

Maine School Administrative District #37

1020 Sacarap Road~Harrington, Maine 04643
Telephone: (207) 483-2734 ~ Fax: (207) 483-6051

Ronald C. Ramsay, Superintendent

Dawn L. Fickett, Assistant Superintendent

The following pages containing the ESSER I, II, and III applications outline our Use of Funds for each of these grants. A summary of how MSAD #37 has/will utilize funds includes the following. Specifics for each project are outlined in each grant application.

Elementary & Secondary School Emergency Relief Fund (ESSERF) #1

Supplies for remote learning and single-use (so students don't share items)
Personal Protective Equipment (PPE)
COVID Subs--teachers/tutors/ed techs
COVID Subs--CNA/EMT to assist school nurse
COVID Subs-custodial/extra cleaning help
Extra cleaning supplies & equipment (such as foggers)
System upgrades to air exchange handlers and add air purifiers

Elementary & Secondary School Emergency Relief Fund (ESSERF) #2

Increased nurse to full-time, add teachers, other staff to maintain small class sizes
Outdoor School programming
More personal protective equipment
Cleaning Supplies/Equipment
Outdoor Classroom furniture
Outdoor Classroom electrical
Window replacement at Central Office for better air exchange
Purchase additional air purifiers
Outdoor freezer at NHS

Elementary & Secondary School Emergency Relief Fund (ESSERF) #3

COVID Subs/Tutors
Summer Enrichment at NHS-summer of 2021
Credit Recovery at NHS-summer of 2021
SpEd Summer School (EYS)-summer of 2021
Elementary summer school--summer of 2021
Social and Emotional Counseling
Technology (devices, infrastructure, tech assistant)
Attendance/Tuancy
Additional upgrades to air exchange
CTE renovations to increase classroom space

ESSER 1

**School Administrative Unit
Application for Funding
under the
Elementary and Secondary School Emergency Relief Fund (ESSERF)
For State Fiscal Year 2020
CFDA Number: 84.425D**



GRANT AWARD NOTIFICATION

Awarding Agency: U.S. Department of Education
Award Number:
Project Description: Elementary and Secondary School Emergency Relief Fund (ESSERF)
CFDA: 84.425D
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 Elementary and Secondary School Emergency Relief Fund (ESSERF) program, a Superintendent must submit to the Department an application that provides the following information:

- A completed application cover sheet. (Part 1 of the Application)
- General Guidance for Budget Options (Part 2 of the Application)
- A description of how the SAU intends to use the funds allocated under the ESSERF for FY 2020 and funds carried over from FY 2020 for use in FY 2021 (Part 3 of the Application)
- Education Reform, Certifications, Accountability, Transparency, and Reporting and Other Assurances (Part 4 of the Application)

**SCHOOL ADMINISTRATIVE UNIT ELEMENTARY AND SECONDARY SCHOOL
EMERGENCY RELIEF FUND (ESSERF) APPLICATION**

PART 1: APPLICATION COVER SHEET

Legal Name of Applicant: RSU 37 MSAD 37	Applicant's Mailing Address: 1020 Sacarap Road Harrington, ME 04643
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245D) Name: Dawn Fickett Position: Administrative Assistant Office: Superintendent's Office Contact's Mailing Address: 1020 Sacarap Rd Harrington, ME04643 Zip Code Plus 4: 04643-1020	

DUNS #: 077476745
Telephone: 207-483-2734
Fax: 207-483-6051
E-mail address: dfickett@msad37.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):
Ronald Ramsay

Telephone:
207-483-2734

Signature of Superintendent:
Certified by Electronic Signature

Date: 06/30/2020

Part 2: General Guidance for Budget Options

- Allocations to SAUs are based on the proportion of Title I, Part A funds each SAU received in the most recent fiscal year. (Sec. 18003(c))
- SAUs are not required to allocate ESSERF funds to schools.
- SAUs may spend their funds on:
 - Any activity authorized with allowable uses including the following Federal programs: Adult Education and Family Literacy Act, Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Perkins (CTE), McKinney-Vento Homeless Assistance Act, and any of the following:
 - Coordination of preparedness and response efforts
 - Providing principals and other school leaders with resources to address individual school needs
 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery
 - Procedures and systems to improve SAU preparedness and response efforts
 - Training and professional development for SAU staff on sanitation and minimizing the spread of infectious disease
 - Purchasing supplies to sanitize and clean SAU facilities
 - Planning for and coordinating during long-term closures, including how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements
 - Purchasing educational technology (including hardware, software and connectivity) for the SAU's students
 - Providing mental health services and supports
 - Planning and implementing summer learning and supplemental afterschool programs
 - Other activities necessary to maintain LEA operations and services and employ existing SAU staff (Sec. 18003(d))
- While ESSERF allocations are determined by the proportionality of the Title I funding formula, these funds are not Title I funds. For example, ESSER funds:
 - Are not governed by Title I spending rules (like supplement not supplant and/or rank and distribution),
 - Will not count towards Title I carryover limitations,
 - Are not limited to Title I eligible schools or students, and
 - Will have an accounting number different from the Title I accounting number.
- ESSERF funds are also not "replacement funds."
 - These funds must be spent on allowable activities and districts are encouraged to make one-time and/or sustainable investments to address challenges incurred because of COVID-19.
 - Not all SAUs will receive funds.
 - SAUs will have until September 30, 2021 to encumber ESSER funds.
 - Any approved COVID-19 ESSERF project expense, which was encumbered on or after March 13, 2020 and served to address specific challenges brought on by COVID-19, is eligible for reimbursement.

Part 3a: A Description of how the SAU Intends to Use the Funds Allocated Under ESSERF

1. How has your school district determined its most important needs as a result of COVID-19? Describe the extent to which the LEA intends to use ESSER funds to promote remote learning and addressing student learning gaps. Please provide a brief (1 paragraph) summary.

RSU/SAD 37 put together a planning team of administrators, teacher representatives, school nurse, and others to develop plans to re-open our schools in September. Through this planning process, the various needs of all our staff and students were considered. By assessing these needs, we were able to prioritize what we needed to have in order to safely re-open following the guidelines of the CDC, the DOE, and the Governor's Office. Due to the timing of the school shutdown from March to June 2020, RSU/SAD 37 handled any and all expenses related to COVID-19 within our regular school budget. It is our intent to use these new funds for the upcoming challenges as we work to re-open schools in whatever configuration is feasible, including in-person, remote learning, or any such combination. This includes such things as disinfecting our buildings, purchasing PPE for students and staff, alternate transportation runs, classroom configurations, staffing, food services, etc.

2. What is your district's proposed timeline for providing services and assistance to students and staff at public and non-public schools (1 paragraph)?

