

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: Westbrook School Department	Applicant's Mailing Address: 117 Stroudwater Street Westbrook, ME 04092
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Brian Mazjanis Position: Director of Finance Office: Central Office	

Contact's Mailing Address: 117 Stroudwater St Westbrook, ME04092 Zip Code Plus 4: 04092-4045 DUNS #: 100029958 Telephone: 854-0800 Fax: 854-0809 E-mail address: Mazjanisb@westbrookschoools.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): Dr. Peter Lancia	Telephone: 854-0800
Signature of Superintendent: Certified by Electronic Signature	Date: 09/30/2021

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): Dr. Peter Lancia	Telephone: 854-0800
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Signature of Superintendent: Certified by Electronic Signature	Date: 09/30/2021
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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 Health and Wellbeing Supports for Our Students	Parent, Student and WSD employee surveys as well as a variety of interviews with EL team, Homeless coordinator and public meetings.	WSD Staff, Students, Board Members, WSD Community, Focus Groups and Community Organizations
Academic Response to Intervention/Student Supports	Parent, Student and WSD employee surveys as well as a variety of interviews with EL team, Homeless coordinator and public meetings.	WSD Staff, Students, Board Members, WSD Community, Focus Groups and Community Organizations
Connectivity - Technological, Physical and Informational	Parent, Student and WSD employee surveys as well as a variety of interviews with EL team, Homeless coordinator and public meetings.	WSD Staff, Students, Board Members, WSD Community, Focus Groups and Community Organizations

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:

Meaningful Public Input Methods and Data:

The Westbrook School Department (WSD) sought a wide range of public input in order to develop our plan to help our schools recover from the COVID 19 pandemic. Starting in late August, our senior leadership team consisting of our Superintendent, Assistant Superintendent and Director of Finance met to strategize how we might get representative input from all of our stakeholders. We employed a series of surveys, public virtual meetings and interviews to get a robust level of participation from individuals with a broad range of perspectives and interests.

Our data collection began by surveying everyone who worked for the WSD. Instructions were given to principals about ARP and an instructional video was linked to the survey in order to be sure that staff understood what was being asked. According to principals and directors, and in accordance with the instructions, some staff members did this individually while others worked in groups. This means that the 168 responses represent the input from much more than 30% of our 558 WSD employees.

To get meaningful input from our community we employed a variety of strategies. On September 1, 2021 our public finance committee meeting had a presentation regarding the use of ARP funds to implement prevention and mitigation strategies and address the academic impacts of lost instructional time through evidence based interventions that respond to the academic, social, emotional, and mental health needs of all students and in particular underserved student groups. A similar presentation was done at the September 8, 2021 meeting of the entire school committee.

Because public participation and input other than that from our elected school committee members was light, we decided to have a virtual public forum on September 14, 2021. At this meeting we shared an overview of ARP and received a great deal of feedback and suggestions about how we might best support our children. To ensure that our EL population was able to participate in this meeting we had interpreters for our three most represented languages in our district: Arabic, Portuguese and French. To augment this participation, a survey was sent out to all of our families through a variety of media in order to get participation. This survey also had an instructional video attached so that families would understand what was being asked.

This survey had 65 respondents representing a variety of representative groups in our schools. As you can see below, this survey represented every sub-groups. Nonetheless, the sample size for our homeless and EL population appeared to not be robust enough to draw strong conclusions. To better understand this population, additional interviews were conducted with our Director of EL services who conducted a more in depth survey of her staff. We also met virtually with the Executive Director and Director of Education for the Intercultural Community Center (ICC) a non-profit organization whose mission is to support and improve the lives of immigrants by providing health, social and educational opportunities in Westbrook and surrounding communities.

Special Education (16) 24.6%
LEP (2) 3.1%
504 (13)20%
McKenney-Vento eligible (1) 1.5%
Chapter 104 (6) 9.2%
F/Reduce Lunch (13) 20%
None of the above (28) 43.1%

Because there was only one McKenney-Vento eligible self-identified individual in the survey, I worked with our homeless coordinator to connect with additional homeless families to get a sense of how the pandemic affected the learning of these children. She then relayed what she had heard as well as her thoughts on what might be done to help our homeless population through this pandemic.

Finally a survey similar to the one that was distributed to our community was sent out to the students at Westbrook High School. This survey had instructions as well as an instructional video. We had 67 respondents to this survey. These students represented an excellent approximation of our High School student population with respect to the high schools different identified sub-groups.

