

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

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

NEWCOMB CSD

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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.

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.

Newcomb Central School District is a small, K-12 building with an enrollment of 68 students. Given our small, rural community, we have a high percentage of parents and guardians who participate on a number of our committees such as our Shared Decision Making Committee. In addition to collaborations with our Shared Decision Making Committee, the following collaborations/meetings occurred with the following stakeholder groups during the development of this plan:

Administrative meetings with the District Deputy Superintendent, District Treasurer and School Psychologist.

Meeting with the School Guidance Counselor and District Physician's Assistant.

Input and consultation with the Board of Education Members.

Input and consultation occurred with targeted focus groups comprised of parents, teachers and community members.

Discussions with the Committee on Special Education Chair and District Special Education Provider.

Meeting with the entire elementary staff (Pre-k-6) including teachers, teacher assistants and specialty area teachers.

Meeting with the entire secondary staff (7th-12th grade) including teachers and specialty area teachers.

Meeting with district Technology Coordinator.

Meeting with the Shared Decision Making Committee, comprised of parent representatives, teachers, a teacher assistant, a Board of Education member.

Individual meetings with students in grades 7-12 with the School Guidance Counselor

Ongoing engagement with the above stakeholder groups will continue throughout the 2024 school year through in-person and virtual meetings in addition to discussions and updates during public sessions of Board of Education meetings.

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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 plan will be posted to the district's website at <http://www.newcombcsd.org/district/documents>

Once posted, the superintendent will use Blackboard Connect, our school messaging system to alert the school community that the plan has been posted.

Additionally, the plan will also be shared through the district's email listserv to the district faculty and staff as well as to our parent/guardian email listserv groups.

Those requesting a copy of the plan can call or email the superintendent to receive an electronic copy.

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.

Newcomb Central School district has been able to offer in-person learning on a regular and consistent basis since the commencement of the 2020-2021 school year. To date, we have been fortunate to continue this trend while following the most current CDC guidance on reopening schools.

Newcomb has utilized the Cares Funding to purchase items and will not be using this funding stream.

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.

Data from the following diagnostic materials will be utilized to identify learning gaps and determine student needs as well as continue to monitor student growth.

Goldman Fristoe Test of Articulation 3

Khan-Lewis Phonological Analysis-3

CELF5 Protocols for Ages 5-8

CELF5 Protocols for Ages 9-21

Wechsler Individual Achievement Test-4 (WIAT-4)

Wechsler Abbreviated Scale of Intelligence- 2 (WASI-2)

Wechsler Intelligence Scale for Children-5 (WISC-5)

Developmental Assessment of Young Children (DAYC-2)

ASEBA CBCL/TRF- Behavioral Screenings

Kaufman Brief Intelligence Test-2 (KBIT-2)

Wechsler Adult Intelligence Scale-4 (WAIS-4)

Wechsler Preschool and Primary Scales of Intelligence-5 (WPPSI-5)

TORC-4 Test of Reading Comprehension-4th Edition

IRI- Basic Reading Inventory- 11th Edition

i-Ready Assessments

Fountas and Pinnell Leveled Literacy Intervention System (LLI)

AimsWeb Plus

Individual classroom teacher assessments

Summative and formative assessments

Checklists, rubrics, teacher observations

Based on results from the the above research-based assessments, students may be eligible to receive support through any of the following:

1.) Academic Intervention Services/Response to Intervention Services

2.) Speech and Language Therapy

3.) Counseling Services

4.) Special Education Services

5.) After School Academic Hour

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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 intends to implement a comprehensive After School Academic Hour for all students at the elementary level and secondary level to address learning loss. Additionally, the district plans to offer an Elementary Math Club for students in first and second grade as well as secure a certified tutor to address individual learning gaps 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.

The district plans to support social emotional learning for students by increasing services with our Prevention Team Provider as well as purchasing and implementing a research based social emotional program. The district plans to choose from one of the following programs, The Positivity Project, Project Wisdom, Positive Actions or Olweus.

The district plans to provide additional professional development and coaching for teachers with the intent to assess student learning loss and develop individual plans for students who present with learning gaps.