The district will provide services and assistance to students and staff from now until September of 2022 as we move forward with planning and implementing any changes necessary to meet the requirements which will allow us to bring our students back to school or provide remote learning in the event that it is not possible to re-open schools.

Part 3b: Budgets for Funds Allocated Under ESSERF

School Administrative Unit Name: RSU 37 MSAD 37

Coronavirus Aid, Relief, and Economic Security (CARES) Act & Education Stabilization Fund Spending Guidance

- Elementary & Secondary Education Act (ESEA)
- IDEA Allowable Costs
- Perkins V Federal Program Spending
- McKinney-Vento Homeless Assistance
- Adult Education and Family Literacy Act
- Title I Part C Migrant Education

Total Amount to be Awarded:				\$ Pre-populated		\$214,109.02
Object Codes						
	1000-2000	3000-5000	6000	7300	8000	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	Other	Total Amount
Instruction						
Regular Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Special Education	\$0.00	\$0.00	\$4,867.00	\$0.00	\$0.00	\$4,867.00
Brief Description to include project details and timeline (4-5 sentences)	These funds will be used to purchase supplies needed by special education students for remote learning or other needs caused by COVID. Timeline will be from July 1, 2020 to June 30, 2022.					
Career & Technical Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Non-regular Programming (including McKinney-Vento Homeless Assistance Act)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Adult Education	\$0.00	\$0.00	\$1,980.00	\$0.00	\$0.00	\$1,980.00
Brief Description to include project details and timeline (4-5 sentences)	These funds will be used to purchase PPE for students and staff participating in our adult education program. This will include masks, gloves, and any other items that might be necessary to combat the spread of the virus. Timeline will be from July 1, 2020 to June 30, 2022.					
COVID-19 Related Costs						
COVID-19 Student Supports	\$108,274.02	\$0.00	\$15,018.00	\$0.00	\$0.00	\$123,292.02
Brief Description to include project details and timeline (4-5 sentences)	These funds will be used to hire substitute teachers to assist our regular staff with remote learning, tutoring students who are behind due to school closures from COVID-19, and to limit the number of subs we have coming and going in our schools. We will also use it to purchase supplies additional supplies needed to allow students to have individual-use of items that we don't want kids to share due to COVID. This will reduce the potential for exposure. Timeline will be from July 1, 2020 to June 30, 2022					
COVID-19 Staff Support	\$10,745.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,745.00
Brief Description to include project details and timeline (4-5 sentences)	These funds will be used to hire part-time healthcare workers such as CNA, RN, and EMT's that can be available to assist and answer questions/address concerns of staff, students, and parents relating to COVID-19. The timeline will be from July 1, 2020 through September 30, 2022.					
COVID-19 School Administration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
COVID-19 Central Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
COVID-19 Operation Maintenance & Plant	\$6,742.00	\$3,000.00	\$46,548.00	\$16,935.00	\$0.00	\$73,225.00
Brief Description to include project details and timeline (4-5 sentences)	These funds will be used to purchase cleaning supplies and equipment to be utilized by our maintenance staff to keep our buildings clean and sanitized to mitigate the affects of COVID-19, to hire additional janitorial help to assist with enhanced cleaning due to COVID-19, and to do system upgrades to our air-exchange handlers to ensure fresh air in our schools. The timeline will be from July 1, 2020 through September 30, 2022.					
COVID-19 Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
COVID-19 Food Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

COVID-19 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$125,761.02	\$3,000.00	\$68,413.00	\$16,935.00	\$0.00	\$214,109.02

*Indicates that costs in this category are included as a cost for the states funding formula and will affect state funding.

**Indicates that some of the costs in this category are included as a cost for the states funding formula and may affect future state funding.

Note: Actual expenditures will be reported monthly through a Web Based ESF Report and verified quarterly via MEFS (Maine Education Financial System). The Coronavirus Relief funds are to be fully obligated and expended by December 30, 2020. The funds fall under federal cash management on both the State and sub-recipient levels.

NON-PUBLIC SCHOOL PARTICIPATION FORM

Certified by the SAU

Part 4: Education Reform, Accountability, Transparency, and Reporting Assurances

The Superintendent or his/her authorized representative assures the following:

1. Any SAU receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
2. To the extent practicable, an SAU will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a) permitting students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
3. The SAU will maintain a data system that includes the elements described in section 15011(b) (2) of Division B of the CARES Act and submit quarterly reports to the State of Maine Department of Education in such a manner and containing such information as the Secretary of Education of the US Department of Education may require.
4. The SAU and other entities will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable:
 - o 34 CFR Part 76 - State Administered Programs
 - o 34 CFR Part 77 - Definitions that Apply to Department Regulations
 - o 34 CFR Part 81 - General Education Provisions Act
 - o 34 CFR Part 82 - New Restrictions on Lobbying
 - o 34 CFR Part 84 - Governmentwide Requirements for Drug-Free Workplace
 - o 34 CFR Part 97 - Protections of Human Subjects
 - o 34 CFR Part 98 - Student Rights in Research, Experimental Programs, and Testing
 - o 34 CFR Part 99 - Family Educational Rights and Privacy
 - o 2 CFR Part 180 - OMB Guidelines to Agencies on Governmentwide Debarment and Suspension as amended by 2 CFR Part 3485 - Nonprocurement Debarment and Suspension
 - o 2 CFR Part 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards as adopted and amended as regulations of the Department in 2 CFR part 3474.
5. For each year of the program, the SAU will submit a report to the Commissioner at such time and in such manner as the Commissioner may require, that describes: the amount of funds received within the SAU; the amount spent or obligated for each project or activity; detailed information on subgrants and subgrantees.
6. The SAU will cooperate with any evaluation of the uses of funds and the impact of funding on the progress made toward addressing the COVID-19 pandemic. Required reports on a

monthly basis will include an expenditure report of actual spending data. Quarterly reports will include the following: MEFS - Financial data for each quarter is required to be uploaded to MEFS by the 15th day following the end of the quarter. The files that are required to be submitted are actual revenue and actual expenditure files, containing all transactions for general fund, special revenue funds, and school nutrition funds. Actual files must be successfully uploaded, approved by DOE and certified by the SAU.

7. The SAU will cooperate with any State Controller and/or Department of Education Auditor examination of records under the program.
8. The SAU will meet the reporting requirements in 20-A MRSA §15689-B, subsections 7 and 7-A.
9. The law requires LEAs to make equitable provision to non-public schools using the Title I distribution formula. CARES Act (section 18005) invokes section 1117 of ESEA. The Department has advised SAUs to follow the Section 1117 of ESEA to determine equitable shares and provide timely and meaningful consultation.

