

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 16	Applicant's Mailing Address: 3 AGGREGATE RD. Poland, ME 04274
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Amy Hediger Position: Assistant Superintendent Office: RSU #16 Contact's Mailing Address: 3 AGGREGATE RD. Poland, ME04274 Zip Code Plus 4: 04274-6751 DUNS #: 867703605 Telephone: 207-998-2727 Fax: 207-998-2753 E-mail address: ahediger@rsu16.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): Ken Healey	Telephone: 207-998-2727
Signature of Superintendent: Certified by Electronic Signature	Date: 08/20/2021

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): Ken Healey	Telephone: 207-998-2727
Signature of Superintendent: Certified by Electronic Signature	Date: 08/20/2021

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)
Address the lost instructional time and interrupted education through the implementation of evidence-based interventions to respond to students' academic, social, and emotional needs due to the impact of COVID-19	NWEA, student progress report reports	Building Leadership Team and District Administrative Team
Reopening and operating schools to effectively maintain the health and safety of students, educators and other staff by repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards and improving indoor air quality	Facilities report, District COVID reports	Building Principal, Maintenance Department, Operations Committee
Providing continuity of services to students	Surveys, Technology Inventory Report	Building Leadership Team, District Administrative Team, Technology Department, Parents and Families of RSU 16 students

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

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

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

1.a. Additionally, an SAU must engage in meaningful consultation with each of the following, to the

extent present in or served by the SAU:

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

and stakeholders representing the interests of:

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

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

Staff and families received the district newsletter on July 23 with ARP/ESSER information. It is posted on our website. Any feedback that was given was taken into consideration during the draft and final plan.

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

<https://www.rsu16.org/return-to-instruction/american-rescue-plan-arp-esser-3>

SAU Plan for Safe Return to In-Person Instruction and Continuity of Services

In Section 2001(i) of the ARP Act, the Safe Return to In-Person Instruction is described and indicates that an SAU must:

- Develop and make publicly available on the SAU's website a plan for safe return to in-person instruction and continuity of services.
- Before making the plan for safe return to in-person instruction and continuity of services, the SAU will seek public comment and take such comments into account in the development of the plan.
- If the SAU developed a plan that collected public input and is posted on the SAU's website, then the SAU would be in compliance with Section 2001(1). In addition, Appendix B of interim Final Rule (IFR) requires that an SAU regularly, but no less frequently than every six months, review and, as appropriate, revise its plan for the safe return to in person instruction and continuity of services.

By checking the boxes and responding to the questions below, the Superintendent or their authorized representative is attesting the SAU is aware of the requirements in the APR Act and IFR related to the safe return to in person instruction and continuity of services.

1. Provide the website Link of the publicly available *Plan for Safe Return to In-Person Instruction and Continuity of Services*:

<https://www.rsu16.org/return-to-instruction>

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

RSU 16 published Staff and Community Updates on the following dates: June 11, June 26, July 9, July 23, August 6, August 20 - updating all stakeholders on the current Return to Instruction plan

July 27 was a Listening Session with RSU 16 Staff via Zoom Webinar

July 28 was a Listening Session with Community and Families via Zoom Webinar - both opportunities for all stakeholders to provide feedback and concerns.
At the August 9 School Board meeting there will be a public participation before the final approval vote.

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:

Our Principals and Special Education Director worked with their Leadership Teams to create plans for return all students to five days a week. These plans were presented to the Superintendent. Transportation, Facilities, Food Service and Remote Learning option updated their specific sections of the Return Plan. These updates will continue as new information from the Maine CDC or DOE becomes available.

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:

In-School Acceleration

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

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:

To address lost instructional time our new 7.5 positions will provide needed supports for students within the context of grade-level work and within the classroom setting to accelerate learning and respond to social and emotional needs. These positions will focus on the most essential knowledge and skills, particularly the content that is foundational to subsequent grade levels.

Use high-quality screeners and assessments to provide timely information to help educators know where to focus for particular students.

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

Ongoing review of data from screeners, benchmark assessments and NWEA.

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

7.5 Staff positions = \$817,000 salaries and benefits

Screeners and Data Dashboard = \$70,000

Supplies = \$32,800 (supply set aside for each school as they work to address the lost instructional time, books for professional development to support student re-engagement and best practices, and technology for new positions)

Equipment = \$3,500 (one position will be a teacher who teaches from a cart)

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$817,000.00	\$70,000.00	\$32,800.00	\$3,500.00	\$923,300.00

Remaining ARP ESSER Funds

1. Project Title: **COVID Operational Enhancement**
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:

Reopening and operating schools to effectively maintain the health and safety of students, educators and other staff by repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards and improving indoor air quality. This project keeps the school environment safe by mitigating health and safety risks effectively and efficiently by: managing the access and flow of people, efficiently screening students, staff, and visitors, and enhancing emergency and daily communication and operations.

Our HVAC and heating upgrades continue in rooms that we were not able to upgrade due to the focus being on classrooms with previous federal funds. Our operational priority is providing healthy indoor air quality and thermal comfort for Central Office room 17, ESS principal's office & conference room, PCS principal, vice principal and admin office, District conference room, Adult Ed wing, MCS principal, vice principal and admin office.

