

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 25	Applicant's Mailing Address: 62 Mechanic Street Bucksport, ME 04416
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: James Boothby Position: Superintendent Office: RSU 25 Contact's Mailing Address: 62 Mechanic Street Bucksport, ME04416 Zip Code Plus 4: 04416-4094 DUNS #: 830759960 Telephone: 2074697311 Fax: 207.469.6640 E-mail address: jim.boothby@rsu25.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): James Boothby	Telephone: 2074697311
Signature of Superintendent: Certified by Electronic Signature	Date: 09/29/2021

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): James Boothby	Telephone: 2074697311
Signature of Superintendent: Certified by Electronic Signature	Date: 09/29/2021

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)
HVAC System Jewett Elementary School	RSU 25 Facilities Plan	General Public, School Board, Administration, Teacher and Support Staff Union
Learning Recovery Academic Support	NWEA Performance, School Attendance, Academic Performance	General Public, School Board, Administration, Teacher and Support Staff Union, Student Representatives
Technology Upgrade	NWEA Performance, School Attendance, Academic Performance	General Public, School Board, Administration, Teacher and Support Staff Union, Student Representatives

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 draft project proposals were shared directly with the schoolboard, administrators, leadership of the support staff and teachers union as well as discussed publicly at school board meetings. The draft plan was posted on the district website and opened for public comment. Comments were collected and considered in the development of the final proposal.

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

www.rsu25.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.rsu25.org

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

The proposed ARP ESSER 3 plan was published on the RSU 25 website which provided an outline of the proposed projects by category and with estimated cost for each project. This website posting provided an opportunity for public feedback through a collection sheet linked directly to the plan posting. The ARP ESSER 3 plan was publicly discussed at two school board meetings with an option for the public to provide comment during the school board meetings via email, phone in, or in person for each of the board meetings. Additionally, meetings were held with members of the teaching and support staff as well as with members of the student body. All groups were asked for their input as to the proposals included in the plan as well as for any other areas of need.

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 RSU 25 Safe return to school plan has been publicly presented to the school board each of the last two years in August and as adjustments are made or needed the revisions are brought back to the school board for review and comment.

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:

Extended School Year

2. Describe the following for the intervention selected:

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

- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade

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:

This project will support four weeks of summer school programming in partnership with the YMCA. The project is designed to support students who have been negatively impacted by COVID both academically and socially. Since March 2020 we have seen a decrease in academic performance in a number of students. These struggles have been an outgrowth of the pandemic and the need to provide academics in a hybrid model. Not only have we seen a reduction in academic performance for many students, we have seen an increase in the numbers of students experiencing depression and anxiety. The summer programming is designed to provide academic support through hands-on learning activities as well as address the social emotional needs of students through an activity based program provided by the YMCA.

Students will receive academic support in the morning Monday - Thursday and then participate in recreational activities designed and supervised by the YMCA. On Fridays during the program the participants will engage in academic and social field trips programmed through the YMCA. Transportation, to and from the program, will be provided by RSU 25 in the morning and at the end of the day. RSU 25 will also provide transportation for the Friday activities. Each day breakfast and lunch will be provided by the RSU 25 food and nutrition program. This project would take place over the months of July 2022 and August 2022.

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

Project monitoring of academic growth will be accomplished through the use of the NWEA assessment comparing Spring performance (prior to the intervention) to Fall performance (after the intervention).

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

This project will require the employment of five teachers, three educational technicians, four bus drivers, and contracting with the Bucksport YMCA for recreational and social activities for the participants. Supplies needed for this project will include, food, fuel and educational supplies.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$27,900.00	\$18,000.00	\$3,600.00	\$0.00	\$49,500.00

Reservation to Address the Academic Impact of Lost Instructional Time

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

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

Extended school day

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 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:

This project will provide additional academic support for students grades K-12 after school Monday-Thursday throughout the FY 2023 school year. The support will be targeted and individualized to assist students in meeting the established learning targets.

The FY 2021 return to school plan for RSU 25 required the delivery of our academic program for grades 5-12 be delivered in a hybrid model. In order for our buildings to meet the required spacing both for academics and for food service we could not fit our student population, as a whole in either the middle school or high school. While the hybrid model did allow for the continuation of academic programming the very nature of the delivery of programming was cumbersome and as such in many areas of the curriculum students did not receive the full scope and sequence of the class relative to pre-covid. Though some students performed well academically we found many students who struggled and did not meet the expected academic growth as measured by the NWEA assessment.

