

Budget

Adena Local (049494) - Ross County - 2022 - ARP ESSER - Rev 1 - ARP ESSER

U.S.A.S. Fund #: 507

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		1,096,000.00	382,885.38	0.00	0.00	0.00	0.00	1,478,885.38
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	20,000.00	0.00	0.00	20,000.00
Facilities		0.00	0.00	0.00	0.00	300,000.00	0.00	300,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		1,096,000.00	382,885.38	0.00	20,000.00	300,000.00	0.00	1,798,885.38
Adjusted Allocation								1,798,885.38
Remaining								0.00

Budget Details

Adena Local (049494) - Ross County - 2022 - ARP ESSER - Rev 1 - ARP ESSER

1. ARP ESSER Assurances

The American Recovery Plan - Elementary and Secondary School Emergency Relief Fund(ARP ESSER) is intended to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools. ARP ESSER funds are used to prevent, prepare for, and respond to COVID-19.

- LEA shall, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19, based on the unique financial circumstances of the entity.
- LEA will ensure that every recipient and sub recipient of ESSER funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
- Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e)
- LEA will ensure that it will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The LEA commits to maintaining and will produce upon request by the (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority, a description of how the LEA complied with this requirement including putting in place steps to permit students, teachers and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability and age) that might impede equal access to, or participation in, the program.
- Records pertaining to the ARP ESSER award under 2 C.F.R. Â§ 200.334 and 34 C.F.R. Â§ 76.730, including financial records related to use of grant funds, will be retained separately from an LEA's ESSER funds. The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

2. ARP ESSER Requirements

The LEA acknowledges and agrees to the following additional requirements of ARP ESSER:

- The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
- Not less than 20 percent of the LEA's total ARP ESSER allocation will be used to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on 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).

An LEA that receives ARP ESSER funds will either: (a) within 30 days of receipt of the funds, will develop, seek public comment and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA shall review its plan at least every six months (taking into consideration the timing of significant changes to CDC Guidance on reopening schools).

The LEA will complete any reporting requested by the SEA to comply with all ARP ESSER reporting requirements, including:

â€¢ policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;

â€¢ plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;

â€¢ data on each school's mode of instruction (remote, hybrid, in-person) and conditions;

â€¢ LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;

â€¢ LEA uses of funds to sustain and support access to early childhood education programs;

â€¢ impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);

â€¢ student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning.

3. ARP ESSER Plan

The LEA certifies that it has engaged in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, the LEA has engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); 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.

The LEA certifies that the ARP ESSER plan is provided in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

1. How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Following the most recent CDC guidance, the district will purchase safety equipment- masks, shields, gloves, wipes for classrooms; custodial cleaning supplies for sanitizing; and other essential supplies as needed; provide health/nursing services. The District will utilize part of its ESSER III funding to expand the District's outdoor playground to promote social distancing, reduce virus transmission and exposure during outdoor instruction and extracurricular activities. The CDC has advised throughout the pandemic that being outdoors provides a safer environment than being indoors, and the District has limited usable space outdoors for extracurricular activities. The limited space restricts the ability of students and staff to conduct these activities outdoors, or otherwise properly socially distances themselves while doing so. The outdoor playground will allow students and staff to properly socially distance themselves while using the facilities, promoting a safer environment as the District returns to in-person instruction. Thus, these outdoor facilities are reasonable and necessary to reduce the risk of

virus transmission and exposure to environmental health hazards, and provide facilities that better support student and staff health needs.

2. How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year?

We are currently conducting a summer academy to address gaps in instruction based on MAP test data and teacher analysis of student performance. The District may establish an after-school program for elementary and middle school levels if data indicates the need; High School will be provided tutoring and credit recovery services on a need basis for students not meeting the graduation requirements. Summer learning/enrichment opportunities may be offered each year as data is examined for learning loss. Tutoring may be provided to elementary and middle school students if need is determined.

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Remaining funds may be used to address the needs of homeless students such as transportation and/or housing needs; Social-emotional and mental health counseling services will be provided if the need arises; students with disabilities' unique needs if/when determined; funds to promote participation in family engagement activities for families in poverty; safety and mitigation procedures, equipment or facility operations to ensure COVID safety protocols are maintained per the most recent CDC guidance. Provide additional compensation to teachers and other staff that work in-person and have assumed new duties because of COVID.

