

**MAINE REGIONAL SCHOOL UNIT #50
REGULAR BOARD MEETING
JULY 20, 2020
MINUTES
SOUTHERN AROOSTOOK SCHOOL
6:30 P.M.**

Board members present: Barbara Burton, Laura Farnsworth, Stephen Porter and Greg Ryan.

Kasandra Foster and Paula Stevens attended the meeting remotely.

Absent: Danny Barrows, Larry Greenlaw and Carman Lilley.

Others present: Staff - April Bates, Elaine Small, Holly Vining and Janet Vose.

Heather Swallow and Tera York attended remotely.

1. The meeting was called to order by the Chair at 6:30 p.m. and a quorum declared; the Flag salute followed.
2. The Minutes of the Regular Board Meeting of June 8, 2020 and the Special Meeting of July 7, 2020 were approved.
Moved to approve by: Greg Ryan
Seconded by: Laura Farnsworth
Vote: Unanimous
3. Time Period to Hear from Citizens: None
4. Adjustment(s) to the Agenda: It was Moved by Greg Ryan, Seconded by Laura Farnsworth and Voted: Unanimously to add the Resolution to join the Multi-District Litigation to file legal claim against the pharmaceutical industry.

The Resolution was read and discussed at length by those present.

Moved to join the litigation by: Laura Farnsworth

Seconded by: Greg Ryan

Vote: Unanimous

5. Reports:
 - a. Board Chair: None
Vice Chair: None
 - b. Committee Reports –
Building & Grounds: N/A
Education: N/A
Finance: Holly reported to the Finance Committee on spending and savings at year end and possible scenarios going forward.
Negotiations: N/A
Policy: See item 8
Region II: N/A
 - c. Principals: April reported on the progress of planning for school opening and the annual reporting for ESEA. (see item 9a, plus attached report)

- d. Special Services Director: Janet included her year-end report in the Board packet. She updated the Board on upcoming numbers and concerns around being understaffed for FY21 (see attached)
- e. Superintendent: Jon reported on the planning for re-opening of school in the fall and the various facets of those plans. He addressed the opening of athletics with MPA guidance in our school community (see in-depth report attached).

6. Appointments and Resignations

Dr. Ronald Blum who has been our school physician is retiring: we will have a new school physician on board for the coming year: Dr. Rose Fuchs

Teacher transfers at SACS:

Kristen Hunter – Elementary Reading Recovery Teacher

Janelle Collier will return as an elementary classroom teacher for the RSU.

Co-Curricular Appointments for FY21:

Athletic Director Cliff Urquhart
 Varsity Golf - Phil Faulkner
 MS Boys Soccer - Hilary Lawlor
 MS Girls Soccer - Olivia Shields
 Varsity Boys Soccer - Austin White
 Volunteer Varsity Boys Soccer - Alex White
 Varsity Girls Soccer – Audrey Violette
 Varsity Cheering - Lisa Casey
 MS Boys Basketball - Phil Faulkner
 MS Girls Basketball - Kim Russell
 JV Boys Basketball - Phil Faulkner
 JV Girls Basketball - Kim Russell
 Varsity Boys Basketball - Brett Russell
 Varsity Girls Basketball - Cliff Urquhart
 Varsity Girls Basketball Volunteer - Brandon McCarthy
 Varsity Softball - Paul Sherman
 8th Grade Class Advisor - Kim Russell
 Freshman Class Advisor - Cliff Urquhart
 Junior Class Advisor - Meagan Brooks and Brittany Brewer
 Senior Class Advisor - Janet Vose
 Yearbook Advisor- Lisa Boutilier
 National Honor Society Megan Brooks and Brittany Brewer
 Student Council – Krista Hardy and Terri Slauenwhite

7. First Reading of Policies: None

8. Second Reading/Adoption of Policies:

IKF: Graduation Requirements
 IKAB: Grading and Reporting of Student Progress
 Moved to approve by: Greg Ryan
 Seconded by: Barbara Burton
 Vote: Unanimous

9. Other Business – Old/New

a. ESEA Application Overview and Feedback (RSU 50, Title 1)

April presented an in-depth overview of this document and answered questions.

b. Discussion of Committee appointments for the coming year.

Current Members:

Policy Committee – Laura, Greg, Paula, Steve

Finance Committee – Barb, Greg, Paula

Building & Grounds Committee – Larry, Greg, vacant seat

Education Committee – Barb, Laura, vacant seat

Negotiations Committee -

Teachers – Barb, Larry, Greg

Support Staff – Barb, Larry Greg, vacant seat

Region II Committee – Kasandra, Laura, Larry, Steve

c. Recommendation to change the current procedure of requiring a physical exam every year to participate in co-curricular sports.

The new requirement would be for a physical exam every two years to participate in co-curricular sports with athletes being required to update and complete a yearly health history questionnaire which should include a COVID-19 specific health history. (<https://www.aap.org/en-us/Documents/PPE-History-Form-%28English%29.pdf>)

The health history and COVID-19 specific health history will be reviewed by the school's healthcare professionals. Positive responses will trigger an evaluation prior to participation in sports.

