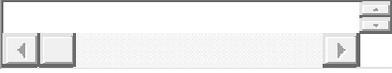


<p>The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented 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).</p>	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1: </p>	<p><b>Prepopulated 2/3 Amount</b>  <b>284,821.69</b>  <b>20 % of 2/3 Amount</b>  <b>56,964.34</b></p>	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. </p>	<p><b>Prepopulated 1/3 Amount</b>  <b>142,410.85</b>  <b>20% of 1/3 Amount</b>  <b>28,482.17</b></p>
<p>Activities to address the Social Emotional Needs of all students</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="text" value="2,964.34"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="text" value="982.17"/></p>
<p>Activities to address the Academic Needs of all students</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="text" value="5,000.00"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="text" value="3,000.00"/></p>
<p>Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="text" value="20,000.00"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="text" value="10,000.00"/></p>
<p>Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="text" value="10,000.00"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="text" value="5,000.00"/></p>
<p>Students from low-income families</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="text" value="6,000.00"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="text" value="3,000.00"/></p>
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="text" value="10,000.00"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="text" value="5,000.00"/></p>
<p>English learners</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="text" value="1,000.00"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="text" value="500.00"/></p>

Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	<input checked="" type="checkbox"/>	2,000.00	<input checked="" type="checkbox"/>	1,000.00
Migratory students	<input type="checkbox"/>	0.00	<input type="checkbox"/>	0.00
Students experiencing homelessness	<input type="checkbox"/>	0.00	<input type="checkbox"/>	0.00
Children and youth in foster care	<input type="checkbox"/>	0.00	<input type="checkbox"/>	0.00
Sub Totals		<b>56,964.34</b>		<b>28,482.17</b>

**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)		54,960.34		30,482.17

Individuals with Disabilities Education Act (IDEA)	<input type="text" value=""/>	0.00	<input type="text" value=""/>	0.00
Adult Education and Family Literacy Act (AEFLA)	<input type="text" value=""/>	0.00	<input type="text" value=""/>	0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	<input type="text" value=""/>	0.00	<input type="text" value=""/>	0.00
Sub Totals	<b>54,960.34</b>		<b>30,482.17</b>	

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	ARP ESSER 2/3		ARP ESSER 1/3	
	Narrative	Amount	Narrative	Amount
<p><b>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.</b></p>				
Training and professional development on sanitizing and minimizing the spread of infectious diseases		0.00		0.00
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		100,000.00		52,000.00
Improving indoor air quality		10,000.00		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners,		3,000.00		2,000.00

racial and ethnic minorities, students experiencing homelessness, and foster care youth				
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
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		59,897.01		29,446.51
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health				

departments to prevent, prepare for, and respond to COVID-19.			
Sub Total		<b>172,897.01</b>	<b>83,446.51</b>

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	5/13/2021 	5/26/2021 	6/14/2021 
Families	6/24/2021 	7/9/2021 	7/16/2021 
School and district administrators (including Special Education administrators)	6/24/2021 	7/9/2021 	7/16/2021 
Teachers	6/24/2021 	7/9/2021 	7/16/2021 
Principals	6/24/2021 	7/9/2021 	7/16/2021 
School leaders	6/24/2021 	7/9/2021 	7/16/2021 
Other educators	6/24/2021 	7/9/2021 	7/16/2021 
School support personnel	6/24/2021 	7/9/2021 	7/16/2021 
Unions			
Tribes(if applicable)	6/24/2021 	7/9/2021 	7/16/2021 
Civil rights organizations (including disability rights organizations)			
Superintendents	6/24/2021 	7/9/2021 	7/16/2021 

Charter school leaders (if applicable)	6/24/2021 	7/9/2021 	7/16/2021 
<b>Stakeholders representing the interests of:</b>			
Children with disabilities	6/24/2021 	7/9/2021 	7/16/2021 
English learners	6/24/2021 	7/9/2021 	7/16/2021 
Children experiencing homelessness	6/24/2021 	7/9/2021 	7/16/2021 
Children in foster care	6/24/2021 	7/9/2021 	7/16/2021 
Migratory students	6/24/2021 	7/9/2021 	7/16/2021 
Children who are incarcerated			
Other underserved students	6/24/2021 	7/9/2021 	7/16/2021 

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.

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.pdf>

#### GEPA Rubric

##### A satisfactory answer

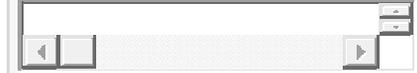
- Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access

##### 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

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



<p>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>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>	<input checked="" type="checkbox"/>
<p>Please provide the link to the LEA's re-entry plan on the LEA's website</p>	
<p>The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021</p>	<input checked="" type="checkbox"/>
<p>The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)</p> <p>Link to policies : <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/</a></p>	<input checked="" type="checkbox"/>

