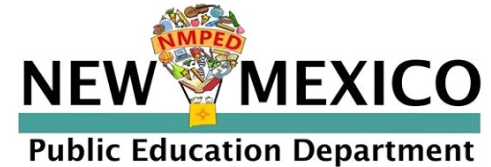


# ARP Grant Application

2021-2022

BLOOMFIELD SCHOOLS



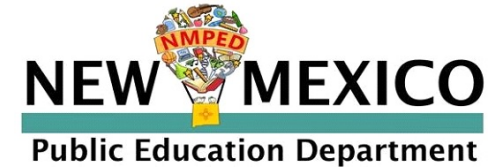
Contact Information		Budget Table	
District	BLOOMFIELD	ARP ESSER Award 2/3 rd Allocation	4317543.03
District Code	066	ARP ESSER Award 2/3 rd Debit	4317543.03
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	pmarquez@bsin.k12.nm.us	ARP ESSER Award 1/3 rd Allocation	2158771.51
Phone Contact	5056324309	ARP ESSER Award 1/3 rd Debit	2158771.51
Application Status	In Process	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).	In the 21-22 school year, Bloomfield School District will work to support our unrepresented subgroups and displaced youth through a focused process in our registration protocols, leadership support, educator training and student support coordinators. We have trained and worked with leaders and	863,508.61	Bloomfield School District will use the 1/3 funding to provide continuous support for initiatives that were started in the 21-22 school year. This funding would support equitable evidence based learning and multi-faceted hybrid learning approached to support students who are	431,754.30

# ARP Grant Application

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frontline staff ( secretaries and registrars ) to be more responsive to students with CIB & 506 forms, SPED, ELL, low income, McKinney Vento and students at risk. Bloomfield Schools wants to welcome and support students in the post-covid19 educational atmosphere. We as a district will work to develop positive relationships and understand the children we serve in the district.

Supporting interventions and accelerate learning

The goal of this initiative is to assist teachers and site staff measure and diagnose learning loss utilizing a universal assessment tool (NWEA). The results of the assessment can be used to identify areas of need, develop intervention groups in reading and math, and be used to develop short and long-term SMART goals to support student learning and minimize learning gaps that may exist.

Purchase district license for this

suffering ongoing learning loss due to the pandemic. Professional Development – the District will allocate approximately \$ 50,000 to provide professional development opportunities focused on instructional practices to improve student achievement, curriculum design, integration of technology, and social-emotional supports (list is not all inclusive):MC2

a. Imagine Learning  
Reading and Math district-wide deployment and training

b. Reading in the Content Areas Intervention through 95% and Imagine Learning

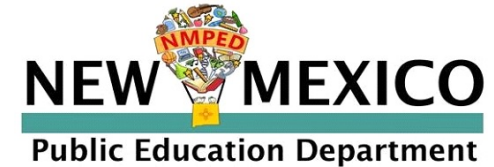
c. Math Imagine Math :  
Common Interim Assessment monitoring.

d. Social-Emotional Learning ( PBIS, Conscious Discipline, Behavior and Family Support Coordinators.)

# ARP Grant Application

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BLOOMFIELD SCHOOLS



school year

Professional Development – the District will allocate approximately \$ 50,000 to provide professional development opportunities focused on instructional practices to improve student achievement, curriculum design, integration of technology, and social-emotional supports (list is not all inclusive):MC2

a. Imagine Learning Reading and Math district-wide deployment and training

b. Reading in the Content Areas Intervention through 95% and Imagine Learning

c. Math Imagine Math : Common Interim Assessment monitoring.

d. Social-Emotional Learning ( PBIS, Conscious Discipline, Behavior and Family Support Coordinators.)

e. Technology Training ( Remote systems and coaching)

f. Students with Disabilities supports : Additional support

e. Technology Training ( Remote systems and coaching)

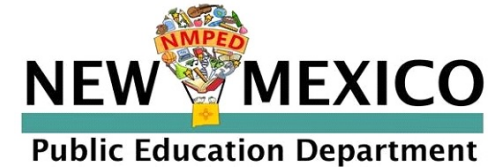
f. Students with Disabilities supports : Additional support for recovery, students support and maintenance of Post COVID-19 environment in classrooms.

g. Extended day and summer academic support through summer STEAM academies.

# ARP Grant Application

2021-2022

BLOOMFIELD SCHOOLS

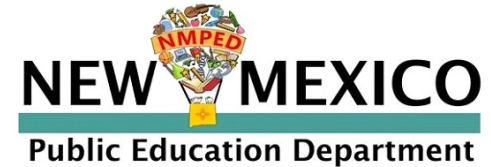


		for recovery, students support and maintenance of Post COVID-19 environment in classrooms. g. Extended day and summer academic support through summer STEAM academies.		
Activities to address the Social Emotional Needs of all students	Yes	145,000.00	Yes	50,000.00
Activities to address the Academic Needs of all students	Yes	150,000.00	Yes	81,754.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	Yes	123,508.61	Yes	130,000.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	50,000.00	Yes	50,000.00
Students from low-income families	Yes	80,000.00	Yes	50,000.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	150,000.00	Yes	25,000.00
English learners	Yes	65,000.00	Yes	25,000.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	45,000.00	Yes	5,000.00
Migratory students	Yes	8,832.39	Yes	5,000.00
Students experiencing homelessness	Yes	40,000.00	Yes	5,000.00