MPA Guidelines in regards to physical exams and co-curricular sports:

Access to healthcare professionals to complete an in-person pre-participation physical evaluation (PPE) may be limited for the 2020-2021 academic school year. Many districts have a policy that requires a physical exam every two calendar years. Given this may not be feasible in our current pandemic, the following procedures are recommended for the 2020-2021 school year:

- *Athletes who had a valid PPE on file for the 2019-2020 academic year be granted a one-year extension to receive their PPE. In other words, athletes whose PPE would expire in the 2020-2021 academic year, will be granted a one-year extension to receive a new physical.*
- *However, all athletes will be required to update and complete the health history questionnaire which should include a COVID-19 specific health history. (<https://www.aap.org/en-us/Documents/PPE-History-Form-%28English%29.pdf>)*
 - *The health history and COVID-19 specific health history will be reviewed by the school's healthcare professionals. Positive responses will trigger an evaluation prior to participation in sports.*
 - *Athletes who are first time participants in athletics, or athletes who did not have a physical exam during the 2019-2020 academic year, will be required to have a physical prior to athletic participation.*

Following a lengthy discussion of the pros and cons of this change it was Moved by Barbara Burton and Seconded by Laura Farnsworth to change the current procedure.

The Vote failed: 2 yes, 4 no. The procedure will remain the same with annual physicals being the required protocol for co-curricular sports. The Covid-19 MPA guidelines will be added to this procedure.

10. Future Agenda Item(s)

Learning plans for Fall
Student and Employee Handbooks with Covid-19 protocols in place
Adjustments to the School Calendar with additional days for Staff
Election of officers
Committee appointments
Bread and Milk Bids for FY21

11. Upcoming Meetings and Events

Policy Committee	August 10, 2020 @ 5:00 p.m. (note time change)
Finance Comm.	August 10, 2020 @ 6:00 p.m.
Regular Board Meeting	August 10, 2020 @ 6:30 p.m.
Public Hearing for the RSU FY21	Budget via ZOOM August 11 @ 7:00 p.m.
Region II Board	August 18, 2020 @ 6:00 p.m. – Houlton

August 18, 2020 - Budget Validation Referendum at your local polls, check times for each town

Special Meeting to validate the Referendum results: August 20, 2020 @ 6:30 p.m.

12. Adjournment:

The meeting was adjourned by unanimous decision at 8:04 p.m.

Respectfully Submitted:



Jonathan Porter
Superintendent, RSU #50

End of year report from the Special Services Department

REMOTE LEARNING

The parent and teacher reports about remote learning were really positive. The majority felt that the needs were met or exceeded in general. They agreed that RSU 50 did the best work possible given the situation. Hats off to the teachers, ed techs, and related service providers for stepping up to give our kids the best possible educational experience in the crisis.

Moving forward the fall should and will look different to meet the individual needs of the students. A zoom meeting with Eric Herlan from DW and the DOE was extremely helpful. I feel the guidance and expectations have become much more reasonable and attainable for schools and staff. I can provide more on that once the planning phases start. I will list a few highlights further in the update.

I am encouraging my special education staff to use Google Classroom as much as they can for the new year as we expect a hybrid education system. This should make it easier for them to do both in school and remote instruction. There is going to be a lot of planning going into the upcoming school year that will require a lot of creativity and patience.

Zoom Highlights

- Each student who receives services should have the IEP/504 plan looked at and determined if it should be a home based or school based IEP. That is determined by the amount of time the building is open and if the need to do remote learning is disability based.
- Compensatory services will not be a “worry”. Since every student in the state has lost out on some sort of instruction and will most likely show regression the special education departments will unlikely have to provide compensatory services. It will be a very hard thing to determine if a student has regressed due to lack of instruction provided by the school or just because of covid. Therefore they are giving schools guidance to NOT try and put any extra services in IEPs at this time.
- Once school “opens” in the fall, and if a parent or guardian determines that school is “not safe” in their opinion, if the student has NO UNDERLYING CONDITIONS or DISABILITY related reason to have home based learning the school is no longer legally obligated to provide anything on an IEP. The school would ONLY be obligated to provide whatever services they are providing for ANY/ALL students who choose to do remote learning. This does not apply if it's disability based. Bottom line, if you have a reading disability but are healthy and the family is healthy then you are expected to come to school if the building is open. If you choose not to then we don't have to provide the extra reading services.
- If a student is doing remote learning and the class instruction is “live”. (a teacher is broadcasting an 8 am class) and the student is expected to be

there, but the student would rather sleep in, and it's not disability based, the student is expected to attend the 8 am class. If not it's considered an absence. We are supposed to look at it, like it was in school instruction. We would not change an 8 am class if school were in the building as normal.

SPECIAL EDUCATION OFFICE REPORT

IEP's, 504's, and progress reports are all completed and mailed to families. July 1st starts a new school year, students will be updated in the software.

IEP numbers = 79

504 numbers = 12

Total number of students w/ services = 91

Total Enrollment = 346 as of 6/19/20 (information via Lisa B.)

Percentage of population who receives a service = 26.3 percent

We graduated one student with an IEP, so she's not counted in the 79. We have enrolled 8 students since March with IEP's. (Includes incoming Kindergarten students)

Total increase of IEP's during the 19/20 school year +15

Total Decrease of 504's during the 19/20 school year -4

EVALUATIONS/REFERRALS/TESTING

During the COVID shut down we were unable to do any testing in house. We completed the required timeline tests by using AMHC and they were testing in their offices. We were lucky enough to not miss deadlines. We had one referral which was started just as COVID hit, which is still in the works as we are waiting on the family to sign paperwork. We have a large list of triennials coming our way for the 20/21 school year. My plan is to do it in house as much as we can, however depending on the fall plan we may have to outsource to AMHC more than I would like, simply to meet guidelines and laws. I will continue to monitor that and make decisions as the timeline dictates.

OTHER

Local Entitlement application is nearly completed. They have already granted approval and extended the deadline to September for the actual application, but I plan to have it complete and submitted ASAP. This should be done by the end of the week 7/3/20. UPDATE: It was actually completed 7/1/20 and Jon has signed. Just waiting on approval.

