

# ARP

## American Rescue Plan Elementary and Secondary School Emergency Relief Program

### **GISD Grant Application for ARP Funds for \$67,030,249.00**

#### **HOW GISD WILL ADDRESS THE NEW PROVISION OF SECTION 427 OF GEPA IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM**

We are definitely living in an era of changes, COVID has brought so many challenges in education. Before COVID we had existing barriers, now we have new and pre-existing barriers. But how are we going to face them is the fundamental factor that will determine how we can make a real difference in each one of our students. GISD has been for years a Title I District, according to the US Census, the median household income in Dona Ana County is approximately \$41,000/year. Almost 24% of families live in poverty in Dona Ana, *64 % of GISD Households qualify as Economically disadvantaged*. The NMSU Center for Community Analysis on their 2020 Education Context Reports about GISD population;

- 97 % Hispanic
- 3% White, non-hispanic
- 14% Students with Disabilities
- 41 % English Language Learners

Poverty is one of our main barriers, along with an increasing population of EL students. Besides these factors we need to add the housing insecurity that increased after COVID. Many of our families struggle to pay for basic needs on top of high housing costs. This leads to difficulty purchasing other necessities such as food, clothing, transportation, and medical care. Now more than ever, we need to assure equity among all our students.

During COVID-19 the biggest challenge we had was the digital divide. Thanks to CARES funds we were able to provide all our students with Chromebooks, besides we provided hot spots to the families who had no internet connection. But our biggest challenge was to find out that none of the hot spots worked in certain areas. Some of our families do not receive signal at all. We had to work individually with those families with paper resources because of the lack of connectivity. This is the reason why our biggest proposal for ARP is to provide connectivity to our communities. We believe this will benefit all our students and their families, will bring equity to our community by giving them the opportunity to have access to internet connectivity.

Another barrier we are facing is the academic loss. Reading at grade level is one of the strongest predictors of future academic success, with data showing the association between gaps in early literacy and persistent achievement gaps. Third-grade reading scores for GISD students remains at the state level, but is 40% a good score? We need to do better for our students, we need to reflect on the 60% of students who are not reading at level and provide them the educational opportunities they need. This is another barrier we need to break with the support of ARP funds, we need to move our students' scores on reading and math higher. Research shows that differences in academic outcomes are related to disparities in opportunities. Many students, especially those belonging to disadvantaged groups, are often exposed to low school expectations and beliefs about their potential success. These students often lack access to grade level or advanced curriculum and classes, computers, exposure to effective or culturally relevant instruction, highly qualified teachers, and additional instructional supports (Flores, 2007). We need to create meaningful change to provide equity, high expectations and give our students all the opportunities to be successful.

Besides the academic loss that impacted many students, we are also facing the socio-emotional and mental health needs that created an impact in our students. We are facing the challenges of providing an equitable education to all our students, facing the barriers of poverty, house insecurity, low grades, academic loss and socio emotional and mental health issues.

The ESSER and ARP funds will provide the support GISD needs to address the challenges and provide equitable access to education to all students.

GISD has taken several steps to address the issues in the most equitable and effective way; one of them was to identify the District Needs by organizing community meetings in the summer, inviting all stakeholders to participate. We have now a Needs Assessment Evaluation and from there we are creating an action plan to ensure we will provide the resources where they are needed.

To create meaningful change, we first established District goals to provide equitable access to all our students by providing:

- *Socio-emotional support and reduce the chronic absenteeism* rate by connecting with students outside the academic arena and helping them build a sense of self and belonging.

- *Focus on Accelerated Learning*; students will learn critical skills and knowledge by engaging in high quality assignments that are aligned to the learning objectives and state standards.
- *Student Engagement*; engage students in academic language and vocabulary through frequent dialogue and discourse.

### Steps to Provide Equitable Access Education to all our Students

To support the Secondaries School Improvement GISD will provide the following supports;

- Partnership with SREB to provide PD on Accelerated Instruction, College/Career Ready, Walkthrough Form, Common Assessment Cycles, PLCs.
- Providing experiences and expanding opportunity; CTE Pathways at all High Schools, current STEM pathways in place with PLTW, expanding 7-12, computer science, engineering, biomedical
- Build student efficacy, AP courses, tests
- Transform the Senior Year – Dual Credit
- Establish virtual school with partner support

To support Elementary Schools;

- Support with the newly introduced grading scale; provide EL education guidance, LETRS trainings, K-2 Sound wall supports, NMDASH support to administrative teams, Michael Heggerty online resources, support in the district Literacy Plan.
- Ready Math program k-6, SREB PD trainings for teachers on teaching to the standards for accelerated learning
- Science adoption, STEM scopes, STEM classrooms at all elementary schools.
- PE Coaches PD to improve kinesiology

Language goals for At Risk Student Populations;

- Provide teachers the pedagogy and best practices needed to better support ELs at Elementary and Secondary schools.
- Support teachers in understanding the importance of teaching content and language simultaneously using the ELD Standards.
- Improve the quality of classroom instruction in order to best meet students' Structured Literacy needs with explicit instruction and routines in English and Spanish phonological awareness and phonics.
- For teachers to meet language development standards through content and literacy connections.

- To integrate reading, writing, speaking, and listening domains, build social, structural, and academic language, amplify language in context and scaffold to grade-level complex text.

Early Childhood:

- Grant compliance with FOCUS, consistent quality, and foundational practices.

The Student Success Department will implement MLSS and will guide us following;

- Data Driven Decisions
- Research Based Interventions
- Socio – Emotional Learning; OLWEOUS implementation at elementary and Capturing Kids Hearts at Secondary.
- Counseling programs aligned in the district to support SEL
- Mental Health Services

Special Education Programs will provide more support to students with contract services; Nursing will continue providing us with guidance and keeping us safe from COVID, Support Services will continue sanitizing, disinfecting and supporting all our schools and providing all the meals to our students.

Through Federal Programs, Social workers will continue supporting our Migrant, Homeless and Foster Care students. Clothing and Food Banks are being established in our district with the support of outside agencies and different stakeholders and with the support of ARP we will be able to have the space for 3 Family Centers in the District. A place for our Parent Ambassadors to provide our parents with educational opportunities and resources. The Attendance Advocates program grow thanks to ESSER funds and now we are able to support our schools fighting the chronic absenteeism by implementing Bill 236 and all the interventions needed as well as home visits. To provide equitable access to all our students, we understand that Maslow comes before Bloom; we work very hard trying to meet the needs of our families and providing the support they need.

With the support of ARP funding our Communication Director will be able to keep District communication open and effective. He works diligently reaching to all our families, to give them all the information they need to support their students at school. Electronic media has become a great resource for communication, our main resource is REMIND, it allows us to keep connected with our families and our staff. But not all our parents have access to internet connection yet, for them, we keep printing information and reaching them through flyers. Our Parent Ambassadors have the responsibility of delivering information into the communities by paper and by interacting frequently with our parents.

It is said that It Takes a Village to raise a Child, and Yes! At GISD, it is a team effort with a common goal; Children First. With the support of ARP, we will work collaboratively to follow all our action steps and accomplish our goals of provide our students an equitable and successful education.

## **MEANINGFULLY ENGAGED STAKEHOLDER GROUPS**

Students, Families, School and District Administrators, Teachers, Principals, School Support Personnel, all they have received the information and they have provided their input about how we should direct this funding.

Many meetings were hold, information was shared and District needs were assessed. After many meetings with different stakeholders we were able to organize and prioritize district needs. Some of the proposals are for the whole district, Elementary schools came together with the same proposal for all of them; STEM classrooms, and for Secondary each school had their own needs. First you will see all the meetings that were hold and then the proposals for the grant.

### Informative Meetings with ARP Presentations

June 18, 2021	ARP Presentation	19 Administrators
July 7, 2021	ARP Presentation	12 Principals
July 7, 2021	ARP Presentation	9 Principals & Admins
July 7, 2021	ARP Presentation	12 Specialists
July 7, 2021	ARP Presentation	8 Specialists
July 9, 2021	Control Agents Meeting	23 Administrators
July 14, 2021	Coffee with the Superintendent on line	65 Participants
July 15, 2021	Coffee with the Superintendent on line	131 Participants
July 23, 2021	Ranking Proposals by Priority	18 Administrators

July 27,2021	Coffee with the Superintendent GHS	19 Participants
July 28, 2021	Coffee with the Superintendent STHS	8 Participants
July 29, 2021	Coffee with the Superintendent CHS	12 Participants
August 6, 2021	Ranking Proposals by Priority	16 Administrators
July 28 to August 5	Schools Presented to Staff and Students	
August 17, 2021	Broadband Proposal	57 Participants

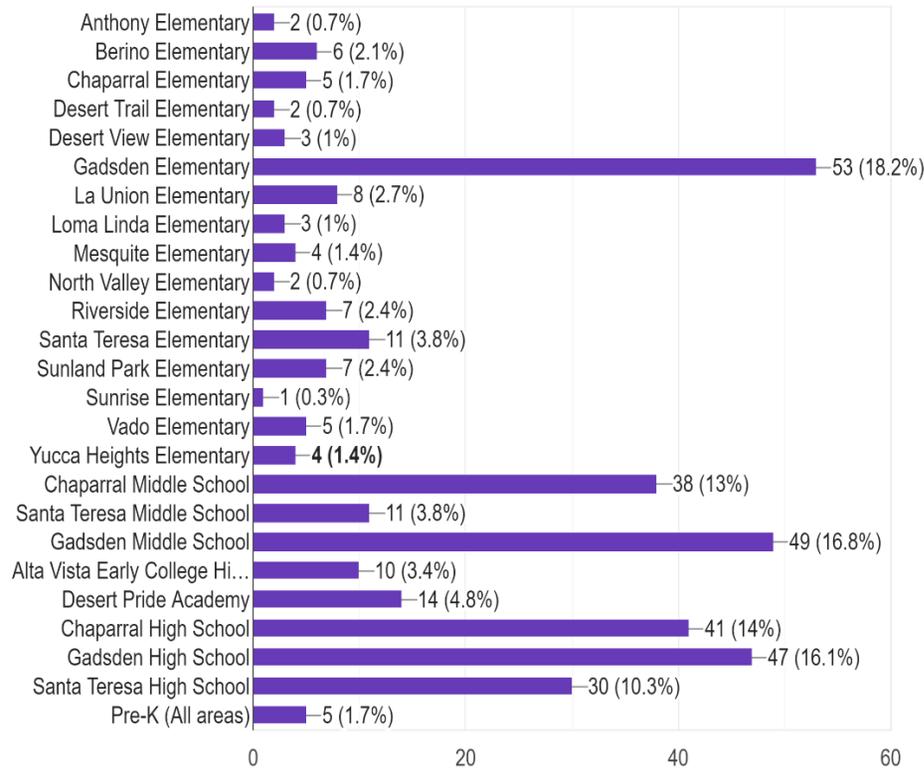
### Meetings with the Superintendent to determine District Needs

- STHS- August 5
- CHS- August 6
- GHS - August 7

## ARP Survey (306 Responses)

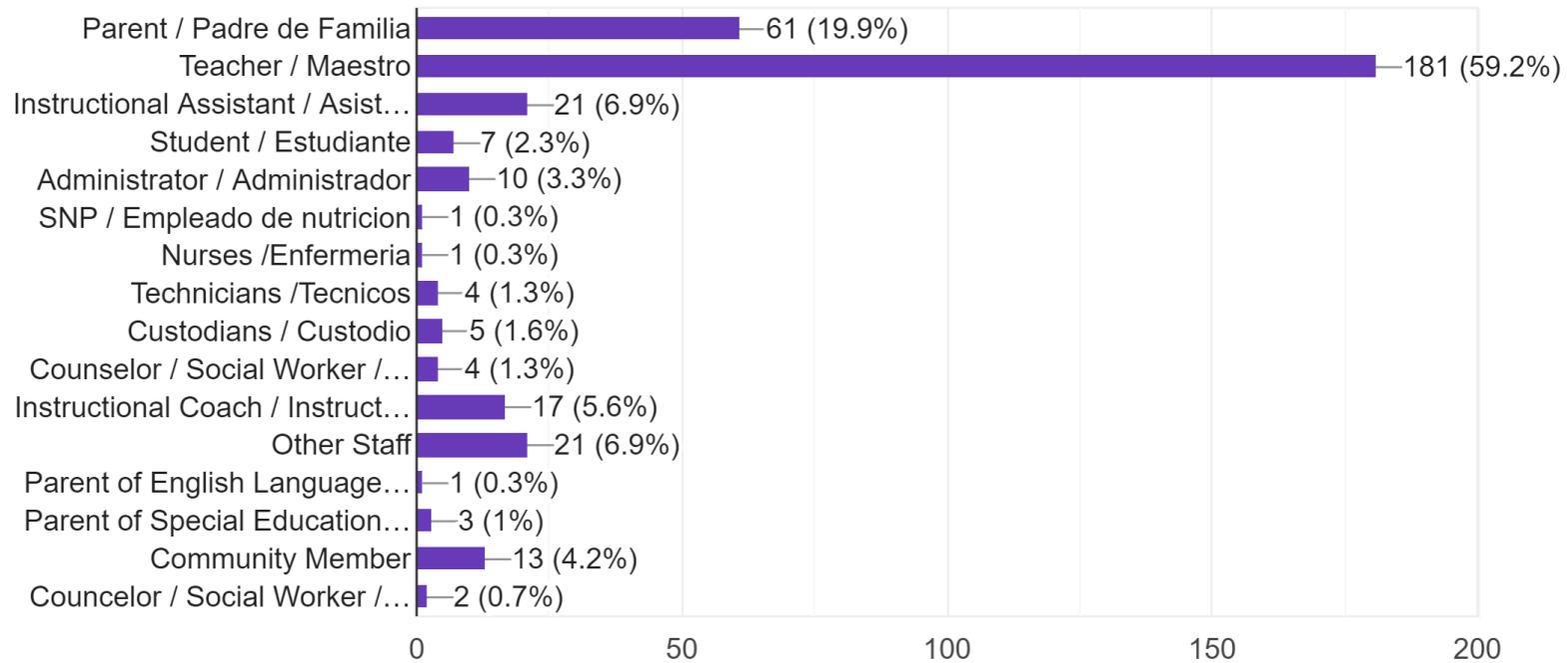
What school are you representing? A que escuela representa?

