



Maine Department of Education FY2020 ESEA Application

GRANT REQUEST COVER PAGE

Name of Grantee Appleton School Department
Grantee Address 737 Union Rd
Appleton, ME 04862
Grantee Address 207-763-3818
Fax # 207-763-4262
Program Year 2019-2020
State Fiscal Year 2020

| | |
|------------------------|------------------------------------|
| Name of contact Person | Susan Stilwell |
| Grantee Office | Appleton Village School |
| Address | 737 Union Rd Appleton, ME 04862 |
| Telephone # | 785-4504 |
| Fax # | 785-3036 |
| Email | susan.stilwell@fivetowns.net |

GENERAL ASSURANCE

I hereby certify that, to the best of my knowledge:

the grant funds will be expended as stated in the goals and activities of this grant request and no changes to the goals, activities or budget set forth in this grant document will be made until MDOE approval is granted;

the Grantee has complied with certification or sub-grantee debarment, suspension and other responsible matters. (Forms available on State of Maine Consolidated Grant Request website, www.4pcmaine.org); **and**

the Grantee will comply with all assurances and certifications listed in this Grant Request, Grant Request Guidance sections and applicable state and federal laws including all applicable Education Department General Administrative Regulations (EDGAR) and Codes of Federal Regulations (CFR) including 34 CFR parts 75, 76, 77, 81 and 2 CFR Part 200.

2 CFR Part 200, Section 200.425 Audit Services requires that grantees or subrecipients that expend \$750,000 or more in Federal awards during their fiscal year are subject to an audit requirement. Audit requirements for State and local governments, and non-profit organizations receiving Federal awards or subawards, are defined in 2 CFR Part 200 Subpart F 200.500 - 200.521. All School Administrative Units are required to comply with Title 20-A, Chapter 221, Subchapter 2 §6051 (6), requiring that each school board provide a copy of the audit report to the Commissioner of the Department of Education within six months after the end of the audit period (<http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec6051.html>).

For the ESEA Application, the authorized official may give permission for his/her Designee to request and submit a Vendor Reimbursement Request but this does not remove the responsibility of the authorized official. The Vendor Reimbursement Request is based upon an expenditure list. The supporting documentation for all the allowable costs and a copy of the Vendor Reimbursement Request will be on file at the Grantee's office

By using my PIN to electronically submit this document (electronic signature) I agree to all statements above and conditions listed in the grant approval letter.

Submitted by:

Susan Stilwell, Principal

Certified by Electronic Signature on 07/18/2019

by Dianne Helprin, Superintendent

Certified by Electronic Signature on 2019-07-18

by Susan Stilwell, Principal for Appleton Village School

For Information Call:
ESEA Regional Program Manager
[Click HERE to locate contact information](#)

ESEA Clearinghouse
23 State House Station
Augusta, ME 04333-0023
Due: August 1, 2019

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82. "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement)," The Certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free

2. DEBARMENT, SUSPENSION, AND OTHER

RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 34 CFR Part 85, for prospective participants in primary or substantive control over a covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110-

A. The applicant certifies that it is its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:

(b) Have not within three-year period preceding this application been convicted of or had a civil judgment rendered against them for convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contact under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after each conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving, actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistant or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610

Federal Gun Free Schools Act

The federal Gun Free Schools Act, (No Child Left Behind Act of 2002, Public Law 107-110, Title IV, Part A, Section 4141), and Maine state law, (20-A MRSA, Section 1001, subpart-9A, Students Expelled or Suspended under the Requirements of the Federal Gun-Free Schools Act), requires that LEAs: Expel from school for at least one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, (except that the federal and state laws shall allow the chief administering officer of such educational agency to modify such expulsion requirement for a student on a case-by-case basis), that they report the incident to the criminal justice or juvenile delinquency system, and that they provide the Maine Department of Education with annual documentation of the incidents. Nothing in this subpart shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting. The provisions of this section shall be construed in manner consistent with the Individuals with Disabilities Education Act.

NON-CONSTRUCTION PROGRAMS

Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified. As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records,

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3, Washington, DC 20202-4571). Notice shall include the identification number(s) of each affected grant.

books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. § § 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. § § 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. § § 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-615), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) § § 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. § § 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. § § 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

19. Will examine, as required by the United States Department of Education's General Education Provisions Act (GEPA), Section 427, each project in this ESEA Consolidated Application to determine whether the project includes any barriers that impede equitable access or participation such as gender, race, national origin, color, disability, or age. Should

8. Will comply with the provisions of the Hatch Act (5 U.S.C. § § 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. § § 276a to 276a-7), The Copeland Act (40 U.S.C. § 276c and 18 U.S.C. § § 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. § § 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following; (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. § § 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

such barriers exist, a description of the steps taken to ensure equitable access to, and participation in, the project for students, teachers, and other beneficiaries with special needs will be included.

NOTE: RE: Paragraph # 19: Please note that Title V, Section 7215(a)(23) permits programs " ... to provide same-gender schools and classrooms (consistent with applicable law) ..." If your application includes such a program, please provide documentation that it is consistent with applicable law.