☒ **Check the box to confirm that you have read and accepted the assurances included above.**

Superintendent (Printed Name): Ronald Ramsay	Telephone: 207-483-2734
Signature of Superintendent: Certified by Electronic Signature	Date: 06/30/2020

ESSER II

**School Administrative Unit
Application for Funding
under the
Elementary and Secondary School Emergency Relief Fund (ESSERF)
For State Fiscal Year 2020
CFDA Number: 84.425D**



GRANT AWARD NOTIFICATION

Awarding Agency: U.S. Department of Education
Award Number:
Project Description: Elementary and Secondary School Emergency Relief Fund 2(ESSERF 2)
CFDA: 84.425D
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 Elementary and Secondary School Emergency Relief Fund 2 (ESSERF 2) program, a Superintendent must submit to the Department an application that provides the following information:

- A completed application cover sheet (Part 1 of the Application)
- General Guidance for Budget Options (Part 2 of the Application)
- A description of how the SAU intends to use the funds allocated under the ESSERF 2 for FY 2021 and funds carried over from FY 2021 for use in FY 2021 (Part 3 of the Application)
- Education Reform, Certifications, Accountability, Transparency, and Reporting and Other Assurances (Part 4 of the Application)
- In the narrative for each category, please list out the specific items that will be purchased.

**SCHOOL ADMINISTRATIVE UNIT ELEMENTARY AND SECONDARY SCHOOL
EMERGENCY RELIEF FUND 2 (ESSERF 2) APPLICATION**

PART 1: APPLICATION COVER SHEET

Legal Name of Applicant: RSU 37 MSAD 37	Applicant's Mailing Address: 1020 Sacarap Road Harrington, ME 04643
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245D) Name: Dawn Fickett Position: Administrative Assistant Office: Superintendent's Office Contact's Mailing Address:	

1020 Sacarap Rd Harrington, ME04643
Zip Code Plus 4: 04643-1020
DUNS #: 077476745
Telephone: 207-483-2734
Fax: 207-483-6051
E-mail address: dfickett@msad37.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):
Ronald Ramsay

Telephone:
207-483-2734

Signature of Superintendent:
Certified by Electronic Signature

Date: 03/30/2021

Part 2: General Guidance for Budget Options

- Allocations to SAUs are based on the proportion of Title I, Part A funds each SAU received in the most recent fiscal year. (Sec. 18003(c))
- SAUs are not required to allocate ESSERF 2 funds to schools.
- SAUs may spend their funds on:
 - Any activity authorized with allowable uses including the following Federal programs: Adult Education and Family Literacy Act, Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Perkins (CTE), McKinney-Vento Homeless Assistance Act, and any of the following:
 - Coordination of preparedness and response efforts
 - Providing principals and other school leaders with resources to address individual school needs
 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery
 - Procedures and systems to improve SAU preparedness and response efforts
 - Training and professional development for SAU staff on sanitation and minimizing the spread of infectious disease
 - Purchasing supplies to sanitize and clean SAU facilities
 - Planning for and coordinating during long-term closures, including how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements
 - Purchasing educational technology (including hardware, software and connectivity) for the SAU's students
 - Providing mental health services and supports
 - Planning and implementing summer learning and supplemental afterschool programs
 - Other activities necessary to maintain LEA operations and services and employ existing SAU staff (Sec. 18003(d))
- While ESSERF 2 allocations are determined by the proportionality of the Title I funding formula, these funds are not Title I funds. For example, ESSER 2 funds:
 - Are not governed by Title I spending rules (like supplement not supplant and/or rank and distribution),
 - Will not count towards Title I carryover limitations,
 - Are not limited to Title I eligible schools or students, and
 - Will have an accounting number different from the Title I accounting number.
- ESSERF 2 funds are also not "replacement funds."
 - These funds must be spent on allowable activities and districts are encouraged to make one-time and/or sustainable investments to address challenges incurred because of COVID-19.
 - Not all SAUs will receive funds.
 - SAUs will have until September 30, 2023 to encumber ESSER funds.
 - Any approved COVID-19 ESSERF 2 project expense, which was encumbered on or after March 13, 2020 and served to address specific challenges brought on by COVID-

- 19, is eligible for reimbursement.
- ESSER II funds must be tracked separately from ESSER I funds.

Part 3a: A Description of how the SAU Intends to Use the Funds Allocated Under ESSERF 2

1. How has your school district determined its most important needs as a result of COVID-19? Describe the extent to which the LEA intends to use ESSER 2 funds to promote remote learning and addressing student learning gaps. Please provide a brief (1 paragraph) summary.

After several meetings of the administrative team, as well as meetings with our school board, which the public was invited to and input was solicited to discuss the best use of ESSER funds, the district has determined it will use ESSER 2 funds to support our staff and students by hiring additional staff including a part-time nurse (to increase ours to full-time), a health aide to assist the nurse, an ELL Ed Tech and 4 additional instructional staff to allow us to provide more support for students who don't qualify for special education services but are falling behind due to hybrid and remote learning since March 2020. This will also allow us to reduce class sizes to allow social distancing while holding in-person instruction. We will also use funds to purchase PPE and cleaning supplies/equipment, and do a minor maintenance project to replace some old windows, which will help with providing fresh air exchange.

In addition, we will use some funds to complete the placement of heat pumps in our elementary schools. Due to inflated prices caused by the pandemic, we were not able to complete all three of our elementary school heat pump projects before running out of funds.

2. What is your district's proposed timeline for providing services and assistance to students and staff (1 paragraph)?

Our timeline for providing services and assistance to students and staff is from September of 2021 through September of 2023 (a two-year period). This will give us the opportunity to remediate the learning struggles our students are facing due to the loss of in-person instructional time during the pandemic.

3. How many positions will be maintained and created as a result of receiving ESSER 2 funding in the following categories?

• Transportation:	0.00
• Healthcare:	1.50
• School Safety:	0.00
• Instructional Staff:	4.00
• Child Nutrition:	0.00
• Support Staff:	1.00

4. Describe any part-time temporary positions created or maintained with ESSER II funds. ELL Ed Tech, health aide, half-time nurse--these are all temporary positions, but we hope to be able to move them to the local budget and sustain them after ESSER funds are expended. We will definitely keep the four instructional staff and incorporate the cost in our local budget after ESSER funds expire.

Budget for ESSERF 2 Funds

Complete the Budget Below:

For each project, all budgeted items must be listed and the eligible entity must maintain documentation that explains how the costs were determined to be necessary in response to the COVID-19 public health emergency.

