

GRANT AWARD NOTIFICATION

Awarding Agency: U.S. Department of Education
Award Number: S425U210004
Project Description: American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER)
CFDA: 84.425U
Registration with SAM: All local educational agencies (LEAs) must register with the System for Award Management (SAM) and maintain up-to-date information
SEFA and SF-CAS: All local educational agencies (LEAs) need to provide identification of all ESF awards in their Schedule of Expenditures of Federal Awards (SEFA) and Data Collection Form (SF-SAC)

APPLICATION INSTRUCTIONS

GENERAL INSTRUCTIONS

To receive the School Administrative Unit (SAU)'s allocation under the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) funds under section 2001 of the ARP program, a Superintendent must submit to the Maine Department of Education an application that provides the following information:

- A completed and certified application cover sheet and assurances.
- Identifies and describes *SAU Overall Priorities and Consultation*
- Provides information related to the *SAU Plan for Safe Return to In-Person Instruction and Continuity of Services*
- Selects evidence-based intervention(s) that will be used as part of the required *20% Reservation to Address the Academic Impact of Lost Instructional Time*
- Develops project(s) to utilize the *Remaining ARP ESSER Funds*

SCHOOL ADMINISTRATIVE UNIT American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) APPLICATION

PART 2: APPLICATION COVER SHEET

Legal Name of Applicant: Wiscasset School Department	Applicant's Mailing Address: 225 Gardiner Rd. Wiscasset, ME 04578
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Charles F Lomonte Position: ESEA Coordinator Office: Wiscasset School Department Office Contact's Mailing Address: 225 Gardiner Rd. WISCASSET, MEMaine Zip Code Plus 4: 045784 DUNS #: 79466917 Telephone: 2078827722 Fax: 207-882-4123 E-mail address: clomonte@wiscassetschools.org	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Superintendent (Printed Name): Terry Wood	Telephone: 2078827722
Signature of Superintendent: Certified by Electronic Signature	Date: 09/29/2021

Assurances and Certifications

The Superintendent or their authorized representative assures the following:

- ✓ The SAU acknowledges and agrees/certifies acknowledges and agrees that failure to comply with all assurances and certifications in this application, all relevant provisions and requirements of the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) funds under section 2001 of the ARP (March 11, 2021), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq. ; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate, and other enforcement actions.
- ✓ The SAU acknowledges and agrees/certifies acknowledges and certifies that Part 1 of the ARP ESSER application has been successfully submitted and approved.
- ✓ The SAU will reserve at least 20 percent of its total ARP ESSER funds to address the lost instructional time through the implementation of evidence-based interventions and ensure that those interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based 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).
- ✓ The remaining SAU ARP ESSER funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE). Specifically, ARP ESSER funds may be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff, as well as:
 - coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;
 - training and professional development on sanitizing and minimizing the spread of infectious diseases;
 - purchasing supplies to sanitize and clean the SAU's facilities;
 - repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
 - improving indoor air quality;
 - addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;
 - developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;
 - purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;

- providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;
- planning and implementing activities related to summer learning and supplemental after-school programs;
- addressing learning loss; and
- other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff.

☒ Check the box to confirm that you have read and accept the terms, conditions and assurances included above.

Superintendent (Printed Name): Terry Wood	Telephone: 2078827722
Signature of Superintendent: Certified by Electronic Signature	Date: 09/29/2021

SAU Overall Priorities and Consultation

Provide the top 2 or 3 SAU priorities as a result of or in response to the COVID-19 pandemic. Please illustrate the data source(s) utilized and stakeholders that determined the most critical and/or widespread needs experienced by students, staff, community members and educational personnel.

Priorities	Data Source	Stakeholder Group(s)
Social Emotional Learning	Surveys, emails, announcements	District Staff
Public meeting spaces to conduct town business safely following CDC guidelines	emails, phone conversations, meetings	Town Manager/Town Selectmen
Technology Capabilities for in-person and remote learning		

Under the Interim Final Rule (IFR), the SAU must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its ARP ESSER Application.

