

ARP Grant Application

2021-2022

MAXWELL MUNICIPAL SCHOOLS



Contact Information		Budget Table	
District	MAXWELL	ARP ESSER Award 2/3 rd Allocation	117560.09
District Code	011	ARP ESSER Award 2/3 rd Debit	117560.09
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	aroble@maxwellp12.com	ARP ESSER Award 1/3 rd Allocation	67843.05
Phone Contact	575-375-3001	ARP ESSER Award 1/3 rd Debit	58780.05
Application Status	Approve	ARP ESSER Award 1/3 rd Balance	9063.00

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).	Classroom teachers used formative assessment (iReady, iStation, NWEA) from prior years to identify instructional needs. The teachers of these students indicate reading comprehension of informational text, extracting important information and applying that information to problem solving in the curriculum as an area of need	23,512.02	Classroom teachers used formative assessment (iReady, iStation, NWEA) from prior years to identify instructional needs. The teachers of these students indicate reading comprehension of informational text, extracting important information and applying that information to	13,568.61

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for all students. The Parent Advisory Committee identified reading in the content area for secondary students as an area of weakness they see at home when assisting students during remote learning or with homework/tutoring. Focus areas include: explicit vocabulary development, comprehension strategy instruction, discussion of text meaning/interpretation, student motivation/engagement, and individualized interventions. This was a common weakness in the population as a whole across all subgroups including special needs, low income, female, and males.

Funds will be utilized to contract a reading specialist/reading interventionist to work directly with identified students in grades 7-12 and to train teachers in strategies to use in the classroom. The interventionist will train 7-12th

problem solving in the curriculum as an area of need for all students. The Parent Advisory Committee identified reading in the content area for secondary students as an area of weakness they see at home when assisting students during remote learning or with homework/tutoring. Focus areas include: explicit vocabulary development, comprehension strategy instruction, discussion of text meaning/interpretation, student motivation/engagement, and individualized interventions. This was a common weakness in the population as a whole across all subgroups including special needs, low income, female, and males.

Funds will be utilized to contract a reading

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grade teachers on strategies to utilize in the classroom to build this skill. The interventionist will also work directly with students identified as needing layer 2 supports within the MLSS framework. This activity will continue until May 2024. The following article from the What Works Clearinghouse was consulted when identifying this intervention:

https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf

SEL funds will be utilized to incorporate mindfulness techniques into the classroom. Maxwell Schools already has several other stand alone grants for SEL programs covering the cost of curriculum, professional development, and materials. No ESSR ARP funds will be utilized for this activity. We are noticing that students are struggling with anxiety and managing emotions as we continue to try and operate in person learning/activities in a

specialist/reading interventionist to work directly with identified students in grades 7-12 and to train teachers in strategies to use in the classroom. The interventionist will train 7-12th grade teachers on strategies to utilize in the classroom to build this skill.

The interventionist will also work directly with students identified as needing layer 2 supports within the MLSS framework. This activity will continue until May 2024. The following article from the What Works Clearinghouse was consulted when identifying this intervention:

https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf

SEL funds will be utilized to incorporate mindfulness techniques into the classroom. Maxwell Schools already has several

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pandemic that is unpredictable. Teachers and other staff are seeing the need to explicitly teach mindfulness, calming and anxiety reducing techniques. <https://ies.ed.gov/ncee/wwc/Study/86114>

We will measure the effect of these interventions based on student performance on: formative assessments (iStation, NWEA), summative assessments (MSSA, SAT, PSAT, ASR), high school graduation rates, and daily attendance rates.

other stand alone grants for SEL programs covering the cost of curriculum, professional development, and materials. No ESSR ARP funds will be utilized for this activity. We are noticing that students are struggling with anxiety and managing emotions as we continue to try and operate in person learning/activities in a pandemic that is unpredictable. Teachers and other staff are seeing the need to explicitly teach mindfulness, calming and anxiety reducing techniques. <https://ies.ed.gov/ncee/wwc/Study/86114>

We will measure the effect of these interventions based on student performance on: formative assessments (iStation, NWEA), summative assessments (MSSA, SAT, PSAT, ASR), high school

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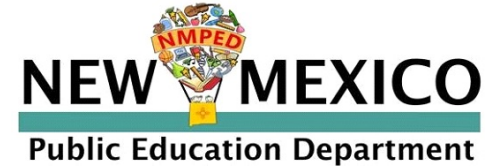


			graduation rates, and daily attendance rates.	
Activities to address the Social Emotional Needs of all students	No	0.00	No	0.00
Activities to address the Academic Needs of all students	Yes	23,512.02	Yes	11,756.01
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		23,512.02		11,756.01

