

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

LEA ARP ESSER Plan
Marlow 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 Marlow 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): \$9,769.18
- SPSRF 1:
- SPSRF 2:
- CRRSA Act (ESSER II): \$47,132.44
- ARP (ESSER III): \$105,852.77* 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

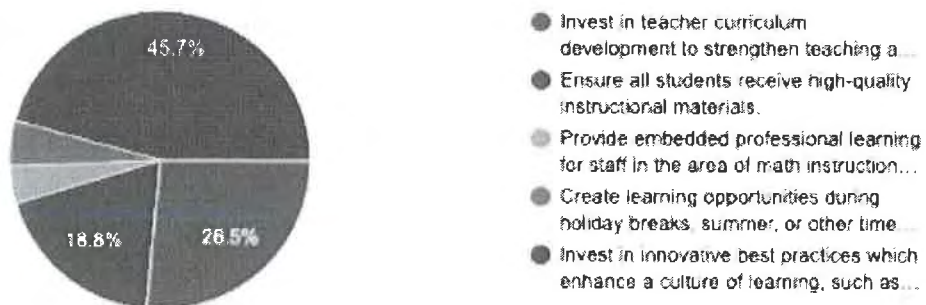
What CAN'T these funds be used for?

- 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

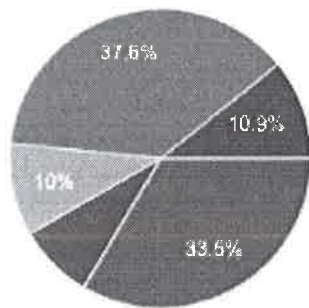
Reopening Task Force:

The Marlow School District 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?

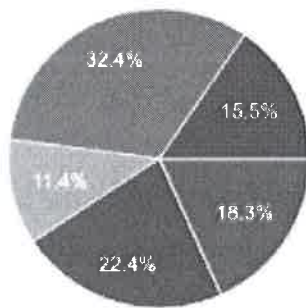


What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to SUPPORT?



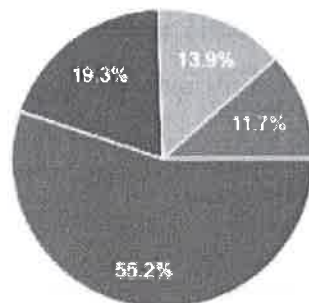
- Deliver interventions for students in highest need and provide them small...
- Extend instructional learning time by providing tutoring or providing extra in...
- Engage families (attendance, support, classes, resources, other activities).
- Provide social-emotional learning opportunities such as counseling, 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 aif...
- Technology infrastructure upgrades to allow remote participatoin 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:

The Keene School District administrators, educators, and staff will focus intensely on remediating and advancing learning during the 2021-2022 school year. Response to intervention time has been strategically investigated for implementation into the schedule, and all staff and students in grades K-12 will participate in a variety of ongoing assessments to identify each student's strengths and deficits. ESSER funds will be utilized to provide support/interventions as needed. Additionally, funds will be used to connect routinely with students to provide social and emotional support. Funds will be allocated in this plan to provide professional learning opportunities for staff around competency-based education to personalize students' learning experiences. Learning experiences outside of the traditional school day and year will be investigated as an opportunity to expand learning opportunities for students, such as recovery and enrichment activities during the summer months.

The District is committed to recruiting, retaining, and recognizing the highest quality personnel possible. Research suggests that access to high-quality teachers is an essential factor in ensuring student success. All staff who will be paid through these grant funds are intended to impact student achievement positively. Budget items include funds to support professional development for staff that will continue our transformation to a competency-based education system. We will meet the needs of individual students by building upon strengths and using data to determine the next potential steps in learning, and instructional coaching provides job-embedded professional learning opportunities. Additionally, the District plans to support teacher in their professional learning by creating pathways for innovation within the classroom. Providing teachers with various opportunities to inspire their students to think differently as well as for teachers to differentiate their instruction in ways that inspire, engage and enhance the overall learning for all students.

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 and staff. We will also utilize resources to support

intervention and assessment materials to support students in meeting grade-level expectations after disrupted learning.

Social emotional learning maintains a priority for the District and funds are planned to continue to provide new and innovative approaches to supporting student learners by providing staff with relevant professional development activities. The District is investigating various needs for supporting mental health for students at the building-level which may result in new investments to support students. The District will continue to invest in new opportunities for training for students and staff that help create a learning environment where students feel safe and supported.

Math Instructional Coaching is an area in which the District is seeking to implement more support for students. The District's math AimsWeb data and SAS scores evidence a need for professional development centered on improving math instruction to facilitate our students' concretization and transference of topics and skills. To meet the ambitious but attainable goal of increasing math proficiency, the District will invest in math coaches to work with all K-5 teaching staff to improve pedagogy over the next few years.

The District facilities need upgrading and improvement to meet the new standards for air ventilation and optimal conditions for keeping students safe in the pandemic and from future outbreaks by increasing and improving the quality of air circulated within schools. Various air ventilation projects have been identified from previous building studies that will be targeted and prioritized based on the level of need using ESSER funds. The District also plans to continue to investigate structural improvements to its facilities that will enhance the safety of students and staff brought on by the pandemic through creating more physical distance and better flows of traffic throughout buildings and within the transportation of students before and after school. In addition to these structural upgrades, the District will be seeking to invest in outdoor learning structures to provide more opportunities for students to be outside and maintain physical distance while alleviating indoor populations to follow best practices in the current New Hampshire Department of Health Guidance for prevention of COVID-19.

