

# ARP Grant Application

2021-2022

PORTALES MUNICIPAL SCHOOLS



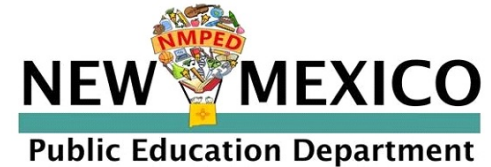
Contact Information		Budget Table	
District	PORTALES	ARP ESSER Award 2/3 rd Allocation	5158074.34
District Code	057	ARP ESSER Award 2/3 rd Debit	5158074.34
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	rsegovia@portalesschools.com	ARP ESSER Award 1/3 rd Allocation	2579037.17
Phone Contact	5753593705	ARP ESSER Award 1/3 rd Debit	2579037.17
Application Status	Approve	ARP ESSER Award 1/3 rd Balance	0.00

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	Portales Municipal School District will identify the needs and the strategies that will be used to address the needs through the use of school community input. Open forums will be held every six months for staff and the community to attend and share needs to be addressed through funding. The school will all open this conversation with the	1,031,614.87	Portales Municipal School District will identify the needs and the strategies that will be used to address the needs through the use of school community input. Open forums will be held every six months for staff and the community to attend and share needs to be addressed through funding. The schools will	515,807.43

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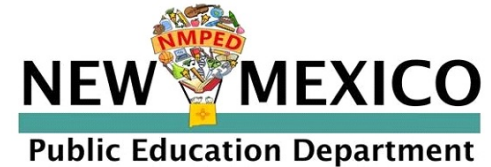
administrative team and instructional council teacher leaders each month to allow for fluid feedback and adjustment. Once the need has been determined, school leadership teams and district leadership teams will identify, examine, and select the evidence-based interventions/instructional practices that best fit the culture of the district and schools. These interventions/instructional practices will be researched and determined utilizing national databases for evidence-based interventions and instructional practices. Evidence-based interventions and instructional practices will be implemented and administration at each school will monitor the effective implementation and utilize benchmark achievement assessments, staff and community surveys, and attendance rates to determine effectiveness. If the data indicates the need for revision to the plan, the identification

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for need will cycle t the beginning of the process to develop a solution or revision. Portales Municipal Schools (PMSD) are grade level schools (Pre-K and K, 1-2, 3-4, 5-6, 7-8, 9-12). Funding will be utilized to support academic achievement for all PMSD students including our At-Risk population (ELL, economically disadvantaged, students with disabilities, Native American) to include technology, support of homeless/foster care, tutoring, extended day, summer school, transportation, and PPE. Administrators work collaboratively to ensure all students are represented and have access to participate in all programs. Because of the uniqueness of the grade level schools, any reference to “all students” or “students” includes culturally and linguistically diverse students, English Learners (EL’s), students from low income families, migratory students, students experiencing homelessness,

effective implementation and utilize benchmark achievement assessments, staff and community surveys, and attendance rates to determine effectiveness. If the data indicates the need for revision to the plan, the identification for need will cycle to the beginning of the process to develop a solution or revision. Portales Municipal Schools (PMSD) are grade level schools (Pre-K and K, 1-2, 3-4, 5-6, 7-8, 9-12). Funding will be utilized to support academic achievement for all PMSD students including our At-Risk population (ELL, economically disadvantaged, students with disabilities, Native American) to include technology, support of homeless/foster care, tutoring, extended day, summer school, transportation, and PPE.

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and children in foster care unless there is a need to identify the demographic by category.

Regarding the 20% funds to address learning loss, PMSD will budget the 20% to hire additional social workers and to fund extended school day (After-School) and summer school programs. The initial 20% funding is not adequate to continue the program through 2024, therefore, additional funding for this initiative will be budgeted in Reserve Funds Section 2.

To address the social-emotional needs of all students, PMSD will hire three (3) additional social workers. The social workers will provide mental health and counseling services to students and families as appropriate per their licensure and scope of work. The new social workers' main function will be to address needs of students who are not identified as Special Education

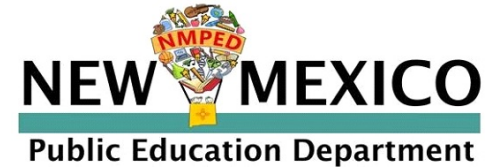
Administrators work collaboratively to ensure all students are represented and have access to participate in all programs. Because of the uniqueness of the grade level schools, any reference to "all students" or "students" includes culturally and linguistically diverse students, English Learners (EL's), students from low income families, migratory students, students experiencing homelessness, and children in foster care unless there is a need to identify the demographic by category.

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students. The new social workers will provide services to meet the Social/Emotional Learning needs of students. Each social worker will be assigned to work two campuses in the District. The District already employees four (4) social workers who are dedicated to Special Education and their roles with non-Special Education students are limited. Therefore, current social workers will continue to work with Special Education students and families and will provide support when needed and is appropriate to the three (3) new social workers. The three new social workers are added to support the general education population students and families, as the need for additional social workers has emerged due to the increased demands caused by COVID-19. Evidence-based link for adding social workers:  
<https://www.socialworkers.org/News/Research-Data/Social-Work-Policy->

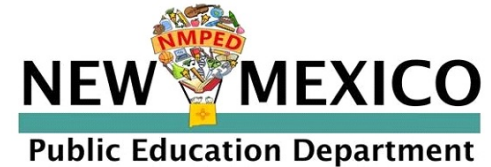
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Research/Evidence-Based-Practice,  
<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>

PMSD will operate after-school programs with transportation provided, in all six schools Monday-Thursday for 1.5 hours each day to address any learning loss or learning gaps that might be associated with poor attendance in the prior year, online learning that did not meet the needs of the child, or gaps in education. Students are selected for intervention who is below the 20th percentile in reading and/or mathematics assessments (I-Sip, NWEA-MAP, WIDA-ACCESS, or NM-MSSA. Students scoring less than the 50th percentile in either subject will be strongly encouraged to attend. The primary focus for students in grades K-8 will be Reading/Language Arts and Mathematics. Portales High School will provide services in

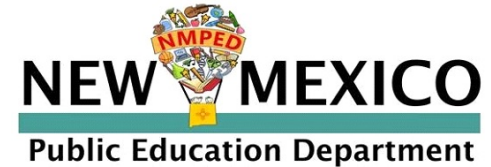
already employees four (4) social workers who are dedicated to Special Education and their roles with non-Special Education students are limited. Therefore, current social workers will continue to work with Special Education students and families and will provide support when needed and is appropriate to the three (3) new social workers. (<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>

PMSD will operate after-school programs in all six schools Monday-Thursday for 1.5 hours each day to address any learning loss or learning gaps that might be associated with poor attendance in the prior year, online learning that did not meet the needs of the child, if a student scored below the 20

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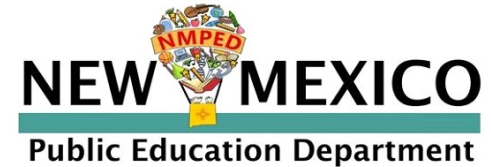
Language Arts and Mathematics, and also any other core or credit classes that will help ensure a student either recovers credit or maintains the ability to pass the class and receive credit. Each grade level will also offer at least one program to involve students who are at or above grade level and can benefit from an accelerated program, mainly in mathematics and science. The intent of the after-school program is not to simply be a tutoring session, but will involve additional instruction needed to help ensure students have an understanding of the subject and are able to successfully complete assignments. The design of the after-school program will reference the What Works C The design of the after-school and summer programs will reference the What Works Clearinghouse (WWC) practice guide Structuring Out-of-School Time to Improve Academic Achievement

percentile in reading and or math assessments (I-Sip, NWEA-MAP, WIDA-ACCESS, NM-MSSA or gaps in education. Bus transportation will be provided. The primary focus for students in grades K-8 will be Reading/Language Arts and Mathematics. Portales High School will provide services in Language Arts and Mathematics, and also any other core or credit classes that will help ensure a student either recovers credit or maintains the ability to pass the class and receive credit. Each grade level will also offer at least one program to involve students who are at or above grade level and can benefit from an accelerated program, mainly in mathematics and science. The intent of the after-school program is not to simply be a tutoring

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[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost\\_pg\\_072109.pdf#page=30](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30)

1. Use formal and informal assessment data to inform academic instruction.
2. Use one-on-one tutoring if possible; otherwise, break students into small groups.
3. Provide professional development and ongoing instructional support to all instructors.