Check the box to indicate acceptance of ESEA General Assurances:

Yes, Accept ESEA General Assurances

Sec. 8306 Other General Assurances

a. Any applicant shall have on file with the SEA whether applying separately or pursuant to section 8306 a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that--

(1) each such program will be administered in accordance with all applicable statutes, regulations, program

- plans, and applications (See MDOEs Annual Application Guidance for Title specific assurances);
- (2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities; and
- (2)(B) the public agency, nonprofit private agency institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes;
- (3) the applicant will adopt and use proper methods of administering each such program, including--
- (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
- (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the SEA, the secretary, or other Federal officials;
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and account for, Federal funds paid to such applicant under each such program;
- (6) the applicant will--
- (A) make reports to the SEA and the Secretary as may be necessary to enable such agency and Secretary to perform their duties under each such program; and
- (B) maintain such records, provide such information, and afford access to the records as the SEA or the Secretary may find necessary to carry out the SEAs or the Secretary's duties; and
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.

b. GEPA Provision.--Section 442 of the General Education Provisions Act (GEPA) does not apply to programs under this Act.

ESEA Program Assurances

I Title IA

A. The LEA has read and agrees to meet the program assurances contained in Section 1112(c) 1-7.

[Title IA Assurances](#) Yes No N/A

B. The LEA agrees to transfer funds to another district for equitable services for private school students residing in the district and attending a private school in another district as reported on the district's final Title IA allocation document.

Yes No N/A

C. The LEA agrees to ensure that all students from all public schools will participate in the required Title I state assessments for ELA, Mathematics, and Science, and English Language Proficiency. In the past school year, did the LEA and each school meet the 95% threshold for participation in all subgroups?

Yes No N/A

If No, respond to items a and/or b.

a. less than 95%. Describe how the SAU will provide assistance to parents in understanding the importance of participating in the State's academic assessment in current school year

b. less than 75% Submit evidence to the Maine DOE of how you assisted parents during the prior year. Provide summary data documenting opt out rationals/reasons.

D. Describe the process for annually notifying and educating families about the ESEA Dashboard. AVS has a weekly NOTES HOME newsletter. The newsletter is distributed in hard copy to everyone as well as placing hard copies in the town office, library and businesses in town. Information on the report card is provided in the newsletter as well as on the schools website and all all newsletters are also electronically posted on the website.

Provide the local school district web address where families and community members may receive local information from the ESEA Dashboard.

E. The LEA agrees, if selected, to participate in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics or in the pilot testing in national years, of NAEP questions for the reading and mathematics NAEP assessment, all carried out under Section 411(B)(2) of the National Education Statistics Act of 1994.

Yes No N/A

F. Describe how the SAU will identify and address disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Appleton Village School is one school, one grade per school with one teacher. Everyone gets the same educational experience.

G. Describe how the SAU will implement strategies to facilitate effective transitions for students from Pre-School to Elementary, if applicable; middle grades to high school and from high school to post-secondary education. We have routine meetings with CDS and Pre-k for incoming students. Appleton is a K-8 school. 8th graders transition to CHRHS and multiple transition activities are done each year to facilitate the process. Joint school dances, HS coming to meet with 8th students and parents, HS students coming to meet with 8th students from Appleton, open house at HS, full day new homerooms in May with team building activities. Tours of the school.

II. TITLE IIA

The LEA has read and agrees to meet the program assurances contained in Section 2102(b)(2).

[Title IIA Assurances](#) Yes No N/A

III. TITLE III

A. The LEA has read and agrees to meet the program assurances contained in Section 3116(b)(4)

[Title III Assurances](#) Yes No N/A

B. Describe the core EL program paid for through local/state funds only. How does the LEA meet its civil rights obligations to ELs and their families, including staffing, materials, facilities, professional development for mainstream and EL staff, and translation/interpretation for parents? Please do not list any services here that are paid for through federal ESEA funds.

IV. TITLE IVA

The LEA has read and agrees to meet the program assurances contained in Section 4106(e)(2).

[Title IV Assurances](#) Yes No N/A

V. McKinney-Vento Homeless Liaison

The LEA will designate an appropriate staff person able to carry out duties as a local educational liaison for homeless children and youths

Yes No N/A

VI. Constitutionally Protected Prayer Section 8524

The LEA ensures it DOES NOT HAVE a policy that prevents or otherwise denies participation in constitutionally protected prayer in public schools.

Yes No N/A

VII Non-Public Consultation:

Written record of Non-Public School consultation topics and decisions is available if a non-public school accepts ESEA equitable services. [Title IA and General Consultation Requirements](#)

Yes No N/A

VIII GUN FREE

A. Does your local educational agency have in place a policy to assure compliance with the expulsion requirements under The Federal Gun Free Schools Act, (Every Student Succeeds Act), Title VIII, Section 8561 and Maine state law, 20-A MRSA, Section 1001, subpart 9?

Yes No

B. Does your local educational agency have in place a policy to assure compliance with the referral to criminal justice or juvenile delinquency system requirement under under The Federal Gun Free Schools Act, (Every Student Succeeds Act), Title VIII, Section 8561 and Maine state law, 20-A MRSA, Section 1001, subpart 9A?

Yes No

If the school participation rate was below 75%, use this link to upload documentation to the Maine DOE

NOTE: When creating your PDF File optimize it for online publishing.