Your maximum available funds are is \$885,311.10

Allocation:				\$ Pre-populated	\$885,311.10
Object Codes					
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
COVID-19 Related Costs					
COVID-19 Student Supports (not all inclusive: facilitating distance learning, technology equipment, contracted services for support)	\$650,000.00	\$14,400.00	\$0.00	\$0.00	\$664,400.00
<p>1. Project Name: Hiring additional instructional staff</p> <p>2. Date of determination: 8/01/21</p> <p>3. Name of person in authority at the school making the determination: Ronald Ramsay, Superintendent</p> <p>4. A description of the impact to the school from the Covid-19 public health emergency: Due to the pandemic and the requirements for social distancing, we have had to offer more sessions of certain classes to create smaller class sizes.</p> <p>5. Guidelines and recommendations being implemented for which the school is incurring costs: Social distancing of students and staff, increasing instructional staff to support students</p> <p>6. A description of the necessary response the school is taking to address the public health emergency: The district/schools are following the state guidelines for being in session, with at home health screenings, social distancing, mask/face coverings when circumstances warrant, hand hygiene, use of PPE, and following the criteria to allow staff/students back after illness.</p> <p>7. An estimate of the costs associated with the specific determination. \$445,000</p> <p>8. What products or services are to be procured as a result of this project. The district will increase our instructional staff to allow for smaller class sizes and additional resources to help students that are struggling due to the loss of instructional time caused by COVID.</p>					
<p>1. Project Name: Hiring ELL Ed Tech</p> <p>2. Date of determination: 3/30/21</p> <p>3. Name of person in authority at the school making the determination: Ronald Ramsay, Superintendent</p> <p>4. A description of the impact to the school from the Covid-19 public health emergency: Because of the pandemic, we have seen an increase in the needs of our ELL students. More communication is required to help them understand the scheduling changes, to update them with any COVID news, and to support them during this time of hybrid schedules and learning loss.</p> <p>5. Guidelines and recommendations being implemented for which the school is incurring costs: The district has seen the need to increase services to our ELL students, including an increase in the need to have someone available to support them as they try to keep up during this time of the pandemic.</p> <p>6. A description of the necessary response the school is taking to address the public health emergency: The district/schools are following the state guidelines for being in session, with at home health screenings, social distancing, mask/face coverings, hand hygiene, use of PPE, and following the criteria to allow staff/students back after illness. We are also providing additional support to our ELL students who are struggling to keep up because of the hybrid schedule we are doing and learning loss as a result of the pandemic.</p> <p>7. An estimate of the costs associated with the specific determination. \$100,000</p> <p>8. What products or services are to be procured as a result of this project. This project will allow us to hire an additional ELL Ed Tech to work with our ELL students who are struggling to keep up because of the loss of in-person instructional time caused by the pandemic.</p>					
<p>1. Project Name: Hiring Half-time School Nurse and health aide</p> <p>2. Date of determination: 3/30/21</p> <p>3. Name of person in authority at the school making the determination: Ronald Ramsay, Superintendent</p> <p>4. A description of the impact to the school from the Covid-19 public health emergency: Because of COVID, our half-time school nurse has been overwhelmed by the influx of information and the increase in the health needs caused by the pandemic.</p> <p>5. Guidelines and recommendations being implemented for which the school is incurring costs: The district/schools are following all state guidelines and recommendations, which has created much work for staff. Our school nurse is at the forefront of the battle against COVID, as she is involved in contact tracing any time COVID pops up. Additional time for the nurse would be most beneficial as well as having a health aide to assist her.</p> <p>6. A description of the necessary response the school is taking to address the public health emergency: The district/schools are following the state guidelines for being in session, with at home health screenings, social distancing, mask/face coverings, hand hygiene, use of PPE, and following the criteria to allow staff/students back after illness. The school nurse is helping other administrators to make sure staff and students are adhering to these guidelines in order to keep everyone as safe as possible.</p> <p>7. An estimate of the costs associated with the specific determination. \$105,000</p> <p>8. What products or services are to be procured as a result of this project. This project will allow us to increase our school nurse from half-time to full-time, giving her more time to address the various needs of the staff and students caused by the pandemic and also provide her with an aide.</p>					
<p>1. Project Name: Outdoor School</p> <p>2. Date of determination: 8/01/21</p> <p>3. Name of person in authority at the school making the determination: Ronald Ramsay, Superintendent</p> <p>4. A description of the impact to the school from the Covid-19 public health emergency: Because of COVID, we have tried to provide more programs that get students outside, spread out in the fresh air.</p> <p>5. Guidelines and recommendations being implemented for which the school is incurring costs: getting students outside for learning experiences where they can spread out and learn while socially distancing and breathing fresh air</p> <p>6. A description of the necessary response the school is taking to address the public health emergency: The district/schools are following the state guidelines for being in session, with at home health screenings, social distancing, mask/face coverings, hand hygiene, use of PPE, and following the criteria to allow staff/students back after illness. Giving students opportunities to be outside while learning allows them to participate in learning opportunities that spread them out and allow them to breathe freely</p> <p>7. An estimate of the costs associated with the specific determination. \$14,400.</p> <p>8. What products or services are to be procured as a result of this project. This project will allow us to enter into a contract with the Outdoor School to provide learning experiences at each of our schools that get students outside, while incorporating reading, writing, math and science into the experiences.</p>					
COVID-19 PPE (not all inclusive: gloves, gowns, masks, shields)	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00
<p>1. Project Name: Purchase PPE</p> <p>2. Date of determination: 08/01/2021</p> <p>3. Name of person in authority at the school making the determination: Ronald Ramsay</p> <p>4. A description of the impact to the school from the Covid-19 public health emergency: Due to the pandemic we have had to purchase many additional PPE items that we didn't have to before. This includes things such as masks, gloves, gowns, hand sanitizer, and face</p>					