After-school curriculum in grades K-6 will be a blend of current state adopted materials and STEAM resource to support differentiation and scaffolding based upon formal and informal assessments:

Zearn:

<https://edreports.org/reports/overview/zean-2018>

Eureka:

<https://edreports.org/reports/overview/eureka-math-2013-2014>

Learning A-Z:

<https://www.learninga->

session, but will involve additional instruction needed to help ensure students have an understanding of the subject and are able to successfully complete assignments. The design of the after-school program will reference the What Works Clearinghouse (WWC) practice guide Structuring Out-of-School Time to Improve Academic Achievement

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost\\_pg\\_072109.pdf#page=30](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30)

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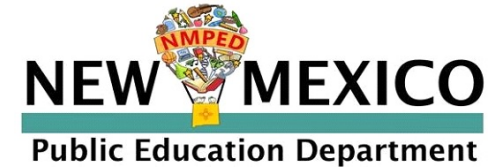
After-school curriculum in



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z.com/site/resources/research-and-efficacy

Newsela:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/19>

Istation Interactive Program:

<https://www.istation.com/Studies> --

<https://link.springer.com/article/10.1007/s11423-016-9499-5>

Instructional Conversations and Literature Logs:

<https://ies.ed.gov/ncee/wwc/Intervention/245>

Institute of Arts Integration and STEAM:

<https://artsintegration.com/american-rescue-plan-funding/>

Grades 7-12 will use current state adopted materials and curriculum for the specific classes taught. Since the intention of the after-school instruction is to close any learning gaps associated with the loss of school time, much of the instruction will be a continuation of the school day

grades K-6 will be a blend of current state adopted materials and STEAM resource to support differentiation and scaffolding based upon formal and informal assessments:

Zearn:

<https://edreports.org/reports/overview/zearn-2018>

Eureka:

<https://edreports.org/reports/overview/eureka-math-2013-2014>

Learning A-Z:

<https://www.learninga-z.com/site/resources/research-and-efficacy>

Newsela:

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Istation Interactive

Program:

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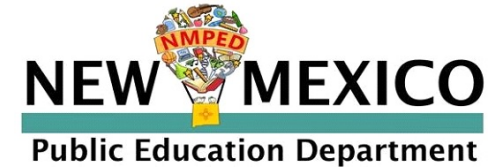
<https://link.springer.com/article/10.1007/s11423-016-9499-5>

Instructional

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instructional program. When appropriate, instruction will be differentiated from the current curriculum with additional resources as needed to meet the structure of Out-of-School Time to Improve Academic Achievement as mentioned above.

Carnegie:  
<https://edreports.org/reports/overview/carnegie-learning-math-solution-2018>

MyPerspectives:  
<https://edreports.org/reports/overview/myperspectives-2017>

Newsela:  
<https://ies.ed.gov/ncee/wwc/PracticeGuide/19>

Teaching Secondary Students to Write Effectively:

<https://ies.ed.gov/ncee/wwc/practiceguide/22>

Khan Academy:  
<https://www.khanacademy.org/about/impact>

PMSD will operate an extended school year or “summer school”

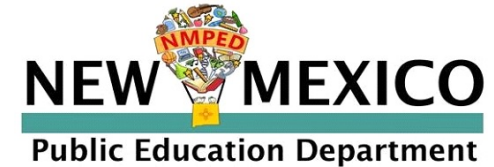
Conversations and Literature Logs:  
<https://ies.ed.gov/ncee/wwc/Intervention/245>  
Institute of Arts Integration and STEAM:  
<https://artsintegration.com/american-rescue-plan-funding/>

Grades 7-12 will use current state adopted materials and curriculum for the specific classes taught. Since the intention of the after-school instruction is to close any learning gaps associated with the loss of school time, much of the instruction will be a continuation of the school day instructional program. When appropriate, instruction will be differentiated from the current curriculum with additional resources as needed to meet the

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for grades K-12. Incoming grades 8-12 will participate in summer school that begins approximately one week after the end of the regular school year and run for six (6) weeks, Monday through Thursday, four (4) hours each day. Incoming grades 8 & 9 will be provided instruction in mathematics and Language Arts through the Edgenuity platform. Students who were in grades 9-12 will be provided courses needed to recover credit from the previous year(s) to attempt to get them on track for their cohort graduation date. Edgenuity will be the platform. Edgenuity is accredited by Cognia, the NCA CASI, SACS CASI, and NWAC.  
<https://www.edgenuity.com/about-edgenuity/accreditation/>  
<https://www.edgenuity.com/results-from-online-learning/>  
These students must attend class in person, but will have the ability to work on course work from home to accelerate completion of the course.

structure of Out-of-School Time to Improve Academic Achievement as mentioned above.

Carnegie:  
<https://edreports.org/reports/overview/carnegie-learning-math-solution-2018>  
MyPerspectives:  
<https://edreports.org/reports/overview/myperspectives-2017>  
Newsela:  
<https://ies.ed.gov/ncee/wc/PracticeGuide/19>  
Teaching Secondary Students to Write Effectively:

<https://ies.ed.gov/ncee/wc/practiceguide/22>  
Khan Academy:  
<https://www.khanacademy.org/about/impact>

PMSD will operate an extended school year or “summer school” for grades K-12. Incoming

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Highly qualified teachers and an administrator will be hired to work with and support students with the courses. Up to five (5) teachers and one (1) Special Education teacher will be hired. Teachers will provide additional instruction when needed, tutoring, and other supports as needed to help ensure successful completion of courses. Breakfast and lunch will be available for students through the La Casa Summer Meal program who deliver meals to the schools. Bus transportation will be provided for all students to and from school during the summer school session.

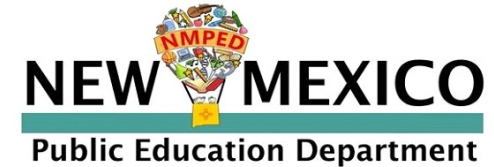
At least two teachers per grade level and one administrator will be hired to teach summer school classes for students in upcoming grades 1-7 (K-6). Teachers will provide instruction live in classrooms and the classes will run four (4) hours each day Monday through Thursday. Summer

grades 8-12 will participate in summer school that begins approximately one week after the end of the regular school year and run for six (6) weeks, Monday through Thursday, four (4) hours each day. Incoming grades 8 & 9 will be provided instruction in mathematics and Language Arts through the Edgenuity platform. Students who were in grades 9-12 will be provided courses needed to recover credit from the previous year(s) to attempt to get them on track for their cohort graduation date. Edgenuity will be the platform. Edgenuity is accredited by Cognia, the NCA CASI, SACS CASI, and NWAC. <https://www.edgenuity.com/about-edgenuity/accreditation/> <https://www.edgenuity.com/results-from-online-learning/> These students must attend class in

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school for these grades will begin the last week of June and run six (6) weeks. Teachers will use a combination of their regular state adopted curriculum blended with resources and curriculum from the Institute for Arts Integration and STEAM. Any student who is below the 20th percentile in Reading and/or Mathematics assessments (I-Sip, NWEA-MAP, WIDA Access, or NM-MSSA) will have the option to attend summer school, be retained, or sign a retention waiver to move to the next grade level. Parents of these students will be notified prior to the beginning of the second semester. Parent meetings with students in jeopardy will be held at that time and at the end of the school year for recommendations regarding the summer school option. Students scoring less than the 50th percentile in either subject will be strongly encouraged to attend. Any student, whose parents feel that the summer

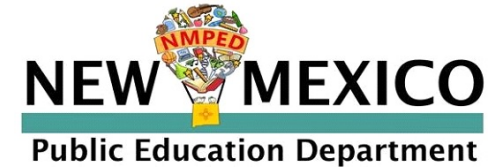
person, but will have the ability to work on course work from home to accelerate completion of the course. Highly qualified teachers and an administrator will be hired to work with and support students with the courses. Up to five (5) teachers and one (1) Special Education teacher will be hired. Teachers will provide additional instruction when needed, tutoring, and other supports as needed to help ensure successful completion of courses. Breakfast and lunch will be available for students through the La Casa Summer Meal program who deliver meals to the schools. Bus transportation will be provided for all students to and from school during the summer school session.

