

Verden Public Schools

ARP ESSER III Spending Plan

Updated 6/24

Part 1: Prevention and Mitigation Strategies

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.

COVID-19 and its variants have brought many challenges to Verden Public Schools, but we are proud to have implemented safety measures that allowed us to keep our schools open during the 2020-2021 school year with only occasional school closures for deep cleaning and staff adjustments for the continuity of all school services.

In consultation with stakeholders, the following strategies/items have been identified as needs for Verden Schools to continue to effectively serve our students in their ongoing recovery from learning loss and learning gaps created by the pandemic through 2023-2024. If funding for a particular item has been identified as an expenditure in ESSER stimulus funds, it is noted in the chart.

Expenditure	Strategy/Item for Prevention & Mitigation	ESSER Funding
Laptops	Teacher's to use in the event of school closure or remote learning.	1. ESSER II \$20,000
Additional Part-Time Custodian	Help disinfect clean and prevent building against COVID	1. ESSER III \$10,000
Replace HVAC	Improve air quality and energy efficiency	1. ESSER II \$87,000
Commercial Rug Cleaning and Replacement	Help disinfect clean and prevent building against COVID	1. ESSER II \$3,000 2. ESSER III
Carpet Cleaning	Help disinfect clean and prevent building against COVID	1. ESSER III \$9,000 2. ESSER II
Commercial Floor Machine	Help disinfect clean and prevent building against COVID	1. ESSER III \$7,000

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Part 2: Strategies for Addressing Learning Loss

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. At least 20% of the ARP ESSER III budget is required to be spent in this area.

Expenditure	Strategy/Item for Addressing Learning Loss	ESSER Funding 3 Year Budget
Elementary Counselor (Matching salary with the Counselor Corp Grant)	Reduce the Counselor/Student Ratio to more fully support the Social/Emotional/Mental Health Needs of Students at All Levels	\$45,000.00
Class-size Reduction Virtual Learning Teacher Assistants/Paraprofessional	Small group and individualized instruction	\$80,000
After School Program	Provide remediation and enrichment to students addressing learning loss due to COVID	\$120,000
Renaissance STAR Freckle Intervention Edgenuity Edmentum Exact Path	Formative assessment with measurement of student growth and individual skills needed to address learning gaps	\$40,0000
Edgenuity Social-Emotional Learning Curriculum	Address social-emotional needs of students	\$20,000
After School Instructional Materials	Supplies and Materials to be used and support the after school program.	\$20,000
Paraprofessional/Teacher Assistant	To provide educational support and instruction to virtual students and intervention for learning gaps.	\$60,000

Student Chromebooks	To provide students a device for online curriculum and intervention programs.	30,000
Verizon Data Hotspots	Provide students internet access who don't have home internet.	10,000
Reading Curriculum Materials	New curriculum complete with all the supplemental materials used for intervention and after school programs addressing learning loss.	\$60,000

- 20% of the ESSER III Allocation = \$103,146.40 Required to Address Learning Loss
- Total Expenditures in the Learning Loss area = \$365,000.00

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Part 3: Other ARP ESSER III Expenditures

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

Expenditure	Allowable Use	
School Vehicle	Deliver Meals and Instructional Materials	ESSER II \$30,000
Phone System	Increased Availability and cost for communication with parents and virtual learners or during school closure	ESSER II \$15,000
OSIG School Insurance	School Property Insurance	ESSER II & III \$170,000

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Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

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.

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low-Socioeconomic s	<p>Provide devices and connectivity for virtual learning as needed.</p> <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Infuse the SEL Curriculum throughout the school programs.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Chickasaw Nation.</p>
MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Color	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p>	<p>Infuse the SEL Curriculum throughout the school programs.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through</p>

	Provide Tier 3 tutoring as needed.	Engage families in the school's programs of academics and activities.		agencies and the Chickasaw Nation.
English Learners	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Summer and After-School programs</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Provide translation services for school's communications and documents through Apps, translators, and online services.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	Infuse the SEL Curriculum throughout the school programs.	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Chickasaw Nation.</p>
MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students with Disabilities	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Provide adaptive technology to close the Homework Gap</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for</p>	Infuse the SEL Curriculum throughout the school programs.	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Chickasaw Nation.</p>

	<p>for Student with Disabilities.</p> <p>Provide in-person learning for SWDs during Remote Learning days as possible.</p>	<p>inclusion of students with disabilities in the school's culture and activities.</p> <p>Engage families in the school's programs of academics and activities.</p>		
Students Experiencing Homelessness	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>The district will make every effort to receive school records from previous schools.</p> <p>Full or partial credit will be awarded to students for coursework completed before enrollment. Online coursework will be used to recover credits.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of homeless students in the school's culture and activities.</p> <p>Engage families and significant adults in the school's programs of academics and activities.</p>	<p>Infuse the SEL Curriculum throughout the school programs.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Chickasaw Nation.</p>
Children in Foster Care	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p>	<p>Infuse the SEL Curriculum throughout the school programs.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Chickasaw Nation.</p>
Migratory Students	<p>Identify any migratory students at the point of enrollment.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p>	<p>Infuse the SEL Curriculum throughout the school programs.</p>	<p>Provide school counseling program to meet emergent needs.</p>

	Assess for learning targets. Implement Tier I, II, and III Instruction as needed.	Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.		Refer to professional support through agencies and the Chickasaw Nation.
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We are requesting your feedback on the development of our plan to support student learning with the funds received through the American Rescue Plan Act of 2021.

Click here to provide your input!

https://docs.google.com/forms/d/e/1FAIpQLSc3E0AFPsxP0ljSfkaOnTOqGQTeegHwwFQzvaV-Y5jG1BKWRQ/viewform?usp=sf_link

Thank you for sharing your perspective and engaging with us on this important topic. Your input is valuable and will be used to finalize our plan.