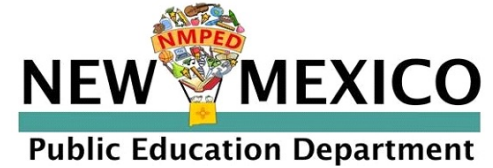


# ARP Grant Application

2021-2022

MONTESSORI ELEMENTARY SCHOOL



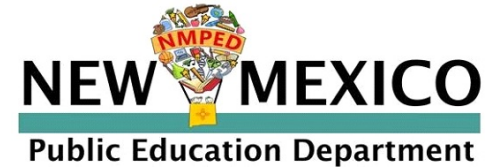
Contact Information		Budget Table	
<b>District</b>	MONTESSORI ELEMENTARY SCHOOL	<b>ARP ESSER Award 2/3 rd Allocation</b>	291297.11
<b>District Code</b>	529	<b>ARP ESSER Award 2/3 rd Debit</b>	291297.11
<b>District Type</b>	State Charter	<b>ARP ESSER Award 2/3 rd Balance</b>	0.00
<b>Email Address</b>	salbrycht@tmesnm.com	<b>ARP ESSER Award 1/3 rd Allocation</b>	168105.39
<b>Phone Contact</b>	505-238-6258	<b>ARP ESSER Award 1/3 rd Debit</b>	145648.55
<b>Application Status</b>	Approve	<b>ARP ESSER Award 1/3 rd Balance</b>	22456.84

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	<b>20 % of 2/3 Amount</b>	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	<b>20% of 1/3 Amount</b>
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).	The use of these funds will be instrumental in the implementation of quality, evidenced based instruction as well as the staffing required to implement this instruction. This staffing will include teachers as well as paraprofessionals to support the classroom teachers. Our goal is to have an educational assistant in each classroom from	58,259.42	The use of these funds will be instrumental in the implementation of quality, evidenced based instruction as well as the staffing required to implement this instruction. This staffing will include teachers as well as paraprofessionals to support the classroom teachers. Our goal is to	33,621.08

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Kindergarten-5th grade and 1 educational assistant for our middle school. This will support our teachers so they can implement evidence based, small group interventions on a frequent and ongoing basis. These funds will also help to purchase the materials, supplies, and software needed to implement the quality, evidence based instruction, as listed below. These include, but are not limited to: SPIRE Reading Program, IXL, Freckle, Heggerty, and Montessori Materials.

Quality, evidence based interventions will be implemented by our teaching staff to meet the academic and social needs of all students, but specifically focusing on our at risk student population. Some of these interventions include:

- Montessori curriculum provided to each teacher that supports common core standards, the science of reading, and best instructional

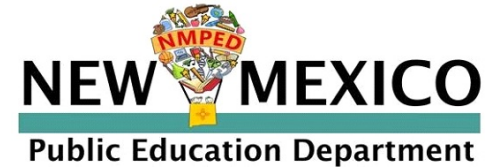
have an educational assistant in each classroom from Kindergarten-5th grade and 1 educational assistant for our middle school. This will support our teachers so they can implement evidence based, small group interventions on a frequent and ongoing basis. These funds will also help to purchase the materials, supplies, and software needed to implement the quality, evidence based instruction, as listed below. These include, but are not limited to: SPIRE Reading Program, IXL, Freckle, Heggerty, and Montessori Materials.

Quality, evidence based interventions will be implemented by our teaching staff to meet the academic and social needs of all students, but specifically focusing on our at risk student population. Some of these

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practices.

- Intensive, small group instruction by a highly qualified teacher in ELA and math.
- Sopris Small group reading fluency groups taught by a trained teacher.
- Heggerty phonemic awareness taught by a teacher or paraprofessional trained in Heggerty.
- Freckle and IXL lessons delivered by the teacher and completed on the Freckle and IXL platform.
- Scaffolding for ELL students in small group settings.
- Data analysis to drive instruction during PLC meetings alongside MLSS implementation.
- SPIRE intervention program implemented by highly qualified special education teacher.

