

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Summary & Background

Page Last Modified: 08/20/2021

Summary & Background

NIAGARA FALLS 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.

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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.

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

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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

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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	Rebecca Holody	rholody@nfschools.net	08/20/21
LEA Board President	Russell Petrozzi	rpetrozzi@nfschools.net	08/20/21

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?**

Yes, the LEA does intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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

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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.

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.

1. Department leaders were brought together to begin discussions about developing the initial spending plan. This included Curriculum, Human Resources, Maintenance, Health Office, Information Services, Business and Food Service. Each department was tasked with engaging their department members to develop ideas for their respective areas. These ideas were brought together, discussed, edited, and became the basis if the ARP plan. The Superintendent of Schools visited with various community groups and organizations to discuss plans, answer questions, and hear ideas and feedback. He routinely hosted webinars for District staff, utilized auto-dialer calls to inform community members about the ARP funding plan, provide information regarding the public hearing, and plan availability on the District website and Facebook page.

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.

<https://www.nfschools.net/cms/lib/NY19000301/Centricity/Domain/1/ARPA%20presentation.pdf>

<https://www.facebook.com/profile.php?id=100065697840864>

ARP-ESSER LEA Base 90% Allocation - Program Information

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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 Niagara Falls City School District pledges to maintain the health and safety of students, educators, and other school and LEA staff by:

- Adhering to all New York State Department of Health and CDC safety recommendations including:
- Physical distancing
- Appropriate mask wearing
- Handwashing and respiratory etiquette
- Cleaning and maintaining healthy facilities
- Proper ventilation
- Use of Isolation Rooms
- Contact tracing with isolation and quarantining
- Providing access to diagnostic and screening testing
- Coordinating vaccination pods
- Continuous communication and posting on the District website
- The Superintendent of Schools will be the person responsible for coordination and leadership on all issues related to the safe return and continuity of services. He will work in conjunction with the Board of Education, Niagara County Health Department, School Medical Director and District established COVID-19 Stakeholder Response Team.

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.**

The District will use both academic growth measures and behavioral screening tools to identify students in need of additional support in each area. All students, grades Kindergarten to 8, are screened three times per year (fall/winter/spring) with the NWEA MAP assessment (Northwest Evaluation Association Measures of Academic Progress) in English Language Arts and Mathematics. The results yield nationally normed RIT scores and annual growth targets for each student in each domain. These are tracked to show student growth, and shared with parents. Additionally, each student's profile includes a comprehensive list of strengths and needs for teachers to reference when planning differentiated instruction. All students in grades Kindergarten to 12 will be assessed using the BASC-3 BESS (Behavior Assessment System for Children/Behavioral and Emotional Screening System) six weeks after the start of the school year. School teams will review the results, place students in tiers and assign interventions as needed. The screener may be used to measure progress throughout the year, and will be administered only to pupils in need of intervention to measure progress.

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 will use American Rescue Plan funding to provide extended day and summer programming which targets high school students who, as a result of the pandemic and other risk factors, are not on track to graduate. Two initiatives will focus on credit recovery and placing students back on track to graduation. The first is a full summer credit recovery program, which will include a menu both in-person and remote, asynchronous coursework to better accommodate students schedules and family circumstances. Staffing will include walk-in help centers with tutoring, and an intervention team of counselors, social workers, and other pupil service specialists to engage and monitor student participation. Additionally, the district will create a "Credit Recovery/Late Flex" program for pupils whose credit deficits continue into the subsequent school years. It will include in-person and remote classes, embedded within the school day and after school, Monday through Friday. Both live and asynchronous courses will be created by district teachers to ensure that content is aligned to State Standards. Students advisors will be available during office hours, and an intervention team will ensure that students remain on course.

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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 is embarking on a long-term plan for technology referred to as the Road to 10G. During the course of the funding period the District will upgrade all laptop computers, Smartboards, wireless access points, desktop computers and printers. The plan also includes the purchase of alternative technology devices, software and various network improvements. New furniture designed for optimal learning and collaboration while providing safe distancing will be purchased for school buildings in educational spaces and cafeterias. Funds will be used to retain effective teachers and other educational, social and emotional health, and student support staff. The District will make various capital improvements including an inclusive outdoor playground, bottle filler fountains, remodeling of the high school gymnasium, and reconfiguration of office space to create student centered administrative resource suites. HVAC upgrades throughout the district will include a new chiller system at the high school offering improved air quality and providing an optimal year-round physical learning environment. New fitness equipment and musical instruments will be purchased for all appropriate programs and schools. A two-way radio system and equipment purchases will improve communication amongst school staff and critical health and safety community organizations including police and fire departments. Additional material and supply purchases will support enhanced health, safety and maintenance initiatives.

