

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: Eustis Public Schools	Applicant's Mailing Address: 65 School Street Stratton, ME 04982
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Barry London Position: Principal Office: Stratton School Contact's Mailing Address: 65 School St Stratton, ME04982 Zip Code Plus 4: 04982-9706 DUNS #: 79401321 Telephone: 246-2283 Fax: 246-6598	

E-mail address: blondon@strattonschool.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): Barry London	Telephone: 246-2283
Signature of Superintendent: Certified by Electronic Signature	Date: 09/15/2021

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): Barry London	Telephone: 246-2283
Signature of Superintendent: Certified by Electronic Signature	Date: 09/15/2021

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)
Math Coach	NWEA scores and school data wall	K-8 students and Math teaching staff
Full time nurse	Need to follow all guidelines and procedures of CDC	K-8 students, all staff, community and families
iPad Purchases	Need for 1-1 ipad/integration of technology	K-8 students and staff

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:

Stratton School posts all pertinent information on the school's website and the principal provided videos and posted parent letters on the website. Additionally, the monthly school board meetings had agenda topics that provided information for parents and allowed for public comment. Key topics included attendance/absenteeism, remote learning challenges, building projects addressing air quality, and the sanitation/safety priorities. All agendas and minutes are also posted on the website (see link Below). Further, the school's communication coordinator provides photos and public service announcements on the website and the school's FaceBook page that informed the community of on-going work.

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

<https://www.strattonschool.org/american-rescue-planarp-elementary-secondary-school-emergency-reliefesser-application>

<https://www.strattonschool.org/school-board-minutes-agendas>

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

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

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

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

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

<https://www.strattonschool.org/> This is the School's website and the plan was posted initially on August 18, 2021 and revised specifically to identify the ESSER application at the following link, <https://www.strattonschool.org/american-rescue-planarp-elementary-secondary-school-emergency-reliefesser-application>

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

Parents reviewed the plan and responded to the principal and school nurse by email, phone calls and individual meetings. The school board during the August 10th meeting discussed options for opening, which initially offered optional masking with social distancing as the previous year, but the nurse and superintendent/principal made the decision for all students and staff to be masked when students were in the building/classrooms but that staff had the option of masks when students are not present.

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 board has discussed current safe plans monthly since the pandemic began. Additionally, the nurse and the principal review the plans weekly with a meeting on August 11th to prepare a statement for parents, and the community. Since the beginning of the pandemic, the nurse has been tasked with daily CDC and DOE update review, setting the protocols and procedures for students and staff. Additionally, the school has divided into grade level pods to minimize student proximity and exposure. The school nurse is also considering the option of pool testing for students.

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*)

- Kindergarten
- 1st grade
- 2nd grade

- b. Which student subgroup(s) are targeted and will participate (*check all that apply*)

- 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:

The hiring of an additional educational technician to decrease the student to teacher ratio. This hire will happen for the 2021-2022 school year in an attempt to mitigate losses created by lost

teaching time in relation to COVID-19. This hire is used to supplement needs as they arise throughout the K-2 grade span, servicing approximately 30 students.

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

Data documented on school wide data wall and yearly growth data on NWEA

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

Educational Technician \$25,000

- Project Budget

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

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:

Family support resources

- 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

- Which student subgroup(s) are targeted and will participate (*check all that apply*)
 - Two or more races, not Hispanic

- White, not Hispanic
- Students from low-income families

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

Increase the half-time school nurse position to full-time. Having a full time school nurse aides in the mental, social and physical well being of the students, staff and community. Maintaining this position full time also allows for CDC and DOE protocols to be followed for the health and safety of all those around us. Additionally, a substitute nurse will be needed. The goal for loss of instruction is to keep students in school, preventing loss of instruction, and to test students that are out due to close close contact and/or signs and symptoms of Covid. The Stratton School nursing staff has incorporated pool testing for Grade pre-k to Grade 8 as well as for staff, minimizing the need for quarantining and for early identification of Covid cases.

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

Infinite campus data on absenteeism and verbal reports from school nurse.