<p>shields. Because we all thought COVID was releasing it's grip on us, money was not budgeted for these supplies.</p> <p>5. Guidelines and recommendations being implemented for which the school is incurring costs: additional hand-washing, masking, wearing gloves and gowns, providing hand-sanitizer</p> <p>6. A description of the necessary response the school is taking to address the public health emergency: The district/schools are following the state guidelines for being in session, with at home health screenings, social distancing, mask/face coverings when circumstances warrant, hand hygiene, use of PPE, and following the criteria to allow staff/students back after illness.</p> <p>7. An estimate of the costs associated with the specific determination. \$1,000</p> <p>8. What products or services are to be procured as a result of this project. The district will purchase necessary PPE to help keep our staff and students safe.</p>					
Operation Maintenance & Plant (not all inclusive: minor capital improvements, window fans, signage, short term rentals to adhere to CDC guidance)	\$0.00	\$186,911.00	\$5,000.10	\$0.00	\$191,911.10
<p>1. Project Name: Purchase cleaning supplies</p> <p>2. Date of determination: 08/01/2021</p> <p>3. Name of person in authority at the school making the determination: Ronald Ramsay</p> <p>4. A description of the impact to the school from the Covid-19 public health emergency: Due to the pandemic we have had to purchase many additional supplies to aid in keeping the buildings clean. Because we all thought COVID was releasing it's grip on us, money was not budgeted for these additional supplies.</p> <p>5. Guidelines and recommendations being implemented for which the school is incurring costs: deep cleaning of buildings on a regular basis</p> <p>6. A description of the necessary response the school is taking to address the public health emergency: The district/schools are following the state guidelines for being in session, with at home health screenings, additional cleaning of schools, social distancing, mask/face coverings when circumstances warrant, hand hygiene, use of PPE, and following the criteria to allow staff/students back after illness.</p> <p>7. An estimate of the costs associated with the specific determination. \$5000.10</p> <p>8. What products or services are to be procured as a result of this project. The district will purchase additional cleaning supplies such as bleach, antibacterial cleaners, etc.</p>					
<p>1. Project Name: Replace windows</p> <p>2. Date of determination: 08/01/2021</p> <p>3. Name of person in authority at the school making the determination: Ronald Ramsay</p> <p>4. A description of the impact to the school from the Covid-19 public health emergency: some of our windows are in need of replacement to be functional, to allow for opening windows and circulating fresh air into spaces.</p> <p>5. Guidelines and recommendations being implemented for which the school is incurring costs: healthy air exchange</p> <p>6. A description of the necessary response the school is taking to address the public health emergency: The district/schools are following the state guidelines for being in session, with at home health screenings, social distancing, mask/face coverings when circumstances warrant, hand hygiene, use of PPE, and following the criteria to allow staff/students back after illness.</p> <p>7. An estimate of the costs associated with the specific determination. \$9800</p> <p>8. What products or services are to be procured as a result of this project. The district will replace outdated windows that won't open/function, which will allow us to use them for fresh air in the buildings.</p>					
<p>1. Project Name: Purchase/Installation of heat pumps</p> <p>2. Date of determination: 08/01/2021</p> <p>3. Name of person in authority at the school making the determination: Ronald Ramsay</p> <p>4. A description of the impact to the school from the Covid-19 public health emergency: Ductless heat pumps are more effective at preventing the spread of viruses, such as COVID, as they do not recirculate air throughout the building. Due to zoned heating and cooling, the air in a single room with a ductless heat pump will largely be confined to that room and not spread throughout the schools.</p> <p>5. Guidelines and recommendations being implemented for which the school is incurring costs: fresh air being circulated from outside will mitigate the problem of "stale" air, lessening the risk of spreading viruses.</p> <p>6. A description of the necessary response the school is taking to address the public health emergency: The district/schools are following the state guidelines for being in session, with at home health screenings, social distancing, mask/face coverings when circumstances warrant, hand hygiene, use of PPE, and following the criteria to allow staff/students back after illness.</p> <p>7. An estimate of the costs associated with the specific determination. \$177,111</p> <p>8. What products or services are to be procured as a result of this project. The district will contract with a company to purchase, install heat pumps in our elementary schools.</p>					
Function 3100 - COVID-19 Food Service (not all inclusive: child nutrition supplies, staffing)	\$0.00	\$0.00	\$0.00	\$28,000.00	\$28,000.00
<p>1. Project Name: Outdoor Freezer</p> <p>2. Date of determination: 08/01/2021</p> <p>3. Name of person in authority at the school making the determination: Ronald Ramsay</p> <p>4. A description of the impact to the school from the Covid-19 public health emergency: Because of COVID, we have struggled with storage for food items at our head kitchen. While providing 2 meals a day for students 7 days a week during remote learning, we realized that we did not have the accommodations to store enough food to be able to do this.</p> <p>5. Guidelines and recommendations being implemented for which the school is incurring costs: Continuing to provide healthy meals to families during the pandemic.</p> <p>6. A description of the necessary response the school is taking to address the public health emergency: The district/schools are following the state guidelines for being in session, with at home health screenings, social distancing, mask/face coverings, hand hygiene, use of PPE, and following the criteria to allow staff/students back after illness.</p> <p>7. An estimate of the costs associated with the specific determination. \$28,000 for a freezer</p> <p>8. What products or services are to be procured as a result of this project. An outdoor freezer to allow us to store food should we need to go remote again and need to quickly provide bagged meals to students.</p>					
Total	\$650,000.00	\$201,311.00	\$6,000.10	\$28,000.00	\$885,311.10

*Indicates that costs in this category are included as a cost for the states funding formula and will affect state funding.

Note: Actual expenditures will be reported monthly through a Web Based ESF Report and verified quarterly via MEFS (Maine Education Financial System). ESSER 2 funds are to be fully obligated and expended by September 30, 2023. The funds fall under federal cash management on both the State and sub-recipient levels.

Part 4: Education Reform, Accountability, Transparency, and Reporting Assurances

The Superintendent or his/her authorized representative assures the following:

1. Any SAU receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
2. To the extent practicable, an SAU will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a) permitting students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
3. The SAU will maintain a data system that includes the elements described in section 15011(b) (2) of Division B of the CARES Act and submit quarterly reports to the State of Maine Department of Education in such a manner and containing such information as the Secretary of Education of the US Department of Education may require.
4. The SAU and other entities will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable:
 - 34 CFR Part 76 - State Administered Programs
 - 34 CFR Part 77 - Definitions that Apply to Department Regulations
 - 34 CFR Part 81 - General Education Provisions Act
 - 34 CFR Part 82 - New Restrictions on Lobbying
 - 34 CFR Part 84 - Governmentwide Requirements for Drug-Free Workplace
 - 34 CFR Part 97 - Protections of Human Subjects
 - 34 CFR Part 98 - Student Rights in Research, Experimental Programs, and Testing
 - 34 CFR Part 99 - Family Educational Rights and Privacy
 - 2 CFR Part 180 - OMB Guidelines to Agencies on Governmentwide Debarment and Suspension as amended by 2 CFR Part 3485 - Nonprocurement Debarment and Suspension
 - 2 CFR Part 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards as adopted and amended as regulations of the Department in 2 CFR part 3474.
5. For each year of the program, the SAU will submit a report to the Commissioner at such time and in such manner as the Commissioner may require, that describes: the amount of funds received within the SAU; the amount spent or obligated for each project or activity; detailed information on subgrants and subgrantees.
6. The SAU will cooperate with any evaluation of the uses of funds and the impact of funding on the progress made toward addressing the COVID-19 pandemic. Required reports on a monthly basis will include an expenditure report of actual spending data. Quarterly reports will include the following: MEFS - Financial data for each quarter is required to be uploaded to MEFS by the 15th day following the end of the quarter. The files that are required to be submitted are actual revenue and actual expenditure files, containing all transactions for general fund, special revenue funds, and school nutrition funds. Actual files must be successfully uploaded, approved by DOE and certified by the SAU.
7. The SAU will cooperate with any State Controller and/or Department of Education Auditor examination of records under the program.
8. The SAU will meet the reporting requirements in 20-A MRSA §15689-B, subsections 7 and 7-A.
9. Maintenance of Effort (MOE) Attestation

ESSER & ESSER II do not have MOE requirements themselves, but other federal programs (IDEA & Title I) do have MOE requirements that may face impacts if costs are moved from the general fund to a federal fund.

