

ARP Grant Application

2021-2022

RUIDOSO MUNICIPAL SCHOOLS



Contact Information		Budget Table	
District	RUIDOSO	ARP ESSER Award 2/3 rd Allocation	2596039.61
District Code	036	ARP ESSER Award 2/3 rd Debit	2596039.61
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	taylorc@ruidososchools.org	ARP ESSER Award 1/3 rd Allocation	1298019.81
Phone Contact	5756307012	ARP ESSER Award 1/3 rd Debit	1298019.81
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).	Social emotional needs of all students To support multiple sources of funding for social emotional learning, SVP, WME, RMS, and RHS will use ESSER 3 to purchase evidence-based curriculum and materials to address the increasing social and emotional needs of students. Contract counselor to service Native American	519,207.92		259,603.96

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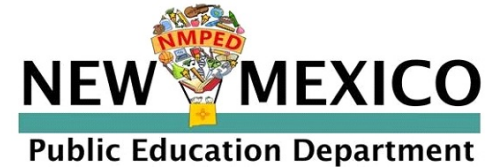
students impacted by personal loss of relatives during COVID 19.

Academic needs of all students Accelerated Tier I instruction will be provided for all students at SVP, WME, RMS, and RHS. Funding will enable teachers to be trained in accelerated learning strategies and supported with instructional infrastructure, including the development of a complete high-quality district curriculum, the highest quality evidence-based instructional materials in every subject, aligned assessment, data literacy, facilitated professional learning, and coaching to support consistent implementation of the curriculum, materials, assessments and data. Targeted interventions for students to include before and after school tutoring, summer school programs, credit recovery including curriculum, materials, staffing, and transportation. Due to the limited amount of

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student achievement data due to COVID 19, RMSD will conduct formative and summative assessments in order to determine proficiencies in content areas.

The district intends to move forward with lowering class size by providing up to six full time equivalents in K-2nd grade in order to temporarily reduce class size to mitigate learning loss due to COVID 19 pandemic with special focus on literacy and math instruction and student achievement.

The district intends to move forward with the implementation of digital learning in a variety of blended learning models in an effort to provide universal access to academic programming for all students regardless of their educational setting in order to improve learning outcomes for all students. RMSD's technology plan is based upon the International Society for

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Technology in Education standards for students and educators. This includes the purchase of hotspots, Chromebooks, computers, other digital devices, professional development and ongoing support for staff, students, and parents.

Students from Each Racial or Ethnic Group:
In order to personalize instruction and meet the goals of SVP, WME, RMS, and RHS students, culturally and linguistically responsive (CLR) materials will enhance instruction to ensure students from each racial and ethnic group, specifically including Native American students, identify with classroom instruction. This includes professional development to support instruction. Library books, manipulatives, and materials will be purchased to send home with students and their families to ensure equitable access for all racial

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and ethnic groups, specifically Native American students and their families to support their academic programming.

Students from low-income families
Students from low-income families require access to instructional materials from home and off campus locations to close the achievement gap. Made-for-digital delivery materials, literature books and consumables will be provided to meet the needs of students and their families.

Children with disabilities
Complementary materials specific to students with disabilities will be purchased to ensure consistency in the educational continuum between general education and special education. Professional development will be provided to ensure seamless transitions in instruction across settings.

Gender

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In order to personalize instruction and meet the goals of RMSD students, culturally and linguistically responsive (CLR) materials will enhance instruction to ensure all students can identify with classroom instruction and to have access to digital instructional platforms in and out of school.

English Learners

In order to personalize instruction and meet the goals of RMSD students, culturally and linguistically responsive (CLF) materials will enhance instruction. Curriculum, materials, and professional development will be purchased to provide support for English Learners. Library books, manipulatives, and materials will be purchased to send home with students and their families to ensure equitable access for English Learners and their families to support their academic programming.

