

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: East Millinocket School Department	Applicant's Mailing Address: 45 North Street East Millinocket, ME 04430
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Justin Page Position: Principal Office: Schenck High School Contact's Mailing Address: 45 North Street East Millinocket, ME04430 Zip Code Plus 4: 04430-1150 DUNS #: 193303815 Telephone: 207-746-3511 Fax: 207-746-3516 E-mail address: jpage@emmm.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): Stacia S. Smith	Telephone: 207-746-3500

Signature of Superintendent:
Certified by Electronic Signature

Date: 09/28/2021

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): Stacia S. Smith	Telephone: 207-746-3500
Signature of Superintendent: Certified by Electronic Signature	Date: 09/28/2021

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)
Update ventilation system to improve air quality	Air quality tests done to state recommended standards	Administrators, Teachers, parents, students, community members, school board
Provide additional support both in human resources and instructional materials to address learning regression	NWEA Scores, teacher observations, parental concerns with student learning recovery, progress reports, standards based grading, transcript review, curriculum based measurements	Administrators, Teachers, parents, students, community members, school board

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:

Public comment at school board meetings, CNA committee, facebook, website

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

<https://www.eastmillinocketschools.org/budgets>

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*:

<https://www.eastmillinocketschools.org/covid-19-return-to-school>

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

Public school board meetings, facebook, community input via CNA

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:

Admin Team Meetings biweekly, Parent input, CNA input semi-annual, School Board public

comment input monthly. Revision as necessary based on stakeholder input and current public safety trends

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
- 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
- Black or African American, 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:

High quality tutors to provide academic instruction to students who experienced learning loss or learning regression due to COVID 19. Virtual/remote instruction during COVID 19 greatly impacted students' progress. Tutors will be provided to identified students who are not at grade/standards level. COVID 19 forced students and families to rely on at home instruction that was not robust compared to a certified teacher or high quality tutor instruction.

Students who have been identified as not meeting the standards based baselines for learning progress will receive high quality tutoring with evidence based interventions. This will result in learning recovery for the students who were impacted by lack of in school instruction due to COVID 19. Due to COVID 19 many academic calendar instructional days were lost beginning March 2020. Certified teachers did provide remote learning but not to the robust extent of instruction happening face to face.

The Administrative team, along with teaching staff, will continuously review NWEA scores, student grades, student progress reports, and curriculum based measurements per student to determine students at risk for functioning below grade level standards.

9/1/2021 - 9/30/2023

EAST MILLINOCKET SCHOOL DEPARTMENT HAS GRADES K-4 and GRADES 9-12.
EAST MILLINOCKET SCHOOL DEPARTMENT DOES NOT DIRECTLY PROVIDE SERVICES TO STUDENTS IN GRADES 5-8.

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

NWEA scores, course grades/transcript evaluations, student progress reports, curriculum based measurements, standards based report cards

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

High quality tutors to provide evidence based academic instruction to students who experienced learning loss or learning regression

\$36,000

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$30,810.18	\$0.00	\$0.00	\$0.00	\$30,810.18

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.

- The SAU will utilize the following evidence-based interventions to address the loss of instructional time:
update of instructional materials and learning centers

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
- 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
- Black or African American, 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:

In order to facilitate learning recovery from the impact of Covid-19 learning loss and regression, additional evidence based curriculum materials are required. Instructional materials designed to more quickly enhance learning recovery and to address learning loss are required due to COVID 19.

The direct service to students is to provide evidence based instruction with these materials. The instruction through these curriculum materials is designed to identify gaps in learning and quickly move the students through the grade/age level standards. The direct service to students is that the curriculum materials are designed to allow certified teachers and tutors to address multiple levels of learning, techniques, individualized instruction for those specifically impacted by loss of instruction during COVID 19. The direct service will impact individual students as well as small groups and whole classes.

Purchases of additional Kindergarten through grade 4 ELA instructional supplies are necessary to ensure that all students have access to evidence based instruction. Additional High school instructional supplies are also necessary to ensure that all students have access to evidence based instruction.

In order to facilitate learning recovery from the impact of Covid-19 learning loss and regression, professional development on the new curriculum materials is required to insure that high quality instruction is occurring.

In order to facilitate learning recovery from the impact of Covid-19 learning loss and regression, learning centers for high quality tutoring are required. Learning centers will allow for individualized and small group instruction to occur.

7/1/2021 - 9/30/2023

EAST MILLINOCKET SCHOOL DEPARTMENT HAS GRADES K-4 and GRADES 9-12.
EAST MILLINOCKET SCHOOL DEPARTMENT DOES NOT DIRECTLY PROVIDE SERVICES TO STUDENTS IN GRADES 5-8.

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

NWEA scores, course grades/transcript evaluations, student progress reports, curriculum based measurements, standards based report cards

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

- K-4 ELA curriculum - Supplies
- High School Curriculum/instructional supplies-Supplies
- Professional development for staff with the additional evidence based curriculum materials -
- Salaries/benefits and purchased services
- Learning centers to include wall dividers, tables, chairs - Equipment

\$142,866

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$8,754.43	\$5,439.46	\$108,417.31	\$20,254.84	\$142,866.04

Remaining ARP ESSER Funds

1. Project Title: **Ventilation System**
2. This project will utilize funding for:
Improving indoor air quality
3. Project Description including details and timeline:

Replacing and installing new ventilation system

Ventilation systems are crucial in our fight against COVID -19.

