

# ARP Grant Application

2021-2022

ROSWELL INDEPENDENT SCHOOLS



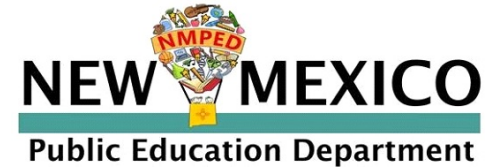
Contact Information		Budget Table	
District	ROSWELL	ARP ESSER Award 2/3 rd Allocation	15204937.48
District Code	004	ARP ESSER Award 2/3 rd Debit	15204937.48
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	jcole@risd.k12.nm.us	ARP ESSER Award 1/3 rd Allocation	8774656.10
Phone Contact	575-627-2543	ARP ESSER Award 1/3 rd Debit	8774656.10
Application Status	Return to District	ARP ESSER Award 1/3 rd Balance	0.00

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	Roswell ISD has a wide range of needs arising from the COVID - 19 Pandemic, including keeping schools open safely, sustaining safe operation, addressing students' social, emotional, and mental health and academic needs resulting from the pandemic. The district will utilize the American Rescue	3,040,987.50	Four teachers will be retained to teach virtually for high school. Stipends will be set aside for teachers to teach students virtually for elementary and middle school students. These salaries and	1,754,931.22

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Plan to fund programs, positions and supplies in the following areas: Mental Health services and supports, professional development and Teacher/Administrator support systems, Personal Protective Equipment, cleaning and maintaining healthy facilities, including improving vitalization, Summer and After Schools Programs, technology, CTE Pathways, Missed Learning Opportunities.

Positive Action - Behavioral Health and Mental Health Curriculum and Support.  
<https://casel.org/fundamentals-of-sel/>  
<https://www.positiveaction.net/sel-curriculum-program>  
<https://pg.casel.org/positive-action/>

AVID implementation at the Elementary Schools. AVID training for Elementary, Middle, and High

stipends are to be used for students who wish to remain virtual because of health related reasons and concerns. Teachers will use core materials.

Summer School salaries for teachers.

Continue to support the work at Sierra Middle School (Community

School) Extended Learning Time. Support new work at

University High School - Community School.

Night School to support CTE students who have unique needs and need choices outside the regular instructional day. Purchase CTE equipment

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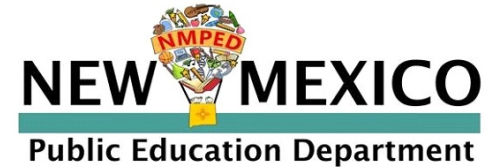
School Teachers, Staff, and Administrators. AVID will be used to improve educator effectiveness with the emphasis of creating opportunities for students from low-income and marginalized communities. Strategies learned through AVID will be used to close the opportunity gap by preparing all students for college readiness and success in a global society. The AVID College and Career Readiness System is designed to increase schoolwide learning and performance for students in grades K - 16. The AVID system restructures the teaching methods of an entire school and opens access to rigorous curricula, raising advanced-level course enrollments and increasing the number of students attending college.

for all four Middle School's and all four High School's Pathways.

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RISD will partner with Hanover for needs assessments and data to inform action plans for student learning, teacher PD, and parent involvement.

RISD will partner with TNTF to leverage the NMIS to support, inform, and progress monitor learning acceleration plans. Teachers will use the concepts of learning acceleration to build a customized action plan for implementation. Sessions will help teachers to design learning acceleration and provide a clear roadmap for what systems will need to change to support this learning.

Saavas Partnership Plus Professional Learning to support myPerspectives and iLit implementations, enhancing teacher understanding and delivery of the programs,

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deepening instructional practices to ensure leaning acceleration for students, providing demonstration lessons, coaching cycles, data dives, targeted professional learning sessions and job embedded support.

<https://learningpolicyinstitute.org/product/does-teaching-experience-increase-teacher-effectiveness-review-research>

<https://learningpolicyinstitute.org/product/solving-teacher-shortage>

Precision Exams will be used to help students identify aptitude for different career pathways.

Evidence based material and training to support the unique needs of EL Students. Supplies and evidence based material to support homeless students.

Adaptive equipment to meet

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the unique needs of students.

Multiple Layers of Systems of Support (MLSS) training and Materials.

Night School to support CTE students who have unique needs and need choices outside the regular instructional day. Purchase CTE equipment for all four Middle Schools and all four High Schools Pathways.

