

**Virginia Department of Education
School Division/LEA ARP ESSER Spending Plan**

Introduction

On October 24, 2022, Governor Glenn Youngkin and state education leaders presented to the public a [summary](#) of the 2022 National Assessment of Education Progress data for Virginia. The data indicate that Virginia had the most significant declines in reading and mathematics in the nation. [Our Commitment to Virginia's Children](#) is a seven step action plan to reverse the downward path of declining achievement and ensure that all children in Virginia have the tools and support structure to get back on track.

In Action Seven of the action plan, Governor Youngkin challenges school divisions to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning like: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses. Action Seven also directs the State Superintendent of Public Instruction to require all school divisions to reengage the public in consultation and to update their American Rescue Plan (ARP) ESSER spending plans, as initially required by federal regulation, by December 31, 2022.

To meet the requirement to update the ARP ESSER spending plan, each school division/Local Educational Agency (LEA) must complete all sections of this template. The completed template must be made publicly available on the LEA website by December 31, 2022. The Office of Federal Pandemic Relief Programs will monitor the public posting of updated plans on LEA websites and the alignment of updated plans with LEAs' applications for ARP ESSER funds. Questions about this template should be directed to vdoefederalrelief@doe.virginia.gov.

Section 1: General Information

- A. School Division/LEA Name Lexington City Schools
- B. Division Number 137
- C. Contact Name Rebecca Walters
- D. Contact Email rwalters@lexedu.org
- E. Contact Phone # 540-463-7146

- F. Amount of ARP ESSER funding allocated to LEA \$489,551.49 (\$441,599.57 ARP ESSER III plus \$47,951.92 ARP ESSER III Unfinished Learning)

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL)
<https://www.lexedu.org/departments/finance/arp-esser-iii-documents>

- B. Describe how the plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, will be orally translated for parents with limited English proficiency

The plan may be made available in multiple languages upon request or identification of need. Contact Jason White with Student Services at 540-463-7146. The plan may be orally translated for parents. Contact Jason White with Student Services at 540-453-7146 to request translation.

- C. Describe how the plan will be provided upon request in an alternative accessible format to a parent who is an individual with a disability

Upon request, a parent who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format accessible by contacting Jason White with Student Services at 540-453-7146.

Section 3: Opportunity for Public Comment

- A. Describe how the LEA provided the public the opportunity to provide input on the updated ARP ESSER spending plan since initial submission in August 2021, with emphasis on the 2022-2023 school year

The LEA offered an update on the plan during the May 2022 school board meeting with an opportunity for public comment. The LEA offered an update on the plan, including financial spending and planning, at the November 2022 school board meeting with an opportunity for public comment.

- B. Describe how the LEA took public input since August 2021 into account

The LEA offered an update on the plan during the May 2022 school board meeting with an opportunity for public comment. No public comment was offered at this meeting. The LEA offered an update on the plan, including financial spending and planning, at the November 2022 school board meeting with an opportunity for public comment. No public comment was offered at this meeting.

Section 4: Consultation with Stakeholders

Describe how the LEA consulted with each stakeholder group below. If a stakeholder group is not present in the LEA, indicate Not Applicable in the description of consultation conducted. If the LEA conducted a survey as a consultation method, provide a summary of the survey results as an Appendix to this spending plan.

- A. Students *Not Applicable, LCS serves only students in grades K-8; student input was not necessary for this age group*

Description of consultation conducted

Uses consulted on

Feedback received

- B. Families *See below*
 - Description of consultation conducted
 - Uses consulted on
 - Feedback received

- C. School and district administrators including special education administrators *See below*
 - Description of consultation conducted
 - Uses consulted on
 - Feedback received

- D. Teachers, principals, school leaders, other educators, school staff, and their unions *See below*
 - Description of consultation conducted
 - Uses consulted on
 - Feedback received

- E. Tribes, if applicable *Not Applicable*
 - Description of consultation conducted
 - Uses consulted on
 - Feedback received