Evidence Based Research Links  
(Click on the word for the hyperlink):

- SPIRE
- HEGGERTY

interventions include:

- Montessori curriculum provided to each teacher that supports common core standards, the science of reading, and best instructional practices.
- Intensive, small group instruction by a highly qualified teacher in ELA and math.
- Sopris Small group reading fluency groups taught by a trained teacher.
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- Scaffolding for ELL students in small group settings.
- Data analysis to drive instruction during PLC meetings alongside MLSS implementation.
- SPIRE intervention

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- What Works Clearing House
- IXL
- MONTESSORI
- MLSS FRAMEWORK
- FRECKLE and FRECKLE MATH
- SMALL GROUP INSTRUCTION

Professional development will be provided to ensure that the curriculum and intervention is culturally and linguistically relevant.

Frequent progress monitoring through our district-purchased STAR Renaissance platform and use of data to drive instruction will be the focus of discussion during staff collaboration and Professional Learning Communities (PLCs). The Student Assistance Team, Interventionist, and Special Education Department collaborate with general education teachers and support staff to provide intervention recommendations and professional learning opportunities to implement these culturally and

program implemented by highly qualified special education teacher.

Evidence Based Research Links

(Click on the word for the hyperlink):

- SPIRE
- HEGGERTY
- What Works Clearing House
- IXL
- MONTESSORI
- MLSS FRAMEWORK
- FRECKLE and FRECKLE MATH
- SMALL GROUP INSTRUCTION

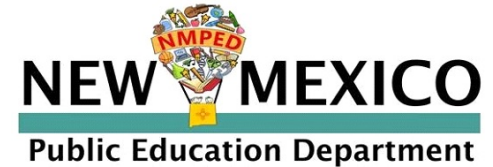
Professional development will be provided to ensure that the curriculum and intervention is culturally and linguistically relevant.

Frequent progress monitoring through our district-purchased STAR Renaissance platform and use of data to drive

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linguistically relevant interventions.

Paraprofessionals will be in every classroom K-5 and a shared paraprofessional will be supporting our middle school students and the implementation of the high quality, evidence-based interventions. These paraprofessionals will support the general education teacher, allowing the general education teacher to work in small group, intensive intervention groups to support students in all academic areas. These paraprofessionals will also give teachers time to attend

- **SMALL GROUP INSTRUCTION**

A social worker will be hired or contracted to support the social/emotional needs of students.

- Social worker will meet with students on a One on one bases as needed. The students will be

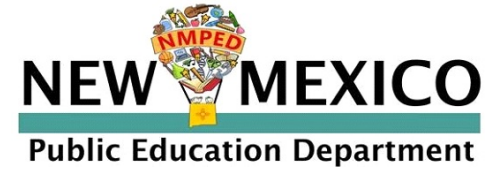
instruction will be the focus of discussion during staff collaboration and Professional Learning Communities (PLCs). The Student Assistance Team, Interventionist, and Special Education Department collaborate with general education teachers and support staff to provide intervention recommendations and professional learning opportunities to implement these culturally and linguistically relevant interventions.

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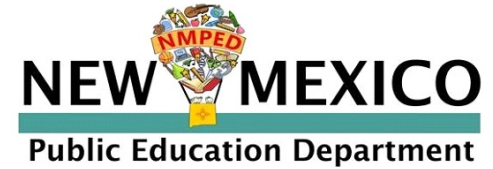


	<p>Identified by their teachers and Assistant principal based on the following:</p> <ul style="list-style-type: none"><li>• Behavior</li><li>• SEL Instruction</li><li>• Classroom observations</li><li>• Student requests</li><li>• Parent requests</li></ul>	<p>education teacher to work in small group, intensive intervention groups to support students in all academic areas. These paraprofessionals will also give teachers time to attend</p> <ul style="list-style-type: none"><li>• SMALL GROUP INSTRUCTION</li></ul> <p>A social worker will be hired or contracted to support the social/emotional needs of students.</p> <ul style="list-style-type: none"><li>• Social worker will meet with students on a One on one bases as needed. The students will be Identified by their teachers and Assistant principal based on the following:</li><li>• Behavior</li><li>• SEL Instruction</li><li>• Classroom observations</li><li>• Student requests</li><li>• Parent requests</li></ul>	
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Activities to address the Social Emotional Needs of all students	Yes	30,000.00	Yes	11,500.00
Activities to address the Academic Needs of all students	Yes	10,000.00	Yes	5,000.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	Yes	0.00	Yes	4,129.71
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	2,000.00	Yes	1,000.00
Students from low-income families	Yes	5,759.42	Yes	1,000.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	5,000.00	Yes	5,000.00
English learners	Yes	5,000.00	Yes	1,000.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	500.00	Yes	500.00
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>58,259.42</b>		<b>29,129.71</b>