Diagnostician work agreement. Diagnosticians will be assessing students as to any learning disabilities and recommend strategies for individual learning plans.

ReadWrite Digital will be contracted for Next Step plans. ReadWrite Digital will interface

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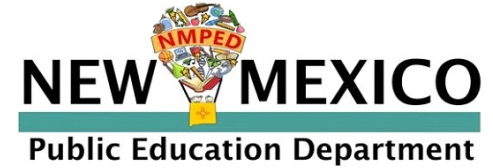


	with PowerSchool to create a Next-Step plan that will be universally used by counselors, students, parents, administrators and teachers.			
Activities to address the Social Emotional Needs of all students	Yes	200,000.00	Yes	534,437.47
Activities to address the Academic Needs of all students	Yes	1,275,397.50	Yes	220,493.75
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	835,590.00	Yes	1,000,000.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	100,000.00	No	0.00
Students from low-income families	Yes	230,000.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	Yes	100,000.00	No	0.00
English learners	Yes	100,000.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	50,000.00	No	0.00
Migratory students	Yes	50,000.00	No	0.00
Students experiencing homelessness	Yes	50,000.00	No	0.00
Children and youth in foster care	Yes	50,000.00	No	0.00
<b>Sub Totals</b>		<b>3,040,987.50</b>		<b>1,754,931.22</b>

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## 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
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



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Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
<b>Sub Totals</b>		<b>0.00</b>		<b>0.00</b>

## Activities to Address Needs

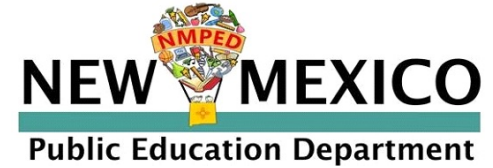
**Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19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

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

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Elementary and Secondary Education Act (ESEA)	<p>Equipment to meet the unique needs of students with disabilities, EL, homelessness or foster youth.</p> <p>Training for teachers and administrators for teaching self-regulation, social and prosocial strategies, social intelligence. Pay for substitutes when teachers are out of the classroom for training.</p>	75,000.00	<p>Transportation to the university for students seeking Duel Credit. This will remove barriers that can impede equitable access or participation.</p> <p>Community Schools MoU, stipends, and work agreements for the four pillars. Community Schools Coordinator salary.</p>	45,000.00
Individuals with Disabilities Education Act (IDEA)	Adaptive equipment for students with disabilities.	10,000.00	Navigate 360 Support and CPI	200,000.00
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00	<p>Professional Development for elementary, middle, and high school teachers and administrators, and Board Members, for AVID, and Making Schools Work (SREB). Curriculum and Instruction Review and Summer training 2021-2022, 2022-2023. Travel for teachers and administrators for face-to-face training.</p> <p>Depco CTE Labs for career exploration.</p> <p>NMACTE training and conferences.</p> <p>National ACTE Conference travel and expenses.</p> <p>iCEV instructor and student</p>	830,000.00

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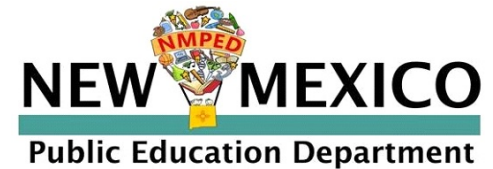
annual licenses for Criminal Justice CTE pathway. NCCER to train teachers for certifying students in the areas of NCCER. NCCER core curriculum. Creates an 800 licensed teacher to understand the pedagogy of teaching a CTE course. Communicating with community and industry through advertising using billboards, news paper, district web site, and radio. There is need for exhaust and ventilation in some of our CTE classrooms. CTE will be critical in the state's economic recovery, and ESSER funds can support that recovery by

ensuring continuity of program offerings, expanding the capacity of key programs (i.g. Construction, Electrical, Plumbing, Health Science), expanding the capacity of CTE centers to respond to students' mental health needs and building and strengthening student's academic and career readiness through math and English instruction and interventions aligned to specific

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indicators and standards. The programs of study for CTE in Roswell Independent School District are Agriculture Programming, Allied Health, Aerospace Engineering, Automotive Technology, Electricity, Emergency and Fire Management, Emergency Medical Technician, Health Science Fundamentals, Mixed Construction Trades, Power, Structural, and Technical Systems, Veterinary Technician, Computer Science, Welding, Cosmetology, Hospitality and Tourism, Residential Construction, Business Management, Education and Training, Information Technology, Law, Public Safety, Corrections and security, Transportation, Distribution and Logistics, Science, Technology, and Engineering, and Mathematics. CTE will be critical in the state's economic recovery, and ESSER funds can support that recovery by