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Migratory students
In order to personalize instruction and meet the goals of any enrolled migratory students, culturally and linguistically responsive (CLR) materials will enhance instruction to ensure students who qualify for migrant services identify with classroom instruction and to have access to digital instructional platforms in and out of school.
Student experiencing homelessness
In order to personalize instruction and meet the goals of RMSD students, culturally and linguistically responsive (CLR) materials will enhance instruction to ensure that homeless students identify with classroom instruction and have digital and print materials to take home and to have access to digital instructional platforms in and out of school.
Procure materials, resources, and supplies that are needed by students that are Homeless or on the verge of being homeless.

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	Children and youth in foster care In order to personalize instruction and meet the goals of RMSD students, culturally and linguistically responsive (CLR) materials will enhance instruction to ensure that students in foster care identify with classroom instruction and have digital and print materials to take home and to have access to digital instructional platforms in and out of school.			
Activities to address the Social Emotional Needs of all students	Yes	12,230.00	Yes	5,740.00
Activities to address the Academic Needs of all students	Yes	415,366.92	Yes	207,683.96
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	Yes	12,230.00	Yes	5,740.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	12,230.00	Yes	5,740.00
Students from low-income families	Yes	12,230.00	Yes	5,740.00

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Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	Yes	12,230.00	Yes	5,740.00
English learners	Yes	12,230.00	Yes	5,740.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	12,230.00	Yes	5,740.00
Migratory students	Yes	3,000.00	Yes	3,000.00
Students experiencing homelessness	Yes	12,231.00	Yes	5,740.00
Children and youth in foster care	Yes	3,000.00	Yes	3,000.00
Sub Totals		519,207.92		259,603.96

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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
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

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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		0.00		0.00

Activities to Address Needs

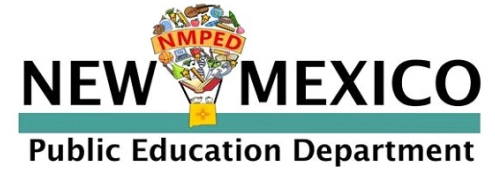
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 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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<p>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.</p>	<p>ARP ESSER 2/3</p>	<p>ARP ESSER 1/3</p>
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	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases	At Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School, provide additional training for custodial and maintenance staff; provides for cleaning robots and sanitation. This is to ensure that all custodial and maintenance staff properly and appropriately uses sanitation equipment and safety/cleaning protocols.	3,800.00	At Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School, provide additional training for custodial and maintenance staff; provides for cleaning robots and sanitation. This is to ensure that all custodial and maintenance staff properly and appropriately uses sanitation equipment and safety/cleaning protocols.	1,900.00
Purchasing supplies to sanitize and clean the LEA's facilities	Purchase two (2) additional UV Light robots for RMSD. The increase in number of students attending in-person learning necessitates purchase of additional cleaning supplies in order to minimize the spread of COVID, etc. Additional cleaning supplies and materials in order to minimize the spread of COVID 19.	295,333.00	Purchase two (2) additional UV Light robots for RMSD. The increase in number of students attending in-person learning necessitates purchase of additional cleaning supplies in order to minimize the spread of COVID, etc. Additional cleaning supplies and materials in order to minimize the spread of COVID 19.	147,667.00