1. Check the boxes below to attest that meaningful consultation was conducted with:

- ☒ students
- ☒ families
- ☒ school and district administrators (including special education administrators)
- ☒ teachers, principals, school leaders, other educators, school staff and their unions

1.a. Additionally, an SAU must engage in meaningful consultation with each of the following, to the extent present in or served by the SAU:

- ☒ 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

2. Describe how the SAU provided the public the opportunity to provide input in the development of the SAU's ARP ESSER Application and how such input was taken into account during the development of the ARP ESSER Application:

A survey was sent out to families to provide opportunities for them to give input regarding what they felt their needs were at this time during the pandemic. I have met with the town manager as well as individual members of the town select board to discuss the immediate needs and future needs of the school district. The Return to In-Person Instruction and Continuity of Services Plan as well as the ARP ESSER Application are found on our website.

3. Provide the website link of the publicly available ARP ESSER Application (use of funds plan):

www.wiscassetschools.org, click on American Rescue Fund Act <https://5il.co/13a3n>, <http://5il.co/zigf>

SAU Plan for Safe Return to In-Person Instruction and Continuity of Services

In Section 2001(i) of the ARP Act, the Safe Return to In-Person Instruction is described and indicates that an SAU must:

- Develop and make publicly available on the SAU's website a plan for safe return to in-person instruction and continuity of services.
- Before making the plan for safe return to in-person instruction and continuity of services, the SAU will seek public comment and take such comments into account in the development of the plan.
- If the SAU developed a plan that collected public input and is posted on the SAU's website, then the SAU would be in compliance with Section 2001(1). In addition, Appendix B of Interim Final Rule (IFR) requires that an SAU regularly, but no less frequently than every six months, review and, as appropriate, revise its plan for the safe return to in person instruction and continuity of services.

By checking the boxes and responding to the questions below, the Superintendent or their authorized representative is attesting the SAU is aware of the requirements in the APR Act and IFR related to the safe return to in person instruction and continuity of services.

1. Provide the website Link of the publicly available *Plan for Safe Return to In-Person Instruction and Continuity of Services*:

www.wiscassetschools.org

2. Describe the process of obtaining public comment(s):

The plan was shared with all staff and the WEA. It was presented at a public school committee meeting with public comment opportunities on August 24, 2021.

3. The SAU Plan is required by the IFR to be reviewed and revised, no less frequently than every six months.

- ☒ Checking the box confirms the SAU Plan has been reviewed and revised in the last 6 months

4. Describe the review and revision process confirmed in question 3:

During the summer months, the plan was shared with staff and posted on the website. It was revised based on the updated guidance from the MDOE and CDC.

5. Check the boxes below to attest that the plan describes the requirements stated:

- ☒ (i) how it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:
- A. Universal and correct wearing of masks.
 - B. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).
 - C. Handwashing and respiratory etiquette.
 - D. Cleaning and maintaining healthy facilities, including improving ventilation.
 - E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
 - F. Diagnostic and screening testing.
 - G. Efforts to provide vaccinations to school communities.
 - H. Appropriate accommodations for children with disabilities with respect to health and safety policies.
 - I. Coordination with State and local health officials.
- ☒ (ii) how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

Reservation to Address the Academic Impact of Lost Instructional Time

Section 2001(e)(1) of the ARP Act requires SAUs to reserve at least 20% of their ARP ESSER allocation to address loss of 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 programs. Effective strategies to address the impact of lost instructional time are further described in Volume 2 of the [U.S. Department of Education's COVID-19 Handbook](#).

