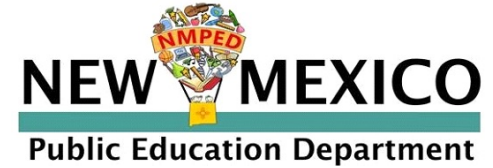


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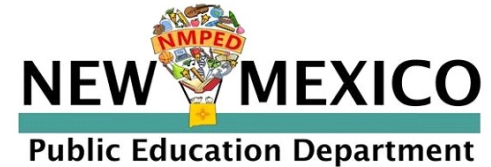
Contact Information		Budget Table	
District	RATON	ARP ESSER Award 2/3 rd Allocation	1511046.97
District Code	009	ARP ESSER Award 2/3 rd Debit	1511046.97
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	joleene.starr@ratonschools.com	ARP ESSER Award 1/3 rd Allocation	755523.49
Phone Contact	575-445-9881	ARP ESSER Award 1/3 rd Debit	755523.49
Application Status	Submit to State	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).	Raton Public School District (RPS) comprises three grade-level schools: Pre-K-2, Grades 3-6, and Grades 7-12. Our focus areas (Social Emotional Learning, academic needs, racial and ethnic disparities, students from low-income families (100% CEP), students with disabilities, and English Language Learners) were determined by our Equity and	302,209.39	Raton Public School District (RPS) comprises three grade-level schools: Pre-K-2, Grades 3-6, and Grades 7-12. Our focus areas (Social Emotional Learning, academic needs, racial and ethnic disparities, students from low-income families (100% CEP), students with disabilities, and English	151,104.70

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Innovation Task Force composed of students, staff members, and community stakeholders. The Task Force convened three times to analyze enrollment, academic, socioeconomic, and attendance data of all students and disaggregated student subgroups. The Task Force prioritized the focus areas and all are components of the Multi-Layered Systems of Support.

We desire to continue to cultivate and create a climate and culture within our district where all students and staff feel supported and respected. We will continually assess our needs in order to foster and create a positive learning and working environment. SEL practices will assist with students experiencing chronic absenteeism and lack of engagement.

We will focus on the following activities to address the social-emotional needs and accelerated learning of all

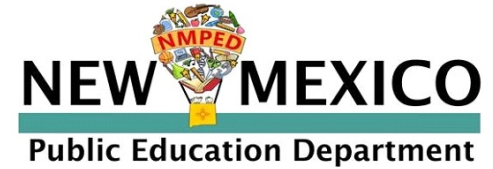
Language Learners) were determined by our Equity and Innovation Task Force composed of students, staff members, and community stakeholders. The Task Force convened three times to analyze enrollment, academic, socioeconomic, and attendance data of all students and disaggregated student subgroups. The Task Force prioritized the focus areas and all are components of the Multi-Layered Systems of Support.

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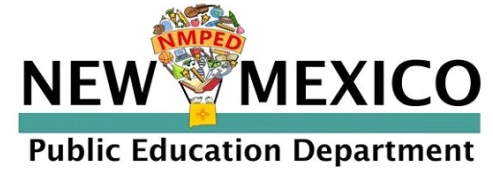
students in our district. Based on stakeholder feedback, SEL, academics, racial and ethnic disparities, support for students from low-income families, English Language Learners, and students with disabilities are primary target areas. To address these, the District will utilize ARP 20% funds for: Social Emotional Development and Learning for all student populations including subgroups designated as priorities by our stakeholders: 1). Professional development for all staff in creating and sustaining positive relationships and improving school climate (National Educators for Relational Practices) K-12 and how to implement a comprehensive approach to SEL including CASEL components with job embedded coaching. To determine specific areas of need for professional development and student growth, the District will conduct student, staff, and family surveys focusing on empathy,

absenteeism and lack of engagement. We will focus on the following activities to address the social-emotional needs and accelerated learning of all students in our district. Based on stakeholder feedback, SEL, academics, racial and ethnic disparities, support for students from low-income families, English Language Learners, and students with disabilities are primary target areas. To address these, the District will utilize ARP 20% funds for: Social Emotional Development and Learning for all student populations including subgroups designated as priorities by our stakeholders: 1). Professional development for all staff in creating and sustaining positive relationships and improving school climate

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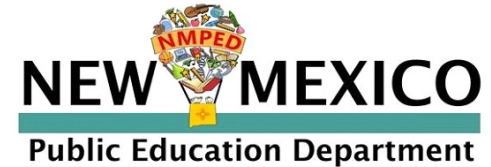
engagement, belonging and peer collaboration, school culture, relationships, SEL, school safety, and college and career readiness. Once data is collected and analyzed, appropriate professional development will be provided. To measure progress, academic, attendance, and behavioral data will continue to be collected and analyzed to determine strengths and areas of needed improvement. Progress monitoring for students designated as requiring intensive academic, attendance, and/or behavioral interventions will be conducted. Intervention success will be determined by students' improvement in attendance, academic performance including grades and short cycle assessments, and a decrease in the number of office referrals. For students' failing to improve, interventions will be adjusted as necessary. https://ies.ed.gov/ncee/wwc/Docs/ReferenceResources/SLE_R