Staffing is a concern. With the increase in numbers we are very close in some cases and over in other cases of legally allowed numbers of students in classrooms and on caseloads. There is consideration for an additional special education teacher at this time. We know given the lack of instruction due to COVID are needs are not improving but increasing. Unfortunately, this will be the case for the foreseeable future.

Hilary's room change is coming along nicely. Thank you to all those who are making that happen.



Maine Department of Education FY2020 ESEA Application

GRANT REQUEST COVER PAGE

Name of Grantee **RSU 50**
 Grantee Address **922 Dyer Brook Road**
Dyer Brook , ME 04747
 Grantee Address **(207) 757-8223**
 Fax # **(207) 757- 8257**
 Program Year **2020-2021**
 State Fiscal Year **2021**

Name of contact Person	April Bates
Grantee Office	Southern Aroostook Community School
Address	922 Dyer Brook Road Dyer Brook , ME 04747
Telephone #	(207) 757-8206
Fax #	(207) 757-7313
Email	abates@rsu50.org;hvining@rsu50.org

GENERAL ASSURANCE

I hereby certify that, to the best of my knowledge:

the grant funds will be expended as stated in the goals and activities of this grant request and no changes to the goals, activities or budget set forth in this grant document will be made until MDOE approval is granted;

the Grantee has complied with certification or sub-grantee debarment, suspension and other responsible matters. (Forms available on State of Maine Consolidated Grant Request website, www.4pcmaine.org.); **and**

the Grantee will comply with all assurances and certifications listed in this Grant Request, Grant Request Guidance sections and applicable state and federal laws including all applicable Education Department General Administrative Regulations (EDGAR) and Codes of Federal Regulations (CFR) including 34 CFR parts 75, 76, 77, 81 and 2 CFR Part 200.

2 CFR Part 200, Section 200.425 Audit Services requires that grantees or subrecipients that expend \$750,000 or more in Federal awards during their fiscal year are subject to an audit requirement. Audit requirements for State and local governments, and non-profit organizations receiving Federal awards or subawards, are defined in 2 CFR Part 200 Subpart F 200.500 - 200.521. All School Administrative Units are required to comply with Title 20-A, Chapter 221, Subchapter 2 §6051 (6), requiring that each school board provide a copy of the audit report to the Commissioner of the Department of Education within six months after the end of the audit period (<http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec6051.html>).

For the ESEA Application, the authorized official may give permission for his/her Designee to request and submit a Vendor Reimbursement Request but this does not remove the responsibility of the authorized official. The Vendor Reimbursement Request is based upon an expenditure list. The supporting documentation for all the allowable costs and a copy of the Vendor Reimbursement Request will be on file at the Grantee's office

☐ By using my PIN to electronically submit this document (electronic signature) I agree to all statements above and conditions listed in the grant approval letter.

Submitted by:

April Bates, Principal

Jon Porter Superintendent

NOT CERTIFIED BY ELECTRONIC SIGNATURE

Signature

April Bates, Principal for Southern Aroostook Community School

NOT CERTIFIED BY ELECTRONIC SIGNATURE

Signature

For Information Call:
 ESEA Regional Program Manager
[Click HERE to locate contact information](#)

Maine Department of Education
 ESEA Clearinghouse
 23 State House Station
 Augusta, ME 04333-0023

Due: August 1, 2020

Check the box to indicate acceptance of Federal Assurances:

☒ Yes, Accept Federal Assurances

NDE 06-067

Lower Tier Covered Transaction for FY2021

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement)," The Certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period proceeding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 34 CFR Part 85, for prospective participants in primary or substantive control over a covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110-

A. The applicant certifies that it is its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;

(b) Have not within three-year period preceding this application been convicted of or had a civil judgment rendered against them for convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contact under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction

Federal Gun Free Schools Act

for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after each conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving, actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571.

Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistant or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610

The federal Gun Free Schools Act, (No Child Left Behind Act of 2002, Public Law 107-110, Title IV, Part A, Section 4141), and Maine state law, (20-A MRSA, Section 1001, subpart-9A, Students Expelled or Suspended under the Requirements of the Federal Gun-Free Schools Act), requires that LEAs: Expel from school for at least one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, (except that the federal and state laws shall allow the chief administering officer of such educational agency to modify such expulsion requirement for a student on a case-by-case basis), that they report the incident to the criminal justice or juvenile delinquency system, and that they provide the Maine Department of Education with annual documentation of the incidents. Nothing in this subpart shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting. The provisions of this section shall be construed in manner consistent with the Individuals with Disabilities Education Act.

NON-CONSTRUCTION PROGRAMS

Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified. As the duly authorized representative of the applicant I certify that the applicant:

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3, Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. § § 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. § § 1271 et seq.) related to protecting components or potential

1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. § § 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. § § 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-615), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) § § 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply with the provisions of the Hatch Act (5 U.S.C. § § 1501-1508 and 7324-7328)

components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. § § 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

19. Will examine, as required by the United States Department of Education's General Education Provisions Act (GEPA), Section 427, each project in this ESEA Consolidated Application to determine whether the project includes any barriers that impede equitable access or participation such as gender, race, national origin, color, disability, or age. Should such barriers exist, a description of the steps taken to ensure equitable access to, and

which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

participation in, the project for students, teachers, and other beneficiaries with special needs will be included.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. § § 276a to 276a-7), The Copeland Act (40 U.S.C. § 276c and 18 U.S.C. § § 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. § § 327-333), regarding labor standards for federally assisted construction subagreements.

