

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 06 MSAD 06	Applicant's Mailing Address: 94 Main St Buxton, ME 04093
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Dawn Pooler Position: Finance Manager Office: Superintendent's Office Contact's Mailing Address: 94 Main St Buxton, ME04093 Zip Code Plus 4: 04093-6105 DUNS #: 183318666 Telephone: 207-929-2324 Fax: 207-929-5955 E-mail address: dpooler@bonnyeagle.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): Clay Gleason	Telephone: 207-929-2331
Signature of Superintendent: Certified by Electronic Signature	Date: 08/31/2021

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): Clay Gleason	Telephone: 207-929-2331
Signature of Superintendent: Certified by Electronic Signature	Date: 08/31/2021

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)
Staffing	2021-2022 Return to school planning	School Board and Community forums
Expanded Instructional Space	2021-2022 Needs assessment to return to school	Finance & Facilities Board Committee, District Administrators, Teachers
College/Career Director 6-12	HS Post Secondary Planning Data and student SEL data from MTSS survey	Student and school counselor feedback, school board subcommittee, administrators,

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:

The return to school plan was introduced and discussed at school board meetings throughout the Spring of the 2020-2021 school year. This plan included many of the programs we are requesting for approval. Additionally, community forums were scheduled in all of the communities of MSAD 6 to share the return to school plan with families as well as provide them the opportunity to comment/suggest to ensure the safe return of all students for the September of the 2021-2022 school year.

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

https://p10cdn4static.sharpschool.com/UserFiles/Servers/Server_19701814/File/Web%20Page%20Message%20ESSER_ARP%20Application.pdf

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*:

MSAD 6.org

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

School Board meetings, community forums in the communities of MSAD 6

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:

Upon the implementation of each aspect of the grant, the superintendent will review with individual(s) responsible to meet the intended outcome as well as schedule regular update meetings for a check and adjust and/or mitigate any challenges. Also, these initiatives will be discussed at the Finance & Facilities regularly scheduled meetings to keep this board sub committee informed about current expenditures.

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

- (i) how it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:
 - A. Universal and correct wearing of masks.
 - B. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).
 - C. Handwashing and respiratory etiquette.
 - D. Cleaning and maintaining healthy facilities, including improving ventilation.
 - E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
 - F. Diagnostic and screening testing.
 - G. Efforts to provide vaccinations to school communities.
 - H. Appropriate accommodations for children with disabilities with respect to health and safety policies.
 - I. Coordination with State and local health officials.

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

Reservation to Address the Academic Impact of Lost Instructional Time

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

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

Class-size reduction

2. Describe the following for the intervention selected:

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

- 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 pandemic has created much uncertainty for in-person instruction for all students. In MSAD 6, we are planning to provide all students with in-person instruction for the 2021-2022 school year. To safely achieve this goal, we will use the ESSERF funds to support additional staff to ensure that all students have safe access to their education. With all the uncertainty about the 2020-2021 school year, MSAD 6 developed collaborative plans during the spring of 2021 with the community to provide in-person instruction for all students beginning the fall of 2021. To achieve our goal, we would need to hire additional staff, expand educational spaces, and purchase additional classroom furniture. The CDC/DOE distancing guidelines during the 2020-2021 school year were instrumental in supporting in-person instruction for many students. MSAD 6 is planning to maintain the distancing strategies that were successfully implemented last year and will allow our students to attend in-person educational programs in safely spaced classroom settings in September of 2021. Additional staffing was determined at each school based on three foot student spacing with appropriate instructional space for teachers. Based on building classroom space limitations we developed a list of staffing needs for each building that affords MSAD 6 to return all students to safely return to in-person instruction while minimizing the risk of viral spread. In addition, we believe that its prudent to follow other safety guidelines of disinfecting and cleaning touch surfaces, distancing when students are eating, recommending that students and staff remain home if they experience any viral symptoms, and practice general distancing recommendations while inside the school and/or classroom. In addition to this proactive strategy to return all students safely to in-person instruction, the additional staffing will also be critical towards the district's expectation of implementing assessment strategies to determine grade level/course learning gaps and develop remediation interventions to mitigate learning loss in ELA and math due to the loss of instruction during Covid.

Amendment: Move 100,000 to remaining funds.

