

Randolph

Plans for the Use of ESSER III Funds:

The United States Department of Education (USED) is requiring two plans from all recipients of ESSER III funds:

- 1) A plan for the safe return to in-person instruction and continuity of services
The requirement for this plan is likely met by your District Reopening Plan submitted to DESE in August of 2020, along with any subsequent amendments (see Tab 3 Assurances). It will need to be revisited and revised as necessary every 6 months, including soliciting stakeholder input and considering changes to CDC guidance.
- 2) A plan for the Use of ESSER III Funds, based on broad stakeholder input, and addressing the following:
 - The district's prevention and mitigation strategies, including extent district has adopted CDC recommendations (Step 4.4)
 - How the district will use its 20% reservation of ESSER III funds to address loss of instructional time with evidence-based interventions (Step 4.2 and Tab 6, Budget)
 - How the district will spend the remainder of its ESSER III funds for allowable expenditures (Tab 5) and budget (Tab 6)
 - How the use of ESSER III funds will respond to the academic, social, emotional and mental health needs of all students, especially those disproportionately impacted by the COVID-19 pandemic (Tab 4.2, Tab 4.3), including:

- students from low-income families
- students of color
- English learners
- students with disabilities
- students experiencing homelessness
- students in foster care
- migratory students
- students who are incarcerated
- other underserved students

This application, when fully and thoughtfully completed, along with your District Reopening Plans, will constitute the plans required by USED. These plans must be published on your website and must be accessible to families in a language they understand, either translated in writing or orally, as well as in an accessible format for those with disabilities.

You should expect that DESE will be collecting data and other information from you as a result of implementation of your plans for and use of ESSER funds.

Step 4.1 of 4.4	ESSER III regulations require that the stakeholder groups below be meaningfully consulted as part of the planning process for use of ESSER III funds. Which of the following groups have you consulted with? (check all that apply)	If you have not yet consulted with this group in planning for use of ESSER III funds, when and how do you plan to get their input?
	Students	
	Families	
	School and District administrators, including special education administrators	
	School leaders	
	Teachers	
	Other educators	
	School staff	
	Unions representing educators and school staff	
	Tribes*	Do not currently know of any tribes in our dis
	Civil rights organizations (including disability rights organizations)*	
	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.*	

*To the extent present in or served by the district

TIP: The cells in the right column will be red until you either 1) check the box next to the stakeholder in the left-hand column or 2) write your plan to consult the stakeholder group in the left-hand column.

Step 4.2 of 4.4	Evidence-Based Strategies, Interventions, and Supports:
	Describe how ESSER III funds, including the required 20% reservation, will be used to respond to students' social, emotional, and academic needs through evidence-based interventions, how progress will be measured, and how/if chosen interventions address disproportionate impact of COVID-19 on underserved subgroups. Select from the following list of evidence-based interventions and provide a narrative at the bottom of this step for any of your district's evidence-based initiatives that are not listed. <i>Note: Your district's 20% reservation to address loss of instructional time must be spent on evidence-based interventions.</i>