- F. Civil rights organizations, including disability rights organizations *None Known*
 - Description of consultation conducted
 - Uses consulted on
 - Feedback received

- G. 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 services *See below*
 - Description of consultation conducted
 - Uses consulted on
 - Feedback received

- H. Community based organizations, including partnerships to promote access to before and after-school programming
 - Description of consultation conducted *Meetings with YMCA and local church groups*
 - Uses consulted on *Support for virtual learning settings, childcare programming*
 - Feedback received

- I. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school *See below*
 - Description of consultation conducted

Uses consulted on
Feedback received

OVERVIEW OF STAKEHOLDER FEEDBACK:

Lexington City Schools invited parent and stakeholder representatives (including parents, staff, administrators, teachers, and school leaders) to participate in targeted focus groups in the development of a Return-to-Learn plan in Summer 2020. As Lexington City Schools is a K-8 district, no students were included in the plan's development. The school district presented updated return-to-learn information at School Board meetings throughout the 2020-2021 school year, and shared information and updates to staff and families via email and the district website. Principals shared regular announcements and information via school newsletters, and the Superintendent presented return-to-learn plans and information to the Lexington City Council on multiple occasions during the year. The district surveyed families at several points during the year regarding their plans for student learning. Lexington City administrators and School Board members considered all input offered from stakeholders via letter, email, public comment, and face-to-face meetings. Lexington City Schools considered input offered from stakeholders throughout the school year and shared its plan for the safe return of in-person instruction and continuity of services via email with all school families, staff, and district administrators in May 2021. The posting of the plan on the district website offered contact information for public input. The Superintendent presented the plan to the School Board with opportunity for public comment specific to the plan. Lexington City Schools shared its plan for the safe return of in-person instruction and continuity of services via email with all school families, staff, and district administrators in May 2021 and posted the plan to the district website. Stakeholders included all teachers, staff, and parents of LCS students, including students with disabilities, English Learners, children experiencing homelessness, children in foster care, and other underserved students. The posting of the plan offered contact information for public input. The Superintendent presented the plan to the School Board with opportunity for public comment specific to the plan, and by providing the public the opportunity to provide input Lexington City Schools offered contact information for any stakeholders to offer input into the development of the district plan, provided a public comment period during the School Board meeting where the plan was initially presented, and considered any input offered from teachers, administrators, staff, and parents related to division needs during the school year and taking such input into account.

Section 5: Addressing Learning Loss (recommended to be 100% of an LEA's remaining allocation and must be at least 20% of an LEA's allocation per federal statute)

Section 2001(e)(1) of the ARP Act requires each LEA to use *at least* twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. **Governor's Challenge:** in Action Seven of [Our Commitment to Virginia's Children](#), Governor Youngkin challenges LEAs to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning, such as: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct

support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses.

- A. Describe how the LEA identified learning loss, including among student groups most likely to have experienced the impact of lost instructional time such as students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students
Principals and teachers at both the elementary and middle school review state assessment data, benchmark assessment data, PALS and VKRP data as it is made available. Teachers, academic specialists, and principals meet quarterly to review student learning data and determine needs for student support. SOL pass rates from 2019-2022 did not experience a drop in performance levels. In order to continue to provide strong intervention and instructional programming, the district expanded the summer school program for K-8, hired an additional reading specialist, and has recently hired a part-time intervention teacher. The district utilized federal funds to offer after-school intervention for students with disabilities to support learning loss needs and preparation for year-end assessments during the 2021-2022 school year.
- B. Provide a detailed description of how the LEA used or will use the funds it reserves to implement evidence-based interventions to address learning loss:
A full-time reading specialist has been added to the elementary school to support learning loss for students in the area of reading/writing/language skills development. This teacher will work primarily with students in grades 3-5. This position is funded through ESSER III through FY 24. Funds have been identified to pay summer school teachers to provide summer intervention programming in grades K-8 addressing learning loss and supporting students with skills/concepts mastery to prepare for the next grade level. Funds are identified for teachers to complete curriculum planning and pacing work to support school efforts to address learning loss from grade to grade and promote continued academic progress. These summer programs were funded in the summer of 2022 and are also planned in the summer of 2023. Funding has been used to support training in multisensory reading instruction (Orton-Gillingham) to strengthen Tier I instruction and offer intervention strategies and for 5 teachers to complete Responsive Classroom training with the goal of targeted support of social emotional learning needs for all students. In addition to these funds, Title IV grant funding will support after-school homework help for middle school students and after-school intervention for students in need of support at grades 3-5.
- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed
The LEA will continue to monitor student achievement data at quarterly data meetings at both schools and will continue to review state assessment student achievement data (SOL, PALS, VGAs, VKRP).
- D. Amount of ARP ESSER funds to address learning loss *ARP ESSER III \$204,630.47 plus ARP ESSER III Unfinished Learning \$47,951.92*

