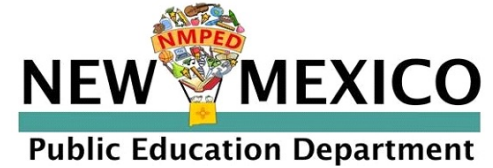


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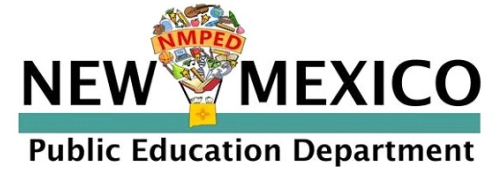
Contact Information		Budget Table	
District	RED RIVER VALLEY CHARTER SCHOOL	ARP ESSER Award 2/3 rd Allocation	219110.16
District Code	539	ARP ESSER Award 2/3 rd Debit	219110.16
District Type	State Charter	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	kimberly@redrivervalleycs.com	ARP ESSER Award 1/3 rd Allocation	109555.08
Phone Contact	5757546117	ARP ESSER Award 1/3 rd Debit	109555.08
Application Status	In Process	ARP ESSER Award 1/3 rd Balance	0.00

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	Activities to address the Social Emotional Needs of all students RRVCS builds connections between families and school, teachers and teachers, teachers and students, students and students, and students to teachers to ensure optimal development of social and emotional well-being. Students who are aware of their	43,822.03	Activities to address the Social Emotional Needs of all students RRVCS builds connections between families and school, teachers and teachers, teachers and students, students and students, and students to teachers to ensure optimal development of social and emotional well-being.	21,911.02

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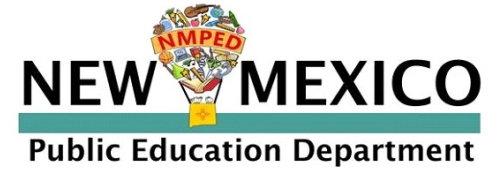
emotions/feelings and are better able to identify them are more likely to move through an emotion or feeling that is hindering success to one that supports success. Our attention to our students emotional and social well-being will create the space for students to identify and understand what they are feeling and provide tools to teachers to help students through this process. Understanding and being sensitive to the emotions/feelings that students are feeling will strengthen positive emotions/feelings and academic success. The school family reduces stress while creating an atmosphere of caring, encouragement, and meaningful contributions (Conscious Discipline and Love & Logic). RRVCS uses connection to encourage impulse control while emphasizing self-regulation skills in context. Neuroscience emphasizes that our brains develop through

Students who are aware of their emotions/feelings and are better able to identify them are more likely to move through an emotion or feeling that is hindering success to one that supports success. Our attention to our students emotional and social well-being will create the space for students to identify and understand what they are feeling and provide tools to teachers to help students through this process. Understanding and being sensitive to the emotions/feelings that students are feeling will strengthen positive emotions/feelings and academic success. The school family reduces stress while creating an atmosphere of caring, encouragement, and meaningful contributions (Conscious Discipline and Love & Logic). RRVCS uses connection to

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meaningful social interactions (Jensen, 2000). Research supports that contributing through service promotes self-worth and contribution is one of the most rewarding. RRVCS will use reserve funding to build connections with our students, reduce stress and build knowledge with real world experiences, as we authentically practice and use social-emotional skills and regulations during activities that include, but not limited to classroom work and connections, field trips, service-learning opportunities, social skills engagement, supportive social skills curriculum, staff professional development and supports, and other opportunities to reinforce safe emotional and social experiences. Additionally, RRVCS will use funding to provide training and hire SEL Support staff. Research based SEL curriculums include Conscious Discipline and Love&Logic. Additional

encourage impulse control while emphasizing self-regulation skills in context. Neuroscience emphasizes that our brains develop through meaningful social interactions (Jensen, 2000). Research supports that contributing through service promotes self-worth and contribution is one of the most rewarding. RRVCS will use reserve funding to build connections with our students, reduce stress and build knowledge with real world experiences, as we authentically practice and use social-emotional skills and regulations during activities that include, but not limited to classroom work and connections, field trips, service-learning opportunities, social skills engagement, supportive social skills curriculum, staff professional development and supports, and other opportunities to

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supports may include activities, classroom focused lessons to support understanding emotions and application of strategies to support the mindset of growth.

