

# ARP Grant Application

2021-2022

DES MOINES MUNICIPAL SCHOOLS



Contact Information		Budget Table	
District	DES MOINES	ARP ESSER Award 2/3 rd Allocation	147696.23
District Code	085	ARP ESSER Award 2/3 rd Debit	147696.23
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	ksumpterdms@bacavalley.com	ARP ESSER Award 1/3 rd Allocation	73848.12
Phone Contact	575-278-2611	ARP ESSER Award 1/3 rd Debit	73848.12
Application Status	Return to District	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).	Local capacity also helps predict the success of an intervention based on available funding, including staffing, staff resources, staff skills, and support for interventions. Each of these areas must be addressed in order to successfully implement evidence-based interventions. After surveying the stakeholders, reflecting on	29,539.25	Local capacity also helps predict the success of an intervention based on available funding, including staffing, staff resources, staff skills, and support for interventions. Each of these areas must be addressed in order to successfully implement evidence-based interventions. After	14,769.62

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This will allow the teacher of our multiage classroom to not be divided four ways during the hybrid instructional model. The district's iReady data from Fall of 2019 to Fall of 2021 showed a decrease in elementary reading on grade level at the BOY assessment from 55% in 2019, to 42% in 2021. In reviewing the data for First grade students, the impact on student outcomes was even more significant. First grade

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emotional skills needed at their respective grade levels. We plan to increase social emotional skills via direct instruction in SSIS-SEL, Why Try, and structured lunches weekly with secondary students to discuss and build social emotional skill sets. Additionally healthy outlets were discovered to be needed for mental health management. DMMS will utilize money in year 2 and 3 for a high school art class.

Additionally it was identified that there is a disconnect between some academic learning and job opportunities in rural areas. Career Development and Job Training has an effect size of .81 to increase motivation to learn hard and abstract math. Integrating careers and the relevance of math skills in applicable math problems is critical for lower performing students. Low SES, minority and students with a disability

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continue to fall behind their peers. Furthermore, these students need to have exposure to career fairs, two and four year college campuses, and trade schools. There is a limited opportunity for students from rural NE New Mexico to have career exposure. DMMS will dedicate time to the Pathways to Careers integration into our 8-Algebra Math Classes, Careers to Careers, helping to develop a regional job fair for students to attend as well as a minimum of one college or trade school visit per semester. This is especially important for low income students, students with IEP's, and minority students.

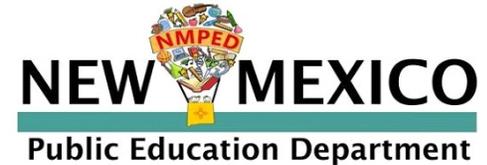
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successful both social emotionally and academically. This will especially help low income students and children with disabilities to not have to share a teacher with another grade level. DMMS is committed to keep students on campus and in safe in person instruction to the greatest extent possible.

Narrative Response Directions:  
-Please be specific to how these funds will meet the needs of underrepresented student groups.

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_foundationalreading\\_040717.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf)  
Foundational Skills to support reading for understanding in k-3

<https://ies.ed.gov/ncee/wwc/Study/85545>  
Instructional time in all content areas is critical for k-4 students in order to develop concepts necessary to exit elementary

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schools

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Narrative Response

Directions:

-Please be specific to how these funds will meet the needs of underrepresented student groups.

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Activities to address the Social Emotional Needs of all students	Yes	3,692.40	Yes	1,846.20
Activities to address the Academic Needs of all students	Yes	3,692.40	Yes	1,846.20
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)	Yes	3,692.40	Yes	1,846.20
Students from low-income families	Yes	3,692.40	Yes	1,846.20
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	Yes	3,692.40	Yes	1,846.20
English learners	Yes	3,692.40	Yes	1,846.20
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	3,692.40	Yes	1,846.20
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	Yes	3,692.45	Yes	1,846.22
Children and youth in foster care	No	0.00	No	0.00
<b>Sub Totals</b>		<b>29,539.25</b>		<b>14,769.62</b>

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## Additional Reserve Funds (Optional)

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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		No	
Activities to address the Academic Needs of all students	No		No	
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		No	
Students from low-income families	No		No	

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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		No	
English learners	No		No	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No		No	
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No		No	
Children and youth in foster care	No	0.00	No	0.00
<b>Sub Totals</b>		<b>0.00</b>		<b>0.00</b>

## Activities to Address Needs

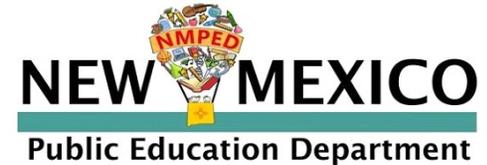
**Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 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)	Local capacity also helps predict the success of an intervention based on available	19,535.44	Local capacity also helps predict the success of an intervention based on available funding,	12,873.73

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Additionally it was identified that there is a disconnect between some academic learning and job opportunities in rural areas. Career

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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
		<b>19,535.44</b>		<b>12,873.73</b>

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## Response Efforts - COVID 19