At least two teachers per grade level and one

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program will be of benefit to that student may attend the summer school program. The District plans to offer enrichment STEAM classes for higher achieving students should they so desire.

Zearn:

<https://edreports.org/reports/overview/zearn-2018>

Eureka:

<https://edreports.org/reports/overview/eureka-math-2013-2014>

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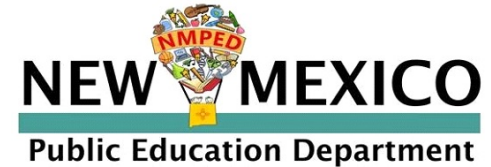
<https://ies.ed.gov/ncee/wwc/Intervention/245>

administrator will be hired to teach summer school classes for students in upcoming grades 1-7 (K-6). Teachers will provide instruction live in classrooms and the classes will run four (4) hours each day Monday through Thursday. Summer school for these grades will begin the last week of June and run six (6) weeks. Teachers will use a combination of their regular state adopted curriculum blended with resources and curriculum from the Institute for Arts Integration and STEAM. Any student who is below the 20th percentile in Reading and/or Mathematics assessments (I-Sip, NWEA-MAP, WIDA Access, or NM-MSSA) will have the option to attend summer school, be retained, or sign a retention waiver to move to the next grade level. Parents of these students

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Institute of Arts Integration and STEAM:  
<https://artsintegration.com/american-rescue-plan-funding/>

Bus transportation will be available for all students. Breakfast and lunch will be provided by the La Casa Summer Meal program who will deliver the meals to the school.

The District will use ARP funds for both of the programs to include Special Education teachers for the high school and elementary summer school programs. A nurse is also provided and on duty for each summer school program.

Although not funded through the ARP funds, Portales Junior High School also provides a four (4) week summer ESL program, four (4) hours each day for EL students for students in 7th and 8th grade of the previous school year.

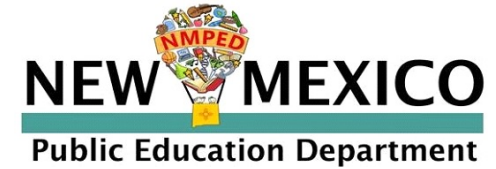
will be notified prior to the beginning of the second semester. Parent meetings with students in jeopardy will be held at that time and at the end of the school year for recommendations regarding the summer school option. Students scoring less than the 50th percentile in either subject will be strongly encouraged to attend. Any student, whose parents feel that the summer program will be of benefit to that student may attend the summer school program. The District plans to offer enrichment STEAM classes for higher achieving students should they so desire.

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Eureka:  
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<https://www.learninga-z.com/site/resources/research-and-efficacy>  
Newsela:  
<https://ies.ed.gov/ncee/wc/PracticeGuide/19>  
Istation Interactive Program:  
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<https://link.springer.com/article/10.1007/s11423-016-9499-5>  
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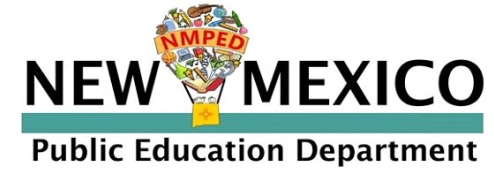
Bus transportation will be available for all students. Breakfast and lunch will be provided by the La Casa Summer Meal program



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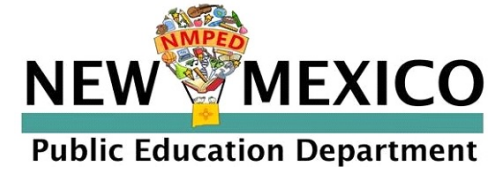


			<p>who will deliver the meals to the school.</p> <p>The District will use ARP funds for both of the programs to include Special Education teachers for the high school and elementary summer school programs. A nurse is also provided and on duty for each summer school program.</p> <p>Although not funded through the ARP funds, Portales Junior High School also provides a four (4) week summer ESL program, four (4) hours each day for EL students for students in 7th and 8th grade of the previous school year.</p>	
Activities to address the Social Emotional Needs of all students	Yes	204,730.96	Yes	102,365.48
Activities to address the Academic Needs of all students	Yes	826,883.91	Yes	413,441.95
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

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Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
<b>Sub Totals</b>		<b>1,031,614.87</b>		<b>515,807.43</b>

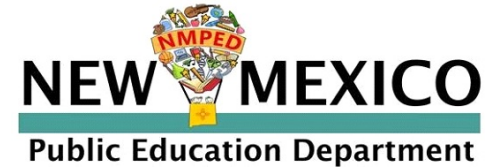
## Additional Reserve Funds (Optional)

	<p>Narrative Response Directions:</p> <p>-Please be specific to how these funds will meet the needs of underrepresented student groups.</p> <p>Narrative1:</p>	<p>Narrative Response Directions:</p> <p>-Please be specific to how these funds will meet the needs of underrepresented student groups.</p>
Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs	Portales Municipal School District will identify the needs and the strategies that will be used to address the needs through the use of school community input. Open forums will be held	Portales Municipal School District will identify the needs and the strategies that will be used to address the needs through the use of school community input. Open

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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).

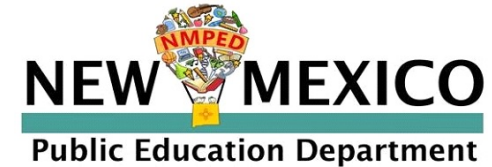
every six months for staff and the community to attend and share needs to be addressed through funding. The school will all open this conversation with the administrative team and instructional council teacher leaders each month to allow for fluid feedback and adjustment. Once the need has been determined, school leadership teams and district leadership teams will identify, examine, and select the evidence-based interventions/instructional practices that best fit the culture of the district and schools. These interventions/instructional practices will be researched and determined utilizing national databases for evidence-based interventions and instructional practices. Evidence-based interventions and instructional practices will be implemented and administration at each school will monitor the effective implementation and utilize benchmark achievement assessments, staff and community surveys, and attendance rates to determine effectiveness. If the data indicates the need for revision to the plan, the identification for need will cycle to the beginning of the process to develop a solution or revision. As described in Section I, Reserve Funds, Activities to address the Academic Needs of All Students, additional ARP funding will be added to the Summer School and After-School program for students scoring below the 20th percentile in reading and/or math

forums will be held every six months for staff and the community to attend and share needs to be addressed through funding. The school will all open this conversation with the administrative team and instructional council teacher leaders each month to allow for fluid feedback and adjustment. Once the need has been determined, school leadership teams and district leadership teams will identify, examine, and select the evidence-based interventions/instructional practices that best fit the culture of the district and schools. These interventions/instructional practices will be researched and determined utilizing national databases for evidence-based interventions and instructional practices. Evidence-based interventions and instructional practices will be implemented and administration at each school will monitor the effective implementation and utilize benchmark achievement assessments, staff and community surveys, and attendance rates to determine effectiveness. If the data indicates the need for revision to the plan, the identification for need will cycle to the beginning of the process to develop a solution or revision. As described in Section I, Reserve Funds, Activities to address the Academic Needs of All

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assessments as measured in I-Sip, NWEA-MAP, WIDA-ACCESS, or NM-MSSA to insure continuance of the After-School and Summer programs through the summer of 2024. Transportation will be provided for students in the afterschool program and summer school. Students scoring less than the 50 percentile in reading and/or math will be encouraged to attend (see narrative in section 1 for complete description. This is a continuation of funds used in that section.) and to fund the social workers described in Section 1 along with tutors who will be used to help in classrooms.

