

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



| Contact Information | | Budget Table | |
|---------------------|--------------------------------|-----------------------------------|-----------|
| District | LAKE ARTHUR | ARP ESSER Award 2/3 rd Allocation | 165231.64 |
| District Code | 007 | ARP ESSER Award 2/3 rd Debit | 165231.64 |
| District Type | State District | ARP ESSER Award 2/3 rd Balance | 0.00 |
| Email Address | elisa.begueria@la-panthers.org | ARP ESSER Award 1/3 rd Allocation | 82615.82 |
| Phone Contact | 5759102145 | ARP ESSER Award 1/3 rd Debit | 82615.82 |
| 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). | Based on the required IStation Beginning Of the Year assessment (BOY), classroom formative assessments, and grade level interim tests, and after analyzing the different points of data during PLCs, we realized that our current 2nd grade students are the ones with larger academic gaps and lower performance data. These points of data support and align | 33,046.33 | Based on the required IStation Beginning Of the Year assessment (BOY), classroom formative assessments, and grade level interim tests, and after analyzing the different points of data during PLCs, we realized that our current 2nd grade students are the ones with larger academic gaps and | 16,523.16 |

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



the fact that our current 2nd graders are the most impacted by the global pandemic and the lack of direct in person instruction for the last year and a half.

Even though there are other students and grade levels who exhibit instructional gaps as well, we plan to utilize other funding sources to address their needs.

Based on the previous statement, Lake Arthur Municipal Schools would like to hire an instructional coach to support the delivery of educational interventions to help 2nd grade students meet their educational, academic, social, and emotional goals.

We have a total of 8 students in 2nd grade. All of them will be placed in reading intervention with the instructional coach due to their current scores on Istation. We will monitor and review progress monthly, since students will take the progress monitoring assessment at the beginning of each month and

lower performance data. These points of data support and align the fact that our current 2nd graders are the most impacted by the global pandemic and the lack of direct in person instruction for the last year and a half. Even though there are other students and grade levels who exhibit instructional gaps as well, we plan to utilize other funding sources to address their needs.

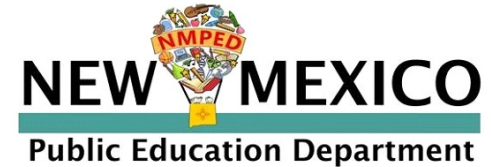
Based on the previous statement, Lake Arthur Municipal Schools would like to hire an instructional coach to support the delivery of educational interventions to help 2nd grade students meet their educational, academic, social, and emotional goals.

We have a total of 8 students in 2nd grade. All of them will be placed in reading intervention with

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



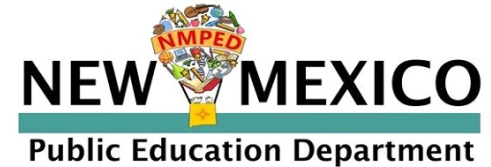
make decisions on placement based on those scores. When a student reaches a level 4 or 5 on Istation, the student will exit the reading intervention class. The New Mexico Public Education Department endorses the implementation of IStation and Heggerty for both instructional support and assessments. The instructional coach will use Istation (in both English and Spanish- <https://www.istation.com/Reading>) and Heggerty Phonics (<https://heggerty.org/curriculum/primary/>) interventions to close instructional gaps. Both programs are research based and provide instructional strategies that support students' progress towards reading fluency. Regarding IStation, the Evaluation and Training Institute - USOE Early Intervention Report FY 2014 establishes a "positive relationship between program usage and final test scores for 1-3 grade students". Furthermore, the instructional

the instructional coach due to their current scores on Istation. We will monitor and review progress monthly, since students will take the progress monitoring assessment at the beginning of each month and make decisions on placement based on those scores. When a student reaches a level 4 or 5 on Istation, the student will exit the reading intervention class. The New Mexico Public Education Department endorses the implementation of IStation and Heggerty for both instructional support and assessments. The instructional coach will use Istation (in both English and Spanish- <https://www.istation.com/Reading>) and Heggerty Phonics (<https://heggerty.org/curriculum/primary/>) interventions to close