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

Throughout the pandemic, students received educational services in a variety of delivery models, in-person five days per week in cohort groups, vendor designed remote education, and homeschooling. As a result, it is paramount that every school be prepared with adequate staffing ratios in order to develop appropriate assessment strategies in order to determine grade level and/or course content knowledge and develop a recovery plan that mitigates the educational impact of instructional loss due to Covid. MSAD 6 formative assessment data includes:
Determining the most effective learning gap assessment tool at each grade/school level to determine learning gap associated with Covid learning loss in ELA and math
Identify ELA and math standards that are critical to grade level/course knowledge and reflect learning loss due to Covid. Development of shared document by school and grade level of implementation/remediation strategies that are implemented to mitigate learning loss
Collection of assessment or achievement data to determine the effectiveness of classroom/school intervention strategies in ELA and math

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

14 teachers at \$75,000 = \$1,050,000. 8 ed techs at \$38,500 = \$308,000. 1 dean of students at \$100,000. Supplies for students and staff to include furniture, paper, books, pens, pencils crayons, textbooks, workbooks, online licenses, etc. at cost of \$42,200. Classroom furniture at the cost of \$200,000.

Amendment: Due to construction costs of metal building coming in much higher than anticipated, we would like to move \$199,250 from this project to the metal building project. We were unable to hire all 14 teachers and 8 ed techs as originally proposed and the savings here will offset the higher construction costs of the metal building. Amendment of -\$199,250.

Amendment: move 100,000 of balance to remaining funds.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$1,158,750.00	\$10,000.00	\$72,200.00	\$160,000.00	\$1,400,950.00

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](#).

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

Summer programming

- Describe the following for the intervention selected:

- 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

- 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

- Provide a brief project description including details and timeline:

This program is being moved from 'remaining funds' to 'reserved funds'.

Summer Programming to address learning loss due to covid. Program will run July and August of 2022 and 2023.

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

MSAD 6 formative assessment data includes:

Determining the most effective learning gap assessment tool at each grade/school level to determine learning gap associated with COVID learning loss in ELA and math,
 Identify ELA and math standards that are critical to grade level/course knowledge and reflect learning loss due to COVID,
 Development of shared document by school and grade level of implementation/remediation strategies that are implemented to mitigate learning loss,
 Collection of assessment or achievement data to determine the effectiveness of classroom/school intervention strategies in ELA and math.

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

Salary for 20 teachers and 10 ed techs = \$253,000. Supplies to include paper, books, pencils, pens, crayons, etc. = \$20,000

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$253,000.00	\$0.00	\$20,000.00	\$0.00	\$273,000.00

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](#).

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

Enrichment programs

- Describe the following for the intervention selected:

- 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

- 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

- Provide a brief project description including details and timeline:

Push in and remote services moved from the 'remaining funds' to the 'reserved funds'.

Push-in and Remote services for developing and implementing procedures and systems to improve the preparedness and response efforts.

Use of large spaces as core instructional spaces (to facilitate social distancing requirements) has required MSAD 6 to deliver push-in services. To ensure that students receive the standards associated with elementary grade levels and provide equitable library services we will need to hire an elementary librarian.

Although all students will return to in-person instruction in September, we have some families who have medical reasons and are concerned about the impact on family members if their child contacts the/a Covid variant. We are prepared to support the individualized educational needs of students/families through synchronous instruction in order to connect them with educational resources. MSAD 6 is prepared to offer support for a limited number of families, however, through

our efforts we are hopeful that synchronous instruction becomes a practice that will expand to limit instructional loss because of a students general school absence. To accommodate these students, we will pay a stipend to teachers willing to accept the additional responsibility of synchronous teaching and learning in order to accommodate these students as well as for teachers providing PD opportunities for their colleagues to ensure that we accommodate family requests for a remote option with the same instructional rigor that is expected from in-person learning.

Timeline for this project is September 2021 through June 2023.

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

MSAD 6 formative assessment data includes:

MSAD 6 identified a gap in library services available to elementary students during times when large spaces are being used for instruction and a gap in availability of synchronous remote teaching.

Development of plan to provide push in library services into the classroom rather than having students to a library space and provide synchronous remote teaching.

Collection and review data of provided services to determine usage by the elementary students and the effectiveness of the intervention strategies and collection and review of assessment data of students receiving remote synchronous learning to determine the effectiveness of the intervention.

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

1 Elementary librarian = \$85,00 10 teacher stipends at \$65,000.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00

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:

Bridge programs

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:

Student Services project moved from remaining funds to reserved funds.