Teachers will use local and State assessments to determine areas of need and learning gaps for participating students and collaborate with the supervising tutor and assist with resources to support the students.

The funds for this project will provide salary for the individuals hired to staff the extended day program as well as funds for the classroom teachers to identify and communicate the individual learning gaps and remediation needed for each student.

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

Project monitoring for extended day academic support will be measured by the student's ability to remain on grade levels compared to their peers using classroom summative assessments for Math and ELA.

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

This project will utilize up to eight individuals to provide the direct tutorial support during the extended day program.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$300,500.00	\$0.00	\$0.00	\$0.00	\$300,500.00

Reservation to Address the Academic Impact of Lost Instructional Time

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

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

Class-size reduction

2. Describe the following for the intervention selected:

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

- 1st grade
- 2nd grade
- 3rd grade
- 4th 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:

This project will allow for two additional teachers at the Miles Lane School to reduce class sizes to allow for improved classroom student to teachers ratios. The reduced class sizes will attend to both academic learner needs as well a social emotional needs of the students. Both the academic growth and social emotional growth of students have been negatively impacted by the pandemic due to lost instruction time, higher absentee rates, and higher behavior incidences. This project is supported in research which has shown a smaller the student to teacher ratio

improves learning achievement. This project will also provide funding to provide an additional .5 fte math position at Bucksport High School to support students with measured learning loss in the area of Mathematics due to the pandemic. The additional .5 fte teacher at the high school will allow for targeted math instruction for students who have seen lower academic performance and higher absentee rate as an outgrowth of the pandemic. The funding for this project will provide 2.5 fte additional teachers per year for FY 2022 and FY 2023.

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

Project monitoring of academic growth will be accomplished through the use of the NWEA Fall assessment compared to the NWEA Spring assessment. All students will meet or exceed expected academic growth as measured by their performance NWEA assessment.

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

This project will require the hiring of 2.5 FTE teachers for the school years 2022 and 2023.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$215,500.00	\$0.00	\$0.00	\$0.00	\$215,500.00

Reservation to Address the Academic Impact of Lost Instructional Time

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

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

High-quality tutoring

2. Describe the following for the intervention selected:

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

- Kindergarten
- 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:

This project will support the middle school with a .6 fte educational technician to provide tutorial support for students in grades 5-8 who are performing below grade level for the FY 2022 & 2023 school years. Because of the pandemic we have seen a number of students not meet annual growth goals due to the hybrid delivery model, increased absences, and an increase in behavioral incidences.

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

Project monitoring of academic growth will be accomplished through the use of the NWEA Fall assessment compared to the NWEA Spring assessment. All students will meet or exceed expected academic growth as measured by the NWEA assessment. performance

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

This project will employ 1 full time educational technician 3.

6. Project Budget

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

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:

Family support resources

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 impact of the pandemic caused a disruption to the lives of many students and their families. In order to locate and support families impacted by the pandemic and the ongoing challenges this project will employ an individual, for FY 2022 and FY 2023 to assist students and families to connect and reconnect with the school community.

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

Identified students will be regularly participating in school and meeting grade level expectations as measured by the spring NWEA assessment.

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

This project will require the employment of a 1 fte position

6. 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

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*)

- 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:

This project will support K-12 student learning and remediation for learning loss due to the pandemic by providing access to online programming to support students in math and ELA, and to provide credit recovery opportunities for students in grades 9-12. This project would support these resources for FY 2023.

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

Project monitoring of academic growth will be accomplished through the use of the NWEA Fall assessment compared to the NWEA Spring assessment. All students will meet or exceed expected academic growth as measured by the NWEA assessment performance, and 9-12 students participating in the on line credit recovery program will earn course work credit towards graduation requirements.

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

This project will require the purchase of Odessey Works for grades 9-12, Newsela for grades K-12, IXL math grades 1-8, Lexia ELA grades 1-8. The estimated cost for this project is \$25,000.

