

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 82 MSAD 12	Applicant's Mailing Address: 606 Main Street Jackman, ME 04945
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Thad Lacasse Position: ESEA Coordinator Office: Jackman Contact's Mailing Address: 606 Main Street Jackman, ME04945 Zip Code Plus 4: 04945-5002 DUNS #: 123275513 Telephone: 668-5291 Fax: 668-4482 E-mail address: Thad.Lacasse@sad12.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): Thad Lacasse	Telephone: 668-7749
Signature of Superintendent:	Date: 08/26/2021

Certified by Electronic Signature	
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Assurances and Certifications

The Superintendent or their authorized representative assures the following:

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

- instructors, including students from low-income families and children with disabilities;
- providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;
- planning and implementing activities related to summer learning and supplemental after-school programs;
- addressing learning loss; and
- other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff.

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

Superintendent (Printed Name): Thad Lacasse	Telephone: 668-7749
Signature of Superintendent: Certified by Electronic Signature	Date: 08/26/2021

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)
Facilities upgrades	Facilities review, staff reports, building maintenance reports.	Community, Parents, school board, students, staff, school medical staff
Remediation	NWEA Scores, Teacher reports	Parents, Students, Staff, Administration

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:

Public notice was posted for comment. Comments in writing were accepted by the superintendent of schools via an online survey..

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

www.sad12.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.sad12.org

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

Public comments were obtained at a public school board meeting and in writing.

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:

Plan was reviewed in public session of school board meeting. The plan revision process included a review by the school administration and representatives from stakeholder groups and was aligned with the most recent CDC recommendations and mandates.

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:

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
 - Students from low-income families

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

Students will be provided the opportunity to recover credits during a summer school session. The session will run for 5 weeks in the summer during the months of July and August. This credit recovery will be offered over the course of two summers. The Summer of 22 and Summer of 23.

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

Students determined eligible for credit recovery will be based upon classroom data pertaining to

credits earned towards graduation. Students participating in the summer school session will be afforded the time necessary to meet course expectations in order to earn the course credit. The impact of this program will be determined by the number of enrolled students who successfully earn their missed credit.

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

Staffing and transportation costs will make up the majority of the financial needs. Staffing is \$5,000 and transportation is \$5,000. (\$2,500/summer)

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$10,000.00

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:

Summer programming

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
- Students from low-income families

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

20 days of programming will be provided each summer to focus on maintenance of skills in both ELA and Mathematics. This project will allow students impacted by disruptions in in-person learning to recover lost instructional time and further develop and maintain skills that were impacted as a result of remote learning and lost learning time. The program will run during the month of July and the first week of August during the Summer of 22 and Summer of 23.

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

NWEA scores from spring to fall will be reviewed to evaluate student progress and the impact of the summer programming on learning loss and remediation.

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

Staffing - \$42,973.90 (\$11,486.95/summer); Transportation \$5,000 and general classroom supplies \$3,000.00 (\$1,500/summer)

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$42,973.90	\$5,000.00	\$3,000.00	\$0.00	\$50,973.90

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:

Compensatory Services

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*)

- Children with disabilities

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

Compensatory services will be provided to students for OT services. This service will enable students to continue to work towards goals of their IEP when it is shown that the loss of in-person services has impacted the learning process for students will disabilities.

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

Review of the student IEP goals will take place.

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

OT Services \$42,000

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$42,000.00	\$0.00	\$0.00	\$42,000.00

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:

High-quality tutoring

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
- White, not Hispanic
- Children with disabilities
- English Learners
- Students from low-income families

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

The district will employ a "teacher coach" to assist with the planning and implementing of lessons and supports for students experiencing learning loss. In addition the teacher coach will assist the Title I director in implementation of the RTI process. This project will be on-going for the 21/22 and 22/23 school years.

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

Student assessment scores will be reviewed and anecdotal reports from teachers on student progress towards standards will be collected.