These funds will be used to fully fund social workers over three (3) years (Section 1) and to hire an elementary school counselor to address the social-emotional needs of all students. (<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>) The social workers and counselor will provide mental health and counseling services to students and families as appropriate per their licensure and scope of work. The new social workers' main function will be to address needs of students who are not identified as Special Education students. The new social workers and counselor will provide services to meet the Social/Emotional Learning needs of students. Each social worker will be assigned to work two campuses in the District. The District

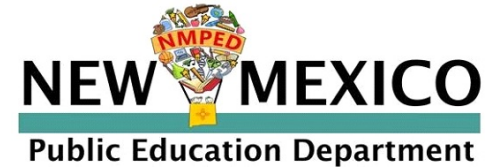
Students, additional ARP funding will be added to the Summer School and After-School program for students scoring below the 20 percentile in reading and or mathematics assessments (I-Sip, NWEA-MAP, WIDA-ACCESS, or NM-MSSA. Students scoring less than 50 percentile in reading and or math will be strongly encouraged to attend to insure continuance of the After-School and Summer programs through the summer of 2024 (see narrative in section 1 for complete description. Transportation will be provided. This is a continuation of funds used in that section.) and to fund the social workers described in Section 1 along with tutors who will be used to help in classrooms.

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already employees four (4) social workers who are dedicated to Special Education and their roles with non-Special Education students are limited. Therefore, current social workers will continue to work with Special Education students and families and will provide support when needed and is appropriate to the three (3) new social workers.

Currently the District employees seven (7) counselors, three (3) at Portales High School, and one (1) each at Portales Junior High School, Lindsey-Steiner Elementary, and Valencia Elementary and one (1) that is shared between James Elementary and Brown Early Childhood Center. The District intends to hire an additional counselor so that one (1) may be assigned to James Elementary and another at Brown Early Childhood Center. The new counselor, along with current counselors, will provide services as described above and in the Junior High and High School provide academic counseling as well.

Funds will be used to pay the salaries, benefits, travel stipends, phone stipends, office supplies, office furniture, and therapy materials/manipulatives of these new staff members as described above.

The District uses researched based SEL

workers and counselor will provide services to meet the Social/Emotional Learning needs of students. Each social worker will be assigned to work two campuses in the District. The District already employees four (4) social workers who are dedicated to Special Education and their roles with non-Special Education students are limited. Therefore, current social workers will continue to work with Special Education students and families and will provide support when needed and is appropriate to the three (3) new social workers.

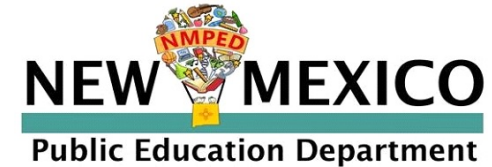
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Funds will be used to pay the salaries,

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programming that include Why Try, Second Step, and Signs of Suicide, Cognitive Behavior Therapy, Zones of Regulation, and CPI. The new social workers and counselor will receive training with these programs. The District also partners with Arise Sexual Assault Services who provide curriculum and educational opportunities to District students and staff. The District will use funding from the “Response Efforts-Allowable Activates Section 4, Providing mental health services and supports” to support costs of any new programs that might be appropriate or to pay for continuing licenses and updated materials needed for the current SEL programming.

Why Try- <https://whytry.org/research/>  
Second Step- <https://www.secondstep.org/research>  
Sandy Hook Promise: Signs of Suicide- <https://www.sandyhookpromise.org/our-programs/program-overview/>  
The Zones of Regulation- <https://zonesofregulation.com/research--evidence-base.html>  
Crisis Prevention Institute (CPI)- <https://www.crisisprevention.com/Industries/Education-Professionals>  
<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>

benefits, travel stipends, phone stipends, office supplies, office furniture, and therapy materials/manipulatives of these new staff members as described above.

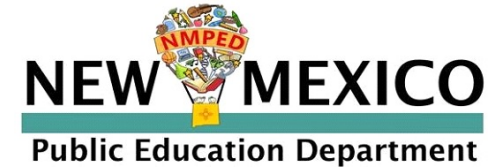
The District uses researched based SEL programming that include Why Try, Second Step, and Signs of Suicide, Cognitive Behavior Therapy, Zones of Regulation, and CPI. The new social workers and counselor will receive training with these programs. The District also partners with Arise Sexual Assault Services who provide curriculum and educational opportunities to District students and staff. The District will use funding from the “Response Efforts-Allowable Activates Section 4, Providing mental health services and supports” to support costs of any new programs that might be appropriate or to pay for continuing licenses and updated materials needed for the current SEL programming.

Why Try- <https://whytry.org/research/>  
Second Step- <https://www.secondstep.org/research>  
Sandy Hook Promise: Signs of Suicide- <https://www.sandyhookpromise.org/our-programs/program-overview/>  
The Zones of Regulation- <https://zonesofregulation.com/research-->

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The District is working with ENMU-Portales to hire college students to tutor students in the schools. Preferably the college students will be education students, however, that will not be a prerequisite to the tutoring positions. However, college students will need to be working on or have sufficient course work in the discipline in which they will be used to tutor. In elementary schools, college students will be used to tutor students in the areas of mathematics and reading. In secondary, the focus will be college students who can assist secondary students in mathematics, though, Language Arts and Science tutors will also be accepted. The intent of this program will be to place these tutors in classrooms where they will be under the supervision of the classroom teacher and they will work with students individually or in small groups to help them complete assignments, learn the material, and be successful in the class. Student tutors will be assigned to the same teacher(s) throughout the semester or school year.

evidence-base.html  
Crisis Prevention Institute (CPI)-  
<https://www.crisisprevention.com/Industries/Education-Professionals>

The District is working with ENMU-Portales to hire college students to tutor students in the schools. Preferably the college students will be education students, however, that will not be a prerequisite to the tutoring positions. However, college students will need to be working on or have sufficient course work in the discipline in which they will be used to tutor. In elementary schools, college students will be used to tutor students in the areas of mathematics and reading. In secondary, the focus will be college students who can assist secondary students in mathematics, though, Language Arts and Science tutors will also be accepted. The intent of this program will be to place these tutors in classrooms where they will be under the supervision of the classroom teacher and they will work with students individually or in small groups to help them complete assignments, learn the material, and be successful in the class. Student tutors will be assigned to the same teacher(s) throughout the semester or school year.

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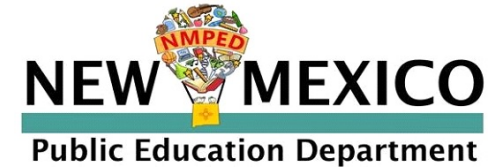
Activities to address the Social Emotional Needs of all students	Yes	633,753.09	Yes	316,876.54
Activities to address the Academic Needs of all students	Yes	595,436.74	Yes	297,718.36
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No		No	
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
<b>Sub Totals</b>		<b>1,229,189.83</b>		<b>614,594.90</b>



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## Activities to Address Needs

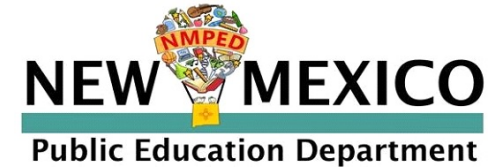
**Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.**

Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.	<b>2/3 Amount Allocations</b>		<b>1/3 Amount Allocations</b>	
	<b>Narrative</b>	<b>Amount</b>	<b>Narrative</b>	<b>Amount</b>
Elementary and Secondary Education Act (ESEA)		0.00		0.00
Individuals with Disabilities Education Act (IDEA)		0.00		0.00
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	The District is a member of a consortium with Clovis Community College with a Carl D. Perkins grant. This grant assists the district with many CTE options to include equipment. However, the District will use ARP funding to start a paid internship program with community businesses. The intent of the	146,404.00	The District is a member of a consortium with Clovis Community College with a Carl D. Perkins grant. This grant assists the district with many CTE options to include equipment. However, the District will use ARP funding to start a paid internship program with community businesses. The intent of the	73,202.00