The district plans to implement new teacher evaluation instruments for more accurate, reliable and accessible data to assist with professional learning.

The district will provide supports for classroom teachers with certified substitutes so that teacher can participate in data meetings, team meetings, school visitations or collaborations to design specialized instruction to close individual student learning gaps.

The district will purchase diagnostic testing materials to identify learning gaps.

The district will increase student engagement by improving the classroom experience with the implementation of a district-wide STEAM Program for all students in grades Pre-k-12. Students will work collaboratively through the design process to develop a 21st century outdoor learning space.

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.

Newcomb currently does not have students who are classified as homeless, in foster care, English learners, or migrant. We have students with disabilities, students from low-income families and students of color. As with all programs in our district, we are ensuring that these students have been included in, and are participating with, programming that is provided to all students in the district.

The district plans to support social emotional learning for students by increasing services with our Prevention Team Provider as well as purchasing and implementing a research based social emotional program. The district plans to choose from one of the following programs, The Positivity Project, Project Wisdom, Positive Actions or Olweus, Act with Respect. The district will increase student social-emotional supports by increasing services with the Prevention Team. Services will increase from 1x per week in district to 2x per week in district. The district also plans to allocate a portion of the funds to offset the salary of a registered nurse between the hours of 3:00 pm- 3:30 pm to support students who are participating in the Academic After School Hour.

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

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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 district's Reopening Plan for 2021-2022 will be posted to the district's website at, www.newcombcasd.org

Once posted, the superintendent will use Blackboard Connect, our school messaging system to alert the school community that the plan has been posted.

Additionally, the plan will also be shared through the district's email listserv to the district faculty and staff as well as to our parent/guardian email listserv groups.

Those requesting a copy of the plan can call or email the superintendent to receive an electronic copy.

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

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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(i)(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.

The Shared Decision Making Committee, comprised of representatives from all stakeholder groups, will review the plan every six months through 9/30/2023. Proposed changes to the plan will be identified and posted for public comment for 30 days on the district's website. If changes are implemented, the updated plan will be posted on the district's website at www.newcombcsd.org. In January of each year, the Shared Decision Making Committee will meet with the Board of Education and the public to review the plan and offer an opportunity for the public to provide input/feedback. In Jun of each year, the Shared Decision Making Committee will meet with the Board of Education and the public again to review the success of the plan and identify areas that need continuation.

Once posted, the superintendent will use Blackboard Connect, our school messaging system to alert the school community that the plan has been updated and posted.

Additionally, the updated plan will also be shared through the district's email listserv to the district faculty and staff as well as to our parent/guardian email listserv groups.

Those requesting a copy of the updated plan can call or email the superintendent to receive an electronic copy.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

NEWCOMB CSD

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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 (\$)	164,224
Total Number of K-12 Resident Students Enrolled (#)	74
Total Number of Students from Low-Income Families (#)	17

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	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

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

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

NEWCOMB CSD

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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 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.	0
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.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
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.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	30,000
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.	17,218
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	76,377

ARP-ESSER Application: Part 2 - ARP Act

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

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	FUNDING Amounts (\$)
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.	
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.	10,000
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.	0
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.	30,629
Totals:	164,224

ARP-ESSER Application: Part 2 - ARP Act

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

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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.

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.

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

ARP ESSER FS10 Revised 2.8.22.pdf
 ARP ESSER FS10 Revised 11.23.21.pdf
 FS10 Budget - ARP ESSER - NewcombCSD.pdf
 ARP ESSER FS10 Revised 1.10.22.pdf

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

Budget Narrative ARP ESSER Revised 11.20.21.docx
 Budget Narrative ARP ESSER.docx
 Budget Narrative ARP ESSER Revised 1.10.22.docx

- 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	22,919
16 - Support Staff Salaries	43,988
40 - Purchased Services	30,000
45 - Supplies and Materials	39,586
46 - Travel Expenses	0
80 - Employee Benefits	12,731
90 - Indirect Cost	0
49 - BOCES Services	15,000
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	164,224