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ensuring continuity of program offerings, expanding the capacity of key programs (i.g. Construction, Electrical, Plumbing, Health Science), expanding the capacity of CTE centers to respond to students' mental health needs and building and strengthening student's academic and career readiness through math and English instruction and interventions aligned to specific indicators and standards. The programs of study for CTE in Roswell Independent School District are Agriculture Programming, Allied Health, Aerospace Engineering, Automotive Technology, Electricity, Emergency and Fire Management, Emergency Medical Technician, Health Science Fundamentals, Mixed Construction Trades, Power, Structural, and Technical Systems, Veterinary Technician, Computer Science, Welding, Cosmetology, Hospitality and Tourism, Residential Construction, Business Management,

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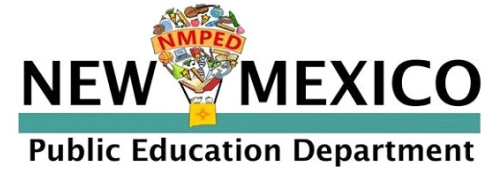


Education and Training, Information Technology, Law, Public Safety, Corrections and security, Transportation, Distribution and Logistics, Science, Technology, and Engineering, and Mathematics. CTE will be critical in the state's economic recovery, and ESSER funds can support that recovery by ensuring continuity of programs (i.e. Construction, Electrical, Plumbing, Health Science), expanding the capacity of CTE centers to respond to students' mental health needs and building and strengthening student's academic and career readiness through math and English instruction and interventions aligned to specific indicators and standards. The programs of study for CTE in the Roswell Independent School District are Agriculture Programming, Allied Health, Aerospace Engineering, Automotive Technology, Electricity, Emergency and Fire Management, Emergency Medical Technician,

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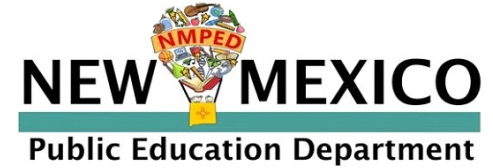


			Health Science Fundamentals, Mixed Construction Trades, Power, Structural, and Technical Systems, Veterinary Technician, Computer Science, Welding, Cosmetology, Hospitality and Tourism, Residential Construction, Business Management, Education and Training, Information Technology, Law, Public Safety, Corrections and Security, Transportation, Distribution and Logistics, Science, Technology, and Engineering, and Mathematics.	
		<b>85,000.00</b>		<b>1,075,000.00</b>

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## Response Efforts - COVID 19

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

### ARP ESSER 2/3

### ARP ESSER 1/3

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



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<p>Purchasing supplies to sanitize and clean the LEA's facilities</p>	<p>Supplies to sanitize and clean facilities. Kivacs and sanitizing equipment. Overtime for Custodians to clean and disinfect - work agreements</p>	<p>1,311,900.00</p>		<p>0.00</p>
<p>Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards</p>	<p>School Based Bathrooms and locker rooms at the Wool Bowl and Debrenum Stadiums. These bathrooms are designed with material that is porous and hard to disinfect and clean. Restrooms also have toilets and sinks that are hard to clean due to their deterioration and buildup of hard water and neglect. Many of the sinks no longer have running water due to the buildup.</p> <p>Sidney Gutierrez has need of a portable to store PPE supplies.</p>	<p>500,000.00</p>	<p>School Based Health Centers: Roswell High School, Goddard High School, Mesa Middle School, Sierra Middle School</p> <p>Divider Walls for HR Offices. There are several employees working in a small work place. The dividers will help detour spread of COVID.</p> <p>Divider Walls for Athletics Offices. There are several employees working in a small work place. The dividers will help detour spread of COVID.</p> <p>Roswell High School is needing work on their tennis courts. Courts are used for outdoor activities.</p> <p>East Grand Plains Elementary: The roofing materials present is broken down by the sun and has developed extensive cracking.</p>	<p>1,600,000.00</p>

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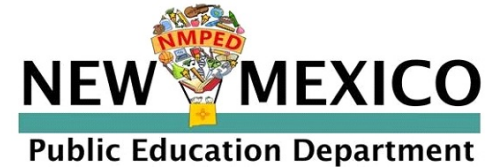