Conscious Discipline
<https://ies.ed.gov/ncee/wwc/Study/88757> A state-wide quasi-experimental effectiveness study of the scale-up of school-wide Positive Behavioral Interventions and Supports
<https://ies.ed.gov/ncee/wwc/Study/74125> A comparative investigation of reciprocal teaching and teacher directed strategies designed to enhance social skills.

Activities to address the Academic Needs of all students RRVCS will purchase academic materials that will support accelerated learning while also supporting the mission of the school and the students in their

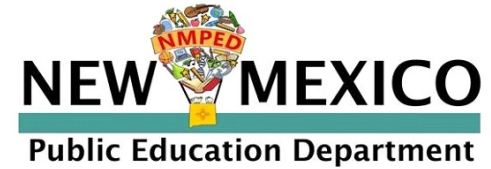
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academic journey. Curriculum supports will focus on literacy, math, science, and diverse learners. RRVCS will continue to support students in academic foundations that accelerate learning. Adding new editions and digital options that are available to support our students both on campus and at home are key. Research based programs include Waterford, Core Knowledge Language Arts, iReady, iStation, and MidSchMath. RRVCS may purchase Language Arts Curriculum that supports standards of learning that include, but are not limited to alphabets, potentially positive effects on reading fluency, and mixed effects on comprehension and general reading achievement for students in grades K–6 phonemic awareness. Purchasing this curriculum will enhance opportunities for our students to gain additional skills and knowledge moving forward and fill in the gaps that may

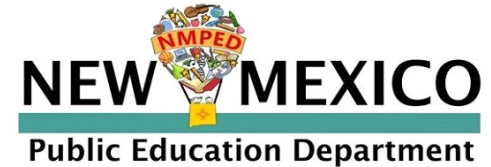
of reciprocal teaching and teacher directed strategies designed to enhance social skills.

Activities to address the Academic Needs of all students
RRVCS will purchase academic materials that will support accelerated learning while also supporting the mission of the school and the students in their academic journey. Curriculum supports will focus on literacy, math, science, and diverse learners. RRVCS will continue to support students in academic foundations that accelerate learning. Adding new editions and digital options that are available to support our students both on campus and at home are key. Research based programs include Waterford, Core Knowledge Language Arts,

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have occurred during home learning. The school's mission is to provide quality learning experiences academically, socially, and physically utilizing the Core Knowledge Curriculum. Grades K-3rd began using the CKLA this year and students are advancing through the concepts. Grades 4th-6th will begin using the CKLA curriculum once purchased to enhance learning and literacy experiences. Additionally, K-6th grades will utilize the Waterford curriculum to enhance learning in both the in person and online settings. Waterford is a research-based program that supports students in their learning where they are and increases in knowledge in skills as the student gains mastery. This program could be utilized during the school day and at home, too. Other curriculum supports may include iReady, MidSchMath, and iStation. CKLA Support <https://ies.ed.gov/ncee/wwc/St>

iReady, iStation, and MidSchMath. RRVCS may purchase Language Arts Curriculum that supports standards of learning that include, but are not limited to alphabets, potentially positive effects on reading fluency, and mixed effects on comprehension and general reading achievement for students in grades K-6 phonemic awareness. Purchasing this curriculum will enhance opportunities for our students to gain additional skills and knowledge moving forward and fill in the gaps that may have occurred during home learning. The school's mission is to provide quality learning experiences academically, socially, and physically utilizing the Core Knowledge Curriculum. Grades K-3rd began using the CKLA this year and

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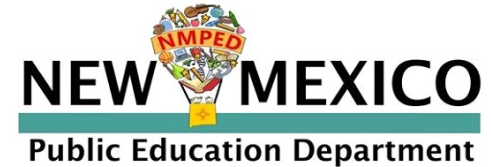
udy/84085 Achievement Network's Investing in Innovation Expansion: Impacts on educator practice and student achievement. <https://ies.ed.gov/ncee/wwc/Study/85504> Effects of a yearlong supplemental reading intervention for students with reading difficulties in fourth grade <https://ies.ed.gov/ncee/wwc/Study/81596> The Enhanced Reading Opportunities study final report: The impact of supplemental literacy courses for struggling ninth-grade readers [Analysis of Xtreme Reading] (NCEE 2010-4021) <https://ies.ed.gov/ncee/wwc/Study/67267> The Enhanced Reading Opportunities study: Findings from the second year of implementation (NCEE 2009-4036). <https://www.coreknowledge.org/our-approach/results-research/research-studies/> <https://ies.ed.gov/ncee/wwc/Study/82905> A randomized control trial of a tier-2 small-

