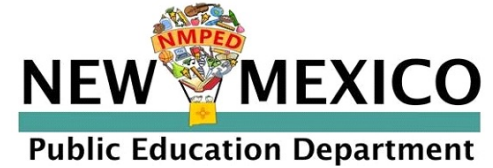


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ALDO LEOPOLD CHARTER



Contact Information	
District	ALDO LEOPOLD CHARTER
District Code	532
District Type	State Charter
Email Address	hbrowne@aldocs.org;mfrost@aldocs.org;ws herwood@aldocs.org
Phone Contact	5755382547
Application Status	Return to District

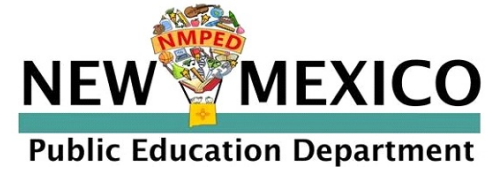
Budget Table	
ARP ESSER Award 2/3 rd Allocation	229765.46
ARP ESSER Award 2/3 rd Debit	229765.46
ARP ESSER Award 2/3 rd Balance	0.00
ARP ESSER Award 1/3 rd Allocation	114882.73
ARP ESSER Award 1/3 rd Debit	114882.73
ARP ESSER Award 1/3 rd Balance	0.00

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).	<ul style="list-style-type: none"> Increased pull-out reading program (small group and individual) to work with the students most severely behind in reading. The instruction is provided by a Level III reading specialist. Study Hall and Credit Recovery classes offered at the high school and taught by highly-trained teachers. 	45,953.09	Afterschool activities such as music, bkje club and archery will be offered. Students will have access to cromebook in school and at home. Students will be given a hotspot for home use.	22,976.55

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- We have hired an Educational Assistant to give academic support after school for students most affected by the pandemic. Students will receive homework help and targeted instruction during this time. The EA will work closely with classroom teachers to be sure proper support is being given.
- MAPs data used in middle school to target students struggling due to Covid and support given in the gen. ed. classroom. Class size in middle school of no more than 17 students plus teaching assistants in each class at least 50% of the instructional time (EAs placed to help those most at need).
- Increased social work time to help improve attendance and communication between home and school, especially for our low-income families and those who struggled/are struggling most through the pandemic
- The hiring of two extra educational assistants in addition to the one described in

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	<p>bullet 3 above. The intervention model that we are using with our EAs that were hired for helping close the learning gap is the "In Class, Intervention Team" model. The EA and teacher team up to focus on student need, reteach, and provide focused strategies for students in need. With the team approach within the classroom, more students' needs can be met without the need to move from class to class as in other intervention team approaches. Additionally, as the EA works closely with the teacher, the targeted interventions designed by the teacher address most specifically the student need.</p>			
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	Yes	30,000.00	Yes	15,000.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00

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Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	Yes	7,500.00	Yes	5,000.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	Yes	8,453.09	Yes	2,976.55
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		45,953.09		22,976.55

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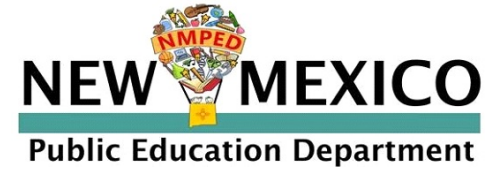
Additional Reserve Funds (Optional)

	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

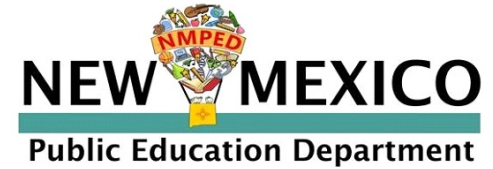
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19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

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Elementary and Secondary Education Act (ESEA)	The latest data shows that students benefit from tutoring during the school day more than before or after school. We will hire four retired teachers to provide such tutoring four hours per week each. We anticipate needing to offer a substantial wage rate to incentivize these teachers, especially because of the perceived risk of Covid.	31,403.82	The latest data shows that students benefit from tutoring during the school day more than before or after school. We will hire four retired teachers to provide such tutoring four hours per week each. We anticipate needing to offer a substantial wage rate to incentivize these teachers, especially because of the perceived risk of Covid.	15,859.31
Individuals with Disabilities Education Act (IDEA)	We will acquire additional assistive technology, including laptops with text-to-speech software, vibrational type timers, noise canceling headphones, audio recorders, as well as balance ball chairs, standing desks, weighted balls, resistance bands, and aerobic steppers.	3,000.00	We will acquire additional assistive technology, including laptops with text-to-speech software, vibrational type timers, noise canceling headphones, audio recorders, as well as balance ball chairs, standing desks, weighted balls, resistance bands, and aerobic steppers.	1,500.00
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	We will hire a Career & Technical Education teacher to implement a Co.Starters curriculum in one middle school and one high school class	5,000.00		2,500.00
		39,403.82		19,859.31

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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

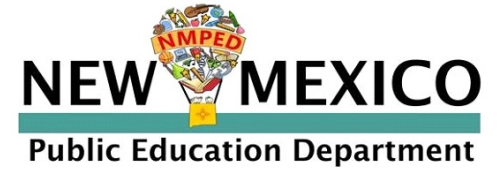
ARP ESSER 1/3

	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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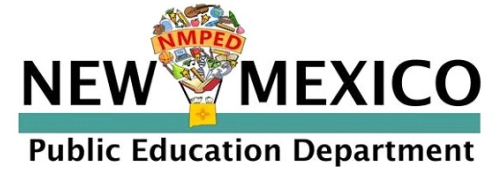


