

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: RSU 34	Applicant's Mailing Address: 156 Oak Street Old Town, ME 04468
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Jon Doty Position: Assistant Superintendent Office: Superintendent's Office Contact's Mailing Address: 156 Oak Street Old Town, ME04468 Zip Code Plus 4: 044681682 DUNS #: 830636127 Telephone: 2078273932 Fax: 207-827-3926 E-mail address: jon.doty@rsu34.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): Matthew Cyr	Telephone: 2078277171

Signature of Superintendent: Certified by Electronic Signature	Date: 09/27/2021
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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): Matthew Cyr	Telephone: 2078277171
Signature of Superintendent: Certified by Electronic Signature	Date: 09/27/2021

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)
Improving ventilation and other physical / infrastructure efforts to promote student and staff safety while maintaining instruction	CDC and EPA recommendations, expert analysis of current systems and practices, experiences with current infrastructure and remote/hybrid/in-person learning	Staff, community members, students
Instruction, intervention, evaluation, analysis, and professional development to address students' academic, social, and emotional needs	Research on effective practices, analyzing current student data relative to pre-pandemic data, identifying gaps in typical services relative to what students need due to pandemic	Staff, community members, students
Preparedness, health, and wellness efforts to maintain operation and continuity of services, and address needs due to the pandemic	Research on effective practices, needs identified throughout the pandemic, recommendations of CDC and other expert groups	Staff, community members, students

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:

Members of the public were invited to participate in multiple ways: via a web survey, via a public presentation, and via a public invitation to an input/discussion session. Ultimately, community members, parents, students, and staff chose to participate. Proposals for the ARP ESSER application were discussed at public session, with all welcomed in the discussion and the group reaching consensus on priorities for the application.

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

<https://www.rsu34.org/page/arp-esser>

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.rsu34.org/page/covid19>

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

RSU #34 staff assembled a draft of the plan based on guidance from CDC, DOE, and other expert groups. The draft was shared widely, then presented and reviewed in a well-attended public meeting with extensive written and in-person public comments. Ultimately, the draft was approved by the elected School Board.

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:

RSU #34's plan has been frequently revised since Summer 2020, mostly recently discussed, commented upon, and approved in a public School Board meeting on August 25th, 2021. A team including each of the school nurses and several other staff meets weekly to review our approach, periodically recommending changes to our approach. Large changes are presented in a public meeting to our School Board, which either permits the administration to proceed, or asks for further data/revisions.

As local conditions (e.g., community transmission) change, as researchers learn more about SARS-COV-2, and as new treatments or variants emerge, our plan will continue to shift to meet the best needs of our school community. The 8/25/2021 approval called for formally reviewing the plan after six weeks, and monthly thereafter.

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:

Summer programming

2. Describe the following for the intervention selected:

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

- ☒ Pre-K
- ☒ Kindergarten
- ☒ 1st grade
- ☒ 2nd grade

- ☒ 3rd grade
- ☒ 4th grade
- ☒ 5th grade
- ☒ 6th grade
- ☒ 7th grade
- ☒ 8th grade
- ☒ 9th grade
- ☒ 10th grade
- ☒ 11th grade
- ☒ 12th grade

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

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

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

Each summer in the ESSER III funding period (including extension through Summer 2024), RSU #34 will conduct summer programming carefully designed to engage students, while addressing academic, social, and emotional needs. Each grade span's program will be designed to be age-appropriate, preventing "summer slide" and accelerating learning. These services will help to address learning time lost due to school closures, hybrid learning, time spent in quarantine or absence due to illness, and inefficiencies necessary due to the enhanced precautions/hygiene.

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

RSU #34 systematically gathers and analyzes data from a variety of sources, including but not limited to standardized assessment progress, program/classroom assessment data, interventions used, and educator formative perceptions. Through analysis of these data, students are targeted for this intervention; this will draw from the entire population of students but students with one or multiple risk factors (e.g., homelessness) are more likely to be in need of the intervention. The formative and summative data are provided to those providing the intervention. Data are again collected throughout and following the intervention to evaluate the impact, and guide further actions at both an individual student and program level.

