

**Marlborough School District
ESSER II and III Funds
Recommended Allocations**

**LEA ARP ESSER Plan
Marlborough School District Use of Funds Plan**

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic.

This document is intended as an overview of the Marlborough School District’s proposed expenditures of ESSERII and ESSERIII funds.

Definitions:

- CARES Act: Coronavirus Aid, Relief, and Economic Security Act; federal relief measure signed into law March 20, 2020. Funds must be allocated by September 20, 2022.
- CRRSA Act: Coronavirus Response and Relief Supplemental Appropriations Act; federal relief measure signed into law on December 27, 2020. Funds must be allocated by September 30, 2023.
- ARP: American Rescue Plan; federal relief measure signed into law March 11, 2021. Funds must be allocated by September 30, 2024.
- ESSER: Elementary and Secondary Schools Educational Relief, which could refer to any one of the three funds allocated to by the CARES Act (ESSER I), CRRSA Act (ESSER II) and ARP (ESSER III or ARP ESSER)
- SPSRF 1: Supplemental Public School Response Funds; Designated to provide relief and support for unanticipated costs associated with the safe opening and operation of schools during the COVID-19 pandemic.
- SPRF 2: Application for COVID-19 expenses in excess of \$200 per pupil that had not been reimbursed by other available sources.
- LEA: Local Education Agency; specific to New Hampshire, this is the school district
- SEA: State Education Agency, specific to New Hampshire this is the state Department of Education

ESSER Allocations

- CARES Act (ESSER I): 6,180.02
- CRRSA Act (ESSER II): 178,963.61
- ARP (ESSER III): 541,007.32* Anticipated

What can these funds be used for?

In general, though, ESSER funds can be used for:

- Educational technology purchases including internet connectivity, hardware, devices, software, etc.
- Supplies and services to enable remote learning
- Mental health services and supports
- Diagnostic assessment tools to gauge students' knowledge and skills as well as potential gaps in learning
- Professional development opportunities for district staff to increase capacity around high quality instruction, assessment, and learning environments
- Supplies and services to sanitize district facilities and provide access to personal protective equipment (PPE)
- Planning and coordinating systems for addressing long-term closures including how to provide meals, technology for online learning, carrying out legal requirements, and providing educational services
- Procedures to coordinate systems to improve district preparedness and response to COVID-19
- After/before school enrichment programming beyond what is currently provided
- Access to tutoring and programming outside of school days and hours
- Addressing loss of opportunities to learn
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and support student health needs
- Inspecting, testing, maintaining, repairing, replacing, and upgrading projects to improve indoor air quality in school facilities including HVAC systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement

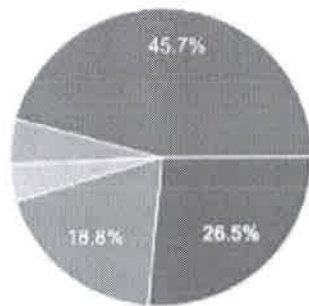
What CAN'T these funds be used for?

- Building new school facilities
- Substantially reducing local support for public K-12 education
- Expenses that are not specific to preventing, preparing, or responding to the impact of COVID-19

Reopening Task Force:

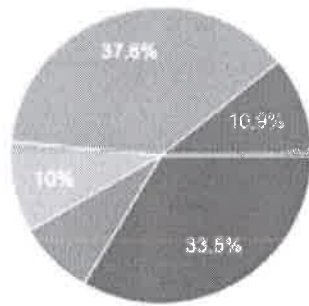
The Marlborough School District Plan surveyed the following stakeholder groups: principals & administrators, school faculty & staff, parents & community members, students, and school counselors & social workers. The purpose of the survey was to receive recommendations through varied perspectives and to develop a spending of funds plan that maximizes in-person instructional time and addresses the impact of COVID-19 pandemic on students, educators, and families for the 2021-2022 school year. The survey resulted in the following recommendations:

What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to INSTRUCTION?



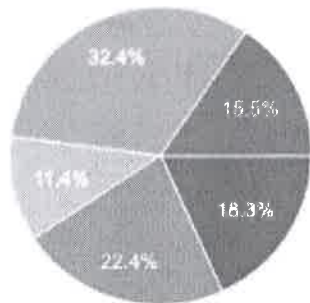
- Invest in teacher curriculum development to strengthen teaching a...
- Ensure all students receive high-quality instructional materials.
- Provide embedded professional learning for staff in the area of math instruction...
- Create learning opportunities during holiday breaks, summer, or other time...
- Invest in innovative best practices which enhance a culture of learning, such as...

What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to SUPPORT?



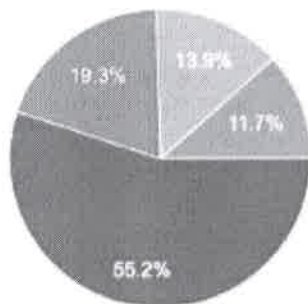
- Deliver interventions for students in highest need and provide them small...
- Extend instructional learning time by providing tutoring or providing extra in...
- Engage families (attendance, support, classes, resources, other activities).
- Provide social-emotional learning opportunities such as counseling, men...
- Continue to expand our afterschool and summer learning and enrichment opp...

What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to TECHNOLOGY?



- Technology software to assist student learning, assessment and social emoti...
- Additional student devices to increase access for all students
- Technology infrastructure upgrades to allow remote participation in broadcas...
- Investment in software and hardware to aid in curriculum development and afi...
- Technology infrastructure upgrades to allow remote participation in broadcas...

What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to FACILITIES?



- Upgrade indoor ventilation to meet pandemic air quality standards.
- Investment in external instructional and recreational spaces (To enhance physical distancing)
- Investment in internal instructional and recreational spaces (To enhance physical distancing)
- Additional furniture and equipment for classrooms and outdoor spaces.

The data highlights three buckets from which to plan spending:

1. Safety
2. Academics - learning recovery and acceleration

3. Technology

Plan to Use Funds:

We are planning on utilizing ESSER funds to provide supports/interventions as needed, and connect routinely with students to provide social and emotional support. Funds are allocated in this plan to keep class sizes at a reasonable level to support personalized learning experiences, expand access to learning experiences outside of the traditional school day and year, and increase academic offerings for students. This will also allow us to return safely to face-to-face instruction by minimizing potential exposures through cohorting as needed.

Marlborough will work with a reading consultant to address academic deficits and move all students toward grade-level expectations. This individual will work with identified students at the Marlborough School to determine individualized learning pathways based upon students' strengths, needs, and goals. Together, the coach will work with educators to utilize best practices to support reading growth. Additionally, summer recovery and enrichment programming will be a focus. We know that students continue to learn outside of school days and hours. These funds are designed to provide students in kindergarten through grade 8 with access to enrichment/learning activities during the summer months.

The Marlborough School District is committed to recruiting, retaining, and recognizing the highest quality personnel possible. Research suggests that access to high quality teachers is the most important factor in ensuring student success. All staff who will be paid through these grant funds are intended to have a positive impact on student achievement. Budget items include funds to support professional development for staff that will continue our transformation to a competency-based system of education through which we will meet the needs of individual students by building upon strengths and using data to determine next potential steps in learning and instructional coaching to provide job-embedded professional learning opportunities.

The district previously upgraded its devices and infrastructure. Ensuring reliable, dynamic technology access for all students continues to be critical as we work to meet the demands of providing education during a pandemic; therefore, we will allocate resources to replace broken devices used by students. We will also utilize resources to support intervention and assessment materials to support students in meeting grade level expectations after disrupted learning.