



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

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School Administrative Unit Name: RSU 02

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: RSU 02	Applicant's Mailing Address: 7 Reed Street Hallowell, ME 04347-3047
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Matt Gilbert Position: ESEA Coordinator Office: Central Office Contact's Mailing Address: 7 Reed Street Hallowell, ME04347-3047 Zip Code Plus 4: 04347-3047 DUNS #: 833017291 Telephone: 2072133516 Fax: 2076227866 E-mail address: cao@kidsrsu.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): Tonya Arnold	Telephone: 2076226351
Signature of Superintendent: Certified by Electronic Signature	Date: 07/23/2021

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): Tonya Arnold	Telephone: 2076226351
Signature of Superintendent: Certified by Electronic Signature	Date: 07/23/2021

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)
Expanding space & facilities upgrades. Increase available to meet safety and distancing requirements of 3 ft in a way that allows all students to be back in person learning 5 days per week. For example, adding transportation runs, portable classrooms, and site work for outdoor spaces for learning, storage of PPE and furniture traded out based on season or spacing requirement changes.	Meetings with parents, staff, school administrators, Board and public forums and public comments at Board meetings. Needs vetted with buildings and grounds staff, and review of CDC recommended guidelines. Attendance data and surveys.	Parents, students, staff, unions, school/district leaders, Board members, as well as Covid Response Planning Team
Additional facilities work and supports to meet sanitation and covid mitigation requirements. For example, contact tracing man hours, improving ventilation, generators that can keep the ventilation and server systems working during power interruptions, PPE, disinfectant, storage of PPE and disinfectant, and added manpower for custodial department.	Meetings with air quality consultants, maintenance leaders, staff, school administrators, technology experts, Board and public forums and public comments at Board meetings.	District and school leadership, staff, unions, Board members, as well as Covid Response Planning Team
Direct support to address student needs, both social emotional and academic interventions, 1 year teaching and/or ed tech staff to create smaller groups in separate rooms, and instructional supplies, credit recovery alternatives and summer school programming.	Meeting with parents, staff, school administrators, Board and public forums and public comments at Board meetings. NWEA data and student information system records showing progress of each student on learning targets and standards. Attendance data.	Parents, students, staff, unions, school/district leaders, Board members, as well as Covid Response Planning Team

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:

Community forums, public Board subcommittee meeting, and public Regular Board meeting discussions regularly about the safety guidelines and the plans being explored to be able to meet the safety guidelines while having all students return to in person learning 5 days a week full-time.

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

<https://www.kidsrsu.org/article/497291?org=district>

Posted minutes of 6-3-21 with finance committee minutes of 5-20-21, and 4-1-21 with finance committee minutes of 3-18-21 and 3-25-21 at <https://cor>

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*:

Original <https://www.kidsrsu.org/article/289341?org=district>

Recently updated plan for 21-22 <https://www.kidsrsu.org/article/497291?org=district>

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

Board meeting of 6/3/21 review and adoption of revisions to our safe return to school plan for 21-22. Board meeting of 8/13/20 review and adoption of original safe return to school plan for 20-21. Public zoom forums that led to finalizing these plans - <https://www.kidsrsu.org/article/456375?org=district>

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:

Board meeting of 6/3/21 review and adoption of revisions to our safe return to school plan for 21-22. Board meeting of 8/13/20 review and adoption of original safe return to school plan for 20-21. Public zoom forums that led to finalizing these plans - <https://www.kidsrsu.org/article/456375?org=district>

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:

High-quality tutoring

2. Describe the following for the intervention selected:

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

- ☒ Kindergarten
- ☒ 1st grade
- ☒ 2nd grade
- ☒ 3rd grade
- ☒ 4th grade
- ☒ 5th grade

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

- ☒ Students experiencing homelessness
- ☒ Students from low-income families

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

The district will hire 2 full-time RTI Coordinators and 1 SEL Coordinator who will receive training and run data review meetings related to learning needs of elementary students at risk behaviorally and academically due to the impact of COVID 19, and those who suffer homelessness and access to resources and literacy rich experiences do to low-income limitations. There will be an RTI Coordinator Stipend position to facilitate district-wide RTI cohesion and professional development. Those coordinators will also coach teachers in improving tier 1 supports in the classroom, and coordinator resources for tier 2 and 3 supports such as tutors or small group interventions to meet student needs to fill skill gaps. While no child who needs services will be ignored, the project will target students from low-income and homeless families as those groups show the most impact from lost in person instruction due to COVID 19.

