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- Morris

Application: American Rescue Plan - ESSER -
Cycle: 00-
Original Application

Project Period: 3/13/2020 -
9/30/2024

Application Sections

American Rescue Plan Consolidated ▼

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LEA Plan for Use Of Funds

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1. 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; ([count] of 2000 maximum characters used)

Prior to the start of the 2021-2022 school year, the LEA invited parents, teachers, Board of Education members and the local Health Department to meet to discuss the protocols and procedures that would be put into place the school year. This information was shared publicly at the August 17 Board of Education meeting and allowed both members of the BOE and the public to comment and ask questions. All of the projects and programs that have been developed for the use of the ARP ESSER funds have been designed to serve the students of Lincoln Park within the aforementioned parameters. Instructional materials being ordered will ensure there is less need for sharing among students without ample time for cleaning. Technology tools will improve instruction to address identified gaps as a result of the pandemic and will also allow students and teachers to transition to remote instruction, should the need arise. Improvements to our plant facilities will improve sanitary conditions for students and staff when using the restrooms. The schedule for the 2021-2022 school year was adjusted in each building in order to accommodate social-emotional learning opportunities that will assist students in adjusting to the return to a full day of in-person learning.

2. 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; ([count] of 2000 maximum characters used)

Using research-based programs that are approved within our curriculum, the LEA is proposing to provide additional learning opportunities for students identified as achieving success below expected performance levels through targeted interventions beyond the existing school day. In addition to instruction focused on select students beyond the school day, the LEA will provide a summer learning/enrichment program that will run concurrently with our ESY program. Students who have demonstrated less growth than anticipated by the end of the

school year will be invited to participate in this summer program. Both of these programs will include a social and emotional learning component so that individuals who are participating will have an opportunity to grow both academically and emotionally under the supervision of our educators.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and ([count] of 2000 maximum characters used)

Additional supplies will be needed to help our district address some of the learning gaps that we are already identifying. Increasing our inventory of math manipulatives will reduce the need for sharing among grade level classes. This will afford a teacher the opportunity to spend additional time on a given standard without delaying another class as they await supplies to be shared. Leveled readers will also be purchased for each classroom allowing teachers to differentiate among the varying levels of progress within their class. A broader range of levels will now be available for teachers to address within each class. Funds from the CARES Act were used for a SEL program in both of our schools. ARP ESSER funds will allow us to extend the success of this research-based program into the next two years. Our nursing staff has also been tasked with contact tracing and various other Covid-19 reporting responsibilities that have gone beyond the scope of their school day. Each nurse will be paid a stipend for completing these necessary tasks outside of their contractual hours.

4. 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. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

([count] of 2000 maximum characters used)

In order to ensure all of our needs are being met, the LEA hosted several different committees to gather input from a host of stakeholders: District administrators met as a group to determine building-level needs from an administrative perspective; A parent committee met via Zoom during evening hours to ensure the varying needs of children, representing various grade levels and needs, shared their ideas and concerns; District mental health professionals met to identify how to best serve the unique needs challenging our children as a result of the pandemic; Students were invited to a meeting with their building principal and superintendent to share their perspective and how we can best serve the needs they see for themselves and their peers. All of this information was shared with the district Board of Education at a public meeting. Board members and the public were invited to voice their opinion and provide input. Each of our committees recognized the need for social-emotional support for students of all grades and backgrounds. The district will provide stipends to teachers to create an after-school club that will empower students to have a leadership role in improving the climates of their respective schools. The LEA will also be contracting mental health support for our counselors to provide additional services to help identify and to provide support to students who have need for support. This additional support will allow our existing staff to redevelop group counseling sessions as well as classroom visits so that the larger population who may not be in as great of a risk will still receive services.

5. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and 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 students. ([count] of 2000 maximum characters used)

In order to ensure that children of Lincoln Park who are in often underserved categories were appropriately represented, the LEA hosted several different committees to gather input from stakeholders who had personal and/or vested interests in serving English learners, children with disabilities and any other students who may not be readily represented. Specific needs for those individuals or groups of students were specifically discussed during committee meetings. While most of the projects will support all students, several projects are targeting these children specifically: Additional contractual hours for the behaviorist will serve children with disabilities exclusively; A middle school English Language Learners program at the middle school level (to complement the existing program at the elementary level) will serve English Learners; Additional mental health support staff will be asked to focus attention on individuals who may be experiencing a serious personal or family issue that may not be common in our district, to ensure that these individuals are being supported.