students are advancing through the concepts. Grades 4th-6th will begin using the CKLA curriculum once purchased to enhance learning and literacy experiences. Additionally, K-6th grades will utilize the Waterford curriculum to enhance learning in both the in person and online settings. Waterford is a research-based program that supports students in their learning where they are and increases in knowledge in skills as the student gains mastery. This program could be utilized during the school day and at home, too. Other curriculum supports may include iReady, MidSchMath, and iStation. CKLA Support <https://ies.ed.gov/ncee/wwc/Study/84085> Achievement Network's Investing in Innovation Expansion: Impacts on educator practice and

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group intervention ('MiniLit')
for young struggling readers.

iReady

<https://www.istation.com/About/Studies>

iStation

<https://edcuration.com/resource/product/12/Curriculum%20Associates%20research.pdf>

MidSchMath

<https://www.midschoolmath.com/research>

Fast FORWord-Math

https://ies.ed.gov/ncee/wwc/docs/multimedia/rti_files/assets/pdf/rti_math_reading_event.pdf

Waterford

<https://ies.ed.gov/ncee/wwc/Study/82541>

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Waterford_ECE_073007.pdf

<https://www.waterford.org/research/>

<https://www.waterford.org/news/study-waterford-upstart-participants-score-state-averages-later-grades/>

Activities that go above and

student achievement.

<https://ies.ed.gov/ncee/wwc/Study/85504> Effects of a yearlong supplemental reading intervention for students with reading difficulties in fourth grade

<https://ies.ed.gov/ncee/wwc/Study/81596> The Enhanced Reading Opportunities study final report: The impact of supplemental literacy courses for struggling ninth-grade readers [Analysis of Xtreme Reading] (NCEE 2010-4021)

<https://ies.ed.gov/ncee/wwc/Study/67267> The Enhanced Reading Opportunities study: Findings from the second year of implementation (NCEE 2009-4036).

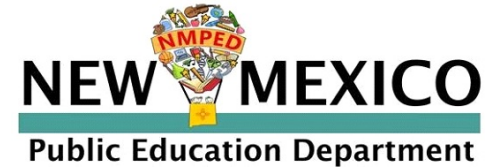
<https://www.coreknowledge.org/our-approach/results-research/research-studies/>

<https://ies.ed.gov/ncee/wwc/Study/82905> A randomized control trial of

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beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups
Bus service to transport students from afterschool activities to home, including tutoring and extracurricular activities.

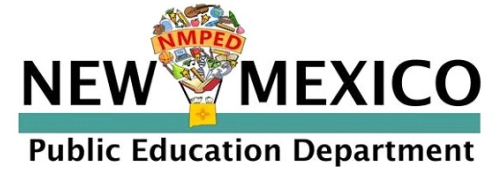
a tier-2 small-group intervention ('MiniLit') for young struggling readers.

iReady
<https://www.istation.com/About/Studies>
iStation
<https://edcuration.com/resource/product/12/Curriculum%20Associates%20research.pdf>
MidSchMath
<https://www.midschoolmath.com/research>
Fast FORWord-Math
https://ies.ed.gov/ncee/wwc/docs/multimedia/rti_files/assets/pdf/rti_math_reading_event.pdf
Waterford
<https://ies.ed.gov/ncee/wwc/Study/82541>
https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Waterford_ECE_073007.pdf
<https://www.waterford.org/research/>
<https://www.waterford.org/news/study-waterford->

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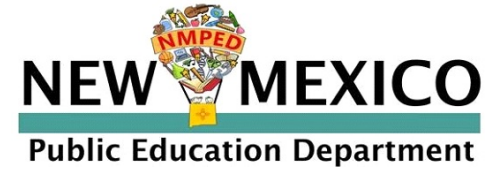


			<p>upstart-participants-score-state-averages-later-grades/ Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups Bus service to transport students from afterschool activities to home, including tutoring and extracurricular activities.</p>	
Activities to address the Social Emotional Needs of all students	Yes	20,411.00	Yes	9,955.50
Activities to address the Academic Needs of all students	Yes	20,411.00	Yes	9,955.50
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	3,000.03	Yes	2,000.02
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
Sub Totals		43,822.03		21,911.02