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

https://drive.google.com/file/d/1r-MFG1Dv963mnjgKK-KjwwmK4KaK16j_/view?usp=sharing

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://drive.google.com/file/d/1KJwDS2dlZ_en9hq7yIC7pc-HkIBv84od/view

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

Starting in May of 2020, the WSD put together a robust and inclusive process to plan for the safe return to in person instruction in Westbrook. This consisted of a 16 member leadership task force broken up into 8 task force groups: Communication, Governance, Instruction and Assessment, Facilities and Operations, Technology, Staffing and Wellness. Each of these task forces had membership between 4 to 16 individuals and a method for getting public feedback on our plan. We also began a series of public virtual meetings in which we shared with our community our plans for a safe return to school and took public feedback in order to amend and adjust our plan. These meeting continued throughout SY21. During the summer months of SY22, the WSD leadership team reviewed our return to school plan, made adjustments so that we aligned with new guidance and had two virtual public meetings to share information and solicit feedback.

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 of SY22, the WSD leadership team reviewed our return to school plan, made adjustments so that we aligned with new guidance and had two virtual public meetings to share information and solicit feedback.

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:

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
- 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*)

- Asian, not Hispanic

- ✓ Black or African American, not Hispanic
- ✓ Two or more races, 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:

Respondents in all major focus groups recognized that class size reduction for the personalization of learning was a priority for helping our children address the effects of interrupted learning as a result of the COVID pandemic. For our parent group this was considered the most important area to work on for our students' recovery. 85% of our family respondents rated this as very important or important. Like the community survey, our staff valued smaller class sizes as a valuable way to help our children. 87% of our staff rated smaller class sizes as important or very important. This was the staff surveys second most important area of focus.

This project will employ 14 additional teachers in FY22, 9 in FY23 and 5 in FY24. These additional teachers will span the grades and help us reach target class sizes in the of 16 in the elementary grades and 18 to 20 at the middle and high school level. It is our expectation that smaller class sizes will allow for more personalized learning opportunities for all of our children. We also expect that this strategy will address our children's social emotional needs by allowing teachers to focus on fewer children in their classroom.

Adding additional staffing will create a classroom shortage in each of our elementary schools and middle school necessitating the purchase of portable classrooms. These will be purchased in a separate project.

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

We will compare the reading and math NWEA assessment fall administration with the NWEA spring assessment. It is our expectation that this individualized attention will result in greater than expected student growth for more than 50% of our students. This will be a good sign that our students are making greater than one year's growth during the school year and will be helpful in making up for lost instructional time due to interrupted learning caused by the COVID Pandemic.

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

Staffing - see above for description - 14 additional teachers from our pre-pandemic totals have been hired for year 1 (FY22). In FY23 9 additional teachers from our pre-pandemic totals (5 less

than in FY22) have been hired in year 2. Finally we anticipate hiring 4 additional teachers from our pre pandemic totals (5 less than FY23) during year three. The cost of these teachers salaries will be \$1,525,753.03 plus benefits \$290,619.63 (19%) for a total of 1,816,372.66

\$30,000 in purchased services will be used to contract to install touch screen portable interactive boards in all of our new teaching spaces.

\$40,000 will be used to provide these new teachers with appropriate classroom supplies including classroom libraries, technology (for teacher and learning space), and other classroom necessities.

Note: Amendments have been made to this budget to reflect that additional classroom space needed for smaller classes is not an evidenced based intervention and so is moved to its own project. We have also scaled back the number of spaces needed and updated the budget to meet current costs. S&B was also adjusted to more accurately account for our actual expenses in this category

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$1,816,372.66	\$30,000.00	\$40,000.00	\$0.00	\$1,886,372.66

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*)
 - 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*)

- Asian, not Hispanic
- Black or African American, not Hispanic
- Hispanic, of any race
- Two or more races, 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:

Extended ESY:

During the pandemic many of our Special Education Students had difficulty accessing remote learning time. We also recognized that remote learning was not nearly as effective at helping some of our neediest students succeed. To address this lost instructional time, we will be increasing our Extended School Year (ESY) services for our special Education Students. This is programming in addition to our normal summer programming

Other Learning Opportunities:

To support all of our students we will be creating an Extended Learning Opportunities Coordinator/District Intervention Strategist who will be tasked with creating a robust K12 summer learning opportunity for those children who appear to have been most affected by instructional loss due to the COVID 19 pandemic. This person will work with staff and students to design programming to engage learners and address learning gaps. We will also be extending summer learning opportunities to a greater number of students than we have been able to with funding in the past in order to help ALL children make accelerated growth.

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

A variety of measures will be used based on the individual goals of each student's Individual Education Plan (IEP) at the end of each summer to determine the effectiveness of this intervention.