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.**

The District has set four goals it expects to accomplish through programming funded under the American Rescue Plan Act. The first is to expand elementary programming options for Tier 1, 2, and 3 students to target both literacy and mathematics. During the 2020-2021 school year, the Reading Recovery program was available to Tier 3 students in three District elementary schools. For the 2021-2022 school year, the program will be implemented at all eight elementary schools. An additional eight teachers were selected, assigned, and are currently in training. The highly trained teachers will lead professional development aimed at building capacity of all primary elementary classroom teachers to implement differentiated instruction within each students' zone of proximal development. Funding has also been used to purchase updated instructional materials to support this initiative. Student data from the 2020- 2021 school year indicate that students, particularly elementary students, will need focused mathematics instruction in order to address significant learning loss. To that end, five of eight elementary schools will begin a Mathematics Enrichment and Intervention pilot program. Veteran teachers have been selected and will provide whole-class enrichment and extension lessons in addition to daily lessons taught by the classroom teacher. The teachers, along with Teaching Assistants, will also provide small group remedial instruction to students in need of extra assistance (Tier 2 and 3 pupils). Training for the teachers and Teaching Assistants will be ongoing, and student progress monitoring data will be reviewed regularly to ensure that students are identified when they begin to struggle, so that placements are fluid and responsive to student progress. It is expected that a minimum of 60% of students receiving the interventions will demonstrate above average RIT growth from fall to spring on the NWEA MAP assessment. The second goal is to provide pedagogy coaching to all middle level teachers. As students move from classroom to classroom at this level, expectations and strategies used tend to vary. The district has selected two pedagogy coaches, one for each middle school, to provide training and peer coaching to teachers across disciplines. Foundational strategies, such as use of Learning Targets, Formative Assessment, and Higher Order Questioning will be prioritized and used consistently across the schools. It is expected that 50% of all pupils will meet or exceed their RIT growth target in both Language Arts and Mathematics based on results of the NWEA Map assessment. The third goal, to create support systems for students who are not on track to graduate, is described in response 5. Finally, goal four is to create of a District-wide Multi-Tiered System of Supports which emphasizes student social-emotional wellbeing and addresses barriers to success at all levels. Multiple data sources suggest the last fifteen months of fully remote or hybrid instruction has not only accentuated student achievement gaps but has increased many students' social anxiety. In May and June of 2021, each District school was asked, as part of its school improvement planning process, to interview students on a range of topics, including how the pandemic effected their lives, and their hopes and worries for the upcoming school year. Interview summaries showed the need for SEL support and programming at all levels. High school students made numerous comments about feeling afraid to be themselves, not fitting in, academic stress, and reluctance to speak up and voice their needs or preferences to their teachers. Students at the middle and elementary levels expressed anxiety over returning to school in the fall. Many mentioned being uncertain if they could connect with peers and teachers and expressed the belief that they were behind academically and could not catch up. A district committee met this summer to produce guidance for all school personnel on the identification of students in need of support, and to identify evidenced-based interventions. The district will dedicate ARP funding to acquire a menu of interventions and train staff to implement them with fidelity. In addition, the district will hire five new social workers and other pupil support staff, to ensure that the systems and interventions it puts in place will be delivered and monitored by qualified personnel.

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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.**

<https://www.nfschools.net/cms/lib/NY19000301/Centricity/Domain/1/ARPA%20presentation.pdf>

<https://www.facebook.com/profile.php?id=100065697840864>

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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) it's plan for in-person instruction, including a description of how public comment will be collected.

The District's ARPA plan will be reviewed periodically at administrative staff meetings. The Superintendent will accept feedback throughout the year from parent groups, staff, and community members through meetings, webinars, and social media outlets. Public hearings will be scheduled to allow for public comment and sharing of information about plan revisions if/when applicable. Auto dialer calls, You Tube channel videos and public Board of Education meetings will be utilized to continually update stakeholders about safety protocols based on CDC recommendations. Public comments will be collected via public comment portions of BOE meetings, postings to District Facebook page, e-mail, written, and telephone correspondence to the Superintendent of Schools.

