

ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Summary & Background**

Summary & Background

NEWBURGH CITY SD

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SUMMARY & BACKGROUND

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

This number should be used on the appropriate FS-10 budget form.

Submission Deadline

Completed applications are due by August 31, 2021 (with extensions by request), and will be reviewed on a rolling basis.

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER allocation returned to the United States Department of Education.

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS

The federal ARP statute requires SEAs to reserve:

not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the [SED Monitoring and Vendor Reporting System](#). This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

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Introduction/Instructions - Submission Instructions

Submission Instructions

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Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

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LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

ARP-ESSER LEA Base 90% Allocation - Intent to Apply

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- 1. Does the LEA intend to apply for American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding?**

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

- 2. Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Dr. Lisamarie Spindler	lspindler@necsd.net	08/29/2021
LEA Board President	Ms. Carole Mineo	cmineo@necsd.net	08/29/2021

ARP-ESSER Allocation - Construction-Related Costs

- 3. Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?**

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination

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Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.

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. 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.

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

1. In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.

The Newburgh Enlarged City School District launched a comprehensive stakeholder engagement process to help determine how it should potentially spend federal and state stimulus dollars to address learning, COVID-19 preparedness and COVID 19 recovery. The District launched a web based survey in the spring of 2020 and again in 2021 that solicited feedback on the district's current progress and needs from parents, students and community members. The Superintendent and his cabinet reported on the survey results to the Board of Education. Various teams were then assembled to collect deeper information on the areas of need identified in the survey process and in response to the question of "How should Newburgh utilize ESSER funds to define innovative practices, redesign systems and learn from others?" Through planning sessions and market research the teams brainstormed proposed ideas, actions and initiatives to implement aligned to the Newburgh Enlarged City School District Strategic Plan Imagine 2025. The assembled teams of diverse stakeholders discussed, assessed and made recommendations associated with the following

topics:

- Academic Innovation
- Curriculum and Instruction
- Exceptional Learners
- Finance and Budgeting
- Technology
- School Transformation
- Student Wellness

The results were coalesced into the top findings across the following need areas:

- Student Learning Priorities
- Staffing needs
- Implementing evidence based practices
- Student Needs
- Enhancing technology for online learning
- Utilizing technology for high quality instructional delivery
- Safety Priorities
- Air filtration and purification systems
- Construction and repair of infrastructure

Market research exercises were conducted around three major areas: Equity and Culture; Resources (Relationships, Materials and Training) and Social Emotional and Cognitive Growth. District activities were aligned to market research trends. The final recommendations from the Market Research Analysis Activities were:

- Accelerating Learning
- Engage in external partnership with local universities and programs
- Develop Extended School Year Programs to be held on Saturdays, after and before school, during school breaks and summer recess.
- Develop a Primary Learning Center for grades K-2.
- Develop a Newcomer Academy
- Increase tutoring opportunities and utilize Peer Tutoring Models.
- Create Opportunities for teachers to share innovative practices across the district in "LabClasses".
- Personalize Supports for Student Needs
- Build upon wellness and counseling processes
- Prioritize students social and emotional learning
- Create a personalized data dashboard to monitor student progress
- Provide opportunities for students to re-acclimate to in-person instruction
- Expand extended school year learning opportunities.
- Personalized Supports for Staff Needs
- Provide embedded professional development including instructional coaching
- Develop and personalize the teacher mentor program
- Fund a deep dive on literacy
- Establish initiative to showcase best schools/classroom practices across the district
- Targeted Support & Improvement Schools (TSI) and Comprehensive Support & Improvement Schools (CSI) learn from each other during retreats.
- Post Covid Safety
- Improve Ventilation Systems
- New Equipment; refurbished equipment
- Mitigation strategies

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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

- Long-Term Plan for Equity
- Create a long term plan for diversity, equity and inclusion
- Ensure a variety of stakeholders and perspectives are represented
- Honor student voice and empowering agency
- Ensure curriculum and students's experiences are culturally responsive;

2. In the space provided below, please provide the URL for the website(s) where the LEA ARP-ESSER Plan is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.

The Newburgh Enlarged City School District web page may be found at <https://www.newburghschools.org/>. The link on the district web page, dedicated to ESSER planning, may be found at [NECSD ESSER Funds Page](#). The school district also utilizes BoardDocs a web based platform that allows public access to all BOE agendas, minutes and presentations which may be found at <https://go.boarddocs.com/ny/necsd/Board.nsf/Public>. Operation Reopen <https://newburghschools.org/webapps/reopen/index.php> is the district website for monitoring reopening plans associated with COVID-19.

ARP-ESSER LEA Base 90% Allocation - Program Information

3. In the space provided below, please describe 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.

The District returned to in person learning across all grades in the winter of 2020 and expended CARES Act funding to cover expenses associated with the safe reopening of schools. This spending was inclusive of sanitation supplies, improved air quality systems, personal protective equipment, partitions for desks and signage for buildings to maintain social distancing.

