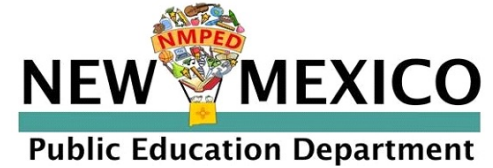


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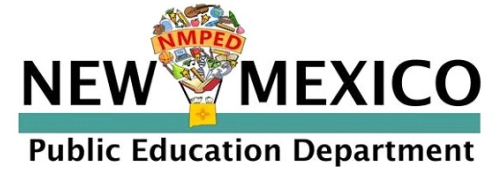
Contact Information		Budget Table	
District	RATON	ARP ESSER Award 2/3 rd Allocation	1511046.97
District Code	009	ARP ESSER Award 2/3 rd Debit	1511046.97
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	joleene.starr@ratonschools.com	ARP ESSER Award 1/3 rd Allocation	755523.49
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) is comprised of 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, students with disabilities, and English Language Learners) were determined by our Equity and	302,209.39	Continuation of all SEL, Academic Needs, Racial and Ethnic disparities, Students from Low-Economic families, Students with disabilities, and English Language Learners components through 2024.	151,104.70

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Innovation Task Force meetings with students, staff members, and community stakeholders. Focus areas are all components of the Multi-Layered Systems of Support.

Social Emotional Learning

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 of all students in our district. SEL is a primary target area based on stakeholder feedback.

- 1). Professional development for all staff in creating and

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sustaining positive relationships (National Educators for Relational Practices) K-12 and how to implement a comprehensive approach to SEL including CASEL components.

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

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

4.) Appropriate professional development will be provided in order to implement the SEL program successfully with job embedded coaching to support implementation.

5.) Discipline policies and practices will be reviewed and aligned with the SEL program to include restorative justice practices (<https://www.iirp.edu/news/restorative-practices-in-schools-research-reveals-power-of-restorative-approach-part-i>) to assist in the decrease of out-of-school suspensions.

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6.) Funds will also be utilized to develop the policies and ongoing two-way communication for parents and the community.

7.) Ongoing high quality professional development incorporated into PLCs focusing on SEL.

8.) The district will also collaborate with the community to provide out of school programming for SEL.

9.) Time and professional development will be provided to ensure that integration and alignment takes place with MLSS and PBIS.

10.) PBIS and MLSS will incorporate practices to increase attendance and students engagement interventions

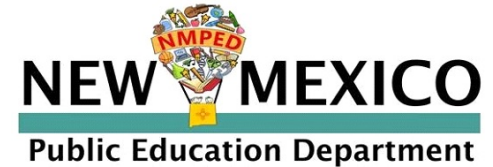
11.) Funds will also be used to implement SEL for adults and systems for continuous improvement to improve the climate and culture within our organization.

12.) Selecting, purchasing, and implementing a data system for

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SEL.
13.) We will also contract services for a psychologist, social emotional learning coach, and a mental health provider to support our students.

Academic Needs

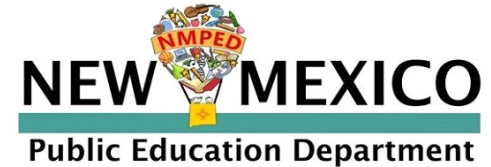
To ensure a strong foundation for academic success and acceleration, we will focus on accelerated learning, implementation of MLSS to meet the needs of all students, and adopting and using high quality instructional materials aligned with professional development. These priorities are based on 90-day Plans focus areas and stakeholder feedback.

1.) District will provide professional development targeting unpacking priority standards, learning acceleration, and the teaching/assessment cycle.
2.) Professional development and materials will be provided

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in designing and implementing the instructional scope in Math and ELA K-12.

3.) Development and implementation of High quality assessments.

4.) Professional development for data analysis and materials.

5.) Professional development and materials will be utilized for all staff district-wide to become familiar with and implement MLSS in each building K-12.

(Complete MLSS self-assessment, complete Canvas MLSS Course)

<https://webnew.ped.state.nm.us/bureaus/multi-layered-system-of-supports-mlss/guidance-and-tools/>

6.) Use funds to pay for substitutes to allow for contract-day professional development.

7.) Continual progress monitoring and updating of 90-day Plans Focus Priorities.

8.) Purchase any new adoption materials.

9.) Purchase of instructional supplies needed to support

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student's academic development.
10.) Stipends for staff to conduct professional development outside of the contract day.

Racial and Ethnic Disparities
To ensure students are exposed to culturally and linguistically instruction, funds will be utilized to:

- 1.) Train and support all staff for the implementation of a Culturally and Linguistically Responsive (CLR) system.
- 2.) Purchase and implement responsive reads throughout the district.

(<https://www.responsivereads.com/>)

Student from Low-Income Families

Based on stakeholder feedback, supports for low-income families is the third focus area. To meet the needs of students from low-income families, funds will be utilized for:

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- 1.) Professional development addressing student engagement strategies to target chronic absenteeism will be provided to all staff.
- 2.) Funds will be used to purchase incentives for each school's attendance program to increase attendance rates.
- 3.) Professional Development to implement the Graduate Profiles for college and career-bound students.
- 4.) Professional Development for CTE instructors.
- 5.) In order to grow or Career and Technical Programs (CTE) for students, we will use funding for, instructional materials, and equipment each program may need.
- 6.) Hire school an additional school nurse or nurse's aid to assist with monitoring student health and wellness and medical emergencies.

Children with Disabilities
To meet the needs of students with disabilities, funds will be

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utilized for:

- 1.) Funds will be utilized to purchase technology (headphones, document cameras, iPads, and Apple Pens, charging card)
- 2.) Funds will be utilized to purchase instructional materials (ELA & Math Teacher editions and student workbooks, social skills games, social skills cards and prompts, life skills workbooks, Pre-K materials)
- 3.) Funds will be utilized to purchase classroom supplies.