# ARP Grant Application

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BLOOMFIELD SCHOOLS



Children and youth in foster care	Yes	10,000.00	Yes	5,000.00
<b>Sub Totals</b>		<b>867,341.00</b>		<b>431,754.00</b>

## Additional Reserve Funds (Optional)

	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:</p>	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</p>
<p>Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).</p>	<p>Bloomfield School District will address the learning loss of students through</p> <p>In the 21-22 school year, Bloomfield School District will work to support our unrepresented subgroups and displaced youth through a focused process in our registration protocols, leadership support, educator training and student support coordinators. We have trained and worked with leaders and frontline staff ( secretaries and registrars ) to be more responsive to students with CIB &amp; 506 forms, SPED, ELL, low income, McKinney Vento and students at risk. Bloomfield Schools wants to welcome and support students in the post-covid19 educational atmosphere. We as a district will work to develop positive relationships and understand the children we serve in the district.</p>	<p>Bloomfield School District will address the learning loss of students through</p> <p>In the upcoming school years 22-24, Bloomfield School District will work to support our unrepresented subgroups and displaced youth through a focused process in our registration protocols, leadership support, educator training and student support coordinators. We have trained and worked with leaders and frontline staff ( secretaries and registrars ) to be more responsive to students with CIB &amp; 506 forms, SPED, ELL, low income, McKinney Vento and students at risk. Bloomfield Schools wants to welcome and support students in the post-covid19 educational atmosphere. We as a district will work to develop positive relationships and understand the children we serve in the</p>

# ARP Grant Application

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Supporting interventions and accelerate learning

The goal of this initiative is to assist teachers and site staff measure and diagnose learning loss utilizing a universal assessment tool (NWEA). The results of the assessment can be used to identify areas of need, develop intervention groups in reading and math, and be used to develop short and long-term SMART goals to support student learning and minimize learning gaps that may exist.

Purchase district license for two years

Professional Development – the District will allocate approximately \$ 50,000 to provide professional development opportunities focused on instructional practices to improve student achievement, curriculum design, integration of technology, and social-emotional supports (list is not all inclusive):MC2

- a. Imagine Learning Reading and Math district-wide deployment and training
- b. Reading in the Content Areas Intervention through 95% and Imagine Learning
- C. Math Imagine Math : Common Interim Assessment monitoring.
- c. Social-Emotional Learning ( PBIS, Conscious Discipline, Behavior and Family Support Coordinators.)
- d. Technology Training ( Remote systems and coaching)

district.

Supporting interventions and accelerate learning

The goal of this initiative is to assist teachers and site staff measure and diagnose learning loss utilizing multiple resources offered by the state as well as previous used research based initiatives. The results of the assessment can be used to identify areas of need, develop intervention groups in reading and math, and be used to develop short and long-term SMART goals to support student learning and minimize learning gaps that may exist.

Purchase district license for two years

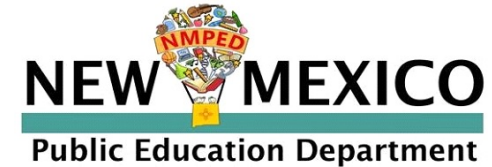
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e. Students with Disabilities supports : Additional support for recovery, students support and maintenance of Post COVID-19 environment in classrooms.

f. Extended day and summer academic support through summer STEAM academies.

Family Wellness and Resource Hub (\$600K)

This initiative will include creating office space for the district Family Liaison and the Behavioral Health Specialist, create a non-threatening training and support space, create a community space to offer family services (clothing, food, health and wellness support services, etc.), and create therapeutic spaces where students and families can visit and work with specialists in social, and emotional struggles. Our goal is to create a community-based location that will support the needs of families especially those who have been impacted by the pandemic for all district students and families. This is a two phase project where in ESSER II/ Phase 1 we will create office space for assigned staff as well as a classroom/training environment. This will require setting up an office space by painting, doing some electrical work, furniture, fixtures, etc.; approximately \$20K. ESSER III/ Phase 2 will be a complete transformation of existing space to create functional spaces for training, socializing, resource storage & distribution (food & clothing), creating spaces for community functions, transforming exterior

C. Math Imagine Math : Common Interim Assessment monitoring.

c. Social-Emotional Learning ( PBIS, Conscious Discipline, Behavior and Family Support Coordinators.)

d. Technology Training ( Remote systems and coaching)

e. Students with Disabilities supports : Additional support for recovery, students support and maintenance of Post COVID-19 environment in classrooms.

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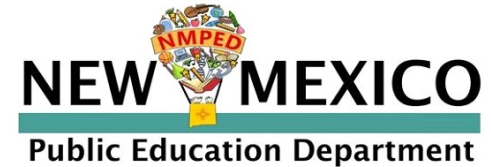
Family Wellness and Resource Hub (\$600K). Address the disproportionate impact of COVID-19 on Low-income families, children with disabilities, and -homeless through offering support services and resources that will be housed in the Family Wellness and Resource Center (Community Pantry, Community Closet, Outreach referral, Technology support, etc. ). Support homeless families who may have been displaced due to hardships with the current effect of the pandemic by providing them with support and resources.

