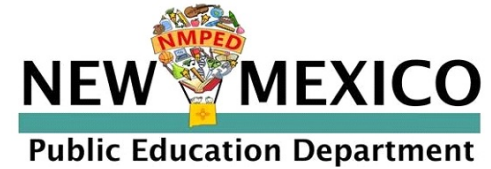


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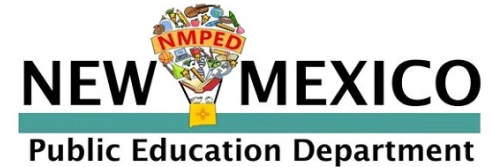
| Contact Information | | Budget Table | |
|---------------------------|--------------------------------|--|------------|
| District | WEST LAS VEGAS | ARP ESSER Award 2/3 rd Allocation | 4302415.68 |
| District Code | 068 | ARP ESSER Award 2/3 rd Debit | 4302415.68 |
| District Type | State District | ARP ESSER Award 2/3 rd Balance | 0.00 |
| Email Address | christopher_gutierrez@wlvs.org | ARP ESSER Award 1/3 rd Allocation | 2151207.84 |
| Phone Contact | (505) 426-2311 | ARP ESSER Award 1/3 rd Debit | 2151207.84 |
| Application Status | Return to District | ARP ESSER Award 1/3 rd Balance | 0.00 |

| Reserve Funds 20 % | | | | |
|--|---|---------------------------|---|--------------------------|
| | Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1: | 20 % of 2/3 Amount | Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. | 20% of 1/3 Amount |
| The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care). | To support students academic needs, each school will be implementing the following evidence based intervention programs: *Boardworks- (Grades K-12) Boardworks is a turn-key library of interactive resources to enrich K-12 instruction. You can seamlessly integrate our highly interactive and customizable intervention activities into your | 860,483.14 | To support students academic needs, each school will be implementing the following evidence based intervention programs: *Boardworks- (Grades K-12) Boardworks is a turn-key library of interactive resources to enrich K-12 instruction. You can seamlessly integrate our | 430,241.57 |

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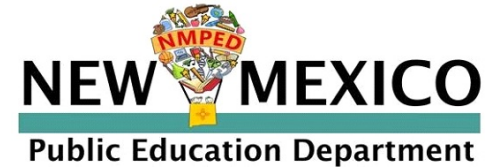
classroom and online lessons.
*Reading Quest- (Grades K-5) Reading Quest is a researched based reading and comprehension strategies resource for teachers. The program is a tool to effectively engage students in the content of their courses but who also want to better understand how to support the learning process and provide the appropriate interventions.
*Imagine Learning- Grades K-12) Imagine Learning helps students acquire, develop, and strengthen the language skills necessary to fully participate in academic settings and prepare for college and careers.promotes rigorous and equitable development of language that accelerates learning across all subjects, transforming students into stronger and more confident learners.
*MLSS- (Grades K-5) MLSS is New Mexico's comprehensive overhaul of the Response to Intervention (RTI) that improves

highly interactive and customizable intervention activities into your classroom and online lessons.
*Reading Quest- (Grades K-5) Reading Quest is a researched based reading and comprehension strategies resource for teachers. The program is a tool to effectively engage students in the content of their courses but who also want to better understand how to support the learning process and provide the appropriate interventions.
*Imagine Learning- Grades K-12) Imagine Learning helps students acquire, develop, and strengthen the language skills necessary to fully participate in academic settings and prepare for college and careers.promotes rigorous and equitable development of language that

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support systems by removing administrative barriers to providing timely evidence-based supports and focuses on holistic student success through robust family partnerships. Driven by student progress data for grade-level standards, the MLSS works to empower educators with a comprehensive system to make evidence based-decisions that are fluid, timely and meaningful.

*We will also be hiring 6 Interventionists/consultants in Reading and Math to help support students who are below grade level.

*Rio Gallinas Charter- Lexia Core 5 (Reading)

In order to support the social/emotional needs of students, we will have our counselors and social workers attend the following trainings and conferences to better educate them in the aspects of today's issues and use these researched based tools to support our students in all

accelerates learning across all subjects, transforming students into stronger and more confident learners.