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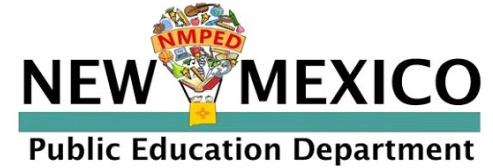
Additional Reserve Funds (Optional)

	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
Sub Totals		0.00		0.00

Activities to Address Needs

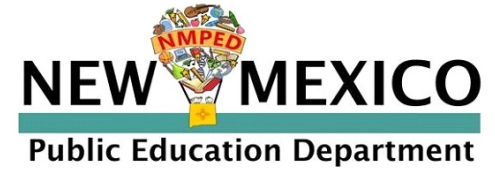
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19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

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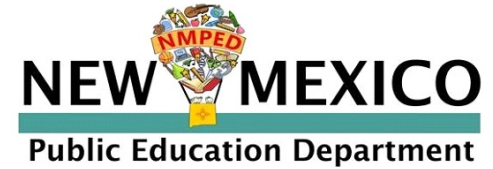


Individuals with Disabilities Education Act (IDEA)		0.00		0.00
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		0.00		0.00

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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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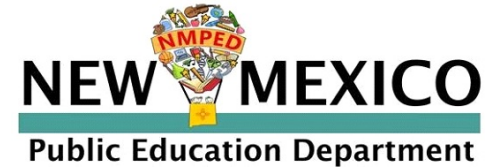


<p>Purchasing supplies to sanitize and clean the LEA's facilities</p>	<p>RRVCS is a state charter school and before the COVID pandemic, teachers and staff were responsible for cleaning classrooms and bathrooms weekly. The heft of the pandemic and the necessity for disinfection and cleaning more than weekly found us looking for contracted cleaning and disinfection services. With the uncertainty of the continued threat to our students and staff, it was determined that we would continue to contract the disinfection and cleaning to maintain a proactive response to the COVID pandemic. The funds budgeted to this category will offset the cost of disinfection and cleaning for the 2022-23 school year.</p>	<p>14,000.00</p>	<p>RRVCS is a state charter school and before the COVID pandemic, teachers and staff were responsible for cleaning classrooms and bathrooms weekly. The heft of the pandemic and the necessity for disinfection and cleaning more than weekly found us looking for contracted cleaning and disinfection services. With the uncertainty of the continued threat to our students and staff, it was determined that we would continue to contract the disinfection and cleaning to maintain a proactive response to the COVID pandemic. The funds budgeted to this category will offset the cost of disinfection and cleaning for the 2022-23 school year.</p>	<p>14,000.00</p>
<p>Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards</p>	<p>Purchasing supplies to sanitize and clean the LEA's facilities RRVCS is a state charter school and before the COVID pandemic, teachers and staff were responsible for cleaning classrooms and bathrooms weekly. The heft of the pandemic and the necessity for disinfection and cleaning more than weekly found us looking for contracted cleaning and disinfection services. With the uncertainty of the continued threat to our students and staff, it was determined that we would continue to contract the disinfection and cleaning to</p>	<p>125,000.00</p>	<p>Purchasing supplies to sanitize and clean the LEA's facilities RRVCS is a state charter school and before the COVID pandemic, teachers and staff were responsible for cleaning classrooms and bathrooms weekly. The heft of the pandemic and the necessity for disinfection and cleaning more than weekly found us looking for contracted cleaning and disinfection services. With the uncertainty of the continued threat to our students and staff, it was determined that we would continue to contract the disinfection</p>	<p>40,377.11</p>

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maintain a proactive response to the COVID pandemic. The funds budgeted to this category will offset the cost of disinfection and cleaning for the 2022-23 school year. Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards.