We will use end of year assessments (NWEA Reading/Math, DRA etc.) and compare them with the next school year beginning of school same assessments to measure learning gains over the summer as a result of this programming. We will compare these gains with those of those students not engaged in this extended school year opportunity.

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

Staffing - both teachers and educational technicians to support extended summer and vacation programming for all three years of the grant. We will look to hire additional teachers and purchased services providers to support the learning of more of our students during the summer recess.

Extended Learning Opportunities Coordinator - to oversee, develop and direct out of school learning opportunities including summer learning and after school homework clubs. This will be a stipended position as we were not able to recruit someone for this position in FY22 and do not expect this to change in FY23 or FY 24. High school will run an extensive credit recovery program to help students who were not successful with remote learning catch up on their credit requirements (20,000/Year). Middle School will run a robust summer program in coordination with the Intercultural Community Center (\$15,000/Year). Elementary schools will each (Saccarappa, Congin and Canal) run a summer literacy exploratory program (\$35,000/year)

Purchased Services - We will be contracting with Spectrum Staffing or the equivalent - in order to provide nursing support during extended school day and school year \$5,000 and another \$5,000 for purchased services (Speech and OT) to support our students with these services.

Supplies - We anticipate needed additional supplies to support our programming at of \$15,000 for supplies such as books, consumables and other materials.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$143,106.72	\$10,000.00	\$15,000.00	\$0.00	\$168,106.72

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*)

- 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*)

- Asian, not Hispanic
- Black or African American, not Hispanic
- Hispanic, of any race
- Two or more races, 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:

Principals and directors who are already task saturated are often tasked with overseeing additional

programming. This is an unrealistic expectation and we believe it is a recipe for sub-par programming. This is why we are proposing and coordinator to program, assess and oversee our extended school programming. Our Extended Learning Opportunities Coordinator will work with principals, directors, teachers, students and our community to create rich learning opportunities for all of our students in all of our schools with a particular focus on our Special Needs and English Language Learners which represent 23% and 20% respectively. The coordinator will also be responsible for coordinating programming with local extended school day programming such as at the Intercultural Community Center (ICC) and Westbrook Learns. The coordinator will also be responsible for vetting programming ideas, determining learning outcomes and monitoring programming progress.

While programming will be academic in nature and focus primarily on helping students recover from lost learning time due to the COVID 19 pandemic, it our goal to to make learning interesting and hands-on in nature. Exploratory programming will also focus on the social and emotional needs of our children. This year we have seen that children have not only lost academic ground but also had their social emotional learning interrupted due to interrupted schools as a result of the pandemic.

There will be an emphasis on out of doors learning based both on our survey data as well as our community forums and our core belief. As Louv states in Last Child in the Woods, "An environment-based education...will help students realize that school isn't supposed to be a polite form of incarceration, but a portal to the wider worlds." We will hire teachers and educational technicians to plan and implement our extended school day programming with an eye toward nature.

The plan is to grow a robust, fun and academic after school programs at each of our elementary schools as well as at our middle school, high school and vocational center. We we will run these programs for all three years of this grant. We are also hopeful that if the data supports it, we will continue this programming through the general fund when the grant expires.

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

Each extended school experience will be responsible for determining the appropriate formative assessment based on the specific objectives of the program. For example Math support may use Dibbles or unit assessments while poetry club may use pre and post work samples to determine the effectiveness of the program. We will also task the Extended Learning Opportunities Coordinator to use NWEA annual growth to compare children who participate in this program with children who do not participate.

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

Staffing (Educational and Transportation):

The majority of this project will be in additional staffing needed to provide a rich variety of learning experiences for our students. This will be both teachers and educational technicians. We might

also coordinate services with our local organizations such as the Intercultural Community Center, My Place Teen Center or Westbrook Learns. We will also need the support of our transportation department so that children and families who are unable to transport their children will have access to this this opportunity.

Supplies to support learning projects:

The supplies that we will purchase will be determined by the needs of each after school activity that we create. Nonetheless, we can expect to need to purchase the usual supplies such as pens, paper, art supplies etc. over the three years of programming.

Purchased Services to support learning projects:

Purchased services is a placeholder for things such as connections with local after school programming, needed software, other subscriptions and contracting with organizations such as Sparks' Ark, Rippleffect or other organizations to augment programming.

We would like to start to grow our out of school programming as soon as possible to meet the academic and social emotional needs of our students.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$188,050.00	\$5,000.00	\$15,000.00	\$0.00	\$208,050.00

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:

Family support resources

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
- 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*)

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

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

We will hire a communication specialist who will be responsible for making sure that school and district websites are up to date, information about parent events are made public and other communications with families. We will also rely on this individual to keep our social media and web pages up to date and informative for our parents. We will support these efforts by purchasing more user friendly platforms such as Square Space, Mail Chimp or other community facing platforms.