Student guidance services provided for the school year 22-23 to identify gaps happening in post secondary planning and elementary service.

MSAD 6 is prepared to support the social/emotional needs of students upon their return. We have reviewed our student services program and feel strongly that it is important to have a full-time school counselor assigned to each of the elementary schools and one at each grade level at both the middle and high school. This will help facilitate the return to 'normal' full time in person learning. Additionally, this project will provide a post secondary career and college placement counselor to assist incoming seniors. This is necessary because of the missed post-secondary programs due to COVID shut-downs. We must also create a student services director stipend to assist with evaluation of guidance programs and SEL support. Timeline for this project is July 2021 through June 2023. In addition to the SEL work, MSAD 6 is prepared to evaluate students K-12 around instructional loss at the beginning of the school year. The plan was developed collaboratively with all district building administrators, curriculum administrators, and support from building level coaches and our consultant Great Schools Partnership. Once the information is collected, remediation and/or intervention plans will be developed at each school by grade level and implemented with the collaborative support of administration, staff, and coaches.

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

Gaps identified for students in post secondary planning and elementary services through a review of our student services program and feel it is important to have a full-time school counselor assigned to each of the elementary schools and one at each grade level at both the middle and high school. This will help facilitate the return to normal and will provide a post secondary career and college placement counselor to assist incoming seniors. This is necessary due to the missed post-secondary programs due to COVID shut downs. Collection and review of data through analysis of truancy and attendance reports as well as graduation rates and surveys of post secondary plans.

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

1 career/college guidance counselor at \$182,000 (2 year position) and 1 .5 elementary guidance counselor at \$45,000.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$227,000.00	\$0.00	\$0.00	\$0.00	\$227,000.00

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:

MSAD 6 will purchase technology to enhance connectivity for staff and students. This will include portable devices for additional staff, updating fiber and switches to increase speed, ScreenBeam licenses for 275 classroom teachers and technology equipment for portable classrooms (used to meet social distancing requirements). Technology ordered and fiber installed between July 2021 and June 2022.

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

ScreenBeam 275 devices at \$132,000. Switches 65 devices at \$292,500. Fiber at \$250,000. MB Airs 25 devices at \$26,475. iPads 25 devices at \$9,850. Technology for portables (wired internet connections, smartboards, computers, cameras) 6 rooms at \$30,000.

Amendment - Re-allocate \$132,000 from ScreenBeam devices to purchasing laptops and monitors due to hiring of additional staff and continued instances of remote learning requiring more portable devices.

Amendment - Removing switches at \$292,500. Move this amount to metal building project as estimated building costs from Port City Architecture came in much higher than anticipated.

Amendment - Re-allocate \$250,000 from Fiber to purchase mobile devices for students and staff, to purchase mobile device management services and to purchase switches (hardware).

Amendment - Re-allocate 21,000 from the doors and windows project and 23,000 from the nursing project for a total of 44,000. These funds will be used to purchase a wireless microphone system. With meetings being held in person, remotely, and sometimes a combination of both, we need a microphone system installed so everyone can hear what is being said. COVID has instilled in everyone the need for social distancing and our wired microphone system does not provide for enough distancing. A wireless system will provide for the social distancing and the audio technology so everyone can hear whether they are attending in person or remotely.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$59,000.00	\$25,000.00	\$408,325.00	\$492,325.00

Remaining ARP ESSER Funds

1. Project Title: **Metal Building**

2. This project will utilize funding for:

Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19

3. Project Description including details and timeline:

MSAD 6 has purchased large pieces of equipment due to COVID. Some items, like tents, can only be used seasonally and we need to store these items during the winter. Other items, like tables, must be put in storage while the mandate is in place to keep students socially distanced. We've also found it necessary to clear classrooms of unnecessary items to assist in cleaning protocols. Teachers are asked to only keep necessary items for current instruction in their classrooms. Items not being used immediately must be stored in a place where they can be retrieved quickly for teacher access when required. This requires a storage building. Building will be ordered and installed between July 2021 and June 2022.

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

Metal Building at cost of \$372,000.

Amendment:

Per Port City Architecture estimated building costs:

Construction Cost \$250,000
 Site Work \$98,000
 Sewer \$12,000
 Davis Bacon Wages \$30,000
 Permits \$15,000
 Engineering \$51,000
 Security System \$18,000
 Shelving \$20,000
 Contingency \$50,000
 Equipment \$50,000
 Total \$594,000

Amendment:

Contracted services \$269,000
 Supplies \$5,000
 Equipment \$320,000

Amendment 2: Bids for work came in much higher than anticipated. This is an updated cost estimate.