(National Educators for Relational Practices) K-12 and how to implement a comprehensive approach to SEL including CASEL components with job embedded coaching. To determine specific areas of need for professional development and student growth, the District will conduct student, staff, and family surveys focusing on empathy, engagement, belonging and peer collaboration, school culture, relationships, SEL, school safety, and college and career readiness. Once data is collected and analyzed, appropriate professional development will be provided. To measure progress, academic, attendance, and behavioral data will continue to be collected and analyzed to determine strengths and areas of needed improvement. Progress monitoring for

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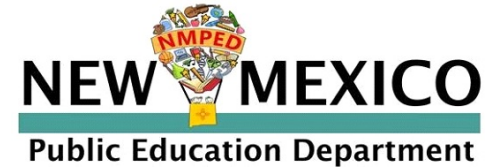
view-
Specific_Protocol_V4.0.pdf
<https://www.ascd.org/el/articles/after-sticks-stones-and-hurtful-words>
<https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/infographics/relsw-infographic11-508.pdf>
https://ies.ed.gov/ncee/edlabs/regions/northeast/Docs/Tools/RELNEI_SEL_Coaching_Series_Guide.pdf
<https://eric.ed.gov/?id=EJ1237871>
2). Stipends for staff to attend SEL professional development outside of the contract day
<https://casel.org/systemic-implementation/sel-in-the-school/>
<https://ies.ed.gov/ncee/edlabs/regions/northwest/blog/culturally-responsive-sel.asp>
3.) Selecting, purchasing, and implementing an evidence-based SEL program and data collection system across all grade levels district-wide.
<https://files.eric.ed.gov/fulltext/EJ1144814.pdf>

students designated as requiring intensive academic, attendance, and/or behavioral interventions will be conducted. Intervention success will be determined by students' improvement in attendance, academic performance including grades and short cycle assessments, and a decrease in the number of office referrals. For students' failing to improve, interventions will be adjusted as necessary.
https://ies.ed.gov/ncee/wc/Docs/ReferenceResources/SLE_Review-Specific_Protocol_V4.0.pdf
<https://www.ascd.org/el/articles/after-sticks-stones-and-hurtful-words>
<https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/infographics/relsw-infographic11-508.pdf>
https://ies.ed.gov/ncee/edlabs/regions/northeast/Docs/Tools/RELNEI_SEL_Coach

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https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2020010.pdf

<https://files.eric.ed.gov/fulltext/ED585944.pdf>

4.) Discipline policies and practices will be reviewed and aligned with the SEL program to include restorative justice practices

During Equity & Innovation Task Force and PBIS team meetings, the teams will review the disciplinary matrices utilizing the Discipline Policy and Procedures Summary elements from the Revising School Discipline Policies and Procedures to Promote Equity from REL Northwest with the goal of eliminating disproportionate use of exclusionary discipline.

The Discipline Policy and Procedures Summary (DPPS) is a self-study resource designed to help districts summarize the information contained in their discipline policies and procedures. The Teams will use the summary in conjunction

[ing_Series_Guide.pdf
https://eric.ed.gov/?id=EJ1237871](https://eric.ed.gov/?id=EJ1237871)

2). Stipends for staff to attend SEL professional development outside of the contract day

<https://casel.org/systemic-implementation/sel-in-the-school/>

<https://ies.ed.gov/ncee/edlabs/regions/northwest/blog/culturally-responsive-sel.asp>

3.) Selecting, purchasing, and implementing an evidence-based SEL program and data collection system across all grade levels district-wide.

<https://files.eric.ed.gov/fulltext/EJ1144814.pdf>

https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2020010.pdf

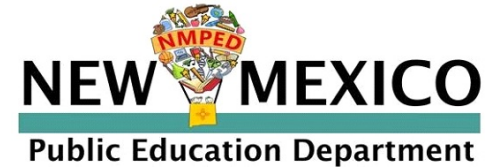
<https://files.eric.ed.gov/fulltext/ED585944.pdf>

4.) Discipline policies and practices will be reviewed and aligned with the SEL program to include

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with other sources of information to refine the district’s discipline policies and practices. Completing the summary will stimulate meaningful discussions among district personnel and key stakeholders on the policies that guide discipline decisions. The Equity & Innovation Task Force and PBIS teams will provide agendas and meeting notes containing feedback for district administrators to use to determine discipline policy changes and relevant staff professional development. Following completion of the DPPS, the next step is to revise the district’s discipline policy and procedures. This process will include revising the district’s student and parent handbook. The length of the revision process depends on the extent of revisions required and whether some revisions need board approval. Below is the process that will be followed:

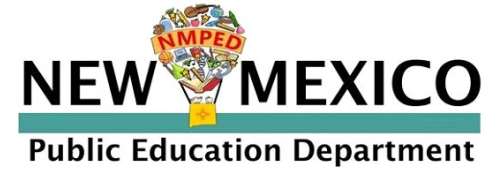
1. Convene a policy revision

restorative justice practices During Equity & Innovation Task Force and PBIS team meetings, the teams will review the disciplinary matrices utilizing the Discipline Policy and Procedures Summary elements from the Revising School Discipline Policies and Procedures to Promote Equity from REL Northwest with the goal of eliminating disproportionate use of exclusionary discipline. The Discipline Policy and Procedures Summary (DPPS) is a self-study resource designed to help districts summarize the information contained in their discipline policies and procedures. The Teams will use the summary in conjunction with other sources of information to refine the district’s discipline policies and practices. Completing the summary will stimulate meaningful discussions

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team.