1. The SAU will utilize the following evidence-based interventions to address the loss of instructional time:

Extended school day

2. Describe the following for the intervention selected:

a. Which grades will participate (*check all that apply*)

- ☒ Pre-K
- ☒ Kindergarten
- ☒ 1st grade
- ☒ 2nd grade
- ☒ 3rd grade
- ☒ 4th grade
- ☒ 5th grade
- ☒ 6th grade
- ☒ 7th grade
- ☒ 8th grade
- ☒ 9th grade
- ☒ 10th grade
- ☒ 11th grade
- ☒ 12th grade

b. Which student subgroup(s) are targeted and will participate (*check all that apply*)

- ☒ American Indian or Alaskan Native, not Hispanic
- ☒ Asian, not Hispanic

- ✓ Black or African American, not Hispanic
- ✓ Hispanic, of any race
- ✓ Native Hawaiian or Pacific Islander, not Hispanic
- ✓ Two or more races, not Hispanic
- ✓ White, not Hispanic
- ✓ Children and youth in foster care
- ✓ Children with disabilities
- ✓ English Learners
- ✓ Migratory students
- ✓ Students experiencing homelessness
- ✓ Students from low-income families

3. Provide a brief project description including details and timeline:

We will run an after-school program/before school program using the funds from this project. The project would be approximately 2 hours a day during the school year. The students will have an opportunity to have individualized instruction in various content areas as well as in the area of SEL. We will have opportunities for students to access social and emotional services through our Second Steps program that we will be purchasing. We will have opportunities for parents to attend training in the use of technology and to work/learn along with their children during interventions for follow-up activities. Students will have voice and choice in the activities with the focus being academics for the first half and enrichment/SEL activities for the second half of the time period. We will provide the students with a healthy snack and provide mini-lessons regarding nutrition, health, wellness, and safety. We would start the program as soon as we have approval and will continue until the end of the grant timeline of 2024. The budget is our best guess right now due to not knowing exactly how many staff would be hired at this time. The staff would be based on the number of students who actually sign up for the program. We would like to also provide transportation for students as this has been an issue in the past and we are hoping to provide equitable services for all students no matter what their circumstances may be.

4. Describe the formative assessment plan to evaluate student progress and impact for the intervention selected:

We will be using the data from NWEAs since is the new state assessment and our students are very familiar with testing two or three times a year. We will use data collected from previous years, as well as the most current year to evaluate and group students into fluid leveled groups that will be based on targeted strands of content knowledge. The instruction of the groups will be focused on the standards in ELA and math that need to be addressed. Students will continue to use receive research-based interventions that have proven to be successful in moving our students through their gaps due to COVID-19. We are using the patterns and dips in the scores to create a new plan of action. Data will be continually reviewed and students will move through the groups to receive exactly what they need to be successful and to move on to the next targeted concept. All of the data will be shared with the classroom teachers to assist with their planning

5. List products and/or services to be procured and estimated cost as a result of this project:

We will have individuals who are trained in providing evidence-based interventions to work with our students that will be paid an hourly rate based on their education/position. We will be paying bus drivers to deliver students home after the program. We will purchase materials/supplies necessary for the students to use during the program and also to take home. The materials/supplies being purchased and used would include decodable readers, math manipulatives, individual learning boxes to keep supplies with each student to help prevent the possible spread of the virus, and other specific products based on the individual needs of the students. We will purchase technology devices for students and parents to use during the after-school programs to assist with online teaching and learning. We will also invite parents to attend trainings in technology usage and to assist their children with follow-up activities. The total cost is approximately \$325,000.00.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$145,000.00	\$10,000.00	\$160,000.00	\$10,000.00	\$325,000.00

Reservation to Address the Academic Impact of Lost Instructional Time

Section 2001(e)(1) of the ARP Act requires SAUs to reserve at least 20% of their ARP ESSER allocation to address loss of 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 programs. Effective strategies to address the impact of lost instructional time are further described in Volume 2 of the [U.S. Department of Education's COVID-19 Handbook](#).