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



coach will follow the district wide implementation of Capturing Kids Hearts (<https://www.capturingkidshearts.org/>) to improve relationships, decrease health risk behaviors, and increase pro-social skills. Research shows that the “Capturing Kids’ Hearts has a positive impact on student-teacher relationships, student achievement, and student discipline” (Effects of "Capturing Kids' Hearts" and Building Student-Teacher Relationships in an Arkansas Suburban Elementary School Setting, Arkansas Tech University, 2019.) Our 8 2nd grade students will receive social and emotional support through implementation of Capturing Kids Hearts. We will monitor success, effectiveness, and consistent implementation of the program by evaluating the number of positive referrals that the students will receive. Students will not exit the program since there is a district

instructional gaps. Both programs are research based and provide instructional strategies that support students’ progress towards reading fluency. Regarding IStation, the Evaluation and Training Institute - USOE Early Intervention Report FY 2014 establishes a “positive relationship between program usage and final test scores for 1-3 grade students”. Furthermore, the instructional coach will follow the district wide implementation of Capturing Kids Hearts (<https://www.capturingkidshearts.org/>) to improve relationships, decrease health risk behaviors, and increase pro-social skills. Research shows that the “Capturing Kids’ Hearts has a positive impact on student-teacher relationships, student achievement, and student

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



wide expectation of SEL-focused foundation for sustainable transformation.

discipline” (Effects of "Capturing Kids' Hearts" and Building Student-Teacher Relationships in an Arkansas Suburban Elementary School Setting, Arkansas Tech University, 2019.)
Our 8 2nd grade students will receive social and emotional support through implementation of Capturing Kids Hearts. We will monitor success, effectiveness, and consistent implementation of the program by evaluating the number of positive referrals that the students will receive. Students will not exit the program since there is a district wide expectation of SEL-focused foundation for sustainable transformation.

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



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|---|-----|------------------|-----|------------------|
| Activities to address the Social Emotional Needs of all students | Yes | 8,261.59 | Yes | 4,130.79 |
| Activities to address the Academic Needs of all students | Yes | 8,261.58 | Yes | 4,130.79 |
| 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")) | Yes | 8,261.58 | Yes | 4,130.79 |
| English learners | Yes | 8,261.58 | Yes | 4,130.79 |
| 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 | | 33,046.33 | | 16,523.16 |

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



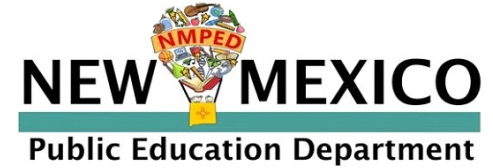
Additional Reserve Funds (Optional)

| | 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 |

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



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

Activities to Address Needs

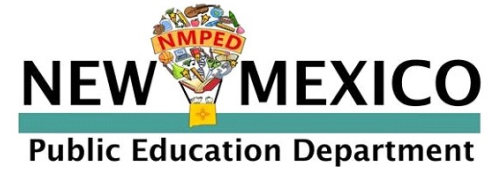
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19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

| | | | | |
|---|-------------------------------|---------------|-------------------------------|---------------|
| Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts. | 2/3 Amount Allocations | | 1/3 Amount Allocations | |
| | Narrative | Amount | Narrative | Amount |
| Elementary and Secondary Education Act (ESEA) | | 0.00 | | 0.00 |

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



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

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



Response Efforts - COVID 19

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

ARP ESSER 2/3

ARP ESSER 1/3

| | ARP ESSER 2/3 | | ARP ESSER 1/3 | |
|--|---------------|--------|---------------|--------|
| | Narrative | Amount | Narrative | Amount |
| Training and professional development on sanitizing and minimizing the spread of infectious diseases | | 0.00 | | 0.00 |

