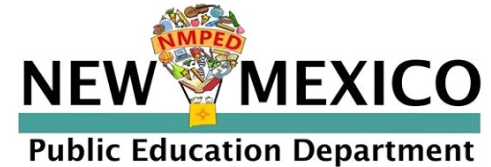


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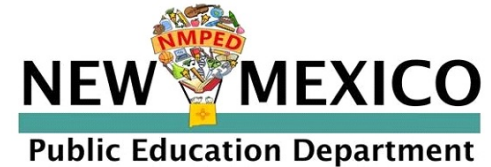
Contact Information		Budget Table	
District	CAPITAN	ARP ESSER Award 2/3 rd Allocation	1028158.90
District Code	040	ARP ESSER Award 2/3 rd Debit	1028158.90
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	becky.huey@capitantigers.org	ARP ESSER Award 1/3 rd Allocation	514079.45
Phone Contact	575-354-8516 office 575-973-2390 cell	ARP ESSER Award 1/3 rd Debit	514079.45
Application Status	Submit to State	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).	Capitan Municipal Schools have reserved over 20% of the ESSER III funds to address learning loss through the implementation of evidence-based interventions provided during Fridays and Summer Enrichment. These programs will be utilized to respond to the academic learning loss, social emotional distress, and overall academic impact caused by the COVID-19	205,631.78	Capitan Municipal Schools have reserved over 20% of the ESSER III funds to address learning loss through the implementation of evidence-based interventions provided during Fridays and Summer Enrichment. These programs will be utilized to respond to the academic	102,815.89

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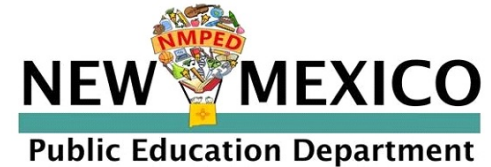
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Research indicates that a partnership between the community and the school is especially important to improving student outcomes for low income families. The idea of a community centered school is that students need access to food, as well as social learning support. Additionally, Learning Policy Institute Research indicates that there are significant student learning gains as a result of expanded learning time, including time for “tutoring” or direct instruction. In addition, the frequency of parent, family, and community engagement is positively associated with improved student academic achievement, lower rates of grad retention, fewer years that students spend in special education, and gains in English language development. The focus will be on all students K-12 with particular focus on underserved students and those who were most impacted by the COVID-19 pandemic.

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Friday school will focus on targeted reading and math intervention coupled with enrichment programs to help engage students in Project Based Learning in which several studies found to be an effective strategy. Friday school will focus on closing the learning gap, as well as provide the much needed socialization that our student's missed during COVID isolation. Specific evidence based programs will be utilized in all schools during Friday intervention to address reading and math. Capitan Elementary will focus on Lexia Reading for one of their many research based programs. Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel.

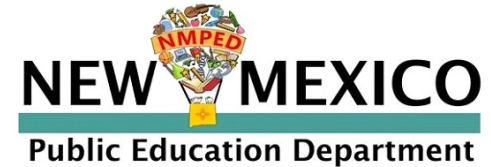
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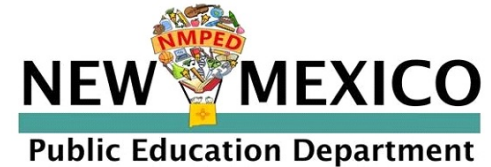
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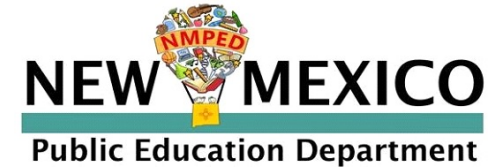
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Time Warp Plus is a K-9 summer reading intervention system for struggling students that dramatically accelerates their skills. The program promotes results-driven, hand-on learning with high-interest, academically rigorous content to motivate all students to learn and improve their reading skills and strategies. Time Warp Plus is considered a Tier 4, category 2 program.