TISA plans to use the funds to prevent or mitigate the spread of COVID at school, to take positive steps toward addressing the academic impact of instructional time lost during COVID-related closures, and to implement effective interventions that will support the academic, social, emotional, physical, and mental needs of the students at TISA, recognizing that historically underserved populations will require specific supports to ensure equitable access for all students at the school. TISA proposes to use funds to cover the cost of a multiple year math tutoring program (in school, tutoring provided by a licensed teacher), to cover the cost of a multiple year summer academic learning program (which utilizes certified teachers as instructors), and to cover the cost of extracurricular activities that offer students opportunities to paint culturally responsive murals, learn to play culturally relevant musical instruments, and work with clay/pottery (the funding will be used to pay for clay, pottery supplies, paint, instruction from professionals, drums, and other musical instruments). Also, TISA will use funds to purchase additional chromebooks to distribute to

students, to install windows in a classroom that lacks enhanced air flow as it has no windows and provides less quality ventilation for students and staff, and to purchase additional outdoor playground equipment, tetherball equipment, and disc golf equipment to encourage outdoor exercise and increased motivation for students to attend school. Also, TISA plans to use funds to build outdoor pavilions that enhance the safety of students attending school in-person during a pandemic and can be utilized for safe eating locations, classroom instruction, physical education, and a variety of outdoor, extracurricular activities including music/drumming, art, dance, and theater. To ensure that the new outdoor pavilions can be utilized safely to their fullest extent, TISA will need to use funding to cover the cost of labor and materials to provide land stabilization around the pavilions in the form of artificial turf, the creation of pathways to the pavilions, and the extension of fencing around the pavilion areas to protect students. Finally, to extend outdoor learning opportunities, which in turn expands the safety of in-person learning and to promote academic learning by enhancing engagement, catering to unique interests and learning styles, and providing focused support for historically underserved populations of students, TISA will use funds to employ STEAM, PE, Spanish, and Art teachers.

As the plan for funding is implemented, potential barriers may arise due to gender, race, color, economic status, national origin, abilities, or age. TISA plans to offer tutoring to support accelerated learning and make up for learning lost during COVID closures, however some students may find it difficult to stay after school to receive tutoring services as modified pick-up times may prove problematic for financially disadvantaged families who depend on ride-sharing. Other students whose home culture does not place a high value on academic achievement may prove reluctant to participate in tutoring. TISA will offer tutoring both during school hours and after school to support families who need to ride share and to ensure that students who attend regular school hours but do not want to stay after school still have access to tutoring. Additionally, TISA staff will engage in outreach programs that involve contacting families and sharing information on the positive outcomes associated with tutoring. TISA will use funds to offer a summer learning program, however some students may not wish to participate due to the stigma associated with summer school, because the families engage in cultural activities during the summer (such as cultural events such as the powwow held at the Taos Pueblo or the Taos Fiestas), or because they lack transportation to summer school. TISA will inject art, STEAM, physical outdoor games and activities into the summer program to elevate student engagement and encourage reluctant students to participate. Additionally, TISA will reach out to families to help set up ride sharing opportunities to assist with transportation, as well as share out information on the free bus transportation offered in the Town of Taos. Additionally, TISA will schedule summer school at a time that does not conflict with cultural events held at the Taos Pueblo or the Taos Fiestas. TISA will use funds to support extracurricular activities that involve pottery making, claywork, painting of culturally significant murals, and drumming/musical instrument playing. Some families may not wish to participate in the activities due to trepidations surrounding the type of artwork or music provided during the activities. TISA will work with the local Pueblo and local Hispanic artists and musicians to ensure that the murals and claywork are representative of the local cultures, and that the types of musical instruments include instruments (drums, Native American flutes) and types of music (mariachi) that support the diversity of cultures in the Taos area. TISA will use funds to purchase additional chromebooks, thus helping to lessen the digital divide by ensuring that every student at TISA has a

chromebook for completing school work and participating in video conferencing if needed. Some families may lack adequate internet access, may mistakenly fear they need to pay for the chromebooks, or may lack a working knowledge of how to properly use the technology. Through phone calls, social media, emails, and letters home, TISA will inform all families on the free use policy for chromebooks and will ensure that all families have access to the internet. In the case that a family lacks access (at this point in time, TISA has identified the internet needs of all current students), TISA will work with the family to ensure that every family has access to the internet. As well, TISA will hold individual or small group tutorial sessions to teach families how to use the chromebooks and access the basic programs, such as Canvas, that their children will be using. TISA also plans to use funds to expand opportunities for students at TISA to eat, learn, and exercise outdoors, as outdoor activities pose less health threats from COVID, and TISA wishes to support the health of all students at TISA, bearing in the mind that the African American, Latino, and Native American populations around the country have borne a disproportionately large share of the COVID health risk burden. Outside is safer for everyone, so TISA wants to build outdoor pavilions, expand outdoor play equipment options at the school, and hire teachers such as art, STEAM, and PE teachers, who can offer additional outdoor activities for the students. Some families may experience reluctance at sending their children to school for in-person instruction, fearing the exposure risks presented by COVID in the community. Other students may exhibit low school attendance, as they have acquired habits during months of COVID-related school closures that did not support school attendance. TISA will engage in outreach efforts via multiple modes of communication to reach families and share information on the increased safety surrounding eating, learning, and exercising in-person, but outside of the buildings. Additionally, TISA will be offering social, emotional, and mental health support (funded by the earlier CARES monies) in-person on a weekly basis through Golden Willow Counseling Services. By providing the SEL in-person support, in conjunction with the services mentioned above, TISA hopes to encourage students from all backgrounds to participate in the enriched in-person learning opportunities at TISA.