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



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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 | <p>Before we can apply the MLSS framework for intervening quickly and providing support to all students, our building itself must be safe and prepared to welcome students and their families into a proactive atmosphere. Each of our financial decisions revolve around this process. Currently our physical plant needs attention in roofing due to the risk of high allergens from poor air quality due to deteriorating roof over parts of our building. Repairing and replacing will allow us to provide the safe and high-quality environment for our initiatives and partnerships to be successful. With highly qualified staff in place as well as our Community Schools Grant initiatives underway, maintaining our infrastructure is crucial for our success. Lake Arthur Municipal Schools has 141,572 square feet of conditioned space including one preschool, one elementary school (K-5), one middle school (6-8) and one high school (9-12). There is a potential indoor air quality (IAQ) issue in the high school area due to intrusion in the roof from a prior hailstorm. Since poor IAQ has been tied</p> | 132,185.31 | <p>Before we can apply the MLSS framework for intervening quickly and providing support to all students, our building itself must be safe and prepared to welcome students and their families into a proactive atmosphere. Each of our financial decisions revolve around this process. Currently our physical plant needs attention in roofing due to the risk of high allergens from poor air quality due to deteriorating roof over parts of our building. Repairing and replacing will allow us to provide the safe and high-quality environment for our initiatives and partnerships to be successful. With highly qualified staff in place as well as our Community Schools Grant initiatives underway, maintaining our infrastructure is crucial for our success. Lake Arthur Municipal Schools has 141,572 square feet of conditioned space including one preschool, one elementary school (K-5), one middle school (6-8) and one high school (9-12). There is a potential indoor air quality (IAQ) issue in the high school area due to intrusion in the roof from a prior hailstorm. Since</p> | 66,092.66 |

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



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|--|--|------|---|------|
| | <p>to symptoms like headaches, fatigue, and trouble concentrating, Lake Arthur Municipal School will partner with Tremco to repair and improve its school facility. Our three goals are:</p> <ul style="list-style-type: none"> • to enable operation of our schools • to reduce risk of virus transmission • to support student health in a safe and healthy classroom environment | | <p>poor IAQ has been tied to symptoms like headaches, fatigue, and trouble concentrating, Lake Arthur Municipal School will partner with Tremco to repair and improve its school facility. Our three goals are:</p> <ul style="list-style-type: none"> • to enable operation of our schools • to reduce risk of virus transmission • to support student health in a safe and healthy classroom environment | |
| Improving indoor air quality | | | | 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 | | 0.00 | | 0.00 |
| Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning | | 0.00 | | 0.00 |

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



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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 | | 0.00 | | 0.00 |

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



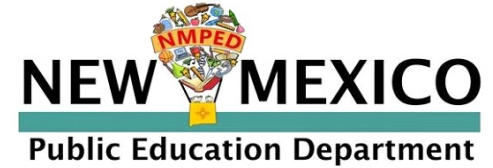
| | | | |
|---|--|-------------------|------------------|
| Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19. | | | 0.00 |
| Sub Totals | | 132,185.31 | 66,092.66 |

| Program Consultation | | | |
|--|-------------------|-------------------|-------------------|
| To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups: | Date(s) Consulted | Date(s) Consulted | Date(s) Consulted |
| Students | 7/15/2021 | 9/30/2021 | |
| Families | 7/30/2021 | 9/30/2021 | |
| School and district administrators (including Special Education administrators) | 8/2/2021 | 9/17/2021 | |
| Teachers | 8/2/2021 | 9/17/2021 | |
| Principals | 7/26/2021 | 9/17/2021 | |
| School leaders | 8/2/2021 | 9/17/2021 | |
| Other educators | 8/2/2021 | 9/17/2021 | |
| School support personnel | 8/2/2021 | 9/17/2021 | |
| Unions | | | |
| Tribes(if applicable) | | | |
| Civil rights organizations (including disability rights organizations) | | | |
| Superintendents | 7/26/2021 | 9/17/2021 | |
| Charter school leaders (if applicable) | | | |
| Stakeholders representing the interests of: | | | |

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



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|------------------------------------|-----------|-----------|--|
| Children with disabilities | 7/26/2021 | 7/30/2021 | |
| English learners | 7/26/2021 | 7/30/2021 | |
| Children experiencing homelessness | | | |
| Children in foster care | 7/30/2021 | 9/30/2021 | |
| Migratory students | | | |
| Children who are incarcerated | | | |
| Other underserved students | 7/30/2021 | 9/30/2021 | |

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.

