

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 83 MSAD 13	Applicant's Mailing Address: PO BOX 649 BINGHAM, ME 04920
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Sandra MacArthur Position: Superintendent Office: Upper Kennebec Valley Jr-Sr HS Contact's Mailing Address: PO Box 649 110 Meadow St, ME04920 Zip Code Plus 4: 04920-0649 DUNS #: 60996014 Telephone: 12076725502 Fax: 207-672-3800 E-mail address: sandra.macarthur@sad13.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): Sandra MacArthur	Telephone: 207-672-5502

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): Sandra MacArthur	Telephone: 207-672-5502
Signature of Superintendent: Certified by Electronic Signature	Date: 08/02/2021

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)
In-person learning for all students 5 days per week	Surveys, Public Input at Board of Directors' Meeting, Website, Facebook, Leadership Team	Leadership Team, Administrative Team, ESSEA Team, Association Leadership, Students, Public at Board meetings
Increase Student Engagement and Learning	Surveys, Public Input at Board of Directors' Meeting, Website, Facebook, Leadership Team	Leadership Team, Administrative Team, ESSEA Team, Association Leadership, Students, Public at Board meetings

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 Administrative Team created a list of possible expenditures. Then the list was shared with the Leadership Team and Association membership. The Board of Directors discussed and priorities were developed. Parents and Students were invited and participated in an event that allowed them to review and recommend the changes in the curriculum, including the Outdoor/Nature Based Curriculum and the Expansion of the Learning Space. The staff then reviewed the information and established the expenditure priorities based on the information that was gathered from all sources.

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

<https://www.sad13.org/saupriorities>

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.sad13.org/saupriorities>

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

On July 13th the plan was reviewed and discussed by the MSAD 13 Board of Directors during a public meeting. The plan was shared with the district leadership team for further discussion and review. The plan was been posted on the district website since mid-July requesting comments from the public. The district plan is to provide in-person learning for all students 5 days per week.

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 administrative team reviewed and updated the plan in late June and early July. The plan was mailed to the Board of Directors on July 6th. On July 13th the plan was reviewed and discussed by the MSAD 13 Board of Directors during a public meeting. The plan was shared with the district leadership team for further discussion and review. The plan was been posted on the district website since mid-July requesting comments from the public. The district plan is to provide in-person learning for all students 5 days per week.

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:

Outdoor/Nature Based Curriculum

2. Describe the following for the intervention selected:

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

- 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:

A high percentage of students did not engage during remote learning. This has led to a high number of students experiencing academic difficulties, especially at the 5-12 level. This funding will support additional staff to provide and support instruction for students. The additional staff member will plan, develop, and implement an outdoor/nature based curriculum. The staff member will provide direct instruction as well as support other staff members in the planning, development and implementation of outdoor/nature based curriculum. The supplies will be used to support the Outdoor/Nature Based curriculum. In order to implement a farming unit the district will purchase a tiller to prepare and maintain a garden area. This funding will extend and expand the Outdoor/Nature Based curriculum through the 2022-2023 school year. ESSER II funds provided the 2021-2022 funding for this project including the start up costs.

The world of nature is one of the most complex environments a student can be involved in. Exploring nature with teachers who are planning that exploration is wonderful for brain development.

Outdoor classrooms and other nature-based learning experiences boost academic performance, according to a study by the American Institutes of Research. Students in outdoor science programs improved their testing scores by 27 percent. One of the best ways for students to learn is to see it, touch it, hear it, and smell it. Nature allows students to use all your sensory skills. Inquiry based-learning happens automatically in nature. Questions that ask why, how, what create opportunities for students to interact with each other as they try to figure out the answers on their own. Outdoor/Nature based curriculum provide students with opportunities to learn critical life skills and school subjects without even realizing they are learning. Students often just think they are having fun because the learning is presented as an adventure and exploration. This program is open to all students and all students will be encouraged to participate in the Outdoor/Nature Based curriculum.