The District is investing ARP funding in professional salaries, support staff salaries and materials and supplies in an effort to continue to operate schools safely for in person learning. Additional MERVE 13 replacement filters will be purchased for improved air quality and sanitation supplies with an increase in the number of custodians and overtime for both custodians and maintenance personnel to continue to maintain enhanced cleaning activities. The District is also planning on utilizing ARP funding to purchase awnings, umbrellas and outside furniture to allow students increased time during the day outside for lunch, gym and instructional activities. The District is planning on hiring two additional school health nurse teachers, utilizing ARP funds, to oversee and implement COVID related testing and other associated activities.

- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- School Health Nurse Teachers (1)
- Pandemic Response Consultation through a regional medical facility
- School Health Clerk (1)
- Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA:
 - ARP Accounting Program Manager
 - ARP Junior Accountant
 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
 - MERVE 13 Replacement Filters
 - Awning, Umbrellas, flexible furniture
 - Sanitation Supplies
 - Overtime for custodians and maintenance
 - Increase Custodians (2)

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.

NYS student performance data and internal formative assessment scores paired with attendance and disciplinary data indicate that the majority of LNECSD students are performing 3 years below grade level and are struggling with engagement. The District dedicated general and grant funds to developing data driven decision making processes, shared interim assessments and a web based formative assessment tool across grade levels and content areas for student progress monitoring.

The District is planning on investing ARP funds on building a more substantive data culture. The associated district goal is to identify learning loss and develop a District Data Cadence led by building level Data Ambassadors. ARP funds will fund professional development for (1) teacher, (1) administrator, (1) clerk and (1) Data Ambassador from each building. Professional development will focus on how to access and use the many data sources available to employees of the district and programs will developed from the findings of the professionals associated with this project. Each school in good standing will be required to submit a data driven plan aligned with the building goals to accelerate student learning. Some of the research based interventions supported through ARP funding follow:

- Peer Tutoring - based on formative assessment data and parent and teacher recommendations.
- Evening Virtual Tutoring to support students who lag in earning credits - credits earned, grade point averages, Regents Scores and formative assessment scores.
- Bridge Classes for students who have not met the Next Generation Learning Standards - credits, grade point averages, formative assessment scores and Response to Intervention Team Recommendations.
- SIFE Program for students who immigrated to the U.S and have an interruption in their formal education resulting in significant reading and math deficits - NYSESLAT scores and Home Language Questionnaire.
- Behavior Specialists - students experiencing immediate crisis, classroom removals or requiring behavior interventions.
- Reading Specialists - progress monitoring using the following formative assessments: Rigby Benchmark Assessments, Fontas and Pinnell Leveled Literacy Intervention, iReady Core Diagnostic Assessment, Teachers College and, HMH Reading Inventions.
- Increased Reading Teachers - identification and progress monitoring using the following assessments: American Reading Company Independent Reading Levels, Rigby Benchmark Assessments, Fontas and Pinnell Leveled Literacy Intervention, iReady Core Diagnostic Assessment and Teachers College, HMH Reading Inventions.
- Evaluation Diagnostic Team Members -Evaluations required for in-district special education students, Pre-K through 12th grade that were not administered during the pandemic; and (240) out of district students.
- Alternative to Long Term Suspension Personnel and Program - Students whose code of conduct violations constitute a superintendents hearing and agree to participate and consent to a clinical assessment.
- Alternative to Short Term Suspension - students identified by building level Response to Intervention Teams (RtI) as in need of Tier 2 moderate redirection using restorative practices and psycho-education supports to address underlying root causes of behavior and develop prosocial strategies and coping skills needed to prevent ongoing behaviors.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

5. In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - 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.

The District is planning on using ARP funding for a number of interventions to address the academic impact of lost instructional time. Several initiatives include funding additional personnel to address the needs of low-income students, students with disabilities and English as a New Language Learners. The funded interventions categorized as addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education. Some of the district wide extended day programs are as follows:

- Data Culture Ambassadors/Teachers, Administrators and support personnel
- Peer Tutoring
- Programs for Before and After School
- Evening Virtual Tutoring in the content areas for students at risk of not accumulating the required credits to graduate.
- Bridge Classes
- Instructional Salaries for Content Area Coaches
- Instructional Salaries for professional development for teachers and administrators on Social Emotional Learning and scaffolding supports for students

6. In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.

Some of the other planned spending plans for ARP funding that are aligned with allowable activities are as follows:

- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools;
- Alternative to Long Term Suspension Program,
- Alternative to Short Term Suspension Program,
- Behavior Specialists to support students experiencing crisis,
- increased support through Instructional Technology Facilitators to provide after school technology professional development,
- additional security monitors for increased after school and weekend activities,
- School Resource Officers for student mentoring, counseling and advisement about legal ramifications of individuals behavior. .
- surveys for buildings to gather family feedback on programs and systems planning for enhanced student supports and
- flexible learning for center based learning environment in the classroom and outside.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEA activities are:
 - the provision of Cyber Security Professional Development.
 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
 - hiring of (2.0) FTEs for managing audio-visual technology across the district to improve online and web based access to learning opportunities,
 - additional licenses for web based platforms that support parent communication, visual analytics of data, security monitoring and the provision of seamless web based interface for student software,
 - technology for increased virtual, hybrid and in person instruction such as 1:1 devices, document cameras, projectors and a replacement of iLab equipment.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