Improving ventilation is an important COVID-19 prevention strategy that can reduce the number of virus particles in the air. Bringing fresh outdoor air into a building helps keep virus particles from concentrating inside. Installation of updated ventilation systems with air purifiers will result in increased productivity for both staff and students. Installation of updated ventilation systems with air purifiers will result in fewer students and staff with illnesses, thus keeping the students in school for in person learning.

Ventilation is a crucial approach to lowering the concentrations of indoor air pollutants, including COVID 19. Ventilation results in outdoor air coming indoors reducing contaminants and viruses, including COVID 19.

9/1/2021 - 9/30/2023

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

- ventilation system equipment
- ventilation system installed

\$562,000

5. Project Budget

Object Codes

1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$250,000.00	\$0.00	\$312,033.60	\$562,033.60

Remaining ARP ESSER Funds

1. Project Title: **Paving Drop Off/ Pick up area to reduce risk of virus transmission**

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:

Due to the combined housing in one building of our high school and elementary school, pick up/drop off relocations had to occur in an effort to reduce risk of virus transmission across the 2 cohorts.

Due to combined housing in one building of our high school and elementary school, HS students are now required to walk outside of the combined building to access classes in another wing of the school. Previously, HS students were allowed to walk through the Elementary section of the building. This paving project supports the reduction in virus transmission. This paving project also supports student safety in accessing classes via an outdoor walkway.

9/1/2021-9/30/2023

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

paving back parking lot and walkway access

\$80,940.00

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$80,940.00	\$0.00	\$0.00	\$80,940.00

Remaining ARP ESSER Funds

1. Project Title: **Technology supports for staff and students**

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:

This project is necessary and incurred due to the public health emergency with respect to Covid-19. As a result of Covid-19, EMSD has increased the number of computers we have to

meet the needs of staff and students. This in turn has caused an increased need for technology support staff to maintain, upgrade, track, repair, etc. for staff and students both in school and remote learning in case this need arises due to illness or quarantine associated with Covid-19.

Computers for students and staff are essential due to the results of Covid-19 and the need for technology for all students to be able to attend class and benefit from instruction in the case of remote learning scenarios.

In addition, as a result of Covid-19, we have determined that we need to increase and improve our ability to quickly and proficiently advise staff, families, and communities of closure, remote, or breakout situations. As a result of Covid-19, we require the purchased service of a website provider. This website provider efficiently promotes our communication with stakeholders. Stakeholders have access to an app that allows instant notification of the Covid-19 status of our school.

9/1/2021 - 9/30/2023

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

Technology Support Staff

\$25,936.36

Computers for students and staff

\$12,611

Website/Communication Platform

\$9,164

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$25,936.36	\$9,164.00	\$0.00	\$12,610.83	\$47,711.19

Remaining ARP ESSER Funds

1. Project Title: **Staff Wellness**

2. This project will utilize funding for:
Health and wellness of staff

3. Project Description including details and timeline:

In order to support and ensure STAFF RETENTION, staff mental health and anxiety resulting from the pandemic is of great concern. Due to the severe stress and anxiety our staff is under because of Covid-19, it is important to keep them healthy and morale up. Maintaining staff morale and maintaining staff retention is crucial to the operation of our school. Maintaining staff retention and morale through employing strategies to recognize staff for the increased workload due to the pandemic is crucial to the operation and continuity of services for students.

This project is necessary and incurred due to the public health emergency with respect to Covid-19. As a result of Covid-19, our staff is under severe stress and anxiety, not only due to the fear of getting Covid, but the extra work load in their daily schedules to accommodate

students. Because of a lack of substitute teachers, it is important to keep our staff healthy, both physically and mentally, and keep morale high during this pandemic.

7/1/2021 - 9/30/2023

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

Tangible items to include:
Recognition gifts to staff
Thank you gifts to staff

\$2885.21

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$0.00	\$2,885.21	\$0.00	\$2,885.21

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount \$867,246.22
Sub-Award Amount \$578,164.15
20% Set Aside for Learning Recovery \$173,449.24

Reservation Projects	Object Codes				Total Amount
	1000-2000 Salaries & Benefits	3000-5000 Purchased Services	6000 Supplies	7300 Equipment	
440: High-quality tutoring	\$30,810.18	\$0.00	\$0.00	\$0.00	\$30,810.18
441: update of instructional materials and learning centers	\$8,754.43	\$5,439.46	\$108,417.31	\$20,254.84	\$142,866.04
Total of Reservation Projects	\$39,564.61	\$5,439.46	\$108,417.31	\$20,254.84	\$173,676.22
Ventilation System	\$0.00	\$250,000.00	\$0.00	\$312,033.60	\$562,033.60
Paving Drop Off/ Pick up area to reduce risk of virus transmission	\$0.00	\$80,940.00	\$0.00	\$0.00	\$80,940.00
Technology supports for staff and students	\$25,936.36	\$9,164.00	\$0.00	\$12,610.83	\$47,711.19
Staff Wellness	\$0.00	\$0.00	\$2,885.21	\$0.00	\$2,885.21
Total of Additional Projects	\$25,936.36	\$340,104.00	\$2,885.21	\$324,644.43	\$693,570.00
Total of all Project Budgets	\$65,500.97	\$345,543.46	\$111,302.52	\$344,899.27	\$867,246.22

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.