

Lexington Public Schools

ARP ESSER III Spending Plan

Part 1: Prevention and Mitigation Strategies

Lexington Public Schools efforts to combat the Covid-19 pandemic in a physical sense began with the reopening of school for 20-21, and will necessarily continue for the foreseeable future. The district is grateful for ESSER funds that have made this important safe and clean spending possible and less financially impactful to the district.

| Expenditure | Strategy/Item for Prevention & Mitigation | ESSER Funding |
|---|---|--|
| Student device sanitizing equipment | To prevent transmission from any potentially shared device. | ESSER II and III |
| Cleaning Supplies and Equipment | Needed for deep cleaning of schools and buses to prevent virus spread. | ESSER II and III |
| Roofing and building restoration | To maintain a clean, safe, and usable environment for maximizing space available. | ESSER II and III |
| Remodel of vacated areas | To add additional classroom/learning space for increased distancing. | ESSER II and III |
| Transportation | To increase student transportation for a safer (distanced) number of riders per unit. | ESSER II and III |
| Air purification/hvac treatment | To circulate the cleanest air possible. | ESSER II and III |
| FTEs for more efficient student services | Retained and additional staff to operate services for students in a manner that increases student distancing. | ESSER II and III |
| | | TOTAL of ESSER III funds to be spent on these expenditures: Approx. 34% |

Lexington Public Schools

ARP ESSER III Spending Plan

Part 2: Strategies for Addressing Learning Loss

Lexington Public Schools have been fortunate to receive the funding necessary to effectively plan for interruptions to in-person learning as well as purposefully responding to any gaps caused by those interruptions.

| Expenditure | Strategy/Item for Addressing Learning Loss | ESSER Funding 3 Year Budget |
|---|---|------------------------------------|
| Student Devices | To achieve an improved student:device ratio for increased technology integration. | 15% |
| FTEs for smaller class size and student advocacy. | The retention and addition of faculty and staff to achieve increased focus on smaller numbers of students or individuals. | 39% |
| Instructional software for applications specific to learning loss and/or virtual instruction | To provide remedial, tiered, and/or individualized instruction. | 07% |
| Enhanced social emotional curriculum | To respond to social emotional needs that may have been heightened by recent student experiences. | 01% |
| Library automation software and inventory | To expedite and increase student access to learning materials for appropriate level. | 01% |
| Music curriculum for Elementary students | Music and rhythm instruction is proven to increase a student's capacity for learning.. | 01% |
| Projectors and interactive boards for classroom presentations | To give students exposure to various learning models. | 02% |

Lexington Public Schools

ARP ESSER III Spending Plan

Part 3: Other ARP ESSER III Expenditures

Lexington Public Schools experienced a pandemic related impact on local and state finances. It will be necessary to use an allowable portion of ESSER funds for the continuation of important services. Previously, it was believed to be equally important to recognize the efforts of dedicated faculty and staff during an unprecedented year for educators.

| Expenditure | Allowable Use |
|-------------------------------------|--|
| Insurance | The continuation of services necessary for the responsible operations of the district while responding to economic conditions of the pandemic. |
| Employee retention incentive | Faculty and staff perseverance for 20-21 was recognized. |

Lexington Public Schools

ARP ESSER III Spending Plan

Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

Understanding that students in the communities' most vulnerable populations may need to be the focus of specific strategies Lexington Public Schools will monitor the need for and application of the following:

| MVPs | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
|--|---|--|---|--|
| Students of low socio-economic status | <p>Provide distance learning solutions 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>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>Infuse the Character Strong Curriculum throughout the school programs.</p> <p>Counselors will work to seek assistance for students outside of school based help when needed.</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies available outside the school to meet identified needs..</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>Provide Tier 3 tutoring as needed.</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</p> | <p>Infuse the Character Strong Curriculum throughout the school programs.</p> <p>Counselors will work to seek assistance for students outside</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through</p> |

| | | | | |
|-----------------------------------|---|---|---|--|
| | | academics and activities. | of school based help when needed. | agencies available outside the school to meet identified needs.. |
| 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>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>Infuse the Character Strong Curriculum throughout the school programs.</p> <p>Counselors will work to seek assistance for students outside of school based help when needed.</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies available outside the school to meet identified needs..</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 in-person learning for SWDs during Remote Learning days when possible.</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 students with disabilities in the school's culture and activities.</p> | <p>Infuse the Character Strong Curriculum throughout the school programs.</p> <p>Counselors will work to seek assistance for students outside of school based help when needed.</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies available outside the school to meet identified needs..</p> |

| | | | | |
|---|--|--|---|--|
| | | <p>Engage families in the school's programs of academics and activities.</p> <p>Intentionally seek ways for SWDs to be awarded for accomplishments. Celebrate successes with equal enthusiasm.</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 Character Strong Curriculum throughout the school programs.</p> <p>Counselors will work to seek assistance for students outside of school based help when needed.</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies available outside the school to meet identified needs..</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 Character Strong Curriculum throughout the school programs.</p> <p>Counselors will work to seek assistance for students outside of school based help when needed.</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies available outside the school to meet identified needs..</p> |

| | | | | |
|----------------------------------|--|---|---|--|
| <p>Migratory Students</p> | <p>Identify any migratory students at the point of enrollment.</p> <p>Assess for learning targets.</p> <p>Implement Tier I, II, and III Instruction 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 Character Strong Curriculum throughout the school programs.</p> <p>Counselors will work to seek assistance for students outside of school based help when needed.</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies available outside the school to meet identified needs..</p> |
|----------------------------------|--|---|---|--|