These expenses will be in the 22-23 school year. This extends an approved ESSER 2 project out for an additional year, because we anticipate periods of quarantine to continue to disrupt in person learning in 21-22.

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

NWEA data, progress in our target tracking proficiency-based system, classroom assessments, attendance and behavior data.

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

Salary and benefits for RTI Coordinators, SEL Coordinator, RTI Director Stipend, Tutors, and training days outside of the regular contract. \$237,750.00

Contracted services for training \$10,000 and an SEL district-wide screener. \$6000

Intervention materials and supplies \$24,000

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$237,750.00	\$16,000.00	\$24,000.00	\$0.00	\$277,750.00

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:

Summer programming

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

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

- ☒ Students from low-income families

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

Summer Boost Program serving students district-wide over a 6 week period with one week training for the instructional staff in SEL, STEP, interdisciplinary thematic units, and interventions. June through August 2021. This is a first-time program of this nature in RSU 2 and was determined as a need based on the gaps in learning created for students due to the amount of remote learning or missed lessons due to the impact of the COVID 19 pandemic. Invited elementary students included those who suffer homelessness and access to resources and literacy rich experiences due to low-income limitations during remote learning period based on COVID 19, and then slots were opened up to any students in the groups listed above.

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

NWEA data, lack of progress on local target tracking, classroom assessments, and attendance data.

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

Salaries and Benefits for staffing \$109,129.50

Instructional Supplies \$3,600.00

Contracted services (food, transportation, learning enrichment services) \$22,980.00

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$109,129.50	\$22,980.00	\$3,600.00	\$0.00	\$135,709.50

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:

Class-size reduction

2. Describe the following for the intervention selected:

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

- ☒ Kindergarten
☒ 1st grade
☒ 2nd grade
☒ 3rd grade
☒ 4th grade
☒ 5th grade

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

- ☒ Two or more races, not Hispanic
☒ White, not Hispanic
☒ Students from low-income families

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

Additional teaching staff (temporary grant funded or long term substitutes) in order to split elementary classes into smaller groups to meet the 3 foot distancing requirements or recommendations from US and ME CDC to prevent the spread of COVID 19 and be able to have all students in school in person full time. Elementary students are targeted (particularly those with limited resources and support during remote learning), including those who suffer homelessness and lack access to resources or literacy rich experiences due to low-income limitations during remote learning period based on COVID 19, and then any students in the groups listed above will also benefit from the smaller group experiences and full-time in person learning made possible by this staffing combined with the projects to expand the number of spaces available for learning.

This project also allows for more individualized small group instruction and additional supplies for split groups and remote learning periods due to COVID 19 quarantine.

These expenses will be over a two year period. The smallest amount, if any spent in 21-22 would be beyond the needs anticipated in a similar project approved in ESSER 2 for 21-22. Most of the funds will be used to extend the temporary positions as needed into the 22-23 school year based on COVID safety guidance for spacing an/or the need for small class sizes to fill learning gaps and social emotional needs exacerbated by the pandemic, because we anticipate periods of quarantine to continue to disrupt in person learning in 21-22.

Instructional supplies and consumables - \$16,000 supplies for 22-23 school year.

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

Class enrollment numbers, square footage of rooms, CDC spacing recommendations, attendance data, and student needs per NWEA and progress on local targets.