Because we are a district where about 20% of our students speak a different language at home, increased communication means that we will need to increase the amount of funds available for translation services. We are also looking into contracting with some individuals from our community to help translated our web presence into a variety of languages.

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

Communication with families is a key factor in ensuring that the partnership between schools and community helps all children succeed at school. By augmenting this with a communications specialist we expect to get greater parental input into our programing and decisions making.

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

- Communication Specialist - Three Years \$135,420
- Translation Services - \$35,000
- Communication Software - \$9,000
- Miscellaneous Supplies such as mailings and other community outreach \$5,000

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$135,420.00	\$44,000.00	\$5,000.00	\$0.00	\$184,420.00

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:

Creating Safe and Healthy Learning Environments

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
- 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*)

- Asian, not Hispanic
- Black or African American, not Hispanic
- Hispanic, of any race
- Two or more races, 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:

From the the Department of Education's COVID 19 Handbook, "Many students have been exposed to trauma, disruptions in learning, physical isolation, and disengagement from school and peers, which negatively affects their mental health. Students learn, take academic risks, and achieve at higher levels in safe and supportive learning environments and in the care of responsive adults they can trust. However, the ongoing impact of COVID-19 has contributed to student experiences that are far from universal with underserved students experiencing a disproportionate burden of the pandemic. As a result, many students might require additional supports and interventions to take risks in their learning so they can achieve at higher levels."

Over the next three years we will hire 3 additional social workers at all levels to address children struggling with reacclimating to full time school or who have had social emotional distress as a result of being homeless, displaced or otherwise affected by the pandemic. We will also be hiring an additional social worker who will target the needs of our new Westbrook Children many of whom are refugees who experienced trauma in their journey to Westbrook. These Social workers will be a targeted support and intervention during the school year. We will also be budgeting for additional time for our School Counselors and Social Workers to be a part of our summer and extended school experiences. While all will work with our EL population, we will advertise and intentionally hire a social worker to work primarily with our EL population.

This need to focus on the social and emotional needs of children came directly from our public input both from our surveys and our public forums.

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

Meeting students' social emotional needs must be met before we can have a substantive effect on a child's academic growth. We expect that this intervention will increase our students' availability for learning and therefore we should see improve academic growth. This is particularly true for our children who have experienced interrupted schooling in

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

Social Workers at all Levels

Additional Social Workers (4) over the next 3 years and extended school hours for our current counselors and social workers to provide supports and services throughout the calendar year. They will need additional supplies and materials to support their work with children including bringing in outside support for programming like Restorative Justice, PBIS and other evidence based school wide social emotional programming.

- Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$576,185.46	\$5,000.00	\$15,000.00	\$0.00	\$596,185.46

Remaining ARP ESSER Funds

- Project Title: **Catch-Up on Special Education Testing**
- This project will utilize funding for:
Any activity authorized by the Individuals with Disabilities Education Act (IDEA)
- Project Description including details and timeline:

During the pandemic, a great deal of special education testing was unable to be completed due to the need to do in person assessments. While we are working through this backlog during SY22 we will need additional staff during SY22 and even into SY23 to complete all of our IDEA assessment.

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

Contracted Services - Special Education Testing - Note: Budget adjustment reflects the difficulty and actual expense of getting up to date on missed testing during interrupted learning due to COVID.

5. Project Budget

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

Remaining ARP ESSER Funds

1. Project Title: **Creating Outdoor Learning Classrooms**

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:

There was a strong push in our community to further explore outdoor learning spaces at our schools as a way to make COVID safe spaces for instruction. This came out in our public forum as well as from our various surveys. We will focus our efforts to create a 4-season outdoor classroom at all of our 5 school campuses. This project aligns with our extended school day project which has a focus on out of doors learning opportunities for children.

Teaching and learning outside of the typical school building requires that teachers are trained in best practices of using nature and the outdoors not just an alternative to the classroom but rather to augment their regular classroom instruction. We would like to provide teachers opportunities to learn to use our new outdoor learning spaces with a focus on increasing their students engagement and learning.

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

Safe outdoor classrooms not only create COVID safe learning spaces but they also allow children to work in natural sunlight and experience each of the different seasons directly. \$260,000 in purchased services will be used to contract to create an outdoor covered 4 season classroom at each of our 6 campus locations (average price \$43,000). Due to the difficulty finding contractors due to the current labor situation, we were not able to get these installed during FY22....we are hopeful that in FY23 we will have better luck with this process.