Enhanced Core Instruction	Our district is using ESSER III funds for this strategy	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Expanding access to full-day, high-quality prekindergarten	Select	Select		
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	State Scores, Reading Intervention Scores, IEP progress reports, DIBELS data	Improving the curriculum for both special education and regular education students, Will address the needs of low socio economic students and students of different racial backgrounds (the majority of the students in our district) and students of different language backgrounds
Professional development for teachers and administrators re: culturally responsive teaching	Select	Select		
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	Early Literacy Screenings, DIBELS data	Contract for professional development and new curriculum materials at the early grades will focus on early identification and intervention for students with reading difficulties
Expanding access to career-technical education (including "After Dark" district/vocational partnerships), innovation pathways, and advanced placement courses (including fee subsidies and teacher training)	Yes	Select	Focus on advanced placement course instruction that will be measured through participation data and AP scores	We're looking to attract and make AP course more accessible to students of minority /low socio economic and other language backgrounds
Extending the school day/year and prioritizing student access to additional time by student need	Yes	Yes	State Scores, Reading Intervention Scores, IEP progress reports, DIBELS data	We intend to provide struggling students with the opportunity for acceleration/ remediation during school breaks. We are ready to provide access to summer school learning to students of low socio economic background , other language backgrounds and special education students
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Select	Select		
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Select	Select		
Early college programs, particularly those focused on students underrepresented in higher education	Select	Select		
Targeted Student Supports	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development	Select	Select		
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	State Scores, Reading Intervention Scores, IEP progress reports, DIBELS data	We intend to provide struggling students with the opportunity for acceleration/ remediation during school breaks. We are ready to provide access to summer school learning to students of low socio economic background , other language backgrounds and special education students
Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development	Select	Select		
Community-based afterschool programs for parents, including citizenship and ESL classes	Select	Select		
Dropout prevention and recovery programs	Select	Select		
Talent Development and Staffing	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	Select	Select		
Diversifying the educator workforce through recruitment and retention strategies	Select	Select		
Strategies to staff hard-to-staff schools and positions with high-performing educators	Yes	Select	Ensuring we have appropriately trained staff to teach advanced placement courses, measured by the number of courses offered and increased student participation.	We're looking to attract and make AP course more accessible to students of minority /low socio economic and other language backgrounds
Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses	Select	Select		

Increasing high-quality common planning time for teachers and academic support staff	Select	Select		
Developing leadership pipeline programs for schools	Select	Select		
Labor-management partnerships to improve student performance	Select	Select		
Conditions for Student Success - Social/Emotional and Mental Health Supports	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Select	Select		
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Select	Select		
Working with community-based organizations that provide enrichment during the school day and/or out of school time	Select	Select		
Arranging for wraparound services to be provided at schools	Select	Select		
Engaging community partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments	Select	Select		
Create transitional programs, partnering with community based organizations, for students with mental health or behavioral-related absences returning to school	Select	Select		
Parent-teacher home visiting programs to build positive relationships between home and school	Select	Select		
Facilities improvements to create healthy and safe school environments	Yes	Select	Looking to improve HVAC/ Air quality through HVAC rennovaions and repairs and controls. Improve our ability to safely provide meals through improvement of kitchen facilities and supplies that	HVAC renovations in particular will help air quality for students with heath needs.
Other Interventions/Strategies/Supports <i>Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above</i>		This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Improvement of technology supplies to students		Yes		Ou goal is to ensure that all students do not experience and techological barrier by providing access to all students.
Vehicles for transportation and maintenance		Select		During the pandemic we realized we did have appropriate equipment/vehicles to transport students or do renovations/move materials aroundf the district.
		Select		

Step 4.3 of 4.4 **Equitable Use of ESSER III Funds**

How is your district taking educational equity into account when planning for expending your ESSER III funds?
For example,
1) allocating funds both to schools and districtwide activities based on student needs, and
2) implementing an equitable and inclusive return to in-person learning by, for example, avoiding over-use of exclusionary discipline and creating a positive and supportive learning environment for all students.

1) Our request for additional professional development, staffing and curriculum materials is directly related to the needs of our students. Students of different racial backgrounds, language backgrounds, special needs and low socio economic background are our lowest performing students and are the ones targeted for additional instruction outside of school days, additional reading staff and better curriculum supports. 2) Using ESSER funds for the priorities listed have allowed us to bring in social workers and specialized staff (BCBA) to address the social emotional learning needs of the students.

Step 4.4 of 4.4 **CDC School Safety Recommendations**

This information will come from your District Reopening Plan as well as any supplemental/ revised reopening policies for your district.