Engage in Culturally and Linguistically Relevant Practices

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	spaces to promote health and wellness, de-escalation, therapeutic environments, and outdoor learning/meeting space; approximately \$580K .  Specialist to work with families in need by creating spaces to collaborate, train, and socialize. Utilize aforementioned staff to support struggling students and parents.		Create a community environment that represents the cultural identities within the community through murals, art, and activities. Validating and affirming an individual's home culture and language to create connections with other cultures and languages in various social contexts. Ensure their underserved populations have access to programs and services that are culturally and linguistically responsive and meet their social, emotional, and academic needs.	
Activities to address the Social Emotional Needs of all students	Yes	50,000.00	Yes	50,000.00
Activities to address the Academic Needs of all students	Yes	50,000.00	Yes	20,000.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	Yes	50,000.00	Yes	20,000.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	25,000.00	Yes	75,000.00
Students from low-income families	Yes	25,000.00	Yes	70,000.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	25,000.00	Yes	20,000.00



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English learners	Yes	10,000.00	Yes	35,000.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	20,000.00	Yes	20,000.00
Migratory students	Yes	10,000.00	Yes	10,000.00
Students experiencing homelessness	Yes	25,000.00	Yes	25,000.00
Children and youth in foster care	Yes	10,000.00	Yes	10,000.00
<b>Sub Totals</b>		<b>300,000.00</b>		<b>355,000.00</b>

## Activities to Address Needs

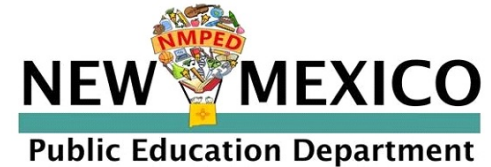
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19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

Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.	<b>2/3 Amount Allocations</b>		<b>1/3 Amount Allocations</b>	
	<b>Narrative</b>	<b>Amount</b>	<b>Narrative</b>	<b>Amount</b>

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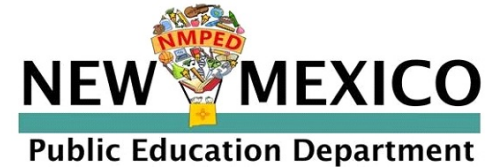


Elementary and Secondary Education Act (ESEA)	<p>Bloomfield School District has initiated 21-22 to be a year to focus on the SEL and safe school initiatives with a concentration on academic support.</p> <p>Accelerating learning – As the 2021 student data described above indicates, the pandemic has adversely impacted student learning across the state. However, as described in Part 3 below, the impact has been amplified for students from underserved populations. Bloomfield School District is focusing on developing programs and initiatives that will drive success for all students while accelerating learning for those most impacted by the pandemic to make up ground lost in the past two years and close the opportunity to learn and achievement gaps. Due to the rural nature of the district, transportation and families in remote areas must be given an option of virtual and hybrid models of these support systems. Bloomfield District through the pandemic has incurred a teacher shortage so many teachers are unable to keep up with the demand of extended learning but additional compensation will be supported for those settings as best as we can.</p>	213,393.00	<p>Bloomfield School District has initiated 21-22 to be a year to focus on the SEL and safe school initiatives with a concentration on academic support.</p> <p>Accelerating learning – As the 2021 student data described above indicates, the pandemic has adversely impacted student learning across the state. However, as described in Part 3 below, the impact has been amplified for students from underserved populations. Bloomfield School District is focusing on developing programs and initiatives that will drive success for all students while accelerating learning for those most impacted by the pandemic to make up ground lost in the past two years and close the opportunity to learn and achievement gaps. Due to the rural nature of the district, transportation and families in remote areas must be given an option of virtual and hybrid models of these support systems. Bloomfield District through the pandemic has incurred a teacher shortage so many teachers are unable to keep up with the demand of extended learning but additional compensation will be supported for those settings as best as we can.</p>	50,000.00
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# ARP Grant Application

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BLOOMFIELD SCHOOLS

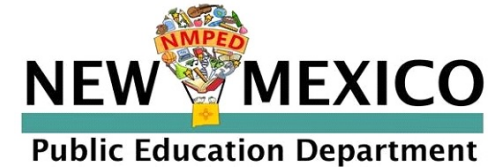


Individuals with Disabilities Education Act (IDEA)	Bloomfield School District has a 10% influx of Special Education Students. Due to many new enrollees, we determined many are coming from other school districts with very unique needs. We will need additional support staff for these students. 2 additional Paraprofessionals will be hired for this work.	80,000.00	port staff for these students. 2 additional Paraprofessionals will be hired for this work.	139,912.99
Adult Education and Family Literacy Act (AEFLA)	Utilize Family Liaison and Behavioral Health Specialist to work with families in need by creating spaces to collaborate, train, and socialize. Utilize aforementioned staff to support struggling students and parents. Family Wellness and Resource Hub (\$600K) This initiative will include creating office space for the district Family Liaison and the Behavioral Health Specialist, create a non-threatening training and support space, create a community space to offer family services (clothing, food, health and wellness support services, etc.), and create therapeutic spaces where students and families can visit and work with specialists in social, and emotional struggles. Our goal is to create a community-based location that will support the needs of families especially those who have been impacted by the pandemic for all district students and families. This is a two phase project where in ESSER II/ Phase 1 we will create office space for assigned staff as well as a	230,000.00	Utilize Family Liaison and Behavioral Health Specialist to work with families in need by creating spaces to collaborate, train, and socialize. Utilize aforementioned staff to support struggling students and parents. Family Wellness and Resource Hub (\$600K) This initiative will include creating office space for the district Family Liaison and the Behavioral Health Specialist, create a non-threatening training and support space, create a community space to offer family services (clothing, food, health and wellness support services, etc.), and create therapeutic spaces where students and families can visit and work with specialists in social, and emotional struggles. Our goal is to create a community-based location that will support the needs of families especially those who have been impacted by the pandemic for all district students and families. This is a two phase project where in ESSER II/ Phase 1 we will create office space for assigned staff as well as a classroom/training environment.	150,000.00