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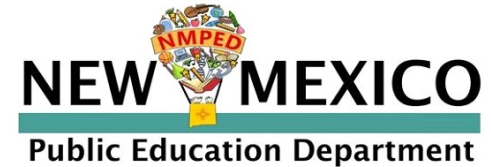
Bridges in Math offers supplemental, targeted small-group instruction matched to student needs. This curriculum

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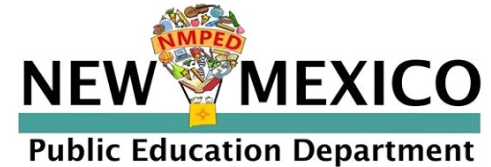
allows differentiation that meets the needs of all races and ethnicities. Students work with models that spur thinking and engagement to provide hands-on learning allowing it to meet the needs of our special education population. The Middle School and High School will utilize Math 180 for Friday intervention. Studies performed on students using Math 180 also showed significant end of the year gains and exceeded average yearly expected growth for student achievement levels. Students typically exceed over 50% growth allowing gains toward closing the achievement gap. Studies were conducted on students with disabilities, English Language Learners, students on Subsidized Lunch, varying demographic profiles of race and ethnicity. Research conducted by The National Center on Intensive Intervention showed converging evidence that Math 180 was especially effective for

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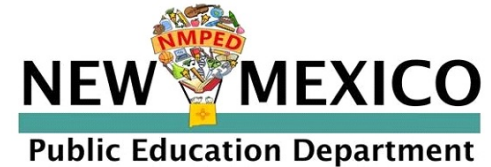
subgroups of ELL, special education, and economically disadvantaged students. Research conducted by Edge Research, Social and Emotional Learning: Feedback and Communications Insights from the Field, found that children's social, emotional, cognitive, and academic development are dependent upon one another to create successful adults. The school's Licensed Social Worker will begin opening the line of communication with the parents to offer our community assistance with their social well being. Fridays will be reserved to allow time for our district to provide parenting classes. We will focus primarily on child abuse prevention, and will support this work with interventions based on emerging needs. Our school Social Worker will be providing Parenting Classes periodically, both parent education and support groups. She will be organizing a Parents Anonymous Group (Pending

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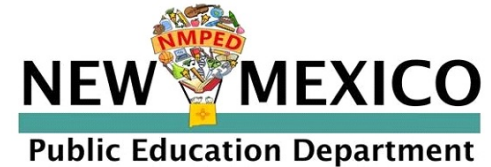
application and approval, and for those parents that prefer this type of anonymity) and offering different parenting education topics based on community needs. The COVID-19 Pandemic not only affected our students emotionally, but it also had a negative impact on many of our families. Studies from Nurturing Parenting Programs Research have identified parenting practices that represent child maltreatment. The following are identified as the top priorities of child abuse and neglected children and adolescents. The constructs of child maltreatment are: Inappropriate developmental expectations of children; Parental lack of empathy for their own needs and for the needs of their children; A strong belief in the use of corporal punishment as a means of punishing children for their disobedience; Reversing parent-child roles leading to robbing the child of their

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childhood; Oppressing children's power and independence; Children being exposed to domestic violence and substance abuse. Utilizing evidence-based programming, our Licensed School Social Worker will provide Classes for parents in areas such as: Parenting Through a Divorce, Substance Abuse, dealing with a Teenager in the Household, Coping with Depression etc. Our community has never had this opportunity to have someone willing to facilitate intervention and support groups, for both students and parents. We will provide ongoing assessment to inform our prevention and intervention programs, and utilize a variety of evidence based interventions including the Nurturing Parenting curriculum, as this is a fantastic way to bridge the gap and disconnect between parents and school. This program is back with over 30 years of research, validation and

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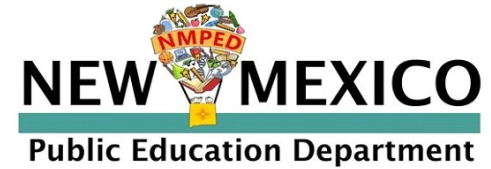
evidence. Having our School Social Worker available to parents and being able to develop a community connection will allow her the ability to be someone who families can go to if unforeseen circumstances arise and a family becomes homeless. She will have the resources and the knowledge of how to get the family assistance. Working together with the parents, we will make our community strong again.

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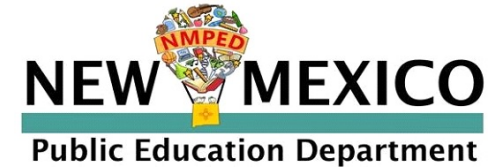


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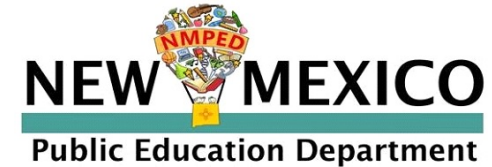


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Activities to address the Social Emotional Needs of all students	Yes	6,373.15	Yes	3,186.10
Activities to address the Academic Needs of all students	Yes	152,592.00	Yes	76,296.00
Activities that go above and beyond all services offered to all students 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)	Yes	46,666.63	Yes	23,333.79
Students from low-income families	No	0.00	No	0.00