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

Throughout the Outdoor Education and Farm to School courses it will be the responsibility of the teacher to monitor the student growth in understanding the course materials and their ability to perform the numerous new skills they will learn. In order for the teacher to keep track of student progress, the teacher will often conduct a review and reflection talk following each lesson; where students will have the opportunity to answer key questions about what they learned and reflect on things like how they may have better understood the lesson by giving feedback to the teacher.

Students will have the opportunity to fill out exit cards. These are index cards handed out to the students so they may fill out a response to a question or problem the teacher may have posed or to summarize what they understand from the lessons so far. Using this method, the teacher can better understand which students have not yet mastered the skill and which are ready to apply it. This way the teacher can adjust the teaching methods accordingly. Exit Cards will also be an open tool for students to use at any time. Much like comment cards that many businesses use.

In all likelihood, there will be a number of occasions where something as simple as a short quiz or ungraded pop quiz will be an adequate and reliable way to assess a student's understanding of

material. As many of the subjects throughout these courses will be new information, there will be ample time for group discussions. Students will also often be placed in leadership roles, so constructive peer/self-assessments will be a much-needed method of evaluating performance.

One method of formative assessment that will play a large role in the Farm to School program specifically will be learning logs. This is where students will be able to record what they learn, write down and later answer questions they may have and record experiments they conduct, all in the process of becoming a successful horticulturalist.

With this being said, the teacher will always be observing his/her students, keeping notes on what lessons work and what lessons need improvement, and maintaining up-to-date data on student comprehension.

The district is reviewing the data collected at the end of each semester and will use that data when completing the performance review.

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

Teacher salary, benefits, supplies, and equipment are for school year 2022-2023. ESSER II is providing the funding for the 2021-2022 school year and start up costs.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$83,915.64	\$0.00	\$6,287.37	\$699.99	\$90,903.00

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:

Enrichment programs

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
- 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 high percentage of students did not engage in remote learning. This has led to a high percentage of students experiencing learning loss. The Enrichment Program will be offered to all students grades K-12 after school. The program will offer hands on learning techniques to increase student engagement and learning. The district will provide transportation so all students have the opportunity to participate and meals that can be taken home at the end of the day.

Purpose and Goals

Statement of Purpose

The purpose of the Afterschool Enrichment Program is to serve the school and the community population by providing quality educational, recreational and social programs for students.

The program stimulates students social, physical, and intellectual abilities through participation in activities with their school peers. The safety and security of children during the afterschool hours is the primary purpose of the program.

Program Goals

Goals of the Afterschool Enrichment Program include the following:

1. To provide quality afterschool enrichment activities.
2. To provide students a structured and safe environment that stresses responsible behavior, respect for others, and positive attitudes.
3. To provide a caring staff who will interact with the students in group and individual situations.
4. To provide communication with parents regarding their children's general well being.

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

At the beginning of the program the students will generate a list of topics that the students would like to pursue. A questionnaire before/ after each activity or a KWL. These assessments will provide data to determine learning strategies and activities that will engage students.

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

2 After School coordinators, instructors, and supplies for 2 years.

Moscow Elementary and Valley Jr/Sr High School each have a program coordinator that will oversee and coordinate the enrichment programming. Each week there will be enrichment programs offered various groups K-1, Grade 2-4, Grades 5-6, and Grades 9-12. The students will generate the topics through exit tickets, surveys, etc. The coordinators will hire staff to provide

the learning activities that the students have chosen. The supplies will be driven by the students' choices of learning activities.

ESSER III will provide funding for this program for 2021-2022, 2022-2023 and 2023-2024.