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<p>Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards</p>	<p>Provide custodial and maintenance staff overtime at Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School.</p> <p>With the return of students to in-person instruction, it is vital to reduce the risk of virus transmission and exposure to environmental health hazards; it is therefore critical to plan for custodial and maintenance staff overtime in order to maintain the daily sanitation of classrooms and district buildings.</p> <p>Facilities enhancements and small equipment (less than \$5000 per unit) geared to enhance the ability to social distance and decrease virus transmission and exposure.</p> <p>Replacement of traditional water fountains for students with touchless water fountains in order to curtail the spread of COVID 19 within school facilities.</p>	<p>70,370.00</p>	<p>Provide custodial and maintenance staff overtime at Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School.</p> <p>With the return of students to in-person instruction, it is vital to reduce the risk of virus transmission and exposure to environmental health hazards; it is therefore critical to plan for custodial and maintenance staff overtime in order to maintain the daily sanitation of classrooms and district buildings.</p> <p>Facilities enhancements and small equipment (less than \$5000 per unit) geared to enhance the ability to social distance and decrease virus transmission and exposure.</p> <p>Replacement of traditional water fountains for students with touchless water fountains in order to curtail the spread of COVID 19 within school facilities.</p>	<p>35,185.00</p>
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Improving indoor air quality	At White Mountain Elementary, design and construction to upgrade the electrical system to accommodate the upgrade of the air filtration system as needed in order to provide additional air filtration for students and staff to include HVAC and air conditioning design and installation.	399,999.00	At White Mountain Elementary, design and construction to upgrade the electrical system to accommodate the upgrade of the air filtration system as needed in order to provide additional air filtration for students and staff to include HVAC and air conditioning design and installation.	200,001.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth	<p>1. At Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School, provide Math Intervention, including materials and training, and provide a full time or part time Math Interventionist. Data shows that student learning has waned in the area of Math. In order to recoup learning loss, additional resources are needed to purchase Math interventions which specifically target skill deficit areas. Data also shows that student levels of proficiency in Math have significantly dropped. A Math Interventionist will provide targeted, small group, and/or individual instruction to address specific learning needs based on student data.</p> <p>2. At Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School, provide Reading Recovery</p>	28,148.00	<p>1. At Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School, provide Math Intervention, including materials and training, and provide a full time or part time Math Interventionist. Data shows that student learning has waned in the area of Math. In order to recoup learning loss, additional resources are needed to purchase Math interventions which specifically target skill deficit areas. Data also shows that student levels of proficiency in Math have significantly dropped. A Math Interventionist will provide targeted, small group, and/or individual instruction to address specific learning needs based on student data.</p> <p>2. At Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School,</p>	14,074.00

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Interventionists via contract through Cooperative Educational Services. Data shows that student proficiency in English Language Arts (Reading and Writing) has not increased. The Reading Interventionist will meet with students in small group and/or 1:1 to provide targeted instruction to address individual students' skill deficit areas in order to recoup learning loss.

3. At Sierra Vista Primary, White Mountain Elementary, and Ruidoso Middle School, provide Math Recovery Interventionists. Data shows that student learning in Math has decreased substantially. The Math interventionist will meet with students in small groups and/or 1:1 to provide targeted instruction to address individual students' skill deficit areas in order to address learning loss. At the elementary level, Number Sense and Number Literacy will be a focus.

4. At Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School, provide Instructional Coaches for ELA and Math. Analysis of ELA and Math data indicates that student learning loss

provide Reading Recovery Interventionists via contract through Cooperative Educational Services. Data shows that student proficiency in English Language Arts (Reading and Writing) has not increased. The Reading Interventionist will meet with students in small group and/or 1:1 to provide targeted instruction to address individual students' skill deficit areas in order to recoup learning loss.

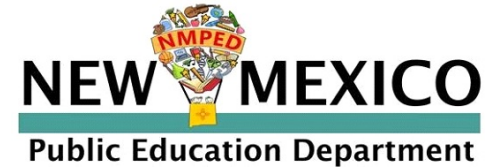
3. At Sierra Vista Primary, White Mountain Elementary, and Ruidoso Middle School, provide Math Recovery Interventionists. Data shows that student learning in Math has decreased substantially. The Math interventionist will meet with students in small groups and/or 1:1 to provide targeted instruction to address individual students' skill deficit areas in order to address learning loss. At the elementary level, Number Sense and Number Literacy will be a focus.

4. At Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School, provide Instructional Coaches for ELA and Math. Analysis of ELA and Math

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has occurred. In order to ensure that teachers are providing differentiated Core (Layer 1) instruction using high-quality instructional materials and teaching strategies, an Instructional Coach will conduct instructional classroom observations and provide modeling, coaching, and feedback to improve in-person instruction.