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

Full time nurse position up from half time \$35,000. Substitute nursing \$1518.05.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$36,518.05	\$0.00	\$0.00	\$0.00	\$36,518.05

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*)

- Pre-K
- 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*)

- 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:

Hiring a Math coach for the 2021-22 school year. The Math coach will work with all math teachers, pre-k to grade 8 to provide staff training/mentoring and student tutoring as needed. The school keeps a data wall for all students that is updated with individual student data and reviewed by staff at regularly scheduled meetings. Students identified with learning loss by the staff and the Math coach will receive intensive individual and/or small group assistance as well as referral for the 2022 summer school. The Math coach will assist the summer school staff with the planning the math activities for summer learning.

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

NWEA scores, School-wide data wall

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

Hiring a Math coach for the 2021-22 school year.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$14,000.00	\$0.00	\$0.00	\$0.00	\$14,000.00

Remaining ARP ESSER Funds

1. Project Title: **Safety Care training**
2. This project will utilize funding for:
Addressing learning loss

3. Project Description including details and timeline:

Addressing the need for mental health services and supports, Safety-Care Behavioral Safety Training program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. These help prevent crises using a variety of supportive interaction strategies and apply simple, evidence-based de-escalation strategies. For students with disabilities that have had their routines interrupted by the change to remote learning and have been absence from the effects of Covid, Staff learns a series of interventions that can be flexibly adapted to a variety of circumstances and allow students to return to normal routines.

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

The social worker will become certified as a Satey-Care trainer, then provide the program to the staff. Resources for the additional staff such as workbooks and course completion cards are also needed.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$1,275.00	\$300.00	\$0.00	\$1,575.00

Remaining ARP ESSER Funds

1. Project Title: **Bussing**

2. This project will utilize funding for:

Reliable Bussing to aide in in school instruction

3. Project Description including details and timeline:

In order to provide activities that are necessary to maintain operation of and continuity of services, Eustis School Department will be replacing a 30-passenger bus with a 77-passenger bus that will provide more social distancing. In the past, we have asked parent to provide transportation in lieu of riding the bus in order to meet safe distancing. Given some of our students ride the bus for 30-40 minutes twice a day, distancing has been a concern. Also planned, is the purchase of a used 77-passenger bus for extra-curricular uses to prevent overcrowding for COVID.

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

Procurement of school busses

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	

Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$0.00	\$0.00	\$120,000.00	\$120,000.00

Remaining ARP ESSER Funds

1. Project Title: **Electrical upgrade**

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:

In order to reduce the risk of virus transmission, a new dishwasher will replace the 31-year-old dishwasher that has required significant maintenance costs and occasional additional hand washing. In order to install the new dishwasher, an electrical upgrade is required.

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

The purchased services for the upgrade including labor, and electrical hardware changes the current 70 amp service to a 100 amp service as required by the contractor.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$4,300.00	\$0.00	\$0.00	\$4,300.00

Remaining ARP ESSER Funds

1. Project Title: **Educational 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:

The state of Maine provided iPads through the MLTI program but do not provide iPads for the lower grade levels. In order to provide 1:1 ratio of student and staff to devices. These will be purchased for the 2021-2022 school year and will allow for in-school training/use and for remote learning purposes if necessary. These devices guarantee access to high-quality curricula and instructional materials along with other access to project-based, experiential learning opportunities that meet the individualized needs of students.

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

iPad devices at a cost of \$14,425

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$0.00	\$0.00	\$14,425.00	\$14,425.00

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount \$215,818.05
 Sub-Award Amount \$143,878.70
 20% Set Aside for Learning Recovery \$43,163.61

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
Class-size reduction	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
Family support resources	\$36,518.05	\$0.00	\$0.00	\$0.00	\$36,518.05
High-quality tutoring	\$14,000.00	\$0.00	\$0.00	\$0.00	\$14,000.00
Total of Reservation Projects	\$75,518.05	\$0.00	\$0.00	\$0.00	\$75,518.05
Safety Care training	\$0.00	\$1,275.00	\$300.00	\$0.00	\$1,575.00
Bussing	\$0.00	\$0.00	\$0.00	\$120,000.00	\$120,000.00
Electrical upgrade	\$0.00	\$4,300.00	\$0.00	\$0.00	\$4,300.00
Educational technology	\$0.00	\$0.00	\$0.00	\$14,425.00	\$14,425.00
Total of Additional Projects	\$0.00	\$5,575.00	\$300.00	\$134,425.00	\$140,300.00
Total of all Project Budgets	\$75,518.05	\$5,575.00	\$300.00	\$134,425.00	\$215,818.05

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.