			This cracking has begun to result in roof leaks. these leaks can contribute to excessive microbiological growth, structural damage, and create pollutant pathways that have the potential to degrade air quality over time. This coating option is significantly cheaper than a new roof, yet will still result in a 15 year warranty.	
Improving indoor air quality	Merf 13 Filters, maintenance and repair.  HVAC: AESC, Military Heights, RHS, GHS, Monterey, Creative Learning Center (Sidney Gutierrez District Charter).	3,500,000.00		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth	Professional Development, text books - curriculum, soft ware, supplies for classrooms - PPE, dividers, mask.  Roswell is in need of adding a salary for an At Risk Alternative Teacher. This teacher will provide instruction and support to At-Risk students so that they have	1,073,800.00		0.00

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greater access to graduate and are prepared for College and Career. This teacher will provide access to all educational opportunities.

Due to COVID 19 our number of students with 504 plans has increased. ESSER III funds will be used to contract for services to help process 504 paperwork.

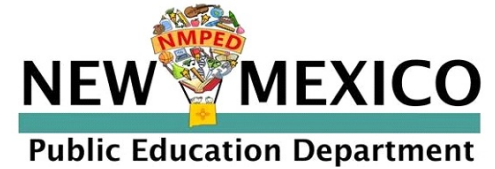
Fund partnerships to support RISD students; To impact exclusionary discipline prevention. To affect substance abuse use and repeat occurrences through screening, teaching of skills, and wrap-around supports if needed. Focus on self-management, responsible decision making, relationship skills, social awareness, and self-awareness.

RISD has a need to add FTEs to three of our schools with students from low-income families. Roswell High School AVID Coordinator, Missouri Avenue teacher, Sierra Middle

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	School science teacher.			
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	<p>Communications:            upgrade phone systems (FCC Rules compliance dynamics, safety) E911 all classrooms. The phones we will be purchasing for our migration to MS Teams are MS Teams compatible, and they will enhance our teachers abilities to continue to teach and communicate with parents, students, and District Administration and staff in a 100% remote setting or hybrid model.</p> <p>Bus access to Wifi messaging and TEAMS.</p>	850,000.00		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		

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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 <b>(see above for additional requirements for this activity)</b></p>	<p>Chromebooks, carts, printers, Promethean Boards. Title I and operational allocations have been and continue to be used for purchasing educational technology to close the digital divide. Roswell is closing the digital divide by 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 by purchasing devices for all at-risk student and teachers to use when remote learning is needed. Hot spots are strategically placed around town and provided to any student who does not have access from where they are living. Through programing such as Canvas and SeeSaw, students are able to download and upload assignments. Zoom allows for streaming of instructional videos, and participation in individual and group video conferencing.</p>	<p>2,000,000.00</p>	<p>Supply Assets for LEA to provide once device per student. Hot spots and software for virtual learning: APEX, Canvas, Seesaw, Zoom, Reading Plus, iStation Reading and Math, EDPuzzle. Cordonex helps schools to build an equitable, student-driven master schedule by:          *Easily optimizing master schedules based on requested and required courses.          * Automatically balance classes before the first day of school.          * Provide students and teachers with a stable back-to-school experience.          ReadWrite Digital to create digital Next Step plans that students and parents can access from home. We will be ramping up what is required through the academic planning and adding CTE Pathways and data that will help increase our graduation rates. COVID has caused the need to create digital access for students and parents.</p>	<p>1,625,000.00</p>
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Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	Behavioral Health-(hire or contracting Social Workers), Mental Health Curriculum.	0.00	Salaries for three counselors.	300,000.00
Planning and implementing activities related to summer learning and supplemental after-school programs	After School Tutoring, Summer School/Camps. 2021-2021, 2021-2023) Teacher compensation. Elementary summer learning materials and PD. Summer School transportation and administrative salaries.	400,000.00	After School Tutoring, Summer School/Camps. 2021-2021, 2021-2023) Teacher compensation. Elementary summer learning materials and PD. Summer School transportation and administrative salaries.	937,749.89
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	Stipends and work agreements for teachers to tutor after school. Teacher Salaries and Benefits. Additional compensation for Nurses and Counselors and Social Workers.  ByYourSide: One-on-one instructional coaching for teachers and administrators. Clara Clark contracted to support secondary principals with CTE development and master scheduling that will ensure that every student is successful in their future college, career, and civic endeavors.	902,428.86	Stipends and work agreements for teachers to tutor after school. Teacher Salaries and Benefits. Additional compensation for Nurses and Counselors and Social Workers.  Jim Shipley & Associates contracted to continue to support the New Principal Induction Program Design and Implementation. Experienced principals will be trained to mentor and create a sustainable system for supporting new principals. These mentors will be paid a stipend or through work agreements. Contract with	661,564.43