Upload PDF & Attach to Invoice

File: no file selected

Title I Supplement Not Supplant: BASED ON BUDGETING OF STATE/LOCAL FUNDS

Under ESSA Title I, Part A, the local educational agency (LEA) must describe and be able to demonstrate a Supplement/Not Supplant budget methodology that is used to allocate **State and Local funds** to schools and ensures equitable funding for all schools.

Exemption: Check if LEA is a one school district. It is exempt from meeting this requirement. If checked, go to next page.

Program Contact Sheet

Please ensure accurate e-mail addresses.

ESEA Coordinator

Contact Person
Work Location
Address
Town ST Zip

Phone
Ext.
FAX #
E-mail

Title IA - Basic Disadvantaged Program

Contact Person
Work Location
Address
Town ST Zip

Phone
Ext.
FAX #
E-mail

Title IIA - Improving Teacher Quality

Contact Person
Work Location
Address
Town ST Zip

Phone
Ext.
FAX #
E-mail

Title IVA - Student Support and Academic Enrichment

Contact Person
Work Location
Address
Town ST Zip

Phone
Ext.
FAX #
E-mail

Title V - Rural Education Achievement Program

Contact Person
Work Location
Address
Town ST Zip

Phone
Ext.
FAX #
E-mail

McKinney-Vento Homeless Liaison

Contact Person
Work Location
Address
Town ST Zip

Phone
Ext.
FAX #
E-mail

Foster Care Liaison

Contact Person
Work Location

Phone
Ext.

Address

444 Camden Rd

FAX #

Town

Hope

ST

ME

Zip

E-mail

deborah.bailey@fivetowns.net

ESEA Application Development Team

UNIT Appleton School Department School Year 2020

Provide the names of individuals who serve as members of the district's planning team. Also, be sure to make note of what stakeholder group each individual represented in the development of this plan. (Each stakeholder group should have at least one representative).

| Full Name | Title | Stakeholder Group |
|----------------|--------------------------|------------------------|
| Dianne Helprin | Superintendent | Administration |
| Deb Bailey | IDEA | Administration |
| Gail Kenney | Business Manager | Administration |
| Beth Grierson | | Parents |
| Jared Todd | | Parents |
| Susan Stilwell | Title IA | Program Representative |
| Susan Stilwell | ESEA Program Coordinator | Program Representative |
| Susan Stilwell | Title IVA | Program Representative |
| Susan Stilwell | Title IIA | Program Representative |
| Lynette Olsen | | Teachers |
| Tammy King | | Teachers |
| Sarah Saucier | Title 1 teacher | Teachers |

Describe how the above planning team members were selected.

Volunteered. An all call notice was sent home in the newsletter and on the Facebook page. When no one replied people were asked to serve on the planning team.

List the planning meetings that occurred to create this application.

| Purpose of Meeting | Date of Meeting |
|---|-------------------------|
| School Committee Agenda June 17, 2018 | seek public input |
| June 25, 2019 | work on Application |
| Team leaders meetings each Thursday morning @7:30 | seek staff input |
| January 8, 22 | seek staff input for PD |
| July 16 & 18 | applicaton completion |

Describe method that the SAU used to provide the annual opportunity for public comment on the use of federal funds under this application prior to the submission of this application and how did the SAU consider these comments.

Section 8306(a)(7)

Where/when notice posted, where/when meeting advertised, how the posting & advertisement were disseminated to parents and public.

In the newsletter from May 23 ,June 6, 14, 2019

School Committee Agenda June 17, 2019 and July 18,2019

On school website <http://www.fivetowns.net/avs/academics.cfm>

Date or period allowed for public comment: May 23, 2019 to July 1, 2019

Financial Transfer Worksheet for FY2020

This form is completed only by districts using any of the transferability options of ESEA; all others skip.

Unit Appleton School Department

Contact Person: Susan Stilwell

Phone: 785-4504

Email: susan.stilwell@fivetowns.net

| Title | IA Basic Disadvantaged Program | IIA Teacher Quality | IVA Student Supports & Academic Enrichment | V Rural Education | Total |
|--|---|----------------------------------|--|-------------------------|-------------|
| (a) Allocations | \$21,810.00 | \$8,410.00 | \$10,000.00 | \$0.00 | \$40,220.00 |
| (b) Transfers To: Up to 100% of amount in row (a) | | \$0.00IA \$0.00IVA \$0.00V | \$10,000.00IA \$0.00IIA \$0.00V | | |
| (c) Total to Be Transferred OUT: From Row (b) | | \$0.00 | \$10,000.00 | | \$10,000.00 |
| (d) Total to Be Transferred IN: From Titles listed in Row (b) | \$10,000.00 | \$0.00 | \$0.00 | \$0.00 | \$10,000.00 |
| (e) Adjusted Title Total (a)-(c)+(d) Funds available for projects | \$31,810.00 | \$8,410.00 | \$0.00 | \$0.00 | \$40,220.00 |

District Profile Page

Comprehensive Needs Assessment:

District Level Needs Assessment and Planning

District Name: Appleton School Department

Dates District Level Needs Assessment Conducted:

Team Leader meetings on Thursday Morning and at the staff meeting on January 8 and 22 when discussing the calendar for 2020 regarding professional development days.

Stakeholders Involved in District Level Needs Assessment (Provide Name & Position):

Susan Stilwell Principal, Dianne Helprin Superintendent, Team leaders (Sarah Saucier, Tammy King, Jared Todd, Heidi Karod, Lynette Olsen)

Summarize the SAU's current process for conducting a Comprehensive Needs Assessment to inform the use of these federal funds.

