

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



Contact Information		Budget Table	
District	ROOTS AND WINGS COMMUNITY	ARP ESSER Award 2/3 rd Allocation	76190.64
District Code	570	ARP ESSER Award 2/3 rd Debit	76190.64
District Type	State Charter	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	jorris@rwcs.org	ARP ESSER Award 1/3 rd Allocation	38095.32
Phone Contact	5755862076	ARP ESSER Award 1/3 rd Debit	38095.32
Application Status	Substantially Approvable	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).	Addressing the Social Emotional Needs of all Students RWCS is an Expeditionary Learning (EL) (eeducation.org) inspired school. Expeditionary Learning is an educational system that differs from traditional systems in three main ways: (from rmsel.org) • In Expeditionary Learning schools, students learn by	15,238.13	Addressing the Social Emotional Needs of all Students In Year 2 We will incorporate Love & Logic into our program with Teacher PD and material supports. \$2,500 (PD) and \$1715.63 (Materials) Activities to address the Academic Needs of all	7,619.06

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



conducting "learning expeditions" rather than by sitting in a classroom being taught one subject at a time.

- Expeditionary Learning works on developing the character — as well as the intellect — of students.
- Expeditionary Learning changes not only how students learn but also a school's culture. A major component of EL schools are:
HOWLS-- Habits of Work and Learning: Are performance character traits that help students be academically successful at Roots & Wings, in high school, and in college or career. They focus on behaviors that help students be life-long learners. HOWLS can be learned and should be taught. The HOWLS at RWCS encompass professionalism, character, and craftsmanship. Included under these are character traits such as perseverance, integrity of work, responsibility for behavior, being prepared, and being an

students
We will be adding Carnegie Learning's Fast ForWord (Reading) and Math Programs to use in breakouts at school and for additional support at home.
https://ies.ed.gov/ncee/wc/docs/multimedia/rti_files/assets/pdf/rti_math_reding_event.pdf
For YEAR 1
Mathia and FastForward 6-8 (Student Licenses) Total \$857 (\$302.13 from 2/3 and \$554.87 from 1/3)

FOR YEAR 2
Zorbits (Math) and FastForward K-5 (Student Licenses) \$1991.56
Mathia and FastForward 6-8 (Student Licenses) \$857

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



active participant in their learning to mention a few. RWCS believes that HOWLS are a way to open a door for students to have salient conversations about their lives, their learning, and what it takes to succeed.

RWCS uses EL education as a platform to build 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 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

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



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. RWCS uses connection to 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. RWCS 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

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



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, we will use these funds to:

1. Hire a Mindfulness Instructor to work with all K-8th students for 6 weeks. (\$1,700)
2. Work with a local organization Youth Heartline that provides 20 weeks of Girls and Boys Circle Groups. Led by trained staff to provide SEL supports to all 6th-8th grade students. (\$1,800)
3. In Year 2 We will incorporate Love & Logic into our program with Teacher PD and material supports. \$2,500 (PD) and \$1715.63 (Materials)

Activities to address the Academic Needs of all students

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



RWCS 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. RWCS 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 Project Read, iReady Math, iReady ELA, Fast ForWord (Reading), and Carnegie Learning's Math programs for K-8. Project Read materials honor diverse learning profiles and provide curricula with lessons built on direct concept teaching, multisensory strategies, systematic instruction, and higher-level thinking skills. Project Read curriculum and instruction create a captivating, respectful,

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



and dignified environment for teachers and students alike. Teachers will get specific PD in the program, along with curriculum and support materials.

<https://ies.ed.gov/ncee/wwc/Study/64039>

Project Read (Professional Development) – (\$1,720)
Project Read (Materials) – (\$2,175)

We will be adding Carnegie Learning's Fast ForWord (Reading) and Math Programs to use in breakouts at school and for additional support at home.

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

FOR YEAR 1
Zorbits (Math) and FastForward K-5 (Student Licenses) \$2,991
Zorbits (Math) and FastForward K-5 (Professional Development) \$2,425
Mathia and FastForward 6-8 (Student Licenses) \$857

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY

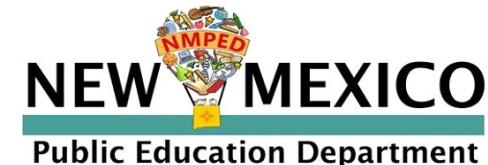


	Mathia and FastForward 6-8 (Professional Development) \$2,125 FOR YEAR 2 Zorbitz (Math) and FastForward K-5 (Student Licenses) \$1991.56 Mathia and FastForward 6-8 (Student Licenses) \$857			
Activities to address the Social Emotional Needs of all students	Yes	2,945.13	Yes	4,770.50
Activities to address the Academic Needs of all students	Yes	12,293.00	Yes	2,848.56
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

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



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		15,238.13		7,619.06

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

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



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

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



Activities to Address Needs

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

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

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



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		
	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases		0.00		0.00