IDEA requires that a SAU expend the same amount of local and state funding for special

education and related services as it expended in the previous fiscal year. No flexibilities or waivers to MOE requirements have been granted to date.

ESEA MOE requires SAUs to spend 90% of the previous year.s aggregate or per pupil expenditure less categories such as debt service and capital outlay. If 90% is not maintained, then ESEA funding is reduced by the difference in actual percentage reached as compared to the 90% level. For FY23 ESEA allocations, the expenditures from school year 19-20 and 20-21 will be compared.

In submitting this application, our SAU attests that we have reviewed potential challenges to MOE requirements for IDEA and ESEA.

☒ Yes ☐ No

10. Facility Repairs and Improvements Attestation

Repairs and improvement to enable operation of schools such that risk of virus transmission is reduced, exposure to environmental health hazards is minimized, and to support student health, are allowable. Construction contracts using laborers paid for by federal education funds, which include ESSER II funds, for contracts over \$2,000 must meet all Davis-Bacon prevailing wage requirements and contract language for all contractors or subcontractors must contain the minimum wages to be paid to various classes of laborers and mechanics employed under the contract.

In submitting this application, our SAU attests that we are aware of requirements of contract language for approved repairs and improvement supported by ESSER II funds.

☒ Yes ☐ No

☒ **Check the box to confirm that you have read and accepted the assurances included above.**

Superintendent (Printed Name): Ronald Ramsay	Telephone: 207-483-2734
Signature of Superintendent: Certified by Electronic Signature	Date: 03/30/2021

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 37 MSAD 37	Applicant's Mailing Address: 1020 Sacarap Road Harrington, ME 04643
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Dawn Fickett Position: Assistant to the Superintendent Office: Superintendent's Office Contact's Mailing Address: 1020 Sacarap Rd Harrington, ME04643 Zip Code Plus 4: 04643-1020 DUNS #: 77476745 Telephone: 207-483-2734 Fax: 207-483-6051 E-mail address: dfickett@msad37.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): Ronald Ramsay	Telephone: 207-483-2734
Signature of Superintendent: Certified by Electronic Signature	Date: 09/22/2021

Assurances and Certifications

The Superintendent or their authorized representative assures the following:

- ☒ The SAU acknowledges and agrees/certifies acknowledges and agrees that failure to comply with all assurances and certifications in this application, all relevant provisions and requirements of the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) funds under section 2001 of the ARP (March 11, 2021), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq. ; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate, and other enforcement actions.
- ☒ The SAU acknowledges and agrees/certifies acknowledges and certifies that Part 1 of the ARP ESSER application has been successfully submitted and approved.
- ☒ The SAU will reserve at least 20 percent of its total ARP ESSER funds to address the lost instructional time through the implementation of evidence-based interventions and ensure that those interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
- ☒ The remaining SAU ARP ESSER funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE). Specifically, ARP ESSER funds may be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff, as well as:
 - coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;
 - training and professional development on sanitizing and minimizing the spread of infectious diseases;
 - purchasing supplies to sanitize and clean the SAU's facilities;
 - repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
 - improving indoor air quality;
 - addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;
 - developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;
 - purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
 - providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;
 - planning and implementing activities related to summer learning and supplemental after-school programs;

- addressing learning loss; and
- other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff.

☒ Check the box to confirm that you have read and accept the terms, conditions and assurances included above.

Superintendent (Printed Name): Ronald Ramsay	Telephone: 207-483-2734
Signature of Superintendent: Certified by Electronic Signature	Date: 09/22/2021

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)
Learning Loss	Report cards, Assessments, Teacher/Administrator observation	Students, Parents, Teachers, Administrators, School Board
Computer Infrastructure	Inability to seamlessly and effectively offer remote learning	IT Director, Teachers, Administrators, Students, Parents, School Board
Health & Safety as it pertains to adequate space and air quality	Inability to adequately socially distance and inability to provide ventilation/filtrated air	Maintenance Director, Administration, Teachers, Parents, Students, School Board

Under the Interim Final Rule (IFR), the SAU must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its ARP ESSER Application.

1. Check the boxes below to attest that meaningful consultation was conducted with:

- ☒ students
- ☒ families
- ☒ school and district administrators (including special education administrators)
- ☒ teachers, principals, school leaders, other educators, school staff and their unions

1.a. Additionally, an SAU must engage in meaningful consultation with each of the following, to the extent present in or served by the SAU:

- ☐ tribes
- ☐ civil rights organizations (including disability rights organizations)

and stakeholders representing the interests of:

- ☒ children with disabilities,
- ☒ English learners,
- ☒ children experiencing homelessness,
- ☒ children in foster care,
- ☒ migratory students,
- ☒ children who are incarcerated, and
- ☒ other underserved students

2. Describe how the SAU provided the public the opportunity to provide input in the development of the SAU's ARP ESSER Application and how such input was taken into account during the development of the ARP ESSER Application:

Meetings were held in each school with teachers and administrators to discuss the needs of each one. The public was included in discussions of the potential use of ESSER funds at multiple school board meetings, when the Superintendent, Administrators, and School Board were discussing the most beneficial use of funding.

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

www.msad37.org

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*:

www.msad37.org

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

Public comments were welcomed at school board meetings. Staff were invited to comment at staff meetings. COVID letters that were sent home with students, as well as posted on our website and Facebook page which invited public comment. A special meeting was held regarding our back to return to school plan with the public invited to attend and participate in the discussion.

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:

Administration met several times over the summer to discuss the back to school plan, as did our school board. Public comments were welcomed at school board meetings. Staff were invited to comment at staff meetings. COVID letters that were sent home with students, as well as posted on our website and Facebook page which invited public comment. A special meeting was held regarding our back to return to school plan with the public invited to attend and participate in the discussion.

5. Check the boxes below to attest that the plan describes the requirements stated:

☒ (i) how it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the

following safety recommendations established by the CDC:

- A. Universal and correct wearing of masks.
- B. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).
- C. Handwashing and respiratory etiquette.
- D. Cleaning and maintaining healthy facilities, including improving ventilation.
- E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
- F. Diagnostic and screening testing.
- G. Efforts to provide vaccinations to school communities.
- H. Appropriate accommodations for children with disabilities with respect to health and safety policies.
- I. Coordination with State and local health officials.