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Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	No		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		205,631.78		102,815.89

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>
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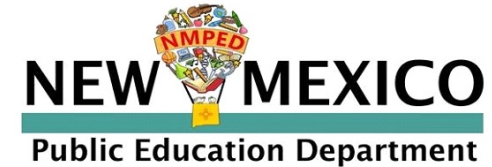
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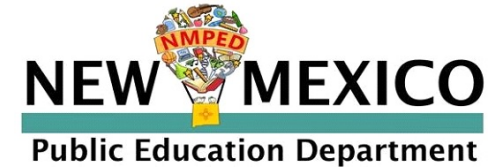
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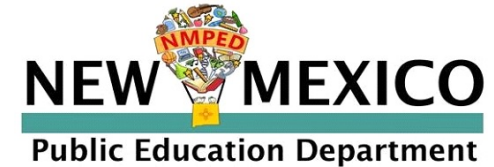
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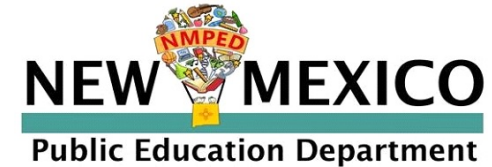
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more years below grade level. It combines online, direct instruction, and student assessment. It is designed for 90 minute sessions that include whole-group instruction, three small group rotations, and whole computer application, small group instruction, and independent reading. According to studies from What Works Clearinghouse IES Report, Read 180 was found to have positive effects on comprehension and general literacy achievement, potentially positive effects on reading fluency, and no discernible effects on alphabetics for adolescent readers. This program was found to be effective with students of different race, ethnicity, and was gender neutral. Read 180 was also found to be highly effective with students from low socio economic areas and students with specific learning disabilities. The summer reading program for Capitan Middle School and Capitan Elementary will be centered around Voyager Sopris Learning Time Warp Plus. This program is a researched based program that has undergone the rigor of ESSA Evidence Level 4 standards of effectiveness. Time Warp Plus is a K-9 summer reading intervention system for struggling students that dramatically accelerates their skills. The program promotes results-driven, hand-on

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CAPITAN MUNICIPAL SCHOOLS



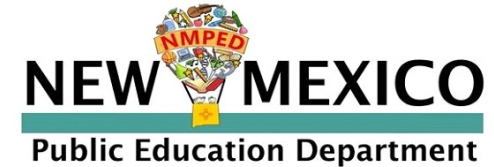
education population. The Middle School and High School will utilize Math 180 for Friday intervention. Studies performed on students using Math 180 also showed significant end of the year gains and exceeded average yearly expected growth for student achievement levels. Students typically exceed over 50% growth allowing gains toward closing the achievement gap. Studies were conducted on students with disabilities, English Language Learners, students on Subsidized Lunch, varying demographic profiles of race and ethnicity. Research conducted by The National Center on Intensive Intervention showed convincing evidence that Math 180 was especially effective for subgroups of ELL, special education, and economically disadvantaged students. Research conducted by Edge Research, Social and Emotional Learning: Feedback and Communications Insights from the Field, found that children's social, emotional, cognitive, and academic development are dependent upon one another to create successful adults. The school's Licensed Social Worker will begin opening the line of communication with the parents to offer our community assistance with their social well being. Fridays will be reserved to allow time for our district to provide parenting classes. We will focus primarily on child abuse prevention, and will support this work with interventions based on emerging

learning with high-interest, academically rigorous content to motivate all students to learn and improve their reading skills and strategies. Time Warp Plus is considered a Tier 4, category 2 program. The elementary will use Bridges in Mathematics for one intervention curriculum. Bridges in Math offers supplemental, targeted small-group instruction matched to student needs. This curriculum allows differentiation that meets the needs of all races and ethnicities. Students work with models that spur thinking and engagement to provide hands-on learning allowing it to meet the needs of our special education population. The Middle School and High School will utilize Math 180 for Friday intervention. Studies performed on students using Math 180 also showed significant end of the year gains and exceeded average yearly expected growth for student achievement levels. Students typically exceed over 50% growth allowing gains toward closing the achievement gap. Studies were conducted on students with disabilities, English Language Learners, students on Subsidized Lunch, varying demographic profiles of race and ethnicity. Research conducted by The National Center on Intensive Intervention showed

