

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: AOS 93 South Bristol	Applicant's Mailing Address: 767 MAIN ST 1A DAMARISCOTTA, ME 04543
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Lynsey Johnston Position: Asst Superintendent Office: AOS 93 Contact's Mailing Address: 767 MAIN ST 1A DAMARISCOTTA, ME04543 Zip Code Plus 4: 045430349 DUNS #: 100265719 Telephone: 2075633044 Fax: (207) 563-8276 E-mail address: ljohnston@aos93.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): Craig Jurgensen	Telephone: 2075633044
Signature of Superintendent:	Date: 09/24/2021

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): Craig Jurgensen	Telephone: 2075633044
Signature of Superintendent: Certified by Electronic Signature	Date: 09/24/2021

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)
high quality, consistent instruction	student achievement data	students, staff, families, School Boards, communities
addressing social emotional needs	qualitative and quantitative SEL data	students, staff, families, School Boards, communities
safe, healthy facilities	qualitative and quantitative facilities data	students, staff, families, School Boards, communities

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:

Monthly school board agendas with topics listed and public comment sections are posted in the school, online, and in key places like the town office. Opportunity to speak during public comment is advertised at least a week in advance.

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

<http://southbristolschoolme.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*:

<http://southbristolschoolme.org/>

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

Monthly school board meetings have public comment available each month. Agendas are posted a week in advance in key places like online and the town office.

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:

The school/stakeholders meet regularly to review the plans and make adjustments as needed.

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:

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

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:

A five week summer school program will work in conjunction with the YMCA to have an academic portion in the morning and a social/emotional and outdoor enrichment experience in the afternoon. This will happen each summer that the money is available through the grant. Academic portion will include small group instruction in reading and math.

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

Pre and post testing for student achievement will be conducting using NWEA. Curriculum based assessments will be used both formatively and as a summative measure. Qualitative surveys will be used.

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

YMCA summer camp enrichment experience, First Student busing will be used, Healthy Kids will collaborate on lunches for students. Estimated cost for four summers is

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$22,000.00	\$26,903.65	\$2,500.00	\$0.00	\$51,403.65

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

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:

A part time interventionist and Multi-Tier System of Supports coordinator will be added to create and implement intervention plans for students that have lost academic time or skills due to the pandemic.

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

NWEA scores will be used, as well curriculum based assessments every six weeks to monitor progress and inform plan adjustments.

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

Additional staff time - one day a week. Approx \$20,000.00

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$19,500.00	\$0.00	\$0.00	\$0.00	\$19,500.00

Remaining ARP ESSER Funds

1. Project Title: **Healthy Flooring**

2. This project will utilize funding for:

Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards

3. Project Description including details and timeline:

The floor in the library/common areas has been replaced from old carpet that held germs/dirt to a floor that can be kept clean and sanitized. This project has been happening over the summer of 2021.

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

New floor materials, installation of floor. Approx \$23,000.00

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$22,642.88	\$0.00	\$0.00	\$22,642.88

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount \$93,546.53
 Sub-Award Amount \$62,364.35
 20% Set Aside for Learning Recovery \$18,709.31

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
Summer programming	\$22,000.00	\$26,903.65	\$2,500.00	\$0.00	\$51,403.65
High-quality tutoring	\$19,500.00	\$0.00	\$0.00	\$0.00	\$19,500.00
Total of Reservation Projects	\$41,500.00	\$26,903.65	\$2,500.00	\$0.00	\$70,903.65
Healthy Flooring	\$0.00	\$22,642.88	\$0.00	\$0.00	\$22,642.88
Total of Additional Projects	\$0.00	\$22,642.88	\$0.00	\$0.00	\$22,642.88
Total of all Project Budgets	\$41,500.00	\$49,546.53	\$2,500.00	\$0.00	\$93,546.53

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, 2023, excluding a 12 month Tydings Amendment. The funds fall under federal cash management on both the State and sub-recipient levels.