

Randolph Public School (RPS) ESSER III (ARP) Use of Funds

On June 15th, 2021 RPS posted an information sheet on acceptable uses of ARP funds along with a general explanation of the sub-groups that must be served and the 20% that needs to be allocated to address learning loss. In addition to the explanation, this sheet contained 13 bullet points of generalized examples of acceptable uses, such as "Improving indoor air quality". The district also created a survey for stakeholders to rank their priorities on uses of these funds as well as an area for them to type in a narrative. The links to the Stay in School plan, acceptable uses of ARP funds and the accompanying surveys were all on the same page within 1 click of the school's home page. In addition, in early July an article was placed in the community's weekly newspaper, The Randolph Times, outlining ESSERS III allocations, some of the stipulations and urging stakeholders to visit the school's website to learn more about ARP, the Stay in School plan and how to access links to provide feedback on both of these items.

Of the total amount allocated to RPS, the district must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

The remaining funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic. 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 LEA'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

RPS is currently using or plans to use ESSER III funds for the following:

- Mitigation of the spread of COVID:
 - Installation of water fountains with bottle filling capabilities
 - PPE equipment such as masks
 - Costs associated with obtaining a CLIA testing waiver and antigen testing supplies
 - Custodial supplies including disinfectants
 - Costs associated with streaming activities for those unable to attend events due to COVID restrictions
- Learning loss:
 - 3-year subscription to IXL. IXL is a diagnostic software that measures learning in reading and math.
 - Purchasing designated High Quality Instructional Materials, such as a new Math curriculum, with accompanying intervention tools.
- Preparedness for remote learning situations:
 - Educational supplies and technology such as Chromebooks and I-pads
 - Purchasing designated High Quality Instructional Materials that are better designed for remote learning.
 - Improved filtering (Lightspeed Relay) for students both at school and at home to prevent access to dangerous or inappropriate sites while using a school issued device.