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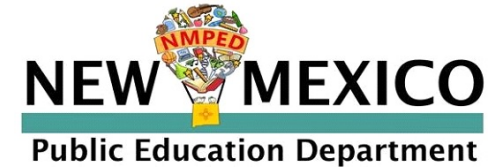
needs. Our school Social Worker will be providing Parenting Classes periodically, both parent education and support groups. She will be organizing a Parents Anonymous Group (Pending application and approval, and for those parents that prefer this type of anonymity) and offering different parenting education topics based on community needs. The COVID-19 Pandemic not only affected our students emotionally, but it also had a negative impact on many of our families. Studies from Nurturing Parenting Programs Research have identified parenting practices that represent child maltreatment. The following are identified as the top priorities of child abuse and neglected children and adolescents. The constructs of child maltreatment are: Inappropriate developmental expectations of children; Parental lack of empathy for their own needs and for the needs of their children; A strong belief in the use of corporal punishment as a means of punishing children for their disobedience; Reversing parent-child roles leading to robbing the child of their childhood; Oppressing children's power and independence; Children being exposed to domestic violence and substance abuse. Utilizing evidence-based programming, our Licensed School Social Worker will provide Classes for parents in areas such as: Parenting Through a Divorce, Substance Abuse, dealing with a Teenager in

convening evidence that Math 180 was especially effective for subgroups of ELL, special education, and economically disadvantaged students. Research conducted by Edge Research, Social and Emotional Learning: Feedback and Communications Insights from the Field, found that children's social, emotional, cognitive, and academic development are dependent upon one another to create successful adults. The school's Licensed Social Worker will begin opening the line of communication with the parents to offer our community assistance with their social well being. Fridays will be reserved to allow time for our district to provide parenting classes. We will focus primarily on child abuse prevention, and will support this work with interventions based on emerging needs. Our school Social Worker will be providing Parenting Classes periodically, both parent education and support groups. She will be organizing a Parents Anonymous Group (Pending application and approval, and for those parents that prefer this type of anonymity) and offering different parenting education topics based on community needs. The COVID-19 Pandemic not only affected our students emotionally, but it also had a negative impact on many of our

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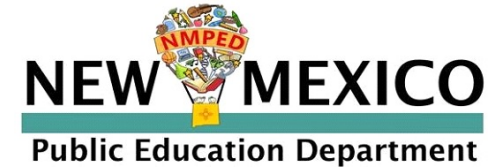
the Household, Coping with Depression etc. Our community has never had this opportunity to have someone willing to facilitate intervention and support groups, for both students and parents. We will provide ongoing assessment to inform our prevention and intervention programs, and utilize a variety of evidence based interventions including the Nurturing Parenting curriculum, as this is a fantastic way to bridge the gap and disconnect between parents and school. This program is back with over 30 years of research, validation and evidence. Having our School Social Worker available to parents and being able to develop a community connection will allow her the ability to be someone who families can go to if unforeseen circumstances arise and a family becomes homeless. She will have the resources and the knowledge of how to get the family assistance. Working together with the parents, we will make our community strong again.

families. Studies from Nurturing Parenting Programs Research have identified parenting practices that represent child maltreatment. The following are identified as the top priorities of child abuse and neglected children and adolescents. The constructs of child maltreatment are: Inappropriate developmental expectations of children; Parental lack of empathy for their own needs and for the needs of their children; A strong belief in the use of corporal punishment as a means of punishing children for their disobedience; Reversing parent-child roles leading to robbing the child of their childhood; Oppressing children's power and independence; Children being exposed to domestic violence and substance abuse. Utilizing evidence-based programming, our Licensed School Social Worker will provide Classes for parents in areas such as: Parenting Through a Divorce, Substance Abuse, dealing with a Teenager in the Household, Coping with Depression etc. Our community has never had this opportunity to have someone willing to facilitate intervention and support groups, for both students and parents. We will provide ongoing assessment to inform our prevention and intervention programs, and utilize a variety of evidence based

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			<p>interventions including the Nurturing Parenting curriculum, as this is a fantastic way to bridge the gap and disconnect between parents and school. This program is back with over 30 years of research, validation and evidence. Having our School Social Worker available to parents and being able to develop a community connection will allow her the ability to be someone who families can go to if unforeseen circumstances arise and a family becomes homeless. She will have the resources and the knowledge of how to get the family assistance. Working together with the parents, we will make our community strong again.</p>	
Activities to address the Social Emotional Needs of all students	Yes	541.89	Yes	271.40
Activities to address the Academic Needs of all students	Yes	20,000.00	Yes	10,000.00
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	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)	Yes	20,000.00	Yes	10,000.00
Students from low-income families	No	0.00	No	0.00

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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		40,541.89		20,271.40