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

- *Leadership (e.g., teacher-director per grade span per summer, estimated at \$15,000)
- *Other Teachers (roughly 40 participants across the 3 summers, deployment varies based on identified needs each summer, estimated at \$110,000)
- *Hourly staff (e.g., Ed Techs, custodial staff, roughly 85 participants across the 3 summers, deployment varies based on identified needs each summer, estimated at \$100,000)
- *Transportation (extending the number of contracted days with bus contractor, specialized transportation): \$70,000

*Purchased / Contracted services (deployment varies based on identified needs each summer, estimated at \$16,069.42)

*Professional Development for participating staff (estimated at \$5,000)

*Materials to support the programming (estimated at \$20,000)

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$230,000.00	\$86,069.42	\$20,000.00	\$0.00	\$336,069.42

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-Dosage Intervention

2. Describe the following for the intervention selected:

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

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

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

- ☒ American Indian or Alaskan Native, not Hispanic
- ☒ Asian, not Hispanic
- ☒ Black or African American, not Hispanic
- ☒ Hispanic, of any race
- ☒ Native Hawaiian or Pacific Islander, not Hispanic
- ☒ Two or more races, not Hispanic
- ☒ White, not Hispanic
- ☒ Children and youth in foster care
- ☒ Children with disabilities
- ☒ English Learners

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

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

Due to COVID-19, many students have suffered large gaps in in-person learning through the Spring 2020 nationwide interruptions, through hybrid models in 2020-2021, or through lengthy illnesses/quarantines/isolations in 2021-2022, through frequent illnesses and isolations in 2022-2023, and beyond. Through this project, these students will benefit from high-dosage intervention by mathematics and literacy specialists, and trained tutors. This intervention, aimed at mitigating the impact of the pandemic on their learning, will occur both within the school day and with occasional additional service outside of school hours, through FY22, FY23, and FY24.

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

Students whose learning has been negatively impacted by the pandemic will be identified for service via school RTI/MTSSI models. The specialists or tutors will regularly (at least 8 times/year) assess and report student progress to student/parent/teachers using progress monitoring tools, local assessments, and/or NWEA.

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

Mathematics Specialist (Leonard Middle School): FY22 half year (\$40,000)
 Literacy Specialist (Old Town High School): FY22 half year, FY23 full year (\$133,308.34)
 Mathematics Specialist (Old Town High School): FY23 and FY24 full year (\$225,140.38)
 Elementary Ed Tech Interventionists (math, literacy): FY23 full year, FY24 full year (\$425,428.51)
 Additional part-time staff, and additional time for full-time staff to provide high-dosage tutoring beyond any existing contracted time: \$40,000
 Interventionist teacher / Case Manager (Leonard Middle School and Old Town High School): \$60,000
 Books/supplies/resources/software/subscriptions to support their services: \$28,590.45

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$922,377.23	\$22,590.45	\$6,000.00	\$0.00	\$950,967.68

Remaining ARP ESSER Funds

- Project Title: **Improving indoor air quality**
- This project will utilize funding for:
Improving indoor air quality
- Project Description including details and timeline:

Based on expert guidance from organizations such as CDC and EPA, and based on analysis of our existing systems by HVAC experts, RSU #34 will address HVAC needs to increase indoor air quality both during school-year and summer programming. This project will span Fall 2021 through Summer 2024, replacing/adding/updating systems such as controls, air handling units, boilers, unit ventilators, and air conditioning units to meet the current recommendations and enable safer year-round programming. In some situations increasing the mixture of outside air requires upgrading or replacing other systems to maintain building temperature. These efforts

are related to COVID-19 as they will allow us to utilize greater amounts of outside air while not over-stressing pre-pandemic HVAC systems that were not designed for this use. They will also provide an even distribution of fresh air in areas that currently do not have fresh air capacity, especially during the winter season.