CDC Recommendation	Does your district have a policy or policies on this topic?	If "Yes," is it described in your District Reopening Plan?	If you have a policy but it is not described in your District Reopening Plan, please briefly describe here.
1	Universal and correct wearing of masks	Yes	Yes
2	Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Select	Select One Our schools have plans for physical distancing should infection indicate the need to do so. And we have increased physical distancing as much as possible during lunches when students are actively eating.
3	Handwashing and respiratory etiquette	Yes	Yes
4	Cleaning and maintaining healthy facilities, including improving ventilation	Yes	Yes
5	Contact tracing, isolation, quarantine in collaboration with health departments	Yes	Yes
6	Diagnostic and screening testing	Select	No
7	Efforts to provide vaccination to school communities	Select	Yes The Town has made special events targeting school staff and student vaccinations
8	Appropriate accommodations for children with disabilities with respect to health and safety policies	Yes	Yes
9	Coordination with state and local health officials	Yes	Yes

TIP: Note that your district is not required to adopt [CDC school safety recommendations](#) to receive ESSER III funds. This data is being collected for reporting purposes.

Randolph (0244)

FY22 ESSER III Fund (Fund Code 119) Budget Worksheet

Total Allocation	\$6,870,502
Reservation of Funds to Address Learning Loss and Disproportionate Impact of COVID-19	
Minimum funding (20% of total allocation) that must be used to address learning loss and disproportionate impact of COVID-19	20% of Total Allocation \$1,374,101

TIP: Please budget at least this amount in the column, "How much of Total Expenditure addresses learning loss/disproportionate impacts of COVID-19?" (these expenditures are also included in Total Expenditures). If less than 20% is budgeted in the column below, the box to the left will turn red.

To determine FTE, divide total amount on budget line by total salary of staff on the line, then multiply by number of staff on that line. For example, 2 staff are paid \$80,000 each from the grant. Their total salaries from all sources amount to \$120,000 each. Divide 80,000 by 120,000 to get FTE per staff member (.67 FTE), then multiply by 2. The FTE for that line is 1.3 (round to the nearest tenth).

TIP: All grant expenditures must be necessary, reasonable and allowable per the rules of each grant program.
• Please consult DESE's [ESSER webpage](#) for reminders on allowable expenses and references to more detailed guidance.

TIP: The "Total FTE" cannot exceed # of staff X 1.0 (one full-time staff person). If error, cell will turn red. See [add'l info](#).

TIP: For information on MTRS calculations and payments, please consult DESE's [MTRS Quick Reference Guide](#).

TIP: Use the "Comments" section (here and in EdGrants) to include **details** relating expenditures back to activities on the Implementation Plan and Use of Funds tabs.

Step 6.1
All Districts

TIP: Cells will turn red if you include an amount for an expenditure but omit other required line-item information.