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

Additional staffing - teachers, Ed tech 3s or long term subs - \$325,000 salary and benefits.
 Instructional supplies and consumables - \$16,000 supplies for 22-23

6. Project Budget

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

Benefits	Services			Amount
\$325,000.00	\$0.00	\$16,000.00	\$0.00	\$341,000.00

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:

Credit recovery

2. Describe the following for the intervention selected:

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

- ☒ 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*)

- ☒ Two or more races, not Hispanic
- ☒ White, not Hispanic
- ☒ Children with disabilities
- ☒ Students experiencing homelessness
- ☒ Students from low-income families

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

Credit recovery for middle and high school students using a data review process to create an intervention system to regularly review and direct resources where needed. This need is critical due to the impact of the reduced in person learning for our students in the remote and hybrid learning models used in 19-20 and 20-21 school years based on the COVID 19 pandemic. Invited middle and high school students include those who suffer homelessness and limited access to resources or literacy rich experiences due to low-income limitations during remote learning period based on COVID 19, and then slots will be open to any student in the groups listed above. These expenses will be in the 22-23 school year. This extends an approved ESSER 2 project out for an additional year, because we anticipate periods of quarantine to continue to disrupt in person learning in 21-22.

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

NWEA scores, local assessments, progress on targets in our proficiency-based system necessary for graduation.

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

salary and benefits for tutor hours and RTI coordinator stipends, additional course offerings, and materials or contracted services for additional course offerings.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$37,250.00	\$21,000.00	\$18,000.00	\$0.00	\$76,250.00

Remaining ARP ESSER Funds

1. Project Title: **CREATING FACILITY SPACE FOR DISTANCING**

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:

Adding portable classrooms with site-work and all utility needs installed, equipment such as different cafe tables, and renovations to move grade 5 to the middle school, have tents for outdoor learning, and playground equipment because of the 5th grade being added to the middle school, and storage pod rentals for PPE and furniture that needs to be stored depending on the season and spacing need changes.

All facilities work to begin in 2021 until complete, added tents and storage costs anticipated to extend into the 22-23 school year.

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

Portable classrooms with site work, utility and technology infrastructure - \$750,000

Equipment such as different cafe tables - \$36,000

Renovations to move grade 5 to the middle school - \$85,000

Tents (all buildings) and playground equipment (5th grade move) for outdoor learning - \$60,000

Storage pod rentals for PPE and furniture that needs to be stored depending on the season and spacing need changes - \$18,000

All totaling \$949,000.00

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$85,000.00	\$803,000.00	\$0.00	\$61,000.00	\$949,000.00

Remaining ARP ESSER Funds

1. Project Title: **COVID MITIGATION AIR QUALITY PROJECT**

2. This project will utilize funding for:

Improving indoor air quality

3. Project Description including details and timeline:

Additional facilities work and supports to meet sanitation and covid mitigation requirements. For example, and added Improving air quality with ventilation system upgrades and replacing windows, installing generators that can keep both the ventilation and server systems working for online/remote learning for those in quarantine during power interruptions. Work to begin fall 2021 until complete.

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

Ventilation system upgrades and replacing windows - \$350,000
 Installing generators - \$458,690.93

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$808,690.93	\$0.00	\$0.00	\$808,690.93

Remaining ARP ESSER Funds

1. Project Title: **CREATING TRANSPORTATION SPACE FOR DISTANCING**

2. This project will utilize funding for:

Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19

3. Project Description including details and timeline:

Expanding contracts and agreements in order to increase the number of school transportation resources in order to maximize spacing on school transportation in line with CDC guidance for prevention of spread of COVID 19.

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

Salary and benefits for school transportation staffing

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00

Remaining ARP ESSER Funds

1. Project Title: **COVID RESPONSE PROJECT**

2. This project will utilize funding for:

Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19

3. Project Description including details and timeline:

Additional nurse manpower (for 22-23 school year), contact tracing stipend hours (for 22-23 school year) to coordinate with public health departments, isolate symptomatic students, contact tracing communications, and reports and other health related activities to for prevent, prepare for and respond to positive COVID-19 cases.