292 responses



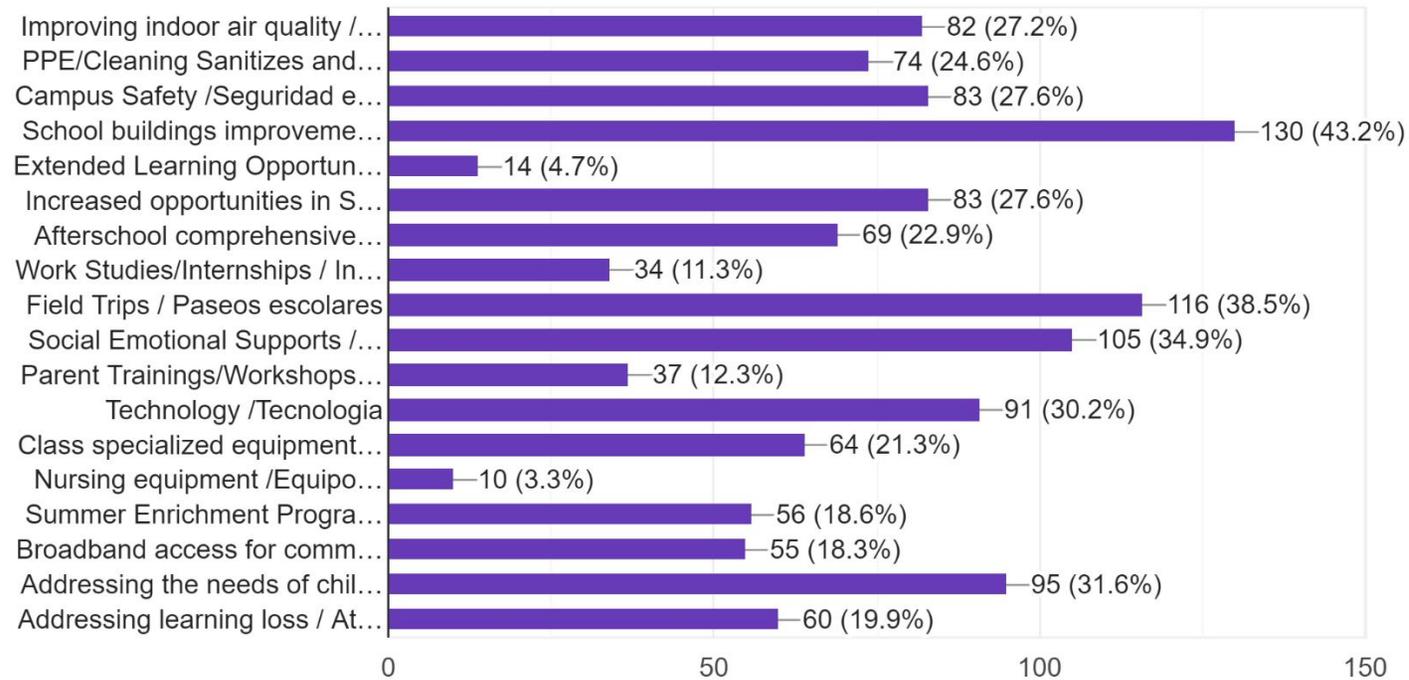
## Stakeholder Group/ Grupo al que pertenezco

306 responses



How would you like to see the ARP funds used? /Como le gustaría que se utilizaran los fondos de ARP? SELECT THE 5 CATEGORIES OF YOUR PREFERE...SELECCIONE 5 CATEGORIAS DE SU PREFERENCIA

301 responses



# PROPOSAL SELECTION

**ARP** requirements to qualify for funding are very specific. The ARP Committee selected 38 Proposals that meet the ARP criteria. (54 proposals were presented)

## 1. To address Learning Loss Narrative

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.

## 2. Activities to Address Needs

Descriptions for all narrative responses 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:

Elementary and Secondary Education Act (ESEA)	
Individuals with Disabilities Education Act (IDEA)	
Adult Education and Family Literacy Act (AEFLA)	
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	

## 3. Response Efforts- COVID 19

Allowable Activities for Remaining Funds;

- How we will be 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.

- Training and professional development on sanitizing and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the LEA's facilities
- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards
- Improving indoor air quality
- 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
- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs
- Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning
- 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
- Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors
- Planning and implementing activities related to summer learning and supplemental after-school programs
- Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.

#### **4. Other Factors to be considered on the selection of Proposals**

- ARP Funding will be divided in 2 parts. First, we will receive only 2/3 of the funds and eventually the other third.
- 20% of the Funds have to be assigned to Learning Loss
- Fund timeline is September 2024. But we have to consider the projects to be done by July 2024 when we close the fiscal year.
  
- ARP does not require site-based allocations with these funds (Like Title I)
- These funds may be used to address needs in all schools

## 5. Maintenance of Equity Requirements

- Each LEA must maintain equity for each “high-poverty school” as a condition of receiving ARP ESSER funds. Under section 2004(c) of the ARP Act, for each school identified by the LEA as a high -poverty school, the LEA **may not**, in FY 2022-2023
  1. Reduce per-pupil funding (from combined State and Local funding) by an amount that exceeds the total reduction, if any, in LEA per-pupil funding for all schools served by the LEA in such fiscal year; or
  2. Reduce the number of FTE staff per-pupil by an amount that exceeds the total reduction, if any, in FTE staff per-pupil in all schools served by the LEA in such fiscal year.

## ARP PROPOSALS

	Responsible Party	Project	Scope of Work	Classification	Estimated Cost	2/3 ALLOCATION	1/3 ALLOCATION
1	S.Snooddy	Fiber Wireless for all GISD students	Fiber Wireless for the GISD community	Student and Community Needs, Learning Loss	\$35,000,000.00	\$23,000,000	\$12,000,000.00
2	S.Snooddy	Replenishing Computer Systems	Replacing PCs	Student Needs	\$1,500,000.00	\$900,000.00	\$600,000.00
3	Gallegos	CHS PreK Classrooms	Add 4 classrooms and playground	Learning Loss.	\$2,000,000.00	\$2,000,000.00	
4	Gallegos	Outdoor Learning Areas	Install shade structure and concrete pads for outdoor learning areas 250,000 per site	Response efforts to COVID- 19	\$3,000,000.00	\$2,000,000.00	\$1,000,000.00
5	Gallegos	UV Lighting	Replace cafeterias lighting with UV in all schools	Response efforts to COVID-19	\$1,000,000.00	\$700,000.00	\$300,000.00
6	Shane Smythe	HVAC Commission	Have all sites systems Re-Commissioned in order to bring them back to top functioning status and improve IAQ	Response efforts to COVID-19	\$700,000.00	\$500,000.00	\$200,000.00
7	Shane Smythe	New Playground equipment for Prek's and Elementary (Inclusive)	Inclusive playground structures with ramps accessible to slides, swings, interactive manipulatives, etc. different structures proposed for 5-12 years and 2-5 years.	Activities to Address Needs	\$2,000,000.00	\$1,200,000.00	\$800,000.00
8	Shane Smythe	Replace water fountains with bottle-fillers	Refrigerated and filtered bottle fillers, quantities vary per campus type (about 140 needed) includes contracted installation	Response efforts to COVID-19	\$400,000.00	\$300,000.00	\$100,000.00
9	Shane Smythe	Two Warehouse delivery trucks.	Needed to deliver weekly cleaning and disinfecting supplies as well as PPE.	Response efforts to COVID -19	\$320,000.00	\$170,000.00	
		Service Vans for HVAC Techs	Four service vans equipped with ladder racks and shelving			\$250,000.00	

10	Shane Smythe	Custodial equipment for disinfecting and sanitizing	to include vacuums, floor scrubbers, self-propelled scrubbers, carpet extractors, sprayers, power washers and utility vehicles	Response efforts to COVID-19	\$400,000.00	\$200,000.00	\$200,000.00
11	Shane Smythe	Electrical Upgrades	Some secondary campuses require additional power for CTE equipment and will need electrical system upgrades	Activities to address needs	\$300,000.00	\$200,000.00	\$100,000.00
12	Shane S	Equipment for HVAC Techs	Indoor air quality improvement meters, testing equipment for refrigeration, sheet metal seaming and bending machines	Response efforts to COVID-19	\$50,000.00	\$25,000.00	\$25,000.00
13	Shane S	Awning for SNP/PPD Warehouse	Keep the loading and unloading of food and supplies away from elements	Response efforts to COVID-19	\$100,000.00	\$50,000.00	\$50,000.00
14	Maria Guerra	Replace outdated/non-functioning kitchen equipment	Cold and hot reach-ins, braising pans, condensing unit, ovens, dish machines, serving lines	Response efforts to COVID-19	\$300,000.00	\$150,000.00	\$150,000.00
	Maria Guerra	Equipment lift for kitchen techs and maintenance tools	facilitates lifting condensing units for walk-ins and freezers up to rooftops, tools to maintain equipment	Response efforts to COVID-19	\$100,000.00	\$50,000.00	\$50,000.00
15	Ludym M	Warehouse Module	Maintain operations	Response efforts to COVID-19	\$150,000.00	\$90,000.00	\$60,000.00
	Ludym M	Workforce Management system	workforce management system to manage health and safety of employees	Response efforts to COVID-19	\$1,850,000.00	\$1,600,000.00	\$250,000.00
16	Karen N	Recreational Opportunities	Socio emotional support through sport activities	Learning Loss	\$200,000.00	\$100,000.00	\$100,000.00
17	Judy C	Contract Services	Vaccination pods, Contract tracing and anything related to COVID	Response efforts to COVID-19	\$300,000.00	\$200,000.00	\$100,000.00
	Judy C	Hearing/Vision Equipment	hearing, vision equipment, oxygen, blood pressure	Response efforts to COVID-19	\$337,000.00	\$200,000.00	\$137,000.00
18	Manny	Tesol /Bil Endorsements	English Learners	To address learning loss of EL students	\$200,000.00	\$287,000.00	\$200,000.00
	Manny	Rigor (Literacy)	English Learners	To address learning loss of EL students	\$160,000.00		

	Manny	Spanish to English Transition	English Learners	To address learning loss of EL students	\$40,000.00		
	Manny	Testing Clerk Position	English Learners	To address learning loss of EL students	\$87,000.00		
19	G. Camona	Digital media equipment	Improve GISD communication with parents and community	Response efforts to COVID-19	\$150,000.00	\$100,000.00	\$50,000.00
20	Y. Casillas	Information Systems Proposal	Upgrade Power School system to optimize students data and services	Student Needs	\$360,000.00	\$150,000.00	\$150,000.00
21	R. Rapanut	Special Education	Contract services to provide SPE students the support they need.	Learning Loss, Address Needs of Sped Students	\$3,200,00.00	\$1,700,000.00	\$1,500,000.00
22	L. Chavez	Human Resources	Update to Paperless process, TESOL and GIFTED endorsements, Positions Advertisement	Learning loss	\$1,120,000.00	\$700,000.00	\$420,000.00
23	J. Araujo	Elementary STEM Lab Classrooms	STEM classrooms for all elementary schools	Learning Loss	\$2,000,000.00	\$1,200,000.00	\$800,000.00
24	J. Duggan	Counseling	Counselors PD to provide SEL support to students	Learning loss	\$400,000.00	\$200,000.00	\$200,000.00
25	J. Duggan	Food Truck	Food Truck for the Culinary Arts class at GHS	Student Needs	\$325,000.00	\$300,000.00	\$25,000.00
26	Maria H.	Fine Arts (Elementary)	Materials to support the arts and music classrooms	Student Needs	\$400,000.00	\$700,000.00	\$300,000.00
	Maria H.	SREB for Elementary	PD for teachers to address learning loss	Learning Loss	\$300,000.00		
	Maria H.	Tuition Reimbursement	Retention and Recruitment of Teachers	Learning Loss	\$300,000.00		
27	Wohlgemuth	Secondary programs	Tutoring, Jump Start all secondary campuses	Learning Loss	\$2,500,000.00	\$1,500,000.00	\$1,000,000.00
28	Wohlgemuth	OWL Video Conferencing	Video Conferencing for al secondary campuses	Student Needs	\$20,000.00	\$20,000.00	
29	Wohlgemuth	GHS Infinite Learners	After school program	Learning Loss	\$100,000.00	\$50,000.00	\$50,000.00
30	Wohlgemuth	GHS Greenhouse	Greenhouse	Student Needs	\$800,000.00	\$600,000.00	\$200,000.00
31	Wohlgemuth	GHS Varsity Bleachers	Bleachers for Varisty gym	Learning Loss	\$484,800.00	\$484,800.00	
32	Wohlgemuth	GHS Outdoor Learning System	To support outdoor learning	Student Needs	\$5,000.00	\$5,000.00	