Line Item Category: Select an option from the drop down menu.	Total Expenditures (whole numbers)	20% Reservation: How Much of Total Expenditure addresses learning loss/disproportionate impacts of COVID-19? (whole numbers)	Primary Function	Comments																									
1 ADMINISTRATOR SALARIES: <table border="1"> <tr><td>Select One</td><td># of staff</td><td>Total FTE</td><td>MTRS</td></tr> <tr><td>Select One</td><td></td><td></td><td></td></tr> <tr><td>Select One</td><td></td><td></td><td></td></tr> </table>	Select One	# of staff	Total FTE	MTRS	Select One				Select One				Amount	Amount	Select from Drop Down List	Budget Detail													
Select One	# of staff	Total FTE	MTRS																										
Select One																													
Select One																													
SUB-TOTAL	0	0.00																											
2 INSTRUCTIONAL/PROF STAFF: <table border="1"> <tr><td>Select One</td><td># of staff</td><td>Total FTE</td><td>MTRS</td></tr> <tr><td>Additional Reading Teachers (providing individualized instruction)</td><td>3</td><td>3.00</td><td></td></tr> <tr><td>Select One</td><td></td><td></td><td></td></tr> <tr><td>Select One</td><td></td><td></td><td></td></tr> <tr><td>Select One</td><td></td><td></td><td></td></tr> </table>	Select One	# of staff	Total FTE	MTRS	Additional Reading Teachers (providing individualized instruction)	3	3.00		Select One				Select One				Select One				Amount	Amount	Select from Drop Down List	Budget Detail					
Select One	# of staff	Total FTE	MTRS																										
Additional Reading Teachers (providing individualized instruction)	3	3.00																											
Select One																													
Select One																													
Select One																													
SUB-TOTAL	3	3.00																											
3 SUPPORT STAFF SALARIES: <table border="1"> <tr><td>Select One</td><td># of staff</td><td>Total FTE</td><td>MTRS</td></tr> <tr><td>Select One</td><td></td><td></td><td></td></tr> <tr><td>Select One</td><td></td><td></td><td></td></tr> </table>	Select One	# of staff	Total FTE	MTRS	Select One				Select One				Amount	Amount	Select from Drop Down List	Budget Detail													
Select One	# of staff	Total FTE	MTRS																										
Select One																													
Select One																													
SUB-TOTAL	0	0.00																											
4 STIPENDS: <table border="1"> <tr><td>Teacher/ Instructional Staff Professional Days</td><td># of staff</td><td>Rate</td><td>Rate Type</td><td>MTRS</td></tr> <tr><td>21</td><td>\$40</td><td>per hour</td><td></td><td></td></tr> <tr><td>Select One</td><td></td><td></td><td>select</td><td></td></tr> <tr><td>Select One</td><td></td><td></td><td>select</td><td></td></tr> <tr><td>Select One</td><td></td><td></td><td>select</td><td></td></tr> </table>	Teacher/ Instructional Staff Professional Days	# of staff	Rate	Rate Type	MTRS	21	\$40	per hour			Select One			select		Select One			select		Select One			select		Amount	Amount	Select from Drop Down List	Budget Detail
Teacher/ Instructional Staff Professional Days	# of staff	Rate	Rate Type	MTRS																									
21	\$40	per hour																											
Select One			select																										
Select One			select																										
Select One			select																										
SUB-TOTAL	\$ 126,000	\$ 126,000																											
5 FRINGE BENEFITS: Sa MTRS (automatically calculated if MTRS box is checked above) Sb Other Health Insurance Other Retirement Systems Federal Insurance Contributions Act (FICA)	Amount	Amount	Brief Description	Budget Detail																									
	\$ 64,800	\$ 64,800																											
SUB-TOTAL	\$ 64,800	\$ 64,800																											
6 CONTRACTUAL SERVICES: <table border="1"> <tr><td>Other</td><td>Rate</td><td>Rate Type</td></tr> <tr><td>\$265,000</td><td>flat</td><td></td></tr> <tr><td>ants/Professional Development for Teachers & Support</td><td>\$225,000</td><td>flat</td></tr> <tr><td>Other</td><td>\$1,026,000</td><td>flat</td></tr> <tr><td>Other</td><td>\$2,869,202</td><td>flat</td></tr> <tr><td>ants/Professional Development for Teachers & Support</td><td>\$50,000</td><td>flat</td></tr> <tr><td>Select One</td><td></td><td>select</td></tr> </table>	Other	Rate	Rate Type	\$265,000	flat		ants/Professional Development for Teachers & Support	\$225,000	flat	Other	\$1,026,000	flat	Other	\$2,869,202	flat	ants/Professional Development for Teachers & Support	\$50,000	flat	Select One		select	Amount	Amount	Select from Drop Down List	Budget Detail				
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Select One		select																											
	\$ 265,000	\$ 265,000																											
	\$ 225,000	\$ 225,000																											
	\$ 35,000																												
	\$ 3,769,202																												
	\$ 50,000																												

TIP: The allocation from which indirect costs are calculated ("eligible allocation") will be reduced by any amounts for which recovery of indirect costs is not allowed (see Step 6.2).