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LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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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 (\$)	30,138,817
Total Number of K-12 Resident Students Enrolled (#)	6,871
Total Number of Students from Low-Income Families (#)	5,143

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	11
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	11

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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

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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.).	489,264
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	1,101,744
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.	241,000
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	2,520,813
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.	70,000
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.	1,678,880
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.	923,500
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	6,308,655

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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.	300,000
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.	2,500,000
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.	14,004,961
Totals:	30,138,817

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

Page Last Modified: 02/15/2022

ARP-ESSER LEA Base 90% Allocation - Construction-Related Costs

NIAGARA FALLS CITY SD

400800010000

PLEASE NOTE:

The Office of Facilities Planning, in collaboration with NYSED’s Chief Financial Officer and the Office of ESSA-Funded Programs, is developing guidance regarding capital construction projects based on the United States Department of Education (USDE) recently issued FAQs for this federal program. The Use of Funds FAQ (released May 26, 2021) may be of particular interest, since it discusses construction and combination of funds. Links to the federal program website are below:

<https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/>
 ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3bl8ea602db4b32bl d99

Local Educational Agencies (LEAs) which intend to do federally funded work using ARP-ESSER funds must first file FS-10s and other documents as required by the Office of ESSA-Funded Programs. If a project would normally require a building permit if supported by state/local funds, it must also have a building permit if supported by federal funds (or a combination of funding streams). Facilities Planning forms are under development at this time.

1. What is the amount of funds that the LEA plans to use for construction related projects?

3,170,000

2. In the space provided below, please described the planned construction activities and costs.

HVAC Mechanical system repairs and upgrades including new chiller at Niagara Falls High School estimated \$2,500,000
 Inclusive playground at Niagara Street School \$300,000
 Water Bottle Filling Stations district-wide (removal of traditional water fountains) \$300,000
 Repair of NFHS gymnasium floor utilized by students and the community \$70,000

3. Will the planned construction impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places?

No, the planned construction will not impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places.

ARP-ESSER - Construction-Related ASSURANCES

4. The LEA assures it will have or obtain a full title or other interest in the site, including right of access, that is sufficient to insure the grantee’s undisturbed use and possession of the facilities for 50 years or the useful life of the facilities, whichever is longer. § 75.603 (Authority: 20 U.S.C. 1221e-3 and 3474)

YES, the LEA provides the above assurance.

5. The LEA assures it will ensure that sufficient funds are available to meet any non-Federal share of the cost of constructing the facility. § 75.604

YES, the LEA provides the above assurance.

6. The LEA assures work will begin on construction within a reasonable time after the grant for the construction is made. § 75.605 (Authority: 20 U.S.C. 1221e-3 and 3474)

YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

Page Last Modified: 02/15/2022

7. **The LEA assures the construction will be completed within a reasonable time and the LEA shall complete the construction in accordance with the application and approved drawings and specifications. § 75.606**
 YES, the LEA provides the above assurance.

8. **The LEA assures that the construction is functional; economical; and not elaborate in design or extravagant in the use of materials, compared with facilities of a similar type constructed in the State or other applicable geographic area. § 75.607. Further, the LEA assures that it shall, in developing plans for the facilities, consider excellence of architecture and design and inclusion of works of art. The grantee may not spend more than one percent of the cost of the project on inclusion of works of art. § 75.607 Authority: 20 U.S.C. 1221e-3 and 3474)**
 YES, the LEA provides the above assurance.

9. **In planning for and designing facilities, the LEA assures it shall observe the standards under the Occupational Safety and Health Act of 1970 (Pub. L. 91-576) (See 36 CFR part 1910); and State and local codes, to the extent that they are more stringent. § 75.609 Further, the LEA assures it will submit an application for a Building Permit to NYSed Office of Facilities Planning for review and approval prior to construction.**
 YES, the LEA provides the above assurance.

10. **The LEA assures that it shall comply with the Federal regulations on access by the handicapped that apply to construction and alteration of facilities. These regulations are:**
 - For residential facilities - 24 CFR part 40; and
 - For non-residential facilities - 41 CFR subpart 101-19.6. § 75.610 YES, the LEA provides the above assurance.

11. **The LEA assures that, in planning the construction, the LEA shall, in accordance with the provisions of Executive Order 11988 of February 10, 1978 (43 FR 6030) and rules and regulations that may be issued by the Secretary to carry out those provisions: Evaluate flood hazards in connection with the construction; and as far as practicable, avoid uneconomic, hazardous, or unnecessary use of flood plains in connection with the construction. § 75.611**
 YES, the LEA provides the above assurance.

12. **The LEA assures that it shall maintain competent architectural engineering supervision and inspection at the construction site to insure that the work conforms to the approved drawings and specifications. § 75.612**
 YES, the LEA provides the above assurance.

13. **The LEA assures that it will comply with the regulations on relocation assistance and real property acquisition in 34 CFR part 15. § 75.613**
 YES, the LEA provides the above assurance.