1. The SAU will utilize the following evidence-based interventions to address the loss of instructional time:

Extended School Year

2. Describe the following for the intervention selected:

- a. Which grades will participate (*check all that apply*)

- ☒ Pre-K
- ☒ Kindergarten
- ☒ 1st grade
- ☒ 2nd grade
- ☒ 3rd grade
- ☒ 4th grade
- ☒ 5th grade
- ☒ 6th grade
- ☒ 7th grade
- ☒ 8th grade
- ☒ 9th grade
- ☒ 10th grade
- ☒ 11th grade
- ☒ 12th grade

- b. Which student subgroup(s) are targeted and will participate (*check all that apply*)

- ☒ American Indian or Alaskan Native, not Hispanic
- ☒ Asian, not Hispanic
- ☒ Black or African American, not Hispanic
- ☒ Hispanic, of any race
- ☒ Native Hawaiian or Pacific Islander, not Hispanic
- ☒ White, not Hispanic
- ☒ Children and youth in foster care
- ☒ Children with disabilities
- ☒ English Learners
- ☒ Students experiencing homelessness
- ☒ Students from low-income families

3. Provide a brief project description including details and timeline:

As a result of the pandemic, students are still continuing to get caught up in lost instructional time. In the past, the extended school year was only for the special education population. We would like to offer the program to all students in the district with an individualized learning plan (ILP) for each

student. We will utilize the outdoor classrooms and provide students opportunities for social interactions as well. Based on our survey, parents state that their child/dren are lacking these opportunities and want normalcy in any form that is possible. We would involve parents in what the schedule of the week/day would look like and provide transportation if possible as well.

4. Describe the formative assessment plan to evaluate student progress and impact for the intervention selected:

Data would be collected during the school year along with the assessments to determine what standards that students may still be lacking proficiency in. Staff will work with homogeneous as well as heterogeneous groupings based on abilities and not specifically grade level groupings. Students will be assessed in math and ELA at the beginning, in the middle, and at the end of the program. Evidence-based interventions will be implemented. All of the data will be collected and meetings will be scheduled with the next year's teacher to discuss progress and any possible concerns prior to the new school year. This will provide teachers/staff with valuable information that can help teachers begin any necessary interventions right at the beginning of the school year.

5. List products and/or services to be procured and estimated cost as a result of this project:

We will purchase math and ELA supplies that students can use during the program and students would be allowed to bring home after the program and use as needed. We would be hiring staff to assess and instruct students as well as data collection and planning prior to the Extended School Year Program. The number of staff hired will be dependent on the number of students who sign up for the program. We are thinking that we run the program: six weeks, 4 days a week at 4 hours a day=96 hrs. 12 staff (6 at each school) @ \$40/hr is approximately \$46,080.00. Additional time for planning is being included in the salaries and benefits. We may have contracted services for special presentations, etc. included. We will purchase materials and supplies for students to use during the program and also to use at home. This amount is also based on the number of students who attend the program. Approximately \$40/student is being budgeted. The calculations are doubled for a two-year program. The approximate cost of the budget is \$142,000.00.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$50,000.00	\$2,000.00	\$5,000.00	\$0.00	\$57,000.00

Remaining ARP ESSER Funds

1. Project Title: **Bus Purchase**
2. This project will utilize funding for:
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning
3. Project Description including details and timeline:

In our survey that went out to families, several families indicated that one of their biggest needs was food security. We would like to purchase a bus so we can deliver meals for homeless students, deliver meals during remote learning, and deliver meals for families that do not have reliable transportation. We have been utilizing our regular fleet of buses to provide these deliveries, but with so many students out and needs increasing, we need another bus added to our fleet to successfully meet the needs of all students. Homelessness has increased significantly and we are transporting students to other towns based on our responsibilities under McKinney Vento. We have adjusted bus runs to accommodate the state's requirements. Our decision to decrease the number of students on the buses was after we determined that many cases are

stemming from close contacts on the bus. We do not have the number of buses to safely transport the students with the additional runs without adding another bus to the fleet.