An additional scope of the work may include replacing 15 existing steam unit ventilations with new hot water unit ventilators to improve heating. This project is a continuation to improve air quality long term at Elm Street School. To help manage the access and flow of people, paving the parent drop off/pick up because we have seen an increase of parent transportation due to COVID concerns. In order to effectively manage emergency and daily operation, the project includes a stand-by generator at MCS.

As we work to rebuild resilience in our students through relationships and connections to school, we also want to harden the entrance to our schools to deter any potential risk for school violence. Finally, during the pandemic our students have increased their use of vaping. In order to safely operate the middle school and support students to stop vaping, we will install vape detectors.

Nurses have critical responsibilities during the COVID-19 pandemic. They continue to be at the front line and actively involved with evaluation and monitoring in our buildings and the community. Funds will be used for a new district nursing position to ensure all buildings have adequate nursing services for general care and specialized care due to pooled testing, COVID-19 like symptoms and positives. This position has two primary responsibilities: Responsible for the coordination, oversight and delivery of health care in RSU 16 schools. Strengthens the educational process by improving and protecting the health status of students and staff, and promotes a climate of health and well-being.

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

\$18,800 - additional nursing coverage for COVID-19 related work outside the contractual hours

\$88,000 - new full-time district nurse position

\$1,119,311.12 - HVAC and air quality facility upgrades inside and outside including inspection, testing, maintenance, improvement, repair, replacement, and upgrade to reduce risk of virus transmission and exposure to environmental health hazards and improving indoor air quality. Paving for parent drop off/pickup. Standby generator to ensure no interruption of learning at MCS. Harden the school entrances to deter school violence.

\$5,000 - electronic messaging and electronic signature to reduce touch surfaces

\$16,350 - music and PE supplies/decals to reduce the sharing of materials

\$37,000 - furniture for meal times to increase spacing between students and to replace needed classroom items to focus on student to students relationships and classroom climate/culture.

\$5,000 - Radio update at ESS to maintain reliable communication

\$425,000 - Ceiling mounted projectors to maximize the spacing of students in the classroom.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$106,800.00	\$1,124,311.12	\$16,350.00	\$467,000.00	\$1,714,461.12

Remaining ARP ESSER Funds

1. Project Title: **COVID 19 Connectivity Assurity**

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:

Providing continuity of services to students and purchasing educational technology for students that aids in regular and substantive educational interaction between students and their classroom instructors. Our use of ARP ESSER 3 funds will be used to continue to fund critical projects from ESSER 2 in which the funds have been used up. In RSU 16, we will continue to offer a fully remote school for students in K-6 who are medically compromised and with a doctors note and school team meeting, deemed unable to return to the building. Therefore we need to have funds to pay stipends and a half-time salary/benefit of the person overseeing the remote learning program. Also, our subscriptions that were used for our full virtual school have expired and need to be renewed for the upcoming school year.

Given we are unable to predict the future, we want to make sure we continue to be prepared to meet whatever changing conditions with staffing may occur until we are sure the pandemic is finally over. These funds will be the cost of a full-time substitute teacher in each building. This is an extension of a project from previous federal funds, but is a top priority in our buildings through feedback from administrators and their leadership team. As the landscape changes daily with who is out for quarantine or staying home because they are sick, it is crucial that our classrooms have a teacher.

The continued technology support for students ensures that all students in RSU 16 will have a device in order to seamlessly continue their education. Previous federal funds were used to purchase devices, but after feedback from our stakeholders our youngest students need to have 1:1 devices to access their education.

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

\$65,000 - remote learning stipends, salaries and benefits

\$13,000 - subscriptions and renewals to platforms used for remote learners

\$174,000 - technology to maintain regular interaction between students and teachers

\$10,000 - technology security program and hotspot use for students

\$11,000 - books and supplies for remote learners

\$240,000 - given we are unable to predict the future, we want to make sure we continue to be prepared to meet whatever changing conditions with staffing may occur until we are sure the pandemic is finally over. These funds will be the cost of a full-time substitute teacher in each building.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$305,000.00	\$13,000.00	\$195,000.00	\$0.00	\$513,000.00

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount	\$3,150,761.12
Sub-Award Amount	\$2,100,507.41
20% Set Aside for Learning Recovery	\$630,152.22

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
129: In-School Acceleration	\$817,000.00	\$70,000.00	\$32,800.00	\$3,500.00	\$923,300.00
Total of Reservation Projects	\$817,000.00	\$70,000.00	\$32,800.00	\$3,500.00	\$923,300.00
COVID Operational Enhancement	\$106,800.00	\$1,124,311.12	\$16,350.00	\$467,000.00	\$1,714,461.12
COVID 19 Connectivity Assurity	\$305,000.00	\$13,000.00	\$195,000.00	\$0.00	\$513,000.00
Total of Additional Projects	\$411,800.00	\$1,137,311.12	\$211,350.00	\$467,000.00	\$2,227,461.12
Total of all Project Budgets	\$1,228,800.00	\$1,207,311.12	\$244,150.00	\$470,500.00	\$3,150,761.12

Note: Actual expenditures will be reported monthly through a Web Based ESF Report and verified quarterly via MEFS (Maine Education Financial System). ARP ESSER 3 funds are to be fully obligated and expended by September 30, 2024, including a 12 month Tydings Amendment. The funds fall under federal cash management on both the State and sub-recipient levels.