2. Gather planning information and organize resources.
3. Develop a plan.
4. Revise school discipline policies and procedures.
5. Get necessary approvals for final documents.
6. Conduct appropriate meetings to ensure students and families, staff, and stakeholders understand the behavior matrices and restorative justice practices.

The District will continue to monitor attendance, behavioral, and academic data to monitor effectiveness of updated behavior matrices and implementation and utilization of restorative justice practices.

<https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/facilitati-on-instr-policy-review.pdf>

<https://files.eric.ed.gov/fulltext/EJ1231342.pdf>

<https://files.eric.ed.gov/fulltext/ED595733.pdf>

5.) We will contract services for a psychologist, social emotional learning coach, and/or a mental

among district personnel and key stakeholders on the policies that guide discipline decisions. The Equity & Innovation Task Force and PBIS teams will provide agendas and meeting notes containing feedback for district administrators to use to determine discipline policy changes and relevant staff professional development. Following completion of the DPPS, the next step is to revise the district's discipline policy and procedures. This process will include revising the district's student and parent handbook. The length of the revision process depends on the extent of revisions required and whether some revisions need board approval. Below is the process that will be followed:

1. Convene a policy revision team.

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health provider to support our students.

The necessity of additional mental health professionals will be determined by the social emotional development and learning data collected from the empathy, engagement, belonging and peer collaboration, school culture, relationships, SEL, school safety, and college and career readiness surveys.

<https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/20>

<https://ies.ed.gov/ncee/edlabs/regions/west/Partner/CentralValley>

<https://ies.ed.gov/ncee/edlabs/regions/northeast/SocialEmotional>

<https://ies.ed.gov/ncee/rel/regions/southwest/events/pdf/SchlClimWeb-presentation4-508.pdf>

https://ies.ed.gov/ncee/rel/regions/northeast/pdf/REL_2020010.pdf

6) Professional development addressing student engagement strategies to target chronic

2. Gather planning information and organize resources.
3. Develop a plan.
4. Revise school discipline policies and procedures.
5. Get necessary approvals for final documents.
6. Conduct appropriate meetings to ensure students and families, staff, and stakeholders understand the behavior matrices and restorative justice practices.

The District will continue to monitor attendance, behavioral, and academic data to monitor effectiveness of updated behavior matrices and implementation and utilization of restorative justices practices.

<https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/facilitation-instr-policy-review.pdf>

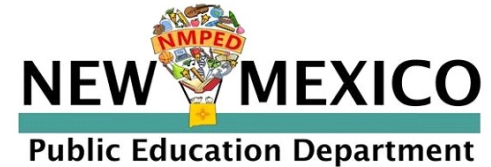
<https://files.eric.ed.gov/fulltext/EJ1231342.pdf>

<https://files.eric.ed.gov/full>

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absenteeism will be provided to all staff.

<https://eric.ed.gov/?id=EJ1084005>

<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/>

Academic interventions and accelerated learning for all student populations including subgroups designated as priorities by our stakeholders: Based on Raton Public Schools' beginning of the year and middle of the year ELA and Math interim assessments, progress monitoring, and class grades students' learning was directly impacted by the COVID-19 pandemic and educational interruptions.

Raton Public Schools' focus is to ensure accelerated learning, improve student academic achievement scores, and school experiences. The district will:

1.) Provide professional development focusing on Accelerated Learning (create

text/ED595733.pdf
5.) We will contract services for a psychologist, social emotional learning coach, and/or a mental health provider to support our students.

The necessity of additional mental health professionals will be determined by the social emotional development and learning data collected from the empathy, engagement, belonging and peer collaboration, school culture, relationships, SEL, school safety, and college and career readiness surveys.