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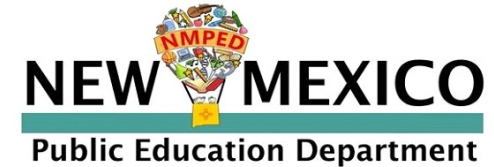
	classroom/training environment. This will require setting up an office space by painting, doing some electrical work, furniture, fixtures, etc..; approximately \$20K. ESSER III/ Phase 2 will be a complete transformation of existing space to create functional spaces for training, socializing, resource storage & distribution (food & clothing), creating spaces for community functions, transforming exterior spaces to promote health and wellness, de-escalation, therapeutic environments, and outdoor learning/meeting space; approximately \$580K .		This will require setting up an office space by painting, doing some electrical work, furniture, fixtures, etc..; approximately \$20K. ESSER III/ Phase 2 will be a complete transformation of existing space to create functional spaces for training, socializing, resource storage & distribution (food & clothing), creating spaces for community functions, transforming exterior spaces to promote health and wellness, de-escalation, therapeutic environments, and outdoor learning/meeting space; approximately \$580K .	
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	Increasing Student engagement through expanding learning opportunities – Many students have felt disconnected from their schools or communities during the pandemic, and there have been fewer work based learning opportunities. Bloomfield is focusing on expanding the opportunities for students to access career and technical education (CTE) and workplace learning along with academically enriched learning that occurs before school, after school, during the summer, or when school is otherwise not in session.	20,000.00	S	0.00
		<b>543,393.00</b>		<b>339,912.99</b>

**Response Efforts - COVID 19**

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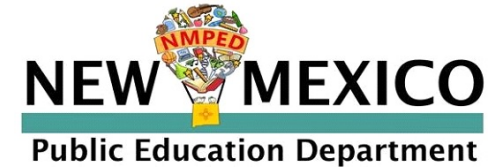


<p><b>Allowable Activities for Remaining Funds. Consistent with PED's priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support 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.</b></p>	<p><b>ARP ESSER 2/3</b></p>	<p><b>ARP ESSER 1/3</b></p>
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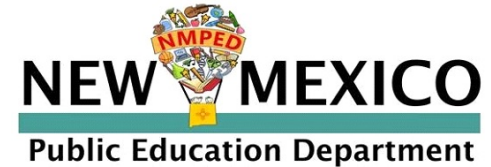


	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases	District-wide prevention, preparedness, and response to Pandemic incidents (100K) The goal of this initiative is to ensure that staff are ready to respond to possible outbreaks as well as minimize the spread of transmission through disinfection protocols. Provide training and support to minimize spread of infectious diseases. Mitigate incidents future occurrences. Purchasing PPE supplies to protect staff and minimize exposure or contagion Protect staff from contracting COVID-19	75,000.00	District-wide prevention, preparedness, and response to Pandemic incidents (100K) The goal of this initiative is to ensure that staff are ready to respond to possible outbreaks as well as minimize the spread of transmission through disinfection protocols. Provide training and support to minimize spread of infectious diseases. Mitigate incidents future occurrences Purchasing PPE supplies to protect staff and minimize exposure or contagion Protect staff from contracting COVID-19	25,000.00
Purchasing supplies to sanitize and clean the LEA's facilities	Provide training and support to minimize spread of infectious diseases. Purchasing disinfection supplies to sanitize and clean facilities Mitigate incidents future occurrences Purchasing PPE supplies to protect staff and minimize exposure or contagion Protect staff from contracting COVID-19	100,000.00	Purchasing disinfection supplies to sanitize and clean facilities Mitigate incidents future occurrences Purchasing PPE supplies to protect staff and minimize exposure or contagion Protect staff from contracting COVID-19	50,000.00
Repairing and improving school facilities to reduce risk of virus	District-wide improvements to water systems (75K)	350,000.00	See ESEA narrative above.	60,000.00

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transmission and exposure to environmental health hazards

The goal would be to reduce the risk of transmission and exposure by converting water fountains to bottle fillers minimizing personal contact and supporting student health needs. Purchase water bottle filler stations and needed supplies to retrofit into existing locations

Bloomfield School District has been in need of improving learning spaces and access to accommodate the current climate of pandemic outbreaks. Non-traditional Learning Spaces(250K)

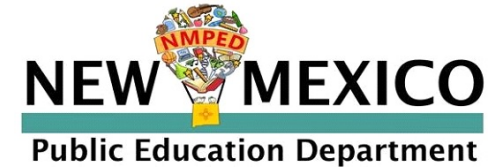
The goal of this initiative is to create more learning spaces by repairing existing spaces and creating outdoor learning spaces. The CDC and DOH has recommended that social distancing be one of the key defenses to protect against transmission and contact with an infected individual.