NOTE: RE: Paragraph # 19: Please note that Title V, Section 7215(a)(23) permits programs "... to provide same-gender schools and classrooms (consistent with applicable law) ..." If your application includes such a program, please provide documentation that it is consistent with applicable law.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following; (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. § § 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, P.L. 93-523; and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

Check the box to indicate acceptance of ESEA General Assurances:

☒ Yes, Accept ESEA General Assurances

Sec. 8306 Other General Assurances

a. Any applicant shall have on file with the SEA whether applying separately or pursuant to section 8306 a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that--

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications (See MDOEs Annual Application Guidance for Title specific assurances);
- (2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities; and
- (2)(B) the public agency, nonprofit private agency institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes;
- (3) the applicant will adopt and use proper methods of administering each such program, including--
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the SEA, the secretary, or other Federal officials;
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and account for, Federal funds paid to such applicant under each such program;
- (6) the applicant will--
 - (A) make reports to the SEA and the Secretary as may be necessary to enable such agency and Secretary to perform their duties under each such program; and
 - (B) maintain such records, provide such information, and afford access to the records as the SEA or the Secretary may find necessary to carry out the SEAs or the Secretary's duties; and
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.

b. GEPA Provision.--Section 442 of the General Education Provisions Act (GEPA) does not apply to programs under this Act.

ESEA Program Assurances**I Title IA**

A. The LEA has read and agrees to meet the program assurances contained in Section 1112(c) 1-7.

Title IA Assurances Yes ☒ No ☐ N/A ☐

B. The LEA agrees to transfer funds to another district for equitable services for private school students residing in the district and attending a private school in another district as reported on the district's final Title IA allocation document.

Yes ☒ No ☐ N/A ☐

C. The LEA agrees to ensure that all students from all public schools will participate in the required Title I state assessments for ELA, Mathematics, and Science, and English Language Proficiency. In the past school year, did the LEA and each school meet the 95% threshold for participation in all subgroups?

Yes ☐ No ☐ N/A ☒

If No, respond to items a and/or b.

a. less than 95%. Describe how the SAU will provide assistance to parents in understanding the importance of participating in the State's academic assessment in current school year

b. less than 75% Submit evidence to the Maine DOE of how you assisted parents during the prior year. Provide summary data documenting opt out rationals/reasons.

D. Describe the process for annually notifying and educating families about the ESEA Dashboard. The RSU's report card is updated annually and presented to the school board. The report card is then on file in the Superintendent's office for public view. Community members and parents are notified of the report cards presence and availability at the the school board meeting and in the district newsletters sent to parents. The report card is also available on the district webpage.

Provide the local school district web address where families and community members may receive local information from the ESEA Dashboard.

RSU50.org

E. The LEA agrees, if selected, to participate in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics or in the pilot testing in national years, of NAEP questions for the reading and mathematics NAEP assessment, all carried out under Section 411(B)(2) of the National Education Statistics Act of 1994.

Yes ☒ No ☐ N/A ☐

F. Describe how the SAU will identify and address disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

RSU 50 will use Title 1 funds to support and provide services to all children with limited English proficiencies, children with disabilities, children who qualify under the migrant definition, neglected and/or delinquent youth, homeless children, immigrants, minority, and low-income students. Being a school wide program allows us to serve the needs of all students as money will allow. We do target our youngest children for the majority of Title 1A services, but monitor needs and make necessary changes. The RSU 50 administrative team will oversee each of the school's respective school leadership teams in implementing and coordinating services for our students to prevent duplication of service. All of the respective school leadership teams will compile and analyze student achievement data to help inform the success of the program or if there needs to be any changes to better serve our students. Teachers will also be involved in six week data meetings to analyze student achievement data to better inform instruction and also to appropriately place students into targeted intervention and/or supports to help facilitate learning. Meeting every six weeks allows us to closely monitor students progress.

G. Describe how the SAU will implement strategies to facilitate effective transitions for students

from Pre-School to Elementary, if applicable; middle grades to high school and from high school to post-secondary education.

The RSU has a collaborative program with ACAP within the elementary setting. Prior to school starting, students and parents are invited in to meet the classroom teachers and to visit the classrooms. There are also monthly parent meetings held to support parents and to discuss educational needs or support systems in the school & community. In the spring, the RSU schedules a parent meeting to inform parents of the four year olds to help with the transition to kindergarten. Also, in the spring, the four year olds also transition to the elementary schedule for lunch and specials like PE and library.

Middle grades to high school transition is facilitated by teachers having meetings prior to school starting in which teachers meet and share academic, behavioral, social, and other strengths and/or challenges of incoming students to help support their learning. Many of our Middle School students take science and foreign language in the HS, so they are familiar with where classes are.

High School transition to college includes taking students on college tours & college fairs, support with college applications & financial aid form completion, and also student & parent presentations. "Goodbye High School, Hello College" is a presentation our seniors and parents annually attend. Guidance counselors also follow-up with graduated seniors during the Summer months to "check-in" to see if the students are still planning on attending college in the Fall and if they have any questions or need any support. Many of our HS student take college courses while still in HS. This helps with the transition to being full time college students.

II. TITLE IIA

The LEA has read and agrees to meet the program assurances contained in Section 2102(b)(2).

Title IIA Assurances Yes ☒ No ☐ N/A ☐

III. TITLE III

A. The LEA has read and agrees to meet the program assurances contained in Section 3116(b)(4)

Title III Assurances Yes ☒ No ☐ N/A ☐

B. Describe the core EL program paid for through local/state funds only. How does the LEA meet its civil rights obligations to ELs and their families, including staffing, materials, facilities, professional development for mainstream and EL staff, and translation/interpretation for parents? Please do not list any services here that are paid for through federal ESEA funds.