Each coordinator will receive a \$10,000 stipend for the each year - Total \$40,000
 Instructors will receive \$25 per hour during the 2021-2022 school year, \$30 per hour 2022-2023, and \$32 per hour 2023-2024 per contract. The budget provides funds of \$2150 per school per year for supplies for the school years 2021-2022, 2022-2023. The actual supply expenditures for the two years has been \$331.30. Based on this information the decision was made to move \$6,768.70 to salaries and benefits and keep \$1500 in supplies for the 2023-2024 school year.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$55,961.37	\$0.00	\$1,831.30	\$0.00	\$57,792.67

Remaining ARP ESSER Funds

1. Project Title: Expanding Student Learning Space

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:

This is an extension of the additional classroom space project to allow for social distancing and the implementation of the outdoor/nature based curriculum. ESSER II provided the funding to create smaller learning spaces in the existing libraries and one classroom. The old industrial arts building has not been renovated and will be removed from the ESSER II application due to the lack of available funding to complete this project. This project will begin once the funding is approved and should be completed by spring 2022. Completion will depend on the availability of contractors, subcontractors, and building materials. Building costs have increased over 45% over the last 2 years and availability is limited. This project was completed under budget by \$5,497.11. The budget has been updated to reflect the actual cost of the project. Purchased services was \$3,477.11 and supplies \$2020 under budget. This left a balance of \$5497.11 to be moved to the Valley Stage Lift project. The quotes for the Valley Stage Lift came in higher than estimated.

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

Renovate an existing building to create several additional learning spaces which will house the outdoor/nature based program and the music program. This building needs to be brought up to code including the addition of a sprinkler system, ADA accessibility, fire code, HVAC system, egresses that meet code, ADA bathroom, etc.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$327,547.89	\$1,980.00	\$950.00	\$330,477.89

Remaining ARP ESSER Funds

1. Project Title: **Technology**

2. This project will utilize funding for:

Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities

3. Project Description including details and timeline:

Continue to upgrade and expand connectivity for all students and staff to improve remote learning and teaching opportunities. Upgrade devices to improve quality of online instruction and learning. ESSER II funds increased the connectivity in some areas of the learning spaces. The district still has several learning spaces that do not have stable and reliable connectivity. Our students have access to one to one computing but many of the devices need to be upgraded to provide quality remote learning opportunities. ESSER II funds were used to increase connectivity in the schools and did update several grade level devices. This project will extend ESSER II project and improve opportunities for more students and staff during 2021-2022, 2022-2023, and possibly 2023-2024. There is a balance of \$371.11 in equipment after the purchase of laptops. The budget has been updated to reflect the actual cost of the project. The balance from this project is being transferred to the Valley Stage Lift project.

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

Connectivity to expanded classroom space and the purchase of laptops.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$1,201.00	\$0.00	\$36,227.89	\$37,428.89

Remaining ARP ESSER Funds

1. Project Title: **Air Quality**

2. This project will utilize funding for:

Improving indoor air quality

3. Project Description including details and timeline:

In order to improve the air quality throughout the schools several exterior doors need to be replaced. This will allow the HVAC system to control the flow of outside air thus improving the overall air quality in the classrooms. The ceilings at Valley 5-12 School need to be replaced to improve the air quality. Previous water damage has led to a mold issue that impacts air quality. The roofing issue has been addressed. The availability of contractors, subcontractors, and materials will determine the timeline for this project. The work would be completed during summer 2022 and 2023. The quote for the roofing project to be completed during summer 2023 is \$4600.

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

Five sets of double exterior doors, 4 to be installed at Valley and one at Moscow Elementary. A small roofing project at Valley replacing flashing around the chimney, \$4600.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$81,431.51	\$1,025.00	\$0.00	\$82,456.51

Remaining ARP ESSER Funds

1. Project Title: **School Counselor**
2. This project will utilize funding for:
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors
3. Project Description including details and timeline:

An additional 0.30 school counselor has been hired and started on Sept 22, 2021. This position will be re-evaluated at the end of the 2021-2022 school year. The school counselor position was moved to the local budget for the 2022-2023 school year. The balance of \$128.86 is being transferred to the Valley Stage Lift project.