**Additional Reserve Funds (Optional)**

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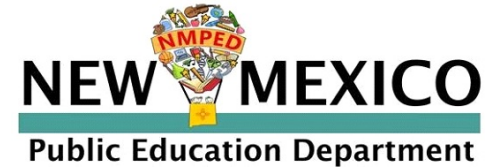
	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:</p>	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</p>
<p>Funds above and beyond 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 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>All students with complex challenges that occur because of a disability, mobility problems, learning difficulties, poverty, or transience, or who are English Language Learners will be taught using high quality, evidence based instructional materials and instruction that will bridge any gaps caused by instructional loss during Covid-19. These may include:</p> <ul style="list-style-type: none"> <li>• Montessori curriculum provided to each teacher that supports common core standards, the science of reading, and best instructional practices.</li> <li>• Intensive, small group instruction by a highly qualified teacher in ELA and math.</li> <li>• Sopris Small group reading fluency groups taught by a trained teacher.</li> <li>• Heggerty phonemic awareness taught by a teacher or paraprofessional trained in Heggerty.</li> <li>• Freckle and IXL lessons delivered by the teacher and completed on the Freckle and IXL platform.</li> <li>• Scaffolding for ELL students in small group settings.</li> </ul>	<p>All students with complex challenges that occur because of a disability, mobility problems, learning difficulties, poverty, or transience, or who are English Language Learners will be taught using high quality, evidence based instructional materials and instruction that will bridge any gaps caused by instructional loss during Covid-19. These may include:</p> <ul style="list-style-type: none"> <li>• Montessori curriculum provided to each teacher that supports common core standards, the science of reading, and best instructional practices.</li> <li>• Intensive, small group instruction by a highly qualified teacher in ELA and math.</li> <li>• Sopris Small group reading fluency groups taught by a trained teacher.</li> <li>• Heggerty phonemic awareness taught by a teacher or paraprofessional trained in Heggerty.</li> <li>• Freckle and IXL lessons delivered by the teacher and completed on the Freckle and IXL platform.</li> <li>• Scaffolding for ELL students in small</li> </ul>



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- Data analysis to drive instruction during PLC meetings alongside MLSS implementation.
- SPIRE intervention program implemented by highly qualified special education teacher.

Teachers will be given quality professional development that will correlate with the instructional needs of students who are at-risk and the programs and interventions being used at the school. The school social worker will lead professional development to support the social and emotional needs of the students and staff.

In accordance with IDEA, we ensure that each student is provided a Free and Appropriate Education (FAPE). We meet each child's needs where they are to prepare them for education, employment and the future. Accommodations and modifications are made on an as needed basis to support each child. The emphasis of our special education program is a "push in" approach, and the Special Education teacher(s) work with the students in their general education environment when appropriate, while still meeting all of the requirements of the IEP. The Special Education teacher will use the above listed high quality, evidence based interventions and curricula, along with ancillary staff, to ensure that all students' needs are met and to mediate the impact of the lost instructional time. The advice of our school

group settings.

- Data analysis to drive instruction during PLC meetings alongside MLSS implementation.
- SPIRE intervention program implemented by highly qualified special education teacher.

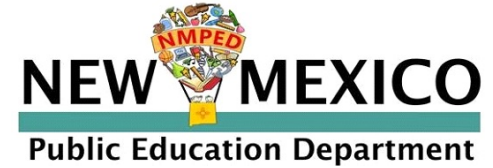
Teachers will be given quality professional development that will correlate with the instructional needs of students who are at-risk and the programs and interventions being used at the school. The school social worker will lead professional development to support the social and emotional needs of the students and staff.

In accordance with IDEA, we ensure that each student is provided a Free and Appropriate Education (FAPE). We meet each child's needs where they are to prepare them for education, employment and the future. Accommodations and modifications are made on an as needed basis to support each child. The emphasis of our special education program is a "push in" approach, and the Special Education teacher(s) work with the students in their general education environment when appropriate, while still meeting all of the requirements of the IEP. The Special

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wide Equity Council is considered when funding and implementing programs and resources.

Education teacher will use the above listed high quality, evidence based interventions and curricula, along with ancillary staff, to ensure that all students' needs are met and to mediate the impact of the lost instructional time. The advice of our school wide Equity Council is considered when funding and implementing programs and resources.

