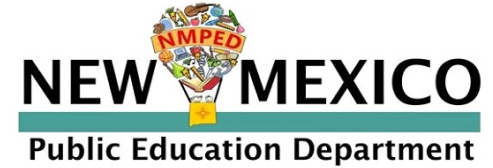


ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS



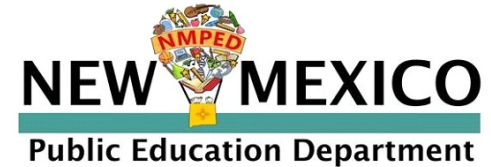
Contact Information		Budget Table	
District	HATCH	ARP ESSER Award 2/3 rd Allocation	3706148.93
District Code	018	ARP ESSER Award 2/3 rd Debit	3706148.93
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	mchavez@hatchschools.net	ARP ESSER Award 1/3 rd Allocation	1853074.46
Phone Contact	575-267-8200	ARP ESSER Award 1/3 rd Debit	1853074.46
Application Status	Substantially Approvable	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).	HVPS is comprised of 50% Identified ELLs, 11% are identified SPED, 100% Free and Reduced Lunch, therefore, the majority of our population is represented in these underrepresented student groups. We will use additional funds to address academic needs of these students by hiring an additional ELD/SLA teacher to reduce class size and	741,229.79	HVPS is comprised of 50% Identified ELLs, 11% are identified SPED, 100% Free and Reduced Lunch, therefore, the majority of our population is represented in these underrepresented student groups. We will use additional funds to address academic needs of these students by hiring an	370,614.89

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS



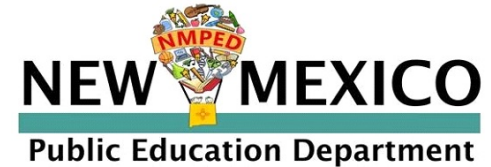
provide extra support to these English Learners. Evidence supporting this <http://blog.tesol.org/6-arguments-for-smaller-class-sizes/>
We will use the funds to address the social emotional and academic needs of these students. A large focus to meet the academic needs of our students will be through MLSS and intervention services for students. Sites such as <https://www.interventioncentral.org/> will be used to access tools for interventions in our MLSS plan. The social emotional focus will center around relationships and school culture through the use of a house system to create a sense of belonging, support and engagement.
The research on house systems shows how an increase in sense of belonging increases connectedness and thus increases academic performance.
<https://www.kqed.org/mindshif>

additional ELD/SLA teacher to reduce class size and provide extra support to these English Learners. Evidence supporting this <http://blog.tesol.org/6-arguments-for-smaller-class-sizes/>
We will use the funds to address the social emotional and academic needs of these students. A large focus to meet the academic needs of our students will be through MLSS and intervention services for students. Sites such as <https://www.interventioncentral.org/> will be used to access tools for interventions in our MLSS plan. The social emotional focus will center around relationships and school culture through the use of a house system to create a sense of belonging, support and engagement.
The research on house systems shows how an

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS



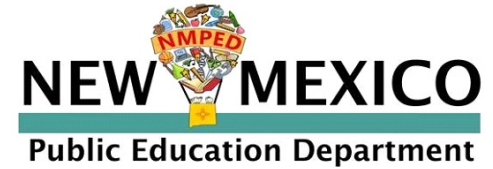
t/50960/how-being-part-of-a-house-within-a-school-helps-students-gain-a-sense-of-belonging. House culture is supported also by this information from https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_Connecting_Social_and_Emotional_Learning_School_Climate_and_Student_Voice.pdf and this information about belonging <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/social-emotional-learning.pdf>. Specific information about the House system can be found here <https://www.rcahousesystem.com/>

increase in sense of belonging increases connectedness and thus increases academic performance. <https://www.kqed.org/minidshift/50960/how-being-part-of-a-house-within-a-school-helps-students-gain-a-sense-of-belonging>. House culture is supported also by this information from https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_Connecting_Social_and_Emotional_Learning_School_Climate_and_Student_Voice.pdf and this information about belonging <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/social-emotional-learning.pdf>. Specific information about the House system can be found here <https://www.rcahousesystem.com/>

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS



Activities to address the Social Emotional Needs of all students	Yes	28,676.00	Yes	14,124.00
Activities to address the Academic Needs of all students	Yes	157,116.79	Yes	82,917.89
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	Yes	178,153.00	Yes	87,747.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	Yes	97,512.00	Yes	48,028.00
English learners	Yes	279,772.00	Yes	137,798.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		741,229.79		370,614.89

Additional Reserve Funds (Optional)