Funds would be used to repair existing seating in gyms so that they can be utilized. Utilizing funds for seating improvements in areas that are used to expand larger classroom to reduce transmission rates by keeping appropriate distance. (includes outdoor seating, seating in gyms, seating in commons and other areas that support students.

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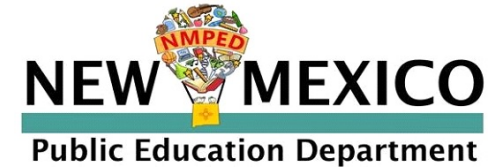
	<p>Repair operational mechanisms that retract and extend bleachers. Currently, the seating mechanism and seats in bleachers are in need of repair.</p> <p>Outdoor Learning Spaces</p> <p>Install outdoor shades which will protect students from the sun and elements meanwhile promote social distancing and the ability to take in fresh air.</p> <p>Purchase seating &amp; work tables so that students can work on</p>			
Improving indoor air quality	<p>District-wide HVAC SYSTEM repairs, maintenance, and upgrades (500K)</p> <p>Implement prevention and mitigation strategies consistent with CDC guidance and provide site principals with necessary resources to address the needs of their school by ensuring indoor air quality is maintained through serviceable HVAC equipment. This initiative will add and/or replace aging HVAC units that are not designed for MEV-13 filtering. Improvements and repairs will improve airflow and filtering of indoor air quality.</p> <p>District-wide Indoor Air Quality and Ventilation Improvements</p> <p>Purchase indoor air purifiers which will aid in filtering indoor air in at-risk environments or locations where there</p>	500,000.00	2 year re-assessment of Air Quality	10,000.00



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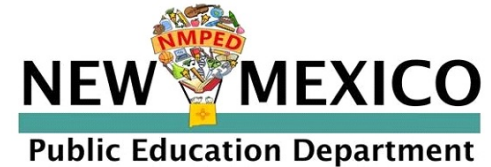


	<p>is a high number of individuals.  Purchase MERV-13 filters to improve indoor air quality  Replace aged systems so that they can accommodate MERV-13 filtering to improve indoor air quality (Blanco, Central Primary, Mesa Alta)  istrict-wide Indoor Air Quality and Ventilation Improvements  Purchase indoor air purifiers which will aid in filtering indoor air in at-risk environments or locations where there is a high number of individuals.  Purchase MERV-13 filters to improve indoor air quality  Replace aged systems so that they can accommodate MERV-13 filtering to improve indoor air quality (Blanco, Central Primary, Mesa Alta)</p>			
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	Address the disproportionate impact of COVID-19 on Low-income families, children with disabilities, and -homeless through offering support services and resources that will be housed in the Family Wellness and Resource Center (Community Pantry, Community Closet, Outreach referral, Technology support, etc. ).	50,000.00	Supporting families that suffered Pandemic repercussions through very intentional outreach through our Family Support Liaison : additional compensation for family classes and SEL training to support families in need. The development of a pantry area to support donated goods : Food items will not be paid for by grant. Provide a place that supports basic	55,000.00

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Support homeless families who may have been displaced due to hardships with the current effect of the pandemic by providing them with support and resources.

Engage in Culturally and Linguistically Relevant Practices  
Create a community environment that represents the cultural identities within the community through murals, art, and activities.  
Validating and affirming an individual's home culture and language to create connections with other cultures and languages in various social contexts.  
Ensure their underserved populations have access to programs and services that are culturally and linguistically responsive and meet their social, emotional, and academic needs.

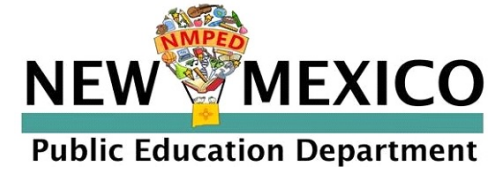
Address the academic impact of lost instructional time  
Creating a better version of self (students and parents) through social coaching supporting mental health and wellness.  
Provide community based support, resources, and training to cope with family needs and struggles related to

needs for displaced students and families.

# ARP Grant Application

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BLOOMFIELD SCHOOLS



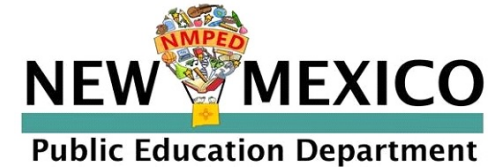
learning loss  
Providing information and assistance to students, parents, and families regarding how they can effectively support each other to be successful in learning environments.  
Interventions will respond to social, emotional, mental health and academic needs of all students  
Provide mental health services and supports in a non-threatening and resource rich environment  
Assist with outreach referrals  
Create spaces that support de-escalation and non-threatening environments and environments that support health and wellness activities.

Include meaningful consultation with stakeholders  
Utilize Family Liaison and Behavioral Health.