33	Wohlgemuth	<b>GHS Cyber Security Lab</b>	Cyber security lab for students	Response efforts COVID 19	\$35,000.00	\$35,000.00	
34	Wohlgemuth	<b>STHS</b>	The Warrior Wraparound,	Learning Loss	\$700,000.00	\$700,000.00	
35	Wohlgemuth	<b>STHS</b>	Music and Printing programs, Science Tables	Student Needs	\$320,000.00	\$200,000.00	\$120,000.00
36	Wohlgemuth	<b>DPA Fitness Equipment</b>	Improving mental health and SEL through exercise.	Learning Loss	\$300,000.00	\$200,000.00	\$100,000.00
	Wohlgemuth	<b>DPA</b>	CTE Programs	Student Needs	\$121,600.00	\$121,600.00	
37	Wohlgemuth	<b>CHS CTE Upgrades</b>	Paving fitness trails for fitness	Learning Loss	\$270,000.00	\$150,000.00	\$120,000.00
	Wohlgemuth	<b>CHS</b>	CTE Programs	Student Needs	\$620,000.00	\$400,000.00	\$220,000.00
38	Wohlgemuth	<b>AVECH Physical Exercise</b>	Equipment to support extracurricular activities	Learning Loss	\$50,000.00	\$50,000.00	
39	Wohlgemuth	<b>GMS Sensorial Room and Fitness</b>	Fitness equipment for students, sensorial rooms to support SEL	Learning Loss	\$417,900.00	\$230,000.00	\$106,900.00
40	Wohlgemuth	<b>CMS After School Programs and Art/Music</b>	After schools programs and support for art ad music programs for SEL	Learning Loss, Student Needs	\$200,000.00	\$100,000.00	\$100,000.00
41	Wohlgemuth	<b>STMS</b>	Tutoring services, Sped support	Learning Loss, Student Needs	\$85,000.00	\$50,000.00	\$35,000.00
	Wohlgemuth	<b>STMS</b>	STEM programs		\$215,000.00	\$215,000.00	
42	Villalobos	<b>Family Centers</b>	2 Portable for GISD Family Centers and classes to support parents learning	Response Efforts to COVID-19	\$756,949.00	\$700,000.00	\$56,949.00
43	Villalobos	<b>Homeless/Foster Care</b>	Services for Homeless Families and Foster Care Students	Response Efforts to COVID 19	\$180,000.00	\$90,000.00	\$90,000.00
	Indirect Costs				\$3,000,000.00		
		<b>TOTAL</b>			<b>\$67,030,249.00</b>		

## Broadband ARP Proposal

A key facet in being a participating and informed member of today's society is the ability to access and disseminate information. The internet has become the dominant platform. Much of our rural communities are subject to the "digital divide", the inability to access high speed affordable internet. For Doña Ana County served by Gadsden I.S.D. this is especially true. According to the Educational Context Report, Doña Ana County, 2020, there are many factors that prevent students and families from subscribing to internet services.

Prior to 2020, 46% of Gadsden students had no computer at home. In spring of 2020 Gadsden I.S.D. made the commitment to becoming a 1-to-1 student-to-computer school district. However the next major obstacle was Internet access. In the Gadsden Independent School District (GISD), 38% of households do not have reliable internet access. In a 2021 survey conducted by the state, 4920 students were identified as not having reliable high speed internet access. The driving factor is the average household income and the cost of internet services in rural communities.

According to the US Census, the median household income in Doña Ana County is approximately \$41,000/year. Almost 24% of families live in poverty. GISD has identified that 57% of households qualify as Economically disadvantaged. The NMSU 2020 Educational Context Report broke down the households without internet access as follows:

- 38% of Gadsden ISD households without internet subscription.
- Household income less than \$20,000, 58% without internet
- Household income between \$20,000 and \$75,000, 31% without internet
- Household income greater than \$75,000, 21% without internet

GISD consists of 11 communities with most classified as rural. The rural communities do not offer affordable high speed internet access. Pricing for internet services can vary from \$65/month to \$154/month depending upon location. Most of the ISPs in the communities do not even offer internet access that meets the FCC's guidelines of 25Mbps/dl to qualify as high speed access. Because of the household income level and wide area, ISP are unlikely to invest in infrastructure to provide low cost high speed internet. Gadsden must maintain a fiber network to all 24 of its facilities. This makes GISD as a logical choice for making the district WAN as a method of getting high speed internet to every community and its students.

The proposed project consists of three phases:

1. The ISP will create a wireless network to provide connectivity to students at home that meets existing FCC guidelines for broadband and has the capability to scale with need.
2. Build a more robust GISD owned network to support future needs and expansion.
3. The partnership with an ISP gives communities access to affordable broadband internet.

# ARP PROPOSAL

## Response Efforts- COVID 19

Allowable Activities for Remaining Funds. Consistent with PED’s priority to close the digital divide, explain how you will be 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.

## Broadband 2022-2023

Select the appropriate category:

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	<b>X</b>
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	<b>X</b>
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>X</b>
Addressing learning loss	<b>X</b>
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	<b>X</b>

## Please be specific to how these funds will SUPPORT RESPONSE EFFORTS:

<b>Reasoning</b>
NEED: Bring internet connectivity to GISD communities and students.
Population

#### Income

- According to the US Census, the median household income in Doña Ana County is approximately \$41,000/year. Almost 24% of families live in poverty.
- 57% of families in Gadsden are designated as Economically disadvantaged.

#### Internet at home

- 38% of Gadsden ISD households without internet subscription.
- Household income less than \$20,000, 58% without internet
- Household income between \$20,000 and \$75,000, 31% without internet
- Household income greater than \$75,000, 21% without internet
- State survey identified 4920 students without reliable internet.
- Current hotspots issued to students is over 6000

#### Rural nature of district (Difficulty in high speed internet access)

- ISP providers
  - FCC definition of high-speed internet 25Mbps/dl
  - Pricing ranges from \$65/month to \$154/month dependent on location
  - Most companies servicing the area do not meet FCC guidelines for high speed internet.
- Hotpot limits
  - Current hotspot in use by district allows for high speed access up to 20Gb dl, then will throttle to less than 5Mps/dl speed
  - Hotspot coverage is inconsistent in highest need areas.

#### Why district network?

- Gadsden ISD must maintain fiber network for needs of facilities, but has a facility in most communities which allows for Gadsden ISD to host fiber network to provide community access to low-cost high-speed internet
- If we expand WAN capability, district can support student access at home.

#### Three phases to the project

The ISP will create a wireless network to provide connectivity to students at home that meets existing FCC guidelines for broadband and has the capability to scale with need.

Build a more robust GISD owned network to support future needs and expansion.

The partnership with an ISP gives communities access to affordable broadband internet.

**ARP BUDGET FOR SUPPORT RESPONSE EFFORTS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support RESPONSE EFFORTS</b>
Broadband Project	\$35,000,000	2021-2023	
<b>Total Budget:</b>	<b>\$35,000,000</b>		

# Replenishing Computer Systems

**Response Efforts- COVID 19**

**Allowable Activities for Remaining Funds.** Consistent with PED’s priority to close the digital divide, explain how you will be 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.

Select the appropriate category:

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	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	X
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	X
Addressing learning loss	
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	X

**Please be specific to how these funds will SUPPORT RESPONSE EFFORTS:**

¾ Funding	¼ Funding
900,000	600,000

**ARP BUDGET FOR SUPPORT RESPONSE EFFORTS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support RESPONSE EFFORTS</b>
Staff computers (300)	\$500,000	2021-2022	If a closure is mandated, the staff will have mobile laptops so they can work remotely if needed. Current staff computer systems are aging out and are not portable. By replacing with newer portable laptops, if a full closure occurs, staff will be able to work remotely.
Chromebooks & ipads 2 years	\$1,000,000	2021-2022	46% of households in GISD do not have a computer at home without district assistance. In order to maintain a 1-to-1 student to computer ratio, older machines must be replaced on a regular basis.
<b>Total Budget:</b>	<b>\$1,500,000</b>		

## CHAPARRAL PREK CLASSROOMS

### 1. To address learning loss Narrative;

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. Select the group these funds will target.

Activities to address the Social Emotional Needs of all students	
Activities to address the Academic Needs of all students	X
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	
Students from low-income families	X
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	X
English learners	X
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	X
Migratory students	X
Students experiencing homelessness	X
Children and youth in foster care	x

Please be specific to how these funds will meet the needs of underrepresented student group:

2/3 Funding	1/3 Funding
\$2,000,000.00	

ARP BUDGET FOR LEARNING LOSS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support Academic Loss
Classrooms			<p>Prek has an increasing waiting list. In order to provide services needed in the Chaparral community w need to have more classrooms available. The construction of new classrooms at the PreK Center will provide GISD pre-k students a place to learn and develop.</p> <p>Adding more classrooms will provide space available at the PreK and no more waiting lists for our students.</p>
<b>Total Budget:</b>	\$2,000,000.00	2022-2024	Construction of 4 new classrooms and playground will provide the students in the area the opportunity to attend GISD.

## OUTDOOR LEARNING AREAS

### ARP PROPOSAL

#### 1. To address learning loss Narrative;

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. Select the group these funds will target.

Activities to address the Social Emotional Needs of all students	
Activities to address the Academic Needs of all students	
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	X
Students from low-income families	X
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	X
English learners	X
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	X
Migratory students	X
Students experiencing homelessness	X
Children and youth in foster care	X

Please be specific to how these funds will meet the needs of underrepresented student group:

⅓ Funding	⅓ Funding
\$1,500,000	\$1,500,000

ARP BUDGET FOR LEARNING LOSS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support Academic Loss
Shade structures			Install shade structure and concrete pads for outdoor learning areas at 3 High Schools
<b>Total Budget:</b>	\$3,000,000.00	2022-2024	Providing an alternative space to learn at the school

### 3. Response Efforts- COVID 19

Select the appropriate category:

Training and professional development on sanitizing and minimizing the spread of infectious diseases	
Purchasing supplies to sanitize and clean the LEA's facilities	
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	X
Improving indoor air quality	
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	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	X
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	

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	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	
Planning and implementing activities related to summer learning and supplemental after-school programs	
Addressing learning loss	
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	<b>X</b>
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	

**Please be specific to how these funds will SUPPORT RESPONSE EFFORTS:**

<b>2/3 Funding</b>	<b>1/3 Funding</b>
\$1,500,000	\$1,500,000

<b>ARP BUDGET FOR SUPPORT RESPONSE EFFORTS</b>			
<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support RESPONSE EFFORTS</b>
Shade structures	3,000,000.00	2022-2024	By providing a safe space for instruction. One of the alternatives if students need to be outside to be able to continue education is to be outside. Creating a space where the instruction can be provided safely outside will support student's education

# UV Lighting for Cafeterias

## 3. Response Efforts- COVID 19

Select the appropriate category:

Training and professional development on sanitizing and minimizing the spread of infectious diseases	
Purchasing supplies to sanitize and clean the LEA's facilities	X
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	X
Improving indoor air quality	
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	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	
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	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	
Planning and implementing activities related to summer learning and supplemental after-school programs	
Addressing learning loss	
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	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	

Please be specific to how these funds will SUPPORT RESPONSE EFFORTS:

<b>⅓ Funding</b>	<b>⅓ Funding</b>
\$700,000.00	\$300,000.00

<b>ARP BUDGET FOR SUPPORT RESPONSE EFFORTS</b>			
<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support RESPONSE EFFORTS</b>
UV Lighting	\$1,000,000.00	2022-2024	Replace cafeterias lighting with UV lighting to sanitize assembly areas. UV lighting sanitizes the space. Will provide the cafeterias with a clean and disinfected area besides the cleaning supplies.

# HVAC COMMISSION

## 3. Response Efforts- COVID 19

Select the appropriate category:

Training and professional development on sanitizing and minimizing the spread of infectious diseases	
Purchasing supplies to sanitize and clean the LEA's facilities	
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	
Improving indoor air quality	X
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	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	X
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	
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	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	
Planning and implementing activities related to summer learning and supplemental after-school programs	
Addressing learning loss	
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	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	

Please be specific to how these funds will SUPPORT RESPONSE EFFORTS:

<b>2/3 Funding</b>	<b>1/3 Funding</b>
\$500,000	\$200,000

<b>ARP BUDGET FOR SUPPORT RESPONSE EFFORTS</b>			
<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support RESPONSE EFFORTS</b>
HVAC	\$700,000	2022-2024	By improving air quality in all sites. Have all sites systems Re-Commissioned in order to bring them back to top functioning status and improve IAQ(Indoor Air Quality)

# INCLUSIVE PLAYGROUND EQUIPMENT

## 2. 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:

Elementary and Secondary Education Act (ESEA)	
Individuals with Disabilities Education Act (IDEA)	X
Adult Education and Family Literacy Act (AEFLA)	
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	

Please be specific to how these funds will meet the needs of students:

2/3 Funding	1/3 Funding
\$1,300,000.00	\$700,000

**ARP BUDGET FOR STUDENT NEEDS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support STUDENT NEEDS</b>
<b>Total Budget:</b>	\$2,000,000.00		Inclusive playground structures with ramps accessible to slides, swings, interactive manipulatives, etc. proposed for Elementary and PreK will provide Children with disabilities the access to participate in playground activities with their peers.