<https://ies.ed.gov/ncee/edl/abs/regions/west/Blogs/Details/20>

<https://ies.ed.gov/ncee/edl/abs/regions/west/Partner/CentralValley>

<https://ies.ed.gov/ncee/edl/abs/regions/northeast/SocialEmotional>

<https://ies.ed.gov/ncee/rel/regions/southwest/events>

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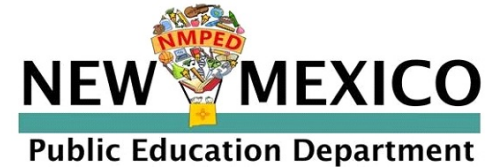
and implement an Acceleration Plan focusing on priority standards instruction, adapting content areas scope and sequences, creating high quality assessments to monitor student learning, and data analysis:
https://tntp.org/assets/covid-19-toolkit-resources/Learning_Acceleration_for_All_2021.pdf
https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
https://tntp.org/assets/documents/TNTP_Accelerate_Dont_Remediate_FINAL.pdf
https://tntp.org/assets/covid-19-toolkit-resources/Reflection_Tool_for_3-5_Year_Planning.pdf
2.) Utilize funds for teacher stipends for off-contract hours professional development.
3.) Utilize funds to contract high dosage tutoring services for students before, during, and after school hours (with a focus on ELL, low socio-economic, and SWD).
4.) Utilize funds to continue the

[/pdf/SchlClimWeb-presentation4-508.pdf](#)
https://ies.ed.gov/ncee/rel/regions/northeast/pdf/REL_2020010.pdf
6) Professional development addressing student engagement strategies to target chronic absenteeism will be provided to all staff.
<https://eric.ed.gov/?id=EJ1084005>
<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/>
Academic interventions and accelerated learning for all student populations including subgroups designated as priorities by our stakeholders:
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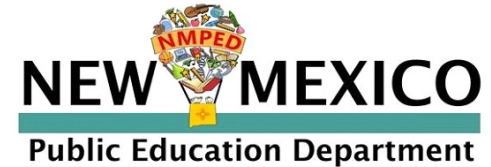
Near Peer Tutoring program for tutor salaries, tutor training, transportation, and facilitators (with a focus on ELL, low socio-economic, and SWD).
Cross-Age Tutoring Phase II—An Experiment - ERIC - <https://files.eric.ed.gov/fulltext/ED489129.pdf>
Peer and Cross-Age Tutoring - Education Northwest - <https://educationnorthwest.org/sites/default/files/PeerandCross-AgeTutoring.pdf>
Peer Tutoring and Response Groups - US Department of Education - https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Peer_Tutoring_070907.pdf
The District employs an After School and Enrichment Program Coordinator to develop, implement, and monitor after school programs. The after school interventions and enrichment programs are taught by certified teachers paid with stipends from other funding sources.
The district intends to continue

grades students' learning was directly impacted by the COVID-19 pandemic and educational interruptions. Raton Public Schools' focus is to ensure accelerated learning, improve student academic achievement scores, and school experiences. The district will:
1.) Provide professional development focusing on Accelerated Learning (create and implement an Acceleration Plan focusing on priority standards instruction, adapting content areas scope and sequences, creating high quality assessments to monitor student learning, and data analysis:
https://tntp.org/assets/covid-19-toolkit-resources/Learning_Acceleration_for_All_2021.pdf
https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.p

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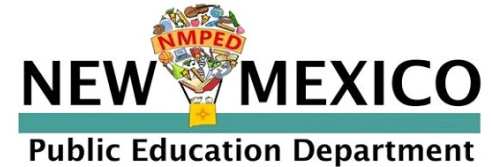
the Near Peer Tutoring program involving hiring high school students to provide one-on-one or small group instruction to students in grades K-8. Tutor applicants participate in a rigorous hiring process. Tutors receive NMPED-approved training from Mentoring Kids Works - Tutors to Teachers focusing on leadership, community building, and math and reading strategies. Designated intervention periods are built into the daily schedule and the outside vendors and near peer tutors will be utilized during those designated times. Implementation and monitoring will occur utilizing building principals, leadership teams, Title I and classroom teachers. Academic data will be collected and analyzed to determine tutoring intervention and enrichment programs' effectiveness.
<https://studentsupportaccelerator.com/tutoring>
<https://studentsupportaccelera>

df
https://tntp.org/assets/documents/TNTP_Accelerate_Dont_Remediate_FINAL.pdf
https://tntp.org/assets/covid-19-toolkit-resources/Reflection_Tool_for_3-5_Year_Planning.pdf
2.) Utilize funds for teacher stipends for off-contract hours professional development.
3.) Utilize funds to contract high dosage tutoring services for students before, during, and after school hours (with a focus on ELL, low socio-economic, and SWD).
4.) Utilize funds to continue the Near Peer Tutoring program for tutor salaries, tutor training, transportation, and facilitators (with a focus on ELL, low socio-economic, and SWD).
Cross-Age Tutoring Phase II—An Experiment - ERIC - <https://files.eric.ed.gov/full>

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tor.com/sites/default/files/Toolkit_for_Tutoring_Programs_0.pdf

4. Professional development targeting remote learning contingency plans

https://tntp.org/assets/documents/Shifting_to_At-Home_Learning-TNTP.pdf

5.) Professional Development to implement the Graduate Profiles and career connected learning pathways for college and career-bound students.

Career connected learning, course pathways, and the graduate profile directly connects students' schoolwork to college and/or career options after high school.

Career connected learning engages students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.