Roof Repairs:

Some of the funding needs to be earmarked for roof repairs. The roof on our existing building is in constant need of small repairs and maintenance. Funding used to repair the roof will prevent future leaks and student overcrowding. When leaks get bad, during the rainy season and years of heavy snowfall, it is necessary to move students from one classroom to another. At this time, we do not have extra classrooms. The lack of additional space requires classroom sharing. One class may need to move to another class to keep students away from the leaks infiltrating the space. Trash cans to catch water from the leaking roof can quickly become hazards, so students need to be relocated. Mitigating the roof leaking situation has been an ongoing issue and the additional funding

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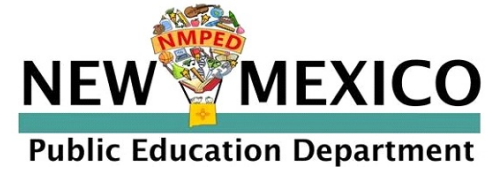
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could increase the safety of the students by eliminating the need to place two classes together. Buddying up classes decreases the social distance availability and increases the risk of exposure due to over-crowding. Additionally, buddying up of classrooms breaks the cohorts put in place as an extra measure of safety.

Health Office/Isolation Room:

Funding from this grant will allow RRVCS the means to create s a health office/isolation room space. We are overcrowded and do not currently have a permanent designated space for a health office/isolation room. Purchasing a portable building, a Weather King or Conex modified to an office space and placing it on the property or building on to the current permanent structure will help the school respond to the COVID virus through additional safety measures of spacing, isolation, and a quiet place to rest while awaiting parent pickup. Additionally, this space will provide the space for surveillance testing should the school begin the program.

Nurse/Health Asst: Salary and benefits for a nurse/health assistant.

Security Cameras:

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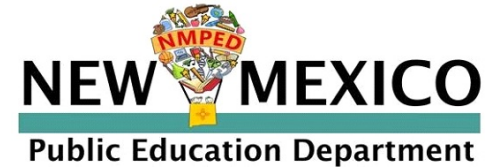
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Nurse/Health Asst: Salary and benefits for a nurse/health assistant.

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Additional security cameras are needed at all entrance points, as well as buzz in technology for the main entrances to the school. This technology will ensure the safety of our students and staff. The secretary/office manager needs to see that the person attempting to enter the school building to ensure that the person is properly masked and following COVID safe guidelines.

Touchless Bottle Filler Fountains:

Bottle filler water fountains to replace current water fountains. The touchless bottle filler water fountains will cut down on the possibility of spreading the COVID 19 virus from student to student. Currently, the water fountains are not used except to fill bottles. Filling bottles in this fashion is difficult for our younger students and requires consistent supervision of the water fountain area. Monitoring the fountains is important to keep students from drinking directly from the fountain.

Outdoor Learning:

Outdoor learning spaces are another priority of use of funds, includes shade covers, seating, and groundcover for the yard.

Security Cameras:

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			the yard.	
Improving indoor air quality	Purchasing MERV 9-13 filters and replacement filters for the air purifiers. Purchasing 5 more air purifiers to place in the multi-purpose space to supplement the current HVAC system with purifying the air in the classrooms.	500.00	Purchasing MERV 9-13 filters and replacement filters for the air purifiers. Purchasing 5 more air purifiers to place in the multi-purpose space to supplement the current HVAC system with purifying the air in the classrooms.	500.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00
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>		0.00		0.00
<p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p>		0.00		0.00
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>		0.00		0.00
<p>Addressing learning loss</p>	<p>RRVCS may purchase Language Arts Curriculum that supports standards of learning that include, but are not limited to alphabetics, potentially positive effects on reading fluency, and mixed effects on comprehension and general reading achievement for students in grades K–6 phonemic awareness. Purchasing this curriculum will enhance opportunities for our students to gain</p>	2,000.00	<p>RRVCS may purchase Language Arts Curriculum that supports standards of learning that include, but are not limited to alphabetics, potentially positive effects on reading fluency, and mixed effects on comprehension and general reading achievement for students in grades K–6 phonemic awareness. Purchasing this curriculum will enhance opportunities for our</p>	2,000.00

