

# ARP Grant Application

2021-2022

ALBUQUERQUE BILINGUAL ACADEMY



Contact Information		Budget Table	
<b>District</b>	ALBUQUERQUE BILINGUAL ACADEMY	<b>ARP ESSER Award 2/3 rd Allocation</b>	855654.15
<b>District Code</b>	528	<b>ARP ESSER Award 2/3 rd Debit</b>	855654.15
<b>District Type</b>	State Charter	<b>ARP ESSER Award 2/3 rd Balance</b>	0.00
<b>Email Address</b>	cjones@lpehc.com	<b>ARP ESSER Award 1/3 rd Allocation</b>	427827.07
<b>Phone Contact</b>	5058367706	<b>ARP ESSER Award 1/3 rd Debit</b>	427827.07
<b>Application Status</b>	Substantially Approvable	<b>ARP ESSER Award 1/3 rd Balance</b>	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).	Albuquerque Bilingual Academy (ABA) will utilize its ESSER III award to get back to offering a whole-child approach to education. This whole-child approach will address learning loss as well as areas of social, emotional, and physical wellness/wellbeing. The ladder during this time is primary as we seek to reestablish stability before focusing solely on	171,130.83	Albuquerque Bilingual Academy (ABA) will utilize its ESSER III award to get back to offering a whole-child approach to education. This whole-child approach will address learning loss as well as areas of social, emotional, and physical wellness/wellbeing. The ladder during this time is	85,565.41

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academic growth. Based on stakeholder input that comes from a formal stakeholder needs assessment and administrative root cause analyses, it is noted that the most value will come from having highly qualified teachers and other support staff in place to provide direct instruction, tutoring, and coaching to students and teachers. ABA's plan for addressing learning loss in accordance with stakeholder input includes a range of strategies from resource acquisition to partnerships with external organizations that provide tutoring and professional development services.

First, intervention materials (includes games) will be purchased to close skill and concept gaps in the areas of reading and mathematics. These materials will be purchased in both languages and made available to classroom teachers to use as a

primary as we seek to reestablish stability before focusing solely on academic growth. Based on stakeholder input that comes from a formal stakeholder needs assessment and administrative root cause analyses, it is noted that the most value will come from having highly qualified teachers and other support staff in place to provide direct instruction, tutoring, and coaching to students and teachers. ABA's plan for addressing learning loss in accordance with stakeholder input includes a range of strategies from resource acquisition to partnerships with external organizations that provide tutoring and professional development services.

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supplement to their core curriculum programs. Based on stakeholder feedback, direct instruction is favored over online learning via personal devices. The purchase of intervention materials will be followed by a revamp of the school's intervention block in which staff members will accept a new homogeneous system for delivering interventions that is based on gaps in skill regardless of age, grade level, or any other factor that normally places restrictions on how programs are implemented. Next, instructional supplies (school supplies, uniforms, general office supplies) will ensure that all needed supplies and materials are provided to students to reduce or in some cases eliminate the burden placed on families as many rebound from employment instability and financial hardships resulting from the COVID-19 pandemic.

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Math and/or reading interventionist/coaches will be secured in order to close achievement gaps and provide support to teachers as they reenter the classroom and acclimate themselves to the new norm for teaching, learning, and addressing massive deficiencies that are all the direct result of the pandemic. Full-time auto substitute(s) will be hired to help ensure that certified individuals are readily available to provide teachers of record with coverage as they receive needed training, attend special program meetings, and deal with personal issues that stem from the COVID-19 pandemic. Professional development is the next and maybe the most important strategy to address learning loss from a preparedness standpoint. With the adoption of programs and acquisition of materials comes the need for implementation training. In addition, staff must be prepared to deal with the

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trauma and social and emotional needs students bring back to the classrooms after extended periods of isolation and the stress of coping with significant change (i.e. loss of loved ones, homelessness, social isolation, etc.). Finally, ABA will foster healthy partnerships with community groups who can provide support in the areas of tutoring, counseling, and mental and physical well-being.