Activities to Address Needs

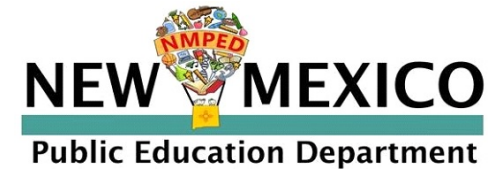
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 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
Elementary and Secondary Education Act (ESEA)		0.00		0.00

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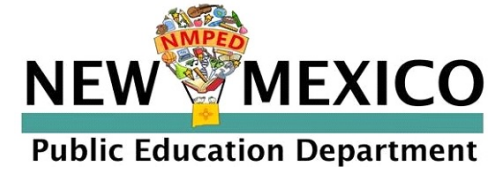
Individuals with Disabilities Education Act (IDEA)		0.00		0.00
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		0.00		0.00

Response Efforts - COVID 19

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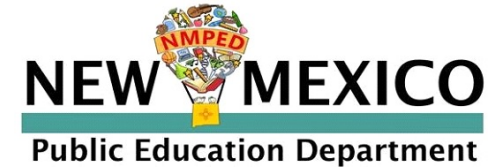


Allowable Activities for Remaining Funds. Consistent with PED's priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support services. 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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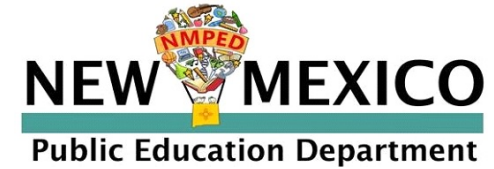


	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases	The maintenance and custodial staff will undergo training on proper cleaning and disinfection of classrooms during the COVID-19 pandemic. The training will include how to identify high traffic areas, know when there is high transmission of COVID-19 in the community, and develop a procedure to follow when the custodial staff is informed of a sick person or someone who has tested positive for COVID-19 in the facility within the last 24 hours.	667.00	The maintenance and custodial staff will undergo training on proper cleaning and disinfection of classrooms during the COVID-19 pandemic. The training will include how to identify high traffic areas, know when there is high transmission of COVID-19 in the community, and develop a procedure to follow when the custodial staff is informed of a sick person or someone who has tested positive for COVID-19 in the facility within the last 24 hours.	333.00
Purchasing supplies to sanitize and clean the LEA's facilities	PPE and Disinfectant Cleaning supplies will be purchased over the next three years using these funds in order to stop the spread of the COVID-19 Virus. -Cloth Masks for Students and Staff -Disposable Masks for Students and Staff -Face Shields -Rubber/Nitrite Gloves -Disinfectant -Foggers -Fogger Disinfectant	20,000.00	PPE and Disinfectant Cleaning supplies will be purchased over the next three years using these funds in order to stop the spread of the COVID-19 Virus. -Cloth Masks for Students and Staff -Disposable Masks for Students and Staff -Face Shields -Rubber/Nitrite Gloves -Disinfectant -Foggers -Fogger Disinfectant	10,000.00

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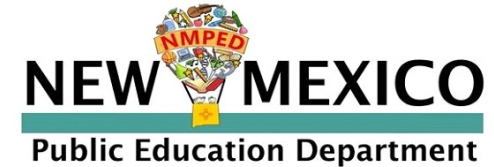


Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	Capitan Municipal Schools will be replacing the existing water fountains with more sanitary water bottle hydration stations. These fountains will have both the water bottle filling station and the water fountain feature included. The water will also be cooled and filtered for better tasting water for our students. This in turn will encourage students to drink more water throughout the day.	31,616.00	Capitan Municipal Schools will be replacing the existing water fountains with more sanitary water bottle hydration stations. These fountains will have both the water bottle filling station and the water fountain feature included. The water will also be cooled and filtered for better tasting water for our students. This in turn will encourage students to drink more water throughout the day.	15,808.00
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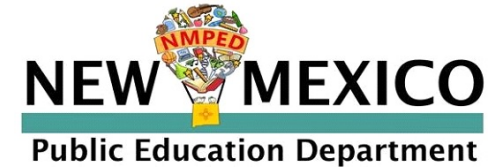