Activities to address the Social Emotional Needs of all students	Yes	50,000.00	Yes	20,000.00
Activities to address the Academic Needs of all students	Yes	88,037.69	Yes	50,000.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	Yes	0.00	Yes	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	10,000.00	Yes	5,000.00
Students from low-income families	Yes	10,000.00	Yes	3,000.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	30,000.00	Yes	10,000.00
English learners	Yes	10,000.00	Yes	10,000.00

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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>198,037.69</b>		<b>98,000.00</b>

## Activities to Address Needs

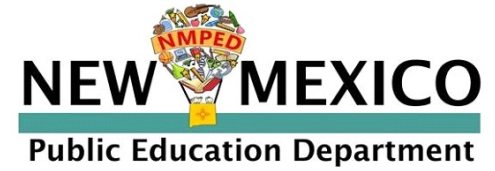
**Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 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		
Individuals with Disabilities Education Act (IDEA)				0.00

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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
		<b>0.00</b>		<b>0.00</b>

## Response Efforts - COVID 19

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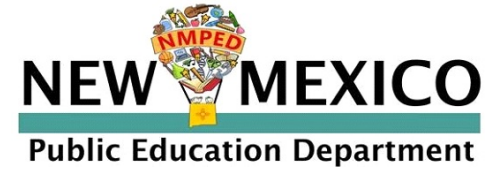


Allowable Activities for Remaining Funds. Consistent with PED’s priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support services. 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	All staff training on COVID-19, the spread of COVID-19, hand washing, proper sanitation, mask wearing  NA	0.00		0.00

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Purchasing supplies to sanitize and clean the LEA's facilities	Purchase PPE: Masks, Sanitizing Wipes, hand sanitizer, ECT.	5,000.00	Purchase PPE: Masks, Sanitizing Wipes, hand sanitizer, ECT.	1,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	N/A	0.00		0.00
Improving indoor air quality	MERV-13 filters for all HEPA Filters  Portable HEPA filters for all hallways and classrooms.	5,000.00	MERV-13 filters for all HEPA Filters  Portable HEPA filters for all hallways and classrooms.	1,000.00
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	N/A	0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	N/A	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	N/A	0.00		0.00

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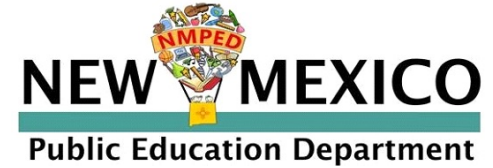


Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities <b>(see above for additional requirements for this activity)</b>	Purchase of the following devices, software, and materials to support all students learning online and in the classroom setting: <ul style="list-style-type: none"> <li>•1:1 Student Chromebooks</li> <li>•Hotspots (Based on student/staff need)</li> </ul> We currently have enough chrome books & Hotspots purchased through Capital funds for all students. We will need to reassess for SY 22-23.	25,000.00	Purchase of the following devices, software, and materials to support all students learning online and in the classroom setting: <ul style="list-style-type: none"> <li>•1:1 Student Chromebooks</li> <li>•Hotspots (Based on student/staff need)</li> </ul> We currently have enough chrome books & Hotspots purchased through Capital funds for all students. We will need to reassess for SY 22-23.	16,518.84
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	N/A	0.00		0.00
Planning and implementing activities related to summer learning and supplemental after-school programs	N/A	0.00		0.00
Addressing learning loss	N/A	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	N/A	0.00		0.00

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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.	N/A		
<b>Sub Totals</b>		<b>35,000.00</b>	<b>18,518.84</b>

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	6/5/2021	6/28/2021	
Families	6/5/2021	6/28/2021	
School and district administrators (including Special Education administrators)	6/5/2021	6/28/2021	
Teachers	6/5/2021	6/28/2021	
Principals	6/5/2021	6/28/2021	
School leaders	6/5/2021	6/28/2021	
Other educators	6/5/2021	6/28/2021	
School support personnel	6/25/2021	6/28/2028	
Unions			
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)	6/5/2021	6/28/2021	
Superintendents	6/25/2021	6/28/2021	
Charter school leaders (if applicable)	6/5/2021	6/28/2021	
<b>Stakeholders representing the interests of:</b>			



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Children with disabilities	6/5/2021	6/28/2021	
English learners	6/5/2021	6/28/2021	
Children experiencing homelessness	6/5/2021	6/28/2021	
Children in foster care	6/5/2021	6/28/2021	
Migratory students	6/5/2021	6/28/2021	
Children who are incarcerated	6/5/2021	6/28/2021	
Other underserved students	6/5/2021	6/28/2021	

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.