*MLSS- (Grades K-5) MLSS is New Mexico's comprehensive overhaul of the Response to Intervention (RTI) that improves support systems by removing administrative barriers to providing timely evidence-based supports and focuses on holistic student success through robust family partnerships. Driven by student progress data for grade-level standards, the MLSS works to empower educators with a comprehensive system to make evidence based-decisions that are fluid, timely and meaningful.

*We will also be hiring 6 Intervention

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areas they may be struggling with.

They will be attending the following:

- *Dr. Bruce Perry- His clinical research and practice focuses on examining the long-term effects of trauma in children, adolescents, and adults and has been instrumental in describing how traumatic events in childhood change the biology of the brain.
- *Capturing Kids Hearts- Capturing Kids' Hearts is equipped to help teachers, coaches, administrators, and district leaders to implement transformational processes focused on Cultivating relational capacity, improving school culture, Strengthening trust between teachers and students, Building self-managing classrooms, Creating accountability, Improving academic performance, and fostering trauma-informed care.
- *Character Strong. Curricula and training is focused

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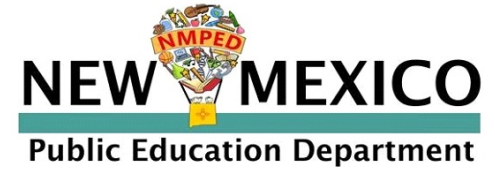


on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side.
SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making
Character Development: Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility
*The Positive Action : Absenteeism Improvement, Behavior Improvement, Classroom Management, Conflict Resolution, Discipline Referrals, Health Education. Mental Health, School Safety, Self-Concept, Special Education, Parental Involvement, Positive Youth Development

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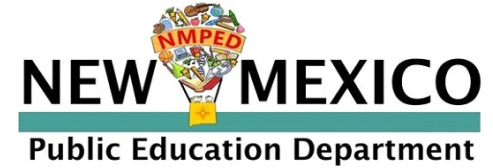


| | | | | |
|---|-----|------------|-----|------------|
| Activities to address the Social Emotional Needs of all students | Yes | 200,000.00 | Yes | 200,000.00 |
| Activities to address the Academic Needs of all students | Yes | 600,483.14 | Yes | 230,241.57 |
| Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups: | No | | No | 0.00 |
| Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity) | Yes | 10,000.00 | No | 0.00 |
| Students from low-income families | Yes | 10,000.00 | No | 0.00 |
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)) | Yes | 10,000.00 | No | 0.00 |
| English learners | Yes | 10,000.00 | No | 0.00 |

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| | | | | |
|---|-----|-------------------|----|-------------------|
| Gender (e.g., identifying disparities and focusing on underserved student groups by gender) | Yes | 5,000.00 | No | 0.00 |
| Migratory students | Yes | 5,000.00 | No | 0.00 |
| Students experiencing homelessness | Yes | 5,000.00 | No | 0.00 |
| Children and youth in foster care | Yes | 5,000.00 | No | 0.00 |
| Sub Totals | | 860,483.14 | | 430,241.57 |

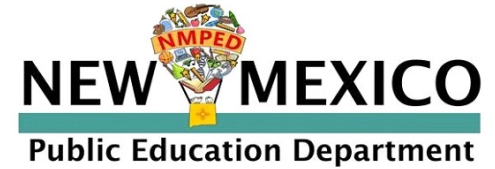
Additional Reserve Funds (Optional)

| | | | | |
|---|---|------|--|------|
| | Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1: | | Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. | |
| Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care). | | | | |
| Activities to address the Social Emotional Needs of all students | No | 0.00 | No | 0.00 |
| Activities to address the Academic Needs of all students | No | 0.00 | No | 0.00 |

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| | | | | |
|---|----|-------------|----|-------------|
| Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups: | No | 0.00 | No | 0.00 |
| Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity) | No | 0.00 | No | 0.00 |
| Students from low-income families | No | 0.00 | No | 0.00 |
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)) | No | 0.00 | No | 0.00 |
| English learners | No | 0.00 | No | 0.00 |
| Gender (e.g., identifying disparities and focusing on underserved student groups by gender) | No | 0.00 | No | 0.00 |
| Migratory students | No | 0.00 | No | 0.00 |
| Students experiencing homelessness | No | 0.00 | No | 0.00 |
| Children and youth in foster care | No | 0.00 | No | 0.00 |
| Sub Totals | | 0.00 | | 0.00 |