PERFORMANCE BOND \$11,500.00
 GENERAL CONDITIONS \$31,505.00

ENGINEERING \$4,200.00
 SITEWORK \$90,000.00
 ASPHALT \$8,000.00
 FENCING/BOLLARDS \$5,264.00
 FOUNDATION \$68,430.00
 SLAB \$31,169.00
 PRE-ENGINEERED BUILDING \$146,150.00
 BUILDING LABOR & EQUIPMENT \$52,000.00
 INSULATION \$42,912.00
 DOORS/OHD \$13,277.00
 HVAC/PLUMBING \$71,500.00
 ELECTRICAL \$88,000.00
 BLDG HEAT - PROPANE \$10,000.00
 TECH - SECURITY \$25,000.00
 BUILDING PERMIT \$5,000.00
 A/E FEES \$34,000.00
 SUBTOTAL \$737,907.00
 CONTINGENCY (7.5%) \$55,343.00

TOTAL \$793,250

Amendment 3:
 Move \$20,000 from purchased services to supplies.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$773,250.00	\$20,000.00	\$0.00	\$793,250.00

Remaining ARP ESSER Funds

1. Project Title: **Nursing**

2. This project will utilize funding for:
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19

3. Project Description including details and timeline:

MSAD 6 requires additional staff nurses to assist with adherence to DOE, CDC and state guidelines for returning to school full time in person.

Stipend for RN in order to support co-curricular programs for students and any circumstances that arise during the school year with identified viral spread with students who participate in co-curricular activities to ensure that MSAD 6 accurately identifies close contact students in accordance with CDC quarantine requirements, as well as support pool testing.

Timeline is July 2021 through June 2022.

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

Hire 3 nurses for 1 year positions at a cost of \$249,000. Pay 1 nurse a stipend for oversight of summer and co-curricular programs at a cost of \$6,500.

Amendment: We were able to fund nurses in FY22 with ARP funding. The nurses were put in the local budget for FY23 and are being paid accordingly. The remaining funds in this project will not be used and we would like to move the funds to the technology project. Amount to move is 23,000.00.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$232,500.00	\$0.00	\$0.00	\$0.00	\$232,500.00

Remaining ARP ESSER Funds

1. Project Title: **Portable Classroom**

2. This project will utilize funding for:

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

3. Project Description including details and timeline:

MSAD 6 needs a portable classroom at Hollis Elementary School to prepare for all students full time in person while adhering to CDC, DOE and State of Maine social distancing guidance. Will be installed prior to the start of the 2021-22 school year.

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

Purchase a portable classroom from Schiavi Company at \$155,000. Down payment was paid with CRF2 funding source. This is the balance due on the building.
Amendment: Added contractor fees and supplies to outfit the portable classroom.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$27,308.09	\$5,000.00	\$123,115.00	\$155,423.09

Remaining ARP ESSER Funds

1. Project Title: **Student Services**

2. This project will utilize funding for:
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors

3. Project Description including details and timeline:

Student services project is being moved to reserved funds.

MSAD 6 is prepared to support the social/emotional needs of students upon their return. We have reviewed our student services program and feel strongly that it is important to have a full-time school counselor assigned to each of the elementary schools and one at each grade level at both the middle and high school. This will help facilitate the return to 'normal' full time in person learning. Additionally, this project will provide a post secondary career and college placement counselor to assist incoming seniors. This is necessary because of the missed post-secondary programs due to COVID shut-downs. We must also create a student services director stipend to assist with evaluation of guidance programs and SEL support. Timeline for this project is July 2021 through June 2023. In addition to the SEL work, MSAD 6 is prepared to evaluate students K-12 around instructional loss at the beginning of the school year. The plan was developed collaboratively with all district building administrators, curriculum administrators, and support from building level coaches and our consultant Great Schools Partnership. Once the information is collected, remediation and/or intervention plans will be developed at each school by grade level and implemented with the collaborative support of administration, staff, and coaches.

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

We will hire an additional .5 elementary school guidance counselor at a cost of \$42,500. We will hire a 1.0 college/career placement counselor at a cost of \$90,000 (2 year position). We will create a student services director stipend at a cost of \$4,500.

Duplicate project in reserved funds. Moving 1 year college/career placement counselor and .5 elementary guidance counselor.