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

The new employee is a licensed social worker with over 30 years of experience. The estimated cost for the school year is \$25,000 for 0.3 FTE.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$28,501.14	\$0.00	\$0.00	\$0.00	\$28,501.14

Remaining ARP ESSER Funds

1. Project Title: **Additional ADA Bathroom**
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:

RSU 83/MSAD 13 has had 20 students enroll since January 1, 2022. This is a 13% increase in student population in a 6 week time period. Eighteen of the students are housed at Valley Jr/Sr High School. This has increased the demand for ADA compliant bathrooms. Currently there is a bathroom that the only access to is through an administrative office. This project will move the bathroom entrance into the hall and bring the bathroom up to ADA compliance thus allowing student access. This will allow the district to better meet the students' needs. The project is scheduled for the week of April 18 - 22, 2022 at a cost of approximately \$10,000.

The additional student bathroom will allow us to keep a bathroom available to students while the other student bathrooms are being disinfected and sanitized during the next COVID outbreak. It also provides a student bathroom in a wing of the school that currently does not have a student bathroom allowing us to social distance and limit the contact of students in one wing of the building vs another wing. This will assist us with contact tracing and limit the number of students that have to be quarantined.

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

A local contractor will complete this project as a purchased service.

The cost includes the following items:

Expansion of the bathroom to meet ADA code

ADA toilet, sink, and door

Appropriate grab bars, etc

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$16,372.98	\$0.00	\$0.00	\$16,372.98

Remaining ARP ESSER Funds

1. Project Title: **Moscow Kitchen Sanitizing Dishwasher**

2. This project will utilize funding for:

Purchasing supplies to sanitize and clean the SAU facilities

3. Project Description including details and timeline:

Moscow Kitchen has been serving as a satellite kitchen for a number of years. Currently, there is no dishwasher or stove in that kitchen. The district has continued to use all disposable products for serving meals which are prepared at Valley. With the addition of a stove Moscow Elementary will be able to prepare many simple meals on site but needs to be able to sanitize the dishes that are used to prepare the meals and the trays and utensils that will be used to serve the meals. This will reduce the need for disposable containers which are expensive. We will continue to use disposable containers for meals sent home with students. As we move to increasing our participation in afternoon snacks and evening meals for students and families the need for a dishwasher has become necessary to continue the expansion. Many of our students and families are struggling with the high cost of food and rely on the school to support them. We currently have two food pantries, serve breakfast and lunch, as well as afternoon snacks and evening meals at Valley. The dishwasher will allow us to begin serving evening meals at Moscow Elementary.

The sanitizing dishwasher will allow us to provide breakfast, lunch, pm snack, and evening meals during the next COVID outbreak. We have not provided pm snacks and evening meals during COVID outbreaks. During COVID is imperative that our utensils and dishes be sanitized instead of just washing them by hand.

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

This will be an equipment purchase, sanitizing dishwasher with a cost of approximately \$8500

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	\$3,823.36	\$3,823.36

Remaining ARP ESSER Funds

1. Project Title: **School Van**

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:

RSU 83/MSAD 13 will purchase a van with a handicap lift installed. This will allow students with mobility issues to participate in field trips as well as provide another vehicle that can be used to transport students. The 13% increase in student enrollment has increased the need for the district to be able to transport students with mobility issues including motorized scooters and walkers. The district has several students that participate in programs outside of the district to address social and emotional needs. Students volunteer at the Skowhegan Humane Shelter on a weekly basis to address the social and emotional needs. Other students require transportation for physical therapy either in Skowhegan or Waterville. RSU 83/MSAD 13 is moving to a outdoor/nature based curriculum at the high school level which also requires more transportation to allow the students access to the great outdoors and nature on a regular basis. These programs assist with addressing the social and emotional needs of students and student engagement. COVID has increased the need for more programs to address social and emotional issues. Student engagement declined during COVID and many students still struggle with engagement.