Team leaders and administration discuss results. Information is shared via Principal report to the school committee.

Describe the high need areas identified as a result of the comprehensive needs assessment.

Mental Health, Literacy, Math and PBIS professional development

District Level Goals

As a result of the district level needs assessment; list at minimum three (3) district-wide goals to be achieved through leveraging the district's ESEA federal program funds.

Goal #1 By June of each year, increase the percentage of students who meet national norm RIT score on NWEA in second to eighth grade for literacy by 3%

Indicator (Assessment or mechanism used to track progress in meeting goal):

Spring 2019 to Spring 2020 NWEA data

19-20 outcomes: 67% Increase the number of students from 64% to 67% spring to spring NWEA meeting the national norm RIT scores

Goal #2 By June of each year, increase the percentage of students who meet national norm RIT score on NWEA in second to eighth grade for math by 3%

Indicator (Assessment or mechanism used to track progress in meeting goal):

Spring 2019 to Spring 2020 NWEA data

19-20 outcomes: 65% Increase the number of students from 62 to 65% Spring to spring NWEA meeting the national norm RIT scores

Goal #3 100% of the PBIS team will attend the fall PBIS conference and 100% of the attendees will facilitate a professional learning group with their team implementing at least one idea from the conference.

Indicator (Assessment or mechanism used to track progress in meeting goal):

Attendance at the November 1, 2019 PBIS conference and documentation of implementation of strategies.

19-20 outcomes: 100% attendance of the PBIS team

100% facilitate one PLG about new learning

100% all staff implement one new strategy as shared by PBIS team

Goal #4 100 percent of staff will attend "The Regulated Classroom" training, as a result of the training classroom observations will show that all teachers will implement at least one strategy in their classroom by the end of the year.

Indicator (Assessment or mechanism used to track progress in meeting goal):

attendance at the workshop on September 27, 2019

19-20 outcomes: 100% attendance of entire staff at workshop

100% implement one strategy

Goal #5 100% of the staff will attend Professional Learning Group training resulting in PLG group more focused on RTI data.

Indicator (Assessment or mechanism used to track progress in meeting goal):
attendance at workshop and implementation of protocols to discuss student RTI data

19-20 outcomes: 100% of PLGs will focus on student RTI data once a month.

District Project Sheet

Project Title: Homeless/Foster Care Project

Will this project involve an Alternative Use budget line? No Yes If yes, chose which Alternate Use Project to link with this project.

All LEAs must respond to and budget for comparable Title I services: Describe services to be provided to homeless students that are comparable to those provided to Title I students as well as other non-instructional education-related services needed for homeless students to support their academic success.

Any Homeless children that reside in Appleton will be identified by the Homeless liaison with the Title 1 Coordinator's assistance. Title 1 funds will be used to provide support for homeless students in Appleton.

If Title I funds will be used to pay for any of the following activities, check the box and ensure appropriate funding.

- Homeless Liaison
- Foster Care Liaison
- Homeless/Foster Care Liaison
- Defray excess transportation costs of Homeless or Foster Care students to ensure educational stability.

This project will support the achievement of the following district goal(s):

- By June of each year, increase the percentage of students who meet national norm RIT score on NWEA in second to eighth grade for literacy by 3%
- By June of each year, increase the percentage of students who meet national norm RIT score on NWEA in second to eighth grade for math by 3%
- 100% of the PBIS team will attend the fall PBIS conference and 100% of the attendees will facilitate a professional learning group with their team implementing at least one idea from the conference.
- 100 percent of staff will attend "The Regulated Classroom" training, as a result of the training classroom observations will show that all teachers will implement at least one strategy in their classroom by the end of the year.
- 100% of the staff will attend Professional Learning Group training resulting in PLG group more focused on RTI data.

Project Budget

Indicate which and how much of the district's Elementary and Secondary Education Act (ESEA) formula program funds will be used to support this project.

| Funding Source | 1000, 2000 Salaries & Benefits | 3000 Purchased Services | 5000 Travel | 6000 Instructional Supplies | 7000 Equipment | 7300 Capital Equipment | 8000 Other | Total |
|----------------|--------------------------------|-------------------------|-------------|-----------------------------|----------------|------------------------|------------|--------|
| Title I, A | 0.00 | 0.00 | 50.00 | 50.00 | 0.00 | 0.00 | 0.00 | 100.00 |
| Total | 0.00 | 0.00 | 50.00 | 50.00 | 0.00 | 0.00 | 0.00 | 100.00 |

District Project Sheet

Project Title: Professional Development

Will this project involve an Alternative Use budget line? No Yes If yes, chose which Alternate Use Project to link with this project.

Provide a description of the proposed project:

Teachers will be provided best practice instruction in literacy. All teacher of literacy K-5 will attend professional development in literacy. An August 3 and August 27 workshop have been identified for staff to attend before the start of school. In addition new staff may attend the literacy assessment conference at USM in May or do a book study using the Teaching Strategies That Create Assessment-Literate Learners by Anita Stewart McCaffery

Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).