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

Project 1:

Equipment (e.g., unit ventilators, boilers, air handling units, controls, estimated at \$349,693.90)

Purchased Services (e.g., labor, estimated at \$524,540.84)

Project 2:

Equipment (e.g., unit ventilators, boilers, air handling units, controls, estimated at \$90,660.00)

Purchased Services (e.g., labor, estimated at \$135,990.00)

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$660,530.84	\$0.00	\$440,353.90	\$1,100,884.74

Remaining ARP ESSER Funds

1. Project Title: **Reducing Risk, Risk Response**

2. This project will utilize funding for:

Comprehensive facilities, transportation, and practices efforts to reduce risk of virus transmission and improve preparedness/response

3. Project Description including details and timeline:

RSU #34 will utilize ARP funds to develop and enact improvements, additions, and modifications to reduce the risk of virus transmission during in-person learning and to improve preparedness/response. These will be conducted beginning Fall 2021, through the end of the ARP grant.

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

*Large van (transportation not tied to school bus exposure, medically fragile students, spacing students in transportation; estimate \$30,000)

*PPE (e.g., gloves, face shields, masks, \$0)

*Outdoor seating to enable safer learning with distancing (\$0)

*Water Bottle Filling Stations (to replace shared drinking fountains, filtered - \$13,000 estimate for 10)

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$0.00	\$13,000.00	\$30,000.00	\$43,000.00

Remaining ARP ESSER Funds

1. Project Title: **Comprehensive Operation and Continuity of Services**

2. This project will utilize funding for:

Operation and Continuity of Services

3. Project Description including details and timeline:

The COVID-19 pandemic has posed challenges to school district operations, including but not limited to: needs to provide services in different ways (e.g., remotely, and/or with extra precautions), disruption to typical learning progressions, quarantines/isolations, and after-effects such as supply chain disruptions, student and staff trauma, widespread workforce departures, additional demands on back-office functions (e.g., HR, business office), and disruptions to pre-service educator preparation.

RSU #34 will use ESSER III ARP funds to maintain operations and continuity of services, Fall 2021 through the end of ESSER III availability, as follows:

*Yield sufficient full-time, substitute, and part-time staff to maintain operations and continuity of services

*Maintain operations and continuity of services in mathematics and literacy during a period of massive disruptions and differentiated needs (e.g., Curriculum and Instruction planning, specialized instruction, coursework, workshops/webinars, coaching and consultation)

*Maintain operations and continuity of services through other professional development related to pandemic-exacerbated needs (e.g., behavioral management, family engagement)

*Provide additional staff time to address COVID-related needs such as: COVID grant management, COVID-related procurement efforts, COVID-related HR and business functions

*Maintain and analyze data to inform instruction, operations, and reporting

*Provide teacher-leadership to maintain and expand functions (e.g., coordinating academic services, coordinating and developing staff in technology shifts, coordinating school and district operations and functions)

*Provide other training and professional development to continue operations / services (e.g., workshops, webinars, curriculum development, assessment development, coursework, consultants, coaching)

*Facilities modifications to maintain operations and continuity of services (e.g., replacing or adding security cameras and accompanying systems, renovating and conditioning spaces to place students for greater instructional benefit, renovating and conditioning spaces to yield greater efficiencies in staffing operations, improved security in entryways, access control systems, replacing worn-out equipment including but not limited to playground and cafeteria equipment, replacing worn-out supplies including but not limited to musical instruments)

*Facilities modifications to increase communication (e.g., screening protocols, daily changes)

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

*Temporary staff or additional staff time totaling \$115,000 to support the above COVID-related functions (mathematics and literacy operations/continuity, data analysis, substitutes, part-time supports, teacher leadership); and \$27,200 in contracted services to support the same functions; and