SUB-TOTAL		\$ 4,344,202	\$ 490,000		
7 SUPPLIES AND MATERIALS:		Amount	Amount	Select from Drop Down List	Budget Detail
Textbooks and Related Software/Media/Materials		\$ 911,000	\$ 800,000	Activities addressing learning loss	ELA, Social Science Curriculum, Early Literacy books,
Textbooks and Related Software/Media/Materials		\$ 130,000	\$ 130,000	Meeting unique needs of special student populations	Reading materials for special students
Other		\$ 207,000		Activities re: maintaining district activities and continuing staff emp	Kitchen supplies, PPE for all students
Instructional Technology		\$ 259,500		Learning education technology for students to facilitate remote learn	Interactive Panels, Student devices, iPads
SUB-TOTAL		\$ 1,507,500	\$ 930,000		
8 TRAVEL: (mileage, conference registration, courses, hotels, etc.)		Amount	Amount	Select from Drop Down List	Budget Detail
Select One				Select One	
Select One				Select One	
Select One				Select One	
Select One				Select One	
SUB-TOTAL		\$ -	\$ -		
9 OTHER COSTS:		Amount	Amount	Select from Drop Down List	Budget Detail
Select One				Select One	
Select One				Select One	
Select One				Select One	
Select One				Select One	
Select One				Select One	
Select One				Select One	
SUB-TOTAL		\$ -	\$ -		
10 INDIRECT COSTS	(a) rate (%) (e.g., if 3.4%, enter 3.4)	Amount	Amount		
3.4	(b) eligible allocation less indirect (c) maximum indirect allowed	\$2,508,027			
		\$85,272 (a x b)			
11 EQUIPMENT:		Amount	Amount	Select from Drop Down List	Budget Detail
Items costing \$5,000+ per unit and having a useful life more than 1 year must be listed individually and described in Step 6.2, below (these expenditures are not eligible for recovery of indirect cost).		\$ 108,000	\$ 49,000	Activities re: maintaining district activities and continuing staff emp	Maintenance/Kitchen Equipment - Amplification System
SUB-TOTAL		\$ 108,000	\$ 49,000		
TIP: The discrepancy box will indicate whether you budgeted too much or too little of your allocation. Positive numbers indicate you have budgeted too much by the indicated amount, (negative numbers) indicate that you have budgeted too little by the indicated amount.		TOTAL FUNDS REQUESTED			
		\$ 6,870,502	\$ 2,379,800		
DISCREPANCY: Difference between allocation and budgeted total, if any			\$ 1,005,699		

Step 6.2
All districts with large contracts, capital expenditures, and/or equipment expenses

Major contracts and Capital Expenditures, Including Equipment No Indirect Costs Allowed on These Expenditures

<p>Capital Expenditures (Equipment and Other Capital Expenditures) ESSER III Funds are subject to the Uniform Grants Guidance (2 CFR 200), which requires that capital expenditures and certain equipment have prior written approval from DESE.</p> <p>Capital expenditures are defined in the Uniform Guidance as "expenditures to acquire capital assets or expenditures to make additions, improvements, modifications, replacements, rearrangements, re installations, renovations, or alterations to capital assets"</p>	<p>Indirect costs Indirect costs are those expenses of doing business that are not readily identified with a particular grant, contract, project fund or activity, but are necessary for the general operation of the organization and the conduct of the activities it performs. Because these expenses are difficult to track with precision across all benefiting sources, federal grants allow use of a rate as a mechanism for fairly and conveniently apportioning indirect costs across all programs within the boundaries of sound administrative principles. See U.S. Department of Education, Indirect Cost Overview (https://www2.ed.gov/about/offices/list/ocfo/intro.html).</p> <p>For this grant indirect costs must be consistent with the rate established by DESE's Office of School Finance. Note that districts are allowed to take less than the</p>
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