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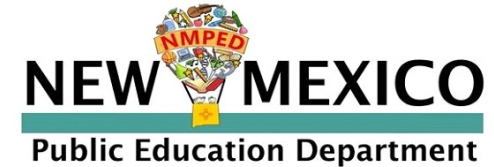


Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	Bloomfield School District-wide prevention, preparedness, and response to Pandemic incidents (100K) The goal of this initiative is to ensure that staff are ready to respond to possible outbreaks as well as minimize the spread of transmission through disinfection protocols. Mitigate incidents future occurrences Purchasing PPE supplies to protect staff and minimize exposure or contagion Protect staff from contracting COVID-19	100,000.00	Continuous work on student support and preparedness	20,000.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	Bloomfield School District is working to develop and train educators for long-term closures through the development, training, differentiated tech coaching and fine tuning of online research based curriculum.( Edgenuity, 95% group, NWEA Screening, Imagine Learning platforms to support ELA, Math , Special Education and ELL in remote settings.	185,000.00	Technology support through Tech Team training and Tech director support: Working with Emergency Broadband conrtsiums to develop positive remote systems for students and teachers.	50,000.00

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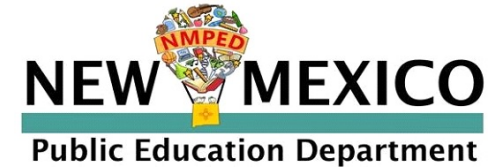


Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities <a href="#">(see above for additional requirements for this activity)</a>	Bloomfield School District has researched online and instructional materials to support ELA and Math initiatives in a technological setting to support learning to all students. Imagine Math, Reading, Language, Accelerated Reading and Edgenuity. for intervention but can crossover into a remote setting if needed. - The following materials will be utilized by students to meet the Computer Science Standards particularly in the areas of writing algorithms, coding and debugging in grades K-8. Lego Robotics - Kits for grades 4-8 \$70,000 Unruly Splats - Materials for grades K-3 \$30,000	225,000.00	Bloomfield School District has researched online and instructional materials to support ELA and Math initiatives in a technological setting to support learning to all students. Imagine Math, Reading, Language, Accelerated Reading and Edgenuity. for intervention but can crossover into a remote setting if needed. - The following materials will be utilized by students to meet the Computer Science Standards particularly in the areas of writing algorithms, coding and debugging in grades K-8. Lego Robotics - Kits for grades 4-8 \$70,000 Unruly Splats - Materials for grades K-3 \$30,000	325,000.00
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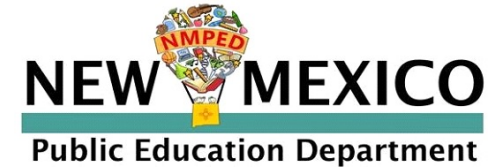


Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	Behavioral Coordinator and Family Support Liaison	25,000.00	Bloomfield School District will conduct a needs assessment to ensure all social workers and counselors are receiving the support needed and if the demand is exceeding the support we can give to students and families. The needs assessment will address the hoe of service and will support paying additional salaries for those counselors and support staff who are working beyond the school day to support families.	25,000.00
Planning and implementing activities related to summer learning and supplemental after-school programs	Bloomfield School District will recruit certified teachers to support supplemental learning programs. Certified Teachers will provide instruction utilizing high-quality instructional materials/techniques such as 95%, LETRs, CORE, close reading, Istation, Imagine Learning, and the resources identified in the Standards-Based Guide Intervention Strategies/Low Performance Links. Content needs to be presented in a different manner than how it has been presented during core instruction time. Intensive intervention will be a mixture of on-grade level content (using strategies such as close reading activities) with “just-in-time” adaptive supports to fill potential gaps. EA’s will	120,000.00	Bloomfield School District will begin to use data in the next years assessments to differentiate and prioritize learning activities for students. This will occur through supporting additional compensation for teachers and ancillary support.	50,000.00

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	<p>support instruction in grades K-3. STEM themes will be interwoven throughout reading, writing, and math. Emphasis will be on non-fiction content.</p> <p>Impact potential on 750 students</p> <p>BECC – 5 teachers x 15 students/teacher = 75 students</p> <p>Blanco – 6 teachers x 15 students/teacher = 90 students</p> <p>Central Primary – 12 teachers x 15 students/teacher = 180 students</p> <p>Naaba Ani – 12 teachers x 15 students/teacher = 180 students</p> <p>Mesa Alta – 6 teachers (2 Eng., 2 Math, 2 Sci) x 15 students/teacher = 90 students</p> <p>BHS – 6 teachers (2 English, 2 Math, 2 Science) x 15 students/tchr. = 90 students</p>			
Addressing learning loss	<p>K-12</p> <p>Subjects: Reading, Math, Sci</p> <p>Level: High-dosage tutoring - Intensive Intervention Using Research-Based Programs and High-Quality Instructional Materials including Imagine Learning Lang/ Literacy/Math Learning Pathways and Math Facts (K-6).</p>	612,600.00	<p>Bloomfield School District will use funding to continuously engage students with extra support in core content areas. This may be additional compensation for school wide projects that go beyond the contract time of educators and school staff.</p>	150,000.00

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Frequency: 3 days weekly throughout school year (Tuesday, Wednesday, Thursday) for a total of 88 days  
September 7, 2021 – May 12, 2022  
\*\*\*Start date may change depending on funding source.