Career course pathways provide links in classwork to opportunities for internships, job shadowing, and

text/ED489129.pdf
Peer and Cross-Age Tutoring - Education Northwest -

<https://educationnorthwest.org/sites/default/files/PeerandCross-AgeTutoring.pdf>

Peer Tutoring and Response Groups - US Department of Education -

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Peer_Tutoring_070907.pdf

The District employs an After School and Enrichment Program Coordinator to develop, implement, and monitor

after school programs. The after school interventions and enrichment programs are taught by certified teachers paid with stipends

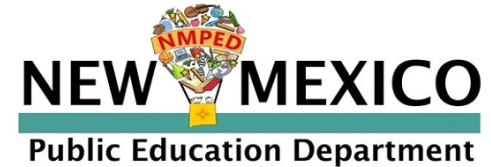
from other funding sources.

The district intends to continue the Near Peer Tutoring program involving hiring high school students

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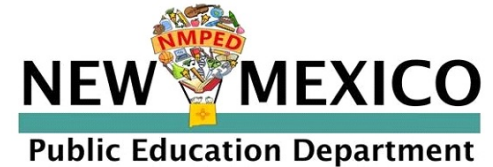
career mentoring.
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35
<https://ies.ed.gov/ncee/edlabs/regions/northwest/blog/equity-graduation-gap.asp>
https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog_41_blurring-lines-between-classroom-and-community.asp
Assessment of Intervention:
RPS will measure the effectiveness of outcomes by observing an increase in attendance and student engagement in learning, as well as an increase in graduation rates. The district will also monitor short cycle assessment data at BOY, MOY, and EOY in order to determine student outcomes and identify next instructional steps.

to provide one-on-one or small group instruction to students in grades K-8. Tutor applicants participate in a rigorous hiring process. Tutors receive NMPED-approved training from Mentoring Kids Works - Tutors to Teachers focusing on leadership, community building, and math and reading strategies. Designated intervention periods are built into the daily schedule and the outside vendors and near peer tutors will be utilized during those designated times. Implementation and monitoring will occur utilizing building principals, leadership teams, Title I and classroom teachers. Academic data will be collected and analyzed to determine tutoring intervention and enrichment programs' effectiveness.
<https://studentsupportacc>

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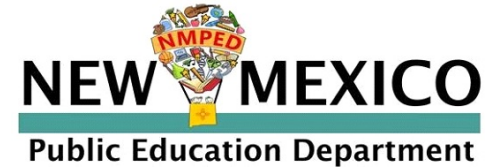


elerator.com/tutoring
https://studentsupportaccelerator.com/sites/default/files/Toolkit_for_Tutoring_Programs_0.pdf
4. Professional development targeting remote learning contingency plans
https://tntp.org/assets/documents/Shifting_to_At-Home_Learning-TNTP.pdf
5.) Professional Development to implement the Graduate Profiles and career connected learning pathways for college and career-bound students. Career connected learning, course pathways, and the graduate profile directly connects students' schoolwork to college and/or career options after high school. Career connected learning engages students by offering curricula and programs that connect schoolwork with college

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and career success and that improve students' capacity to manage challenges in and out of school. Career course pathways provide links in classwork to opportunities for internships, job shadowing, and career mentoring.

https://ies.ed.gov/ncee/wc/Docs/PracticeGuide/wc_dropout_092617.pdf#page=35

<https://ies.ed.gov/ncee/edl/abs/regions/northwest/blog/equity-graduation-gap.asp>

https://ies.ed.gov/ncee/edl/abs/regions/appalachia/blogs/blog41_blurring-lines-between-classroom-and-community.asp

Assessment of Intervention:

RPS will measure the effectiveness of outcomes by observing an increase in attendance and student engagement in learning, as well as an increase in

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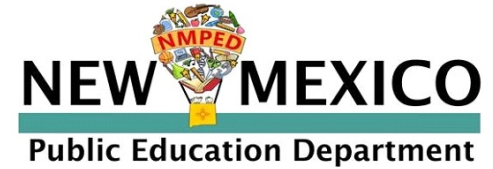


			graduation rates. The district will also monitor short cycle assessment data at BOY, MOY, and EOY in order to determine student outcomes and identify next instructional steps.	
Activities to address the Social Emotional Needs of all students	Yes	150,000.00	Yes	51,104.72
Activities to address the Academic Needs of all students	Yes	80,209.39	Yes	67,000.00
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	50,000.00	Yes	15,000.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	12,000.00	Yes	10,000.00
English learners	Yes	10,000.00	Yes	8,000.00
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

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Children and youth in foster care	No	0.00	No	0.00
Sub Totals		302,209.39		151,104.72

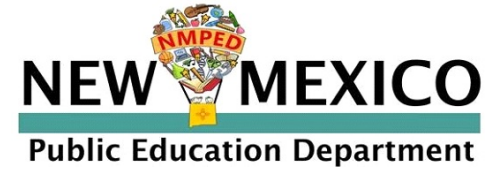
Additional Reserve Funds (Optional)