## REPLACE WATER FOUNTAINS WITH BOTTLE -FILLERS

### 3. Response Efforts- COVID 19

Select the appropriate category:

Training and professional development on sanitizing and minimizing the spread of infectious diseases	
Purchasing supplies to sanitize and clean the LEA's facilities	
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	X
Improving indoor air quality	
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	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	
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	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	
Planning and implementing activities related to summer learning and supplemental after-school programs	
Addressing learning loss	
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	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	

Please be specific to how these funds will SUPPORT RESPONSE EFFORTS:

<b>⅔ Funding</b>	<b>⅓ Funding</b>
\$300,000.00	\$100,000.00

<b>ARP BUDGET FOR SUPPORT RESPONSE EFFORTS</b>			
<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support RESPONSE EFFORTS</b>
Water Fountains	\$400,000.00	2021-2023	By providing a clean and safe environment for students. Replacing water fountains with bottle-fillers will support our efforts for sanitizing and safety at the schools. Students can fill out their water bottles without touching any surface and staying safe.

## TRUCKS/VANS FOR SUPPORT SERVICES

### 3. Response Efforts- COVID 19

Select the appropriate category:

Training and professional development on sanitizing and minimizing the spread of infectious diseases	
Purchasing supplies to sanitize and clean the LEA's facilities	
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	
Improving indoor air quality	
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	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	X
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	
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	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	
Planning and implementing activities related to summer learning and supplemental after-school programs	
Addressing learning loss	
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	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	

Please be specific to how these funds will SUPPORT RESPONSE EFFORTS:

⅓ Funding	⅓ Funding
\$320,000.00	

ARP BUDGET FOR SUPPORT RESPONSE EFFORTS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support RESPONSE EFFORTS
2 warehouse delivery trucks	\$150,000.00	2021-2022	The trucks will support the weekly delivery of cleaning and disinfecting materials to the schools as needed as well as PPE
4 Service vans for HVAC techs	\$170,000.00	2021-2022	The HVAC techs need the service vans to be able to transport all their supplies and materials the need to service the HVAC systems at the schools to keep them working efficiently. Service vans equipped with ladder racks and shelving.
	\$320,000.00		

## CUSTODIAL EQUIPMENT FOR DISINFECTING AND SANITIZING

### 3. Response Efforts- COVID 19

Select the appropriate category:

Training and professional development on sanitizing and minimizing the spread of infectious diseases	X
Purchasing supplies to sanitize and clean the LEA's facilities	X
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	
Improving indoor air quality	
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	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	
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	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	
Planning and implementing activities related to summer learning and supplemental after-school programs	
Addressing learning loss	
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	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	

Please be specific to how these funds will SUPPORT RESPONSE EFFORTS:

⅓ Funding	⅓ Funding
\$200,000	\$200,000

ARP BUDGET FOR SUPPORT RESPONSE EFFORTS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support RESPONSE EFFORTS
Equipment for cleaning	\$400,000.00	2021-2024	By keeping our schools safe and clean. Custodial equipment for disinfecting and sanitizing to include vacuums, floor scrubbers, self-propelled scrubbers, carpet extractors, sprayers, power washers and utility vehicles. All this equipment will support the cleaning process at the schools to keep them safe and disinfected.
Total	\$400,000.00		

## ELECTRICAL UPDATES

### 2. Activities to Address Needs

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:

Elementary and Secondary Education Act (ESEA)	
Individuals with Disabilities Education Act (IDEA)	
Adult Education and Family Literacy Act (AEFLA)	
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	X

Please be specific to how these funds will meet the needs of students:

$\frac{2}{3}$ Funding	$\frac{1}{3}$ Funding
\$200,000	\$100,000

ARP BUDGET FOR STUDENT NEEDS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support STUDENT NEEDS
Electrical system materials	\$300,000.00	2021-2023	By providing them a safe and effective space to perform and learn. Secondary campuses require additional power for CTE equipment and need electrical systems update to operate efficiently and provide students the resources they need to learn.

## EQUIPMENT FOR HVAC TECHS

### 3. Response Efforts- COVID 19

Select the appropriate category:

Training and professional development on sanitizing and minimizing the spread of infectious diseases	
Purchasing supplies to sanitize and clean the LEA's facilities	
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	
Improving indoor air quality	x
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	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	x
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	
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	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	
Planning and implementing activities related to summer learning and supplemental after-school programs	
Addressing learning loss	
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	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	

Please be specific to how these funds will SUPPORT RESPONSE EFFORTS:

⅓ Funding	⅓ Funding
\$25,000	\$25,000

ARP BUDGET FOR SUPPORT RESPONSE EFFORTS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support RESPONSE EFFORTS
HVAC Materials	\$50,000.00	2021-2023	BY keeping HVAC systems working efficiently. Equipment for HVAC techs for indoor air quality improvement meters, testing equipment for refrigeration, sheet metal seaming and bending machines.

# AWNING FOR SNP/PPD WAREHOUSE

## 3. Response Efforts- COVID 19

Select the appropriate category:

Training and professional development on sanitizing and minimizing the spread of infectious diseases	
Purchasing supplies to sanitize and clean the LEA's facilities	
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	X
Improving indoor air quality	
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	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	
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	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	
Planning and implementing activities related to summer learning and supplemental after-school programs	
Addressing learning loss	
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	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	

Please be specific to how these funds will SUPPORT RESPONSE EFFORTS:

⅓ Funding	⅓ Funding
\$50,000	\$50,000

ARP BUDGET FOR SUPPORT RESPONSE EFFORTS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support RESPONSE EFFORTS
Awning	\$100,000.00	2021-2022	Keeping the food and supplies safe. Awning for SNP/PPD warehouse to keep the loading and unloading of food and supplies away from the elements.
Total	\$100,000.00		

# KITCHEN EQUIPMENT

## 3. Response Efforts- COVID 19

Select the appropriate category:

Training and professional development on sanitizing and minimizing the spread of infectious diseases	
Purchasing supplies to sanitize and clean the LEA's facilities	
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	
Improving indoor air quality	
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	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	X
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	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	
Planning and implementing activities related to summer learning and supplemental after-school programs	
Addressing learning loss	
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	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	

Please be specific to how these funds will SUPPORT RESPONSE EFFORTS:

<b>⅔ Funding</b>	<b>⅓ Funding</b>
\$200,000	\$200,000

<b>ARP BUDGET FOR SUPPORT RESPONSE EFFORTS</b>			
<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support RESPONSE EFFORTS</b>
Kitchen equipment	\$400,000.00	2021-2024	<p>Replace outdated/non-functioning kitchen equipment like cold and hot reach-ins, braising pans, condensing units, ovens, dish machines and serving lines.</p> <p>Equipment lift for kitchen techs and maintenance tools to facilitate lifting condensing units for walk-ins and freezers up to rooftops, tools to maintain equipment.</p> <p>Updating our kitchens will support our SNP staff to provide meals to our students.</p>

## WORKFORCE MANAGEMENT SYSTEM

### 3. Response Efforts- COVID 19

Select the appropriate category:

Training and professional development on sanitizing and minimizing the spread of infectious diseases	
Purchasing supplies to sanitize and clean the LEA's facilities	
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	
Improving indoor air quality	
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	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	X
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	
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	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	
Planning and implementing activities related to summer learning and supplemental after-school programs	
Addressing learning loss	
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	X
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	

**Please be specific to how these funds will SUPPORT RESPONSE EFFORTS:**

⅓ Funding	⅓ Funding
<p>Inventory necessary to facilitate learning loss and safety was backed up in the warehouse due COVID-19 to supply chain disruptions. Inventories received were unable to be verified by staff due to stay at home orders.</p> <p>ESSER II funding will be used to implement the iVisions Warehouse Module which will help improve Gadsden’s preparedness and response to activities that are necessary to maintain operations and the continuity of services. The Infinite Visions Warehouse module will help support a remote workflow approval system by expediting the receiving of inventory.</p>	<p>Inventory necessary to facilitate learning loss and safety was backed up in the warehouse due COVID-19 to supply chain disruptions. Inventories received were unable to be verified by staff due to stay at home orders.</p> <p>ESSER II funding will be used to implement the iVisions Warehouse Module which will help improve Gadsden’s preparedness and response to activities that are necessary to maintain operations and the continuity of services. The Infinite Visions Warehouse module will help support a remote workflow approval system by expediting the receiving of inventory.</p>
<p>A workforce management system is necessary to respond to the challenges faced by school districts in managing human capital through emerging health threats.</p> <p>The implementation of a workforce management system would help manage the health and safety of district employees while ensuring engagement in productive business practices that support student needs.</p>	<p>A workforce management system is necessary to respond to the challenges faced by school districts in managing human capital through emerging health threats.</p> <p>The implementation of a workforce management system would help manage the health and safety of district employees while ensuring engagement in productive business practices that support student needs.</p>

**ARP BUDGET FOR SUPPORT RESPONSE EFFORTS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support RESPONSE EFFORTS</b>
Tyler Technologies - Warehouse Module	Yr 1 - \$50,000 Yr 2 - \$20,000	FY 2021-2022 FY 2022-2023	System is necessary to improve the district's preparedness and response efforts to the pandemic. The Warehouse module will assist with activities necessary to maintain operations and the continuity of student services.
Contract Services - Warehouse Module (salary and benefits)	Yr 1 - \$50,000 Yr 2 - \$30,000	FY 2021-2022 FY 2022-2023	Additional man hours necessary to maintain warehouse/finance operations and continuity of services.
Workforce Management System	Yr 1 - \$1,500,000 Yr 2 - \$50,000	FY 2022-2023 FY 2023-2024	The implementation of a workforce management system would help manage the health and safety of district employees while ensuring engagement in productive business practices that support student needs.
Contract Services - Workforce Management (salary and benefits)	Yr 1 - \$60,000 Yr 2 - \$40,000	FY 2022-2023 FY 2023-2024	Additional man hours necessary to maintain HR/Payroll operations and continuity of student services.
<b>Total Budget:</b>	\$1,850,000		

## RECREATIONAL OPPORTUNITIES FOR ELEMENTARY STUDENTS

### 1. To address learning loss Narrative;

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. Select the group these funds will target.

Activities to address the Social Emotional Needs of all students	X
Activities to address the Academic Needs of all students	
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	X
Students from low-income families	X
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	X
English learners	X
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	X
Migratory students	X
Students experiencing homelessness	X
Children and youth in foster care	X

**Please be specific to how these funds will meet the needs of underrepresented student group:**

2/3 Funding	1/3 Funding
\$100,000	\$100,000

Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support Academic Loss
Equipment	\$166,000.00	2021-2023	<p>To address the social and emotional wellbeing of GISD students who due to the Covid pandemic lacked the opportunity to participate in extracurricular activities, socialize with their peers and develop positive relationships with school personnel.</p> <p>Provide an opportunity to expect and achieve success.</p> <p>Provide opportunities for students to come together, support and celebrate success.</p> <p>Encourage physical activity to support academic achievement.</p> <p>Increase positive social interaction with peers</p> <p>Improve communication skills</p> <p>Enhanced self-esteem and self-confidence</p> <p>Helps develop and improve cognitive skills and memory function.</p> <p>Physical activity helps to improve cognitive and memory function</p> <p>Supports student's ability to focus and concentrate in class</p> <p>Team building, communication helps with self-esteem and confidence</p> <p>Participation resulting in increased academic commitment</p> <p>Will address the lack of activities for the elementary student sub group.</p> <p>Social/emotional activities to help students feel safe and supported positive relationships with school personnel.</p> <p>Physical activity helps improve cognitive and memory function</p>
Stipends	\$24,000.00	2021-2023	Supports student's ability to focus and concentrate in class
Sanitation resources	\$10,000.00	20201-2023	<p>Physical activity supports increased creativity and problem-solving skills, team building, communication helps with self-esteem and confidence.</p> <p>Participation resulting in increased academic commitment.</p>
<b>Total Budget:</b>	\$200,000.00		

## NURSING SERVICES

### 3. Response Efforts- COVID 19

Select the appropriate category:

Training and professional development on sanitizing and minimizing the spread of infectious diseases	
Purchasing supplies to sanitize and clean the LEA's facilities	
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	
Improving indoor air quality	
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	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	
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	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	
Planning and implementing activities related to summer learning and supplemental after-school programs	
Addressing learning loss	
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	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	X

Please be specific to how these funds will SUPPORT RESPONSE EFFORTS:

<b>⅓ Funding</b>	<b>⅓ Funding</b>
\$400,000	\$267,000

<b>ARP BUDGET FOR SUPPORT RESPONSE EFFORTS</b>			
<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support RESPONSE EFFORTS</b>
Contract Services	\$300,000.00	2021-2024	Stopping the spread of COVID-19 by using contract services for vaccination pods, contact tracing and all other services needed for COVID-19.
Nursing equipment	\$337,000.00	2021-2024	Supporting Nurses on the prevention of COVID-19 with the appropriate equipment
Total	\$667,000.00		