Improving indoor air quality	By leveraging funds from ESSER II, Capitan Municipal schools will be upgrading the HVAC systems and improving the indoor Air Quality for our students and teachers. Air filtration will allow students to continue in-person instruction safely with Fujitsu ductless split systems installed. Buildings which had no fresh air intake will now have heating and cooling capabilities, as well as filtration systems to scrub the air by removing any contaminants and discharge clean air back into the room. OptiClean Negative Air Machines and Air Scrubbers use highly efficient filters and a heavy duty, yet quiet motor to remove contaminated air from the room. The resulting negative air pressure, or “vacuum effect,” helps limit the spread of air-based contaminants into surrounding areas. This product removes 99.97% of the particles from the air by using HEPA filters and discharges clean air back into the room. Air quality will be addressed in all current buildings on campus that don’t currently have filtration systems.	323,400.00	By leveraging funds from ESSER II, Capitan Municipal schools will be upgrading the HVAC systems and improving the indoor Air Quality for our students and teachers. Air filtration will allow students to continue in-person instruction safely with Fujitsu ductless split systems installed. Buildings which had no fresh air intake will now have heating and cooling capabilities, as well as filtration systems to scrub the air by removing any contaminants and discharge clean air back into the room. OptiClean Negative Air Machines and Air Scrubbers use highly efficient filters and a heavy duty, yet quiet motor to remove contaminated air from the room. The resulting negative air pressure, or “vacuum effect,” helps limit the spread of air-based contaminants into surrounding areas. This product removes 99.97% of the particles from the air by using HEPA filters and discharges clean air back into the room. Air quality will be addressed in all current buildings on campus that don’t currently have filtration systems.	161,700.00
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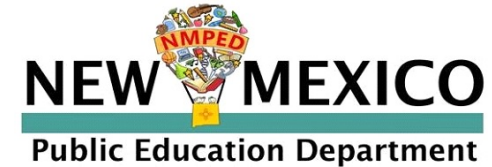


Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth	<p>Jump Start Summer Program</p> <p>Students with disabilities, in grades K-12 will be offered a Jump Start Summer program which will run for three weeks prior to the beginning of school starting.</p> <p>This program is designed to allow our students with disabilities an opportunity to acclimate back into the school setting after being at home for such a long time during the summer months. Our students with autism will need this time to re-establish routines and slowly integrate back into a learning environment. This allocation will cover one teacher over a period of three years.</p>	10,000.00	<p>Jump Start Summer Program</p> <p>Students with disabilities, in grades K-12 will be offered a Jump Start Summer program which will run for three weeks prior to the beginning of school starting. This program is designed to allow our students with disabilities an opportunity to acclimate back into the school setting after being at home for such a long time during the summer months. Our students with autism will need this time to re-establish routines and slowly integrate back into a learning environment. This allocation will cover one teacher over a period of three years.</p>	5,000.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	<p>The proposed Capturing Imagination Learning Station is part of our strategic plan to provide learning experiences for our rural school community that are typically available to students in larger more urban districts. The planned learning station will align to our planned reading and mathematics intervention, social emotional supports, art projects, educational field trips and STEM learning groups. The Imagination Learning Station will be launched during the summer enrichment program and extend into the 2021-2022 academic</p>	239,398.00	<p>The proposed Capturing Imagination Learning Station is part of our strategic plan to provide learning experiences for our rural school community that are typically available to students in larger more urban districts. The planned learning station will align to our planned reading and mathematics intervention, social emotional supports, art projects, educational field trips and STEM learning groups. The Imagination Learning Station will be launched during the summer enrichment program and extend into</p>	119,699.00

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year and beyond.
Staff carefully analyzed existing classroom/learning space in the Capitan Municipal Schools and determined that the existing cafeteria space would be the most appropriate space as this space allows for appropriate social distancing for groups, has two double doors for access additional outdoor learning space, has tables that are easily moved to accommodate social distancing and group work, and has sufficient floor space to accommodate robotics and other tracks for various STEM activities.

The learning space described will be housed in one of the oldest buildings on campus and in need of significant modifications, including the addition of an HVAC system with appropriate filtration to combat COVID-19 and the replacement of old water fountains with more sanitary water bottle filling stations. The proposed learning center was originally constructed in 1982 and the fire alarm system is outdated and not connected to the rest of the school's fire system. The fire marshal has advised that the system should be replaced. While we want to ensure that the proposed indoor learning environment

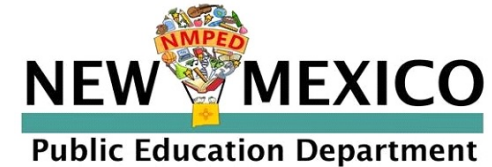
the 2021-2022 academic year and beyond.
Staff carefully analyzed existing classroom/learning space in the Capitan Municipal Schools and determined that the existing cafeteria space would be the most appropriate space as this space allows for appropriate social distancing for groups, has two double doors for access additional outdoor learning space, has tables that are easily moved to accommodate social distancing and group work, and has sufficient floor space to accommodate robotics and other tracks for various STEM activities.