7. In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - 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.

Some of the planned activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care are:

- ARP funds will support professional development for (1) teacher, (1) administrator, (1) clerk and (1) Data Ambassador from each building. Professional development will focus on how to access and use the many data sources available to employees of the district and programs will be developed from the findings of the professionals associated with this project.
- (8.0) new reading teacher positions to address student needs.
- (5.0) SIFE Teachers, teachers for students with interruptions in their formal education who arrived to Newburgh during the pandemic and during virtual and hybrid learning environments.
- My Brother's Keeper (MBK) faculty salaries for afterschool MBK Chapters to provide college and career planning activities for minority males.
- instructional salaries for Equity Ambassadors in each building to hold professional development sessions with topics covering awareness and support for minority children.
- (6.0) reading specialists for academic interventions and supports of students with disabilities.
- (4.0) FTE for an evaluation/diagnostics team to conduct individual evaluations for identification of students pre-k - 12th grade who did not receive evaluations during the pandemic..

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction****ARP-ESSER Return to In-Person Instruction**

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

The Newburgh Enlarged City School District has a dedicated Reopening Guidebook for Families for 2021-2022 at the following address on the District's home page : https://www.newburghschools.org/files/departments/rcopen/2021-2022%20NECSD_OperationReopenFamilyGuidebook_8_30_2021.pdf. This Opening Guidebook was presented to the Board of Education and plans on every student having the opportunity to attend in-person learning.

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LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

2. An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(l)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) its plan for in-person instruction, including a description of how public comment will be collected.

Various teams were assembled to solicit community and parent priorities and for the use of the anticipated ESSER funds to define innovative practices, redesign systems, and learn from others. The teams were chaired by division leaders representing Finance, Curriculum and Instruction, Accountability, Exceptional Learners, Technology and Equity and Access. A community survey was launched in English and Spanish and the findings were presented to the BOE on July 1, 2021. A new survey, Panorama, will be launched at the beginning of 2022 to collect additional information from the faculty about school climate in all schools and will be administered annually for at least the next three years. The community expressed interest in the following listed activities that are being funded through corresponding ARP activities:

Survey Findings	Funded ARP Initiatives
Engage in external partnerships with local universities and programs	Mount St. Mary College ENL training partnership for teachers
Expand ESY Programs	Include - Saturdays, school breaks and vacations, before and after school tutoring, and summer school enrichment opportunities
Increase tutoring; including peer tutoring	Peer tutoring program
Prioritize student social and emotional learning and aligned adult PD with student SEL needs	Planned PD for faculty and community on supporting student SEL needs and implementing multi-tiered systems of support (MTSS) frameworks that support school communities and integrate social and emotional learning into the school day.
Create a personalized data dashboard for parents to monitor student progress	Web based parent portal linked to the student management system for parent access to student performance data
Provide embedded professional development	Instructional coaches
Improved ventilation systems	Continued purchase of filters and new ventilation equipment.

Spending and the the progress of funded initiatives will be reported out to the Board of Education every 6 months and will be posted on a dedicated web page on the district website at <https://tinyurl.com/ESSERSPENDING>. The Superintendent's Cabinet and Accountability Department wil review student performance data with building leaders and division leaders during Academic Cabinet Meetings on at least a bi-annual basis.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	28,660,206
Total Number of K-12 Resident Students Enrolled (#)	11,552
Total Number of Students from Low-Income Families (#)	6,889

ARP-ESSER Schools Served

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	14
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	14

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

ARP-ESSER LEA Base 90% Allocation - Use of Funds

NEWBURGH CITY SD

441600010000

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity. PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	6,211,540
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	5,500,437
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	25,239
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	3,298,639
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	1,861,048
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	8,245,373

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	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	1,899,063
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	773,454
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	845,413
Totals:	28,660,206

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LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

ARP-ESSER LEA Base 90% Allocation - Budget

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

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- 1. Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER LEA Base 90% Funds.**

[ARP 9-30-21 fs-10 signed.pdf](#)

- 2. Please upload a completed copy of the Budget Narrative for the ARP-ESSER LEA Base 90% Funds.**

[ARP Budget Narrative.docx](#)

- 3. Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.**

	Total Funds (\$)
15 - Professional Salaries	13,182,242
16 - Support Staff Salaries	3,236,164
40 - Purchased Services	2,098,500
45 - Supplies and Materials	3,711,932
46 - Travel Expenses	749,250
80 - Employee Benefits	5,150,831
90 - Indirect Cost	281,287
49 - BOCES Services	250,000
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	28,860,208