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Activities to Address Needs

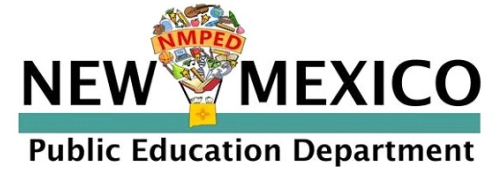
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

| | | | | |
|--|--------------------------------------|----------------------|--------------------------------------|----------------------|
| <p>Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.</p> | <p>2/3 Amount Allocations</p> | | <p>1/3 Amount Allocations</p> | |
| | <p>Narrative</p> | <p>Amount</p> | <p>Narrative</p> | <p>Amount</p> |
| <p>Elementary and Secondary Education Act (ESEA)</p> | | <p>0.00</p> | | <p>0.00</p> |

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| | | | | |
|--|--|------|--|------------|
| Individuals with Disabilities Education Act (IDEA) | | 0.00 | School Bus with wheel chair lift. School systems should provide transportation services and are responsible for ensuring that children with special needs are safely transported on all forms of federally approved transportation. Having the chairlift would eliminate the close contact of the student to the bus aide who is currently the one who lifts the students onto the bus. The student would have have their own space on the bus which would also allow for more social distancing. It would also assist with the social distancing aspect of the students having to sit closer together to leave room for the wheel chair which takes up a seat to store. Having the lift would free up one whole seat. | 110,000.00 |
| Adult Education and Family Literacy Act (AEFLA) | | 0.00 | | 0.00 |

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| | | | | |
|---|---|----------------------------|---|--------------------------|
| <p>Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)</p> | <p>The construction of a CTE building would be to meet the needs of our at Risk Students who are struggling academically and are on the verge of dropping out. Our students have been out of the classroom for over a year and many are struggling socially and emotionally. We want the CTE building to serve as a career pathway and sense of hope for those students who are not college bound. Being that our high school services many low income, homeless, foster, and ELL students, learning a trade and giving them an outlet to being successful regardless if they choose to go to college, will be so beneficial for them. Are plans is to have students go out into the community to do internships with local business and in doing so, we hope this would be help their social and emotional issues some may be facing. This will give them an outlet to talk and socialize with people they share interests with and reintegrate back into society after bring isolated for so long due to Covid. With the limited number of elective classes we currently offer in the high school, the CTE building will help alleviate class sizes in elective courses and also aide in keeping our students safe in meeting the required social distancing guidelines recommended by CDC and PED.</p> | <p>1,215,347.01</p> | <p>The construction of a CTE building would be to meet the needs of our at Risk Students who are struggling academically and are on the verge of dropping out. Our students have been out of the classroom for over a year and many are struggling socially and emotionally. We want the CTE building to serve as a career pathway and sense of hope for those students who are not college bound. Being that our high school services many low income, homeless, foster, and ELL students, learning a trade and giving them an outlet to being successful regardless if they choose to go to college, will be so beneficial for them. Are plans is to have students go out into the community to do internships with local business and in doing so, we hope this would be help their social and emotional issues some may be facing. This will give them an outlet to talk and socialize with people they share interests with and reintegrate back into society after bring isolated for so long due to Covid. With the limited number of elective classes we currently offer in the high school, the CTE building will help alleviate class sizes in elective courses and also aide in keeping our students safe in meeting the required social distancing guidelines recommended by CDC and PED.</p> | <p>320,000.00</p> |
| | | <p>1,215,347.01</p> | | <p>430,000.00</p> |