5. Provide writing support resources, materials, and professional development for writing resources and materials at Sierra Vista Primary, White Mountain Elementary, and Ruidoso Middle School. Data indicates learning loss in the area of Writing due to the inability to effectively teach writing in the virtual learning environment. A curriculum, focused on the foundations of Writing (i.e. 6+ Traits, writing organization tools) is needed to recoup students' writing skills following specific and sequential instruction which is vertically aligned. Professional development and/or training for educational staff is needed in order to ensure appropriate and meaningful implementation in instruction.

6. Provide part time or full time STEM

data indicates that student learning loss has occurred. In order to ensure that teachers are providing differentiated Core (Layer 1) instruction using high-quality instructional materials and teaching strategies, an Instructional Coach will conduct instructional classroom observations and provide modeling, coaching, and feedback to improve in-person instruction.

5. Provide writing support resources, materials, and professional development for writing resources and materials at Sierra Vista Primary, White Mountain Elementary, and Ruidoso Middle School. Data indicates learning loss in the area of Writing due to the inability to effectively teach writing in the virtual learning environment. A curriculum, focused on the foundations of Writing (i.e. 6+ Traits, writing organization tools) is needed to recoup students' writing skills following specific and sequential instruction which is vertically aligned. Professional development and/or training for educational staff is needed in order to ensure appropriate and meaningful implementation in

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Teachers at Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School to provide learning recovery in Math, Science, and Writing due to the COVID-19 pandemic, develop background knowledge and Math and Science vocabulary, and provide students with hands-on Math and Science experiences via project-based learning. The goal is to increase students' Math, Science, and Writing proficiency as measured by district CBMs, CRCTs, and state assessments.

7. Provide Online Teachers for Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School to provide learning recovery in Reading, Written Language, Math, Science, and Social Studies for those students and families who want to remain online. As opposed to the Reading Interventionists, these teachers would provide all students with additional constructs of Layer 1, core instruction using high quality curricula.

8. Provide Online/Credit Recovery Teachers at Ruidoso Middle School and Ruidoso High School to provide learning

instruction.

6. Provide part time or full time STEM Teachers at Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School to provide learning recovery in Math, Science, and Writing due to the COVID-19 pandemic, develop background knowledge and Math and Science vocabulary, and provide students with hands-on Math and Science experiences via project-based learning. The goal is to increase students' Math, Science, and Writing proficiency as measured by district CBMs, CRCTs, and state assessments.

7. Provide Online Teachers for Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School to provide learning recovery in Reading, Written Language, Math, Science, and Social Studies for those students and families who want to remain online. As opposed to the Reading Interventionists, these teachers would provide all students with additional constructs of Layer 1, core instruction using high quality curricula.

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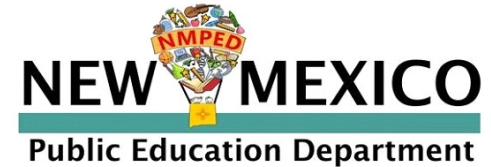


	recovery in all content areas due to the COVID-19 pandemic. Students will receive an additional class period of STEM instruction and/or Math intervention, with focus areas to be determined by assessment results.		8. Provide Online/Credit Recovery Teachers at Ruidoso Middle School and Ruidoso High School to provide learning recovery in all content areas due to the COVID-19 pandemic. Students will receive an additional class period of STEM instruction and/or Math intervention, with focus areas to be determined by assessment results.	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	Provide a part time or full time preparedness and response protocol coordinator for cleaning and sanitation processes and procedures, inventory, equipment operation, HVAC for COVID related processes.	56,667.00	Provide a part time or full time preparedness and response protocol coordinator for cleaning and sanitation processes and procedures, inventory, equipment operation, HVAC for COVID related processes.	28,333.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	1. At Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School, provide two to four part time or full time certified teacher FTEs to teach online to serve students and families who have made the decision to have children remain as part of online learning. 2. At Sierra Vista Primary and White Mountain Elementary, provide an online	358,645.00	1. At Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School, provide two to four part time or full time certified teacher FTEs to teach online to serve students and families who have made the decision to have children remain as part of online learning. 2. At Sierra Vista Primary and White Mountain Elementary, provide an	179,323.00

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learning program for elementary students. A high-quality, online learning program for elementary students will ensure alignment to RMSD's in-person instruction for elementary students (K-5).