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Additional Reserve Funds (Optional)

	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:		Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	
Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).				
Activities to address the Social Emotional Needs of all students	No	0.00	No	0.00
Activities to address the Academic Needs of all students	No	0.00	No	0.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00

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Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		0.00		0.00

Activities to Address Needs

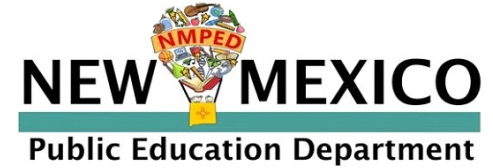
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19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

Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.	2/3 Amount Allocations		1/3 Amount Allocations	
	Narrative	Amount	Narrative	Amount

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Elementary and Secondary Education Act (ESEA)	Funds will be utilized to contract a reading specialist/reading interventionist to work directly with identified students in grades 7-12 and to train teachers in strategies to use in the classroom. The teachers of these students indicate reading comprehension of informational text, extracting important information and applying that information to problem solve in the curriculum is an area of need for all students. The interventionist will then train 7-12th grade teachers on strategies to utilize in the classroom to build this skill. Materials identified by the interventionist will be ordered with teachers implementing instruction both during intervention period built into the day as well as during core class daily instruction. The interventionist will then work directly with students identified as needing layer 2 supports within the MLSS framework. This activity will continue until May 2024.	0.00	Funds will be utilized to contract a reading specialist/reading interventionist to work directly with identified students in grades 7-12 and to train teachers in strategies to use in the classroom. The teachers of these students indicate reading comprehension of informational text, extracting important information and applying that information to problem solve in the curriculum is an area of need for all students. The interventionist will then train 7-12th grade teachers on strategies to utilize in the classroom to build this skill. Materials identified by the interventionist will be ordered with teachers implementing instruction both during intervention period built into the day as well as during core class daily instruction. The interventionist will then work directly with students identified as needing layer 2 supports within the MLSS framework. This activity will continue until May 2024.	0.00
Individuals with Disabilities Education Act (IDEA)		0.00		0.00
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		0.00		0.00

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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		0.00		0.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards			Replace cabinets/sinks and flooring in elementary classrooms to remediate moisture issues caused by leak during shut down. Add interior surveillance cameras to aid in contact tracing.	16,770.94
Improving indoor air quality	Repair and/or replace HVAC systems gym/cafeteria and middle/high school buildings	43,791.87		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	New phone system/server with intercom system capabilities to broadcast outdoors and in hallways	17,500.00		0.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	Purchasing TI84 CE calculators for each high school student so each student has one checked out to them to take home in the event of remote learning rather than a classroom set (55 calculators and cases)	8,250.00		0.00

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Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)		0.00		0.00
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors		0.00		0.00
Planning and implementing activities related to summer learning and supplemental after-school programs		0.00		0.00
Addressing learning loss		0.00		0.00
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	rekey existing interior doors to allow staff access to empty rooms and to sub, safety during emergencies	16,000.00	Hiring part time landscaper to maintain playgrounds and exterior learning spaces. Previously custodians did this duty but their increased work load due to increased cleaning and sanitation of interior high touch spaces has caused them to scale back time spent on maintaining grounds.	26,000.00

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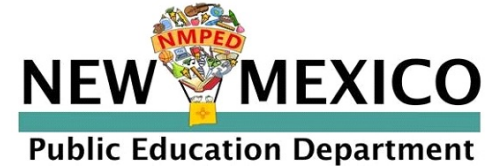
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.		0.00		0.00
Sub Totals		85,541.87		42,770.94

Program Consultation				
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted	
Students	8/9/2021	8/11/2021	8/30/2021	
Families	8/30/2021	9/13/2021	9/16/2021	
School and district administrators (including Special Education administrators)	8/2/2021	8/27/2021	9/15/2021	
Teachers	8/2/2021	8/27/2021	9/15/2021	
Principals	8/2/2021	8/27/2021	9/15/2021	
School leaders	8/2/2021	8/27/2021	9/15/2021	
Other educators	8/2/2021	8/27/2021	9/15/2021	
School support personnel	8/2/2021	8/27/2021	9/15/2021	
Unions				
Tribes(if applicable)				
Civil rights organizations (including disability rights organizations)				
Superintendents	8/2/2021	8/27/2021	9/15/2021	
Charter school leaders (if applicable)				
Stakeholders representing the interests of:				

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Children with disabilities	8/2/2021	8/27/2021	9/15/2021
English learners			
Children experiencing homelessness	8/2/2021	8/27/2021	9/15/2021
Children in foster care	8/2/2021	8/27/2021	9/15/2021
Migratory students			
Children who are incarcerated			
Other underserved students	8/2/2021	8/27/2021	9/15/2021

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.