# ENGLISH LANGUAGE LEARNERS

## 1.To address learning loss Narrative;

Activities to address the Social Emotional Needs of all students	
Activities to address the Academic Needs of all students	
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	
Students from low-income families	X
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	
<b>English learners</b>	<b>XXX</b>
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
Migratory students	X
Students experiencing homelessness	X
Children and youth in foster care	

Please be specific to how these funds will meet the needs of underrepresented student group:

<b>⅔ Funding</b>	<b>⅓ Funding</b>
<b>\$287,000</b>	<b>\$200,000</b>

**ARP BUDGET FOR LEARNING LOSS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support Academic Loss</b>
<b>Bilingual and TESOL Tuition Reimbursement</b>	\$200,000	\$100,000 Year 1 \$50,000 Year 2 \$50,000 Year 3	Students need to be engaged in culturally and linguistically responsive instructional practices that meet their social, emotional, linguistic and academic needs and establish high expectations for all of them. Our district is in great need of highly qualified teachers to provide Bilingual and/or ELD instruction
<b>Literacy Skills to Support Newcomers</b>	\$160,000	\$120,000 Year 1 \$20,000 Year 2 \$20,000 Year 3	Build early literacy skills with engaging, proven-effective texts and digital resources. Support for older newcomers and other ELs at preliterate or primary reading levels. Leveled texts covering science and social studies topics. Flexible scheduling for language arts blocks or extended day and Interactive digital learning.
<b>Spanish to English Transition Program</b>	\$40,000	\$35,000 Year 1 \$5,000 Year 2	Transition The WELLS program is a transition to English program. It can help teachers to provide a systematic and explicit approach for teaching English language and literacy skills to Spanish-speaking English language learners. The program addresses an evidence-based approach to literacy by including the 5 components of literacy.
<b>Testing Clerk</b>	Salary and benefits \$87,000	Salary/Benefits Year 1 \$28,000 Salary/Benefits Year 2 \$29,000 Salary/Benefits Year 3 \$30,000	A Testing Clerk will greatly assist us in assessing students language skills and in determining if students need EL or bilingual services based on the language assessment results. 2,500 students need to be assessed. A Federal requirement.
<b>Total Budget:</b>	<b>\$487,000.00</b>		

# COMMUNICATION

## 1. Response Efforts- COVID 19 Digital Media Equipment

**Allowable Activities for Remaining Funds.** Consistent with PED’s priority to close the digital divide, explain how you will be 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.

Training and professional development on sanitizing and minimizing the spread of infectious diseases	
Purchasing supplies to sanitize and clean the LEA’s facilities	
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	
Improving indoor air quality	
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	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	X
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	
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	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	
Planning and implementing activities related to summer learning and supplemental after-school programs	
Addressing learning loss	
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	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	

Please be specific to how these funds will SUPPORT RESPONSE EFFORTS:

2/3 Funding	1/3 Funding
\$100,000	\$50,000

ARP BUDGET FOR SUPPORT RESPONSE EFFORTS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support RESPONSE EFFORTS
Video Equipment	\$150,000 <a href="#">Requests for Quotes to Purchase</a>	2021-22 and 2022-23 SY	<p><b>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</b></p> <p>District messaging and instructional resources must be available on a digital format. The past year has taught us the power of videos and digital presentations. The funding requested will give our district the ability to present content in the formats that our community has come to expect.</p> <p><b>Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs</b></p> <p>The equipment requested will allow the district to improve the quality of the informational content that parents have come to rely on. Relaying information in English and Spanish videos is crucial to responding to emergent issues such as Covid.</p> <p><b>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></p>

			<p>The production of high quality educational content requires high quality equipment. The videos and presentations that will be produced with this equipment will help us capture and showcase academic, athletic, and community events.</p> <p><b>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</b></p> <p>We know that recruiting teachers will require modern marketing strategies that rely on digital content. We have already begun to use social media to advertise our open positions. This effort can be improved by having the right tools to create the content.</p> <p><b>Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.</b></p> <p>In the event of another pandemic or other serious event, we will need the flexibility to produce informative material to keep the community aware of the situation.</p>

# INFORMATION SYSTEMS PROPOSAL

## 2. Activities to Address Needs

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:

Elementary and Secondary Education Act (ESEA)	X
Individuals with Disabilities Education Act (IDEA)	
Adult Education and Family Literacy Act (AEFLA)	
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	

**Please be specific to how these funds will meet the needs of students:**

¾ Funding	¾ Funding
\$150,000	\$150,000

ARP BUDGET FOR STUDENT NEEDS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support STUDENT NEEDS
POWER SCHOOL	\$360,000.00	2022-2023	By facilitating student data to all departments, supporting registration and information from student’s data base. Update the information system to keep accurate records of students, facilitate online registration and utilize student data in a more effective way
<b>Total Budget:</b>	\$360,000		

## SPED DEPARTMENT

### 1. To address learning loss Narrative;

Activities to address the Social Emotional Needs of all students	
Activities to address the Academic Needs of all students	
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	
Students from low-income families	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	X
English learners	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
Migratory students	
Students experiencing homelessness	
Children and youth in foster care	

Please be specific to how these funds will meet the needs of underrepresented student group:

⅓ Funding	⅓ Funding
\$1,700,000.00	\$1,500,000.00

ARP BUDGET FOR LEARNING LOSS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support Academic Loss
Vehicles	\$200,000.00	2021-2021	Providing transportation for Sped Specialists so they can transfer from campus to campus
Contract Services	\$2,000,000.00	2021-2024	Providing sped students compensatory services for COVID by contracting therapists and specialists as needed.
Technology	\$1,000,000.00	20221-2024	Support sped students learning. Technology such as remote access software, speech generating devices, Test kits and evaluation protocol, supplementary materials and supplies including those for individual student use.
<b>Total Budget:</b>	<b>\$3,200,000.00</b>		

# HUMAN RESOURCES PROPOSAL

## 1. To address learning loss Narrative;

Activities to address the Social Emotional Needs of all students	
Activities to address the Academic Needs of all students	X
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	
Students from low-income families	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	
English learners	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
Migratory students	
Students experiencing homelessness	
Children and youth in foster care	

**Please be specific to how these funds will meet the needs of underrepresented student group:**

⅓ Funding	⅓ Funding
\$700,000	\$420,000,000

**ARP BUDGET FOR LEARNING LOSS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support Academic Loss</b>
Recruitment Ads	\$80,000	2021-2024	Recruitment ads for hiring teachers and instructional assistants
Gifted Endorsement	\$400,000	2021-2024	Pay for classes and endorsement fee for teachers pursuing their GIFTED endorsement
TESOL Endorsement	\$400,000	2021-2024	Pay for the classes and the endorsement fee for the teachers to do their TESOL endorsement
Vector Training (safe schools)	\$60,000	2021-2024	Program provides all mandatory compliance training for staff
PD for HR Staff	\$80,000	2021-2024	PF on Infinite/Visions, HR / Payroll programs. Talent ED and SmartFinder
HR Paperless Process	\$100,000	2021-2022	Software to become a paperless HR department
<b>Total Budget:</b>	<b>\$1,120,000.00</b>		

## Elementary Schools

### 1. To address learning loss Narrative;

Activities to address the Social Emotional Needs of all students	
Activities to address the Academic Needs of all students	
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	X
Students from low-income families	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	
English learners	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
Migratory students	
Students experiencing homelessness	
Children and youth in foster care	

**Please be specific to how these funds will meet the needs of underrepresented student group:**

<b>⅔ Funding</b>	<b>⅓ Funding</b>
\$1,200,000.00	\$800,000.00

**ARP BUDGET FOR LEARNING LOSS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support Academic Loss</b>
STEM Classrooms	\$2,000,000	2021-2024	<p>The STEM lab is based on the idea of integrating curriculum in four specific areas-- science, technology, engineering, and math. These areas are integrated in a learning paradigm to fit real world applications.</p> <p>This lab approach fosters growth in areas of critical thinking, problem solving using technology. The engineering part supports areas of problem solving, research, collaborative, revision and testing. Project based learning promotes higher order thinking skills through challenges and inquiry and discovery.</p> <p>The lab provides a learning environment where its set up supports hands on, minds on learning. Personalized learning in a public setting engages students of all ages, interests and abilities. Labs are designed for each grade level. The STEM labs take students as far as they are able.</p>
<b>Total Budget:</b>	\$2,000,000.00	2021-2023	

# COUNSELING PROPOSAL

## 1. To address learning loss Narrative;

Activities to address the Social Emotional Needs of all students	X
Activities to address the Academic Needs of all students	
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	
Students from low-income families	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	
English learners	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	X
Migratory students	X
Students experiencing homelessness	X
Children and youth in foster care	X

Please be specific to how these funds will meet the needs of underrepresented student group:

<b>⅔ Funding</b>	<b>⅓ Funding</b>
\$200,000	\$200,000

**ARP BUDGET FOR LEARNING LOSS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support Academic Loss</b>
PBIS Professional Development and Outcomes	\$200,000	Beginning in the Spring of 2022 in preparation for the 22-23 School Year	The will increase the Socio-Emotional Support of students across GISD and provide for better interactions among students as well as provide for better interactions between students and staff
Restorative Discipline Practices	\$200,000	2022-24 school year	Using data from discipline and attendance, these practices will impact the student handbook and discipline policies in GISD. In addition, the training will reduce the amount of discipline referrals and suspensions across the district and will act as Layer 2 and 3 interventions for students who demonstrate significant behavior issues that hinder their learning.
<b>Total Budget:</b>			\$400,000

# Proposal for Food Truck

## 2. Activities to Address Needs

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:

Elementary and Secondary Education Act (ESEA)	x
Individuals with Disabilities Education Act (IDEA)	
Adult Education and Family Literacy Act (AEFLA)	
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	

Please be specific to how these funds will meet the needs of students:

2/3 Funding	1/3 Funding
300,000	25,000

## ARP Budget For student needs

expenditure	Budget amount	Timeline proposed for spending activity	How will expenditure support STUDENT NEEDS
Food Truck	\$300,000	¾	This expenditure will be used to support student learning loss due to COVID-19 as well as promote learning opportunities, internship opportunities and real-world application to several student populations
Insurance	\$10,000		
Uniforms	\$2,000	1/3	This expenditure will allow students to develop professionalism, teamwork and build a relationship with customers that support the program.
Paper Products	\$5,000	1/3	This expenditure will be used to support the initial startup of the operation of the truck without dipping into the limited program funds available for use
Food cost and Inventory	\$1,500	1/3	This expenditure will be used to support the initial startup of the operation of the truck with out dipping into the limited program funds available for use
Permits and licenses	\$500	2/3	This expenditure will be used to ensure that the mobile food truck will be ready for operation through the state of New Mexico and the Health Department. ( Food permit license & tags)
Fuel & Maintenance	\$2,000	1/3	This expenditure will be used to support the cost of operating a mobile food truck during the first year of the mobile food truck being purchased
Total	\$325,000		

# ACADEMIC SERVICES PROPOSAL

## 1. To address learning loss Narrative;

Activities to address the Social Emotional Needs of all students	
Activities to address the Academic Needs of all students	
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	
Students from low-income families	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	
English learners	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
Migratory students	
Students experiencing homelessness	
Children and youth in foster care	

Please be specific to how these funds will meet the needs of underrepresented student group:

⅔ Funding	⅓ Funding
\$700,000	\$300,000

**ARP BUDGET FOR LEARNING LOSS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support Academic Loss</b>
Art and Music Classrooms	\$400,000	2021-2024	By supporting student's socio emotional needs through the arts. Materials and supplies to provide rich experiences to students.
SREB Elementary	\$300,000	2021-2024	PD for teachers to address academic loss and provide accelerated learning
Tuition Reimbursement	\$300,000	2021-2024	Retention and recruitment of teachers
<b>Total Budget:</b>	\$1,000,000		

## SECONDARY PROPOSAL

### 1. To address learning loss Narrative;

Activities to address the Social Emotional Needs of all students	
Activities to address the Academic Needs of all students	
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	X
Students from low-income families	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	
English learners	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
Migratory students	
Students experiencing homelessness	
Children and youth in foster care	

Please be specific to how these funds will meet the needs of underrepresented student group:

$\frac{2}{3}$ Funding	$\frac{1}{3}$ Funding
\$1,500,000	\$1,000,000

**ARP BUDGET FOR LEARNING LOSS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support Academic Loss</b>
Summer program	1,800,000	21-24	Providing student learning opportunities through PBL, engaging activities to advance on their standards performance providing accelerated instruction.
Tutoring	700,000	21-24	Targeted tutoring targeting the specific academic loss of students
<b>Total Budget:</b>	<b>\$2,500,000</b>		

## OWL Video Conferencing Proposal

### 3. Activities to Address Needs

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:

Elementary and Secondary Education Act (ESEA)	
Individuals with Disabilities Education Act (IDEA)	X
Adult Education and Family Literacy Act (AEFLA)	
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	

**Please be specific to how these funds will meet the needs of students:**

$\frac{2}{3}$ Funding	$\frac{1}{3}$ Funding
\$20,000	

ARP BUDGET FOR STUDENT NEEDS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support STUDENT NEEDS
Video Conferencing	\$20,000	2021	By facilitating IEPs for families.Video Conferencing for all Secondary Campuses for IEPs
<b>Total Budget:</b>	\$20,000		