Currently, Southern Aroostook doesn't have any identified students. If RSU 50 did have EL students enroll, we would consult with the Maine DOE for recommendations to meet the needs of these students. Then the RSU would hire the required staff and implement the needed programing.

IV. TITLE IVA

The LEA has read and agrees to meet the program assurances contained in Section 4106(e)(2).

Title IV Assurances Yes ☐ No ☐ N/A ☒

V. McKinney-Vento Homeless Liaison

The LEA will designate an appropriate staff person able to carry out duties as a local educational

Address	922 Dyer Brook Rd	FAX #	2077578242
Town	Dyer Brook ST ME Zip 04747	E-mail	abates@rsu50.org

Title IA - Basic Disadvantaged Program

Contact Person	April Bates	Phone	2077578206
Work Location	Southern Aroostook Community School	Ext.	028
Address	922 Dyer Brook Rd	FAX #	2077578242
Town	Dyer Brook ST ME Zip 04747	E-mail	abates@rsu50.org

Title IIA - Improving Teacher Quality

Contact Person	April Bates	Phone	2077578206
Work Location	Southern Aroostook Community School	Ext.	028
Address	922 Dyer Brook Rd	FAX #	2077578242
Town	Dyer Brook ST ME Zip 04747	E-mail	abates@rsu50.org

Title IVA - Student Support and Academic Enrichment

Contact Person	April Bates	Phone	2077578206
Work Location	Southern Aroostook Community School	Ext.	028
Address	922 Dyer Brook Rd	FAX #	2077578242
Town	Dyer Brook ST ME Zip 04747	E-mail	abates@rsu50.org

Title V - Rural Education Achievement Program

Contact Person	April Bates	Phone	2077578206
Work Location	Southern Aroostook Community School	Ext.	028
Address	922 Dyer Brook Rd	FAX #	2077578242
Town	Dyer Brook ST ME Zip 4747	E-mail	abates@rsu50.org

McKinney-Vento Homeless Liaison

Contact Person	Jon Porter	Phone	2077578206
Work Location	Southern Aroostook Community School	Ext.	011
Address	922 Dyer Brook Rd	FAX #	2077578257
Town	Dyer Brook ST ME Zip 04747	E-mail	jporter203@rsu50.org

Foster Care Liaison

Contact Person	Jon Porter	Phone	2077578206
Work Location	Southern Aroostook Community School	Ext.	011
Address	922 Dyer Brook Rd	FAX #	2077578257
Town	Dyer Brook ST ME Zip 04747	E-mail	jporter203@rsu50.org

ESEA Application Development Team**UNIT RSU 50 School Year 2021**

Provide the names of individuals who serve as members of the district's planning team. Also, be sure to make note of what stakeholder group each individual represented in the development of this plan. (Each stakeholder group should have at least one representative).

Full Name	Title	Stakeholder Group
Jon Porter	Superintendent	Administration

April Bates	IDEA	Administration
April Bates	Learning Results	Administration
April Bates	ESEA Program Coordinator	Administration
April Bates	Title IVA	Administration
April Bates	Title IIA	Administration
April Bates	Title IA	Administration
Holly Vining	Business Manager	Administration
Lana Desmond	Elementary Teacher	Community_Members
Janet Vose	Parent	Parents
Paige Vose	Student	Students
Susan Noyes	Elementary Teacher	Teachers
Shannon Mathers	HS Teacher/After School Coordinator	Teachers

Describe how the above planning team members were selected.

Members have previously served on the application development team or are new members of the team that are part of administration and leadership.

List the planning meetings that occurred to create this application.

Purpose of Meeting	Date of Meeting
Discussion of changes and updates before starting the application	6/3/2020
Review of work done on application	7/8/2020

Describe method that the SAU used to provide the annual opportunity for public comment on the use of federal funds under this application prior to the submission of this application and how did the SAU consider these comments.

Section 8306(a)(7)

Where/when notice posted, where/when meeting advertised, how the posting & advertisement were disseminated to parents and public.

This was sent to our parents/public with a Blackboard Connect Message in June.

Date or period allowed for public comment: 7/20/2020

Financial Transfer Worksheet for FY2021

This form is completed only by districts using any of the transferability options of ESEA; all others skip.

Unit RSU 50

Contact Person: April Bates

Phone: (207) 757-8206

Email: abates@rsu50.org; hvining@rsu50.org

Title	IA Basic Disadvantaged Program	IIA Teacher Quality	IVA Student Supports & Academic Enrichment	V Rural Education	Total
(a) Allocations	\$170,785.52	\$19,454.15	\$17,739.12	\$14,577.05	\$222,555.84
(b) Transfers To: Up to 100% of amount in row (a)		\$0.00 IA \$0.00 IVA \$0.00 V	\$0.00 IA \$17,739.12 IIA \$0.00 V		

(c) Total to Be Transferred OUT: From Row (b)		\$0.00	\$17,739.12		\$17,739.12
(d) Total to Be Transferred IN: From Titles listed in Row (b)	\$0.00	\$17,739.12	\$0.00	\$0.00	\$17,739.12
(e) Adjusted Title Total (a)-(c)+(d) Funds available for projects	\$170,785.52	\$37,193.27	\$0.00	\$14,577.05	\$222,555.84

District Profile Page

Comprehensive Needs Assessment:

District Level Needs Assessment and Planning

District Name: RSU 50

Dates District Level Needs Assessment Conducted:

June 3, 11, 29

Stakeholders Involved in District Level Needs Assessment (Provide Name & Position):

Jon Porter, Superintendent
 April Bates, Principal
 Janet Vose, Special Services Director
 Tom Small, Technology Coordinator
 Holly Vining, Business Manager

Summarize the SAU's current process for conducting a Comprehensive Needs Assessment to inform the use of these federal funds.