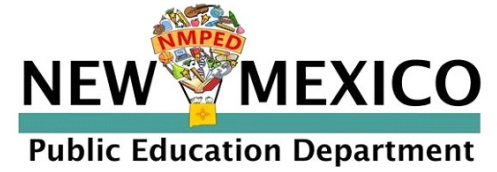
Indirect Cost Rate

	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	Yes	58,780.05	7.8	1.078	0.00	4,253.10	58,780.05	54,526.95

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ARP ESSER 2/3 rd Indirect Cost Rate	Yes	117,560.09	7.8	1.078	0.00	8,506.20	117,560.09	109,053.89
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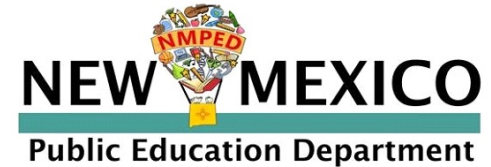
Required Information - GEPA

Required Narrative

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Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

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

Funds used for improvement and repair of grounds and buildings will be utilized in all areas of the campus to ensure funds are spread equally amongst the full school population. Funds allocated to address learning loss are targeted at grades 7-12. However, funds from other grant sources target grades kinder-6th. Allocating ESSER III funds for middle/high school literacy will address Layers 1, 2 and 3 of the MLSS framework. All students, regardless of gender, age, disability, race, color, or national origin, will be expressly taught skills related to reading for content as instructional materials become more complex at the upper grades as Layer 1 curriculum during a grade level intervention class. Those students, regardless of gender, age, disability, race, color, or national origin, who demonstrate the need to access Layer 2 interventions to internalize these new skills will receive small group interventions with specialized instructional materials and those needing Layer 3 interventions will be served by a Reading Specialist during scheduled intervention time so no time is lost from core classes. Multiple data sources will be utilized to determine need for Layer 2 or 3 interventions to eliminate assessment and teacher bias in those determinations. Data sources will include state assessments, district short cycle assessments, classroom assessments, student grades and student/parent interviews.

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<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools:</p> <p>(c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS.— (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education</p>	<p>True</p>	
<p>The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021</p>	<p>True</p>	

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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	http://p6cdn4static.sharpschool.com/UserFiles/Servers/Server_495053/File/MMS-Plan-for-Safe-Return-to-In-person-Instruction-and-Continuity-of-Services%20Sept%2021.pdf , MMS Plan for Safe Return to In person Instruction and Continuity of Services September 2021	9/28/2021
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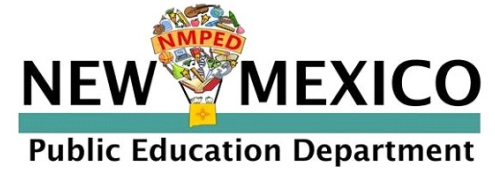


Second Posting (if needed*)	http://p6cdn4static.sharpschool.com/UserFiles/Servers/Server_495053/File/MMS-Plan-for-Safe-Return-to-In-person-Instruction-and-Continuity-of-Services%20Sept%2021.pdf , second posting	9/28/2021
Third Posting (if needed*)	http://p6cdn4static.sharpschool.com/UserFiles/Servers/Server_495053/File/MMS%20Reentry%203.21%20.pdf , March 2021 posting	3/30/2021
Fourth Posting (if needed*)	http://p6cdn4static.sharpschool.com/UserFiles/Servers/Server_495053/File/December%202021%20LEA-Plan-for-Safe-Return-to-In-person-Instruction-and-Continuity-of-Services.pdf , December 2021 update	12/22/2021
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

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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
MAXWELL	10/25/2021	http://p6cdn4static.sharpschool.com/UserFiles/Servers/Server_495053/File/ESSER%20III%20Application%20final.pdf , October 2021 ESSER III Application