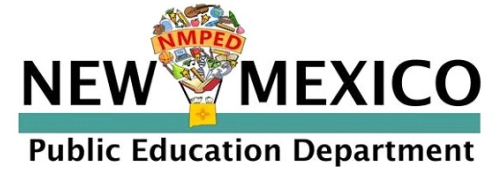
English Language Learners
To meet the needs of our English Language Learners, funds will be utilized for:

- 1.) The district will provide professional development targeting the Guided Language Acquisition Design (GLAD) to aid in reading, writing, speaking, and listening instruction for English Learners (<https://educationnorthwest.org/sites/default/files/events/res>

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	<p>ources/impact-of-project-glad-paper-508.pdf).</p> <p>2.) The District will provide stipends for teacher teams that complete the WIDA online training modules (WIDA Professional Learning)</p> <p>3.) Purchase student licenses for Imagine Learning (https://www.imaginelearning.com/english-learners) for literacy and math instruction for Pre-K - 8th grade students</p>			
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	52,209.39	Yes	40,000.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	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)	Yes	10,000.00	Yes	10,000.00
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	20,000.00	Yes	20,000.00
English learners	Yes	20,000.00	Yes	15,000.00

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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		302,209.39		151,104.72

Additional Reserve Funds (Optional)

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

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

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Activities to Address Needs

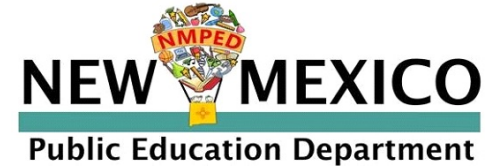
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19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

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

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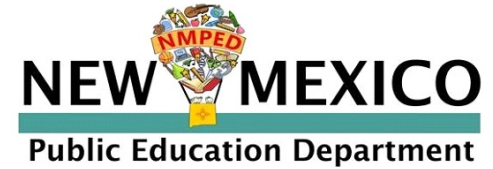
<p>Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)</p>	<p>The goal is to build the CTE programs to engage students in the career and technical learning processes. Due to the COVID-19 pandemic, very few students participated in CTE programs and many took on jobs to financially 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.</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. Funds will be utilized to cover costs for teacher and student certification fees and materials for CTE courses.</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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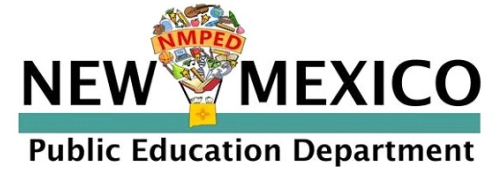


<p>Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards</p>	<p>In response to coronavirus the schools in our district are using outdoor spaces to maintain social distancing to reduce the the spread of infectious diseases resulting 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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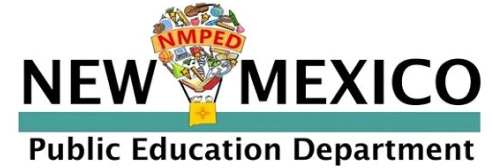


Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth	As a result of COVID it is necessary to utilize funds to purchase individual student instructional, classroom supplies, PE equipment, Art supplies, manipulatives, and athletic equipment to reduce the transmission of the virus.	8,837.58	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.	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
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)	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.	249,607.42	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.	274,803.69

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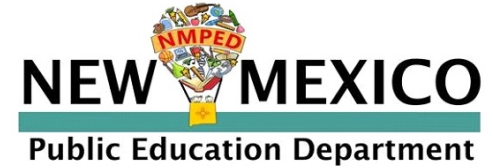


Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	We will provide mental health providers, school psychologist or services to support students as an intervention for mental health support.	30,000.00	We will provide mental health providers, school psychologist or services to support students as an intervention for mental health support.	30,000.00
Planning and implementing activities related to summer learning and supplemental after-school programs	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.	10,000.00	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.	10,837.58
Addressing learning loss		0.00		0.00
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	1.) Salary for After-school program coordinator 2.) Salary for Federal Programs Director 3.) Salaries for after-school tutors	180,000.00	1.) Salary for After-school program coordinator 2.) Salary for Federal Programs Director 3.) Salaries for after-school tutors	173,581.21
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

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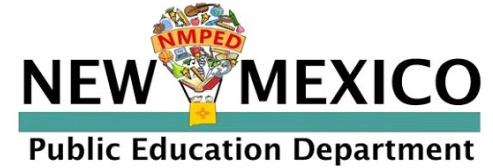


Program Consultation				
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted	
Students	7/26/2021	8/2/2021	8/9/2021	
Families	7/26/2021	8/2/2021	8/9/2021	
School and district administrators (including 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)				
Civil rights organizations (including disability rights organizations)				
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	

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Other underserved students	7/26/2021	8/2/2021	8/9/2021
<p>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.</p>			
<p>*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.</p>			

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
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.	Raton Public Schools currently faces barriers relating to access and other socio-economic barriers which impede equitable

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For examples of applicable, relevant, acceptable responses, please see:

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

GEPA Rubric

A satisfactory answer

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

May require revision

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

access or participation:

- 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

Raton Public Schools will address barriers that impede equitable access or participation in programs by following steps:

A. Access Barriers

- providing internet hotspots and one-to-one devices for students
- 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

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- 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

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the local newspaper
- hosting Equity and Innovation Task Force Meetings and professional development 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

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	<ul style="list-style-type: none"> - 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)
<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>

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Please provide the link to the LEA's re-entry plan on the LEA's website	https://www.ratonschools.com/whatsnew , Raton Public Schools Safe Return to In-Person Learning and Continuity of Service
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