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS

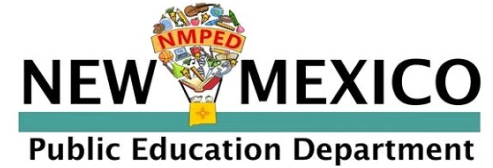


	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:</p>	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</p>
<p>Funds above and beyond 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>HVPS is comprised of 50% Identified ELLs, 11% are identified SPED, 100% Free and Reduced Lunch, therefore, the majority of our population is represented in these underrepresented student groups. We will use additional funds to address academic needs of these students by hiring an additional ELD/SLA teacher to reduce class size and provide extra support to these English Learners. Evidence supporting this http://blog.tesol.org/6-arguments-for-smaller-class-sizes/ We will use the funds to address the social emotional and academic needs of these students. A large focus to meet the academic needs of our students will be through MLSS and intervention services for students. Sites such as https://www.interventioncentral.org/ will be used to access tools for interventions in our MLSS plan. The social emotional focus will center around relationships and school culture through the use of a house system to create a sense of belonging, support and engagement. The research on house systems shows how an increase in sense of belonging increases</p>	<p>HVPS is comprised of 50% Identified ELLs, 11% are identified SPED, 100% Free and Reduced Lunch, therefore, the majority of our population is represented in these underrepresented student groups. We will use additional funds to address academic needs of these students by hiring an additional ELD/SLA teacher to reduce class size and provide extra support to these English Learners. Evidence supporting this http://blog.tesol.org/6-arguments-for-smaller-class-sizes/ We will use the funds to address the social emotional and academic needs of these students. A large focus to meet the academic needs of our students will be through MLSS and intervention services for students. Sites such as https://www.interventioncentral.org/ will be used to access tools for interventions in our MLSS plan. The social emotional focus will center around relationships and school culture through the use of a house system to create a sense of belonging, support and</p>

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS



connectedness and thus increases academic performance.
<https://www.kqed.org/mindshift/50960/how-being-part-of-a-house-within-a-school-helps-students-gain-a-sense-of-belonging>. House culture is supported also by this information from
https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_Connecting_Social_and_Emotional_Learning_School_Climate_and_Student_Voice.pdf and this information about belonging
<https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/social-emotional-learning.pdf>. Specific information about the House system can be found here <https://www.rcahousesystem.com/>

engagement.
 The research on house systems shows how an increase in sense of belonging increases connectedness and thus increases academic performance.
<https://www.kqed.org/mindshift/50960/how-being-part-of-a-house-within-a-school-helps-students-gain-a-sense-of-belonging>. House culture is supported also by this information from
https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_Connecting_Social_and_Emotional_Learning_School_Climate_and_Student_Voice.pdf and this information about belonging
<https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/social-emotional-learning.pdf>. Specific information about the House system can be found here <https://www.rcahousesystem.com/>

Activities to address the Social Emotional Needs of all students	No	0.00	No	0.00
Activities to address the Academic Needs of all students	No	22,041.21	No	5,324.11
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

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS

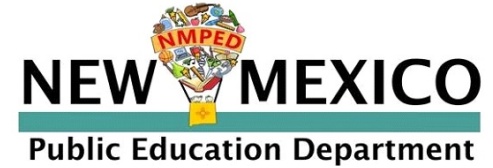


Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	No	0.00	No	0.00
English learners	Yes	178,800.00	Yes	89,400.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		200,841.21		94,724.11

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS



Activities to Address Needs

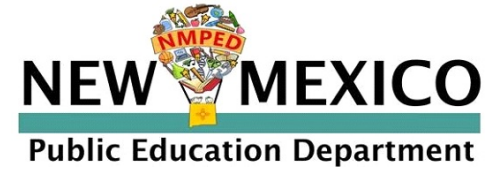
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 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.

<p>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.</p>	<p>2/3 Amount Allocations</p>		<p>1/3 Amount Allocations</p>	
	<p>Narrative</p>	<p>Amount</p>	<p>Narrative</p>	<p>Amount</p>
<p>Elementary and Secondary Education Act (ESEA)</p>	<p>HVPS is comprised of 50% Identified ELLs, 11% identified SPED, 100% Free and Reduced Lunch, therefore, the majority of our population is represented in these underrepresented student groups. We will use the funds to address the social, emotional and academic needs of these students. The social emotional focus will be centered around relationships and school culture through the use of a house system to create a sense of belonging, support and engagement. Addressing these needs is critical in response to COVID quarantine time when our students were learning from home in order to get students back into the school</p>	<p>487,492.00</p>	<p>HVPS is comprised of 50% Identified ELLs, 11% identified SPED, 100% Free and Reduced Lunch, therefore, the majority of our population is represented in these underrepresented student groups. We will use the funds to address the social, emotional and academic needs of these students. The social emotional focus will be centered around relationships and school culture through the use of a house system to create a sense of belonging, support and engagement. Addressing these needs is critical in response to COVID quarantine time when our students were learning from home in order to get students back into the school setting and</p>	<p>233,109.00</p>