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



Purchasing supplies to sanitize and clean the LEA's facilities		0.00		0.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	<p>We currently operate out of two (describe size) buildings that house the school. We have 3 main classrooms that house our 3 cohorts of grades (K-2, 3-5, and 6-8) which are each approximately 500 sqft and hold 20 students. The school does not have a true HVAC so it has been supplemented with portable fans and Air Purification units. Proper social distancing is not possible in our facility. Additionally, there is a lack of breakout rooms to provide individual and small group interventions to students that require them.</p> <p>The school owns 6 acres of land directly adjacent to the current leased facility which actually has a parking lot for the school on the school owned land. The proposed area for these new buildings will incorporate the current parking lot and keep the feel of one continuous campus.</p> <p>To remedy many of the leased building deficiencies we intend to purchase 2 portable classroom buildings that are approximately 1,800 sqft each.</p>	60,952.51	<p>Same narrative as 2/3. Whatever isn't purchased with 2/3 will be purchased with this 1/3.</p> <p>Funds will be spent on:</p> <ol style="list-style-type: none">1.These buildings will only cost \$100 each as they will be purchased through PSFA.2. Building moving costs3. Engineering costs4. Electrical Hookup5. Septic System6. Internal remodel of portables7. Water hook-up or cistern	30,476.26

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



Each of these buildings contains 2 full-sized classrooms (approx. 800 sqft each) with a bathroom and small storage area.

By adding these two buildings which comes with a full HVAC system, we will be able to move the 6-8 classroom out of our old building doubling the size of the 3-5 classroom and allowing adequate spacing of students. Currently the 3-5 and 6-8 classroom is in one large room with an accordion divider separating the two small rooms

One other portable building classroom will be left full size to be used for enrichment and special classes, like art, music, etc. and will provide adequate spacing and proper air quality. Moving this space out of the currently leased building will provide additional classroom space for our K-2 and provide more adequate spacing of the students.

Two of the full sized classrooms will be split in half, providing a total of 4 breakout rooms that will provide space for individual and small group interventions and meeting areas. Currently the school has one breakout

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



space that is located in the back of a room that is used for art and other special classes 1 day a week, and overflow space for the k-2 classroom. The flow of this room creates distractions and forces us to have students from different cohorts mix in this room which could cause multiple cohorts to have to revert back to online learning if there is an outbreak, whereas at all other times we are keeping these cohorts separate.

Funds will be spent on:

1. These buildings will only cost \$100 each as they will be purchased through PSFA.
2. Building moving costs
3. Engineering costs
4. Electrical Hookup
5. Septic System
6. Internal remodel of portables
7. Water hook-up or cistern

Improving indoor air quality		0.00		0.00
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ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY

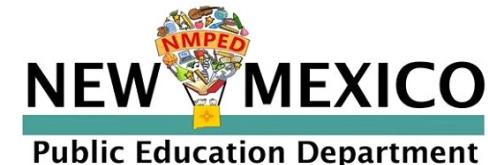


Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts 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
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)		0.00		0.00

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors		0.00		0.00
Planning and implementing activities related to summer learning and supplemental after-school programs		0.00		0.00
Addressing learning loss		0.00		0.00
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff		0.00		0.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.				
Sub Totals		60,952.51		30,476.26

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		9/27/2021	9/29/2021
Families		9/27/2021	9/29/2021
School and district administrators (including Special Education administrators)	9/20/2021	9/27/2021	

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



Teachers	9/20/2021	9/27/2021	
Principals			
School leaders	9/20/2021	9/27/2021	
Other educators		9/27/2021	9/29/2021
School support personnel	9/20/2021	9/27/2021	
Unions			
Tribes(if applicable)		9/27/2021	9/29/2021
Civil rights organizations (including disability rights organizations)			
Superintendents			
Charter school leaders (if applicable)			

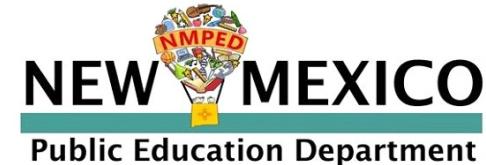
Stakeholders representing the interests of:

Children with disabilities		9/27/2021	9/29/2021
English learners			
Children experiencing homelessness		9/27/2021	9/29/2021
Children in foster care		9/27/2021	9/29/2021
Migratory students			
Children who are incarcerated			
Other underserved students			

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



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
ARP ESSER 1/3 rd Indirect Cost Rate	No	38,095.32	8	1.08	0.00	0.00	0.00	0.00
ARP ESSER 2/3 rd Indirect Cost Rate	No	76,190.64	8	1.08	0.00	0.00	0.00	0.00

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.	For examples of applicable, relevant, acceptable responses, please see:	Roots and Wings Community School does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry),

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



<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

disability, marital status, sexual orientation, or military status, in any of its activities or operations. All students, teachers, and employees have access to all materials, resources, and personnel paid for with Federal Funds.

Our compliance with Section 427 of GEPA is based on these policies and adds program specific actions to further erase barriers.

- Specifically, the charter school will continue to work with the MLSS Coordinator to support learning and extension through appropriate interventions, programs, and activities.
- The charter school and any subcontractors of the program will make special efforts to improve access through announcements of upcoming programs using a variety of methods-such as weekly updates to families, email, Facebook, the website, flyers, voice/text, and other means necessary to reach our community.

ARP Grant Application

2021-2022

ROOTS AND WINGS 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 monitor for program effectiveness to ensure that the proposed strategies are met, target audience(s) are reached, and goals and objectives are achieved. If necessary, corrective steps will be taken to address deficiencies and maximize participation.

ARP Grant Application

2021-2022

ROOTS AND WINGS COMMUNITY



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

True

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

True

Please provide the link to the LEA's re-entry plan on the LEA's website

<http://www.rootsandwingscommunityschool.org/>, Roots and Wings Community School

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