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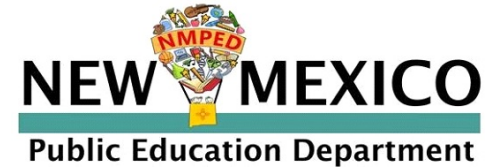
additional skills and knowledge moving forward and fill in the gaps that may have occurred during home learning. The school's mission is to provide quality learning experiences academically, socially, and physically utilizing the Core Knowledge Curriculum. Grades K-3rd began using the CKLA this year and students are advancing through the concepts. Grades 4th-6th will begin using the CKLA curriculum once purchased to enhance learning and literacy experiences. Additionally, K-6th grades will utilize the Waterford curriculum to enhance learning in both the in person and online settings. Waterford is a research-based program that supports students in their learning where they are and increases in knowledge in skills as the student gains mastery. This program could be utilized during the school day and at home, too. Other curriculum supports may include iReady, MidSchMath, iStation, Fast4word and the associated professional development trainings associated with the programs, including but not limited to stipends for compensate the additional time and effort put forth by the staff to further their understanding and

students to gain additional skills and knowledge moving forward and fill in the gaps that may have occurred during home learning. The school's mission is to provide quality learning experiences academically, socially, and physically utilizing the Core Knowledge Curriculum. Grades K-3rd began using the CKLA this year and students are advancing through the concepts. Grades 4th-6th will begin using the CKLA curriculum once purchased to enhance learning and literacy experiences. Additionally, K-6th grades will utilize the Waterford curriculum to enhance learning in both the in person and online settings. Waterford is a research-based program that supports students in their learning where they are and increases in knowledge in skills as the student gains mastery. This program could be utilized during the school day and at home, too. Other curriculum supports may include iReady, MidSchMath, iStation, Fast4word and the associated professional development trainings associated with the programs, including but not limited to stipends for compensate the additional time and effort put forth by the staff to

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implementation of the programs.
CKLA Support
<https://ies.ed.gov/ncee/wwc/Study/84085> Achievement Network's Investing in Innovation Expansion: Impacts on educator practice and student achievement.
<https://ies.ed.gov/ncee/wwc/Study/85504> Effects of a yearlong supplemental reading intervention for students with reading difficulties in fourth grade
<https://ies.ed.gov/ncee/wwc/Study/81596> The Enhanced Reading Opportunities study final report: The impact of supplemental literacy courses for struggling ninth-grade readers [Analysis of Xtreme Reading] (NCEE 2010-4021)
<https://ies.ed.gov/ncee/wwc/Study/67267> The Enhanced Reading Opportunities study: Findings from the second year of implementation (NCEE 2009-4036).
<https://www.coreknowledge.org/our-approach/results-research/research-studies/>
<https://ies.ed.gov/ncee/wwc/Study/82905> A randomized control trial of a tier-2 small-group intervention ('MiniLit') for young struggling readers.

further their understanding and implementation of the programs.
CKLA Support
<https://ies.ed.gov/ncee/wwc/Study/84085> Achievement Network's Investing in Innovation Expansion: Impacts on educator practice and student achievement.
<https://ies.ed.gov/ncee/wwc/Study/85504> Effects of a yearlong supplemental reading intervention for students with reading difficulties in fourth grade
<https://ies.ed.gov/ncee/wwc/Study/81596> The Enhanced Reading Opportunities study final report: The impact of supplemental literacy courses for struggling ninth-grade readers [Analysis of Xtreme Reading] (NCEE 2010-4021)
<https://ies.ed.gov/ncee/wwc/Study/67267> The Enhanced Reading Opportunities study: Findings from the second year of implementation (NCEE 2009-4036).
<https://www.coreknowledge.org/our-approach/results-research/research-studies/>
<https://ies.ed.gov/ncee/wwc/Study/82905> A randomized control trial of a tier-2 small-group intervention

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	<p>iReady https://www.istation.com/About/Studies iStation https://edcuration.com/resource/product/12/Curriculum%20Associates%20research.pdf MidSchMath https://www.midschoolmath.com/research Fast FORWord-Math https://ies.ed.gov/ncee/wwc/docs/multimedia/rti_files/assets/pdf/rti_math_reading_event.pdf Waterford https://ies.ed.gov/ncee/wwc/Study/82541 https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Waterford_ECE_073007.pdf https://www.waterford.org/research/ https://www.waterford.org/news/study-waterford-upstart-participants-score-state-averages-later-grades/</p>		<p>('MiniLit') for young struggling readers.</p> <p>iReady https://www.istation.com/About/Studies iStation https://edcuration.com/resource/product/12/Curriculum%20Associates%20research.pdf MidSchMath https://www.midschoolmath.com/research Fast FORWord-Math https://ies.ed.gov/ncee/wwc/docs/multimedia/rti_files/assets/pdf/rti_math_reading_event.pdf Waterford https://ies.ed.gov/ncee/wwc/Study/82541 https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Waterford_ECE_073007.pdf https://www.waterford.org/research/ https://www.waterford.org/news/study-waterford-upstart-participants-score-state-averages-later-grades/</p>
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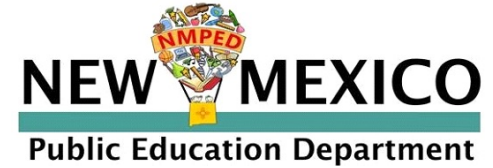
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff		33,788.13		30,766.95
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.				
Sub Totals		175,288.13		87,644.06

