

ARP ESSER Use of Funds Plan Randolph Township Schools

ARP ESSER USE OF FUNDS PLAN

1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

Funds will be used to implement strategies that are in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff as outlined in our Return to School plan.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost 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;

Before and/or after school tutoring will be implemented based on identified student needs as identified by multiple data points gathered across grade levels. In addition, a STEAM summer camp will be open to students identified as in need of academic support across grades 3 - 8 to target learning needs in the area of STEM. All of these support systems will be driven by data gathered from evidence-based interventions.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and

Our district-wide approach to ensuring all staff and admin receive high-quality training on reaching all learners was built systematically to affect a cultural shift throughout our school district. Training will encourage consistency and common language in support of equitable access to academic content across the curriculum. Training has been designed to support a cyclical approach to training, tailored over time to the needs of staff.

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4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

Stakeholder input from across the learning community helped to identify priority spending needs. Needs assessments were conducted by content area supervisors and building leadership teams to identify students' social, emotional and academic needs. Our teams will examine assessment data regularly to inform future instruction.

5. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: 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.

Input from stakeholders including staff, families, parents and community helped to identify the most impactful ways to spend available funds.