6. Project Budget

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

Remaining ARP ESSER Funds

1. Project Title: **Math Resource and Professional Development**

2. This project will utilize funding for:
Addressing learning loss

3. Project Description including details and timeline:

This project will support the ongoing effort of the district to improve math performance in grades K-8 by providing a systemic math program that will meet the expectations of both the local curriculum and the Maine Learning results while allowing for the customization of math instruction. The disruption caused by the pandemic has created learning gaps for students especially in the area of mathematics. Having a systemic program that allows teachers the ability to flex group students and customize instruction to meet their learning needs and address the learning loss created by the pandemic is critical.

Having a tier 3 middle school, identified in the area of math, has provided the impetus for the district to review our current math program. That review has identified significant gaps in our current program both in alignment with the Maine Learning Results as well as our local curriculum. These alignment gaps are validated in the analysis of the State MEA assessment.

Chery Tobey from the Maine Math and Science Alliance facilitated curriculum review process, completed in FY 2021, which included all K-8 teachers who provided math instruction. At the end of the process, in addition to the identified instructional gaps, the review identified the lack of individualized instruction for students as a significant missing element of our current math program. The group identified and recommended, to the School Board curriculum sub committee (February 2021), an overhaul of our math instruction including resources that would facilitate individualized instruction for students as well as professional development to support the delivery of curriculum at the student learning level.

In the spring of 2021 the RSU 25 School Board, recognizing the impact of COVID 19, and the learning loss being experienced by many students, the need to update the math program to a researched based program. Additionally this program supports individualized instruction as well as online resources for classroom instruction and remote instruction.

Implementation of this project would be in the fall of 2021, with training components built in that will occur throughout the 2022 fiscal year.

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

Purchase of Illustrative Mathematics print material, Learnzillion online resources and professional development to support teachers in the implementation of the math program.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$84,650.00	\$54,120.84	\$0.00	\$138,770.84

Remaining ARP ESSER Funds

1. Project Title: **Technology to Support In Person and Remote Instruction**

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:

Due to the impact of the pandemic RSU 25 has had to provide remote instruction to our students while the schools were in a full remote status March 2020 -June 2020, during the entire 2021 school year to students who accessed their education programming either in a full time remote environment or in a hybrid environment, and during the FY 2022 school year when remote instruction is provided to students who are required to quarantine or have other needs requiring students to access their education remotely. The RSU 25 return plan does allow for remote access to programming when a student is required to quarantine, has an IEP or 504 plan that calls for remote access to instruction, or in the case all instruction needs to be delivered remotely due to local health conditions.

This project will support the hardware needs for staff and students to successfully program for both in person and remote instruction. Our current inventory of computers is significantly challenged to handle the demands placed on the operating system due to the age of the computers. The inventory is all between four and seven years old. Because of the age of the devices we are not able to consistently run the software used in the classrooms and in the remote environment. The project timeline is to begin in FY 2022 and will provide chromebooks, laptops and hotspots which will allow for internet access for students and staff when they need to work remotely due to the pandemic

This project will replace staff computers that are more than three years old and cannot support both in class and remote learning.

In addition to updated hardware this project will include licensing for the Zoom which is the platform RSU 25 is using to deliver remote instruction. The cost for this licensing is \$15,000 for FY 2023.

Critical to the delivery of remote instruction is the use of the learning management programs SeeSaw for grades K-4 and Brightspace grades 5-12. To support the use of these learning management programs each building will have teachers identified a lead implementors of the platforms and these individuals will be peer teachers to provide professional development and support for the buildings as well as provide a level of technical support for teachers in these buildings. Throughout the district eight teachers will be identified to serve in this capacity and each will receive a \$2000 stipend for their time and effort for FY 2022 and FY 2023.

This project will update student devices to allow for both in person and remote learning.