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Response Efforts - COVID 19

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

ARP ESSER 2/3

ARP ESSER 1/3

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

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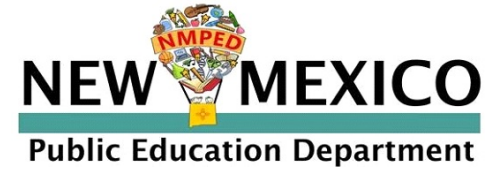


| | | | | |
|---|---|------------|---|------------|
| Purchasing supplies to sanitize and clean the LEA's facilities | Sanitary and hygiene products such as wipes, soap, cleaning products, etc. | 50,000.00 | | 0.00 |
| Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards | <p>Purchasing of 2 maintenance trucks and repairing and upgrading current vehicles to ensure we have reliable transportation for our maintenance workers to transport, install, maintain all HVAC systems in the district. They will also use the vehicles to transport Clorox disinfecting machines to each school site daily to disinfect all classrooms.</p> <p>Purchase of building located next to our district administration building and high school. The building would serve as an all- purpose room. The building is 3200 square feet and would allow the district to hold SPTO meetings, PAC meetings, Board meetings, etc. and meet the guidelines set forth by CDC and NMPED in regards to social distancing and Covid safe practices. We would also utilize the building to house our choir, band and theater classes during winter months.</p> <p>Again, this would allow students to rehearse in a warm and safe environment and comply with Covid safe guidelines and procedures.</p> | 800,000.00 | Replacement of all carpet throughout the district to promote healthier and cleaner air for all staff and students. The carpet in all buildings currently is very old and dirty. Not very ideal with Covid. We would replace all carpet with Carpet tile for more sufficient and sustainable use for long term purposes. | 100,000.00 |
| Improving indoor air quality | HVAC systems for schools still needing new ones | 107,247.68 | | 0.00 |

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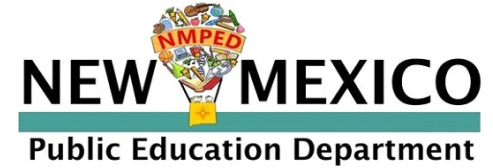


| | | | | |
|--|---|------------|--|------------|
| Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth | | 0.00 | | 0.00 |
| Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs | | 0.00 | | 0.00 |
| Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning | | 0.00 | | 0.00 |
| Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity) | <ul style="list-style-type: none"> *Purchasing of chrome books for all students in the district. *Purchasing of tracking devices for all chrome books. *Licensing and software *Networking hardware to support chrome books | 900,000.00 | <ul style="list-style-type: none"> *Purchasing of chrome books for all students in the district. *Purchasing of tracking devices for all chrome books. *Licensing and software *Networking hardware to support chrome books. | 300,000.00 |

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| | | | | |
|---|------------------------------------|---------------------|---|---------------------|
| Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors | | 0.00 | Hiring of 4 additional counselors/social workers to meet the needs of all students social and emotional issues. | 500,000.00 |
| Planning and implementing activities related to summer learning and supplemental after-school programs | | | After school tutoring programs and summer school | 106,297.34 |
| Addressing learning loss | | 0.00 | | 0.00 |
| Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff | Recruit, retain and employee staff | 200,000.00 | Recruit, retain and employee staff | 200,000.00 |
| Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19. | | | | |
| Sub Totals | | 2,057,247.68 | | 1,206,297.34 |

| Program Consultation | | | | |
|--|-------------------|-------------------|-------------------|--|
| To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups: | Date(s) Consulted | Date(s) Consulted | Date(s) Consulted | |
| Students | 6/7/2021 | 6/9/2021 | 8/13/2021 | |
| Families | 6/7/2021 | 6/9/2021 | 8/13/2021 | |
| School and district administrators (including Special Education administrators) | 6/7/2021 | 6/9/2021 | 8/13/2021 | |

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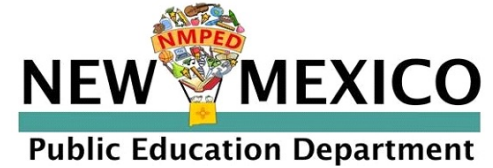


