

**American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund  
(ARP ESSER)**

**LEA Plan for Use of ARP ESSER Funds, ARP Section 2001(e)**

**District Information**

District Name	Lincoln Schools
District LEA#	7205
City	Lincoln
Superintendent Name	Dr. Mary Ann Spears
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	<a href="https://sites.google.com/lincoln.k12.ar.us/rfl/lc-sd-arp-esser?authuser=0">https://sites.google.com/lincoln.k12.ar.us/rfl/lc-sd-arp-esser?authuser=0</a>
Date posted	5-1-22      School Board Meeting 4-18-22

**Directions: The LEA Plan for Use of ARP ESSER Funds requires planning the full allocation. The template below will assist in the development of the district plan. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to provide the practice and evidence that will be utilized by the district. The plan may be revised by notifying the DESE and uploading the revised plans in Indistar and on the district website (please include the revision date on all documents).**

- 1. Creating Safe and Healthy Learning Environments:** Determine if ARP 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 school, in order to continuously and safely open and operate schools for in-person learning. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
186, 187, 188, 189, 190, 192	Systemic Procedures	Actions or systems implemented to prevent, prepare for, and respond to COVID-19.  Meeting the nutritional needs	\$200,682.28

		<p>of underserved students.</p> <p>Supporting student mental health needs.</p> <p>Locating absent students and reengaging disconnected youth.</p> <p>Providing safe and inclusive learning environments.</p> <p>Providing healthy learning environments.</p>	
196, 197	Facilities	<p>School facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs.</p> <p><b>HVAC system replacement</b></p>	1,200,000.00
198	Transportation	<p>Transportation costs to reduce the spread of COVID-19.</p> <p><b>Additional buses</b></p>	121,500.00

2. **Addressing Lost Instructional Time or Loss of Learning:** Describe 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**. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions include the personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidence based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence based practices resources may be found on page 7 of Empowering Schools for Success Using Effective Evidence Based Practices to Impact Student Outcomes. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

ARP ESSER total allocation \$2,733,977.86 minimum 20% set-aside \$546,795.58

Program Code	Evidence-based interventions	Description	Projected Amount
170, 180, 184	Accelerating learning through instructional approaches.	<p>In-school acceleration:  Licensed educators provide needed support for students within the context of grade-level work and within the classroom; using high-quality assessments, and instruction on essential learning (effect size .60-.88, Tier 3).  -High Quality Instructional Materials  <b>Certified Interventionist Salary and Benefits FTE 1 (2-year position) K-3 Literacy Interventionist will provide on-site effective practices in the areas of literacy development, literacy instruction, and assessment.</b>  <b>Materials &amp; Supplies for interventions that support R.I.S.E. SPIRE</b></p>	<p>\$110,000.00  <del>\$20,000.00</del>  \$130,000.00</p>
170, 180, 182, 184	Accelerating learning through instructional approaches.	<p>Tutoring programs:  High-dosage tutoring provided consistently by well-trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students (effect size 1.29, Tier 3).  <b>2 Paraprofessional Interventionists Salaries and Benefits FTE 1 each (2-year position) K-3 Literacy Intervention paraprofessionals will provide on-site effective practices in the areas of literacy development and literacy instruction under the direction of the Literacy Interventionist.</b></p>	\$80,000.00
170, 180, 182, 184	Accelerating learning through instructional approaches.	<p>Out-of-school time programs:  Educators target students needing additional support before, and after the regular school day, as well as on weekends and during school breaks programs, to deliver academic instruction (effect size .40-.60, Tier 3).  <b>Before &amp; After School Tutoring up to 10 hours weekly</b>  <b>Certified Director \$35 per hour (1 per building)</b>  <b>6 Certified Tutors \$25 per hour (2 per building)</b>  <b>6 Classified Tutors \$12 per hour (2 per building)</b></p>	60,000.00
170, 180, 184	Accelerating learning through instructional approaches.	<p>Summer learning and enrichment:  Summer learning programs, camps, community partnerships, work-based learning or community service that</p>	\$100,000.00

		provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences (effect size .53-.58, Tier 3). <b>Summer School and Summer Camps</b>	
170, 180	Supporting equitable access and effective use of technology	Engage family in digital learning training and effectively using technology and platforms provided by the school (effect size .50, Tier 3). <b>Computer Technician Salary &amp; Benefits FTE 1 (2-year position)</b> <b>Materials &amp; supplies to support digital learning (Chromebooks)</b>	\$50,000.00 <del>\$10,000.00</del> \$60,000.00
180, 181, 182	Using data about students' opportunity to learning to help target resources and support	Utilize data to understand where and how resources should be allocated to address student access to opportunity to learn (OTL) indicators (effect size .75-1.29, Tier 3).	
170, 180, 182, 183, 184, 185	Addressing resource inequities	Ensure students have equitable access to a well-rounded education. (based on subgroup data) (effect size 1.29, Tier 3) -Advanced Coursework opportunities -Inclusive Practices -Well-prepared educators	
180, 182	Addressing resource inequities	Provide wrap around services for students (effect size .44-.77, Tier 3)	
170, 180, 182, 183, 184, 185	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits. -Professional Learning Communities (Tier 2) <b>Child &amp; Family Advocate Salary &amp; Benefits (2-year position)</b> <b>Child &amp; Family Advocate will help families and students find resources needed after Covid-19 and monitor attendance, academics, and behavior of students at risk.</b> <b>Materials &amp; supplies to support Social Emotional learning</b>	\$82,000.00 <del>\$34,795.58</del> 116,795.58  \$40,000.00

**2.A. Process for Monitoring Implementation:** Describe 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 instruction 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.