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS

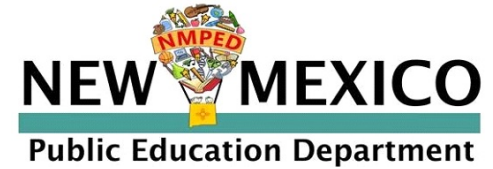


	<p>setting and connecting to their classmates and teachers in person. A large focus to meet the academic needs of our students will be through MLSS and intervention services for students. This is a response to the learning loss and/or acceleration due to the time at home due to COVID. With these funds, we will reduce class size, increase parent communication and utilize technology. Funds will also be used for the train-the-trainer model of Family Leadership Institute. Connecting with families is essential as we are back in person after COVID quarantine so that students will get back on track academically and socially. Deployment will focus on parent education on engagement and advocacy into the school system.</p>		<p>connecting to their classmates and teachers in person. A large focus to meet the academic needs of our students will be through MLSS and intervention services for students. This is a response to the learning loss and/or acceleration due to the time at home due to COVID. With these funds, we will reduce class size, increase parent communication and utilize technology. Funds will also be used for the train-the-trainer model of Family Leadership Institute. Connecting with families is essential as we are back in person after COVID quarantine so that students will get back on track academically and socially. Deployment will focus on parent education on engagement and advocacy into the school system.</p>	
Individuals with Disabilities Education Act (IDEA)	IDEA requirements have been met through the 20% reserve module.		IDEA requirements have been met through the 20% reserve module.	
Adult Education and Family Literacy Act (AEFLA)				

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS

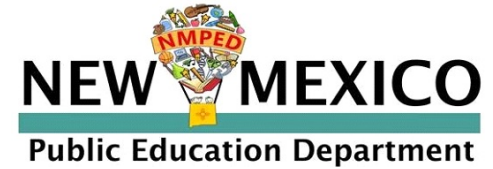


<p>Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)</p>	<p>Funds will be used and equipment approval forms will be submitted prior to purchase to increase relevance in agriculture education, business education, Media, Technology, Pro-Start and Athletic Training in response to community, parent, staff and board of education input. Funds include Agriculture Instructional Coach, Ag teacher, business teacher, equipment, software, supplies and materials for all CTE programs. Agriculture education lends itself to being outside in outdoor classrooms and learning experiences while athletic training will help our athletes reach fitness goals while maintaining COVID practices. Media and technology programs of study will help get messaging out to students and families and assist with virtual learning for students.</p>	<p>640,446.00</p>	<p>Funds will be used and equipment approval forms will be submitted prior to purchase to increase relevance in agriculture education, business education, Media, Technology, Pro-Start and Athletic Training in response to community, parent, staff and board of education input. Funds include Agriculture Instructional Coach, Ag teacher, business teacher, equipment, software, supplies and materials for all CTE programs. Agriculture education lends itself to being outside in outdoor classrooms and learning experiences while athletic training will help our athletes reach fitness goals while maintaining COVID practices. Media and technology programs of study will help get messaging out to students and families and assist with virtual learning for students.</p>	<p>315,443.00</p>
		<p>1,127,938.00</p>		<p>548,552.00</p>

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS



Response Efforts - COVID 19

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

ARP ESSER 2/3

ARP ESSER 1/3

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

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS



Purchasing supplies to sanitize and clean the LEA's facilities	Funds will be spent on sanitation and disinfectant equipment and materials, sprayers, wipes, etc. to ensure a covid-safe environment.	67,000.00	Funds will be spent on sanitation and disinfectant equipment and materials, sprayers, wipes, etc. to ensure a covid-safe environment.	33,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	Funds will be used to remodel front entrances of school sites to prevent people from entering the building without being health screened, to construct an outdoor classroom at the high school and purchase additional outdoor tables for all school sites and portable shade structures for outdoor activities, for fencing at all school sites to ensure outdoor classroom safety, to upgrade all plumbing fixtures in restrooms/kitchens/lounges with motion sensor sinks, toilets, paper-towel dispensers. We will also add motion sensor water bottle filling stations at all school sites.	680,360.87	Funds will be used to remodel front entrances of school sites to prevent people from entering the building without being health screened, to construct an outdoor classroom at the high school and purchase additional outdoor tables for all school sites and portable shade structures for outdoor activities, for fencing at all school sites to ensure outdoor classroom safety, to upgrade all plumbing fixtures in restrooms/kitchens/lounges with motion sensor sinks, toilets, paper-towel dispensers. We will also add motion sensor water bottle filling stations at all school sites.	367,553.43
Improving indoor air quality	Funds will be spent on HEPA Air purifiers, filters and UV Lights	67,000.00	Funds will be spent on HEPA Air purifiers, filters and UV Lights	33,000.00
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		0.00		0.00