An additional \$20,000 has been set aside for out of doors seating - tables, chairs, granite seats etc. along with sound amplification in some of these spaces.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	

Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$260,000.00	\$20,000.00	\$0.00	\$280,000.00

Remaining ARP ESSER Funds

1. Project Title: **Technology and Connectivity**

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:

Teachers need to be able to connect remotely with students should quarantining or remote learning need to take place due to the COVID pandemic. This requires that classrooms have interactive technology so that teachers can work with both in person and remote learners. We have a 3 year plan to replace aging classroom interactive technology so that teachers can more easily connect with their students.

Going 1:1 with technology and supporting a more robust use of technology to reach in person as well as remote learners, we have budgeted an additional technology support person for SY 23 and SY24. We have also budgeted extra time for our current staff to ready technology over the summer and during school vacations.

Devices are more effective with software connects teachers to students with learning and communication platforms that support distance and extended school year learning.

Technology that goes home rather than staying in school all of the time experiences a greater amount of breakage. A repair and replace budget is essential to make sure that working information technology is in the hands of both teachers and students.

Finally IT does not work at home unless children are able to access the internet. Because we have some families that do not have internet access in order to connect these children to their teachers when they are remote, we need to provide hotspots for some of our students.

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

Technology Staff and Extra Hours - Replacement Technology - Software - Hotspot

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$128,760.00	\$160,000.00	\$325,000.00	\$0.00	\$613,760.00

Remaining ARP ESSER Funds

1. Project Title: **Learning Interventionists/RTI**
2. This project will utilize funding for:
Any activity authorized by ESEA
3. Project Description including details and timeline:

The pandemic has affected different students differently. NWEA data suggest that this has been most difficult on our typically underserved children. This creates a wide standard deviation of achievement within a typical classroom. While it is the primary responsibility for interventions in the classroom are that of the primary teacher, the widening gap in student achievement makes this responsibility much more difficult. To help teachers at all levels create, implement and track the effectiveness of their interventions we are proposing an interventionist in all of our schools throughout the three years of the ARP grant.

The focus on our interventionists will be to help teacher design and implement specific targeted interventions for children. They will help create the materials for a behavior chart or create the data sheet for a discrete trial intervention. The intervention teacher at times will help the teacher implement a particular intervention by either conducting the intervention, collecting the data or taking over the primary teacher's class so that the teacher can focus on the intervention.

Our interventionists will also be responsible for being the Rtl coordinator at each school. This includes scheduling and holding Rtl meeting, making sure interventions are implemented and making sure that Rtl referrals are processed in a timely manner.

Finally the interventionist will be a the data miner for each school's data team. As the data miner, the interventionist will pull, organize and analyze student achievement data with an eye for spotting trends and curriculum gaps.

Because sometimes interventions require additional materials, we are providing a modest budget for these items as well.

4. List products and/or services to be procured and estimated cost as a result of this project:
 - 3 Elementary interventionists (One at each school)
 - 2 Middle School Interventionist (One per 400 students)

1 High School interventionist
District Interventionist

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$979,141.26	\$0.00	\$5,000.00	\$0.00	\$984,141.26

Remaining ARP ESSER Funds

1. Project Title: **Efforts to Reduce the Spread of COVID in our Schools**
2. This project will utilize funding for:
COVID Safety Measures
3. Project Description including details and timeline:

Over the course of the last 18 months, we have learned a great deal about making sure that our schools are safe and following the DOE and CDC's recommendations for the safe operation of school. This includes additional cleaning, hand sanitizing, frequent hand washing, keeping cohorts as small as possible, adequate PPE.

Bench Subs:

One way that we are able to keep cohort sizes small is by employing "bench subs." These "bench subs" are individuals come to ONLY one school and are isolated to a single school as their cohort. They are usually focused on a particular grade as well. This reduces the size of the cohort and also helps us avoid cross contamination of our buildings possible with roving substitutes. They represent an additional cost because they receive long term substitute pay. They are also necessary because of the number of individuals who need to quarantine due to being a COVID close contact, or have child care issues because a child needs to quarantine due to a COVID Close contact. The number of substitute teachers that we need to run school has also increased because in the past many teachers would come into with illness symptoms that now mandate that they stay home.

Additional Supervision:

We have made our recesses and lunch time single grade events (as opposed to mixed grade) this keeps our cohorts grade level but has required a great deal of additional supervision. This necessitates the hiring of additional noon duty aides and extending their hours to address the additional supervision requirements that this has created.