**Description:**

The Lincoln Consolidated School District (LCSD) has worked extremely hard over the past decade to ensure student safety and well-being. Our community has experienced various stages of collective trauma on a global scale with the Covid 19 pandemic. COVID 19 will forever be linked to our students and how it has changed our educational missions and vision.

Students have been in very dysregulating contexts for many months. For this reason, it will be especially important to implement trauma responsive practices when returning to school in the fall. These practices can promote self-regulation and a healthy sense of self-control in an overwhelming situation. Educators can expect that many students' sense of safety is compromised. Especially when the institution that provides structure and safety is closed and the media focuses on sickness, death, and shortages. Before the pandemic, 70% of our families lived daily with insecurities and the fears associated with them. Now 100% of our students have limited resources, and limited access to mentors that teach them how to cope with life. Regaining predictable routines will help increase psychological safety and a sense of managing stress that educators will need to help students feel connected. Kids have been quarantined, emotions have been bottled, mental well-being has been overshadowed by the Corona virus and all the fears associated with it. Safety of students and staff members has taken on a completely new identity over the past year. Schools must focus on the anticipated increased demand for social, emotional, and counseling services. After months of living in lockdown, disrupted schooling, and the trauma of sick loved ones, children will return to school needing more services than ever before. In order to educate our students, it is our responsibility to create, and maintain a level of safety and mental well-being. We must continue to provide the resources that will empower all of our staff members to act and prepare them for the new normalcy.

Literacy Interventionist will provide on-site effective practices in the areas of literacy development, literacy instruction, and assessment.

The Child & Family Advocate creates, provides, and coordinates services and activities with families and communities that foster strength, healthy living, and overall well-being. They assist families by promoting and protecting the best interests of minor/dependent children by achieving a positive child and family outcomes through high-quality engagement. Social emotional and mental health staff will be crucial to help enable classroom teachers to feel prepared for the increased student anxiety, worry, and emotional distress upon returning to school.

Child & Family Advocate Duties:

- Help families & students find resources needed after COVID (may be an increase in unemployment, financial troubles, etc)
- Facilitate (with counselor) a peer mentor program to help build student relationship and morale. Teaches students coping ideas and skills such as empathy. Example: <https://www.ozarkguidance.org/programs-and-services/child-services/>
- Plan community/parent involvement nights to educate and spread relevant and useful information. For example, social media and app safety.
- Monitor attendance, academics, & behavior of students at risk. Help file FINS petitions if needed.

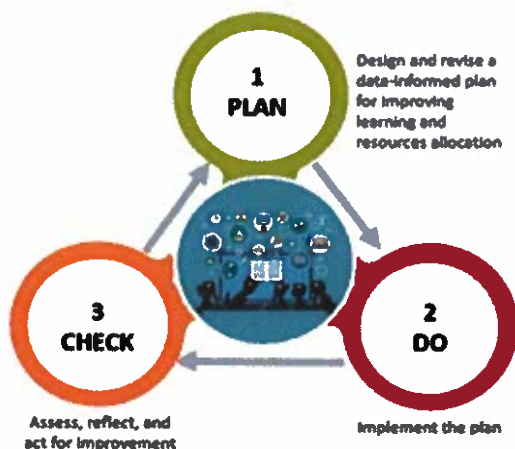
2.B. **Process for Evaluating Implementation:** Please describe how the LEA will evaluate the effectiveness of these interventions.

Evaluation:

LCSD will form a district leadership team that will collect and analyze data from each school team based on formative assessments which will identify and evaluate potential learning loss and areas of weakness that could have an adverse effect on Lincoln students.

The LCSD district leadership team will use the Continuous Cycle of Inquiry (see graphic 6) for the evaluation format on the effectiveness of these programs and interventions.

**Graphic 6: Continuous Cycle of Inquiry**



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3. **Supporting Educator and Staff Stability and Well-Being:** Determine if ARP funds will be used to support educator and staff stability and well-being consistent with Section 2001 (e) (2) of the ARP Act. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
185	Technology	Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards. Florida Virtual online program/curriculum Virtual Arkansas online classes Lexia Learning	\$107,000.00
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce. LCSD Employee Retention additional demands pay assumed due to Covid paid in December 2021 and June 2022 based on daily attendance	\$518,000.00
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	

<b>SUPERINTENDENT NAME (printed) and SIGNATURE</b>	<b>DATE</b>
<i>Mary Ann Spars</i>	5/1/22

*Mary Ann Spars*