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: **Push-in and remote services**

2. This project will utilize funding for:
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs

3. Project Description including details and timeline:

This project is moving from 'remaining funds' to 'allocated funds'.

Use of large spaces as core instructional spaces (to facilitate social distancing requirements) has required MSAD 6 to deliver push-in services. To ensure that students receive the standards associated with elementary grade levels and provide equitable library services we will need to hire an elementary librarian.

Although all students will return to in-person instruction in September, we have some families who have medical reasons and are concerned about the impact on family members if their child contacts the/a Covid variant. We are prepared to support the individualized educational needs of students/families through synchronous instruction in order to connect them with educational resources. MSAD 6 is prepared to offer support for a limited number of families, however, through our efforts we are hopeful that synchronous instruction becomes a practice that will expand to limit instructional loss because of a student's general school absence. To accommodate these students, we will pay a stipend to teachers willing to accept the additional responsibility of synchronous teaching and learning in order to accommodate these students as well as for teachers providing PD opportunities for their colleagues to ensure that we accommodate family requests for a remote option with the same instructional rigor that is expected from in-person learning.

Timeline for this project is September 2021 through June 2022.

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

We will hire 1 elementary librarian at a cost of \$85,000. We will pay 10 teachers a stipend to provide synchronous remote learning at an estimated cost of \$65,000.

Moved librarian costs and most stipend costs to 'allocated funds'.

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: **Student Achievement and Strategic Goals**

2. This project will utilize funding for:
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs

3. Project Description including details and timeline:

Many students have experienced regression and learning loss during the pandemic. When students return to full time in person learning, we will need a tool to review student achievement data, administrative support and an instructional coach at the high school. A contract with Great School Partnership will support district administration with implementation strategies concerning learning loss due to the pandemic. An instructional coach at the high school will support staff with instructional strategies focused on student regression and remediation from learning loss due to the pandemic. Qualtrics software will provide district administrators the ability to review student achievement data throughout the school year in order to determine academic needs for students based on the impact of COVID on student learning. Qualtrics software will provide data on student achievement that district administrators will review and use to assist in strategic planning. The superintendent will meet with representatives from Great School Partnership to develop and implement strategic goals. The assistant superintendent will meet with the instructional coach to determine the effectiveness of the position.

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

Qualtrics software at the cost of \$15,000. Contract with Great Schools Partnership at the cost of \$40,000. Hiring a high school instructional coach at the cost of \$85,000.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$85,000.00	\$55,000.00	\$0.00	\$0.00	\$140,000.00

Remaining ARP ESSER Funds

1. Project Title: **Truancy and Family Support**

2. This project will utilize funding for:

Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors

3. Project Description including details and timeline:

COVID has caused students to be separated from school and relationships that support and guide students. Middle school has experienced a significant increase in truancy which is attributed to COVID. Creating a positive connection to school is critical in improving student attendance. This program will support students with academic remediation and learning loss, reestablish a positive school connection, provide physical activity, a nutritional snack and wellness education. This program will be available after school 2 days per week 2 hours per day during the school year September 2021 through June 2022. We will pay a stipend to the truancy life coach and purchase fitness equipment.

MSAD will purchase a teletherapy program, Gaggle, to provide high school students additional support from a LCSW licensed in Maine at no cost to families. Access to counseling will be coordinated by their assigned high school counselor. As we anticipate the increase in SEL needs of students post COVID, we must also consider the importance of classroom time and the potential learning loss some students may have suffered. Social Worker services generally compete with classroom instruction as services are generally delivered during school hours. We are committed to developing the whole child and therefore must think about conflicts we create for students when we force them to make a choice between meeting with support staff or being present classroom instruction. This service is designed outside of the student school day and support to students will primarily be met after school and early evening hours.

In 2020-2021, MSAD 6 launched a Community Outreach Program to support connections between our schools and the community. The program was developed based on the needs of each school community and the school teams were able to create a personalized relationship with families. Based on our success, we will continue to offer services to support students and their families with outreach educational services. The community outreach program will mitigate any and all barriers for students to be connected with the school community as well as help families support students with social, emotional and academic needs after school hours. With the return to full time in person learning, we anticipate that families will continue to need support from the school. This program will provide a resource to families after school hours and when interventions can include family engagement. We recognize the importance of connecting the community with outreach services and it is important that funds be directed in a way to support program operations and supplies with up to \$12,900 of the total allocation for costs associated with supplies that will focus on the needs of students. We will pay 3 program facilitators and 8 program members a stipend to participate and commit to 1.5 hours per day 3 days per week for the period of September 2021 through June 2022.