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Greg Spradling contracted to support our secondary principals with CTE development and master scheduling that will help ensure that every student is successful in their college, career, and civic endeavors. Our CTE programs are providing students with exposure to different career pathways. Through this engagement, our attendance and graduation rates will increase and students will be better prepared to seek a career suited to their interest. We have made great progress in creating partnerships with ENMU-R and industry in building CTE curriculum and programs that will help students get the skills needed to access high paying careers that will enable them to stay in the Roswell area. Contract with grant writer for grant writing and data collection/presentation. We have a need for these services since we have ever-increasing demands to support the Social Emotional needs of our teachers and our

JSA to help develop district strategic plan.

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students. We simply cannot fund all the support that is needed in this critical area and COVID continues to wreak havoc on our community.

J1 Visa Renewals  
Travel for Student athletes.

RISD has set aside \$833,750.96 for Sidney Gutierrez Charter School.  
Library work for Sidney.

Frontline services allow employees to scan badges for timesheets, which will flow paperless and contactless, mitigating the spread of COVID. Leave forms will automatically be generated going paperless.

RISD is in need of increased security measures. On some days we are having as many as two or three lock downs for various reasons. We need to expand the security camera system that we already have in many of our schools to include



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the schools without systems. RISD will work with local law enforcement agencies to add two SROs. The two SROs will be trained with district security personnel at the NASRO- National Association of School Resource Officers.

COVID has caused an increase in violent acts and aggression in our district and state. We are already addressing the issue of security cameras, but that does not address the problem of when there are issues within the building. We are needing additional measures such as installing shelter shutters on classroom doors and adding riot glass to deny entry into our buildings.

Sidney Gutierrez is experiencing similar security issues. Sidney is in need of security doors, an intercom system, and fencing. Sierra Middle School is in need of installation of a security wall at the front entrance.\ and a privacy room in the area of the existing teachers' lounge.

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Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	Equipment for nurses, i.e... dividers I machines; Funding for each sites supplemental after school program activities.	900,000.00	General PPE supplies for nurses at school sites as well as School Based Health Centers; Surveillance testing, vision screeners, nurse equipment such as thermometers.	500,000.00
<b>Sub Totals</b>		<b>11,438,128.86</b>		<b>5,624,314.32</b>

Program Consultation				
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted
Students	8/4/2021	8/5/2021	8/13/2021	
Families	8/4/2021	8/5/2021	8/13/2021	
School and district administrators (including Special Education administrators)	8/4/2021	8/5/2021	8/13/2021	
Teachers	8/4/2021	8/5/2021	8/13/2021	
Principals	8/4/2021	8/5/2021	8/13/2021	
School leaders	8/4/2021	8/5/2021	8/13/2021	
Other educators	8/4/2021	8/5/2021	8/13/2021	
School support personnel	8/4/2021	8/5/2021	8/13/2021	
Unions	8/4/2021	8/5/2021	8/13/2021	
Tribes(if applicable)				
Civil rights organizations (including disability rights organizations)	8/4/2021	8/5/2021	8/13/2021	
Superintendents	8/4/2021	8/5/2021	8/13/2021	
Charter school leaders (if applicable)	8/4/2021	8/5/2021	8/13/2021	
<b>Stakeholders representing the interests of:</b>				

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Children with disabilities	8/4/2021	8/5/2021	8/13/2021
English learners	8/4/2021	8/5/2021	8/13/2021
Children experiencing homelessness	8/4/2021	8/5/2021	8/13/2021
Children in foster care	8/4/2021	8/5/2021	8/13/2021
Migratory students	8/4/2021	8/5/2021	8/13/2021
Children who are incarcerated	8/4/2021	8/5/2021	8/13/2021
Other underserved students	8/4/2021	8/5/2021	8/13/2021

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.