# GHS INFINITE LEARNERS PROPOSAL

## 1. To address learning loss Narrative;

Activities to address the Social Emotional Needs of all students	
Activities to address the Academic Needs of all students	
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	X
Students from low-income families	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	
English learners	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
Migratory students	
Students experiencing homelessness	
Children and youth in foster care	

Please be specific to how these funds will meet the needs of underrepresented student group:

⅔ Funding	⅓ Funding
\$67,592.40	\$33,592.60

**ARP BUDGET FOR LEARNING LOSS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support Academic Loss</b>
<p>The Gadsden Institute for Infinite Learners. This will be an afterschool program that will seek to address the Extended Learning Time Program in New Mexico which requires the schools to offer additional instructional days and expand after-school or extracurricular enrichment opportunities intended to improve student success.</p>	<p>100,000</p>	<p>Provide this afterschool program 30 weeks per year for the next three years. Monday-Thursday afterschool.</p>	<p>This will address academic loss by providing expanded and enriched learning opportunities to students on a variety of topics. See attached document.  <a href="https://drive.google.com/file/d/1oGImwOKKwGyh0RdtCDQYYSp6-1UY07UO/view?usp=sharing">https://drive.google.com/file/d/1oGImwOKKwGyh0RdtCDQYYSp6-1UY07UO/view?usp=sharing</a>.</p>
<p><b>Total Budget:</b></p>	<p>\$100,000.00</p>		

## **GHS GREEN HOUSE:**

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:

Elementary and Secondary Education Act (ESEA)	
Individuals with Disabilities Education Act (IDEA)	
Adult Education and Family Literacy Act (AEFLA)	
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	

**Please be specific to how these funds will meet the needs of students:**

<b>2/3 Funding</b>	<b>1/3 Funding</b>
\$600,000.00	\$200,000.00

<b>ARP BUDGET FOR STUDENT NEEDS</b>			
<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support STUDENT NEEDS</b>
Green House	\$800,000	18 month	Benefits would be two fold the positive impact on students having an opportunity to further STEM related topics..

# GHS Varsity Bleachers

## 1. To address learning loss Narrative;

Activities to address the Social Emotional Needs of all students	<input checked="" type="checkbox"/>
Activities to address the Academic Needs of all students	<input type="checkbox"/>
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	<input type="checkbox"/>
Students from low-income families	<input type="checkbox"/>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	<input type="checkbox"/>
English learners	<input type="checkbox"/>
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	<input type="checkbox"/>
Migratory students	<input type="checkbox"/>
Students experiencing homelessness	<input type="checkbox"/>
Children and youth in foster care	<input type="checkbox"/>

Please be specific to how these funds will meet the needs of underrepresented student group:

% Funding	% Funding
484,800.00	

**ARP BUDGET FOR LEARNING LOSS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support Academic Loss</b>
Varsity bleachers upgrade	Option 2: 1616 seats x \$300 per seat = 484,800	One calendar year. No money would not be needed after installation.	Our varsity gym is in need of bleacher renovations to meet the needs of all of our students who utilize the varsity gym. As well as, bring a sense of pride to the community, as GHS is the center for the 7 surrounding communities. This will improve students' social emotional needs by reinforcing the value of cooperative play.
<b>Total Budget:</b>	\$484,800		

## GHS Cyber Security Lab for Students

### Response Efforts- COVID 19

Select the appropriate category:

Training and professional development on sanitizing and minimizing the spread of infectious diseases	
Purchasing supplies to sanitize and clean the LEA's facilities	
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	
Improving indoor air quality	
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	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	
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	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	
Planning and implementing activities related to summer learning and supplemental after-school programs	
Addressing learning loss	
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	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	

Please be specific to how these funds will SUPPORT RESPONSE EFFORTS:

⅓ Funding	⅓ Funding
35,000.00	

ARP BUDGET FOR SUPPORT RESPONSE EFFORTS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support RESPONSE EFFORTS
HP M27fw FHD Monitor qty 20	\$5,000.00	Three months	Although GISD is 1:1 with chromebooks. There is still a need for students to have access to technology that can support a large array of software and school programs.
OMEN 30L Desktop GT13-0255st	\$30,000.00	Three months	The use of these devices could support several programs on campus, Engineering, Cybersecurity, Video Production and Editing
<b>Total Budget:</b>	<b>\$35,000.00</b>		

# STHS PROPOSAL

## 1. To address learning loss Narrative;

Activities to address the Social Emotional Needs of all students	
Activities to address the Academic Needs of all students	
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	x
Students from low-income families	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	
English learners	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
Migratory students	
Students experiencing homelessness	
Children and youth in foster care	

**Please be specific to how these funds will meet the needs of underrepresented student group:**

2/3 Funding	1/3 Funding
\$700,000.00	

ARP BUDGET FOR LEARNING LOSS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support Academic Loss
2 Portables	\$700,000	2021-2022	The Warrior Wraparound would be a facility in which our students would be able to get most of their social and emotional needs met in order for them to be open to meeting their academic needs. In order for STHS to have this facility we would need 2 portables brought to STHS. The purpose of these two portables would be to house a food bank, clothing bank and several small spaces for outside agencies that will provide social and emotional services
<b>Total Budget:</b>	\$700,000		

## 2. Activities to Address Needs

Elementary and Secondary Education Act (ESEA)	X
Individuals with Disabilities Education Act (IDEA)	
Adult Education and Family Literacy Act (AEFLA)	
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	X

**Please be specific to how these funds will meet the needs of students:**

$\frac{2}{3}$ Funding	$\frac{1}{3}$ Funding
200,000.00	120,000.00

**ARP BUDGET FOR STUDENT NEEDS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support STUDENT NEEDS</b>
Automage Table 7	\$150,000	2021-2022	For the Biomedical PLTW courses we would like to purchase a 72000 Automage Table 7. This table includes visualization tools that allow users to understand both the structures and functions of living bodies. Table 7 users will be able to thoroughly visualize a complete anatomical system while examining interactions among the structures . Having these resources would be of great benefit for our visual and EL learners. In addition to paper resources they will be able to interact in 3D with a living organism.
Graphic Design Print making Classroom	\$100,000	2021-2022	Our high school is also proposing developing an innovative classroom for graphic design and printmaking that will foster high levels of collaboration and active learning. This classroom will provide an environment that teaches computer-based research and development skills, presentation skills, group collaboration, work ethic, customer service, computer-literacy, and various applications in the Graphic design industry. In this proposal STHS is responding to the need to combine technology, learner-centered teaching strategies and opportunities for collaborative learning throughout the curriculum in higher education.
Band Truck	\$70,000	2021-2022	The Band at STHS is in great need of new and repair of equipment. To begin, the Band truck is unable to use the lift because it is broken. This means that our students are unable to transport their instruments to competitions or games. In addition, their equipment is outdated and not working properly, once again putting them in a disadvantageous position. Having the proper equipment and access to a quality music program is vital for our students to feel a sense of pride.
<b>Total Budget:</b>	<b>\$320,000</b>		

# CHS PROPOSALS

## 1.To address learning loss Narrative;

Activities to address the Social Emotional Needs of all students	
Activities to address the Academic Needs of all students	
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	X
Students from low-income families	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	
English learners	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
Migratory students	
Students experiencing homelessness	
Children and youth in foster care	

**Please be specific to how these funds will meet the needs of underrepresented student group:**

2/3 Funding	1/3 Funding
400,000	220,000.00

**ARP BUDGET FOR LEARNING LOSS**

Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support Academic Loss
Paved Fitness Trail with Workout Stations	\$150,000	January 2022 - July 2022	
Paving of 30 parking slots at football field (15) Handicap and lighting	\$300,000	January 2022 - July 2022	
<p>6 cantilever canopies around the CHS amphitheatre</p> <p>There are six sections of seating around the amphitheatre so each section measuring 25' x 10' x 20' (length x height x width) using the cantilever style arms reaching out over the seating into the amphitheatre would be ideal. A total of about 150' x 10' x 20' of canopy would give sufficient coverage for about 75% of the amphitheatre.</p>	120,000	May 27, 2022 - July 30, 2022	
<p>5 Hip T Canopies</p> <p>The stretch of walkway between the Aux and Main gym to be covered is about 200' x 10' x 40'</p>	\$50,000	May 27, 2022 - July 30, 2022	
Total Response efforts:	<b>\$620,000</b>		

**2. Activities to Address Needs**

Elementary and Secondary Education Act (ESEA)	
Individuals with Disabilities Education Act (IDEA)	
Adult Education and Family Literacy Act (AEFLA)	
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	X

**Please be specific to how these funds will meet the needs of students:**

% Funding	% Funding
\$300,000	\$150,000

ARP BUDGET FOR STUDENT NEEDS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support STUDENT NEEDS
2 Virtual human anatomy tables	\$90,000 \$90,000	October 2021 - January 2022	Purchase new equipment for the 2 new CTE pathway programs being offered at CHS. Equipment would provide students in the 2 new pathways the opportunity to gain hands-on experience with industry certified equipment. The added equipment will provide additional engagement opportunities as well as increase their employability skills.
Medical equipment	\$90,000	October 2021 -	

supplies, & models		February 2022	
Project Lead the Way supplies for engineering program		October 2021 - February 2022	
<b>Total for Activities:</b>	\$270,000		
Total CHS \$890,000.00			

# DPA PROPOSAL

## 1. To address learning loss Narrative;

Activities to address the Social Emotional Needs of all students	X
Activities to address the Academic Needs of all students	
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	
Students from low-income families	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	
English learners	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
Migratory students	
Students experiencing homelessness	
Children and youth in foster care	

<b>⅓ Funding</b>	<b>⅓ Funding</b>
\$300,000	

**ARP BUDGET FOR LEARNING LOSS**

Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support Academic Loss
Fitness Equipment	155,943.00	October 2021- 2022	Exercise and use of equipment will not only improve physical health, but also emotional, social, and mental health of students and staff. Physical activity is found to have a positive impact on mental and cognitive learning skills, attitudes, and academic behaviors and achievement of students (CDC). *
Oculus Quest 2 Virtual Reality headset 128 GB@ 299 x 90	26,910.00	October 2021- 2022	Virtual reality headsets can be used by all students- for example, learn how to train in various kinds of sports via virtual reality; in science- students will be able to perform simulations of physical and biological processes; SPED students will be immersed and learn skills on real world situations; and career technical education students will be able to simulate and predict plant growth and manipulate environmental conditions.
VEVOR ID card Printer ID Badge Maker @1450.00 x2	2,900.00	October 2021- 2022	Students can be identified with School ID's and can be protected from unwanted intruders or non-student trespassers.
Outdoor Litter Bins 5@ 309.40	1,547.00	October 2021- 2022	Trash can be disposed properly and immediately to help spread of COVID and other diseases.
Play Safe Interlocking Playground Tiles 11.99/sqft 30'x40' preschool play yard (1200 sq.ft)	14,388.00	October 2021- 2022	Preschool 4 year students would have more outdoor playtime. Mats would provide protection from falls and hot concrete.
Enhanced ezH2O Bottle Filling Station 8 @ 2026.00	16,208.00	October 2021- 2022	Current water fountains are not in use due to COVID. Students would be able to fill water bottles with these new filling stations.
34'x42' Orlando (38 x 38 Post Dims) Hr-36 roof 4:12roof pitch,	82,104.00	October 2021- 2022	Having shaded structures outside the building where students can eat lunch while practicing safe distancing guidelines due to COVID. will

24 Ga trim fascia, 4 columns, SM, TGICPoly Powder Coat w/Zinc Rich Primer 2 @ 41052			allow for improved physical and mental health, relaxation, and make connections with their friends and teachers.
<b>Total Budget:</b>	<b>\$300,000.00</b>		

## 2. Activities to Address Student Needs

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:

Elementary and Secondary Education Act (ESEA)	
Individuals with Disabilities Education Act (IDEA)	
Adult Education and Family Literacy Act (AEFLA)	
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	X

Please be specific to how these funds will meet the needs of students:

2/3 Funding	1/3 Funding
\$121,600	

**ARP BUDGET FOR STUDENT NEEDS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support STUDENT NEEDS</b>
Anatontage Table Clinical @ 60800.00 X 2	121,600.00	October 2021- 2022	Our CTE students in the EMT basic programs will study the anatomy of different virtual cadavers. They will be able to look at different scenarios eg. broken bones, gunshot wounds, strokes, heart attacks
<b>Total Budget:</b>	121,600		

Total DPA \$ 421,600.00

# Alta Vista Early College High School

## 1. To address learning loss Narrative

Activities to address the Social Emotional Needs of all students	X
Activities to address the Academic Needs of all students	
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	
Students from low-income families	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	
English learners	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
Migratory students	
Students experiencing homelessness	
Children and youth in foster care	

Please be specific to how these funds will meet the needs of underrepresented student group:

% Funding	% Funding
\$50,000	.