MePowerME Results for literacy for 2017-2018 school wide 43% of our students scored below state

expectations. In 2016-2017 school wide 36% of our students scored below state expectation. Our score are stagnant and not showing much growth. This is also a patten with our NWEA data.

This project will support the achievement of the following district goal(s):

- By June of each year, increase the percentage of students who meet national norm RIT score on NWEA in second to eighth grade for literacy by 3%
- By June of each year, increase the percentage of students who meet national norm RIT score on NWEA in second to eighth grade for math by 3%
- 100% of the PBIS team will attend the fall PBIS conference and 100% of the attendees will facilitate a professional learning group with their team implementing at least one idea from the conference.
- 100 percent of staff will attend "The Regulated Classroom" training, as a result of the training classroom observations will show that all teachers will implement at least one strategy in their classroom by the end of the year.
- 100% of the staff will attend Professional Learning Group training resulting in PLG group more focused on RTI data.

Project Budget

Indicate which and how much of the district's Elementary and Secondary Education Act (ESEA) formula program funds will be used to support this project.

| Funding Source | 1000, 2000 Salaries & Benefits | 3000 Purchased Services | 5000 Travel | 6000 Instructional Supplies | 7000 Equipment | 7300 Capital Equipment | 8000 Other | Total |
|----------------|--------------------------------|-------------------------|-------------|-----------------------------|----------------|------------------------|------------|----------|
| Title II, A | 0.00 | 2600.00 | 160.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2760.00 |
| Total | 0.00 | 2,600.00 | 160.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2,760.00 |

1. PURCHASED SERVICES :

Purchased Services may include funding for training or professional development services through an outside vendor or direct payment of registration fees. To meet audit guidelines for outside vendor contracts, the district must certify below that it will abide by all applicable state and federal regulations governing the procurement of contracted services, including the following:

- Prior to the contracted services being provided, the SAU will obtain a signed contract with the vendor.
- The signed contract must adequately specify all deliverables, completion dates, and reporting requirements pertaining to the contracted services.
- A copy of the signed contract must be kept on file by the SAU and made available for review upon request.
- The SAU agrees to comply with all regulations pertaining to fair selection of vendors.
- The SAU agrees to obtain multiple (as necessary and appropriate) quotes pertaining to the provision of contracted services.
- The SAU agrees to comply with EDGAR Section 200.326, which details the basic requirements for financial Management systems.
- The SAU agrees to comply with EDGAR 200.318-200.302, which specifies procurement requirements

The ESEA Team, when conducting on-site visits, will be reviewing the following, which are also required by the general education regulations (EDGAR)[Section 200.318]:

- The SAU's written code of standards of conduct governing the performance of those involved in the award/administration of contracts, including standards regarding conflict of interest
- The SAU's procurement procedures to avoid duplication of services and other measures to ensure cost-effectiveness
- The SAU's system for the maintenance of procurement records; and
- The SAU's process for dispute resolution for contracting. [EDGAR Regulations for record keeping](#)

Our district understands these regulations and does wish to use Purchased Services in this project.

District Project Sheet

Project Title: Professional Development Best Practice in Math

Will this project involve an Alternative Use budget line? No Yes If yes, chose which Alternate Use Project to link with this project.

Provide a description of the proposed project:

Professional Development in best practice in Mathematics. All teachers K-6 will attend a professional development session on August 26, 2019 for best practices of mathematic instruction. Teachers will implement these strategies into their practice. The focus of the professional development is to teach with fidelity.

Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).

The 2017-2018 MEA results school wide for math 54% of our students are below the expectation. for the 2016-2017 year 52% of our students are below the expected level.

This project will support the achievement of the following district goal(s):

- By June of each year, increase the percentage of students who meet national norm RIT score on NWEA in second to eighth grade for literacy by 3%
- By June of each year, increase the percentage of students who meet national norm RIT score on NWEA in second to eighth grade for math by 3%
- 100% of the PBIS team will attend the fall PBIS conference and 100% of the attendees will facilitate a professional learning group with their team implementing at least one idea from the conference.
- 100 percent of staff will attend "The Regulated Classroom" training, as a result of the training classroom observations will show that all teachers will implement at least one strategy in their classroom by the end of the year.
- 100% of the staff will attend Professional Learning Group training resulting in PLG group more focused on RTI data.

Project Budget

Indicate which and how much of the district's Elementary and Secondary Education Act (ESEA) formula program funds will be used to support this project.

| Funding Source | 1000, 2000 Salaries & Benefits | 3000 Purchased Services | 5000 Travel | 6000 Instructional Supplies | 7000 Equipment | 7300 Capital Equipment | 8000 Other | Total |
|----------------|--------------------------------|-------------------------|-------------|-----------------------------|----------------|------------------------|------------|----------|
| Title II, A | 0.00 | 1000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1000.00 |
| Total | 0.00 | 1,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1,000.00 |

1. PURCHASED SERVICES :

Purchased Services may include funding for training or professional development services through an outside vendor or direct payment of registration fees. To meet audit guidelines for outside vendor contracts, the district must certify below that it will abide by all applicable state and federal regulations governing the procurement of contracted services, including the following:

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- A copy of the signed contract must be kept on file by the SAU and made available for review upon request.
- The SAU agrees to comply with all regulations pertaining to fair selection of vendors.
- The SAU agrees to obtain multiple (as necessary and appropriate) quotes pertaining to the provision of contracted services.
- The SAU agrees to comply with EDGAR Section 200.326, which details the basic requirements for

financial Management systems.