*Additional time for current staff to provide necessary functions such as onboarding these new part-time staff, HR functions, business office functions, grant management functions. Total: \$0

*Contracted services to support facilities modifications and equipment/supplies replacement. Total: \$145,167.50

*Staff costs, materials (e.g., books for book studies), and contracted costs for professional development (25,000 total)

*Equipment to support facilities modifications and equipment replacement. Total: \$293,079.32

*Replacements for worn-out supplies: \$34,300

*Attracting and retaining staff (e.g., developing and purchasing promotional materials for career fairs, branding): \$10,000

*Electronic signs to increase communication (e.g., screening protocols, daily requirements): \$50,000

*Additional and replacement cafeteria tables and chairs to yield additional spacing and quicker and more thorough cleaning between lunch groups (\$45,000)

5. Project Budget

Object Codes

1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$125,000.00	\$222,367.50	\$44,300.00	\$353,079.32	\$744,746.82

Remaining ARP ESSER Funds

1. Project Title: **At Risk Students**

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:

RSU #34 will utilize ESSER III funds from Fall 2021 through Summer 2024 to identify, plan for, and address the academic, social, and emotional needs of at-risk students. This includes, e.g., designing/leading/implementing specialized instruction, social work services, small-group and individualized instruction, tutoring, psychological services, services to those whose education is disrupted via remote learning.

At-risk students are those with one or more of these risk factors: homelessness, foster, migrant, minority, economically disadvantaged, ELL, children with disabilities, incarcerated, underserved, or suffered from otherwise disrupted learning. Additional risks have emerged through the COVID-19 pandemic, exacerbating typical risk factors in students' lives, and expanding the number of students at risk. These additional risks include but are not limited to: loss of caregiver(s), disrupted learning en masse, individually-disrupted learning (e.g., quarantines, isolation), social isolation, fear/trauma, and housing disruption.

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

*Teachers (1 additional role providing interventions and supports for students disrupted by quarantine/isolation, extra time for current staff to develop appropriate programming and serve at-risk students, estimated at a total of \$125,842.48 across FY22, FY23, FY24)

*Educational Technicians (2 additional multi-year roles providing interventions/supports, extra time for current staff to develop appropriate programming and serve at-risk students, estimated at a total of \$147,629.73)

*Purchased services (e.g., contracted providers such as social workers and psychologists, estimated at \$205,295)

*Materials to support the activities (estimated at \$15,000)

*Instructional Guidance (1/2 year, estimated at \$57,500)

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$330,972.21	\$205,295.00	\$15,000.00	\$0.00	\$551,267.21

Remaining ARP ESSER Funds

1. Project Title: **Educational Technology**

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:

The COVID-19 pandemic has posed challenges to student learning, requiring preparedness and operation in in-person, hybrid, and remote settings, as well as a range of hardware and software to meet even more varied student needs than usual, as typical learning progressions and student engagement have been highly and unevenly disrupted.

RSU #34 will use ESSER III ARP funds to provide educational technology, Fall 2021 through the end of ESSER III availability, as follows: Provide adequate educational technology to support periods of hybrid/remote learning and teaching, provide adequate hardware to add programming seeking to re-engage disengaged student populations (e.g., e-Sports), and increased use of technologies to mitigate learning disruption (e.g., networks, devices, software/applications/subscriptions).

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

(\$15,000 in purchased services for software/applications/subscriptions to support hybrid/remote learning and mitigate learning disruption, and
15,000 in computer technology to add programming to re-engage disengaged student populations (e.g., e-sports), and
10,000 to replace computer devices worn out through extra remote use, and
\$7,584 in purchased services to shift to more robust platforms likely to mitigate further learning disruption)

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$22,584.00	\$25,000.00	\$0.00	\$47,584.00

Remaining ARP ESSER Funds1. Project Title: **Staff Wellness - Operation and Continuity of Services**2. This project will utilize funding for:
Operation and Continuity of Services - Staff Wellness

3. Project Description including details and timeline:

The COVID-19 pandemic has posed challenges to school district operations, including but not limited to highly atypical pressures on staff who work in an environment of greater actual/perceived risk, who must frequently and rapidly adjust plans for hybrid/remote settings, who must sustain efforts in maintaining a safe learning environment with COVID precautions, who make much greater than usual adjustments to typical learning progressions, who maintain operations during workforce shortages, and who take on physical, emotional, and mental burdens as they support student and colleague wellness through risk and trauma.