☒ (ii) how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

Reservation to Address the Academic Impact of Lost Instructional Time

Section 2001(e)(1) of the ARP Act requires SAUs to reserve at least 20% of their ARP ESSER allocation to address loss of instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Effective strategies to address the impact of lost instructional time are further described in Volume 2 of the U.S. Department of Education's COVID-19 Handbook.

1. The SAU will utilize the following evidence-based interventions to address the loss of instructional time:

High-quality tutoring

2. Describe the following for the intervention selected:

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

- ☒ 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:

The district will hire tutors and substitutes to work in each of our four schools to provide support to students who have suffered learning loss due to COVID. Timeline: Sept 2021 through June 2023

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

Pre and post tests will be administered that evaluate student's progress along the educational continuum as they pertain to each learning standard. These evaluations will include local assessments, as well as NWEA and IXL evaluations.

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

The only cost associated with this project is for the tutors/substitutes.

6. Project Budget

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

Reservation to Address the Academic Impact of Lost Instructional Time

Section 2001(e)(1) of the ARP Act requires SAUs to reserve at least 20% of their ARP ESSER allocation to address loss of instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Effective strategies to address the impact of lost instructional time are further described in Volume 2 of the U.S. Department of Education's COVID-19 Handbook.

1. The SAU will utilize the following evidence-based interventions to address the loss of instructional time:

Enrichment programs

2. Describe the following for the intervention selected:

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

- ☒ 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:

Most of our students lost out on instructional time in the past 18 months due to COVID. Moving to a hybrid schedule last school year in order to allow for social distancing and to keep our schools open caused many of our students to lose instructional time. By offering a summer enrichment program that incorporates technology, ELA, math, and science and allows problem-solving by the students involved, those participating will have an opportunity to recoup some of that instruction, working with teachers and other students on project-based programming. 2-24-23 Moved \$11,250 for services to other projects as it was not needed here.

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

Each day's activities will address learning standards that students might be struggling to master. The evaluation of the program will be assessed by a final project that incorporates the learning standards addressed during the enrichment program and if students have successfully met those standards.

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

Costs for this program will include the tutors wages/benefits, transportation for students, and food service costs (wages/benefits, food, supplies) to offer breakfast and lunch each day. The district had no other funding available to cover the cost of providing meals to student during this program, therefore, food, food supplies, and food service wages are included.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$6,100.00	\$0.00	\$1,000.00	\$0.00	\$7,100.00

Reservation to Address the Academic Impact of Lost Instructional Time

Section 2001(e)(1) of the ARP Act requires SAUs to reserve at least 20% of their ARP ESSER allocation to address loss of instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Effective strategies to address the impact of lost instructional time are further described in Volume 2 of the U.S. Department of Education's COVID-19 Handbook.

1. The SAU will utilize the following evidence-based interventions to address the loss of instructional time:

Credit recovery

2. Describe the following for the intervention selected:

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

- ☒ 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:

Most of our students lost out on instructional time in the past 18 months due to COVID. Moving to a hybrid schedule last school year in order to allow for social distancing and to keep our schools open caused many of our students to lose instructional time, which in turn led to some falling behind in classes and not earning the credits they needed. Offering a credit recovery program will assist them in completing coursework that they fell behind on during the school year or to recover credits lost because of low grades due to the loss of instructional time they experienced. Teachers will work individually with these students to help them catch up and recover credits. The timeline for this project is June 2021 to Aug 2021. 2-24-23 moved \$100 from salaries/benefits to supplies to cover overage there.

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

Upon evaluation of the work produced during the credit recovery program, students will show that they are proficient in the learning standards required to gain credits.

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

Associated costs include tutors, transportation services, and food service costs (wages/benefits, food and supplies) to offer breakfast and lunch each day.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$2,900.00	\$0.00	\$600.00	\$0.00	\$3,500.00

Reservation to Address the Academic Impact of Lost Instructional Time

Section 2001(e)(1) of the ARP Act requires SAUs to reserve at least 20% of their ARP ESSER allocation to address loss of instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Effective strategies to address the impact of lost instructional time are further described in Volume 2 of the U.S. Department of Education's COVID-19 Handbook.

1. The SAU will utilize the following evidence-based interventions to address the loss of instructional time:

Summer programming

2. Describe the following for the intervention selected:

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

- ☒ Pre-K
- ☒ Kindergarten
- ☒ 1st grade
- ☒ 2nd grade
- ☒ 3rd grade
- ☒ 4th grade
- ☒ 5th grade
- ☒ 6th 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:

Summer programming will be offered at all three of our PreK-6 elementary schools to offer a theme-based learning experience that will foster the building of reading and math skills. It will include instruction in all four learning styles and include differentiated instruction to meet all students' needs with the intent to help them recover some of the learning loss they have experienced due to the pandemic. The district will offer transportation so that students who have working parents or no other means of transportation will have the same opportunities to participate. We will also provide both breakfast and lunch to students in attendance. Timeline: June 2021 to August 2022. 2-24-23 Moved \$200 from another project to cover overage in purchased services.

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

End of year assessments will be compared with assessments given at the beginning of the new school year to evaluate the progress students made by attending the summer program .

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

a director will be paid a stipend to oversee the program (approx. \$2,800 wages/benefits), summer tutors to provide instruction (approx. \$32,000), transportation costs to get students to school/back for summer programming (approx. \$5,200), food service costs (wages for cooks-approx. \$6,500; food/supplies-approx. \$7,100; mileage for delivery of meals \$1100) The district had no other funding available to cover the cost of providing meals to student during this program, therefore, food, food supplies, and food service wages are included.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$46,500.00	\$1,100.00	\$7,100.00	\$0.00	\$54,700.00

Reservation to Address the Academic Impact of Lost Instructional Time

Section 2001(e)(1) of the ARP Act requires SAUs to reserve at least 20% of their ARP ESSER allocation to address loss of instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Effective strategies to address the impact of lost instructional time are further described in Volume 2 of the U.S. Department of Education's COVID-19 Handbook.

1. The SAU will utilize the following evidence-based interventions to address the loss of instructional time:

Extended School Year

2. Describe the following for the intervention selected:

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

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

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

- ☒ 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 with disabilities

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

Extended school year services will be provided for our children with disabilities to give them continuity to their programs. This will allow them to keep progressing toward their IEP goals instead of regressing due to learning loss related to the pandemic. A director will be paid a stipend to oversee the program. Tutors will provide the instruction. We will provide transportation for participating students to make it easier for their families, and both breakfast and lunch will be provided each day to the students.

Timeline: June 2021 to Sept 2024. 2/24/23 Moved funds from other projects that wasn't needed to enable us to provide these services in 2023 and 2024.