	<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>	
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
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

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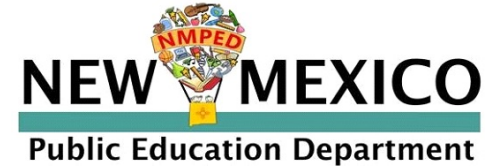


Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible 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

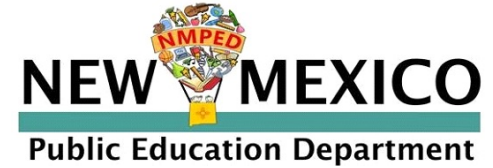
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19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

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.	2/3 Amount Allocations		1/3 Amount Allocations	
	Narrative	Amount	Narrative	Amount
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

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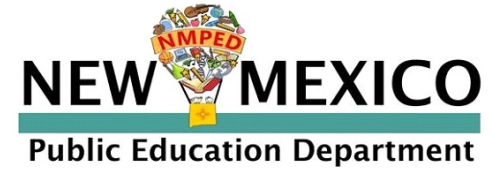
<p>Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)</p>	<p>The goal is to build the CTE programs to engage students in the career and technical learning processes. Due to the COVID-19 pandemic, very few students participated in CTE programs and many took on jobs to financially assist families. Building CTE courses for students will assist in re-engagement while providing hands-on skills and technical experiences, including opportunities for certification in a program ultimately leading to employment in the specified field.</p> <p>1.) Funds will be utilized to cover costs for teacher and student certification fees and materials for CTE courses. 2.) Funds will be utilized to develop and implement robust internship/apprenticeship programs. 3.) Professional Development for CTE instructors. 4.) In order to grow our Career and Technical Programs (CTE) for students, we will use funding for instructional materials, and equipment each program may need.</p>	<p>20,000.00</p>	<p>The goal is to build the CTE programs to engage students in the career and technical learning processes. Due to the COVID-19 pandemic, very few students participated in CTE programs and many took on jobs to financially assist families. Building CTE courses for students will assist in re-engagement while providing hands-on skills and technical experiences, including opportunities for certification in a program ultimately leading to employment in the specified field.</p> <p>1.) Funds will be utilized to cover costs for teacher and student certification fees and materials for CTE courses. 2.) Funds will be utilized to develop and implement robust internship/apprenticeship programs. 3.) Professional Development for CTE instructors. 4.) In order to grow our Career and Technical Programs (CTE) for students, we will use funding for instructional materials, and equipment each program may need.</p>	<p>20,000.00</p>
		<p>20,000.00</p>		<p>20,000.00</p>

Response Efforts - COVID 19

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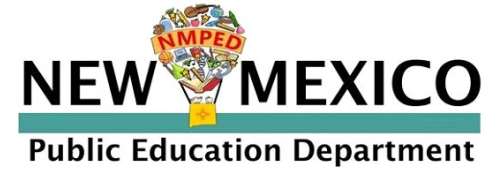


<p>Allowable Activities for Remaining Funds. Consistent with PED’s priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support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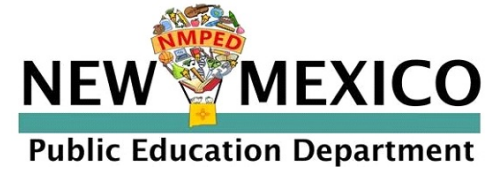


	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases	1.) Training and professional development will be provided to continue to assist in mitigating the spread of COVID-19. 2.) Professional development for staff to implement programs for outdoor learning classrooms. (https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/K-12-contact-tracing.html)	5,000.00	1.) Training and professional development will be provided to continue to assist in mitigating the spread of COVID-19. 2.) Professional development for staff to implement programs for outdoor learning classrooms.	5,000.00
Purchasing supplies to sanitize and clean the LEA's facilities	1.) PPE supplies and materials to clean facilities and transportation. 2.) Sanitizing multi use spaces through contract servicing for deep cleaning. (https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/K-12-contact-tracing.html)	25,000.00	1.) PPE supplies and materials to clean facilities and transportation. 2.) Sanitizing multi use spaces through contract servicing for deep cleaning.	25,000.00

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<p>Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards</p>	<p>In response to coronavirus the schools in our district are using outdoor spaces to maintain social distancing to reduce the the spread of infectious diseases resulting in the need for:</p> <ol style="list-style-type: none"> 1.) Removing barriers in our outdoor spaces for ADA accessibility. 2.) Improved outdoor lighting, fencing, and remote camera access systems. 3.) Improve surface areas for safety. 4.) Porticos will help increase social distancing as students wait outdoors for pick-up or bus. <p>(https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/K-12-contact-tracing.html)</p>	<p>300,000.00</p>		<p>0.00</p>
<p>Improving indoor air quality</p>	<ol style="list-style-type: none"> 1.) Install exterior windows for ventilation to improve indoor air quality. 2.) Purchase of air purifiers and replacement filters to reduce the risk of virus transmission. 3.) Window AC units for selected windows. <p>(https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/K-12-contact-tracing.html)</p>	<p>330,000.00</p>	<ol style="list-style-type: none"> 1.) Install exterior windows for ventilation to improve indoor air quality. 2.) Purchase of air purifiers and replacement filters to reduce the risk of virus transmission. 3.) Window AC units for selected windows. 	<p>20,000.00</p>