- The SAU agrees to comply with EDGAR 200.318-200.302, which specifies procurement requirements

The ESEA Team, when conducting on-site visits, will be reviewing the following, which are also required by the general education regulations (EDGAR)[Section 200.318]:

- The SAU's written code of standards of conduct governing the performance of those involved in the award/administration of contracts, including standards regarding conflict of interest
- The SAU's procurement procedures to avoid duplication of services and other measures to ensure cost-effectiveness
- The SAU's system for the maintenance of procurement records; and
- The SAU's process for dispute resolution for contracting. [EDGAR Regulations for record keeping](#)

Our district understands these regulations and does wish to use Purchased Services in this project.

Yes No

District Project Sheet

Project Title: PBIS

Will this project involve an Alternative Use budget line? No Yes If yes, chose which Alternate Use Project to link with this project.

Provide a description of the proposed project:

100 percent of the PBIS team (7 members) will attend PBIS training, as a result of the training classroom observations will show that all teachers will implement at least one new PBIS strategy in their classroom by the end of the year.

Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).

Appleton Village School was accepted in the cohort for implementation of PBIS in our school in 2018-2019. We are entering our second year of the program. Last year the entire school went to the statewide conference. This year the team of 7 will attend the conference on November 1, 2019. In order to provide differentiated professional development a member of the team will present PBIS strategies to classroom teachers during staff or PLG time so they can further implement it in their classrooms.

This project will support the achievement of the following district goal(s):

- By June of each year, increase the percentage of students who meet national norm RIT score on NWEA in second to eighth grade for literacy by 3%
- By June of each year, increase the percentage of students who meet national norm RIT score on NWEA in second to eighth grade for math by 3%
- 100% of the PBIS team will attend the fall PBIS conference and 100% of the attendees will facilitate a professional learning group with their team implementing at least one idea from the conference.
- 100 percent of staff will attend "The Regulated Classroom" training, as a result of the training classroom observations will show that all teachers will implement at least one strategy in their classroom by the end of the year.
- 100% of the staff will attend Professional Learning Group training resulting in PLG group more focused on RTI data.

Project Budget

Indicate which and how much of the district's Elementary and Secondary Education Act (ESEA) formula program funds will be used to support this project.

| Funding Source | 1000, 2000 Salaries & Benefits | 3000 Purchased Services | 5000 Travel | 6000 Instructional Supplies | 7000 Equipment | 7300 Capital Equipment | 8000 Other | Total |
|----------------|--------------------------------|-------------------------|-------------|-----------------------------|----------------|------------------------|------------|----------|
| Title II, A | 0.00 | 1400.00 | 250.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1650.00 |
| Total | 0.00 | 1,400.00 | 250.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1,650.00 |

1. **PURCHASED SERVICES :**

Purchased Services may include funding for training or professional development services through an outside vendor or direct payment of registration fees. To meet audit guidelines for outside vendor contracts, the district must certify below that it will abide by all applicable state and federal regulations governing the procurement of contracted services, including the following:

- Prior to the contracted services being provided, the SAU will obtain a signed contract with the vendor.
- The signed contract must adequately specify all deliverables, completion dates, and reporting requirements pertaining to the contracted services.
- A copy of the signed contract must be kept on file by the SAU and made available for review upon request.
- The SAU agrees to comply with all regulations pertaining to fair selection of vendors.
- The SAU agrees to obtain multiple (as necessary and appropriate) quotes pertaining to the provision of contracted services.
- The SAU agrees to comply with EDGAR Section 200.326, which details the basic requirements for financial Management systems.
- The SAU agrees to comply with EDGAR 200.318-200.302, which specifies procurement requirements

The ESEA Team, when conducting on-site visits, will be reviewing the following, which are also required by the general education regulations (EDGAR)[Section 200.318]:

- The SAU's written code of standards of conduct governing the performance of those involved in the award/administration of contracts, including standards regarding conflict of interest
- The SAU's procurement procedures to avoid duplication of services and other measures to ensure cost-effectiveness
- The SAU's system for the maintenance of procurement records; and
- The SAU's process for dispute resolution for contracting. [EDGAR Regulations for record keeping](#)

Our district understands these regulations and does wish to use Purchased Services in this project.

Yes No

District Project Sheet

Project Title: Regulated Classroom

Will this project involve an Alternative Use budget line? No Yes If yes, chose which Alternate Use Project to link with this project.

Provide a description of the proposed project:

100% of the staff (teachers, support staff, custodians, cook) will attend a workshop on September 27, 2019 called the Regulated Classroom. The session will be presented by Emily R Daniels of <https://herethisnow.org>. In this interactive training, participants learn to create a classroom that generates psychological safety and invites emotional and behavioral regulation via the nervous system. Participants take a deep dive into a regulated learning environment; and they learn by doing. They explore sensory tools and bottom-up strategies for self-regulation. In addition to engaging in four kinds of classroom practices (connectors, activators, settlers, affirmations) that quiet the primitive brain and open pathways to connection and learning. This training promises to be fun, engaging, connecting, and inspirational to the educator looking to apply trauma-informed practices in the classroom.

Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).