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	is safe for virus control, we also want to ensure the safety of our students when they are in this environment.		replaced. While we want to ensure that the proposed indoor learning environment is safe for virus control, we also want to ensure the safety of our students when they are in this environment.	
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	Students will be provided with snacks. Our school day runs from 7:40 AM to 4:05 PM. It is a very long day with many of our elementary students eating lunch at 11:00 AM. Once the Snack program runs out in June of 2021, Capitan Municipal Schools will be prepared to provide nutritious afternoon snacks for our students.	53,333.23	Students will be provided with snacks. Our school day runs from 7:40 AM to 4:05 PM. It is a very long day with many of our elementary students eating lunch at 11:00 AM. Once the Snack program runs out in June of 2021, Capitan Municipal Schools will be prepared to provide nutritious afternoon snacks for our students.	26,666.66
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)	Prior to COVID-19 all students and teachers from Capitan Municipal Schools were issued a computer or technology device such as a ChromeBook. Through the pandemic we discovered that even though the students had their devices, they were not able to access the internet at all times. Oftentimes students from low socioeconomic families, homeless students, as well as some students that are placed in foster care do not have access to the internet. Not only those students who are identified as high risk,	38,000.00	Prior to COVID-19 all students and teachers from Capitan Municipal Schools were issued a computer or technology device such as a ChromeBook. Through the pandemic we discovered that even though the students had their devices, they were not able to access the internet at all times. Oftentimes students from low socioeconomic families, homeless students, as well as some students that are placed in foster care do not have access to the internet. Not only those students who are identified as	19,000.00

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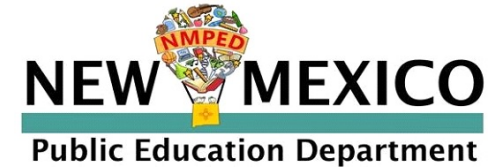
but many of our student population have very poor to no internet capabilities at home. The overall internet quality in our community is poor and most days very slow. Capitan Municipal Schools utilized the GEER funds to purchase HotSpots for our families in need during the school shut down. Now that we have fully reopened, we are still finding a need to continue with this service. Any student being quarantined for COVID-19 symptoms, exposure, or positive test results are surveyed for internet access prior to being sent home. HotSpots allow for remote learning and remote teaching needs by providing digital devices reliable download and upload speeds. Students are able to join classes remotely by video conference and group video. Teachers are able to send instructional videos and the internet speed is sufficient for all students at home to fully participate in class. Regardless of race, ethnic background, social ethnic status, gender, or ELL status, the school will continue to provide HotSpots for any family who needs assistance with internet access.

high risk, but many of our student population have very poor to no internet capabilities at home. The overall internet quality in our community is poor and most days very slow. Capitan Municipal Schools utilized the GEER funds to purchase HotSpots for our families in need during the school shut down. Now that we have fully reopened, we are still finding a need to continue with this service. Any student being quarantined for COVID-19 symptoms, exposure, or positive test results are surveyed for internet access prior to being sent home. HotSpots allow for remote learning and remote teaching needs by providing digital devices reliable download and upload speeds. Students are able to join classes remotely by video conference and group video. Teachers are able to send instructional videos and the internet speed is sufficient for all students at home to fully participate in class. Regardless of race, ethnic background, social ethnic status, gender, or ELL status, the school will continue to provide HotSpots for any family who needs assistance with internet access.

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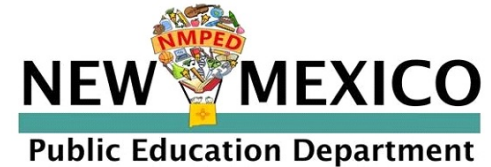


Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors				
Planning and implementing activities related to summer learning and supplemental after-school programs				
Addressing learning loss				
Other 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	The district went from having a pool of 25 substitute teachers prior COVID-19 pandemic to 1 substitute teacher for the entire school District. In order to provide our teachers with the necessary professional development to implement research based programs, we will need to increase our substitute teacher numbers. To operate effectively, we will need to actively campaign to recruit at least 4 additional individuals to serve as District substitute teachers.	5,000.00	The district went from having a pool of 25 substitute teachers prior COVID-19 pandemic to 1 substitute teacher for the entire school District. In order to provide our teachers with the necessary professional development to implement research based programs, we will need to increase our substitute teacher numbers. To operate effectively, we will need to actively campaign to recruit at least 4 additional individuals to serve as District substitute teachers.	2,500.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.				