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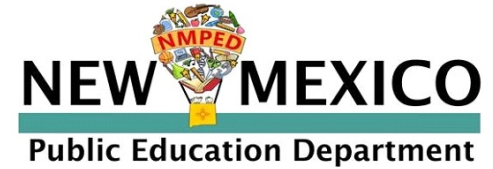


Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth	<p>As a result of COVID it is necessary to utilize funds to purchase individual student instructional, classroom supplies, PE equipment, Art supplies, manipulatives, and athletic equipment to reduce the transmission of the virus.</p> <p>As a result of COVID, student athletes and groups we unable to fundraise for travel expenses. Funds will be utilized to cover travel expense costs.</p>	18,837.58	<p>As a result of COVID it is necessary to utilize funds to purchase individual student instructional, classroom supplies, PE equipment, Art supplies, manipulatives, and athletic equipment to reduce the transmission of the virus.</p> <p>As a result of COVID, student athletes and groups we unable to fundraise for travel expenses. Funds will be utilized to cover travel expense costs.</p>	20,000.00
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

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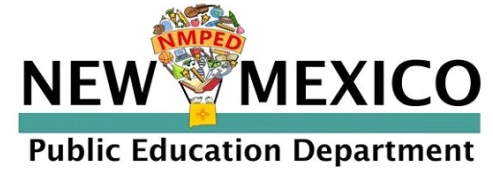


<p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)</p>	<p>Educational technology will be purchased for each school including hardware, software, connectivity, assistive technology, and adaptive equipment that aids in regular and substantive educational interactions between students and their classroom instructors.</p>	<p>217,607.42</p>	<p>Educational technology will be purchased for each school including hardware, software, connectivity, assistive technology, and adaptive equipment that aids in regular and substantive educational interactions between students and their classroom instructors.</p>	<p>244,803.69</p>
<p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p>	<p>We will provide mental health providers, school psychologist or services to support students as an intervention for mental health support.</p>	<p>30,000.00</p>	<p>We will provide mental health providers, school psychologist or services to support students as an intervention for mental health support.</p>	<p>30,000.00</p>
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>	<p>1.) We will purchase supplies and materials for the After-school/Enrichment Program. 2.) Funds will also be used to implement summer school with appropriate supplies and materials. 3.) As part of enrichment, we will provide funding for athletic camps as well as athletic activities for K-6.</p>	<p>10,000.00</p>	<p>1.) We will purchase supplies and materials for the After-school/Enrichment Program. 2.) Funds will also be used to implement summer school with appropriate supplies and materials. 3.) As part of enrichment, we will provide funding for athletic camps as well as athletic activities for K-6.</p>	<p>10,837.58</p>
<p>Addressing learning loss</p>		<p>0.00</p>		<p>0.00</p>

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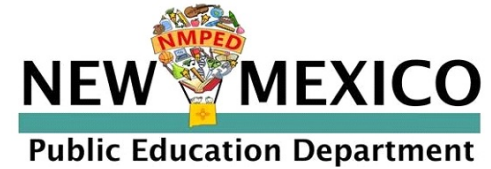
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	1.) Salary for After-school program coordinator 2.) Salary for Federal Programs Director 3.) Salaries for after-school tutors 4.) Sick leave costs	202,000.00	1.) Salary for After-school program coordinator 2.) Salary for Federal Programs Director 3.) Salaries for after-school tutors 4.) Sick leave costs	203,581.21
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.		0.00		0.00
Sub Totals		1,138,445.00		559,222.48

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	7/26/2021	8/2/2021	8/9/2021	
Families	7/26/2021	8/2/2021	8/9/2021	
School and district administrators (including Special Education administrators)	7/26/2021	8/2/2021	8/9/2021	
Teachers	7/26/2021	8/2/2021	8/9/2021	
Principals	7/26/2021	8/2/2021	8/9/2021	
School leaders	7/26/2021	8/2/2021	8/9/2021	
Other educators	7/26/2021	8/2/2021	8/9/2021	
School support personnel	7/26/2021	8/2/2021	8/9/2021	
Unions		8/2/2021	8/9/2021	
Tribes(if applicable)				

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Civil rights organizations (including disability rights organizations)	7/26/2021	8/2/2021	8/9/2021
Superintendents	7/26/2021	8/2/2021	8/9/2021
Charter school leaders (if applicable)			
Stakeholders representing the interests of:			
Children with disabilities	7/26/2021	8/2/2021	8/9/2021
English learners	7/26/2021	8/2/2021	8/9/2021
Children experiencing homelessness	7/26/2021	8/2/2021	8/9/2021
Children in foster care	7/26/2021	8/2/2021	8/9/2021
Migratory students	7/26/2021	8/2/2021	8/9/2021
Children who are incarcerated	7/26/2021	8/2/2021	8/9/2021
Other underserved students	7/26/2021	8/2/2021	8/9/2021