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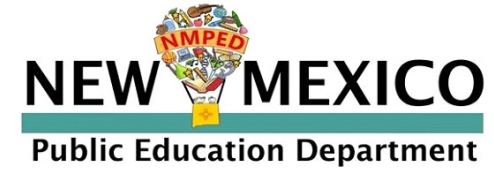


<p>program will be to allow students to work as an intern at a community business to gain experience in the business as well as high school credit for the experience. The internship program will be coupled with a one semester class that will teach students the needed soft-skills that are required by employers. The class will also include Financial Literacy elements to ensure students have the necessary skills and education to go directly to work after graduation. The focus of this program will be for students in their senior year of high school, but could involve students in their junior year if adequate funding is available. The funds allocated here will be used to pay these students for their hours worked as an intern as well as SSI costs to the District. It is anticipated that current funds will allow for 10 students to be take advantage of the program for the year with 20 hours of work or 20 students with 10 hours of work each week for 30 weeks at a wage rate of \$10.50 per hour in 2021-2022, \$11.50 per hour in 2022-2023, and \$12.00 per hour in 2023-2024. The District will have MOUs in place with any business who agrees to accept interns.</p>			<p>program will be to allow students to work as an intern at a community business to gain experience in the business as well as high school credit for the experience. The internship program will be coupled with a one semester class that will teach students the needed soft-skills that are required by employers. The class will also include Financial Literacy elements to ensure students have the necessary skills and education to go directly to work after graduation. The focus of this program will be for students in their senior year of high school, but could involve students in their junior year if adequate funding is available. The funds allocated here will be used to pay these students for their hours worked as an intern as well as SSI costs to the District. It is anticipated that current funds will allow for 10 students to be take advantage of the program for the year with 20 hours of work or 20 students with 10 hours of work each week for 30 weeks at a wage rate of \$10.50 per hour in 2021-2022, \$11.50 per hour in 2022-2023, and \$12.00 per hour in 2023-2024. The District will have MOUs in place with any business who agrees to accept interns.</p>	
		<b>146,404.00</b>		<b>73,202.00</b>

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## Response Efforts - COVID 19

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

### ARP ESSER 2/3

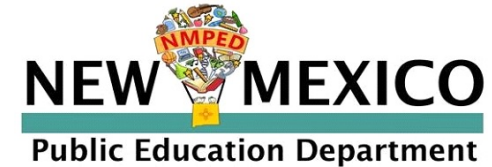
### ARP ESSER 1/3

	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases		0.00		0.00

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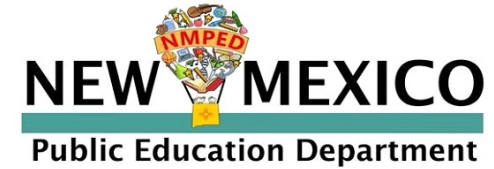


Purchasing supplies to sanitize and clean the LEA's facilities	<p>The District has an annual contract with Brady Industries to supply the day to day cleaning supplies, rubber gloves, mops, paper towels, hand soap, etc. However, the District will budget additional funding to this area. This will include any additional cleaners above the contracted amount for sanitizing desks, computers, Chromebooks, water fountains, carpets, floors, fixtures, etc. for deep cleans. These funds will also be used to purchase any needed sanitizing wipes and chemicals that are provided to teachers and others for individual cleaning of supplies, desks, or other materials or equipment used throughout the day that require more timely cleaning. The District also uses Clorox360 sanitizer for deep cleans and sanitizing on a weekly basis in all buildings across the District. Clorox360 is also used to sanitize individual classrooms or other areas where a known positive case has been identified. Funding will be used to maintain a supply of Clorox360 and to replace or repair any machines used for this product or for additional machines should they become necessary.</p>	100,000.00	<p>The District has an annual contract with Brady Industries to supply the day to day cleaning supplies, rubber gloves, mops, paper towels, hand soap, etc. However, the District will budget additional funding to this area. This will include any additional cleaners above the contracted amount for sanitizing desks, computers, Chromebooks, water fountains, carpets, floors, fixtures, etc. for deep cleans. These funds will also be used to purchase any needed sanitizing wipes and chemicals that are provided to teachers and others for individual cleaning of supplies, desks, or other materials or equipment used throughout the day that require more timely cleaning. The District also uses Clorox360 sanitizer for deep cleans and sanitizing on a weekly basis in all buildings across the District. Clorox360 is also used to sanitize individual classrooms or other areas where a known positive case has been identified. Funding will be used to maintain a supply of Clorox360 and to replace or repair any machines used for this product or for additional machines should they become necessary.</p>	50,000.00
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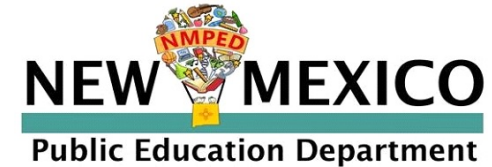


Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards		0.00		0.00
Improving indoor air quality	The District replaced all HVAC systems with units that support MERV 13 filters. ARP funds will be used to replace any older MERV 13 units that may need to be replaced due to mechanical malfunction and to repair units as needed. The remaining Funds will be used to replace MERV 13 filters quarterly.	80,000.00	The District replaced all HVAC systems with units that support MERV 13 filters. ARP funds will be used to replace any older MERV 13 units that may need to be replaced due to mechanical malfunction and to repair units as needed. The remaining Funds will be used to replace MERV 13 filters quarterly.	40,000.00

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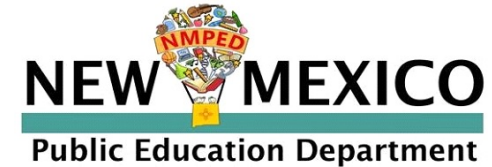


Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth	Since the return of students for the 2022 school year, teachers and counselors have noticed a greater number of students in need of clothing, shoes, and personal hygiene supplies. In order to assist children from low-income families and those possibly experiencing homelessness, the District will expand services to these students by creating a central location to accept and store donations of clothing and shoes. The District will purchase clothing racks and cabinets from these funds to store these items. If necessary, the District will purchase individual items of clothing as needed to ensure that any student in need will have access to clothing or shoes that will fit. The District will also purchase and create personal hygiene bags to include common hygiene items such as shampoo, conditioner, deodorant, toothbrushes, toothpaste, body soap, feminine hygiene products, etc. Hygiene bags will be created with age appropriate items and stored at each school for distribution as needed.	10,666.67	Since the return of students for the 2022 school year, teachers and counselors have noticed a greater number of students in need of clothing, shoes, and personal hygiene supplies. In order to assist children from low-income families and those possibly experiencing homelessness, the District will expand services to these students by creating a central location to accept and store donations of clothing and shoes. The District will purchase clothing racks and cabinets from these funds to store these items. If necessary, the District will purchase individual items of clothing as needed to ensure that any student in need will have access to clothing or shoes that will fit. The District will also purchase and create personal hygiene bags to include common hygiene items such as shampoo, conditioner, deodorant, toothbrushes, toothpaste, body soap, feminine hygiene products, etc. Hygiene bags will be created with age appropriate items and stored at each school for distribution as needed.	5,333.33
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00

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Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	Funding will be utilized to cover extraordinary costs for providing meals to students if a shut-down should occur or if the schools must go into a hybrid model of education. These costs include, but are not limited to additional supplies, bags, utensils, equipment, that might be needed to package and serve grab-and-go meals. In addition, should meals need to be served on a weekday when students are not normally present such as scheduled parent/teacher conferences or teacher workdays and meals are served, funds would be used to pay overtime compensation to food services staff for preparation and serving of meals. In the past, the District has provided meal delivery to students who were unable to travel to the meal pick-up sites. The School Bus Contractor would do this again for the District, however, if additional transportation were needed or additional personnel were needed, these funds would be used to pay those additional transportation and employee costs.	20,000.00	Funding will be utilized to cover extraordinary costs for providing meals to students if a shut-down should occur or if the schools must go into a hybrid model of education. These costs include, but are not limited to additional supplies, bags, utensils, equipment, that might be needed to package and serve grab-and-go meals. In addition, should meals need to be served on a weekday when students are not normally present such as scheduled parent/teacher conferences or teacher workdays and meals are served, funds would be used to pay overtime compensation to food services staff for preparation and serving of meals. In the past, the District has provided meal delivery to students who were unable to travel to the meal pick-up sites. The School Bus Contractor would do this again for the District, however, if additional transportation were needed or additional personnel were needed, these funds would be used to pay those additional transportation and employee costs.	10,000.00
Purchasing educational technology (including hardware, software, connectivity, assistive technology, and	The District will purchase at least 600 Chromebook devices over the life of this grant. These devices will be purchased	524,662.66	The District will purchase at least 600 Chromebook devices over the life of this grant. These devices will be	262,331.34