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS

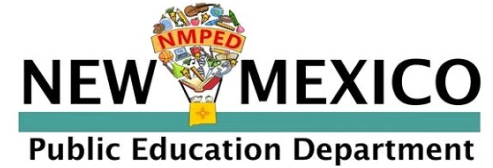


<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs</p>	<p>Supplies for preventing Covid exposure, such as deskguards, signage, gloves, masks, and other supplies as necessary. Due to the lack of substitutes, funds will be used to compensate teachers for their planning time after hours due to covering other classes during their planning periods. We will also provide a stipend for an athletic covid administrator to organize athletic events in the best way to prevent covid exposure of athletes.</p>	<p>134,000.00</p>	<p>Supplies for preventing Covid exposure, such as deskguards, signage, gloves, masks, and other supplies as necessary. Due to the lack of substitutes, funds will be used to compensate teachers for their planning time after hours due to covering other classes during their planning periods. We will also provide a stipend for an athletic covid administrator to organize athletic events in the best way to prevent covid exposure of athletes.</p>	<p>66,000.00</p>
<p>Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning</p>		<p>0.00</p>		<p>0.00</p>

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS

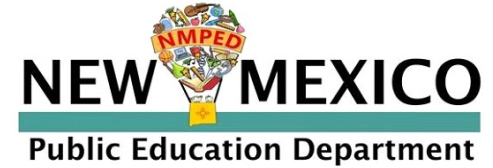


<p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)</p>	<p>Funds will be used to ensure access to digital devices and other technology for at-risk students and teachers who need them through the purchase of Chromebooks, laptops, and Verizon hotspots as well as Internet technology support services through our technology department. These devices will be capable of meeting our at-risk students' remote learning needs and teachers' remote teaching needs by allowing the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing.</p>	<p>368,500.00</p>	<p>Funds will be used to ensure access to digital devices and other technology for at-risk students and teachers who need them through the purchase of Chromebooks, laptops, and Verizon hotspots as well as Internet technology support services through our technology department. These devices will be capable of meeting our at-risk students' remote learning needs and teachers' remote teaching needs by allowing the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing.</p>	<p>181,500.00</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>Mental health support will be provided by hiring an additional school counselor/social worker.</p>	<p>107,803.00</p>	<p>Mental health support will be provided by hiring an additional school counselor/social worker.</p>	<p>53,097.00</p>
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>		<p>0.00</p>		<p>0.00</p>
<p>Addressing learning loss</p>				

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS



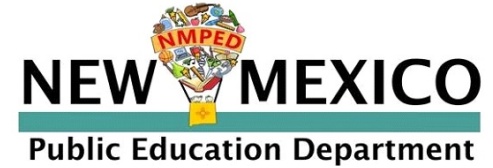
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	Employ 2 custodians to increase cleanliness and Covid-Response sanitation of buildings.	94,470.00	Employ 2 custodians to increase cleanliness and Covid-Response sanitation of buildings.	46,530.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.		0.00		0.00
Sub Totals		1,519,133.87		780,680.43

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	3/30/2021	7/30/2021	7/31/2021	
Families	5/6/2021	7/30/2021	9/9/2021	
School and district administrators (including Special Education administrators)	3/30/2021	5/6/2021	9/9/2021	
Teachers	3/30/2021	5/3/2021	9/9/2021	
Principals	5/3/2021	7/30/2021	9/9/2021	
School leaders	5/6/2021	7/30/2021	9/9/2021	
Other educators				
School support personnel	3/30/2021	7/30/2021	9/9/2021	
Unions				
Tribes(if applicable)				

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS



Civil rights organizations (including disability rights organizations)			
Superintendents	3/30/2021	5/6/2021	9/9/2021
Charter school leaders (if applicable)			
Stakeholders representing the interests of:			
Children with disabilities	3/30/2021	7/30/2021	9/9/2021
English learners	3/30/2021	7/30/2021	9/9/2021
Children experiencing homelessness	3/30/2021	7/30/2021	9/9/2021
Children in foster care	3/30/2021	7/30/2021	9/9/2021
Migratory students	3/30/2021	7/30/2021	9/9/2021
Children who are incarcerated	3/30/2021	7/30/2021	9/9/2021
Other underserved students	3/30/2021	7/30/2021	9/9/2021

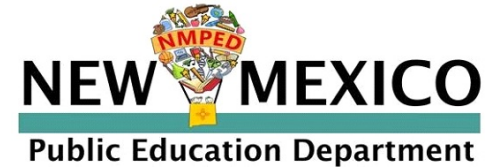
Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required 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.