Sept. 7, 8, 9, 14 15, 16, 21, 23, 28, 29, 3

Oct. 5, 7, 12, 13, 14, 19, 20, 21, 26, 27, 28

Nov. 2, 3, 4, 9, 11, 16, 17, 18, 30

Dec. 1, 2, 7, 8, 9, 14, 15, 16

Jan. 11, 12, 13, 18, 19, 20, 25, 26, 27

Feb. 1, 3, 8, 9, 10, 15, 16, 17, 22, 23, 24

Mar. 1, 3, 8, 9, 10, 22, 23, 24, 29, 30, 31

April 5, 6, 7, 12, 13, 14, 19, 20, 21, 26, 27, 28

May 3, 4, 5, 10, 11, 12

Duration: 1 hour – For elementary students, 30 minutes will be spent in reading and 30 in math; secondary dependent on need

Elementary 3:00-4:00

Secondary 3:45-4:45

Maximum Group Size: <5 per teacher

Target Population: Students identified as most at-risk through district assessments, inclusive of students with special needs and those who are being considered for retention.

Pre/Post Assessment: Students in



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grades K-6, use benchmark/PM Istation (K-3) or NWEA (4-6) data in reading and math. For students in grades 7-12, use Imagine Math pre/post and CIA scores or EOC's for ELA/Science depending on the class.

Content: Certified teachers will provide instruction utilizing high-quality instructional materials/techniques such as 95%, LETRs, CORE, close reading, Imagine Learning, and the resources identified in the Standards-Based Guide Intervention Strategies/Low Performance Links and NMIS. Content needs to be presented in a different manner than how it has been presented during core instruction time.

Sites: Impact potential on 560 students  
BECC – 10 teachers x 5 students/teacher = 50 students

Blanco – 7 teachers x 5  
students/teacher = 35 students

Central Primary – 30 teachers x 5  
students/teacher = 150 students

Naaba Ani – 30 teachers x 5  
students/teacher = 150 students

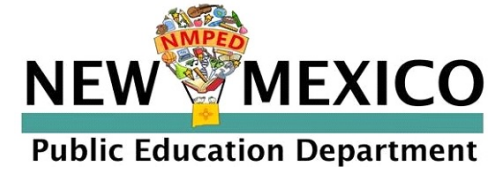
Mesa Alta – 8 teachers (4 English, 4  
Math) x 5 students/teacher = 40  
students

BHS – 24 teachers (8 English, 8 Math, 8  
Science) x 5 students/tchr. = 120

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students  
CYB – 3 teachers (1 Eng., 1 Math, 1  
Science) x 5 students/tchr. = 15 students

Exit Criteria: Students demonstrating  
proficiency on benchmark, CIA's, and/or  
EOC's should be exited.

Waiting List: Waiting lists will be  
maintained at all sites. Those students  
who have the greatest need as  
determined by assessment data will be  
served first.

Attendance Policy: Students with  
excessive absences will be exited from  
the program.

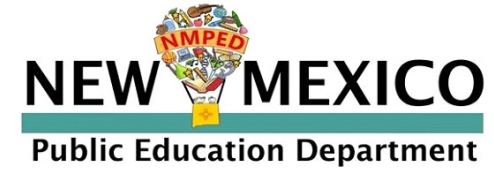
Transportation: Transportation will be  
provided through Bloomfield Schools to  
a centralized location near the home.  
Should parents choose to pick up their  
children, they must be there at the end  
of tutoring time within 5 minutes.  
Excessive tardiness at pick-up time will  
result in the student being exited from  
the program.

Snacks: Snacks provided at centralized  
site each day to be supervised by staff.

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	<p>Salaries: \$25/hour</p> <p>Program Costs: TOTAL: \$612,600</p> <p>Staffing:</p> <p>88 days (1 hour each) x \$25/hour x 112 teachers = \$246,400</p> <p>\$246,400 + 24% benefits (59,136) = \$305,536</p> <p>Transportation:</p> <p>31 weeks x \$9544/wk (9 buses) = \$295,864</p> <p>Materials:</p> <p>\$100 x 112 teachers = \$11,200</p> <p>Pre/Post Data: Use BOY/MOY/EOY/CIA OR EOC data grade and subject-level specific. Maintain "After-School Tutoring" Google Sheet of all students involved with beginning data and data at time of exit as evidence.</p>			
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	Recruitment and staff support	50,000.00	Recruitment and staff support will be assessed . Bloomfield School District will then prioritize and hire needed positions.	30,000.00

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Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	We will support and collaborate through tribal consultation to develop system plans and goals for our Native American students. This funding will be used to train and support teachers in our Dine and other Native American cultures.	20,000.00	This funding will be used to support ongoing collaboration through tribal consultation, meetings, conferences to support funding initiatives. This funding will be used to develop system plans and goals for our Native American students through PD, cultural outreach, bringing more cultural imagery and settings to the schools. This will also support all minority groups by building cultural libraries and resources in the district. .	85,000.00
<b>Sub Totals</b>		<b>2,412,600.00</b>		<b>935,000.00</b>