RSU 50 looks at student achievement data to inform decisions. We also examined last year's performance report to identify areas in need of support. For the 2018-19 school year, RSU 50 created a district level goal of 70% of our students will meet yearly growth on the NWEA in both literacy & math. We did not reach these goals. 58% met growth in Reading, and 38% met growth in math. However we are moving in the right direction. We also look at the percent of our students that met benchmark or higher. When using the NWEA benchmark of 41% or higher, 71% of our students were at benchmark or higher in Math, and in Reading 68% met benchmark or higher. They did increase by 5% from last year. 85% of our students were absent less than 10% of the school year in 2018-19. We didn't meet our goal of 95%, but put procedures in place to continue to address school attendance.

***RSU 50 is using this same data for this new application because we were unable to update our data for the 2019-2020 school year because of Covid-19.

Describe the high need areas identified as a result of the comprehensive needs assessment.

Math, Reading, Attendance

District Level Goals

As a result of the district level needs assessment; list at minimum three (3) district-wide goals (one math goal and one literacy goal required) to be achieved through leveraging the district's ESEA federal program funds.

Goal #1 Academic and School Improvement

Indicator (Assessment or mechanism used to track progress in meeting goal):

Local Standardized Assessment Results from NWEA and attendance records.

20-21 outcomes: 70% of students will meet or exceed benchmark in Math in the Spring.

70% of students will meet or exceed benchmark in Reading in the Spring.

95% of students will miss less than 10% of school in the 2020-21 school year.

Goal #2 Build Leadership Capacity by using the PLC Structure & Focus and having

Leadership Team meetings for the 2020-21 school year.**Indicator** (Assessment or mechanism used to track progress in meeting goal):

PLC and Leadership agendas and notes

20-21 outcomes: 100% of teaching staff will engage in PLC's to enhance their learning.

Goal #3 Provide timely and constructive feedback to staff.**Indicator** (Assessment or mechanism used to track progress in meeting goal):

Evaluations, Data; and Data Meetings

20-21 outcomes: 100% of staff will receive timely and constructive feedback annually.

Goal #4 K-8 teaching staff will engage in data meetings.**Indicator** (Assessment or mechanism used to track progress in meeting goal):

20-21 outcomes: 100% K-8 teachers will engage in data meetings.

District Project Sheet**Project Title: Homeless/Foster Care Project**

All LEAs must respond to and budget for comparable Title I services: Describe services to be provided to homeless students that are comparable to those provided to Title I students as well as other non-instructional education-related services needed for homeless students to support their academic success.

Provide supplemental programs for helping educationally disadvantaged children meet the standards of the Maine Learning Results. The needs of the homeless students will be addressed through the school wide plans. Ed techs will be provided for any homeless students after school hours for assistance with studies and/or social needs.

If Title I funds will be used to pay for any of the following activities, check the box and ensure appropriate funding.

- ☐ Homeless Liaison
☐ Foster Care Liaison
☐ Homeless/Foster Care Liaison
☐ Defray excess transportation costs of Homeless or Foster Care students to ensure educational stability.

This project will support the achievement of the following district goal(s):

- ☒ Academic and School Improvement
☐ Build Leadership Capacity by using the PLC Structure & Focus and having Leadership Team meetings for the 2020-21 school year.
☐ Provide timely and constructive feedback to staff.
☐ K-8 teaching staff will engage in data meetings.

Project Budget

Indicate which and how much of the district's Elementary and Secondary Education Act (ESEA) formula program funds will be used to support this project.

Funding Source	1000, 2000 Salaries & Benefits	3000 Purchased Services	5000 Travel	6000 Instructional Supplies	7000 Equipment	7300 Capital Equipment	8000 Other	Total
Title I, A	\$50.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50.00
Total	\$50.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50.00

District Project Sheet**Project Title: ESEA PROGRAM Coordinator**

Provide a description of the proposed project:

The ESEA Coordinator will be responsible for all the programming and staffing for ESEA.

Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).

The ESEA Coordinator will oversee and manage all of the district goals. This includes coordinating, supporting and working with ESEA staff, planning profession development, collecting, interpreting, and sharing data to help improve student learning, planning and running data meetings, reporting to and receiving feedback from the Leadership Team, Administration, Board, and the community, filling out the ESEA Application and Performance Report.

This project will support the achievement of the following district goal(s):

- ☒ Academic and School Improvement
- ☒ Build Leadership Capacity by using the PLC Structure & Focus and having Leadership Team meetings for the 2020-21 school year.
- ☒ Provide timely and constructive feedback to staff.
- ☒ K-8 teaching staff will engage in data meetings.

Project Budget

Indicate which and how much of the district's Elementary and Secondary Education Act (ESEA) formula program funds will be used to support this project.

Funding Source	1000, 2000 Salaries & Benefits	3000 Purchased Services	5000 Travel	6000 Instructional Supplies	7000 Equipment	7300 Capital Equipment	8000 Other	Total
Title I, A	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
Title II, A	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Total	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,000.00

School Profile Page

Comprehensive Needs Assessment:

School Level Needs Assessments

School Name: Southern Aroostook Community School

Dates School Level Needs Assessment Conducted:

You must provide an assessment date.