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

Fitness equipment purchased at a cost of \$60,000. Stipend for a truancy life coach at a cost of \$6,500. Teletherapy program purchased at a cost of \$26,000. 3 Program facilitator stipends at \$6,000 each = \$18,000 12 team member stipends at \$2,700 for a cost of \$21,600. Program supplies and materials (promo t-shirts, stuffed backpacks, etc.) at the cost of \$12,900.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$46,100.00	\$26,000.00	\$12,900.00	\$60,000.00	\$145,000.00

Remaining ARP ESSER Funds

1. Project Title: **Summer Programming**

2. This project will utilize funding for:

Planning and implementing activities related to summer learning and supplemental after-school programs

3. Project Description including details and timeline:

This project was moved to reserved funding.

MSAD 6 will run a summer program to address the learning loss that happened during the pandemic. COVID catch-up summer school will be available to all students who are identified as needing extra help because of learning loss due to COVID. This will require hiring education technicians and teachers, a coordinator, purchasing supplies and providing transportation. Program will run two years July and August 2021 and 2022.

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

20 teachers at \$5,425 = \$108,500 x 2 = \$217,000. 10 ed techs at \$1,800 = \$18,000 x 2 = \$36,000. Supplies to include paper, books, pencils, pens, crayons, etc. at \$10,000 per year x 2 = \$20,000.

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: **Doors and Windows**

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

3. Project Description including details and timeline:

Replace windows and doors at middle school to improve function of air quality systems. Work done in winter through spring of 2022.

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

Portland Glass to replace leaky windows and doors at a cost of \$70,500.

Amendment: The doors and windows were completed and the remaining funds will not be used for this project. The remaining funds will be used in a technology project. Please move remaining funds of \$21,000 to the technology project.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$49,500.00	\$0.00	\$0.00	\$49,500.00

Remaining ARP ESSER Funds

1. Project Title: **Premium Pay for essential frontline workers.**

2. This project will utilize funding for:
Premium Pay for essential frontline workers.

3. Project Description including details and timeline:

Premium pay for bus drivers and maintenance workers who fulfilled duties during staff shortages to be paid summer of FY23 for services provided during the FY21-22 school year. Staff went above and beyond what was expected and kept MSAD 6 operating during extreme staff shortages.

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

60 employees premium pay at \$1,666.66 = \$100,000

5. Project Budget

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

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount \$4,158,948.09
 Sub-Award Amount \$2,772,632.06
 20% Set Aside for Learning Recovery \$831,789.62

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
138: Class-size reduction	\$1,158,750.00	\$10,000.00	\$72,200.00	\$160,000.00	\$1,400,950.00
884: Summer programming	\$253,000.00	\$0.00	\$20,000.00	\$0.00	\$273,000.00
885: Enrichment programs	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00
886: Bridge programs	\$227,000.00	\$0.00	\$0.00	\$0.00	\$227,000.00
Total of Reservation Projects	\$1,788,750.00	\$10,000.00	\$92,200.00	\$160,000.00	\$2,050,950.00
Technology	\$0.00	\$59,000.00	\$25,000.00	\$408,325.00	\$492,325.00
Metal Building	\$0.00	\$773,250.00	\$20,000.00	\$0.00	\$793,250.00
Nursing	\$232,500.00	\$0.00	\$0.00	\$0.00	\$232,500.00
Portable Classroom	\$0.00	\$27,308.09	\$5,000.00	\$123,115.00	\$155,423.09
Student Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Push-in and remote services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Achievement and Strategic Goals	\$85,000.00	\$55,000.00	\$0.00	\$0.00	\$140,000.00
Truancy and Family Support	\$46,100.00	\$26,000.00	\$12,900.00	\$60,000.00	\$145,000.00
Summer Programming	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Doors and Windows	\$0.00	\$49,500.00	\$0.00	\$0.00	\$49,500.00
Premium Pay for essential frontline workers.	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
Total of Additional Projects	\$463,600.00	\$990,058.09	\$62,900.00	\$591,440.00	\$2,107,998.09
Total of all Project Budgets	\$2,252,350.00	\$1,000,058.09	\$155,100.00	\$751,440.00	\$4,158,948.09

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.