Purchasing supplies to sanitize and clean the LEA's facilities	Custodial supplies	1,000.00	Custodial supplies	500.00
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<p>Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards</p>	<p>We do not have a separate space for our nursing station. We do our best to isolate students who need to go home because of illness, but with colder weather, this becomes more difficult. We propose to convert a storage room (12' x 12') into a nurses's station, and to equip it with a nurse's desk, student chair, and a bed, as well as standard nursing supplies. Isolating ill students makes them more comfortable and reduces the risk of disease transmission. Cost estimate: \$30K fixed assets; \$10K supplies</p> <p>During our last school year, we spent \$130,000 creating an outdoor classroom space so we could hold classes out-of-doors during the pandemic. We still need to purchase and install shade structures, tables, electrical service, fencing, and a water source. Cost estimate: \$85,000 (all fixed)</p> <p>We would like to install security cameras at our doors. In addition to the normal security benefits these have, they will help with Covid tracing and enforcement of our mask mandate--visitors will have to be wearing masks before they would be admitted. Estimated cost: \$25,000 (fixed asset)</p>	<p>106,000.00</p>	<p>During our last school year, we spent \$130,000 creating an outdoor classroom space so we could hold classes out-of-doors during the pandemic. We still need to purchase and install shade structures, tables, electrical service, fencing, and a water source. Cost estimate: \$85,000 (all fixed)</p>	<p>40,000.00</p>
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Improving indoor air quality		0.00		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		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	Contractor to guide school's development and regular updates of our Plan for Safe Return to In-Person Instruction and Continuity of Services	5,000.00		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		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

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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				
Planning and implementing activities related to summer learning and supplemental after-school programs	We have offered Extended Learning Time for three years now, but we have never had a full-fledged summer program. These funds will be used to hire a licensed teacher to plan a four-week summer program to follow our ELT programming.	15,000.00	We will hire three licensed teachers and three instructional assistants to implement the new summer program, with a focus on ameliorating learning loss.	25,000.00
Addressing learning loss	Administer MAP tests (provided by Northwest Education Association) to students in all seven grades to assess learning loss.	4,000.00		0.00

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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	Pay for substitute staff for teachers, educational assistants, and front office staff who take (or took, back to May 2020) Covid-related medical leave. Due to Covid physical distancing requirements, we have been forced to use school buses for small-group activities rather than our fleet of Suburbans. (As an outdoors-based experiential education school, we take many school trips.) The added cost of using school buses rather than Suburbans is significant--primarily due to the need to have CDL-licensed drivers, and these drivers charge for a full day even when the trip distance is not great.	3,500.00	Pay for substitute staff for teachers, educational assistants, and front office staff who take (or took, back to May 2020) Covid-related medical leave.	1,000.00
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		134,500.00		66,500.00

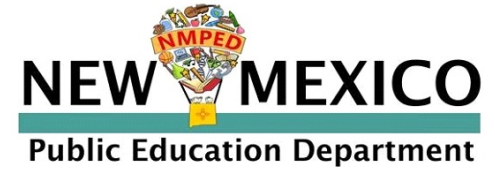
Program Consultation

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	5/5/2021	8/18/2021	9/15/2021
Families	5/5/2021	8/18/2021	9/15/2021

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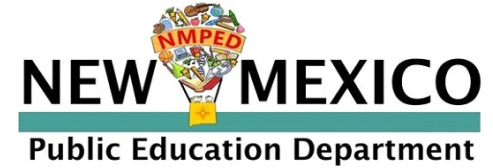


School and district administrators (including Special Education administrators)	4/8/2021	5/6/2021	9/9/2021
Teachers	5/20/2021	8/4/2021	9/14/2021
Principals	4/8/2021	5/6/2021	9/9/2021
School leaders			
Other educators			
School support personnel	6/14/2021	9/14/2021	
Unions			
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)			
Superintendents			
Charter school leaders (if applicable)			
Stakeholders representing the interests of:			
Children with disabilities	6/7/2021	9/20/2021	
English learners			
Children experiencing homelessness	6/25/2021	9/20/2021	
Children in foster care			
Migratory students			
Children who are incarcerated			
Other underserved students			

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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.

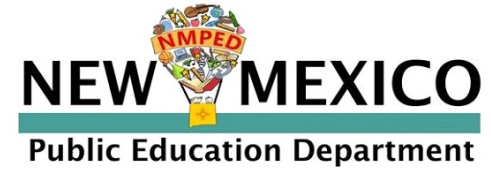
Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	Yes	114,882.73	8	1.08	40,000.00	5,546.87	74,882.73	69,335.86
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	229,765.46	8	1.08	96,000.00	9,908.55	133,765.46	123,856.91

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.	Providing counseling on campus for both students and staff so that support is available as needed
For examples of applicable, relevant, acceptable responses, please see:	This year our social worker

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<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

increased her in-person available hours to all students in the school. Any student can make an appointment with during these office hours.

Some of the classroom barriers are: Safe outdoor classroom space that allows students to learn in a comfortable environment. Having shade structures, tables, fencing around the perimeter, and water and electric available.

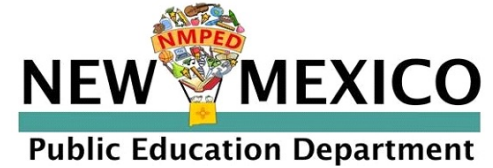
To mitigate these barriers, put up a fence around the perimeter, install shade covers, install water spicket, install electrical outlets, order outside tables.

ALCS is offering after school activities for all students. Some of the activities include music, bike club and outdoor skills. Tutoring is also available to all students.

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<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>https://www.aldocs.org/covid-reentry-and-protocols.html, Re-entry Guidelines</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>