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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](#))

to ensure 1:1 devices throughout the District should a shut-down occur. They will also replace broken or damaged devices and devices that are obsolete. This will also provide the District with additional Chromebooks that can be checked out to students who are unable to afford purchasing a device for home use. The District has applied for the USAC Emergency Connectivity Fund that would provide devices for home use. However, should the District not receive these funds for devices and connectivity, additional devices will be on hand to meet the same purpose. The District has purchased 260 AT&T hotspots for student and teacher use. They were used during the 2020-2021 school year with great success and proved to be reliable for the downloading and uploading of assignments, streaming instructional videos, and participating in video conferencing. If needed, during a shutdown, the District would use these funds to purchase more hotspots. These funds will also be used to pay the monthly service fees for the hotspots. In instances where a family may be able to be connected to fiber within the District, the District may opt to pay the

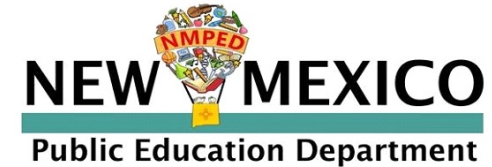
purchased to ensure 1:1 devices throughout the District should a shut-down occur. They will also replace broken or damaged devices and devices that are obsolete. This will also provide the District with additional Chromebooks that can be checked out to students who are unable to afford purchasing a device for home use. The District has applied for the USAC Emergency Connectivity Fund that would provide devices for home use. However, should the District not receive these funds for devices and connectivity, additional devices will be on hand to meet the same purpose. The District has purchased 260 AT&T hotspots for student and teacher use. They were used during the 2020-2021 school year with great success and proved to be reliable for the downloading and uploading of assignments, streaming instructional videos, and participating in video conferencing. If needed, during a shutdown, the District would use these funds to purchase more hotspots. These funds will also be used to pay the monthly service fees for the hotspots. In instances where a family may be able to be connected to



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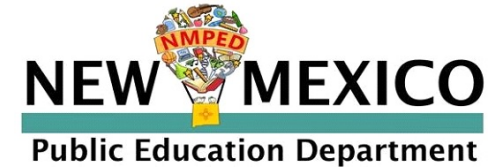


	<p>connection and/or service fees for low income families to ensure internet connectivity if that appears to be the better option.</p> <p>The District will purchase desktop computers and monitors with cameras for teachers to use in classrooms to ensure connectivity, storage, and speed to run programs for virtual learning. Computers can also be accessed for use with District programs and network and can be used for uploading of student assignments as necessary along with virtual lessons, streaming video, and video conferencing with students and parents.</p>		<p>fiber within the District, the District may opt to pay the connection and/or service fees for low income families to ensure internet connectivity if that appears to be the better option.</p> <p>The District will purchase desktop computers and monitors with cameras for teachers to use in classrooms to ensure connectivity, storage, and speed to run programs for virtual learning. Computers can also be accessed for use with District programs and network and can be used for uploading of student assignments as necessary along with virtual lessons, streaming video, and video conferencing with students and parents.</p>	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	The District will utilize the funds to provide evidence based materials and training for mental health professionals within the District to include social workers, counselors, nurses, and psychologist. This funding will also be used to provide additional mental health and Social Emotional Learning training to school staff to include teachers, educational assistants, ancillary staff, and other who might	38,695.85	The District will utilize the funds to provide evidence based materials and training for mental health professionals within the District to include social workers, counselors, nurses, and psychologist. This funding will also be used to provide additional mental health and Social Emotional Learning training to school staff to include teachers, educational assistants, ancillary staff, and other	19,347.92

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PORTALES MUNICIPAL SCHOOLS

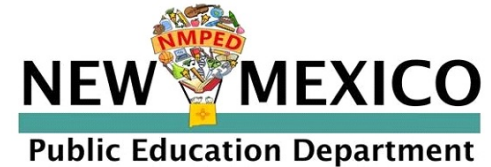


	<p>benefit from the training to work with students. Training may include travel to state or regional conferences or trainings, on-line training, or other types of training that might be appropriate. This funding will be used to purchase any additional programs or materials that might assist staff with social-emotional education and/or to pay for licensing or continued licensing of programs used by District staff to treat or educate students with SEL issues.</p> <p>If needed, this funding will also be used to assist in, or pay service fees for referrals of students to local or regional mental health resources if deemed appropriate by a school social worker or psychologist. This may include referrals to the local Mental Health Resources facility, an out of school psychologist or psychiatrist, or an out of school counselor.</p>		<p>who might benefit from the training to work with students. Training may include travel to state or regional conferences or trainings, on-line training, or other types of training that might be appropriate. This funding will be used to purchase any additional programs or materials that might assist staff with social-emotional education and/or to pay for licensing or continued licensing of programs used by District staff to treat or educate students with SEL issues.</p> <p>If needed, this funding will also be used to assist in, or pay service fees for referrals of students to local or regional mental health resources if deemed appropriate by a school social worker or psychologist. This may include referrals to the local Mental Health Resources facility, an out of school psychologist or psychiatrist, or an out of school counselor.</p>	
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	The District will use these funds for	1,814,124.68	The District will use these funds for	907,062.36

# ARP Grant Application

2021-2022

PORTALES MUNICIPAL SCHOOLS



maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff

various needs and activities. Additional personnel will be hired; however, the District chose to put some of these personnel in other areas of the application as noted in the narratives. An additional instructional coordinator/educational coach will be hired. The person in this position will assist the current District Literacy Coach and Curriculum Coordinator with MLSS, NMDASH, and ARP administrative oversight. The instructional coordinator/coach will also work with district staff to provide additional training and assistance with the teaching of mathematics.

The District intends to hire up to five (5) additional teachers to help reduce class sizes where appropriate, push-in to classrooms to assist the regular classroom teacher with interventions or enrichments to help create small groups for instruction, or as reading or mathematics interventionists who will work with individuals or small groups to provide appropriate reading or mathematics interventions. One of these teachers may be a certified librarian for the elementary schools who would assist with the literacy initiative

various needs and activities. Additional personnel will be hired; however, the District chose to put some of these personnel in other areas of the application as noted in the narratives. An additional instructional coordinator/educational coach will be hired. The person in this position will assist the current District Literacy Coach and Curriculum Coordinator with MLSS, NMDASH, and ARP administrative oversight. The instructional coordinator/coach will also work with district staff to provide additional training and assistance with the teaching of mathematics.

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# ARP Grant Application

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within the District. Salaries, benefits, and classroom furniture will be paid through this fund.

In order to be in compliance with HB2 and Emergency Family Medical Leave for staff who are found positive with COVID-19 or are quarantined or isolated or who must care for family members who are positive for COVID-19 and cannot work, funds will be used to pay substitutes for employees while away from work for COVID-19 related incidences. Funds will also be used to pay substitutes when teachers are unable to come to work due to a COVID-19 incident, but are able to video conference with their classes from home to teach lessons, communicate with their classes, and communicate with the substitute who will be on-site to monitor the classes, provide assignments, and complete general teacher administrative duties that the teacher cannot do from home.

In case of a school closure, to ensure that any needed education packets, course work, assignments, and letters can adequately be copied for distribution to students, the District will

initiative within the District. Salaries, benefits, and classroom furniture will be paid through this fund.