Nursing Needs:

With the additional burden of contact tracing, quarantining, pool testing and a variety of other nursing responsibilities, we will need an additional nurse to oversee the contact tracing and outbreaks over the entire school district...or Contract for temporary support services.

Increased Sanitization:

We to keep our schools sanitized and safe we have had to increase the hours that our cleaning staff work as well as hire additional staff. To keep our facilities healthy and reduce the spread of all diseases including COVID 19, we need to purchase additional PPE and cleaning materials as our sanitizing schedule has been greatly increased including the regular cleaning of high touch surfaces.

Food Service Needs:

Food service has moved from reusable plates and silverware to paper and plastic to reduce the handling time and chance of contact spread of COVID 19 during our breakfast, lunch and snack. This comes at an added cost to our food service department.

Water -

Finally non-instructional supplies such as cups and water bottles are necessary to keep children hydrated because we have closed down our drinking fountains. We also need to install water bottle fillers in the schools that do not have these available.

Amendments:

HVAC efficiency and air exchange are important measures to address the spread of COVID. The system at WMS is in need of major upgrades as part of our Capital Improvement Plan...in the interim, to keep the system healthy, we have to contract with professional services to optimize our current system. This will ensure clean fresh conditioned air for our MS students as well as our extended school year services. The approximate cost will be \$80,000. These additional funds will be reallocated from S&B of this same project to reflect actual spending the difficult of hiring additional custodial staff, bench subs and supervision aides.

All of these needs are for the three year duration of the grant.

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

Bench Subs - one per 100 students elementary and 1 per 200 students secondary. Because these are long term subs, they do not have benefits but get paid at the standard long term substitute rate and are therefore substantially more expensive than a traditional substitute teachers.

Custodial Staff - Six additional part time staff are needed.

Supervision Aides -1 per 150 elementary students school (10 Total)

Paper Products for Food Service - 50,000 over Three Years (16,000/year)

PPE and Additional Cleaning Supplies
 Contracted Nursing Services
 Non-instructional supplies such as water bottles, water bottle fillers, masks, hand sanitizer

Amendments:
 HVAC CS to address WMS HVAC issue \$80,000 (\$100,000 will be moved from S&B \$80,000 will go to this addition and 20,000 will go to S&B class size reduction)

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$700,462.18	\$330,000.00	\$111,500.00	\$0.00	\$1,141,962.18

Remaining ARP ESSER Funds

1. Project Title: **Transportation Stresses as a Result of the Pandemic**
2. This project will utilize funding for:
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
3. Project Description including details and timeline:

The pandemic has increased the number of homeless students in the Westbrook School Department and has made transportation more of a challenge. This situation has been exacerbated by the complexity of the needs and placement of our most fragile children. To meet this challenge we need additional support personnel and 2 additional multi passenger vehicles. A part time homeless student transportation coordinator working in concert with our McKinney-Vento district homeless coordinator will not only ensure that our homeless students are transported in a timely manner to and from school but this person will also be able to coordinate with other districts to hopefully streamline transportation for our homeless students.

We have done a number of things to help avoid making our buses a place where COVID 19 can spread. Assigned seating, seating by household, keeping windows open at all times on the bus and avoiding 3 children to a seat along with masking and hand sanitizing appear to be working. Unfortunately, because we are avoiding loading buses to capacity we have had to do double runs at some schools. This has not only is disruptive to the school day but also reduces the learning time for the children on the second bus run in the morning and on the first bus run in the afternoon. By adding an additional 77 passenger bus we will reduce our double runs which will increase instructional time for our children currently required to be on a double run.

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

Staffing - We need two additional van drivers (approximately \$20,000/year) to staff our additional vans transporting our homeless students. We also need a part time homeless student coordinator (4h/day) or an increase of 4h/day for our current transportation staff (approximately \$8000/year). We will also need to hire an additional bus driver.

Equipment (Current Quotes):

Bus - One Additional Bus at \$91,500

Vans - Two Ford Transit Vans each at \$47,500 (\$95,000)

Amendments made to more accurately capture the cost of additional staffing necessitated by COVID.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$137,100.00	\$0.00	\$0.00	\$186,500.00	\$323,600.00

Remaining ARP ESSER Funds

1. Project Title: **Additional Materials and Technology for Remote and Distanced Learning**

2. This project will utilize funding for:
Any activity authorized by ESEA

3. Project Description including details and timeline:

To keep children safe we need to minimize sharing of materials which comes at an additional cost in terms of classroom supplies and materials. We also need to have the supplies and technology on hand should we have to go into remote situations. Because remote learning not only involves technology and the related materials but also includes traditional materials such as books, and school supplies. This is a particular need in the WSD where around 70% of our students qualify for free or reduced meals. Over the past year and a half of the pandemic we have found that allowing students to bring home books and materials, while costly, is a great way to ensure that children are able to continue their learning even when school has to be closed.