Section 6: Other Uses of Funds

Section 2001(e)(2) of the ARP Act permits LEAs to use the ARP ESSER III funds not reserved to address learning loss to address needs arising from or exacerbated by the COVID-19 pandemic. Generally, allowable ESSER activities must meet the guidelines below.

- The use of funds must be intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students;
- The use of funds must fall under one of the authorized uses of ESSER funds; and
- The use of funds must be permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200). In particular, the use of funds must be deemed necessary and reasonable for the performance of the ESSER award.

A. Describe how the LEA used or will use funds to support teacher and staff retention and recruitment strategies

- a. Total number of new staff hired with ARP ESSER funds *2 new staff members were hired using ARP ESSER funds.*
- b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024 *Funding opportunities will be explored for the purposes of retaining the staff hired using ARP ESSER III funds. At this time, it is anticipated that these positions will need to be locally funded. This information has been shared with the school board and local government funding body.*

B. Describe the extent to which the LEA used or will use ARP ESSER funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning

The LEA has operated in-person instruction daily since April 2021. A part-time custodian has been hired to support cleaning and disinfection of classrooms and school facilities to prevent and mitigate the spread of illness in order to safely operate the schools in-person. Several outdoor learning areas have been installed to promote physical distancing while allowing students to continue to receive in-person instruction. Additional toilets and handwashing stations were installed allowing for greater physical distancing while students access the restroom during the school day. Single use styrofoam lunch containers and plastic utensils were used in FY 22 in order to prevent the spread of illness. HEPA portable room air purifiers were purchased for all classrooms and offices in order to further prevent the spread of illness. Additional cafeteria tables were purchased to support physical distancing in the school cafeterias. No additional ARP ESSER funds have been identified for the purpose of implementing prevention and mitigation strategies to continuously and safely operate schools for in-person learning.

- C. If the LEA used or will use ARP ESSER funds for HVAC, renovation, or other capital projects, describe each project, including whether the LEAs has requested and received [approval](#) for the project *In spring 2022, outdoor learning structures were installed in order to promote physical distancing and outside learning while allowing students to receive in-person instruction. Stand alone HEPA air purifiers and replacement filters were purchased for all classrooms and offices (2021). Additional toilets and handwashing stations were installed (2021) to allow for greater physical distancing in the restrooms.*
- D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below *Funds were used and have been identified to pay the ITRT to provide summer technology support to prepare Chromebooks for student distribution and to support instructional technology planning to assist virtual instructional needs. A social emotional learning curriculum was purchased and implemented in FY 23. Additional two-way radios were purchased to support staff communication while classes utilized outdoor learning areas on campus.*
- E. Amount of ARP ESSER funds for the uses above (A. through D.) \$236,969.10