Teachers and support staff have been asking for help in dealing with students with mental health problems. We are seeing more and more students as young as 5 years old coming to school with significant mental health issues. To this point teachers have received little if any professional development is how to work successfully with these students. We are hopeful that this training will provide strategies to help staff. In addition my new

school counselor will attend two days of intensive training (paid locally) so he can provide support to staff throughout the year.

This project will support the achievement of the following district goal(s):

- By June of each year, increase the percentage of students who meet national norm RIT score on NWEA in second to eighth grade for literacy by 3%
- By June of each year, increase the percentage of students who meet national norm RIT score on NWEA in second to eighth grade for math by 3%
- 100% of the PBIS team will attend the fall PBIS conference and 100% of the attendees will facilitate a professional learning group with their team implementing at least one idea from the conference.
- 100 percent of staff will attend "The Regulated Classroom" training, as a result of the training classroom observations will show that all teachers will implement at least one strategy in their classroom by the end of the year.
- 100% of the staff will attend Professional Learning Group training resulting in PLG group more focused on RTI data.

Project Budget

Indicate which and how much of the district's Elementary and Secondary Education Act (ESEA) formula program funds will be used to support this project.

| Funding Source | 1000, 2000 Salaries & Benefits | 3000 Purchased Services | 5000 Travel | 6000 Instructional Supplies | 7000 Equipment | 7300 Capital Equipment | 8000 Other | Total |
|----------------|--------------------------------|-------------------------|-------------|-----------------------------|----------------|------------------------|------------|----------|
| Title II, A | 0.00 | 1500.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1500.00 |
| Total | 0.00 | 1,500.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1,500.00 |

1. PURCHASED SERVICES :

Purchased Services may include funding for training or professional development services through an outside vendor or direct payment of registration fees. To meet audit guidelines for outside vendor contracts, the district must certify below that it will abide by all applicable state and federal regulations governing the procurement of contracted services, including the following:

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- The SAU agrees to comply with all regulations pertaining to fair selection of vendors.
- The SAU agrees to obtain multiple (as necessary and appropriate) quotes pertaining to the provision of contracted services.
- The SAU agrees to comply with EDGAR Section 200.326, which details the basic requirements for financial Management systems.
- The SAU agrees to comply with EDGAR 200.318-200.302, which specifies procurement requirements

The ESEA Team, when conducting on-site visits, will be reviewing the following, which are also required by the general education regulations (EDGAR)[Section 200.318]:

- The SAU's written code of standards of conduct governing the performance of those involved in the award/administration of contracts, including standards regarding conflict of interest
- The SAU's procurement procedures to avoid duplication of services and other measures to ensure cost-effectiveness
- The SAU's system for the maintenance of procurement records; and
- The SAU's process for dispute resolution for contracting. [EDGAR Regulations for record keeping](#)

Our district understands these regulations and does wish to use Purchased Services in this project.

District Project Sheet

Project Title: Professional Learning Groups

Will this project involve an Alternative Use budget line? No Yes If yes, chose which Alternate Use Project to link with this project.

Provide a description of the proposed project:

Professional Learning Group professional development for all teachers and educational technicians on a Wednesday in September 2019. One day contracted service through Great Schools Partnership. Craig Kesselheim will spend the day at AVS working with each of the PLGs. He then will facilitate a whole school training from 2:00-4:00. The focus of the training will be evaluate student work, tune assessments and plans, and engage in constructive dialogue with peer educators. Initiate and engage in an ongoing cycle of action using data, observation, and narrative.

Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).

Five staff members will attend Professional learning groups (PLGs) training in August 2019 though Great Schools partnership. This training is being funded outside of title grants.

<https://www.greatschoolspartnership.org/event/plg2019/>

PLGs that have at least one trained facilitator spend time more wisely, stay focused on learning, and nurture a community devoted to continuous improvement.

Develop trusting relationships and a shared commitment to growth among colleagues.

Use protocols to examine student and teacher work.

Give and receive supportive, productive feedback focused on instructional improvement.

Providing onsite PD in PLGs will provide a common language for everyone to use. It will also set the ground work for having effective discussion monthly on RTI data and record keeping.

This project will support the achievement of the following district goal(s):

- By June of each year, increase the percentage of students who meet national norm RIT score on NWEA in second to eighth grade for literacy by 3%
- By June of each year, increase the percentage of students who meet national norm RIT score on NWEA in second to eighth grade for math by 3%
- 100% of the PBIS team will attend the fall PBIS conference and 100% of the attendees will facilitate a professional learning group with their team implementing at least one idea from the conference.
- 100 percent of staff will attend "The Regulated Classroom" training, as a result of the training classroom observations will show that all teachers will implement at least one strategy in their classroom by the end of the year.
- 100% of the staff will attend Professional Learning Group training resulting in PLG group more focused on RTI data.