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS



Indirect Cost Rate

	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	Yes	1,853,074.46	3.26	1.0326	0.00	58,503.03	1,853,074.46	1,794,571.43
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	3,706,148.93	3.26	1.0326	0.00	117,006.06	3,706,148.93	3,589,142.87

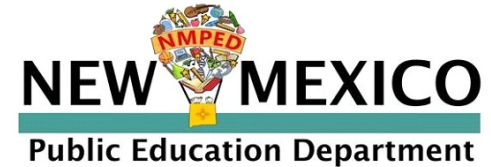
Required Information - GEPA

	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric A satisfactory answer</p> <ul style="list-style-type: none"> • Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access <p>May require revision</p> <ul style="list-style-type: none"> • May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access 	<p>The Hatch Valley Public Schools are 100% Free and Reduced Lunch due to the large number of students that come from poverty. Jobs are mostly seasonal agriculture jobs, therefore resulting in increased absences during peak harvest season. In addition, the district has identified 50% of students as English Learners. As a result, the majority of students struggle due to the impact of poverty and language on academic development. These funds will help us implement our improvement efforts and ensure equitable access for all students by reducing or eliminating the</p>

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS



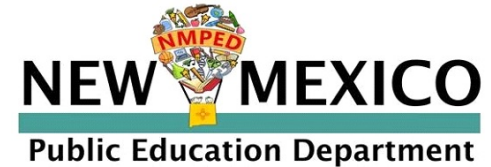
barriers caused by poverty and language for students as identified in the district strategic plan focus areas as listed below.
District Strategic Focus Areas (2021-2022)

1. Toolkit
 - a. Develop an approved COVID-19 response plan aligned to PED guidelines.
2. Equity
 - a. Meet regulations of the Equity Council aligned to PED guidelines.
 - b. Develop and implement a Cultural and Linguistically Responsive Framework.
3. Multi-Level System of Support
 - a. Deploy the MLSS framework as required by PED.
 - b. Implement accelerated learning through What I Need (WIN) time.
4. Bi-Literacy Development
 - a. Transform the district's bilingual model to focus on biliteracy.
5. Rigorous and Relevant Instruction
 - a. Implement Quad D Lessons

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS

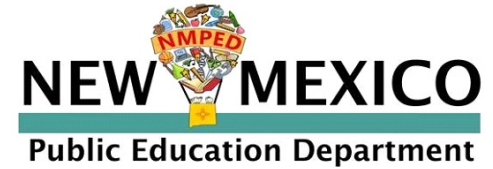


- (Rigor and Relevance Framework)
- b. Implement the Question Formulation Technique to increase student critical thinking, engagement, relevance and agency in their learning
- c. K-12 Agriculture Education
 - i. Implement Agriculture in the Classroom in grades K-12.
 - ii. Strengthen and expand FFA opportunities.
- d. Career and Technical Education
 - i. Strengthen career pathways leading to industry standard certifications.
 - ii. Increase community partnerships.
- 6. District Budget
 - a. Manage capital improvement projects funding sources.
 - b. Implement Utilities Direct to monitor and decrease utility expenses.
 - c. Continue increasing operational efficiency.
- 7. Culture
 - a. Implement a district-wide House System
 - b. Implement the Family

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS

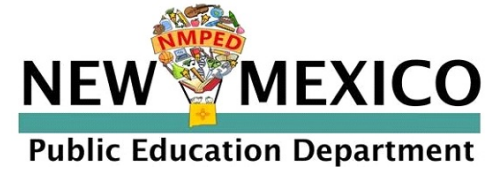


	<p>Leadership Institute parent education program.</p> <p>c. Increase participation in extracurricular events.</p> <p>8. Professional Learning Communities</p> <p>a. Provide structure for PLC meetings.</p> <p>b. Establish PLC meetings for all operation departments.</p>
<p>The LEA agrees to comply with 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>

ARP Grant Application

2021-2022

HATCH VALLEY PUBLIC SCHOOLS



Please provide the link to the LEA's re-entry plan on the LEA's website	https://content.schoolinsites.com/api/documents/47b304662f1c4dabb4df6b91e56b9040.pdf , HVPS Re-Entry Plan Information
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