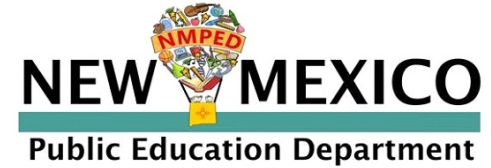
## Indirect Cost Rate

	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>	No	145,648.55	7.51	1.0751	0.00	0.00	0.00	0.00

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ARP ESSER 2/3 rd Indirect Cost Rate	No	291,297.11	7.51	1.0751	0.00	0.00	0.00	0.00
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## Required Information - GEPA

	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see:  <a href="https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc">https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</a></p> <p>GEPA Rubric                      A satisfactory answer</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul> <p>May require revision</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul>	<p>1.Our LEA will implement an interventionist to help and support classroom teachers and provide evidenced based interventions to use with our at-risk student populations. Professional development will be provided to the teachers to support the use of these intervention resources. Administration will conduct observations to offer support with interventions in line with the New Mexico Teacher Evaluation policies and procedures.</p> <p>2.Teachers and support staff will use different research based assessments and screeners such as STARS, iStation, and formative assessment data to identify at risk students.</p> <p>3.All 1-3 grade teachers will complete LETRS training to support the Science of Reading and Structured Literacy, helping to meet the needs of all students and ensure that students are reading at grade level by the end of third grade. One member of our Administration Staff will attend LETRS for Administrators.</p>

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4. Professional development will be provided on Structured Literacy and Multi-Layered Systems of Supports (MLSS) to support our at-risk students. Cross grade level collaboration will allow teachers to lead professional development on the Science of Reading, Structured Literacy, and the LETRS training.

5. Data will be analyzed on all students at the beginning of the year, middle of the year, and end of the year to identify our most at-risk student populations and work to meet their needs and help them to make progress in all academic areas. The students most at risk will have progress monitoring monthly.

6. We are committed to a rich technology curriculum and funding will support the purchase of curricula, devices, and internet for all classrooms and students to have equitable access to technology. In the event that we are remote learning, each student and staff member will be provided a Chromebook at hotspot (if needed) to ensure 100% connectivity by all members of the district.

7. We will incorporate music programs,

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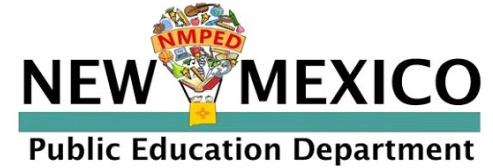
specifically Suzuki strings, Social Emotional Learning curriculums, and field trips into our curriculum. We will ensure that these are both culturally and linguistically appropriate and supportive of all student populations.

8. Our LEA will focus on the social emotional well-being of each student by incorporating professional development for our staff and community outreach programs that teach non-discrimination awareness based on the six barriers of: gender, race, national origin, color, disability, and age. A school social worker will be hired in the 2021-2022 school year to assist in this process and as support to our school staff and students.

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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

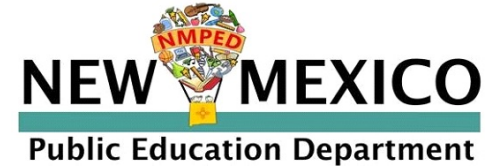
The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021

True

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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://tmesnm.com">http://tmesnm.com</a> , Continuous Learning Plan & Re-Entry Plan	
Second Posting (if needed*)	<a href="https://tmesnm.com/uploads/documents/TMEMS_Safe_Return_to_School.pdf">https://tmesnm.com/uploads/documents/TMEMS_Safe_Return_to_School.pdf</a> , Continuous Learning Plan & Re-Entry Plan	12/7/2021
Third Posting (if needed*)		
Fourth Posting (if needed*)		
Fifth Posting (if needed*)		
Sixth Posting (if needed*)		

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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
MONTESSORI ELEMENTARY SCHOOL	10/22/2021	<a href="https://tmesnm.com/uploads/documents/ARP_Application_%283%29.pdf">https://tmesnm.com/uploads/documents/ARP_Application_%283%29.pdf</a> , Main Landing Page