The van will be used to provide transportation for students with mobility issues. RSU 83/MSAD 13 has seen a significant increase in student population due to families purchasing low cost housing in the district and moving into the district. This increase in enrollment would not have occurred if not for COVID. Parents have chosen to purchase low cost housing in the district plus the fact that RSU 83/MSAD 13 maintained in person learning throughout the pandemic with very few interruptions. Before COVID the district did not have any students with mobility issues. The district currently has 3-5 students with mobility issues. We currently have 4 buses none with lifts. It also will allow us to transport students that need speech and language, physical and occupational therapy. Even though we are currently using teletherapy we still need to transport students due to the lack of reliable and stable internet in many of our students' homes.

The van has not been purchased at this time. The dealership is currently holding the van until RSU 83/MSAD 13 receives approval for this project.

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

Van with a lift \$43,900. The district is planning to purchase an used van. The cost of a van with a lift increased from the time the project was first approved until now. That is why RSU 83/MSAD 13 is requesting a \$12,400 increase in the budget for this project.

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	\$43,900.00	\$43,900.00

Remaining ARP ESSER Funds

1. Project Title: **Valley Stage - ADA access**

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:

The stage at Valley High School will be made ADA accessible by the installation of a lift. The stage serves as the music classroom as well as the venue for plays and other special events. It is also used for presentations, graduation, etc. The district explored the installation of a ramp but that is not feasible due to the height of the stage and the limited space. RSU 83/MSAD 13 has seen a significant increase in the enrollment of students with disabilities including 3-5 students with mobility issues. Many families have relocated to our small rural communities due to COVID. Our students and staff with mobility disabilities are unable to access the stage. Our student enrollment continues to grow even with the withdrawal of families that were temporarily in the area due to a Central Maine Power project. The families moving into our district now are purchasing homes that were rentals. The district has experienced significant increases in special education that would not have occurred if not for COVID. Families have moved to Bingham from Texas, South Carolina, etc purchasing homes sight unseen. A lift will be installed between June 2023 - Sept, 2023. The cost of the lift is \$25,850 plus framing materials \$367.66, and approximately \$2560 for electrical.

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

The quote for the lift is \$25,850, electrical estimate is \$2560, plus framing materials \$367.66

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$28,410.00	\$367.66	\$0.00	\$28,777.66

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount \$720,434.10
 Sub-Award Amount \$480,289.40
 20% Set Aside for Learning Recovery \$144,086.82

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
7: Outdoor/Nature Based Curriculum	\$83,915.64	\$0.00	\$6,287.37	\$699.99	\$90,903.00
8: Enrichment programs	\$55,961.37	\$0.00	\$1,831.30	\$0.00	\$57,792.67
Total of Reservation Projects	\$139,877.01	\$0.00	\$8,118.67	\$699.99	\$148,695.67
Expanding Student Learning Space	\$0.00	\$327,547.89	\$1,980.00	\$950.00	\$330,477.89
Technology	\$0.00	\$1,201.00	\$0.00	\$36,227.89	\$37,428.89
Air Quality	\$0.00	\$81,431.51	\$1,025.00	\$0.00	\$82,456.51
School Counselor	\$28,501.14	\$0.00	\$0.00	\$0.00	\$28,501.14
Additional ADA Bathroom	\$0.00	\$16,372.98	\$0.00	\$0.00	\$16,372.98
Moscow Kitchen Sanitizing Dishwasher	\$0.00	\$0.00	\$0.00	\$3,823.36	\$3,823.36
School Van	\$0.00	\$0.00	\$0.00	\$43,900.00	\$43,900.00
Valley Stage - ADA access	\$0.00	\$28,410.00	\$367.66	\$0.00	\$28,777.66
Total of Additional Projects	\$28,501.14	\$454,963.38	\$3,372.66	\$84,901.25	\$571,738.43
Total of all Project Budgets	\$168,378.15	\$454,963.38	\$11,491.33	\$85,601.24	\$720,434.10

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.