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Sub Totals	721,414.23		360,706.66
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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	8/10/2021	9/23/2021	
Families	8/10/2021	9/23/2021	
School and district administrators (including Special Education administrators)	8/5/2021	8/10/2021	9/23/2021
Teachers	8/5/2021	8/10/2021	9/23/2021
Principals	8/5/2021	8/10/2021	9/23/2021
School leaders	8/5/2021	8/10/2021	9/23/2021
Other educators	8/5/2021	8/10/2021	9/23/2021
School support personnel	8/5/2021	8/10/2021	9/23/2021
Unions			
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)			
Superintendents	8/5/2021	8/10/2021	9/23/2021
Charter school leaders (if applicable)			
Stakeholders representing the interests of:			
Children with disabilities	8/10/2021	9/23/2021	
English learners			
Children experiencing homelessness			
Children in foster care			
Migratory students			

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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
ARP ESSER 1/3 rd Indirect Cost Rate	Yes	514,079.45	6.26	1.0626		30,285.50	514,079.45	483,793.95
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	1,028,158.90	6.26	1.0626		60,571.00	1,028,158.90	967,587.90

Required Information - GEPA	
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,	Required Narrative Capitan Municipal Schools ensures equitable access and participation of all students in the projects

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race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

For examples of applicable, relevant, acceptable responses, please see:

<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

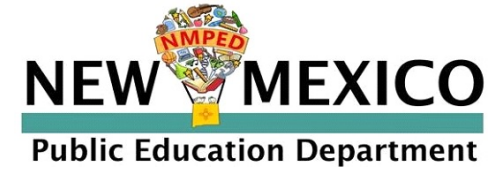
- May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers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

outlined in our application. Barriers that impede equitable access or participation based on gender, race, national origin, color, disability, or age will be addressed and mitigated. One of the identified barriers the school faces for the Friday intervention and the Summer Enrichment program include the lack of transportation to and from school. Through the parent survey, the District identified this as a possible reason for students not to attend. Therefore, transportation has been written in as a service that will be included in Friday school as well as Summer Enrichment. Another identified barrier is that during the pandemic, many of our secondary students had to get jobs to assist with family expenses. The district is looking into the possibility of a work study program that may run through the summer months to assist students this burden. Parents have been offered the opportunity to attend parenting classes through the school. Surprisingly, many parents were interested in working with our Licensed Social Worker.

ARP Grant Application

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CAPITAN MUNICIPAL SCHOOLS

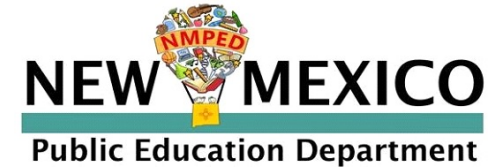


A barrier to more parents signing up for this opportunity, could possibly be the concern for anonymity. To mitigate this, our counselor will be signing the school up for Parents Anonymous. We are considered a low income District where all schools meet the criteria for Title I, the programs that are currently implemented in our schools are already free from barriers that prevent teachers and students access to programs, materials, or projects. All barriers will be considered when proposing any materials or projects related school safety, social, emotional, mental health, and academic needs of our students. Through opening up the lines of communication, we hope to help break down the barriers that have previously prevented our students from taking advantages of additional programs offered.

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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

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

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Instructions:

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.

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.

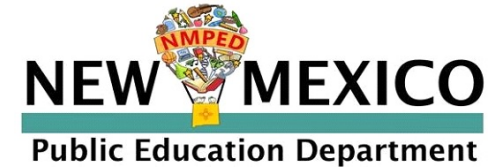
In the fields below, please provide a link to the LEA's most current posted plan on the LEA's website, and the date the plan was posted to the LEA's website.

First Posting	https://tb2cdn.schoolwebmasters.com/accnt_158468/site_158469/Documents/Re-Entry-Plan.pdf , Capitan Municipal Schools Re-Entry Plan	
Second Posting (if needed*)	https://tb2cdn.schoolwebmasters.com/accnt_158468/site_158469/Documents/Plan-for-Return-to-In-Person-Learning.pdf , Capitan Municipal Schools Re-Entry Plan	12/15/2021
Third Posting (if needed*)		

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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
CAPITAN	10/22/2021	https://tb2cdn.schoolwebmasters.com/accnt_158468/site_158469/Documents/Plan-for-Return-to-In-Person-Learning.pdf , Capitan Municipal Schools ARP ESSER III Application