3. At Ruidoso Middle School and Ruidoso High School, provide an online learning program for secondary students. A high-quality, online learning program for secondary students will ensure alignment to RMSD's in-person instruction for secondary students (6-12).

4. At Sierra Vista Primary, due to the need to provide online learning, purchase online reading curriculum to ensure all students are receiving Layer 1 Core and Layer 2 Intervention instruction.

5. Contract Transportation services as needed for after school, summer, or meal delivery as needed.

6. Technology systems administrator coordinator to assist in ensuring networks and technology systems function for provision of in-school and remote education services to continue in all learning environments.

online learning program for elementary students. A high-quality, online learning program for elementary students will ensure alignment to RMSD's in-person instruction for elementary students (K-5).

3. At Ruidoso Middle School and Ruidoso High School, provide an online learning program for secondary students. A high-quality, online learning program for secondary students will ensure alignment to RMSD's in-person instruction for secondary students (6-12).

4. At Sierra Vista Primary, due to the need to provide online learning, purchase online reading curriculum to ensure all students are receiving Layer 1 Core and Layer 2 Intervention instruction.

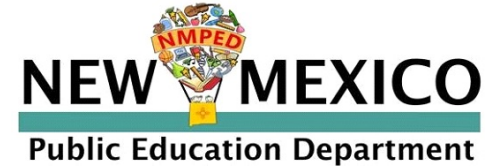
5. Contract Transportation services as needed for after school, summer, or meal delivery as needed.

6. Technology systems administrator coordinator to assist in ensuring networks and technology systems function for provision of in-school and remote education services to continue

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	7. Hotspots for student and staff use for hybrid or remote learning environments.		in all learning environments. 7. Hotspots for student and staff use for hybrid or remote learning environments.	
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)	1. Purchase of Chromebooks for K-12 students for online and in-person learning. These are needed for replacement of damaged technology from the 2021-2022 SY and to maintain the 1:1 student to Chromebook ratio. These Chromebooks will be purchased for Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School. 2. Purchase LMS platforms (Seesaw and Hapara) for all four schools	249,333.00	1. Purchase of Chromebooks for K-12 students for online and in-person learning. These are needed for replacement of damaged technology from the 2021-2022 SY and to maintain the 1:1 student to Chromebook ratio. These Chromebooks will be purchased for Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School. 2. Purchase LMS platforms (Seesaw and Hapara) for all four schools	124,667.00
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	Fund a Social Worker salary and related benefits at Ruidoso Middle School to provide social emotional wellness support to students and their families Social Emotional Learning support through purchase of curriculum, materials, and professional development to provide support for all students.	121,036.00	Fund a Social Worker salary and related benefits at Ruidoso Middle School to provide social emotional wellness support to students and their families Social Emotional Learning support through purchase of curriculum, materials, and professional development to provide support for all students.	60,518.00

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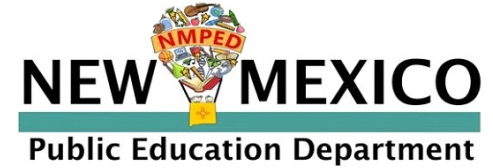