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	Full-time Reading Specialist K-5 (2 years salary)	YES	\$116,000.00	\$17,342.260	\$17,342.26	\$98,657.74
Other	Part-time Custodian (1 year's salary FY 24)	NO	\$15,000.00	\$0.00	\$0.00	\$15,000.00
Summer School	Summer School Teacher Staffing	YES	\$40,975.00	\$14,425.00	\$14,425.00	\$26,550.00
Other	Summer Curriculum Planning and Pacing Work	YES	\$6,000.00	\$4,150.00	\$4,150.00	\$1,850.00
Other	Summer technology support from ITRT	NO	\$3,200.00	\$1,700.00	\$1,700.00	\$1,500.00
Professional Development	Stipend for 1 teacher to complete Orton-Gillingham Training	YES	\$750.00	\$750.00	\$750.00	\$0.00
Professional Development	Stipend for 5 teachers to complete Responsive Classroom training	YES	\$1,000.00	\$1,000.00	\$1,000.00	\$0.00
Other	Benefits for Reading Specialist	YES	\$32,630.47	\$5,903.98	\$5,903.98	\$26,726.49
Other	FICA for summer school teachers	YES	\$2,400	\$1,200.00	\$1,200	\$1,200
HVAC/Renovation/Capital Projects	Labor for installation of outdoor learning shade structures and picnic tables	NO	\$50,873.53	\$50,873.53	\$50,873.53	\$0.00
HVAC/Renovation/Capital Projects	Labor for installation of toilets in primary level classrooms	NO	\$447.44	\$447.44	\$447.44	\$0.00
Professional Development	Registration for 1 teacher to attend Orton-Gillingham training	YES	\$1,275.00	\$1,275.00	\$1,275.00	\$0.00
Summer School	Instructional Materials for summer intervention programs	YES	\$3,600.00	\$3,600.00	\$1,147.69	\$2,452.31
Other	Styrofoam lunch containers and plastic utensils for packaging	NO	\$2,938.89	\$2,938.89	\$2,938.89	\$0.00
Other	Social Emotional Learning curriculum	NO	\$2,400.00	\$2,400.00	\$2,400.00	\$0.00
HVAC/Renovation/Capital Projects	Replacement toilets in primary level classrooms	NO	\$1,696.27	\$1,696.27	\$1,696.27	\$0.00
HVAC/Renovation/Capital Projects	Outdoor learning areas (picnic tables and materials used in installation of shade structures)	NO	\$17,558.93	\$17,558.93	\$17,558.93	\$0.00
Other	Bathroom dispensers to support hand washing and physical distancing	NO	\$1,839.50	\$1,839.50	\$1,839.50	\$0.00
Other	Replacement chromebooks and hardshell cases to support virtual learning	NO	\$59,830.52	\$59,830.52	\$59,830.52	\$0.00

HVAC/Renovation/Capital Projects	HEPA portable room air purifiers and replacement filters	NO	\$31,906.00	\$31,906.00	\$31,906.00	\$0.00
Other	2-way radios for staff communication	NO	\$5,000.00	\$5,000.00	\$5,000.00	\$0.00
Other	Cafeteria Tables to support physical distancing	NO	\$11,090.52	\$11,090.52	\$11,090.52	\$0.00
HVAC/Renovation/Capital Projects	Materials for installation of outdoor learning areas (shade structures)	NO	\$33,187.50	\$33,187.50	\$33,187.50	\$0.00

ESSER III – Unfinished Learning

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Professional Development	Summer stipends for 5 teachers to complete Responsive Classroom training	YES	\$3,000.00	\$3,000.00	\$3,000.00	\$0.00
Professional Development	Summer stipends for 13 teachers to complete Orton-Gillingham training	YES	\$9,750.00	\$5,250.00	\$5,250.00	\$4,500.00
Professional Development	Registration for Orton-Gillingham training for 13 elementary school teachers	YES	\$16,575.00	\$8,925.00	\$8,925.00	\$7,650.00
Professional Development	Registration Responsive Classroom Training for 5 teachers and 2 administrators	YES	\$5,810.00	\$5,810.00	\$5,810.00	\$0.00
Other	Guided Reading Kits	YES	\$6,000.00	\$6,000.00	\$6,000.00	\$0.00
Other	Social Emotional Learning Curriculum	YES	\$6,816.92	\$6,816.92	\$6,816.92	\$0.00