14. **The LEA assures that, when construction is completed, sufficient funds will be available for effective operation and maintenance of the facilities. § 75.614**
 YES, the LEA provides the above assurance.

15. **The LEA assures that it shall operate and maintain the facilities in accordance with applicable Federal, State, and local requirements. § 75.615**
 YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

Page Last Modified: 02/15/2022

16. The LEA assures that, to the extent feasible, it shall design and construct facilities to maximize the efficient use of energy. § 75.616 Further, the LEA shall comply with ASHRAE standards in designing and constructing facilities built with project funds. § 75.616 The following standards of the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) are incorporated by reference in this section:

- ASHRAE-90 A-1980 (Sections 1-9).
- ASHRAE-90 B-1975 (Sections 10-11).
- ASHRAE-90 C-1977 (Section 12)

Incorporation by reference of these provisions has been approved by the Director of the Office of the Federal Register pursuant to the Director's authority under 5 U.S.C. 552 (a) and 1 CFR part 51. The incorporated document is on file at the Department of Education, Grants and Contracts Service, rm. 3636 ROB-3, 400 Maryland Avenue, SW., Washington, DC 20202-4700 or at the National Archives and Records Administration (NARA). For information on the availability of this material at NARA, call 202-741-6030, or go to:

http://www.archives.gov/federal_register/code_of_federal_regulations/ibr_locations.html. These standards may be obtained from the publication sales department at the American Society of Heating, Refrigerating, and Air Conditioning Engineers, Inc., 1791 Tullie Circle, NE., Atlanta, Georgia 30329. § 75.616

YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 02/24/2022

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.

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

FS-10 ARP revised 12-15 w signature.pdf
 ARPA FS-10 w signature and music bid attachment.pdf
 ARP FS-10 Budget revised 2-15-22 w signature.pdf
 ARP FS-10 Revised 2-24-22 w signature.pdf

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

ARP Budget Narrative Revised 2-15-22 w signature.pdf
 FS-10 ARP Budget_Narrative Revised.docx
 FS-10 ARP Budget_Narrative.docx
 FS-10 ARP Budget_Narrative Revised 2-24-22.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	22,589,573
16 - Support Staff Salaries	22,000
40 - Purchased Services	3,655,383
45 - Supplies and Materials	2,187,905
46 - Travel Expenses	0
80 - Employee Benefits	1,595,431
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	88,525
Totals:	30,138,817

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

NIAGARA FALLS CITY SD

400800010000

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. *

Department leaders were brought together to begin discussions about developing the initial spending plan. This included Curriculum, Human Resources, Maintenance, Health Office, Information Services, Business and Food Service. Each department was tasked with engaging their department members to develop ideas for their respective areas. These ideas were brought together, discussed, edited, and became the basis of the ARP plan. The Superintendent of Schools visited with various community groups and organizations to discuss plans, answer questions, and hear ideas and feedback. He routinely hosted webinars for District staff, utilized auto-dialer calls to inform community members about the ARP funding plan, provide information regarding the public hearing, and plan availability on the District website and Facebook page.

Reviewer 12/7/2021 1:52 PM

Please also describe how the LEA will continue to engage stakeholders throughout the implementation of the plan.

Recipient 12/19/2021 1:04 PM

The District does and will continue to engage stakeholders in a variety of ways. Weekly meetings of department leaders at Central Office are held to continue discussion of issues, plans, and provide status reports on various initiatives. One school is represented at each meeting where the building leaders provide information about status of the school's comprehensive education plan (and how it aligns with the District-wide plan), SEL, attendance and other factors that were considered for application and spending plan. As data is presented it is used to evaluate current needs with original plan. The Superintendent continues to attend community meetings with diverse groups and listens to concerns and ideas, answers questions, and shares information with department leaders. The Superintendent also communicates daily via YouTube and auto dialer calls where he offers ongoing information and updates. Department and district leaders participate in parent group meetings and district webinars. The District also utilizes the quarterly newsletter that is delivered to all residential addresses in the district boundaries. Through all of methods of outreach, stakeholders are invited to provide feedback. We will schedule additional public hearings as we determine a need to alter the original plan, or at least annually if no plan alteration is identified. Recorded versions of webinars, you tube updates, and Board of Education meetings are posted to the District website. Board of Education meetings are being live streamed to encourage stakeholder participation.