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

### ARP ESSER 2/3

### ARP ESSER 1/3

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

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Purchasing supplies to sanitize and clean the LEA's facilities	DMMS will purchase the needed \$5,000.00 supplies to sanitize and clean classrooms, common spaces and buses.	7,700.00	DMMS will purchase the needed supplies to sanitize and clean classrooms, common spaces and buses.	3,300.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards		2,500.00		0.00
Improving indoor air quality		0.00		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	DMMS has set aside money to help with transportation and needs of homeless students and money to help purchase additional programs for students with disabilities to increase accessibility.	1,500.00	DMMS has set aside money to help with transportation and needs of homeless students and money to help purchase additional programs for students with disabilities to increase accessibility.	500.00
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

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<p>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></p>	<p>The district will purchase hotspots and adaptive equipment as needed for students that need it from low income home or students without enough bandwidth for educational needs.</p>	<p>2,000.00</p>	<p>The district will purchase hotspots and adaptive equipment as needed for students that need it from low income home or students without enough bandwidth for educational needs.</p>	<p>1,000.00</p>
<p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p>		<p>0.00</p>		<p>0.00</p>
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>	<p>We will provide an afterschool program for tutoring and STEAM during the school year and two days a week in June for students k-12th grade to accelerate learning, expose students to STEAM activities and provide support to families. We will encourage students from low-income homes, minorities and students with disabilities to participate.</p>	<p>4,000.00</p>	<p>We will provide an afterschool program for tutoring and STEAM during the school year and two days a week in June for students k-12th grade to accelerate learning, expose students to STEAM activities and provide support to families. We will encourage students from low-income homes, minorities and students with disabilities to participate.</p>	<p>1,000.00</p>
<p>Addressing learning loss</p>	<p>Local capacity also helps predict the success of an intervention based on available funding, including staffing,</p>	<p>68,401.54</p>	<p>Local capacity also helps predict the success of an intervention based on available funding, including staffing,</p>	<p>34,200.77</p>

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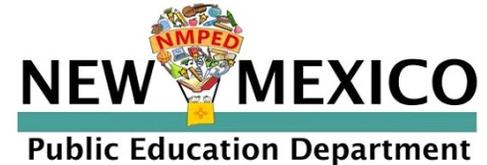
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Additionally it was identified that there is a disconnect between some academic learning and job opportunities in rural areas. Career Development and Job Training has an effect size of .81 to increase motivation to learn hard and abstract math. Integrating careers and the relevance of math skills in applicable math problems is critical for lower performing students. Low SES, minority and students with a disability continue to fall behind their peers. Furthermore, these students need to have exposure to career fairs, two and four year college campuses, and trade schools. There is a limited opportunity for students from rural NE New Mexico to have career exposure. DMMS will dedicate time to the Pathways to Careers integration into our 8-Algebra Math Classes, Careers to Careers, helping to develop a regional job fair for students to attend as well as a minimum of one college or trade school visit per semester. This is especially important for low income

build social emotional skill sets. Additionally healthy outlets were discovered to be needed for mental health management. DMMS will utilize money in year 2 and 3 for a high school art class.

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students, students with IEP's, and minority students.

We will fund an additional early childhood teacher so every elementary classroom will have one teacher per grade. We had a K/1 combo during the first 13 months and saw the largest impact at this age range. This will ensure all students will get the foundational skills necessary to ensure they are successful both social emotionally and academically. This will especially help low income students and children with disabilities to not have to share a teacher with another grade level.

Narrative Response Directions:  
-Please be specific to how these funds will meet the needs of underrepresented student groups.

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_foundationalreading\\_040717.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf)

Foundational Skills to support reading for understanding in k-3

<https://ies.ed.gov/ncee/wwc/Study/85545>

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Foundational Skills to support reading

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	Instructional time in all content areas is critical for k-4 students in order to develop concepts necessary to exit elementary schools		for understanding in k-3  <a href="https://ies.ed.gov/ncee/wwc/Study/85545">https://ies.ed.gov/ncee/wwc/Study/85545</a> Instructional time in all content areas is critical for k-4 students in order to develop concepts necessary to exit elementary schools	
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	DMMS will utilize 2000 for an additional cleaning contract for janitorial services to provide additional cleaning duties due to COVID. We will also utilize 2000 for substitute teachers as the need for subs has increased tremendously due to COVID related quarantine absences. DMMS will utilize \$5400 funds to pay for an additional funds to send career tech teachers to CASE training to better learning experience for students. (See below) CASE (Curriculum for Agriculture Science Education) training is an instructional system that provides intense teacher professional development and curriculum that is changing the culture of agriculture programs. Through this system of professional development, curriculum, assessment and	12,520.00	DMMS will utilize 2000 for an additional cleaning contract for janitorial services to provide additional cleaning duties due to COVID. We will also utilize 2000 for substitute teachers as the need for subs has increased tremendously due to COVID related quarantine absences. DMMS will utilize \$5400 funds to pay for an additional funds to send career tech teachers to CASE training to better learning experience for students. (See below) CASE (Curriculum for Agriculture Science Education) training is an instructional system that provides intense teacher professional development and curriculum that is changing the culture of agriculture programs. Through this system of	6,204.00