4. List products and/or services to be procured and estimated cost as a result of this project:

We are looking at a 2023 IC CE 77 passenger school bus. The cost is approximately \$100,000 for the bus. This includes insurance, registration, and other fees associated with the purchase of the bus.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$0.00	\$10,000.00	\$90,000.00	\$100,000.00

Remaining ARP ESSER Funds

1. Project Title: **Technology connectivity and training**

2. This project will utilize funding for:

Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities

3. Project Description including details and timeline:

Our survey from families shows that families would benefit from technology training and connectivity due to Covid-19 and the need for students to quarantine if considered a close contact. We would like families to have remote hotspots and or devices with hot spots built in to access student learning opportunities during periods of quarantine and school closures to mitigate any potential learning loss. We would be looking at providing training opportunities for family members during the day and in the evenings to accommodate all families. We would also offer opportunities for trainings during Open House and Parent/Teacher conferences. We are hoping that the more opportunities we provide for families to be involved in their children's education in a format that is easily understood, the more success we will have with students completing their assignments and connecting to their classes at all grade levels.

4. List products and/or services to be procured and estimated cost as a result of this project:

Two-three-year contracts for monthly remote connectivity hotspots and/or devices to families that do not have the resources to purchase them. Prior to Covid-19, students would not be required to connect to their classrooms or complete all assignments via Google Classroom at the middle/high school level. Parents would not be having to access SeeSaw or Class DoJo to upload their assignments as well. We would like to provide training by our staff members to families in all of the aspects of technology needed to be able to access their child's wellness forms, assignments, and other apps and programs that teachers/staff are using to communicate to families. The total amount of this project is approximately \$130,000.00.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$30,000.00	\$50,000.00	\$50,000.00	\$0.00	\$130,000.00

Remaining ARP ESSER Funds

1. Project Title: **Improving indoor air quality and updating portable classroom**

2. This project will utilize funding for:
Improving indoor air quality

3. Project Description including details and timeline:

We will continue to address additional areas in the schools and buildings where staff and students are present. Guidelines and recommendations will continue to be followed regarding the importance of fresh air entering the buildings due to Covid-19. This will help to improve the exhaust ventilation systems' air quality and the addition of ventilation in areas of the buildings that have not been addressed previously. We will also purchase more air purifiers as students are separated more and replacement filters will need to be ordered. We have not run air purifiers in the classrooms previously nor did we need to purchase air filter replacements. These units will need to be more changed more frequently as well as the filters in the classroom ventilator units.

4. List products and/or services to be procured and estimated cost as a result of this project:

The costs will include the site visits from engineers, materials, labor, contracted services, equipment, and miscellaneous expenses related to the project. We will purchase more air purifiers and additional filters for these units as well as the classroom units. The total amount is approximately \$180,000.00.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$30,000.00	\$10,000.00	\$140,000.00	\$180,000.00

Remaining ARP ESSER Funds

1. Project Title: **Repairs to school facilities**

2. This project will utilize funding for:
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards

3. Project Description including details and timeline:

We will continue to repair our school facilities to reduce the risk of virus transmission and exposure to environmental health hazards. We will replace windows and doors, and add screens in order to circulate more fresh air in the school buildings and other buildings where staff work.

4. List products and/or services to be procured and estimated cost as a result of this project:

Doors, windows, screens, insulation, fans, filters, and miscellaneous supplies related directly to the repairs. The total amount of this project is approximately \$164,959.48.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount

\$0.00	\$50,000.00	\$0.00	\$66,859.48	\$116,859.48
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Remaining ARP ESSER Funds

1. Project Title: **Social and Emotional Learning**

2. This project will utilize funding for:

Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors

3. Project Description including details and timeline:

We would like to purchase additional SEL materials to include both schools. We would also like to hire additional staff to address the emotional needs of staff, students and parents. Many parents are sharing their concerns via our survey regarding how to manage their child's emotions and well-being during this pandemic. We would like to provide opportunities for families to have access to the services of school counselors and social workers before, during, and after school.