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	4/6/2021	5/11/2021	6/8/2021	
Families	5/24/2021	6/21/2021	7/2/2021	
School and district administrators (including Special Education administrators)	5/24/2021	6/21/2021	7/2/2021	
Teachers	5/24/2021	6/21/2021	7/2/2021	
Principals				
School leaders				
Other educators				
School support personnel				
Unions				
Tribes(if applicable)				

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Civil rights organizations (including disability rights organizations)	5/24/2021	6/21/2021	
Superintendents			
Charter school leaders (if applicable)	5/24/2021	6/21/2021	7/2/2021
Stakeholders representing the interests of:			
Children with disabilities	5/24/2021	6/21/2021	7/2/2021
English learners	5/24/2021	6/21/2021	7/2/2021
Children experiencing homelessness	5/24/2021	6/21/2021	7/2/2021
Children in foster care	5/24/2021	6/21/2021	7/2/2021
Migratory students	5/24/2021	6/21/2021	7/2/2021
Children who are incarcerated	5/24/2021	6/21/2021	7/2/2021
Other underserved students	5/24/2021	6/21/2021	7/2/2021

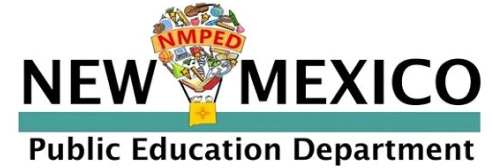
Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required 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	No	109,555.08	8	1.08	0.00	0.00	0.00	0.00
ARP ESSER 2/3 rd Indirect Cost Rate	No	219,110.16	8	1.08	0.00	0.00	0.00	0.00

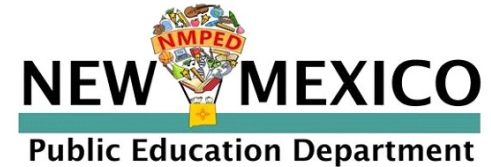
Required Information - GEPA

	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric</p> <p>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>RRVCS plans to continue with its current policies and practices that call for barrier free programs.</p> <p>Our compliance with Section 427 of GEPA is based on these policies and adds program specific actions to further erase barriers.</p> <ul style="list-style-type: none"> • Specifically, the charter school will continue to work with the ELL teacher to support learning and extension through appropriate programs and activities. • The charter school and any subcontractors of the program will make special efforts to improve access through

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announcements of upcoming programs using a variety of methods-such as email, Facebook, the website, flyers, Dojo, voice/text, and other means necessary to reach our community.

- Charter School Special Education staff will assist in ensuring that special accommodations are made to ensure access for persons with disabilities and care will be taken to assure benefits for both male and female participants.

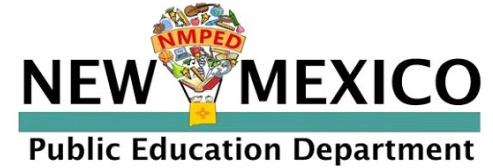
- Charter School will post information, curriculum, materials, schedules of events, and program assessments on the website and/or Facebook—which will enable equitable access by participants and will be accessible by those using assistive technology due to disability.

- Charter School will continually monitored for program effectiveness to ensure that the proposed strategies are met, target audience(s) are reached, and goals and objectives are

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	<p>achieved. If necessary, corrective steps will be taken to address deficiencies and maximize participation.</p>
<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools: (c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS.— (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education</p>	<p>True</p>
<p>The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021</p>	<p>True</p>
<p>Please provide the link to the LEA's re-entry plan on the LEA's website</p>	<p>http://www.redriverschools.org, http://www.redriverschools.org</p>
<p>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</p>	<p>True</p>
<p>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)</p>	<p>True</p>

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