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certification, CASE equips teachers to elevate student experiences in the agriculture classroom, and prepares students success in college and careers emphasizing science, technology, engineering and math. The strength of CASE is in the intense and thorough professional development provided to all those who choose to adopt the curriculum. To obtain the CASE curriculum, teachers are required to attend an 80-hour concurrent session Institute. This professional development workshop equips teachers to use the curriculum to its fullest potential by preparing them to lead students through a series of meaningful, sequential activities, problems and projects couched in agriculture subject matter. CASE provides a complete curriculum in each of its three courses. This includes lessons that build on each previous lesson coupled with inquiry-based lesson delivery style, leading students to a higher understanding of big-picture science, technology, engineering and math (STEM) concepts. Teachers become familiar with not only the curriculum itself, but with delivering lessons using inquiry-based instruction,

professional development, curriculum, assessment and certification, CASE equips teachers to elevate student experiences in the agriculture classroom, and prepares students success in college and careers emphasizing science, technology, engineering and math. The strength of CASE is in the intense and thorough professional development provided to all those who choose to adopt the curriculum. To obtain the CASE curriculum, teachers are required to attend an 80-hour concurrent session Institute. This professional development workshop equips teachers to use the curriculum to its fullest potential by preparing them to lead students through a series of meaningful, sequential activities, problems and projects couched in agriculture subject matter. CASE provides a complete curriculum in each of its three courses. This includes lessons that build on each previous lesson coupled with inquiry-based lesson delivery style, leading students to a higher understanding of big-picture science, technology, engineering and math (STEM) concepts. Teachers become familiar

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	<p>student-directed learning, and activities, projects and problems. The CASE program would benefit our teachers in educating our students to a high expectation and prepares students for success in college and careers emphasizing science, technology, engineering and math.</p>		<p>with not only the curriculum itself, but with delivering lessons using inquiry-based instruction, student-directed learning, and activities, projects and problems. The CASE program would benefit our teachers in educating our students to a high expectation and prepares students for success in college and careers emphasizing science, technology, engineering and math.</p>	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.				
<b>Sub Totals</b>		<b>98,621.54</b>		<b>46,204.77</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	8/2/2021	9/15/2021	9/21/2021
	Families	8/2/2021	9/14/2021	9/27/2021
	School and district administrators (including Special Education administrators)	8/2/2021	9/15/2021	9/21/2021
	Teachers	8/2/2021	9/21/2021	9/29/2021
	Principals	8/2/2021	9/15/2021	9/21/2021

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School leaders	8/2/2021	9/15/2021	9/21/2021
Other educators	8/2/2021	9/15/2021	9/21/2021
School support personnel	8/2/2021	9/15/2021	9/21/2021
Unions			
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)			
Superintendents	8/2/2021	9/2/2021	9/17/2021
Charter school leaders (if applicable)			
<b>Stakeholders representing the interests of:</b>			
Children with disabilities	8/2/2021	9/9/2021	9/21/2021
English learners	8/2/2021		
Children experiencing homelessness	8/2/2021		
Children in foster care			
Migratory students			
Children who are incarcerated			
Other underserved students	8/2/2021	9/13/2021	9/16/2021

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.

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\*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	73,848.12	8	1.08	0.00	0.00	0.00	0.00
<b>ARP ESSER 2/3 rd Indirect Cost Rate</b>	No	147,696.23	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:  <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</li> </ul>	<p>Des Moines Municipal School District specifically designed the ARP application to target students who come from traditionally underrepresented and underserved populations; those who are at risk of poverty, academic failure, and school dropout with the ultimate goal of increasing the number and proportion of high-need students who persist in and complete high school and college or other post-secondary education and training in STEAM</p>

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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

fields in addition to increasing the social-emotional skill set of students. We are committed to ensure our early childhood classrooms have one teacher per grade level to serve the foundational skills in literacy and math in order to ensure development of early literacy skills in every student. We are committed to ensuring that federally funded activities, programs, and services will be made accessible to all teachers, students, and other program beneficiaries with special needs allowing them to participate fully in the projects and programs provided under this application. Des Moines Municipal Schools does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender or sexual orientation in education or its services and activities. It provides reasonable and appropriate accommodations to meet the learning evaluation

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needs of a diverse group of students, faculty, community members and other participants.

Des Moines Municipal Schools has established policies and conducts annual training to provide an environment free from discrimination and harassment based upon age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender or sexual orientation. It monitors, coordinates and recommends action to ensure compliance with these policies.

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<p>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</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>
<p>Please provide the link to the LEA's re-entry plan on the LEA's website</p>	<p><a href="http://desmoines.k12.nm.us/COVID/Reentry_DesMoinesRemoteFall_2020.pdf">http://desmoines.k12.nm.us/COVID/Reentry_DesMoinesRemoteFall_2020.pdf</a>, Des Moines Fall 2020 Reentry Plan</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>	<p>True</p>
<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>True</p>