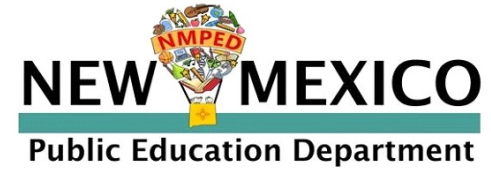
## Indirect Cost Rate

	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
<b>ARP ESSER 1/3 rd Indirect Cost Rate</b>	Yes	7,602,468.74	4.4	1.044	0.00	320,410.56	7,602,468.74	7,282,058.18

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<b>ARP ESSER 2/3 rd Indirect Cost Rate</b>	Yes	15,204,937.48	4.4	1.044	0.00	640,821.12	15,204,937.48	14,564,116.36
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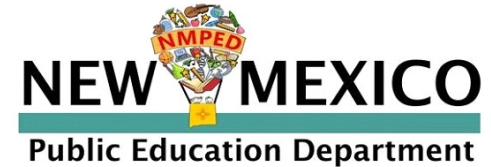
## Required Information - GEPA

	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see: <a href="https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc">https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</a></p> <p>GEPA Rubric</p> <p>A satisfactory answer</p> <ul style="list-style-type: none"> <li>• Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age</li> <li>• Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul> <p>May require revision</p> <ul style="list-style-type: none"> <li>• May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age</li> <li>• May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul>	<p>A potential barrier to accessing aspects of the proposed spending plan are the opportunity gaps in our system that impede equal access to, or participation in programs. These gaps create barriers for students, teachers, and other program beneficiaries, sometimes based on gender, race, color, disability and age.</p> <p>SREB was hired to conduct a curriculum and Instruction Review (CIR) of all 4 RISD High Schools. An analysis of practices will be conducted by the SREB team, and a team of educators, school leaders and community partners selected from neighboring schools - not the host school. The CIR will include interviews, focus group discussions, classroom observations, an instructional review of lesson plans, assessments and course syllabi, and a report of findings. ARP funds will be used to conduct the same review at the 4</p>

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middle schools.

The desired outcome will be systems alignment and ultimately removing barriers that can impede equitable access or participation based on gender, race, national origin, color, disability, or age.

We will also continue our partnership with SREB to link business and industry to identified career pathways, and facilitate partnership development. Focus team support for a district wide master schedule discussion and review. Coaching for existing and new pathways, teachers and leaders. Elementary, Middle and High School Counseling support.

Continue our partnership with Saavas Professional Learning to support myPerspectives and iLit implementations, enhancing teacher understanding and delivery of the programs, deepening instructional practices to ensure learning acceleration for students, providing demonstration lessons, coaching cycles, data dives, targeted professional learning sessions and job embedded

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support.

AVID implementation at the Elementary Schools. The mission of AVID is to close the opportunity gap by preparing all students for college readiness and success in a global society. The AVID College and Career Readiness System is designed to increase school wide learning and performance for students in grades K-16. The AVID system restructures the teaching methods of an entire school and opens access to rigorous curricula, raising advanced-level course enrollments and increasing the number of students attending college.

RISD will partner with TNTP to leverage the NMIS to support, inform, and progress monitor learning acceleration plans. Teachers will use the concepts of learning acceleration, to build a customized action plan for implementation. Sessions will help teachers to design learning acceleration and provide a clear roadmap for what systems will need to change

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	to support this learning.	
<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>	True	
<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>	True	

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## Instructions:

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

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

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

First Posting	<a href="https://p10cdn4static.sharpschool.com/UserFiles/Servers/Server_18731897/File/News/Roswell%20ISD%20Proposed%20Re-Entry--part%206.pdf">https://p10cdn4static.sharpschool.com/UserFiles/Servers/Server_18731897/File/News/Roswell%20ISD%20Proposed%20Re-Entry--part%206.pdf</a> , Roswell's Re-Entry Plan	
Second Posting (if needed*)	<a href="https://www.risd.k12.nm.us/news/recent_news/e_s_s_e_r_i_i_i_fund_requirements">https://www.risd.k12.nm.us/news/recent_news/e_s_s_e_r_i_i_i_fund_requirements</a> , September 2021 Reentry Plan in PDF	9/28/2021
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
ROSWELL	5/24/2022	<a href="https://www.risd.k12.nm.us/news/recent_news/e_s_s_e_r_i_i_fund_requirements">https://www.risd.k12.nm.us/news/recent_news/e_s_s_e_r_i_i_fund_requirements</a> , ARP ESSER III approved application posted on LEA website