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			physical well-being.	
Activities to address the Social Emotional Needs of all students	Yes	11,130.83	Yes	5,565.41
Activities to address the Academic Needs of all students	Yes	160,000.00	Yes	80,000.00
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	0.00	Yes	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	0.00	Yes	0.00
Students from low-income families	Yes	0.00	Yes	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	0.00	Yes	0.00
English learners	Yes	0.00	Yes	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	0.00	Yes	0.00
Migratory students	Yes	0.00	Yes	0.00
Students experiencing homelessness	Yes	0.00	Yes	0.00
Children and youth in foster care	Yes	0.00	Yes	0.00
<b>Sub Totals</b>		<b>171,130.83</b>		<b>85,565.41</b>

## Additional Reserve Funds (Optional)

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<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>Albuquerque Bilingual Academy (ABA) will utilize its ESSER III award to get back to offering a whole-child approach to education. This whole-child approach will address learning loss as well as areas of social, emotional, and physical wellness/wellbeing. The ladder during this time is primary as we seek to reestablish stability before focusing solely on academic growth. Based on stakeholder input that comes from a formal stakeholder needs assessment and administrative root cause analyses, it is noted that the most value will come from having highly qualified teachers and other support staff in place to provide direct instruction, tutoring, and coaching to students and teachers. ABA’s plan for addressing learning loss in accordance with stakeholder input includes a range of strategies from resource acquisition to partnerships with external organizations that provide tutoring and professional development services.</p> <p>First, intervention materials (includes games) will be purchased to close skill and concept gaps</p>	<p>Albuquerque Bilingual Academy (ABA) will utilize its ESSER III award to get back to offering a whole-child approach to education. This whole-child approach will address learning loss as well as areas of social, emotional, and physical wellness/wellbeing. The ladder during this time is primary as we seek to reestablish stability before focusing solely on academic growth. Based on stakeholder input that comes from a formal stakeholder needs assessment and administrative root cause analyses, it is noted that the most value will come from having highly qualified teachers and other support staff in place to provide direct instruction, tutoring, and coaching to students and teachers. ABA’s plan for addressing learning loss in accordance with stakeholder input includes a range of strategies from resource acquisition to partnerships with external organizations that provide tutoring and professional development services.</p>

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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	Yes	28,869.17	Yes	14,434.59
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
<b>Sub Totals</b>		<b>28,869.17</b>		<b>14,434.59</b>

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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.**

Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.	<b>2/3 Amount Allocations</b>		<b>1/3 Amount Allocations</b>	
	<b>Narrative</b>	<b>Amount</b>	<b>Narrative</b>	<b>Amount</b>
Elementary and Secondary Education Act (ESEA)		0.00		0.00
Individuals with Disabilities Education Act (IDEA)		0.00		0.00
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		<b>0.00</b>		<b>0.00</b>

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## Response Efforts - COVID 19

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

### ARP ESSER 2/3

### ARP ESSER 1/3

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

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Purchasing supplies to sanitize and clean the LEA's facilities		0.00		0.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	Described in section one as activities that above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student groups. The LEA will utilize funding to complete a construction project that adds classroom spaces in accordance with eoccupancy standards. The rationale for this project is to better separate and organize students at each grade cluster (i.e. middle school separated from elementary school) in order to implement COVID-safe practices as prescribed by Center for Disease Control, New Mexico Department of Health, and the New Mexico Public Education Department. This includes the school's rapid response efforts that range from mandatory quarantine to the parental notifications to the closure of areas on the school's campus. In addition, the addition of classroom spaces will afford the school more opportunity to hire the personnel proposed throughout our application such as interventionists, coaches, and other instructional support providers. Additional space equates to additional	655,654.15	Described in section one as activities that above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student groups. The LEA will utilize funding to complete a construction project that adds classroom spaces in accordance with eoccupancy standards. The rationale for this project is to better separate and organize students at each grade cluster (i.e. middle school separated from elementary school) in order to implement COVID-safe practices as prescribed by Center for Disease Control, New Mexico Department of Health, and the New Mexico Public Education Department. This includes the school's rapid response efforts that range from mandatory quarantine to the parental notifications to the closure of areas on the school's campus. In addition, the addition of classroom spaces will afford the school more opportunity to hire the personnel proposed throughout our application such as interventionists, coaches, and other instructional support providers.	327,827.07