**ARP BUDGET FOR LEARNING LOSS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support Academic Loss</b>
Supplies for physical activities	40,000	2021-2022 SY	The following column will support students' mental health by embedding the use of activities such as physical exercise and social interactions during extracurricular activities to promote a healthy lifestyle for student academic success.
Gaylord Americana U-Shaped Multiuser Computer Workstations <a href="https://www.demco.com/gaylord-americana-reg-u-shaped-multiuser-computer-workstations">https://www.demco.com/gaylord-americana-reg-u-shaped-multiuser-computer-workstations</a>	\$10,000	2021-2022 SY	To support students' social and emotional development during sessions in the counseling center.
<b>Total Budget:</b>	\$50,000.00		

# Santa Teresa Middle School

## 1. To address learning loss Narrative;

Activities to address the Social Emotional Needs of all students	
Activities to address the Academic Needs of all students	X
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	
Students from low-income families	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	
English learners	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
Migratory students	
Students experiencing homelessness	
Children and youth in foster care	

Please be specific to how these funds will meet the needs of underrepresented student group:

2/3 Funding	1/3 Funding
\$30,000	\$20,000

ARP BUDGET FOR LEARNING LOSS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support Academic Loss
Hire retired teachers as ELA and math tutors.	\$50,000	2021-2023	Creating a focused, short-term catch up course in ELA and Math, that will concentrate on ensuring students have mastered critical prior year standards, This will strengthen all students' foundation for future learning.
<b>Total Budget:</b>	\$50,000		

## 2. Activities to Address Needs

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:

Elementary and Secondary Education Act (ESEA)	X
Individuals with Disabilities Education Act (IDEA)	X
Adult Education and Family Literacy Act (AEFLA)	
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	

**Please be specific to how these funds will meet the needs of students:**

$\frac{2}{3}$ Funding	$\frac{1}{3}$ Funding
\$215,000	

**ARP BUDGET FOR STUDENT NEEDS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support STUDENT NEEDS</b>
Robotics Kits,  2 Oculus Quest 2  Field Trips to NMSU and UTEP	\$50,000	July 5- 22, 2022	Students will attend a STEAM Summer Academy to strengthen the academic, technical and career components by connecting them with career choices, and job skills. Provide opportunities for students to visit NMSU and UTEP to expand career readiness with authentic and engaging settings. 21st century skills, soft skills, social and emotional learning, employability and people skills will be emphasized.
Eye wash stations Science tables Connect gas and water in science classrooms.	\$150,000	May, 2022 September, 2022	Provide safe lab equipment to existing classrooms to allow students to conduct scientific investigations. Web-based platforms designed to improve learning via a safe interactive lab environment.
Refrigerator, stove, sink, kitchen table, chairs, Run water and gas line to classroom	\$10,000	June, 2022 August, 2023	Provide the students in the Life Skills classroom the opportunity to learn life skills by cooking, baking, ordering groceries, reading recipes, and job readiness.
Washer and dryer	\$5,000	June, 2022 July, 2022	Students in the Consumer Science (FACS) classroom will be able to wash and dry the tablecloths, and kitchen towels they use. Having a washer and dryer in this classroom will also provide students in the adjacent Life Skills class the opportunities to learn an additional job skill.
<b>Total Budget</b>	<b>\$215,000</b>		

# GMS PROPOSAL

## 1. To address learning loss Narrative;

Activities to address the Social Emotional Needs of all students	X
Activities to address the Academic Needs of all students	
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	
Students from low-income families	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	
English learners	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
Migratory students	
Students experiencing homelessness	
Children and youth in foster care	

Please be specific to how these funds will meet the needs of underrepresented student group:

⅓ Funding	⅓ Funding
\$230,000	\$106,900

**ARP BUDGET FOR LEARNING LOSS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support Academic Loss</b>
Ball Chairs, bike chairs and flexible seating	\$47,000	2021-2024	Provide students with a variety of sensory physical options.
Sensory Room (for SPED department)	\$3000	2021-2024	Address the needs of children with disabilities in order to provide them a place to distress.
Bluetooth speakers for each classroom	\$7200	2021-2024	Provide an equitable learning environment for all students.
Physical Education Equipment example, football flags, tennis balls, basketballs...	\$10,000	2021-2024	Provide a variety of physical activities to build skills.
Energy Pods (3)	\$36,000	2021-2024	Provide a safe place to distress.
Wheel Chair	\$1,200	2021-2024	To provide a safe way from one location to another.
Doctors Weight Scale	\$500	2021-2024	Will be used to promote a healthy lifestyle and will can be used to support health and wellness
Sound system for soothing sounds and relaxation for students	\$500	2021-2024	System will support social and emotional wellness by creating an environment that is tranquil and peaceful.
Standing Desks	\$207,500	2021-2024	Provide students with a variety of sensory physical options.
Standing rolling Desks	\$23,000	2021-2024	Provide students with a variety of sensory physical options.
Medicine balls	\$1,000	2021-2024	Provide students with multiple ways to address their physical health which will increase their mental well being.
<b>Total Budget:</b>	<b>\$336,900.00</b>	<b>2021-2024</b>	

## 2. Activities to Address Needs

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:

Elementary and Secondary Education Act (ESEA)	X
Individuals with Disabilities Education Act (IDEA)	X
Adult Education and Family Literacy Act (AEFLA)	X
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	

Please be specific to how these funds will meet the needs of students:

2/3 Funding	1/3 Funding
\$81,000	

ARP BUDGET FOR STUDENT NEEDS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support STUDENT NEEDS
Baseball pitching machine	\$4000	2021-2024	Provide after school activities to serve the emotional needs of our students

Softball pitching machine	\$4000	2021-2024	Provide after school activities to serve the emotional needs of our students
Custom tablecloth with school name AND one for each Department (for events!) <a href="#">Custom Tailgater Kit</a>	\$8000	2021-2024	To provide the school and community with a welcoming environment.
Bleachers for the football field and shade area	\$15,000	2021-2024	To provide the school and community with a welcoming environment and provide shade.
Bus turn around seating and shaded Walk	\$15,000	2021-2024	To provide shade and a safe environment.
New radios	\$7000	2021-2024	To communicate with faculty/staff to ensure the safety of students.
Indoor and outdoor sound system; amphitheatre	\$5,000	2021-2024	To communicate with students, parents, and community.
Morgan Shed (3)	\$23,000	2021-2024	To secure and store equipment.
<b>Total Budget:</b>	\$81,000	2021-2024	

GMS \$417,900

## CMS PROPOSAL

### 2. 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:

Elementary and Secondary Education Act (ESEA)	X
Individuals with Disabilities Education Act (IDEA)	
Adult Education and Family Literacy Act (AEFLA)	
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	

Please be specific to how these funds will meet the needs of students:

$\frac{2}{3}$ Funding	$\frac{1}{3}$ Funding
\$100,000	\$50,000

**ARP BUDGET FOR STUDENT NEEDS**

<b>Expenditure</b>	<b>Budget Amount</b>	<b>Timeline Proposed for Spending Activity</b>	<b>How will expenditure support STUDENT NEEDS</b>
Art and Science Tables, chairs and supplies	75,000		<p>These funds will eliminate the opportunity gap by providing students with equal access to our school’s art and science programs.</p> <p>As schools reopen, students will now have the hands-on experience that is beneficial to whole student learning.</p> <p>By having proper updated furniture, we will see an increase in student collaboration, focus, involvement, engagement, feedback, and stimulation. Ultimately, having the right chairs and tables can help teachers develop their students into proactive learners.</p>
Band Music Instruments	75,000		<p>Band/Music education is an important aspect of providing children with a well-rounded education. When integrated with other subjects and areas of study, music helps children grow in self-esteem, and builds essential skills to include social and emotional wellbeing and bright futures.</p> <p>Some benefits of music education and playing an instrument are: enhanced language capabilities, improved memory, strengthening hand-eye coordination, powerful study habits, teamwork, mental processing, and problem solving. All students who want to join band will have access to instruments, rather than paying a monthly rental fee.</p>
<b>Total Budget:</b>	\$150,000		

# FAMILY CENTERS PROPOSAL

## 2. Activities to Address Needs

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:

Elementary and Secondary Education Act (ESEA)	
Individuals with Disabilities Education Act (IDEA)	
Adult Education and Family Literacy Act (AEFLA)	X
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	

**Please be specific to how these funds will meet the needs of students:**

2/3 Funding	1/3 Funding
\$700,000	

ARP BUDGET FOR STUDENT NEEDS			
Expenditure	Budget Amount	Timeline Proposed for Spending Activity	How will expenditure support STUDENT NEEDS
2 Portables	\$700,000.00	2022-2023	2 portables at the High Schools to establish Family centers where parents may have the opportunity to learn, grow and find support.
Parent Classes	\$56,749.00	2021-2024	
<b>Total Budget:</b>	<b>\$756,749.00</b>		Classes for parents on ESL, Parenting, Computers and GED

## Learning Loss

After COVID-19, Learning Loss has definitely become the district number one challenge. After consulting with our stakeholders and analyzing our needs, we have different proposals to support our students accelerated learning. With the support of ESSER II we are adopting and using high-quality instructional materials; with ARO we want to provide necessary professional learning for our teachers and we want to ensure that all GISD students have access to grade-level instruction; and with the support of our Needs Assessment, (You may find a copy in the attachments) we are reexamining and creating support structures to accelerate learning.

The first proposal is for Chaparral On Track PreK that has an increasing waiting list of students. In order to provide services needed in the Chaparral community we need to have more classrooms available. The construction of 4 new classrooms at the PreK Center will provide GISD PreK students a place to learn and develop. Adding more classrooms will provide space available at the PreK and no more waiting lists for the Chaparral students.

For the elementary schools we will provide recreational opportunities to address the socio emotional wellbeing of students so they can participate in extracurricular activities, socialize with their peers and develop positive relationships. We will provide physical activities to support academic achievement, enhanced self-esteem, student ability to focus and concentrate in class. Besides physical activity improves cognitive and memory function.

Our EL students need to be engaged in culturally and linguistically responsive instructional practices that meet their social, emotional linguistic and academic needs. GISD will provide Bilingual and TESOL tuition reimbursement for teachers. Having qualified teachers for EL students will help them on their literacy skills with engaging instruction. For the academic loss of the EL students we will use the WELLS program a transition to English support program. Besides a testing clerk to assist us in assessing student's language skills and in determining if students need EL or Bilingual services based on the language assessment results.

For the learning loss of our SPED students we will provide compensatory services by contracting therapists and specialists as needed. Also, to support their learning we will invest in technology such as remote access software, speech generating devices, Test kits and evaluation protocol, supplementary materials and supplies including those for individual student use. We will buy vehicles for the Special Ed Specialists so they can go through the different campuses supporting the Sped teachers in their classroom instruction and IEPs as needed.

To address the disproportionate impact of COVID on underrepresented subgroups, one of the main focus is to support our teachers through the Human Resources department, providing them the resources to advertise for teaching positions to ensure we have a teacher in every classroom. Also providing teachers with financial support to obtain their Gifted and TESOL endorsements. Investing in Vector Training program that provides all mandatory compliance for all staff. PD on Infinite/Visions system and as well as all the programs used in HR to ensure the most effective support from HR to our teachers, as well as getting new software to update HR department into a paperless system to make hiring and supporting teachers easier.

To address the learning loss at the Elementary schools, we will create STEM classrooms at each one of them. The STEM lab is based on the idea of integrating curriculum in four specific areas; science, technology, engineering and math to fit real world applications. This lab approach fosters growth in areas of critical thinking, problem solving using technology. Teaching is provided through PBL that promotes higher order thinking skills through challenges and inquiry and discovery. Labs are designed for each grade level.

To support the Socio Emotional learning of all our students we will provide PD for Counselors and Teachers to support better interactions between students and staff. And also PD on Restorative Discipline Practices, by using data from discipline and attendance these practices will impact the student handbook and discipline policies in GISD. In addition, the training will reduce the amount of discipline referrals and suspensions across the district and will act as a Layer 2 and 3 interventions for students who demonstrate significant behavior issues that hinder their learning.

Following NM PED guidelines for Accelerated Learning we will hire SREB to provide very specific PD for all teachers to fight the academic loss by teaching by the standards, understanding the new grading scale system following standards and moving students learning with researched based interventions.

To support the academic needs of all students we will create a retention and recruitment of teacher's program where we will reimburse their tuition. With this program we will keep teachers in the classrooms to address academic needs of all students.

With the support of ESSER II GISD created a summer program based on PBL instruction that targeted the academic loss and meet students at their level, following the standards to help them advanced, we will continue with the summer program initiative to target the learning gaps and provide great hands on learning experiences to our students.

Following the guidelines from "Strategies for using American Rescue Plan Funding" we will hire retired teachers to provide tutoring services, providing high dosages of tutoring per week, and during the school day whenever possible.

GHS will create a program called "Infinite Learners " designed to address learning loss for students from low-income families, EL students, Migrant, Homeless and Foster students. This will be an afterschool program that will offer additional instruction to improve student success. Besides at GHS to support the social emotional needs of all students and bring a sense of belonging the varsity gym bleachers will be upgraded because they are in need of renovation.

At Santa Teresa High School, 2 new portables will be installed to offer all underrepresented student subgroups a facility called "The Warrior Wraparound" in which students will be able to get most of their social and emotional needs met in order for them to be open to meeting their academic needs. These portables will house a food bank, clothing bank and several small spaces for outside agencies that will provide social and emotional services to students.

At Desert Pride Academy, fitness equipment will be provided for student's physical health and also socio emotional and mental health. According to CDC physical activity is found to have a positive impact on mental and cognitive learning skills, attitudes, and academic behaviors and achievement of students.