4. List products and/or services to be procured and estimated cost as a result of this project:

Hiring staff to assist with addressing the SEL needs of staff, students, and families. We would provide resources and materials that families could use with their children at home. The total amount of this project is approximately \$85,000.00.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$80,000.00	\$0.00	\$5,000.00	\$0.00	\$85,000.00

Remaining ARP ESSER Funds

1. Project Title: **Learning Boxes**

2. This project will utilize funding for:

Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning

3. Project Description including details and timeline:

With previous grant monies, we purchased Learning Boxes for our students at the elementary level. We are requesting these learning boxes for all students at both schools. Parents appreciated all of the supplies (leveled readers for individual students, math manipulatives, multiplication cards, high-frequency word cards, etc. (specific to each grade level and allied art. Teachers were able to continue teaching the students remotely as students could follow along with their own materials. Due to the increased number of students contracting Covid-19 and the need to be quarantined, teachers have requested that we provide these Learning Boxes again but with different/additional materials for the students. Students are having to be out for longer periods of time than last school year and not being able to access their learning without the appropriate materials will place these students further behind in their educational experiences. Title I staff are also able to continue teaching the lessons to their students when students are provided the appropriate materials at home. Allied Arts teachers have requested materials and supplies that students can continue with activities at home to continue practicing skills and for review.

4. List products and/or services to be procured and estimated cost as a result of this project:

We would be providing materials and supplies including, paper, markers, tape, crayons, math manipulatives, leveled reading books, multiplication card sets, high-frequency word cards, practice sheets for all subjects, glue sticks, etc. PE materials, Art materials, Music materials, and SEL materials. The materials will be based on what the student needs as well as what the parents may need as well. We are budgeted approximately \$35/box for 500 students. The total amount of this project is approximately \$17,520.26.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$0.00	\$17,520.26	\$0.00	\$17,520.26

Remaining ARP ESSER Funds

1. Project Title: **Safety Resource Officer**

2. This project will utilize funding for:

Addressing the mandates required during COVID-19 regarding masking and social distancing

3. Project Description including details and timeline:

We are having an increased amount of community members and parents attending our public meetings. We have had incidents where we have had to use our SRO to assist school personnel to address members of the community in complying with the MDOE and CDC guidelines in and around schools. We no longer have an SRO (School Resource Officer) since the town voted it down from their budget. There is non-compliance with the mask mandate we have in our school buildings in order to return to in-person instruction. We have had incidents that have required assistance and we are relying on the police chief if and when he is available. We are trying to keep our school buildings safe and emotions have been running high with the opposition of mask-wearing. We need to have a consistent staff person who will be scheduled to attend the school board meetings as well as other activities involving the public. We have had concerns regarding providing specific students with remote learning supplies and materials and we have used the SRO to deliver these as well and to complete wellness visits for students who are not in school and to assist with locating absent students and reengaging disconnected students. We would like to hire our former SRO to return to his former position for the 2021-2022 school year and the 2022-2023 school year until the grant funds need to be expended. We have had to run different bus schedules when we are distancing at different lengths. There is more traffic as well and we have used the SRO to assist with the parking, dropoff, and routing of buses and parents dropping off their children. There are many more vehicles and traffic patterns that continually need to be addressed and changed to provide a safe drop-off and pick-up traffic pattern. we have never had to deal with traffic issues prior to COVID-19.

4. List products and/or services to be procured and estimated cost as a result of this project:

We would be paying the salary and benefits for a full-time SRO during the time period of the grant. The total amount of this project is approximately \$120,000.00.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$120,000.00	\$0.00	\$0.00	\$0.00	\$120,000.00