4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act 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 in foster care, and migratory students.

The District is prepared to take in students who enroll that may have experienced such gaps in instruction and provide needed interventions based on data analysis of individual student learning needs. Our general student population has enjoyed an in-person learning option throughout the pandemic and consequently many students have not experienced the severe learning loss or demonstrated learning gaps anticipated or manifesting in large urban districts. Social emotional PD is planned for staff prior to the start of SY 2021-22. Follow-up PD will be provided as needed. The District is committed to building and enhancing an effective social emotional support system for students and staff through private counseling service partners, the Hope Squad intervention program and a partnership with a local foundation for drug intervention/education. We have established contacts with area faith-based providers for homeless families and have addressed food security issues as needed.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

Adena LSD is focused on providing a safe educational environment for students in-person and / or remote in the 2021-22 school year and beyond if needed. The district is focusing on having the ability to educate students safely on campus while still providing access to all pupils remotely in the event a school closure were to occur again. These determinations have been made by utilizing input from staff, administration, Board of Education and community partners. The district has ensured that continuity of operations will continue regardless of the circumstances we may face. The district will hire and budget three daily substitute teachers throughout the school year with ARP ESSER funds consistent with previous ESSER budgeting. This will allow us to better maintain staffing levels during the pandemic, as we are anticipating a shortage in ad hoc substitutes this year; this strategy will also allow having more consistent substitutes in our buildings. Two new positions addressing math academic gaps in the Middle School and a Technology Coach/Data Integration Specialist will be continued consistent with previous ESSER II budgeting and details.

5.5.a.) Estimated number of jobs created or retained as a result of this funding.

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

ESSER funds will be used to prepare and plan for services and assistance to students and staff, implement upgraded technology infrastructure for remote and technology enhanced learning and purchase safety protocols in SY 2020-21 & 2021-22. Provide additional compensation to teachers and other staff that work in-person and have assumed new duties because of COVID in SY 2021-22. A summer learning academy may be planned for the summers of 2022 and 2023 to address the learning gaps of our lowest 20% for reading and math if summative assessment data suggests the need. The ARP ESSER plan provides for continuity of previously submitted ESSER plans as stated while accommodating any subsequent needs that may arise as a result/impact from COVID for the duration of the grant(s).

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

ESSER funds will be used to purchase technology to promote both in-person and remote learning for all students. ESSER funds will provide funding for a Technology Coach/Data Integration Specialist who will assist staff with training needs and implementation of the use of instructional technology equipment. This position will also assist staff to identify, examine and make data-informed decisions regarding the academic progress of all students regardless of the setting the district might be situated in.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

Students will be assessed using NWEA MAP assessments for Reading and Math. Data from these assessments along with additional reading / math screeners and teacher in-class assessments will be compiled in shared spreadsheets. These spreadsheets will be available in a shared Google Drive. Staff will compare data from all assessments and screeners to determine student learning gaps, create instructional plans to meet student needs and prepare progress monitoring tools. Data will be analyzed in TBIs within the Ohio Improvement Process. This procedure will be continued during the summer to inform instruction and monitor student learning progress.

4. ARP ESSER Activities

Select activities that the LEA will implement with the ARP ESSER Fund and provide an estimated amount for that activity (check one or more). The total in the Amount boxes must add up to the allocation.

P = Public		
AMOUNT	<input type="checkbox"/> P	a. Activities authorized under ESEA, IDEA, Perkins, McKinney-Vento subtitle B, Adult Education and Family Literacy Acts. Please elaborate below.
50,000.00	<input type="checkbox"/> P	b. Coordinate preparedness and response efforts of LEA with state, local, Tribal, and territorial public health departments and other relevant agencies to prevent, prepare for, and respond to COVID-19.
AMOUNT	<input type="checkbox"/> P	c. Activities to address unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster youth.
AMOUNT	<input type="checkbox"/> P	d. Develop and implement procedures and systems to improve the preparedness and response efforts of LEA.
AMOUNT	<input type="checkbox"/> P	e. Training and PD for staff of LEA on sanitation and minimizing spread of infectious diseases.