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

- Hotspots and connect costs - \$16,500
- Warranty Cost for Chromebooks purchased with CRF funds to allow for 1-1 devices in grades 5 & 6 \$ 12,750
- Staff Computer repair and replacement \$64489
- Student Computer replacement \$ 150,000
- Zoom License \$15,000
- Brightspace / SeeSaw in building technology support \$32,000

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$32,000.00	\$43,770.00	\$214,489.00	\$0.00	\$290,259.00

Remaining ARP ESSER Funds

1. Project Title: Jewett School HVAC

- This project will utilize funding for:
Improving indoor air quality

- Project Description including details and timeline:

The Federal CDC recommends improvements to building ventilation as one of the key components to a layered mitigation approach to reduce the spread of COVID and lowering the risk of exposure. The Jewett Elementary School was built in 1950 and does not have a mechanical HVAC system throughout the building. Currently only two Headstart classrooms, the gymnasium, and kitchen have a mechanical air exchange system. None of the remaining classrooms, offices, hallways, or restrooms have any mechanical air exchange system. To support improvement of air quality this project will fund the design and installation of a mechanical HVAC system that will provide modified fresh air throughout the building. Preliminary engineering work has identified the need of the installation of an HVAC system as well as preliminary cost. With funding the goal is to have this project completed no later than August of 2023.

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

Purchase and install a mechanical HVAC system for the classrooms and offices associated with the Jewett Elementary school. The working estimate at this time is \$1,350,000.

- Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$1,385,479.28	\$0.00	\$0.00	\$1,385,479.28

Remaining ARP ESSER Funds

- Project Title: **Grant Administration**

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

- Project Description including details and timeline:

This project will pay for the additional time and effort of business office personnel needed to manage and report on the grant projects and expenditures through September 30, 2023.

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

This project will pay for the additional time and effort needed to manage the grant monies and requirements of the ARP ESSER funds by the business office.

- Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$16,000.00	\$0.00	\$0.00	\$0.00	\$16,000.00

Remaining ARP ESSER Funds

- Project Title: **School Health Personnel**

- 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:

This project will support an additional 1 fte school nurse to assist our existing nursing staff in preparing, coordinating, and managing the impact of COVID 19 relative to the RSU 25 return to school plan and the stated goal of the school board to provide in person instruction.

The RSU 25 nursing staff have primary responsibility of of contact tracing, communication with impacted families, communication with district administration, and reporting to the Maine CDC / Maine DOE. Additionally the nurses will work with the regional health center to organize vaccination clinics and assist with the implementation of pool testing in the four schools within the district

This project would be for the FY 2022 school year and the FY 2023 school year.

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

The project would pay for an additional 1 fte school nurse for FY 2021-2022 and FY 2022-2023 as well as the additional time beyond contract the nurses will be working to complete contact tracing, setting up vaccination clinics, and reporting to the Maine CDC/DHHS/DOE.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$115,000.00	\$0.00	\$0.00	\$0.00	\$115,000.00

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount	\$2,686,009.12
Sub-Award Amount	\$1,790,672.75
20% Set Aside for Learning Recovery	\$537,201.82

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
652: Extended School Year	\$27,900.00	\$18,000.00	\$3,600.00	\$0.00	\$49,500.00
653: Extended school day	\$300,500.00	\$0.00	\$0.00	\$0.00	\$300,500.00
654: Class-size reduction	\$215,500.00	\$0.00	\$0.00	\$0.00	\$215,500.00
656: High-quality tutoring	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
658: Family support resources	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
665: Credit recovery	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00
Total of Reservation Projects	\$693,900.00	\$43,000.00	\$3,600.00	\$0.00	\$740,500.00
Math Resource and Professional Development	\$0.00	\$84,650.00	\$54,120.84	\$0.00	\$138,770.84
Technology to Support In Person and Remote Instruction	\$32,000.00	\$43,770.00	\$214,489.00	\$0.00	\$290,259.00
Jewett School HVAC	\$0.00	\$1,385,479.28	\$0.00	\$0.00	\$1,385,479.28
Grant Administration	\$16,000.00	\$0.00	\$0.00	\$0.00	\$16,000.00
School Health Personnel	\$115,000.00	\$0.00	\$0.00	\$0.00	\$115,000.00
Total of Additional Projects	\$163,000.00	\$1,513,899.28	\$268,609.84	\$0.00	\$1,945,509.12
Total of all Project Budgets	\$856,900.00	\$1,556,899.28	\$272,209.84	\$0.00	\$2,686,009.12

Note: Actual expenditures will be reported monthly through a Web Based ESF Report and

verified quarterly via MEFS (Maine Education Financial System). ARP ESSER 3 funds are to be fully obligated and expended by September 30, 2024, including a 12 month Tydings Amendment. The funds fall under federal cash management on both the State and sub-recipient levels.