| | | | |
|--|----------|----------|-----------|
| Teachers | 6/7/2021 | 6/9/2021 | 8/13/2021 |
| Principals | 6/7/2021 | 6/9/2021 | 8/13/2021 |
| School leaders | 6/7/2021 | 6/9/2021 | 8/13/2021 |
| Other educators | 6/7/2021 | 6/9/2021 | 8/13/2021 |
| School support personnel | 6/7/2021 | 6/9/2021 | 8/13/2021 |
| Unions | | 6/9/2021 | 8/13/2021 |
| Tribes(if applicable) | | | |
| Civil rights organizations (including disability rights organizations) | | | |
| Superintendents | 6/7/2021 | 6/9/2021 | 8/13/2021 |
| Charter school leaders (if applicable) | 6/7/2021 | 6/9/2021 | 8/13/2021 |
| Stakeholders representing the interests of: | | | |
| Children with disabilities | 6/7/2021 | 6/9/2021 | 8/13/2021 |
| English learners | 6/7/2021 | 6/9/2021 | 8/13/2021 |
| Children experiencing homelessness | 6/7/2021 | 6/9/2021 | 8/13/2021 |
| Children in foster care | 6/7/2021 | 6/9/2021 | 8/13/2021 |
| Migratory students | 6/7/2021 | 6/9/2021 | 8/13/2021 |
| Children who are incarcerated | 6/7/2021 | 6/9/2021 | 8/13/2021 |
| Other underserved students | 6/7/2021 | 6/9/2021 | 8/13/2021 |

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Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required to consult with students; families; Tribes (if applicable); civil rights organizations (including disability rights organizations); school and district administrators (including special education administrators); superintendents; charter school leaders (if applicable); teachers, principals, school leaders, other educators, school staff, and their unions; and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students in the development of its ARP ESSER plan. Under the requirement, an SEA must also provide the public with the opportunity to provide input in the development of the plan and take such input into account.

*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit PED and auditors access to records and financial statements as necessary.

Indirect Cost Rate

| | Indirect Y/N | Allocations | Indirect Cost Rate | Indirect Cost D | Fixed Assets | Indirect Amount | Indirect Base Amount | Budget Balance |
|--|--------------|--------------|--------------------|-----------------|--------------|-----------------|----------------------|----------------|
| ARP ESSER 1/3 rd Indirect Cost Rate | Yes | 2,151,207.84 | 4.28 | 1.0428 | 88,293.00 | 84,668.93 | 2,062,914.84 | 1,978,245.91 |
| ARP ESSER 2/3 rd Indirect Cost Rate | Yes | 4,302,415.68 | 4.28 | 1.0428 | 176,586.00 | 169,337.85 | 4,125,829.68 | 3,956,491.83 |

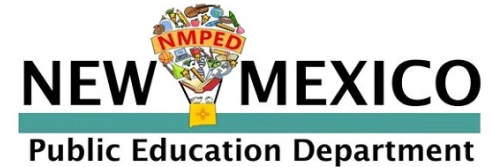
Required Information - GEPA

| | Required Narrative |
|--|---|
| <p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see:</p> | <p>We plan to meet the basic needs of students, by providing meals to students in all educational settings during the school year and the summer. This requires understanding</p> |

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<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

GEPA Rubric

A satisfactory answer

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

May require revision

- May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access

community needs through surveys and other family engagement processes and responding appropriately with distribution sites and plans. In order to meet the social, emotional and mental health needs of students, including those from historically-marginalized student populations who may be experiencing the unique trauma of homelessness or involvement in the foster care or juvenile legal systems, students of all ages, races, colors, creeds, gender affiliations and students with any disabilities both mental and physical we are going to ensure that all schools have equal access to professionals like counselors, social workers and psychologists and to use research-based practices that focus on building relationships, strengthening family and student engagement, and creating culturally-sustaining learning environments. We plan to provide all students with safe and inclusive schools that focus

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| | |
|---|--|
| | <p>on developing response plans and building strong relationships, especially with chronically absent and disengaged students. Our schools will implement programs focused on accelerated instruction and intervention, tutoring and expanded learning time including after school programs and summer learning.</p> |
| <p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools: (c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS.— (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education</p> | <p>True</p> |

ARP Grant Application

2021-2022

WEST LAS VEGAS PUBLIC SCHOOLS



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| The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021 | True |
| Please provide the link to the LEA's re-entry plan on the LEA's website | https://www.wlvs.k12.nm.us/ , Link for all schools re-entry plans on homepage of the district website. Each school plan is listed on the right side of the homepage. |
| The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021 | True |
| The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) | True |