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	<p>staffing by providing them with their own classrooms and offices, which they will need to effectively perform their duties while on campus. Our LEA's stakeholders feel strongly that the approach to closing achievement gaps stems from the addition of direct instruction and ramping of in-person learning without the reliance on devices to facilitate learning. The way our LEA plans to honor the consensus opinion of stakeholders is by creating additional spaces for teaching and learning through a formal construction/build out of current shell buildings that reside on the ABA campus.</p>		<p>Additional space equates to additional staffing by providing them with their own classrooms and offices, which they will need to effectively perform their duties while on campus. Our LEA's stakeholders feel strongly that the approach to closing achievement gaps stems from the addition of direct instruction and ramping of in-person learning without the reliance on devices to facilitate learning. The way our LEA plans to honor the consensus opinion of stakeholders is by creating additional spaces for teaching and learning through a formal construction/build out of current shell buildings that reside on the ABA campus.</p>	
Improving indoor air quality		0.00		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00

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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 <b>(see above for additional requirements for this activity)</b>		0.00		0.00
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors		0.00		0.00
Planning and implementing activities related to summer learning and supplemental after-school programs		0.00		0.00
Addressing learning loss		0.00		0.00

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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		0.00		0.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.				
<b>Sub Totals</b>		<b>655,654.15</b>		<b>327,827.07</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	8/6/2021	9/20/2021	9/30/2021	
Families	8/6/2021	9/20/2021	9/30/2021	
School and district administrators (including Special Education administrators)	8/4/2021	9/20/2021	9/28/2021	
Teachers	8/4/2021	9/20/2021	9/28/2021	
Principals	8/4/2021	9/20/2021	9/28/2021	
School leaders	8/4/2021	9/20/2021	9/28/2021	
Other educators	8/4/2021	9/20/2021	9/28/2021	
School support personnel	8/4/2021	9/20/2021	9/28/2021	
Unions	8/4/2021	9/20/2021	9/28/2021	
Tribes(if applicable)	8/4/2021	9/20/2021	9/28/2021	

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Civil rights organizations (including disability rights organizations)	8/4/2021	9/20/2021	9/28/2021
Superintendents	8/4/2021	9/20/2021	9/28/2021
Charter school leaders (if applicable)	8/4/2021	9/20/2021	9/28/2021
<b>Stakeholders representing the interests of:</b>			
Children with disabilities	8/6/2021	9/20/2021	9/30/2021
English learners	8/6/2021	9/20/2021	9/30/2021
Children experiencing homelessness	8/6/2021	9/20/2021	9/30/2021
Children in foster care	8/6/2021	9/20/2021	9/30/2021
Migratory students	8/6/2021	9/20/2021	9/30/2021
Children who are incarcerated	8/4/2021	9/20/2021	9/30/2021
Other underserved students	8/6/2021	9/20/2021	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
<b>ARP ESSER 1/3 rd Indirect Cost Rate</b>	No	427,827.07	6.96	1.0696	0.00	0.00	0.00	0.00
<b>ARP ESSER 2/3 rd Indirect Cost Rate</b>	No	855,654.15	6.96	1.0696	0.00	0.00	0.00	0.00

