

USE OF FUNDS DOC

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: Fiddlehead School of Arts & Science	Applicant's Mailing Address: 25 Shaker Road Gray, Maine 04039, ME 04039
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Jacinda Cotton-Castro Position: Executive Director Office: 25 Shaker Road Contact's Mailing Address: 25 Shaker Road Gray, ME04039 Zip Code Plus 4: 04039-9435 DUNS #: 78842768 Telephone: 207-688-3727 Fax: 207-657-2288 E-mail address: jacinda@fiddleheadschoo.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):

Jacinda Cotton-Castro

Telephone:

2076883727

Signature of Superintendent:

Certified by Electronic Signature

Date: 09/07/2021

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): Jacinda Cotton-Castro	Telephone: 2076883727
Signature of Superintendent: Certified by Electronic Signature	Date: 09/07/2021

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)
Air Ventilation System Improved	Corona Virus Mitigation Articles	Site Committee/Board of Directors Objectives
Social, Emotional & Mental Health needs of all students.	Articles on best practices.	Certified Nursing Assistant
Lost Learning Time - Academic Impacts.	Articles on best practices.	Certified Nursing Assistant

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:

We met earlier this year with a team of stakeholders and developed our Comprehensive Needs Assessment outline. In addition, several Board committees met discussing immediate needs, as well as a year end survey to families & students on what worked well, and ways we can improve. We took and developed all of our projects based on these meetings and their conversations.

The Comprehensive Needs Assessment document can be found online at our website:
www.fiddleheadschool.org

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

<https://fiddleheadschool.org/families/covid-19-communications-resources/>

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://fiddleheadschool.org/families/covid-19-communications-resources/>

Includes: Plan for Safe Return; REVISED COVID HEALTH POLICY; AND Board Approved POOLED TESTING POLICY & SOP.

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

The Fiddlehead Community (Students/Families/Guardians/Staff) may attend any of our monthly Board meetings and/or Special Meetings and voice their thoughts during our Public Comments section of each meeting.

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 will review and discuss the IFR 3 times a year at one of their weekly meetings and make recommendations for improvements.

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 day

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*)

- Black or African American, not Hispanic
- White, not Hispanic
- Children with disabilities
- Students experiencing homelessness
- Students from low-income families

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

Because of COVID-19, many families are struggling to find quality afterschool programming. We will create a whole child approach to develop a before and afterschool program. Programming will support both the social & emotional development, as well as support families who are at risk and in the low-income families, as well as any students experiencing homelessness.

Funds will be used to support part of this program covering entrance fees to wild life parks, etc; , materials for enrichment programming; and food for at risk families, etc.

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

We will use a student/family survey for program evaluation as well as positive student impact.

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

Budget Description: Materials for afterschool projects; food for at risk students; field trip transportation & entrance fees; costs for staff time.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$2,500.00	\$500.00	\$1,500.00	\$0.00	\$4,500.00

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:

Enrichment programs

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*)

- Black or African American, not Hispanic
- White, not Hispanic
- Children with disabilities
- Students experiencing homelessness
- Students from low-income families

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

Purchasing of materials needed to support outdoor learning at our two off-site locations due to the COVID-19 Pandemic. By further developing these offsite locations, we will be able to support healthy environments (ventilations/air-purification, and MENTAL health for our students - OUTDOORS.

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

Survey of students and how the offsite locations impacted their overall health & wellness, as well as their educational growth.

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

Rugs, soft seating, and nature based materials to be used in our YURTS purchased last year with COVID-19 funding. This will also include renting necessary tents & porta potty's for off site facilities.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$2,617.31	\$2,000.00	\$0.00	\$4,617.31

Reservation to Address the Academic Impact of Lost Instructional Time

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

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

High-quality tutoring

2. Describe the following for the intervention selected:

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

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

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

- Black or African American, not Hispanic
- White, not Hispanic
- Children with disabilities

- Students experiencing homelessness
- Students from low-income families

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

Because of COVID-19, learning loss is/was real and we will increase our staffing with 2 additional RTI instructors to help support the learning loss across the school from Kindergarten up to 8th grade. With the expansion of our RTI program, we also need additional furniture/space to pull out students in small group and 1:1 remediation services.

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

The RTI team will be using Aimsweb as a means to establishing our initial baseline/benchmark to monitor progress for each child. In addition, we will be using NWEA testing a minimum of 2 times a year.

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

Funding will be used to cover 100% of the salaries for the 2 RTI teacher assistants. Furniture that is portable and flexible to assist in providing additional pull out spaces that are safe so that students & staff can distance themselves while still providing high quality RTI work.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$54,000.00	\$8,000.00	\$0.00	\$0.00	\$62,000.00

Remaining ARP ESSER Funds

1. Project Title: **Window Replacement**

2. This project will utilize funding for:
Improving indoor air quality

3. Project Description including details and timeline:

Windows at our facility are in dire need of replacement so that fresh air can help with the airflow at our facility and to improve ventilation due to the COVID-19 virus.

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

Windows & Labor

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	

Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$60,000.00	\$0.00	\$0.00	\$60,000.00

Remaining ARP ESSER Funds

1. Project Title: **Social - Emotional Wellness**

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:

Funding will provide our school the opportunity to purchase an evidence based curriculum to support student and staff wellness with increased anxiety due to the COVID-19 Pandemic.

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

Curriculum purchase & guest speaking fees to support emotional well being.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$6,500.00	\$0.00	\$0.00	\$6,500.00

Remaining ARP ESSER Funds

1. Project Title: **Nurse - Additional Time for Pooled Testing & COVID related activities**

2. This project will utilize funding for:

Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs

3. Project Description including details and timeline:

We will increase our nurse's time by .5 so that we can further address, improve & implement procedures around our response efforts to COVID & the DELTA variant, and any other variants that come our way. We piloted last spring a POOL testing program for our upper grades, now we will expand that program to include the entire school. Additional time is need for this program, as well as expanding our COVID Health Policy.

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

Incremental time for our nurse (.5).

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount	\$152,617.31
Sub-Award Amount	\$101,744.87
20% Set Aside for Learning Recovery	\$30,523.46

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
Extended school day	\$2,500.00	\$500.00	\$1,500.00	\$0.00	\$4,500.00
Enrichment programs	\$0.00	\$2,617.31	\$2,000.00	\$0.00	\$4,617.31
High-quality tutoring	\$54,000.00	\$8,000.00	\$0.00	\$0.00	\$62,000.00
Total of Reservation Projects	\$56,500.00	\$11,117.31	\$3,500.00	\$0.00	\$71,117.31
Window Replacement	\$0.00	\$60,000.00	\$0.00	\$0.00	\$60,000.00
Social - Emotional Wellness	\$0.00	\$6,500.00	\$0.00	\$0.00	\$6,500.00
Nurse - Additional Time for Pooled Testing & COVID related activities	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
Total of Additional Projects	\$15,000.00	\$66,500.00	\$0.00	\$0.00	\$81,500.00
Total of all Project Budgets	\$71,500.00	\$77,617.31	\$3,500.00	\$0.00	\$152,617.31

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.