Remaining ARP ESSER Funds

1. Project Title: **Rejuvenating Rooms**

2. This project will utilize funding for:

Providing mental health services and supports to staff during COVID-19

3. Project Description including details and timeline:

We need to focus on adult wellness and sustainability during this pandemic. Staff members are feeling totally exhausted and overwhelmed. We would like to provide our staff in both the school buildings, the bus garage, and other school properties, the opportunity to create quiet, comfortable spaces for staff to recharge and reset daily at work during lunchtime and/or prep times and also spaces for staff to use before and after school for personal well-being. All staff members would benefit from this space to recharge to better support students and colleagues. We would like to use existing spaces in the school (such as the current teacher's room) and other spaces within the existing school buildings to create these unique spaces. Staff would have input as to what they would like to have in this space. We believe this would help alleviate some of the excessive stress and tension being borne by staff. We are continuing to lose staff to retirement, taking leaves, and just not returning to work due to COVID-19. We would incorporate the SEL ideas and suggestions that have been provided to classroom teachers within these rooms as well. We would contract additional hours for our social worker or hire a part-time social worker before and after school. If we do not address the needs of our current staff, we may be forced to return to fully remote learning which is a direction that parents have not wanted the district to do this school year. We would like to possibly offer this to students as well but have a designated space apart from the staff.

4. List products and/or services to be procured and estimated cost as a result of this project:

We would like to purchase yoga mats, balls, exercise equipment, apps for staff to access before and after school. We would also like to create rejuvenating rooms in our buildings where staff can go to rejuvenate. We would need to budget salaries/benefits for current staff who could assist with some of the construction work to be done on the weekends or during school breaks so there aren't any projects being completed during the school day. We have budgeted costs for purchased services for any additional carpentry, plumbing, and electrical work that may need to be addressed. We have included paint, curtains, and furniture to be added to the rooms. There are salaries included to ensure that the spaces are supervised. The total estimated cost of the project is \$170,000.00.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$10,000.00	\$50,000.00	\$10,000.00	\$100,000.00	\$170,000.00

Remaining ARP ESSER Funds

1. Project Title: **Nurse support**

2. This project will utilize funding for:

Nurse support for contact tracing, quarantining, parent contact, etc.

3. Project Description including details and timeline:

We currently have a full-time nurse and an LPN working in our district. The needs continue to increase with all of the guidelines and protocols. It would be very beneficial to hire someone to

assist with this. Our staff are working on weekends and late into the evenings and another staff person could be on a rotation so that our staff do not become burnt-out which has been shared by staff with me recently. Contact tracing due to COVID-19 is taking so much time to complete and the regular duties of the nurses are being put to the side at times. We have decided to do the Pooled Testing for staff and students and again, this is an additional workload expectation that had not been previously scheduled.

4. List products and/or services to be procured and estimated cost as a result of this project:

Full-time nurse support for our current staff. We are budgeting approximately \$50,000.00 for salary and benefits.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00

Remaining ARP ESSER Funds

1. Project Title: **Funding-Staff and Shortages**

2. This project will utilize funding for:
Staff shortage due to Covid-19

3. Project Description including details and timeline:

Since the Maine legislature passed LD 993, we are required to provide additional sick days to staff due to quarantining and other exceptions. We have not included these additional days in our budget. We are faced with new staff members who are using up all of their leave due to COVID-19. Issues involving daycare closures, close contacts (quarantining), having COVID-19, or needing to get a COVID test are causing disruptions to our staffing. We would also like to hire additional subs and increase our daily rate due to the shortage and availability of subs being willing to substitute in our schools.

4. List products and/or services to be procured and estimated cost as a result of this project:

150 staff multiplied by 15 days is equal to 2,250 days. With an average salary of \$50,000 for teachers, and calculating 181 days. Teachers make approximately \$275/day. \$275 x 15 days is approximately \$4,125 per teacher x 40 teachers. This is approximately \$165,000.00 if all teachers use this. Ed techs would be calculated at \$17/hour at 6.5 hours=\$110.50 x 25 ed techs=~\$20,000.00 x 15. Bus drivers make approximately \$20/hour @4 hours=\$80 x 15 days=\$1,200.00 x 6 drivers=\$7,200.00. This totals approximately \$192,200.00. We know that all staff may not need to be quarantined so we are budgeting approximately half of this for a total amount of \$96,100.00. This will cover covid relief days for the duration of the grant and on an as-needed basis based on current Covid-19 guidelines. We would also like to increase our sub rate from \$90/day to \$105/day to try and attract more substitutes for our schools as we are very short-staffed on a regular basis.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$96,100.00	\$0.00	\$0.00	\$0.00	\$96,100.00