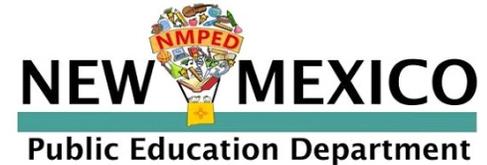
## Required Information - GEPA

	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see:  <a href="https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc">https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</a></p> <p>GEPA Rubric                      A satisfactory answer</p> <ul style="list-style-type: none"> <li>• Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age</li> <li>• Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul> <p>May require revision</p> <ul style="list-style-type: none"> <li>• May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on 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>Bilingual Instructional Materials (Stakeholder "access" to IM)                      The barrier of stakeholders not having full access to instructional materials due to language barriers will be resolved by the school adopting materials that are written/available in Spanish and English. The school will utilize the What Works Clearinghouse as well as the New Mexico Public Education Department's Instructional Materials Multiple List to identify and adopt any formal core intervention resources to address achievement gaps.                      Staffing (Providing instruction in</p>

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students' native languages)  
The barrier of efficacy in new staffing will be resolved by the LEA by utilizing advertisements and its contracted employment promotion contractor to attract bilingual staff that speak Spanish and English in order to provide direct instruction and services that are linguistically appropriate, given our bilingual education model. Additional bilingual special educators (SPED) and other support providers will also be recruited to decrease class sizes and provide intensive support to close achievement gaps for general education students as well as those receiving special education services.

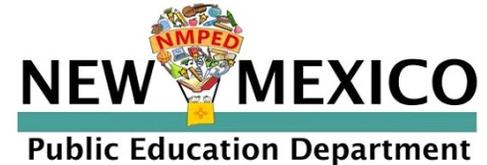
Accessibility (Ensuring individuals with disabilities may access resources)

The barrier of individuals with disabilities not being able to access resources will be resolved by the LEA through the acquisition of assistive technology devices, including ed. tech applications. This will

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be done to ensure that all stakeholders have access to resources. Assistive technology ranges from voice amplification systems to translation devices, while educational technology applications range from print to speech and writing assistance.

Construction Standards Compliance (Equitable access to facilities regardless of age, race, gender, or disability)

The barrier of providing all stakeholder groups equitable access to the facility will be resolved by the LEA working with a reputable construction company to ensure that all constructed facilities are ADA compliant. In addition, all construction will ensure compliance with construction and e-occupancy standards that are applicable to public schools.

Information Sharing/Training (Understanding of applicable information relevant to stakeholders)

The barrier of knowledge sharing (stakeholder knowledge of available resources) will be

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resolved by the LEA by hosting a series of town hall/orientation/informational meetings to share information and train stakeholders on the use of resources. Presentations will be made available in English and Spanish and archives will be posted to the school's website for future reference by all stakeholders.

Community/Stakeholder Access to Facilities (Equitable access to facilities regardless of age, race, gender, or disability)

The barrier faced by community stakeholders of not having equitable access to constructed facilities will be resolved by the LEA ensuring that facilities remain open to the entire ABA community for their use during scheduled times in which the public may sign up and receive access to facilities. Proposed facility spaces include a technology lab, multipurpose space, and gymnasium as well as classrooms, which may also be reserved for use. Information regarding public use hours,

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	<p>processes, rules and regulations will be provided during town hall orientations and posted to the school’s website in multiple languages. The goal is to promote physical and mental wellness to then address academic achievement gaps in a more focused manner.</p>
<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools: (c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS.— (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education</p>	<p>True</p>
<p>The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021</p>	<p>True</p>

# ARP Grant Application

2021-2022

ALBUQUERQUE BILINGUAL ACADEMY



Please provide the link to the LEA's re-entry plan on the LEA's website	<a href="https://www.lpelc.com/userfiles/54/my%20files/final%20aba%20re-entry%20plan%20%20(2).pdf?id=2232">https://www.lpelc.com/userfiles/54/my%20files/final%20aba%20re-entry%20plan%20%20(2).pdf?id=2232</a> , Reentry Plan
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