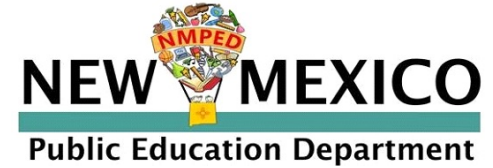
Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required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

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

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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	755,523.49	3.45	1.0345	0.00	25,196.29	755,523.49	730,327.20
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	1,511,046.97	3.45	1.0345	0.00	50,392.58	1,511,046.97	1,460,654.39

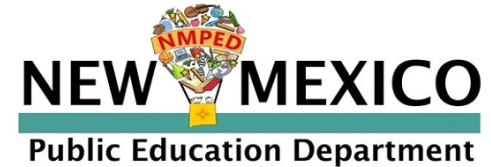
Required Information - GEPA

	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric A satisfactory answer</p> <ul style="list-style-type: none"> • Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access <p>May require revision</p> <ul style="list-style-type: none"> • May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access 	<p>Raton Public Schools currently faces barriers relating to access and other socio-economic barriers which impede equitable access or participation:</p> <ol style="list-style-type: none"> 1.) Lack of internet access and/or technology 2.) Lack of transportation to/from school or school sponsored events 3.) Lack of access to nutritional meals 4.) Other barriers based on gender, race, color, national origin, disability, English language proficiency, homelessness, and age <p>Raton Public Schools will address barriers that impede equitable access or participation in programs by following steps:</p> <p>A. Access Barriers - providing internet hotspots and one-to-one devices for students</p>

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- providing transportation to school/school sponsored events for students
- providing breakfast, lunch, and fresh fruits and vegetable snacks to all students

B. Socio-Economic Barriers

- providing breakfast and lunch to all students
- implementing the Multi-Layered Systems of Support that includes
 - i. implementation of Social Emotional Learning practices and interventions based on data
 - ii. access to after school/summer school academic interventions and enrichment
 - iii. implementation of relational and restorative justice practice
 - iv. implementation of culturally and linguistically responsive teaching
 - v. accelerated learning through targeting instruction around priority standards

C. Outreach

- posting information materials, schedules of events, and program assessments on our District and school-specific websites and Facebook pages to allow assistive computer devices to interpret materials.
- broadcasting updates on the local radio station and posting in the local newspaper
- hosting Equity and Innovation Task Force Meetings and professional development

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activities in ADA compliant facilities or in a virtual setting

D. Ensure progress

- monitoring progress of implemented programs and strategies
- utilize surveys, professional development plans, and 90-day plans to determine priorities for trainings
- update 90-day plans and strategic plans based on student achievement data

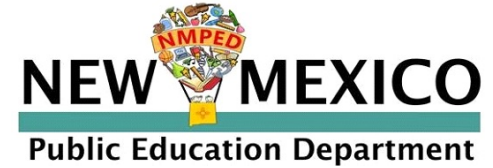
E. Operational supports

- determine the necessity for interpreters
- offer multi-lingual services for students, families, and stakeholders
- provide culturally and linguistically responsive professional development for staff
- student access to school counselors
- student access to school social workers
- student access to school nurses
- conduct attendance, SAT, 504, and IEP meetings as necessary
- referrals to outside agency supports (Valle de Sol, Noesis, CYFD, Miners Colfax Medical Center, etc)

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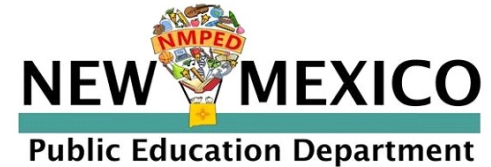


<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools:</p> <p>(c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS.— (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency 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>	

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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.

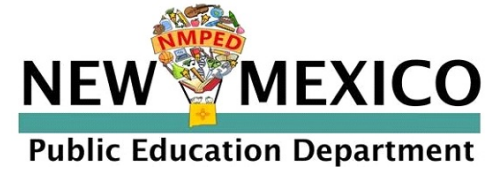
In the fields below, please provide a link to the LEA's most current posted plan on the LEA's website, and the date the plan was posted to the LEA's website.

First Posting	https://www.ratonschools.com/whatsnew , Raton Public Schools Safe Return to In-Person Learning and Continuity of Service	6/24/2021
Second Posting (if needed*)	https://www.ratonschools.com/otherinfo.html , LEA Plan for Safe Return to In-Person Instruction and Continuity of Service December 2021	12/1/2021
Third Posting (if needed*)		

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Fourth Posting (if needed*)		
Fifth Posting (if needed*)		
Sixth Posting (if needed*)		
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
RATON	10/21/2021	https://www.ratonschools.com/otherinfo.html , Other Information: October 2021 American Rescue Plan Grant Application