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

Students will be continually evaluated toward progress of meeting the goals of each individual student's IEP.

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

A director will be paid a stipend to oversee the program (approx. \$2,900 wages/benefits), summer tutors to provide instruction (approx. \$31,300), transportation costs to get students to school/back for summer programming (approx. \$5,500), food service costs (wages for cooks-approx. \$7,000; food/supplies-approx. \$7,500) The district had no other funding available to cover the cost of providing meals to student during this program, therefore, food, food supplies, and food service wages are included. 2-24-23 revised budget increased tutor wages by \$15,200 and added contracted transportation costs (\$2,000)

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$65,200.00	\$2,000.00	\$7,500.00	\$0.00	\$74,700.00

Reservation to Address the Academic Impact of Lost Instructional Time

Section 2001(e)(1) of the ARP Act requires SAUs to reserve at least 20% of their ARP ESSER allocation to address loss of instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Effective strategies to address the impact of lost instructional time are further described in Volume 2 of the U.S. Department of Education's COVID-19 Handbook.

1. The SAU will utilize the following evidence-based interventions to address the loss of instructional time:

Social and Emotional Counseling/Services

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:

Students will be offered counseling services to assist them with dealing with the social and emotional issues that the pandemic has caused, and reduce the stress they are feeling which impacts their learning. An online program will be purchased that will allow students who are unable to attend in-person instruction due to anxiety to access coursework. Timeline: Sept. 2021 through August 2022. 2-24-23 Because we've recently been awarded a large grant for this same type of service, we have reduced the original budget.

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

Counselors will establish baselines for each student involved in counseling and will assess the progress students are making toward the goal of learning to deal with the social and emotional issues caused by the pandemic that are impacting their learning. An online program to assist students

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

Contracted services with licensed counselors

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$12,600.00	\$0.00	\$0.00	\$12,600.00

Reservation to Address the Academic Impact of Lost Instructional Time

Section 2001(e)(1) of the ARP Act requires SAUs to reserve at least 20% of their ARP ESSER allocation to address loss of instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Effective strategies to address the impact of lost instructional time are further described in Volume 2 of the U.S. Department of Education's COVID-19 Handbook.

1. The SAU will utilize the following evidence-based interventions to address the loss of instructional time:

Attendance Support Program

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:

The district will institute an attendance support program to address the issues that have hindered student attendance since the start of the pandemic. An attendance coordinator will be hired to oversee the program, and to work with our schools, staff, students, and their families to encourage a return to or increase in attendance levels pre-COVID. We all know that the pandemic has disrupted the education of many students, and by hiring an individual dedicated exclusively to working with families to help overcome any obstacles that are hindering their children attending school, we hope to encourage better attendance from our students that are struggling. The coordinator will meet with parents and students to counsel them on the important role attendance plays in the overall education of children and to help develop a culture of "school importance" that promotes the value of attendance. By increasing attendance, we hope to at least partially mitigate the effects of learning loss caused by the pandemic.

Timeline Sept 2021 through August 2024. 2-24-23 increased salaries/benefits line by \$20,000 to allow us to pay a stipend for someone to continue this work in 2024 (it was originally to end in 2023)

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

Attendance records will show an increase in the average daily attendance of our students, and the number of students who are identified as being truant will decrease. Better attendance should also result in increased levels of learning as we know that most students need to be in school to make gains.

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

hiring of an attendance coordinator (salary and benefits), estimated cost \$140,000

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$140,000.00	\$0.00	\$0.00	\$0.00	\$140,000.00

Remaining ARP ESSER Funds

1. Project Title: **Professional Development**

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

3. Project Description including details and timeline:

We will not be doing this project. Without the support of other schools in Washington County, the Consortium has not been very successful in the past two years. Our staff are being provided with professional development opportunities within our district using local and ESEA funds (Title II). We will move this money into our CTE renovation project since we have realized a shortfall in that area due to increasing costs caused by the pandemic.

Improving Teacher Quality--In response to regional needs and state and national trends, school districts in Washington County are working together as a non-profit collaborative organization called the Washington County Consortium (WCC). The goal is to create a strong and sustainable regional collaborative for professional development in Washington County. In partnership with institutions of higher education (the University of Maine at Machias and Washington County Community College), the WCC provides support to nine member districts and over six hundred educators and leaders across the region. It allows our staff to participate in various professional development opportunities together. The Washington county consortium is the vehicle by which county wide professional development is delivered. The consortiums focus has been intentionally shifted to provide professional development to our educators so they can better serve our students in the areas of Learning Loss, remote learning, technology for remote learning, anxiety, stress, and social emotional issues as they pertain to the impacts from COVID 19. Timeline: Sept 2021 through September 2023

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

Membership in the Washington County Consortium, which includes all teachers and administrative staff; Estimated cost is \$0

5. Project Budget

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

Remaining ARP ESSER Funds

1. Project Title: **Heat Pumps**

2. This project will utilize funding for:
Improving indoor air quality

3. Project Description including details and timeline:

We will contract for installation of heat pumps in areas of our schools that do not currently have them.

Ductless heat pumps are more effective at preventing the spread of viruses, such as COVID, as they do not recirculate the air throughout the building. Due to zoned heating and cooling, the air in a single room with a ductless heat pump will largely be confined to that room. Timeline: Sept 2021 to September 2023

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

purchase/installation of heat pumps; estimated cost \$250,000

5. Project Budget

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

Remaining ARP ESSER Funds

1. Project Title: **Renovations to CTE Building**
2. This project will utilize funding for:
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards
3. Project Description including details and timeline:

The district will contract for renovation of space to a section of our new CTE building that is not currently being utilized. This will allow us to move current programs to this new site, freeing up space in our high school. Last year, we were unable to have our high school open to all students five days a week due to space issues. By doing this renovation, we will have more space to spread our students out should the need arise due to COVID.

It will provide a safe environment that reduces the risk of virus transmission because of additional space. This project also falls in line with activities authorized by Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE) as it will allow us to expand our CTE offerings in the next couple of years.

Timeline; September 2021 through September 2023.

March 20, 2023--The additional \$182,000 for this project is needed because of a change in design to the sprinkler system. We discovered that the original architectural drawings did not include a design that would adequately meet the needs of the building. This significantly increased the cost of the project.

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

Contracted service for renovation of space; estimated cost is \$943,292.45
Revised on 3/20/23 to \$1,125,292.45

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$1,125,292.45	\$0.00	\$0.00	\$1,125,292.45

Remaining ARP ESSER Funds

1. Project Title: **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 district will purchase devices to ensure that all students are equipped with the tools necessary to go remote should the need arise again. With the addition of more devices and the needs of our staff and students to depend more on their use, it is necessary for us to have an additional IT person to help assist with setting up, monitoring use, and assisting with repairs,