Remaining ARP ESSER Funds

1. Project Title: **Bus monitors**

2. This project will utilize funding for:

Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs

3. Project Description including details and timeline:

With the students being separated last year, we did not have issues with non-compliance of COVID-19 requirements on the bus in regards to mask-wearing and social distancing. With the changes in transportation this year and the mask mandates, we are experiencing more issues with students being non-compliant and are beginning to have issues on the buses. In order to keep everyone safe and healthy, we feel another set of eyes on some of the buses where there are higher rates of younger elementary students would be very beneficial. We would also use these monitors to assist with the contact tracing and review the bus seating charts to keep the most accurate and up-to-date information. When we have sub bus drivers due to several of the drivers being quarantined or considered close contacts, they are not aware of the seating chart or know the students so the students try to seat in assigned seats. This causes more issues with ensuring we are providing the most accurate information for our nurses and administrators. By using these bus monitors, it will reduce the amount of time needed for the schools to complete the contact tracing and will enable the staff to have updated information readily available. Also, our drivers do the run in the morning and then in the afternoon, but are not readily available to ask any questions about the students riding on the buses.

4. List products and/or services to be procured and estimated cost as a result of this project:

(4)Bus monitor supports on the buses as needed. We are proposing approximately \$35,000.00 for this project for salaries and benefits for the duration of the grant. These monitors will work approximately 2 hours a day during the school year. They will provide the documentation to the Nurse's office as needed.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount	\$1,482,479.74
Sub-Award Amount	\$988,319.82
20% Set Aside for Learning Recovery	\$296,495.95

Reservation Projects	Object Codes				
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
Extended school day	\$145,000.00	\$10,000.00	\$160,000.00	\$10,000.00	\$325,000.00
Extended School Year	\$50,000.00	\$2,000.00	\$5,000.00	\$0.00	\$57,000.00
Total of Reservation Projects	\$195,000.00	\$12,000.00	\$165,000.00	\$10,000.00	\$382,000.00
Bus Purchase	\$0.00	\$0.00	\$10,000.00	\$90,000.00	\$100,000.00
Technology connectivity and training	\$30,000.00	\$50,000.00	\$50,000.00	\$0.00	\$130,000.00

Improving indoor air quality and updating portable classroom	\$0.00	\$30,000.00	\$10,000.00	\$140,000.00	\$180,000.00
Repairs to school facilities	\$0.00	\$50,000.00	\$0.00	\$66,859.48	\$116,859.48
Social and Emotional Learning	\$80,000.00	\$0.00	\$5,000.00	\$0.00	\$85,000.00
Learning Boxes	\$0.00	\$0.00	\$17,520.26	\$0.00	\$17,520.26
Safety Resource Officer	\$120,000.00	\$0.00	\$0.00	\$0.00	\$120,000.00
Rejuvenating Rooms	\$10,000.00	\$50,000.00	\$10,000.00	\$100,000.00	\$170,000.00
Nurse support	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
Funding-Staff and Shortages	\$96,100.00	\$0.00	\$0.00	\$0.00	\$96,100.00
Bus monitors	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00
Total of Additional Projects	\$421,100.00	\$180,000.00	\$102,520.26	\$396,859.48	\$1,100,479.74
Total of all Project Budgets	\$616,100.00	\$192,000.00	\$267,520.26	\$406,859.48	\$1,482,479.74

Note: Actual expenditures will be reported monthly through a Web Based ESF Report and verified quarterly via MEFS (Maine Education Financial System). ARP ESSER 3 funds are to be fully obligated and expended by September 30, 2024, including a 12 month Tydings Amendment. The funds fall under federal cash management on both the State and sub-recipient levels.