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

Salary and benefits in 22-23
 Additional nurse manpower - \$75,000
 Contact tracing stipend hours - \$50,000

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$125,000.00	\$0.00	\$0.00	\$0.00	\$125,000.00

Remaining ARP ESSER Funds

1. Project Title: **COVID MITIGATION SANITATION/PPE PROJECT**

2. This project will utilize funding for:
Purchasing supplies to sanitize and clean the SAU facilities

3. Project Description including details and timeline:

Additional facilities work and supports to meet sanitation and covid mitigation requirements. Increased manpower, training, PPE and sanitation supplies to help reduce the spread of COVID 19 and variants within SAU buildings.

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

Manpower for custodial department (for 21-22 \$150,000 and 22-23 school year) \$75,000, and PPE, disinfectant (now through 2023) -\$75,000

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$225,000.00	\$0.00	\$75,000.00	\$0.00	\$300,000.00

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount \$3,088,400.43
 Sub-Award Amount \$2,058,933.62
 20% Set Aside for Learning Recovery \$617,680.09

Reservation Projects	Object Codes				
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
High-quality tutoring	\$237,750.00	\$16,000.00	\$24,000.00	\$0.00	\$277,750.00
Summer programming	\$109,129.50	\$22,980.00	\$3,600.00	\$0.00	\$135,709.50
Class-size reduction	\$325,000.00	\$0.00	\$16,000.00	\$0.00	\$341,000.00
Credit recovery	\$37,250.00	\$21,000.00	\$18,000.00	\$0.00	\$76,250.00
Total of Reservation Projects	\$709,129.50	\$59,980.00	\$61,600.00	\$0.00	\$830,709.50
CREATING FACILITY SPACE FOR DISTANCING	\$85,000.00	\$803,000.00	\$0.00	\$61,000.00	\$949,000.00
COVID MITIGATION AIR	\$0.00	\$808,690.93	\$0.00	\$0.00	\$808,690.93

QUALITY PROJECT					
CREATING TRANSPORTATION SPACE FOR DISTANCING	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00
COVID RESPONSE PROJECT	\$125,000.00	\$0.00	\$0.00	\$0.00	\$125,000.00
COVID MITIGATION SANITATION/PPE PROJECT	\$225,000.00	\$0.00	\$75,000.00	\$0.00	\$300,000.00
Total of Additional Projects	\$510,000.00	\$1,611,690.93	\$75,000.00	\$61,000.00	\$2,257,690.93
Total of all Project Budgets	\$1,219,129.50	\$1,671,670.93	\$136,600.00	\$61,000.00	\$3,088,400.43

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.

APPROVE SECTIONS OF THE APPLICATION

Section of Application	Approve
Application Coversheet and Assurances	Approved by Monique Sullivan on 2021-09-22
SAU Overall Priorities	Approved by Monique Sullivan on 2021-09-22
Safe Return to In-Person Instruction	Approved by Monique Sullivan on 2021-09-22
High-quality tutoring	Approved by Monique Sullivan on 2021-09-22
Summer programming	Approved by Monique Sullivan on 2021-09-22
Class-size reduction	Approved by Monique Sullivan on 2021-09-22
Credit recovery	Approved by Monique Sullivan on 2021-09-22
CREATING FACILITY SPACE FOR DISTANCING	Approved by Monique Sullivan on 2021-09-22
COVID MITIGATION AIR QUALITY PROJECT	Approved by Monique Sullivan on 2021-09-22
CREATING TRANSPORTATION SPACE FOR DISTANCING	Approved by Monique Sullivan on 2021-09-22
COVID RESPONSE PROJECT	Approved by Monique Sullivan on 2021-09-22
COVID MITIGATION SANITATION/PPE PROJECT	Approved by Monique Sullivan on 2021-09-22

The RSU 02 ARP ESSEER 3 Application was approved on 09/22/2021