20,000.00	AMOUNT	<input checked="" type="checkbox"/> P	f. Purchase supplies to clean and sanitize facilities of the LEA.
	AMOUNT	<input type="checkbox"/> P	g. Planning for and coordinating during long-term closures (meals, technology, IDEA, and other educational services provided consistent with Federal, state, local requirements).
	AMOUNT	<input type="checkbox"/> P	h. Purchase educational technology (including hardware, software, and connectivity) for students served by LEA, including low-income and IDEA.
	AMOUNT	<input type="checkbox"/> P	i. Provide mental health services and supports.
359,777.08	AMOUNT	<input checked="" type="checkbox"/> P	j. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
981,883.30	AMOUNT	<input checked="" type="checkbox"/> P	k. Addressing learning loss. Please elaborate below.
300,000.00	AMOUNT	<input checked="" type="checkbox"/> P	l. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
	AMOUNT	<input type="checkbox"/> P	m. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
	AMOUNT	<input type="checkbox"/> P	n. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Please elaborate below.
87,225.00	AMOUNT	<input checked="" type="checkbox"/> P	o. Other activities necessary to maintain the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA. Please elaborate below.
<p>Details of A from above: Select under which authorized program/s the district intends to utilize the funds. Select all that apply and provide an estimate of the amount budgeted for each.</p> <p>AMOUNT <input type="checkbox"/> P Activities authorized under Title I, Part A Improving Academic Achievement of the Disadvantaged</p> <p>AMOUNT <input type="checkbox"/> P Activities authorized under Title II, Part A Supporting Effective Instruction</p> <p>AMOUNT <input type="checkbox"/> P Activities authorized under Title III Language Instruction for English Learners and Immigrant Students</p> <p>AMOUNT <input type="checkbox"/> P Activities authorized under Part A of Title IV-A Student Support and Academic Enrichment Grants</p> <p>AMOUNT <input type="checkbox"/> P Perkins Act</p> <p>AMOUNT <input type="checkbox"/> P McKinney Vento Subtitle B</p>			

AMOUNT P Adult Education

AMOUNT P Family Literacy Acts

AMOUNT P IDEA

Details of K from above:

- Administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction;
- Implementing evidence-based activities to meet the comprehensive needs of students;
- Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment;
- Tracking student attendance and improving student engagement in distance education.

DETAILS of N-O from above:

Describe the uses of funds for developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

Describe how ARP ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

Provide additional compensation to teachers and other staff that work in-person and have assumed new duties because of COVID,

5. Budget Items

FTEs Paid with ARP ESSER Fund (direct and/or contract service)

4 Instruction: Properly Licensed Teachers/Tutors	Describe FTE: 1 math teacher; 3 daily subs
Governance/Administration	Describe FTE:
Support Services: Non-instructional	Describe FTE:
Professional Development Coach	Describe FTE:
1 Data/Technology Specialist	Describe FTE: Technology Coach/Data Integration Specialist

Other 1	Describe FTE:
Other 2	Describe FTE:
Other 3	Describe FTE:
Other 4	Describe FTE:

Purchased Services -
Amounts paid for supplemental services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services - Amounts paid for services rendered by personnel not on the payroll of the school district or other services purchased by the LEA

Teachers/Tutors/Paraprofessionals	Remote Learning
Instructional Materials	Equipment/Hardware
Software/License	EL Teacher/Tutor/Paraprofessionals
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2

Support Services Purchased Services

Coordinator of Support Services	Remote Learning
Counseling/Guidance	Instructional Support Services
Equipment/Hardware	Health Services
Software/License	Coach (Properly licensed in content area)
Alternative Education	Data Services
Prevention/Intervention Specialist	
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2

Governance Purchased Services

Program Director	
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Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2
Professional Development Purchased Services	
Coach (Properly licensed in content area)	Professional Development for Infectious Disease
Professional Development Consultant	Substitute Teachers
Training/Software/Licenses	Travel Mileage/Meeting Expense
Professional Development for Remote Learning	
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2
Family Community Purchased Services	
Parenting Skills Training	Family Literacy Training
Family Liaison	Parent Involvement Materials
Community-wide planning and organization	Remote Learning
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2
Safety Purchased Services	
Hiring/Mandatory Training of School Security Personnel/ Resource Officers	Nationwide background check of LEA employees
A School Safety Hotline	
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2
Transportation Purchased Services	
After School/Summer School Transportation	
Other Purchased Services 1	Other Purchased Services: Description 1

Facilities

Explain how funds budgeted on Facilities budget line are used.