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

Instructional Supplies to Reduce Sharing in classrooms - elementary classrooms this represents an additional \$5 supplies for each of our 904 elementary children over the three

years of the grant and an additional \$5/student for each of our 904 elementary children for books each of the three years of this grant. At the middle school and high school this represents an added expense of about \$5 for each of our 1,422 students for each of the three years of the grant for supplies and \$7/student for each of our 1,422 students for books.

Because technology gets a great deal more wear as a result of being taken home for students we have put in an additional \$35,000/year for replacement or repair of damaged devices and \$15,000 for replacement of peripherals such as charging cords, bags, shells etc.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$0.00	\$210,150.00	\$0.00	\$210,150.00

Remaining ARP ESSER Funds

1. Project Title: **Staff Wellness**
2. This project will utilize funding for:
Any activity authorized by ESEA
3. Project Description including details and timeline:

The pandemic has been difficult for staff and students alike. For some teachers, coming to school prior to vaccination has been a daily act of courage. It seems weekly at times, children are testing positive at home and are causing contact tracing and classroom shutdowns. Pool testing seems to have exacerbated this uncertainty. This prolonged period of stressors has taken its toll on our professional staff. This was seen in our survey of staff as well as anecdotally in our schools. To address this we would like to contract with professional organizations to help our staff use positive coping strategies. We would also like to provide high quality PD to help our staff adapt to the swiftly changing environment brought on by the pandemic and recognize the hard work and dedication of our staff have demonstrated during these unprecedented times in education!

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

We will pay teachers and counselors, social workers and other mental health professionals both within (\$8000 budgeted) and outside of our school district (\$15,000 budgeted) to create and execute high quality professional development, lead workshops and discussion groups and

other activities designed to help our educators during these difficult and stressful times in education. We will use an additional \$55,000 to purchase supplies in support of staff wellness such as yoga mats, writing journals as well as to purchase staff recognition materials such as clothing, tote bags for reaching or achieving specific goals.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$8,000.00	\$15,000.00	\$55,000.00	\$0.00	\$78,000.00

Remaining ARP ESSER Funds

1. Project Title: **NFPA 1403, "Standard on Live Fire Training" Training Facility**
2. This project will utilize funding for:
Any activity authorized by Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)
3. Project Description including details and timeline:

Of all the programs at WRVC that were affected by the COVID pandemic and inconsistent schedules amongst WRVCs sending schools, our Firefighting/EMS program was affected the most. The classroom area that the program is housed in is small, noisy and was retro-fitted to accommodate both Firefighting and EMS. Also located in this area is a fully functioning fire truck and an ambulance, both of which were donated to the program. In addition to the classroom and equipment, there is a uni-sex bathroom, a small instructor office and a tack room. The tack room has 18 lockers that are side by side with no space between them. Whether students are in the classroom or the tack room, maintaining appropriate social distances between students is very difficult especially when students are using the Blue Door for forcible entrances and donning and doffing their firefighting gear. To address this issue, we would like to create a NFPA 1403, "Standard on Live Fire Training."Training Facility" at WRVC. This will not only support our Firefighting and EMS programs, but also Westbrook first responders.

As we all know, fighting fires is one of the most dangerous jobs in the world. And when there are limited training resources/facilities, the risk for injuries and fatalities only increase. Although fighting fires for most departments is considered a low frequency/high risk activity for firefighters, the need for effective and real-life training is critical for ensuring that everyone goes home at the end of a shift or at the end of a call. Effective education in an appropriate classroom setting along with training using up-to-date equipment develops the knowledge to make appropriate strategic and tactical decisions and it develops proficiencies in the skills

necessary to mitigate or reduce the hazards associated with the job and provides for a safer operating environment for both students and first responders.

Firefighters with an EMT license are now the norm and a prerequisite for hiring. While a person with a Firefighting certification can be hired as a volunteer firefighter, most career departments, require an EMT license as well as the firefighting certification. This facility upgrade will help all of students attending WRVCs Firefighting and EMS programs, the opportunity to graduate fully certified, licensed and career ready.