Project Budget

Indicate which and how much of the district's Elementary and Secondary Education Act (ESEA) formula program funds will be used to support this project.

| Funding Source | 1000, 2000 Salaries & Benefits | 3000 Purchased Services | 5000 Travel | 6000 Instructional Supplies | 7000 Equipment | 7300 Capital Equipment | 8000 Other | Total |
|----------------|--------------------------------|-------------------------|-------------|-----------------------------|----------------|------------------------|------------|----------|
| Title II, A | 0.00 | 1500.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1500.00 |
| Total | 0.00 | 1,500.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1,500.00 |

1. PURCHASED SERVICES :

Purchased Services may include funding for training or professional development services through an outside vendor or direct payment of registration fees. To meet audit guidelines for outside vendor contracts, the district must certify below that it will abide by all applicable state and federal regulations

governing the procurement of contracted services, including the following:

- Prior to the contracted services being provided, the SAU will obtain a signed contract with the vendor.
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- The SAU agrees to comply with all regulations pertaining to fair selection of vendors.
- The SAU agrees to obtain multiple (as necessary and appropriate) quotes pertaining to the provision of contracted services.
- The SAU agrees to comply with EDGAR Section 200.326, which details the basic requirements for financial Management systems.
- The SAU agrees to comply with EDGAR 200.318-200.302, which specifies procurement requirements

The ESEA Team, when conducting on-site visits, will be reviewing the following, which are also required by the general education regulations (EDGAR)[Section 200.318]:

- The SAU's written code of standards of conduct governing the performance of those involved in the award/administration of contracts, including standards regarding conflict of interest
- The SAU's procurement procedures to avoid duplication of services and other measures to ensure cost-effectiveness
- The SAU's system for the maintenance of procurement records; and
- The SAU's process for dispute resolution for contracting. [EDGAR Regulations for record keeping](#)

Our district understands these regulations and does wish to use Purchased Services in this project.

Yes No

Ranking Of Schools & Distribution of FY2020 Funds - Title IA

Unit Appleton School Department

| | | | |
|--|-----------------------------------|-----------|-----------------------|
| This block is auto-completed for all LEA's, but relevant for only LEA's with 1000+ students serving any school(s) with a poverty percentage less than 35%. | | | |
| Total Allocation | Total # of Low Income Students | 125% Rule | Per Pupil Expenditure |
| \$31,810.00 | / <input type="text" value="55"/> | * 1.25 = | 722.95 |

| Determination of Title IA Funds | | FY2019 Funds |
|---------------------------------|---|--------------|
| Title IA Allocation | = | \$21,810.00 |
| + Transfer to Title IA | = | \$10,000.00 |
| Total | = | \$31,810.00 |
| Total District Projects | = | - \$100.00 |
| Amount Dedicated to Schools | = | \$ 31,710.00 |

RANKING OF SCHOOLS & DISTRIBUTION OF FY2019 FUNDS IS BY PERCENT

| ALL SAU SCHOOLS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------------------|------------------------|-------------------------|---------------------------------------|---|-----------------|-------------|----------------------|--|
| | Grade Span Low High | School Level Enrollment | School Level # of Low Income Students | School Level Poverty % [Col 3 ÷ Col 2] | Low Income Data | Eligibility | School Level Funding | School Level Per Pupil Amount [Col 7 ÷ Col 3] |
| Appleton Village School | K-8 | 146 | 55 | 37.7 | F&R% | Yes | \$31,710.00 | \$576.55 |
| TOTALS | | 146 | 55 | 37.7% | | | \$31,710.00 | |

ESEA Summary of ESEA Funding for Appleton School Department

Contact Person: Susan Stilwell

Phone 785-4504

Email susan.stilwell@fivetowns.net

| PROJECT TITLES | ESEA formula funds to be utilized | | | |
|---|-----------------------------------|-------------------|---------------------|---------------|
| | Title I, A | Title II, A | Title IV, A | Title V |
| TOTAL TITLE ALLOCATIONS | \$21,810.00 | \$8,410.00 | \$10,000.00 | \$0.00 |
| TRANSFER ADJUSTMENTS | \$10,000.00 | \$0.00 | -\$10,000.00 | \$0.00 |
| ADJUSTED TITLE ALLOCATIONS | \$31,810.00 | \$8,410.00 | \$0.00 | \$0.00 |
| 1. Appleton Village School | \$31,710.00 | \$0.00 | \$0.00 | |
| 3. Homeless/Foster Care Project | \$100.00 | \$0.00 | \$0.00 | |
| 4. Professional Development | \$0.00 | \$2,760.00 | \$0.00 | |
| 5. Professional Development Best Practice in Math | \$0.00 | \$1,000.00 | \$0.00 | |
| 6. PBIS | \$0.00 | \$1,650.00 | \$0.00 | |
| 7. Regulated Classroom | \$0.00 | \$1,500.00 | \$0.00 | |
| 8. Professional Learning Groups | \$0.00 | \$1,500.00 | \$0.00 | |
| TOTAL FOR EACH TITLE | \$31,810.00 | \$8,410.00 | \$0.00 | \$ |

PRE-AWARD COST PROVISION: Used only for extenuating circumstances.

Has the school administrative unit (SAU) obligated** any of these new year funds according to EDGAR 76.707 after July 1 and prior to the date that this application is certified with the Superintendent's electronic signature?

Yes No

If yes, explain what the obligation or pre-award cost is, and why it was necessary to obligate funds prior to submission of the application and receipt of substantially approvable.

If accepted, your approval letter will contain allowance for pre-award costs. If denied, any obligations incurred prior to receiving substantially approvable notice will not be allowable costs under the appropriate Title program(s).

**** [Click HERE to connect to the definition of an obligation per EDGAR 76.707](#)**

Pre-Award Costs-- Accepted Denied Date Processed: 00/00/0000