The District will utilize part of its ESSER III funding to expand the District's outdoor playground to promote social distancing, reduce virus transmission and exposure during outdoor instruction and extracurricular activities. The CDC has advised throughout the pandemic that being outdoors provides a safer environment than being indoors, and the District has limited usable available space outdoors for extracurricular activities. The limited space restricts the ability of students and staff to conduct these activities outdoors, or otherwise properly socially distances themselves while doing so. The outdoor playground will allow students and staff to properly socially distance themselves while using the facilities, promoting a safer environment as the District returns to in-person instruction. Thus, these outdoor facilities are reasonable and necessary to reduce the risk of virus transmission and exposure to environmental health hazards, and provide facilities that better support student and staff health needs.

Supplies and Capital Outlay

Supplies - Select the items the district is planning on purchasing with the supply budget. If selecting "other" provide a description of the item/s.

Classroom Supply

Health and Hygiene

Office Supply

Software

Computer

Other(Please describe)

Capital Outlay - Select the items below the district is planning on purchasing with the capital budget. If selecting "other" provide a description of the items.

Vehicle or School Bus

Technical Infrastructure

Equipment Technical

Other(Please describe)

Other(Please describe)

Improvements to elementary playground

Construction and Other Capital Expenditures/Improvements

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1. Description

All construction and other capital expenditures/improvements supported with federal funds must be pre-approved by the Ohio Department of Education through our CCIP Application Process. Construction means (A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities (ESEA section 7013(3), 20 U.S.C. Â§ 7713(3)). Capital expenditures means expenditures to acquire capital assets (i.e., land, facilities, or equipment over \$5,000 per unit) or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.

Review and approval is contingent upon agreeing to provide supporting documentation to the State Education Agency and auditors upon request. It is the expectation that the LEA review its proposed plans with its legal staff, external stakeholders and authorized representatives.

Describe the proposed project(s) and how it/they meet the purpose of ESSER of preventing, preparing for, and responding to coronavirus? In its Operational Strategy for K-12 Schools through Phased Prevention, the CDC expressly states that it is critical schools use and layer prevention strategies, which include physical distancing to be maximized to the greatest extent possible. A core principle for physical distancing includes moving activities outdoors when increased exhalation occurs, such as singing, shouting, or sports and exercise. The existing playground is undersized and will be increased in size to accommodate social distancing and increased outdoor learning and activities for elementary aged students. Additionally, the existing playground is not ADA accessible for disabled students. As a result, it is essential that an appropriate outdoor space be provided for extracurricular and learning activities for all students in the district as part of the District's strategy in combating COVID-19 transmission.

How is/are the proposed project(s) an allowable use of ESSER funds? Describe in more detail how the proposed project(s) connects to the LEA's Budget Details, Activities section.

In line with the federal requirements, the Ohio Department of Education has outlined 15 allowable uses for ESSER funds. Relevant to the Project is the allowable use for "school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs." Importantly, this category is not limited to improvements to air quality and ventilation systems, rather it is focused on an overall strategy of reducing virus transmission and supporting the health needs of students, both physical and mental. Notably, the United States Department of Education has stated the following with respect to the use of ESSER funds by LEA's in its Frequently Asked Questions, dated May 2021 ("FAQ"): These Federal emergency resources are available for a wide range of activities to address diverse needs arising from or exacerbated by the COVID-19 pandemic, or to emerge stronger post-pandemic, including responding to students' social, emotional, mental health, and academic needs and continuing to provide educational services as States, LEAs, and schools respond to and recover from the pandemic. Some uses of these funds may be directly focused on health and safety- such as improving ventilation and implementing prevention strategies that are, to the extent practicable, consistent with the Centers for Disease Control and Prevention (CDC) guidance. Other allowable uses may be focused on meeting the social, emotional, mental health, and academic needs of students. (Emphasis added). The Project achieves these goals. Studies have consistently shown that COVID-19 spreads most easily indoors and there is minimal transmission outdoors. The Project will allow for more students to be spread out in an outdoor space thereby reducing virus transmission. As importantly, outdoor recreation and socialization is critical to the mental and social development of young children, including the District's disabled students. Recess and outdoor activity time is a critical part of a well-rounded educational curriculum for

young children. Due to stay at home orders, the District's students lost a year of essential social development. Allowing for more outdoor play and interaction is part of the District's overall strategy of meeting the social, emotional, mental health, and academic needs of the students in light of the Covid-19 pandemic.