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

with a cost of the firefighting training facility has been estimated at just over \$200,000. We believe that we can find in kind donations or other funding to make up the difference.

below is a description:

Qty Description:

5 40' horizontal shipping containers
1 40' vertical repelling container
1 40' pappel wall
1 Exterior stair well SS
2 interior stair wells SS
1 15' x 8' burn room w/SS partitions
2 4'x8' burn aprons w/ss partitions
2 Burn doors
1 RTD system SS
1 Roof vent SS
4 Floor drains, SS
1 Flush out hatch SS
1 Firebrick floor
1 Fire Escape Window
1 Fire Escape doo
4 SRD windows
4 STD doors
i Confined space drop tube
3 Levels w/exits
3 Wall openings
1 Tower Rappel system
1 Tower entry/exit hatch
1 Elevator door simulator
1 Drop down ladder
1 OSHA ladder

Total \$201, 880.79

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$100,000.00	\$50,000.00	\$50,000.00	\$200,000.00

Remaining ARP ESSER Funds

1. Project Title: **Additional Classroom Space to Support Smaller Class Sizes**

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:

Over the summer of 2022 we will be purchasing 4 new classroom spaces and updating two existing spaces.

Purchase of two single classrooms and one double classroom modular units. Three classroom spaces will be at Congin School and one classroom space will be at Saccarappa School. These are to support smaller class sizes that both address the spread of COVID as well as learning loss caused by distance learning due to the pandemic.

We will also be renovating space currently in our inventory to house our alternative bridge program at WHS. This will allow us to continue to use the adjacent portable space earmarked for the bridge program to support class size reduction at Canal School. This was deemed a much more cost effective way to support smaller class sizes - as compared to the purchase of additional portable classroom space.

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

Two modular classrooms single installed approximate cost \$225,000.00 PS.
 One modular classroom double installed approximate cost \$236,000.00 PS.
 Furniture for 4 classrooms 12,500/ classroom (\$50,000)
 Supplies for 4 additional classrooms (Technology) 4000/classroom \$16,000
 Contracted services for connecting electricity, alarms etc. \$10,000
 Contracted services for connecting fire suppression (sprinklers) \$40,000
 Contracted services for upgrading fire suppression and domestic water in our existing portable classroom inventory \$60,000

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$571,000.00	\$66,000.00	\$0.00	\$637,000.00

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount \$7,641,748.28
Sub-Award Amount \$5,094,498.85
20% Set Aside for Learning Recovery \$1,528,349.66

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
709: Class-size reduction	\$1,816,372.66	\$30,000.00	\$40,000.00	\$0.00	\$1,886,372.66
711: Extended School Year	\$143,106.72	\$10,000.00	\$15,000.00	\$0.00	\$168,106.72
713: Extended school day	\$188,050.00	\$5,000.00	\$15,000.00	\$0.00	\$208,050.00
728: Family support resources	\$135,420.00	\$44,000.00	\$5,000.00	\$0.00	\$184,420.00
730: Creating Safe and Healthy Learning Environments	\$576,185.46	\$5,000.00	\$15,000.00	\$0.00	\$596,185.46
Total of Reservation Projects	\$2,859,134.84	\$94,000.00	\$90,000.00	\$0.00	\$3,043,134.84
Catch-Up on Special Education Testing	\$0.00	\$130,000.00	\$0.00	\$0.00	\$130,000.00
Creating Outdoor Learning Classrooms	\$0.00	\$260,000.00	\$20,000.00	\$0.00	\$280,000.00
Technology and Connectivity	\$128,760.00	\$160,000.00	\$325,000.00	\$0.00	\$613,760.00
Learning Interventionists/RTI	\$979,141.26	\$0.00	\$5,000.00	\$0.00	\$984,141.26
Efforts to Reduce the Spread of COVID in our Schools	\$700,462.18	\$330,000.00	\$111,500.00	\$0.00	\$1,141,962.18
Transportation Stresses as a Result of the Pandemic	\$137,100.00	\$0.00	\$0.00	\$186,500.00	\$323,600.00
Additional Materials and Technology for Remote and	\$0.00	\$0.00	\$210,150.00	\$0.00	\$210,150.00

Distanced Learning					
Staff Wellness	\$8,000.00	\$15,000.00	\$55,000.00	\$0.00	\$78,000.00
NFPA 1403, "Standard on Live Fire Training" Training Facility	\$0.00	\$100,000.00	\$50,000.00	\$50,000.00	\$200,000.00
Additional Classroom Space to Support Smaller Class Sizes	\$0.00	\$571,000.00	\$66,000.00	\$0.00	\$637,000.00
Total of Additional Projects	\$1,953,463.44	\$1,566,000.00	\$842,650.00	\$236,500.00	\$4,598,613.44
Total of all Project Budgets	\$4,812,598.28	\$1,660,000.00	\$932,650.00	\$236,500.00	\$7,641,748.28

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.