RSU #34 will use ESSER III ARP funds to maintain operations and continuity of services, Fall 2021 through the end of ESSER III availability, by supporting staff wellness

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

*Funds to conduct periodic wellness programming over the course of multiple years (\$10,000 in staffing costs to develop and conduct programming, \$2,500 in purchased services for external providers of programming).

This programming will be designed in ways to promote wellness through physical activity, creative expression, gathering with colleagues, play, and/or other healthy endeavors.

Examples of such programming include, but are not limited to: a "library" of things that can be signed out to promote wellness (e.g., state park passes, snowshoes), yoga, low-impact athletics, healthy eating, artistic expression, games, hydration, mindfulness, and healthy habit challenges.

*Funds to purchase the supplies necessary to operate these activities (\$10,000).

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$10,000.00	\$2,500.00	\$10,000.00	\$0.00	\$22,500.00

Remaining ARP ESSER Funds

1. Project Title: **Additional Nursing Team Staff**

2. This project will utilize funding for:

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

3. Project Description including details and timeline:

RSU #34 will utilize ARP funds to develop and implement procedures and systems to improve the preparedness and response effort of the district in regard to school nursing functions. These will be conducted beginning Fall 2021, through the end of the ARP grant.

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

*Additional school nursing team member (e.g., pooled testing, contact tracing, and rapid testing), extra days for school nursing staff (contact tracing), and substitute school nursing staff (\$102,382 total over two years)

*Eye screening device to shorten per-student screening time, freeing up nurse for respiratory health screenings and communication with staff / families (\$6,000)

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$102,382.00	\$0.00	\$0.00	\$6,000.00	\$108,382.00

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount	\$3,905,401.87
Sub-Award Amount	\$2,603,601.24
20% Set Aside for Learning Recovery	\$781,080.37

Reservation Projects	Object Codes				
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
492: Summer programming	\$230,000.00	\$86,069.42	\$20,000.00	\$0.00	\$336,069.42

839: High-Dosage Intervention	\$922,377.23	\$22,590.45	\$6,000.00	\$0.00	\$950,967.68
Total of Reservation Projects	\$1,152,377.23	\$108,659.87	\$26,000.00	\$0.00	\$1,287,037.10
Improving indoor air quality	\$0.00	\$660,530.84	\$0.00	\$440,353.90	\$1,100,884.74
Reducing Risk, Risk Response	\$0.00	\$0.00	\$13,000.00	\$30,000.00	\$43,000.00
Comprehensive Operation and Continuity of Services	\$125,000.00	\$222,367.50	\$44,300.00	\$353,079.32	\$744,746.82
At Risk Students	\$330,972.21	\$205,295.00	\$15,000.00	\$0.00	\$551,267.21
Educational Technology	\$0.00	\$22,584.00	\$25,000.00	\$0.00	\$47,584.00
Staff Wellness - Operation and Continuity of Services	\$10,000.00	\$2,500.00	\$10,000.00	\$0.00	\$22,500.00
Additional Nursing Team Staff	\$102,382.00	\$0.00	\$0.00	\$6,000.00	\$108,382.00
Total of Additional Projects	\$568,354.21	\$1,113,277.34	\$107,300.00	\$829,433.22	\$2,618,364.77
Total of all Project Budgets	\$1,720,731.44	\$1,221,937.21	\$133,300.00	\$829,433.22	\$3,905,401.87

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.