Planning and implementing activities related to summer learning and supplemental after-school programs		0.00		0.00
Addressing learning loss		0.00		0.00
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	<p>At Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School, provide a part-time Room Monitor who will provide classroom coverage for absent teachers due to COVID-related issues, but will not replace regular substitutes for SpEd EAs, except in case of emergency or unsupervised students.</p> <p>Due to a shortage of consistent substitute teachers, this position will place a qualified substitute teacher at each school building on a daily basis so that there is a continuation of the seamless operation of the school, including providing continuous instruction and learning, which is consistent with federal, state, and local requirements.</p> <p>Retention stipends to RMSD employees upon RMSD School Board resolution approval as a component of recruitment and retention efforts in response to the pandemic.</p>	375,355.94	<p>At Sierra Vista Primary, White Mountain Elementary, Ruidoso Middle School, and Ruidoso High School, provide a part-time Room Monitor who will provide classroom coverage for absent teachers due to COVID-related issues, but will not replace regular substitutes for SpEd EAs, except in case of emergency or unsupervised students.</p> <p>Due to a shortage of consistent substitute teachers, this position will place a qualified substitute teacher at each school building on a daily basis so that there is a continuation of the seamless operation of the school, including providing continuous instruction and learning, which is consistent with federal, state, and local requirements.</p> <p>Retention stipends to RMSD employees upon RMSD School Board resolution approval as a component of recruitment and retention efforts in</p>	187,673.98

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	Provide educational employee assistance programs (Object Code 52912) that include tax exempt employer loan repayment contributions in accordance with the Consolidated Appropriations Act of 2021 as a component of recruitment and retention efforts in response to the pandemic.		response to the pandemic. Provide educational employee assistance programs (Object Code 52912) that include tax exempt employer loan repayment contributions in accordance with the Consolidated Appropriations Act of 2021 as a component of recruitment and retention efforts in response to the pandemic.	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	Provide a part time or full time preparedness and response protocol coordinator for cleaning and sanitation processes and procedures, inventory, equipment operation, HVAC for COVID related processes	13,999.00	Provide a part time or full time preparedness and response protocol coordinator for cleaning and sanitation processes and procedures, inventory, equipment operation, HVAC for COVID related processes	7,001.00
Sub Totals		1,972,685.94		986,342.98

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	9/27/2021	9/29/2021	
Families	9/16/2021	9/27/2021	
School and district administrators (including Special Education administrators)	9/16/2021	9/27/2021	
Teachers	9/15/2021	9/16/2021	9/21/2021
Principals	9/16/2021	9/27/2021	
School leaders	9/15/2021	9/16/2021	9/21/2021

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Other educators	9/15/2021	9/27/2021	
School support personnel	9/21/2021	9/23/2021	
Unions	9/15/2021	9/16/2021	9/21/2021
Tribes(if applicable)	9/16/2021	9/27/2021	
Civil rights organizations (including disability rights organizations)			
Superintendents	9/16/2021	9/27/2021	
Charter school leaders (if applicable)			
Stakeholders representing the interests of:			
Children with disabilities	9/27/2021	9/29/2021	
English learners	9/27/2021	9/29/2021	
Children experiencing homelessness	9/27/2021	9/29/2021	
Children in foster care	9/27/2021	9/29/2021	
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.

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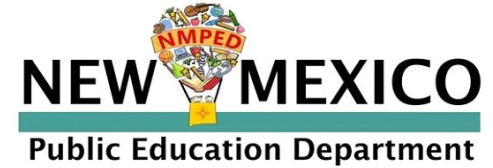
*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit 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	1,298,019.81	4.37	1.0437	54,348.00	52,072.87	1,243,671.81	1,191,598.94
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	2,596,039.61	4.37	1.0437	108,696.00	104,145.75	2,487,343.61	2,383,197.86

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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: 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 • Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access <p>May require revision</p> <ul style="list-style-type: none"> • 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 	<p>*The ESSER III application will be posted on www.ruidososchools.org. The Ruidoso Municipal School District’s website administrators will help ensure our content is accessible.</p> <p>*The RMSD special education department and clinical supervision team will provide opportunities for parental support meetings and trainings.</p> <p>*At RMSD bilingual parent meetings, information about the application will be provided to parents and other stakeholders of potential support programs provided in this application.</p> <p>*At RMSD Equity Council meetings, information about the application will be provided to parents and other stakeholders of</p>

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<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>	<p>True</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://www.ruidososchools.org/Downloads/RMSD ReEntry Plan Updated 08-04-2020 English.pdf, RMSD Re-Entry 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>