Explain how the LEA has determined that the proposed project(s) complies with the Cost Principles in 2 CFR Part 200, subpart E (e.g., the cost must be "necessary and reasonable" (2 CFR Â§ 200.403-200.404)). Please note that the burden remains on grantees and subgrantees to maintain the appropriate documentation that supports the expenditure.

The current elementary school is undersized and is not ADA accessible. It is a reasonable and necessary component of the District's plan to create a safe environment for its elementary school aged children to have a proper outdoor space for use during recess as part of the school curriculum and maintain social distancing as the Pandemic continues.. It is also important to note that the CDC has stated the following in terms of obesity impacting COVID-19 risk: Â· Having obesity increases the risk of severe illness from COVID-19. People who are overweight may also be at increased risk. Â· Having obesity may triple the risk of hospitalization due to a COVID-19 infection. Â· Obesity is linked to impaired immune function. Â· Obesity decreases lung capacity and reserve and can make ventilation more difficult. Â· A study of COVID-19 cases suggests that risks of hospitalization, intensive care unit admission, invasive mechanical ventilation, and death are higher with increasing BMI. The increased risk for hospitalization or death was particularly pronounced in those under age 65. Â· More than 900,000 adult COVID-19 hospitalizations occurred in the United States between the beginning of the pandemic and November 18, 2020. Models estimate that 271,800 (30.2%) of these hospitalizations were attributed to obesity. Furthermore, the expense to provide the Project is reasonable and necessary as increased physical activity resulting in a lower BMI has a direct correlation with better outcomes for Covid-19 infection, especially in light of the emerging delta and other variants, which are impacting young children to a greater extent than previous strains of COVID-19. Proper fitness and exercise is critical to the overall health and wellbeing of the District's students.

2. Assurances

- If an LEA uses funds for HVAC systems, the US Education Department's regulation at 34 CFR Â§75.616(c) requires the use of American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE) standards.
- The LEA assures that all construction contracts using laborers and mechanics financed by Federal education funds, an LEA that uses ESSER funds for minor remodeling, renovation, repair, or construction contracts over \$2,000 will meet all Davis-Bacon prevailing wage requirements and include language in the contracts that all contractors or subcontractors must pay wages that are not less than those established for the locality of the project (prevailing wage rates).(See 20 U.S.C. 1232b Labor Standards.);
- The LEA assures that it has complied or will comply with the requirements for Domestic Preference in construction materials and supplies where applicable (2 CFR Â§ 200.322);
- ~~The LEA assures that it has completed an environmental impact assessment before initiating the construction and fully considered any potential environmental ramifications before proceeding with the project. (This assurance no longer applies. See U.S. Department of Education guidance.)~~
- The LEA has considered the probable effects of proposed construction on any district, site, building, or structure that is included or eligible for inclusion in the National Register of Historic Places (34 CFR Â§ 75.602);
- The LEA assures that it possesses title or other interest in the site, including right of access, that is sufficient to ensure that the grantee will have use and possession of the facility for 50 years or the useful life of the facility, whichever is longer (34 CFR Â§ 75.603);

The LEA assures that the proposed project will begin in a reasonable time period and will have the final plans approved before the construction is advertised or placed on the market for bidding (34 CFR Â§ 75.605);

The LEA assures the proposed project will be completed in a reasonable time period and consistent with the approved plans and specifications (34 CFR Â§ 75.606);

The LEA assures that the proposed construction is functional, economical, and not elaborate in design or extravagant in the use of materials as compared to other facilities in the State or other applicable geographic area (34 CFR Â§ 75.607);

The LEA assures that plans and designs for the facilities comply with applicable Federal, State and local health and safety standards, as well as Federal requirements regarding access by persons with disabilities. (34 CFR Â§75.609 and 75.610);

The LEA assures it possesses sufficient operational funds to operate and maintain the facility once the construction is complete and will the grantee operate and maintain the facility in accordance with all applicable Federal, State, and local requirements (34 CFR Â§ 75.614 and 75.615).

The LEA agrees it will comply with all other applicable federal laws and regulations.