Chaparral High School will provide their students paved fitness trails with workout stations, will paved parking slots at football field, will install cantilever canopies around the amphitheater, install Hip T canopies, so that the students will have that option to work on their personal health and well-being and will therefore be able to exercise without the frustration of being compared to others around them. The canopies will help protect the students from the hot weather and the parking slots handicap and lighting will provide more safety for the evening activities.

At Alta Vista Early College to support the socio-emotional wellbeing of the students, supplies for physical activities will be used to encourage physical exercise and social interactions during extracurricular activities to promote a healthy lifestyle for student academic success.

At Santa Teresa Middle School to address the Academic Needs of all students, retired teachers will be hired as ELA and math tutors, creating a focused, short-term catch-up course that will concentrate on ensuring students have mastered critical prior year standards. This will strengthen all students' foundation for future learning.

Gadsden Middle School will address the social emotional needs of the students will provide a variety of sensory physical options, a sensory room for the children with disabilities in order for them to have a place to distress. To provide an equitable environment for all students will install Bluetooth speakers for each classroom. Besides energy pods, standing desks and standing rolling desks for a variety of sensory physical options.

For a more detailed information in each project please look at the attachment called Proposals Summary to understand more each one of the projects we want to implement with the support of the ARP funds.

### **Address Needs**

### **OTHER FUNDS**

#### **Broadband ARP Proposal for Student and Community Needs.**

A key facet in being a participating and informed member of today's society is the ability to access and disseminate information. The internet has become the dominant platform. Much of our rural communities are subject to the "digital divide", the inability to access high speed affordable internet. For Doña Ana County served by Gadsden I.S.D. this is especially true. According to the Educational Context Report, Doña Ana County, 2020, there are many factors that prevent students and families from subscribing to internet services.

Prior to 2020, 46% of Gadsden students had no computer at home. In spring of 2020 Gadsden I.S.D. made the commitment to becoming a 1-to-1 student-to-computer school district. However the next major obstacle was Internet access. In the Gadsden Independent School District (GISD), 38% of households do not have reliable internet access. In a 2021 survey conducted by the state, 4920 students were identified as not having reliable high speed internet access. The driving factor is the average household income and the cost of internet services in rural communities.

According to the US Census, the median household income in Doña Ana County is approximately \$41,000/year. Almost 24% of families live in poverty. GISD has identified that 57% of households qualify as Economically disadvantaged. The NMSU 2020 Educational Context Report broke down the households without internet access as follows:

- 38% of Gadsden ISD households without internet subscription.
- Household income less than \$20,000, 58% without internet
- Household income between \$20,000 and \$75,000, 31% without internet
- Household income greater than \$75,000, 21% without internet

GISD consists of 11 communities with most classified as rural. The rural communities do not offer affordable high speed internet access. Pricing for internet services can vary from \$65/month to \$154/month depending upon location. Most of the ISPs in the communities do not even offer internet access that meets the FCC's guidelines of 25Mbps/dl to qualify as high speed access. Because of the household income level and wide area, ISP are unlikely to invest in infrastructure to provide low cost high speed internet. Gadsden must maintain a fiber network to all 24 of its facilities. This makes GISD as a logical choice for making the district WAN as a method of getting high speed internet to every community and its students.

The proposed project consists of three phases:

1. The ISP will create a wireless network to provide connectivity to students at home that meets existing FCC guidelines for broadband and has the capability to scale with need.
2. Build a more robust GISD owned network to support future needs and expansion.
3. The partnership with an ISP gives communities access to affordable broadband internet.

## **ELEMENTARY AND SECONDARY ACT**

Another projects to support the student's needs are;

We will support student needs with an updated information system, by facilitating student data to all departments, supporting registration and information from student's data base. GISD will update the information system, POWER SCHOOL to keep accurate records of students, facilitate online registration and utilize data in a more effective way.

Attending to the needs of the Culinary classes, we are asking for a Food Truck. The Hospitality and Tourism Pathway at Gadsden High School has steadily seen a growth in student enrollment over the last couple of years. Students have shown a peaked interest in the field not truly understanding the career opportunities that they have available to them. Acquiring a mobile food truck will expose students to another avenue of the industry they are studying for. Gadsden High School has a state-of-the-art commercial kitchen that students use to learn and apply the skills taught in a classroom setting. The commercial kitchen allows for students to learn in a controlled environment that allows for growth throughout their time in the classroom. Students use the lab kitchen to learn, prepare, and cook meals that are sold to teachers on campus for student travel, competitions, and the sustainability of the program over the school year.

The purchase of a mobile food truck would extend the classroom beyond the four walls and allow for our students to experience a setting of the industry that is in a less controlled environment with a variety of customer interactions that will support growth and development of soft skills. Students would be able to sell food to the general public for fundraising and program sustainability around the community all while promoting the program through positive interaction with the community. With a mobile food truck students would be able to fundraise money during district events such as district led professional development, campus events and sporting activities. Additionally, the program would be able to prepare meals for athletes before and after sporting events or practices that comply with student nutrition guidelines provided by the state of New Mexico. This would ensure that students would be receiving meals that are nutritious to support proper growth and development of a healthy lifestyle. Providing this option would minimize the need for coaches to purchase meals from unhealthy fast food restaurants during away games. This option would eliminate districts funds leaving in-house to promote/support programs. The hospitality and tourism industry has been impacted severely because of COVID-19 worldwide and many restaurants are investing in mobile food trucks to comply with health guidelines. ProStart Programs around the nation are also making this switch in order for students of all backgrounds to experience the industry outside a controlled environment that will ultimately enhance their soft skills, industry knowledge, and employability chances.

Gadsden High School will add an outdoor learning system to support outdoor learning as needed. Gadsden Middle School will have a baseball and a softball pitching machine to provide after school activities. A custom tablecloth with school name and one for each department for events to provide school and community with a welcoming environment. Bleachers for the football field and shade area for the families. A bus turn

around seating and shaded walk to provide shade and a safe environment, new radios to communicate with faculty and staff to ensure the safety of all students. Also an indoor and outdoor sound system to communicate with students and parents and 3 Morgan Sheds to secure and store equipment.

Chaparral Middle School will attend the needs of the students with art and science tables, chairs and supplies. These will provide equal access to schools' art and science programs. Students will have hands-on experience and by having proper updated furniture more student collaboration, focus, involvement, engagement, feedback and stimulation. Band music instruments to provide students with a well-rounded education to help their self-esteem and build essential skills to include social and emotional wellbeing.

#### **Individuals with Disabilities Education Act**

Inclusive playground structures with ramps accessible to slides, swings, interactive manipulatives, etc. proposed for Elementary and PreK will provide children with disabilities the access to participate in playground activities with their peers.

OWL Video Conferencing is proposed to facilitate IEPs for families. Video Conferencing for all Campuses for IEPs will support the needs of our Special Education students.

#### **Carl D Perkins Career and Technical Education Act of 2006**

Electrical system materials for secondary campuses that require additional power for CTE equipment and need electrical systems update to operate efficiently and provide students the resources they need to learn. This will provide students a safe and effective space to perform and learn.

To support student needs under the Carl D Perkins Act, Gadsden High School will have a Green House. Students will have the positive impact of having a hands-on opportunity to further STEM related topics. For Santa Teresa High School, CTE programs needs will be supported with 2 Automage Table 7, for the biomedical PLTW courses. This table includes visualization tools that allow users to understand both the structures and functions of living bodies. Table 7 users will be able to visualize a complete anatomical system while examining interactions among the structures. Having these resources would be of great benefit for our visual and EL learners, in addition to paper resources they will be able to interact in 3D with a living organism. Another need that will be covered is developing and innovative classroom for graphic design and printmaking that will foster high levels of collaboration and active learning. This classroom will provide an environment that teaches computer-based research and development skills, presentation skills, group collaboration, work ethic, customer service, computer literacy, and various applications in the graphic design industry. In this proposal STHS is responding to the need to combine technology, learner center teaching strategies and opportunities for collaborative learning throughout the curriculum in higher education.

Chaparral High School will address some of their student needs through their CTE programs, purchasing new equipment for the 2 new CTE pathway programs being offered. Virtual human anatomy tables, medical equipment supplies and models, and supplies for the engineering program. This will give students the opportunity to gain hands-on experience with industry certified equipment, will have additional engagement opportunities as well as increase their employability skills.

Desert Pride Academy will also support student needs for their CTE students in the EMT basic programs who will study the anatomy of different virtual cadavers. They will be able to look at different scenarios like broken bones, strokes, heart attacks.

Santa Teresa Middle School will create a STEAM Summer Academy to strengthen the academic, technical and career components, will have robotics kits, 2 Oculus Quest 2 and Field trips to NMSU and UTEP. Eye wash stations and science tables. For the students in the Life Skills classroom the opportunity to learn life skills by cooking, baking, ordering groceries, reading recipes, will buy a refrigerator, stove, sink, kitchen table and chairs. For the students in the consumer science classroom they will be able to wash and dry the tablecloths and kitchen towels they use having a washer and dryer in the classroom.

## **RESPONSE EFFORTS- COVID 19**

Having our schools back to in person learning after COVID has been an amazing experience that has taught us many lessons on how we can improve our systems, we learned about our needs and how important it is to be prepared in case we had another challenging situation. As a response effort to COVID we have several action plans. The biggest challenge we faced the last year was the digital divide, so many of our students had no access to internet, and even though we gave them hot spots from different companies, they didn't even work. Some areas on our district just don't get any signal, that's why we are proposing the Broadband connection for all our communities. This will be a life-changing opportunity for our students and our communities; to be able to connect and have access to internet, to information, to school, will support all of them. Besides supporting them with connectivity another project we have is replenishing computer systems. Current staff computer systems are aging out and are not portable. By replacing with newer portable laptops, if a full closure occurs, staff will be able to work remotely. All our students have updated Chromebooks that have been covered by ESSEER II, now we want to support our staff so they can provide the best education to our students.

GISD will install outdoor learning areas at all schools by installing shade structures for outside learning, creating a space where the instruction can be provided safely outside will support their education. Our climate does not allow for students to be learning outside because of the heat, the shade structures will give us the opportunity to learn outside as needed.

To reduce the risk of virus transmission and exposure to environmental health hazards, UV Lighting will be replaced at all school cafeterias to sanitize assembly areas. UV lighting sanitizes the space and will provide cafeterias with a disinfected area besides the regular cleaning procedures.

To improve indoor air quality, all sites systems will be Re-Commissioned in order to bring them back to top functioning status and improve IAQ (Indoor Air Quality). Also, we will support our HVAC techs with 4 service vans so they can transport all their supplies and materials to service the HVAC systems at all the schools and to keep them working efficiently. Service vans will be equipped with ladder racks and shelving. Equipment for HVAC techs for indoor air quality improvement meters, testing equipment for refrigeration, sheet metal seaming and bending machines.

To reduce risk of virus transmission and exposure to environmental health hazards, water fountains will be replaced with bottle-fillers to support our efforts for sanitizing and safety at the schools. Students will be able to fill out their water bottles without touching any surface and staying safe.

Custodial equipment for disinfecting and sanitizing to minimize the spread of infectious diseases. GISD will buy vacuums, floor scrubbers, self-propelled scrubbers, carpet extractors, sprayers, power washers and utility vehicles. All this equipment will support the cleaning process at the schools to keep them safe and disinfected.

For the Nutrition department, awning and PPD for the warehouse to keep the loading and unloading of food and supplies away from the elements will be provided. At the schools' kitchens we will replace outdated/non-functioning kitchen equipment like cold and hot reach-ins, braising pans, condensing units, ovens, dish machines and serving lines. Equipment lift for kitchen techs and maintenance tools to facilitate lifting condensing units for walk-ins and freezers up to rooftops and tools to maintain equipment. Updating our kitchens will support our SNP staff to provide meals to our students.

We will implement iVisions Warehouse Module which will help improve Gadsden's preparedness and response to activities that are necessary to maintain operations and the continuity of services. This module will help support a remote workflow approval system by expediting the receiving of inventory. A workforce management system is necessary to respond to the challenges faced by school districts in managing human capital through emerging health threats. The implementation of a workforce management system would help manage the health and safety of district employees while ensuring engagement in productive business practices that support student needs. We will contract services to maintain warehouse/finance operations and for the continuity of services. To support our warehouse distribution of materials to the schools we will acquire two warehouse delivery trucks.

To continue coordinating preparedness and response efforts with New Mexico Health Department to prevent, prepare and respond to COVID-19, Nursing department will contract services for vaccination pods, contact tracing and all other services needed. Also will support nurses on the prevention of COVID-19 and other diseases buying updated equipment for vision, hearing, oxygen and blood pressure.

To develop and implement procedures and systems to improve the preparedness and response efforts our Communications Director will coordinate all our communications and responses efforts. This is a new position that was created because with COVID we learned how important is to have good and consistent communication with our parents and staff. Our Director will need equipment to be able create a communication network with all our stakeholders. We will buy a car for him so he can transport from school to school with all his equipment. We will acquire a desktop computer, camera lens, cables, video recorder, digital camera, teleprompter, tripod, battery pack, studio light kit, light diffuser umbrella and a backdrop stand.

After COVID we have now more students in the foster care system and more homeless families. With the support of this grant we will provide more services to the students in highest needs. We will contract a social worker just to work with them and to provide them the resources they might need like more hotel rooms, school supplies, uniforms, transportation, mental and medical health services.