Program Consultation				
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted	
Students	8/17/2021	9/14/2021	9/30/2021	
Families	8/17/2021	9/14/2021	9/30/2021	
School and district administrators (including Special Education administrators)	8/2/2021	9/14/2021	9/30/2021	
Teachers	8/11/2021	9/14/2021	9/30/2021	
Principals	8/2/2021	9/14/2021	9/30/2021	
School leaders	7/12/2021	9/14/2021	9/30/2021	
Other educators	8/11/2021	9/14/2021	9/30/2021	
School support personnel	8/11/2021	9/14/2021	9/30/2021	
Unions	8/10/2021	9/14/2021	9/30/2021	

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Tribes(if applicable)	8/10/2021	10/12/2021	9/30/2021
Civil rights organizations (including disability rights organizations)	8/10/2021	9/14/2021	9/30/2021
Superintendents	7/15/2021	9/14/2021	9/30/2021
Charter school leaders (if applicable)			
<b>Stakeholders representing the interests of:</b>			
Children with disabilities	8/19/2021	9/14/2021	9/30/2021
English learners	8/19/2021	9/14/2021	9/30/2021
Children experiencing homelessness	8/19/2021	9/14/2021	9/30/2021
Children in foster care	8/19/2021	9/14/2021	9/30/2021
Migratory students	8/19/2021	9/14/2021	9/30/2021
Children who are incarcerated	8/19/2021	9/14/2021	9/30/2021
Other underserved students	8/19/2021	9/14/2021	9/30/2021

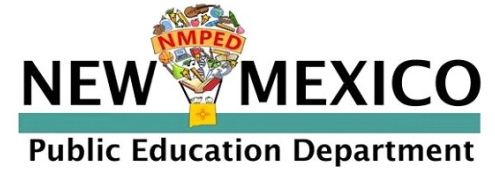
Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required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

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

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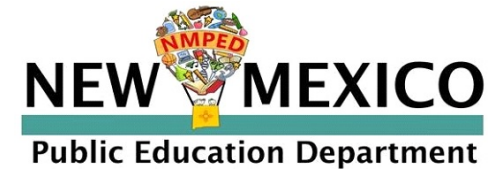


Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	Yes	2,158,771.51	4.71	1.0471	0.00	97,104.52	2,158,771.51	2,061,666.99
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	4,317,543.03	4.71	1.0471	0.00	194,209.03	4,317,543.03	4,123,334.00

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## Required Information - GEPA

	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see: <a href="https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc">https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</a></p> <p>GEPA Rubric</p> <p>A satisfactory answer</p> <ul style="list-style-type: none"><li>• Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age</li><li>• Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li></ul> <p>May require revision</p> <ul style="list-style-type: none"><li>• May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age</li><li>• May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li></ul>	<p>Bloomfield School District in collaboration with community stakeholders, parents and families work to support all students in the district. We have many programs and resources embedded within our system to serve students at a capacity that will ensure a equitable education that supports opportunity for all.</p> <p>We have Title 1, 2, 3 , 4 and Indian Education funds that provide 35% outreach to all students. The funds we receive are used to ensure access to all students. Impact Aid also serves as support but these funds were limited. With planning and stakeholder participation funds will be used to support learning loss, safe schools, and equitable opportunity for all. Bloomfield School District has adopted policies and protocol , through guidance from state legislation to support all students and with honor to their identities. We work to build access and eliminate barriers through our homeless funds, Title funds and any resource we can find to support our schools. We will continue to work to develop precision programming and flexible learning supports in case of future closures.</p>

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The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools:

(c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS.— (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education

True

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

True



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## Instructions:

During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but no less frequently than every six months, review and, as appropriate\*, revise and post its plan for safe return to in-person instruction and continuity of services. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). The requirement clarifies that, if the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

Under this requirement, the plans must be: In an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

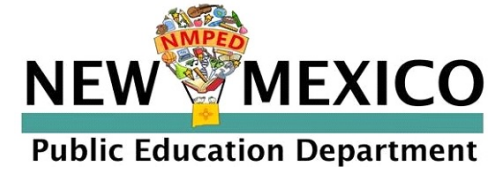
In the fields below, please provide a link to the LEA's most current posted plan on the LEA's website, and the date the plan was posted to the LEA's website.

First Posting	<a href="https://www.bsin.k12.nm.us/about_us/grants/e_s_s_r">https://www.bsin.k12.nm.us/about_us/grants/e_s_s_r</a> , ARP Link	9/23/2021
Second Posting (if needed*)	<a href="https://www.bsin.k12.nm.us/common/pages/DisplayFile.aspx?itemId=52130343">https://www.bsin.k12.nm.us/common/pages/DisplayFile.aspx?itemId=52130343</a> , LEA Plan Safe Return	1/4/2022
Third Posting (if needed*)		
Fourth Posting (if needed*)		
Fifth Posting (if needed*)		
Sixth Posting (if needed*)		

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Seventh Posting (if needed*)		
Eighth Posting (if needed*)		
The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021	True	
The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)	True	

Posting of LEA's ARP ESSER III Application to the LEA's Website		
District	Date	Please provide a link to the LEA s ARP ESSER III application on the LEA s website
BLOOMFIELD	9/29/2021	<a href="https://www.bsin.k12.nm.us/common/pages/DisplayFile.aspx?itemId=47735647">https://www.bsin.k12.nm.us/common/pages/DisplayFile.aspx?itemId=47735647</a> , ARP Application