Stakeholders Involved in School Level Needs Assessment (Provide Name & Position):

You must list stakeholders.

Summarize the SCHOOL'S current process for conducting a Comprehensive Needs Assessment to inform the use of these federal funds.

You must summarize your assessment.

Describe the high need areas identified as a result of the school level comprehensive needs assessment beyond those identified in the district level goals.

You must identify needs.

School Level Goals

As a result of the district/school level needs assessment; list at minimum two (2) school goals to be achieved through leveraging the district's ESEA federal program funds.

SCHOOLWIDE PROJECT PAGE

School: Southern Aroostook Community School

1) Based upon the Title funds leveraged at this schoolwide school, describe how the intent and purpose of each Title program will be addressed at the school. The Intent and Purposes statements may or may not be how the money from the funding source is being spent, but how the school is meeting the intent of the legislation through local or federal funding. Depending on the contributing title programs, this might include areas such as student interventions, professional development, family engagement, technology, student health and safety, academic enrichment and improvement, and/or English language acquisition for English learners.

PROGRAMS	Intent and Purpose Statements
State/Local	State and local funds will be used to provide core instruction for all students in math, literacy, writing, science and social studies, etc.
Title I, Part A-Sec. 1001 Academic Instruction/ Interventions	<p>*Reading Recovery services will be offered to qualifying first graders.</p> <p>*Providing a four week summer school program for grades K-12: K-6 summer program will serve students based on classroom teacher recommendation and NWEA results, 7-12 students will continue to receive support for academic needs in literacy, math and credit recovery.</p> <p>*Kindergarten Jump Start Program will run simultaneously with K-12 summer school (five hours a day, four days week, four weeks).</p> <p>*Ongoing professional development for teachers and support staff in math, literacy and teacher growth/student achievement.</p> <p>*ACAP Head Start collaborative to provide a four year old program open to all four year olds that live in the district, focusing on readiness skills.</p> <p>*3 Ed. Techs will be added to the staff to help with math and literacy interventions.</p>
Title II, Part A-Sec. 2001 Professional development and teacher leadership	<p>*Funds will be used for class size reduction in 1st grade and 2nd grades. One fully certified teacher has been added to each grade level. Student/teacher ratios for first grade have been reduced to 12:1 and 12:1 in the second grade.</p> <p>**Funds will be used for ongoing professional development in math and literacy.</p>
Title V, Part B Rural Schools-Sec. 5202	*Funds will be used for class size reduction in 1st grade and 2nd grades. One fully certified teacher has been added to each grade level. Student/teacher ratios for first grade have been reduced to 12:1 and 12:1 in the second grade.

Local Funding	Amount
Enter the School's Instructional Educational Program Budget supported with state/local funds using the following Function Code amounts: 1000 - Instruction 2100 - Pupil Services 2213 - Instructional Staff Training 2220 - Educational Media Services 2700 - Transportation for Supplemental academic services only i.e field trips, after school programs, summer programs	\$3,412,470.00

Describe activities that will specifically utilize Title funds at the school level that are not included in the approved Schoolwide CNA plan.

Our students in grades K-11 are taking the NWEAs three times a year. Fall and Winter testing has

allowed teachers the opportunity to change intervention instruction as necessary, and the Spring results are used as a growth measure. The SACS K-12 leadership team (comprised of administrators, teachers and parents) will evaluate the plan by looking at student achievement and attendance data to determine if school goals have been met. The K-12 leadership team will meet to evaluate the school-wide plan, plan for professional development, and analyze student achievement data. This leadership team has decided to look closely at improving school attendance. The team will evaluate the current attendance policy and protocols and adjust as needed. The team is looking for proactive strategies that support students wanting to come to school (Responsive Classroom and the use of Advisory and Morning Meeting as well as building positive communities).

Project Budget

Funding Source	1000, 2000 Salaries & Benefits	3000 Purchased Services	5000 Travel	6000 Instructional Supplies	7000 Equipment	7300 Capital Equipment	8000 Other	Schoolwide Funding	Total
Title I, A								\$167,735.52	\$167,735.52
Title II, A								\$18,454.15	\$18,454.15
Title IVA Transfer								\$17,739.12	\$17,739.12
Title V								\$14,577.05	\$14,577.05
Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$218,505.84	\$218,505.84

Answer the following questions in relation to how the Title V funds will be used

1. What is the primary allowable activity that this project is being developed under?

- ☐ Activities authorized under Title I-A
☐ Activities authorized under Title II-A (Professional Development & Teacher Quality)
☒ Activities authorized under Title II-A (Class Size Reduction)
☐ Activities authorized under Title III (Language Instruction for English Learner and Immigrant Students)
☐ Activities authorized under Title IVA (Student Support & Academic Enrichment)
☐ Increase family engagement

2. What is the State Goal(s) that this project supports?

- ☒ Increase student academic achievement
☐ Improve teacher quality through staff development
☐ Support Technology use in classrooms
☐ Increase family engagement

This page is not ready to submit. Not all questions have been answered.