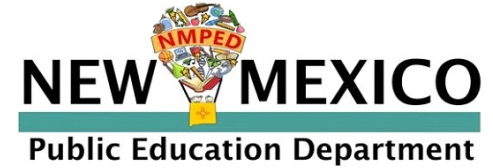
Indirect Cost Rate

| | 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 | No | 82,615.82 | 8 | 1.08 | 0.00 | 0.00 | 0.00 | 0.00 |

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



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|-------------------------------------|----|------------|---|------|------|------|------|------|
| ARP ESSER 2/3 rd Indirect Cost Rate | No | 165,231.64 | 8 | 1.08 | 0.00 | 0.00 | 0.00 | 0.00 |
|-------------------------------------|----|------------|---|------|------|------|------|------|

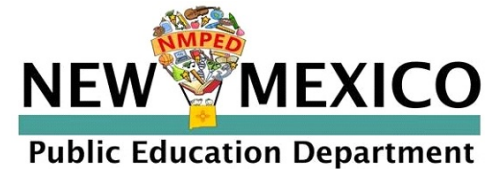
Required Information - GEPA

| | Required Narrative |
|---|---|
| <p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric A satisfactory answer</p> <ul style="list-style-type: none"> • Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access <p>May require revision</p> <ul style="list-style-type: none"> • May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access | <p>Two potential barriers that our students are facing in our second-grade classroom are</p> <ul style="list-style-type: none"> • The connections between school and home being limited due to language barriers and/or skill and knowledge of foundational reading. • COVID restrictions that require transition to remote learning. <p>Adding a coach/interventionist will assist us in overcoming these barriers in several ways.</p> <p>A bilingual aid will be available to participate in teacher/parent conferences, as well as establish office hours to support our monolingual/bilingual Spanish population. These actions will increase both engagement and understanding of the importance of family engagement regarding reading as well as strengthen communication between school and home. Our instructional assistant can assist the classroom teacher in reviewing data and explicitly connecting the work that students are doing in class to the level of proficiency needed for the students to close the gap in reading skills. Additionally, monthly "school to home" packets are being prepared with instructions in both English and Spanish for our parents to have</p> |

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



material at home to reinforce skills students are learning at school.

If COVID closes our campus, our safe COVID practices allows us to bring students to the campus, one on one, to continue intense interventions. We will continue to provide transportation and meals throughout any hybrid instruction. Additionally, each of our students have a Chromebook and google accounts and can meet with their teacher daily. An interventionist/coach will allow us to increase home visits if struggles occur during remote learning. Finally, it allows our small group instruction to continue, whether face-to-face or virtual.

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



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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> | |

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



Instructions:

During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but no less frequently than every six months, review and, as appropriate*, revise and post its plan for safe return to in-person instruction and continuity of services. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). The requirement clarifies that, if the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

Under this requirement, the plans must be: In an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

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

| | | |
|-----------------------------|---|-----------|
| First Posting | https://a2d9dfbb-c89f-4745-92a0-3931544b0d9d.filesusr.com/ugd/4d69a6_5583e641a1dd41b2bcd9924e4239c86b.pdf?index=true , Re-Entry Plan | |
| Second Posting (if needed*) | https://www.la-panthers.org/ , LEA Plan for Safe Return to In-Person Instruction and Continuity of Services | 12/7/2021 |
| Third Posting (if needed*) | | |

ARP Grant Application

2021-2022

LAKE ARTHUR MUNICIPAL SCHOOLS



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

| Posting of LEA's ARP ESSER III Application to the LEA's Website | | |
|---|------------|---|
| District | Date | Please provide a link to the LEA s ARP ESSER III application on the LEA s website |
| LAKE ARTHUR | 10/23/2021 | https://www.la-panthers.org/ , Lake Arthur Municipal Schools- ARP Application October 2021 |