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

Teacher Coach/Tutor - \$7,000 (\$3,500/school year)
 Supplies- \$1,000 (\$500/school year)

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$7,000.00	\$0.00	\$1,000.00	\$0.00	\$8,000.00

Remaining ARP ESSER Funds

1. Project Title: **Window and Door Replacement/Upgrades**

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:

Several windows and doors that are older will be replaced to improve air quality and the ability to use more entrances of the building to aide in physical distancing and cohorting of students.

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

Window/Door replacement w/labor \$10,000

5. Project Budget

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

Remaining ARP ESSER Funds

1. Project Title: **Increased Sanitization Efforts**

2. This project will utilize funding for:
Increased cleaning and sanitization

3. Project Description including details and timeline:

Additional facilities management staff will be hired to assist in the need for increased sanitization and cleaning of the school facilities used throughout the 2021/2022 and 2022/2023 school years.

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

Staffing - 20000.00

5. Project Budget

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

Remaining ARP ESSER Funds

1. Project Title: **Maintaining continuity of services in the event of a full school closure and reverting to remote learning**

2. This project will utilize funding for:
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning

3. Project Description including details and timeline:

This project will enable the school unit to continue to provide effective and robust programming and educational opportunities in the event that we must move to remote learning. This project will be on-going through the 21/22 and 22/23 school year.

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

Curriculum materials to include books and online subscriptions \$30,000
 Online Subscriptions \$10,000
 Additional Staffing to provide classroom support \$20,000
 Technology upgrades (laptops, cameras, microphones, Tango Boards) \$30,000

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	

Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$20,000.00	\$10,000.00	\$30,000.00	\$30,000.00	\$90,000.00

Remaining ARP ESSER Funds

1. Project Title: **Improving school facilities to reduce transmission risk**

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:

Create and upgrade outdoor learning spaces. Work will be started during fall of 2021 and completed during the spring of 2022.

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

Lumber to create outdoor open-air learning space \$3355.58
Outdoor Furniture \$2000

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	Total Amount
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$0.00	\$3,355.58	\$2,000.00	\$5,355.58

Remaining ARP ESSER Funds

1. Project Title: **Children With Disability Support**

2. This project will utilize funding for:

Any activity authorized by the Individuals with Disabilities Education Act (IDEA)

3. Project Description including details and timeline:

Staffing and materials will be provided to support an increase in students with disabilities due to COVID-19 building closures.

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

Salaries and benefits \$60,000; Supplies \$2,000; Equipment \$6,000

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	Total Amount
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$60,540.00	\$0.00	\$2,000.00	\$6,000.00	\$68,540.00

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount \$304,869.48
Sub-Award Amount \$203,246.32

20% Set Aside for Learning Recovery

\$60,973.90

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
92: Credit recovery	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$10,000.00
93: Summer programming	\$42,973.90	\$5,000.00	\$3,000.00	\$0.00	\$50,973.90
352: Compensatory Services	\$0.00	\$42,000.00	\$0.00	\$0.00	\$42,000.00
353: High-quality tutoring	\$7,000.00	\$0.00	\$1,000.00	\$0.00	\$8,000.00
Total of Reservation Projects	\$54,973.90	\$52,000.00	\$4,000.00	\$0.00	\$110,973.90
Window and Door Replacement/Upgrades	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00
Increased Sanitization Efforts	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
Maintaining continuity of services in the event of a full school closure and reverting to remote learning	\$20,000.00	\$10,000.00	\$30,000.00	\$30,000.00	\$90,000.00
Improving school facilities to reduce transmission risk	\$0.00	\$0.00	\$3,355.58	\$2,000.00	\$5,355.58
Children With Disability Support	\$60,540.00	\$0.00	\$2,000.00	\$6,000.00	\$68,540.00
Total of Additional Projects	\$100,540.00	\$20,000.00	\$35,355.58	\$38,000.00	\$193,895.58
Total of all Project Budgets	\$155,513.90	\$72,000.00	\$39,355.58	\$38,000.00	\$304,869.48

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.