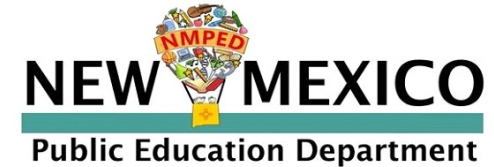
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# ARP Grant Application

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purchase copy machines and printers that are compatible with the District network and computers. With closure, comes a great deal of correspondence that must be mailed to families with information, progress reports, report cards, etc. The District will use this funding to purchase additional postage for such correspondence.

The District will use funds from this item to purchase and maintain Personal Protective Equipment (PPE) for staff and students. This will include additional cloth masks, disposable masks, face shields, gowns, rubber gloves, N-95 respirator filters, and any other necessary items that might be needed to maintain the safety of staff and students.

Funds will be used to pay any required overtime to custodial staff throughout the District so that the District can ensure that every building is deep cleaned at least once weekly. Since students are present during the day, custodians will deep clean weekly and sanitize using Clorox360 after students and staff have left the buildings. This will also pay overtime for custodians

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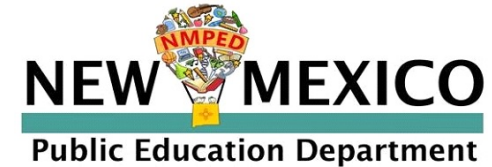
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# ARP Grant Application

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who must deep clean rooms and other areas where a positive case of COVID-19 might have been present.

To ensure the safety of student on campuses and allow for immediate communication between staff or staff and administration, or administration and local police and ambulance, the District will purchase more handheld radios so that every teacher will have access to a handheld radio.

It was found during the last school closure that transporting technology equipment, Chromebooks, computers, etc. was a major undertaking. The District did not have adequate transportation for these needs. Therefore, the District intends to purchase a van for the technology department. This van will be equipped and allow for better transportation of devices and equipment to schools, to the technology repair facility, and to homes when necessary. The van will be purchased under State Contract pricing.

Any additional curriculum or educational programming that might be needed to better serve teachers,

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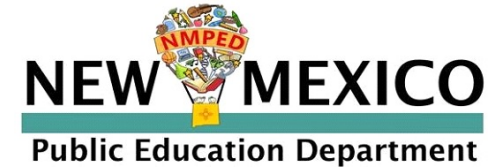
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# ARP Grant Application

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ancillary staff, and students in a remote environment will be purchased using these funds. This could include the purchase of an interactive internet or phone platform that allows for increased communications between teachers and students and parents and all staff throughout the District with a program such as Remind. Additional communication with the community could also include three digital marquees to be installed at schools who do not have this communication capability at this time, to include electrical and concrete work. This will provide updated messages and information for parents and the community should the need arise. A new Tricaster video mixer will be purchased for the media arts classes. This equipment is used to broadcast school events as live-streams on the District's website. The District live-streams games, students events, and other activities that allows the public to view these events from home and helps to prevent large number of people having a need to attend many activities in person.

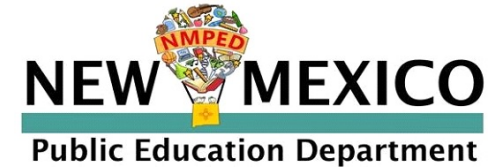
The District will hire an additional Family

Any additional curriculum or educational programming that might be needed to better serve teachers, ancillary staff, and students in a remote environment will be purchased using these funds. This could include the purchase of an interactive internet or phone platform that allows for increased communications between teachers and students and parents and all staff throughout the District with a program such as Remind. Additional communication with the community could also include three digital marquees to be installed at schools who do not have this communication capability at this time, to include electrical and concrete work. This will provide updated messages and information for parents and the community should the need arise. A new Tricaster video mixer will be purchased for the media arts classes. This equipment is used to broadcast school events as live-streams on the District's website. The District live-streams games, students events, and other activities that allows the public to view these events from home and helps to prevent large number of people having a need to attend many

# ARP Grant Application

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Engagement Specialist. Using funds from another grant, the District employs a Family Engagement Specialist who currently works with students in grades 7-12. The new Specialist, whose salary and benefits will be paid from ARP funds, will work with students in grades K-6. The Family Engagement Specialist is a person holding either a Social Worker's or School Counselor's license. The Family Engagement Specialist will focus on and work with students who have poor attendance, low grades, lack of parental support, are possibly economically disadvantaged, or experiencing homelessness. This person schedules home visits with parents or guardians to provide assistance and support to families and students to help ensure better attendance and grades. The Family Engagement Specialist will provide information that allows parents and students to access school resources or other resources within the community that will support the student and family. The Family Engagement Specialists will also schedule special parent meeting events that provide additional parenting and attendance information and support throughout the school year. The Specialist will also

activities in person.

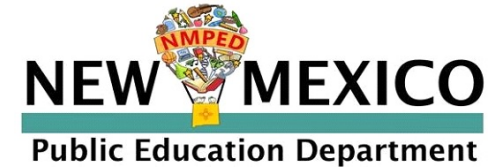
The District will hire an additional Family Engagement Specialist. Using funds from another grant, the District employs a Family Engagement Specialist who currently works with students in grades 7-12. The new Specialist, whose salary and benefits will be paid from ARP funds, will work with students in grades K-6. The Family Engagement Specialist is a person holding either a Social Worker's or School Counselor's license. The Family Engagement Specialist will focus on and work with students who have poor attendance, low grades, lack of parental support, are possibly economically disadvantaged, or experiencing homelessness. This person schedules home visits with parents or guardians to provide assistance and support to families and students to help ensure better attendance and grades. The Family Engagement Specialist will provide information that allows parents and students to access school resources or other resources within the community that will support the student and family. The Family



# ARP Grant Application

2021-2022

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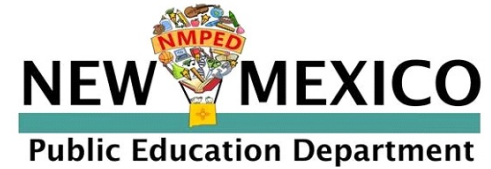


	<p>meet regularly with students on his/her caseload to discuss issues of relevance for those students and to ensure that students are aware of in-school resources that can be made available.</p> <p>Student activity travel has become an issue in that small groups must now be transported by bus instead of suburbans. Groups in this district pay for the use of suburbans and buses for trips. To assist the groups with the additional costs of buses, where one or two suburbans would have been used prior to COVID safe practices for transportation, funds will be used to make up the difference in the costs of a bus vs. suburbans.</p>		<p>Engagement Specialists will also schedule special parent meeting events that provide additional parenting and attendance information and support throughout the school year. The Specialist will also meet regularly with students on his/her caseload to discuss issues of relevance for those students and to ensure that students are aware of in-school resources that can be made available.</p> <p>Student activity travel has become an issue in that small groups must now be transported by bus instead of suburbans. Groups in this district pay for the use of suburbans and buses for trips. To assist the groups with the additional costs of buses, where one or two suburbans would have been used prior to COVID safe practices for transportation, funds will be used to make up the difference in the costs of a bus vs. suburbans.</p>	
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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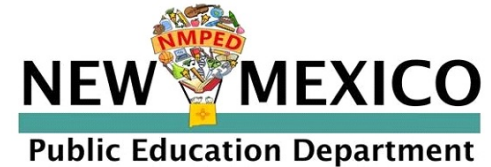
<b>Sub Totals</b>	<b>2,588,149.86</b>		<b>1,294,074.95</b>
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Program Consultation				
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted	
Students	7/20/2021	8/2/2021	8/3/2021	
Families	7/20/2021	8/2/2021	8/3/2021	
School and district administrators (including Special Education administrators)	7/20/2021	8/2/2021	8/3/2021	
Teachers	7/20/2021	8/2/2021	8/3/2021	
Principals	7/20/2021	8/2/2021	8/3/2021	
School leaders	7/20/2021	8/2/2021	8/3/2021	
Other educators	7/20/2021	8/2/2021	8/3/2021	
School support personnel	7/20/2021	8/2/2021	8/3/2021	
Unions				
Tribes(if applicable)				
Civil rights organizations (including disability rights organizations)		8/2/2021	8/3/2021	
Superintendents	7/20/2021	8/2/2021	8/3/2021	
Charter school leaders (if applicable)				
<b>Stakeholders representing the interests of:</b>				
Children with disabilities	7/20/2021	8/2/2021	8/3/2021	
English learners	7/20/2021	8/2/2021	8/3/2021	
Children experiencing homelessness	7/20/2021	8/2/2021	8/3/2021	
Children in foster care	7/20/2021	8/2/2021	8/3/2021	
Migratory students	7/20/2021	8/2/2021	8/3/2021	