Ranking Of Schools & Distribution of FY2021 Funds - Title IA

Unit RSU 50

This block is auto-completed for all LEA's, but relevant for only LEA's with 1000+ students serving any school(s) with a poverty percentage less than 35%.			
Total Allocation	Total # of Low Income Students	125% Rule	Per Pupil Expenditure
\$170,785.52	/ 248	* 1.25 =	860.81

Determination of Title IA Funds		FY2020 Funds
Title IA Allocation	=	\$170,785.52
+ Transfer to Title IA	=	\$0.00
Total	=	\$170,785.52
Total District Projects	=	- \$3,050.00
Amount Dedicated to Schools	=	\$ 167,735.52

RANKING OF SCHOOLS & DISTRIBUTION OF FY2020 FUNDS

ALL SAU SCHOOLS	1	2	3	4	5	6	7	8
	Grade Span Low High	School Level Enrollment	School Level # of Low Income Students	School Level Poverty % [Col 3 ÷ Col 2]	Low Income Data	Eligibility	School Level Funding	School Level Per Pupil Amount [Col 7÷Col 3]
Southern Aroostook Community School	PK-12	354	248	70.1	F&R%	Yes	\$167,735.52	\$676.35
TOTALS		354	248	70.1%			\$167,735.52	

Summary of ESEA Funding for RSU 50

Contact Person: April Bates

Phone (207) 757-8206

Email abates@rsu50.org;hvining@rsu50.org

PROJECT TITLES	ESEA formula funds to be utilized			
	Title I, A	Title II, A	Title IV, A	Title V
TOTAL TITLE ALLOCATIONS	\$170,785.52	\$19,454.15	\$17,739.12	\$14,577.05
TRANSFER ADJUSTMENTS	\$0.00	\$17,739.12	\$-17,739.12	\$0.00
ADJUSTED TITLE ALLOCATIONS	\$170,785.52	\$37,193.27	\$0.00	\$14,577.05
Southern Aroostook Community School	\$167,735.52	\$18,454.15 \$17,739.12(IVA)		\$14,577.05
Homeless/Foster Care Project	\$50.00			
ESEA PROGRAM Coordinator	\$3,000.00	\$1,000.00		
TOTAL FOR EACH TITLE	\$170,785.52	\$37,193.27	\$0.00	\$14,577.05

This table displays budget errors preventing submission of the Summary of ESEA funding.

Program	From	Allocation	Budgets	Balance
Title IA:	Allocation	\$170,785.52	\$170,785.52	\$0.00
Title IIA:	Allocation (- Transfers / Alt Use)	\$19,454.15	\$19,454.15	\$0.00
	Title IVA Transfer	\$17,739.12	\$17,739.12	\$0.00
Title V:	Allocation	\$14,577.05	\$14,577.05	\$0.00

This table will disappear once all budgets are balanced.

PRE-AWARD COST PROVISION: Used only for extenuating circumstances.

Has the school administrative unit (SAU) obligated** any of these new year funds according to EDGAR 76.707 after July 1 and prior to the date that this application is certified with the Superintendent's electronic signature?

Yes ☐ No ☒

If yes, explain what the obligation or pre-award cost is, and why it was necessary to obligate funds prior to submission of the application and receipt of substantially approvable.

If accepted, your approval letter will contain allowance for pre-award costs. If denied, any obligations incurred prior to receiving substantially approvable notice will not be allowable costs under the appropriate Title program(s).

** Click [HERE](#) to connect to the definition of an obligation per EDGAR 76.707

Pre-Award Costs-- Accepted ☐ Denied ☐ Date Processed: 00/00/0000

RSU 50 Superintendent Report July 2020 RSU 50 Board Meeting

1. MPA Guidance For Opening High School Athletics and Activities

I met with Cliff Urquhart to go over what this looks like. A very comprehensive plan provided to us from the Maine Principals Association, I have included the plan in my notes. We have started to offer some strength & conditioning opportunities for kids. No inside activities until the week of July 20th, which is the beginning of phase II. The activities have been very structured and the kids have been very thankful for allowing them to get together to do some physical activity. Coaches are volunteering their time for this. So far we have had about 20 students participate.

2. So. Aroostook Food Service & Delivery Program

As of July 2nd, the SACS Food prep and delivery staff have delivered 64,916 meals. The kitchen and delivery staff have been working well together. Food is delivered on Monday's, Tuesday's and Thursday's. The reimbursement from the program has allowed us to purchase some much needed equipment for the kitchen. We have purchased two new ovens and will be purchasing a new freezer.

3. Middle School Staff-Responsive Classroom Training

Four teachers in the Middle school will be taking a Responsive Classroom training the week of August 4-7. Training is being paid through Tier III money which is provided by the Maine Dept. Of Education.

4. Maine Principal Association-Interscholastic Management Committee Appointment

I have been selected to serve on the Maine Principals Association Interscholastic Management Committee for the 2020-2021 school year. We meet six times a year. First meeting is Tuesday July 21, 2020.

5. Planning for Re-opening of School in Fall 2020

RSU 50 administrators and staff have been working to develop a road map and timeline for a safe and efficient return to school for students and staff for the 2020-2021 school year. We are considering multiple possibilities and formats in order to develop a flexible, fluid plan that can be quickly adjusted to ensure our school, students, staff, families, and community remain safe and that teaching and learning continue as local, regional, and state developments take place relative to the Coronavirus (COVID-19). Guidance from the Governor's office, the Maine Department of Education, and the Maine Center for Disease Control and Prevention will guide our progress through each phase of the plan. On-going communication with health and safety professionals, school staff, students, parents, families, and community members will be a critical part of the on-going planning process. Information and notifications concerning the plan will appear on the RSU 50 app, on the RSU 50 Facebook page, and on the RSU 50 website and social media pages as steps are finalized.

In August, I will be asking for RSU 50 board approval for the following:
Potential adjustment School Calendar for additional training

Learning Plans for the 20-21 school year. Remote, In-person, Hybrid
Employee Handbook and Student Handbook with revisions due to Covid

Respectfully Submitted:

Jon Porter, RSU 50 Superintendent

7/20/2020