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Children who are incarcerated		8/2/2021	8/3/2021
Other underserved students	7/20/2021	8/2/2021	8/3/2021

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

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

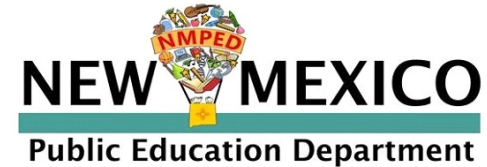
Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
<b>ARP ESSER 1/3 rd Indirect Cost Rate</b>	Yes	2,579,037.17	3.42	1.0342	118,793.58	81,357.89	2,460,243.59	2,378,885.70
<b>ARP ESSER 2/3 rd Indirect Cost Rate</b>	Yes	5,158,074.34	3.42	1.0342	237,587.17	162,715.78	4,920,487.17	4,757,771.39

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 Portales Municipal Schools (PMSD) are grade level schools (Pre-K and K, 1-2, 3-4, 5-6, 7-8, 9-12). Funding will be utilized to support

# ARP Grant Application

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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

academic achievement for all PMSD students including our At-Risk population (ELL, economically disadvantaged, students with disabilities, Native American) to include technology, support of homeless/foster care, tutoring, extended day, summer school, transportation, and PPE. Administrators work collaboratively to ensure all students are represented and have access to participate in all programs. Because of the uniqueness of the grade level schools, any reference to “all students” or “students” includes culturally and linguistically diverse students, English Learners (EL’s), students from low income families, migratory students, students experiencing homelessness, and children in foster care unless there is a need to identify the demographic by category.

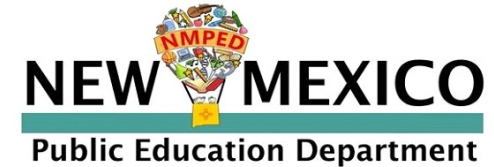
The District recognizes there could be potential barriers to equitable access in certain situations and has accounted for those barriers as follows:

Language: The District is seeing an influx of immigrants from Central America and Mexico who are limited English proficient or speak only Spanish. The District, through the use of Migrant funds, offers adult ESL classes to any adult who wishes to participate. These classes are free of charge. All communications sent to parents or posted on the District website or

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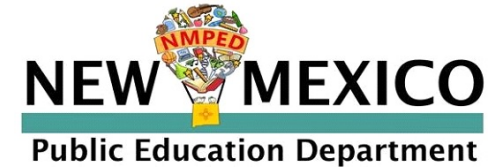


Facebook page are provided in English and Spanish. The District website is also accessible in eleven languages to include Spanish and English by filtering the “Language” tab on the website. Curriculum is available in both English and Spanish in almost all courses taught. If a Spanish text is needed in any course, if it is available from the publisher, the District will provide it to students in need. All elementary schools in the District offer dual language classes in English and Spanish. The classes are all covered with Bilingual and TESOL certified teachers. Where EL students’ parents opt them out of the Bilingual program, where possible, these students are placed in classrooms with TESOL endorsed teachers. The District and ENMU have a partnership that creates cohorts each semester to allow teachers to take college classes to obtain the hours needed for TESOL endorsement. The tuition for these courses are paid by the District. Portales Junior High School offers English Language Development and English classes taught by a Bilingual certified teacher. Students requiring additional English language development are placed in these classes. As mentioned in an earlier narrative, the school also offers a four (4) week summer program for student in English Language Development. This high school offers Spanish courses and has a Bilingual certified teacher who provides class English classes for EL

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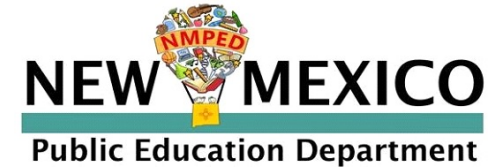
students and provides instruction in English Language Development.

Technology: The District realizes that there are students from low income families who do not have the means to provide internet connectivity to their homes or have the technology equipment needed to complete school work from home. In the event of a school closure, the District can provide every student in need with a Chromebook to take home for school use. The District has 260 hotspots on hand to provide to these students for connectivity at home. Students also have connectivity if wanted, in the parking lots at every school in the District. The District pays the monthly fees for the hotspots as needed. The District is also pursuing other possibilities to provide wired access to homes where that is feasible. The District has also applied for Emergency Connectivity Funds so that the District can purchase additional Chromebooks and AT&T hotspots so that students from low-income families will have the option to have a Chromebook and hotspot or other connectivity in their homes. The District would loan these devices to students so that they could keep them at home for their use in completing school-work on a Chromebook whether in school or at home. The District currently has an additional supply of Chromebooks that can be borrowed by students

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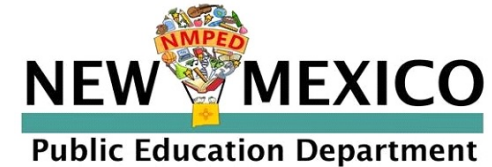
for home use even while school is in session.

Children with Disabilities: The District does not discriminate due to any disability and provides services to children with disabilities in alignment with a student's IEP. However, with the COVID-19 crisis some challenges have been noted. Among the challenges are students with more severe disabilities or chronic health issues that might make it unsafe for them to be in a congregated environment or students who refuse or are unable to wear masks. The District ensures that services to these students are met through providing the services at the student's home if necessary, or providing the services after school in a setting where other students are not present. These settings are provided with the permission of the parents/guardians and is included as part of the IEP. The District also ensures that any compensatory services are provided in a timely manner for any student with an IEP who, due to circumstances of the COVID-19 crisis might have made services difficult due to staffing or the ability to service a student due to conditions of closure or attendance.

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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



# ARP Grant Application

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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.

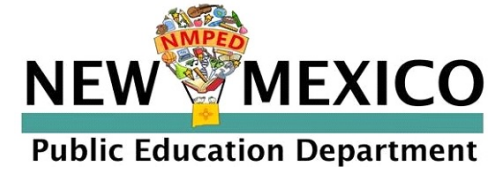
In the fields below, please provide a link to the LEA's most current posted plan on the LEA's website, and the date the plan was posted to the LEA's website.

First Posting	<a href="http://www.portalesschools.com/reentry_plans">http://www.portalesschools.com/reentry_plans</a> , Reentry Plans	
Second Posting (if needed*)	<a href="https://p6cdn4static.sharpschool.com/UserFiles/Servers/Server_2586148/File/LEA%20plan/LEA-Plan-for-Safe-Return-to-In-person-Instruction-and-Continuity-of-Services%20%20FINAL.pdf">https://p6cdn4static.sharpschool.com/UserFiles/Servers/Server_2586148/File/LEA%20plan/LEA-Plan-for-Safe-Return-to-In-person-Instruction-and-Continuity-of-Services%20%20FINAL.pdf</a> , PMSD LEA Plan for Safe Return to In-Person Instruction/Cont. Services	12/16/2021

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PORTALES MUNICIPAL SCHOOLS



Third Posting (if needed*)		
Fourth Posting (if needed*)		
Fifth Posting (if needed*)		
Sixth Posting (if needed*)		
Seventh Posting (if needed*)		
Eighth Posting (if needed*)		
The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021	True	
The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)	True	

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

District	Date	Please provide a link to the LEA s ARP ESSER III application on the LEA s website
PORTALES	9/29/2021	<a href="http://www.portalesschools.com/home">http://www.portalesschools.com/home</a> , American Recovery Plan Application