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. *

<https://www.nfschools.net/cms/lib/NY19000301/Centricity/Domain/1/ARPA%20presentation.pdf>

<https://www.facebook.com/profile.php?id=100065697840864>

Reviewer 12/7/2021 1:54 PM

Once the application receives programmatic approval please download the approved application and budget forms and post at the designated URL. Please be advised the application, budget, and budget narrative can be obtained as a PDF from the LEA's dashboard.

Recipient 12/19/2021 1:15 PM

We will post to District website upon approval

Thank you

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 Niagara Falls City School District pledges to maintain the health and safety of students, educators, and other school and LEA staff by:

- Adhering to all New York State Department of Health and CDC safety recommendations including:
- Physical distancing
- Appropriate mask wearing
- Handwashing and respiratory etiquette
- Cleaning and maintaining healthy facilities
- Proper ventilation
- Use of Isolation Rooms
- Contact tracing with isolation and quarantining
- Providing access to diagnostic and screening testing
- Coordinating vaccination pods
- Continuous communication and posting on the District website
- The Superintendent of Schools will be the person responsible for coordination and leadership on all issues related to the safe return and continuity of services. He will work in conjunction with the Board of Education, Niagara County Health Department, School Medical Director and District established COVID-19 Stakeholder Response Team.

Reviewer 12/13/2021 4:02 PM

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.

Please specify what expenditures on the FS-10 are reflected in your response.

Recipient 12/19/2021 2:50 PM

Cleaning and maintaining healthy facilities is reflected in Hillyard cleaning supplies (\$363,968 supplies) and replacing drinking fountains with bottle fillers (\$300,000 equipment). Medical supplies (masks etc) \$92,950 supplies. Proper ventilation includes replacement of chiller (and components) and HVAC air handlers at NFHS and Kalfas (\$2.5M purchased services). Several elementary schools have just undergone capital improvements which included new chillers and air handlers.

- 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. *

The District will use both academic growth measures and behavioral screening tools to identify students in need of additional support in each area. All students, grades Kindergarten to 8, are screened three times per year (fall/winter/spring) with the NWEA MAP assessment (Northwest Evaluation Association Measures of Academic Progress) in English Language Arts and Mathematics. The results yield nationally normed RIT scores and annual growth targets for each student in each domain. These are tracked to show student growth, and shared with parents. Additionally, each student's profile includes a comprehensive list of strengths and needs for teachers to reference when planning differentiated instruction. All students in grades Kindergarten to 12 will be assessed using the BASC-3 BESS (Behavior Assessment System for Children/Behavioral and Emotional Screening System) six weeks after the start of the school year. School teams will review the results, place students in tiers and assign interventions as needed. The screener may be used to measure progress throughout the year, and will be administered only to pupils in need of intervention to measure progress.

Reviewer 12/7/2021 1:58 PM

Please describe the planned interventions and supports that address student needs and that this data will be used monitor.

Please describe how this data will be used to monitor and evaluate the effectiveness of the activities described in Question 5.

Recipient 12/19/2021 1:26 PM

The District will use ARP funds to provide Reading Recovery Tier 3 intervention services to all first grade pupils who qualify. The NWEA MAP assessment (Northwest Evaluation Association Measures of Academic Progress) in English Language Arts will be used as a growth measure for First grade pupils receiving Tier 3 Reading Recovery intervention services and for First and Second grade pupils who receive Tier 2 intervention services from Reading Recovery teachers hired with ARP funds. The assessment is administered district-wide through 10th grade, and will provide longitudinal data on retention of gains achieved through the intervention.

The District will hire 8 teachers to deliver leveled intervention services to elementary pupils using ARP funds. Additionally, ARP funds will be used to purchase intervention materials and train teachers in their use. The NWEA MAP assessment (Northwest Evaluation Association Measures of Academic Progress) for Mathematics will be the initial screener to identify students who may need Tier 2 intervention services. The District, with ARP funds, plans to purchase the Bridges to Mathematics elementary intervention program. Follow up screening with Bridges program assessments will determine final eligibility. As with the planned literacy interventions, yearly NWEA MAP results will provide a consistent measure of skill retention and growth.

The BASC-3 BESS (Behavior Assessment System for Children/Behavioral and Emotional Screening System) provides Pupil Service Teams in all schools the data needed to assign effective behavioral, executive functioning, or social skill interventions for pupils in need. The screener produces an individual report for each student with risk levels determined (Normal Risk, Elevated Risk, Extremely Elevated Risk) for each of three domains (*Internalizing Behaviors*, *Externalizing Behaviors*, and *Adaptive Skills*) for at the elementary level, and *Behavioral and Emotional Responses*, *Internalizing Behaviors*, and *Self-Regulation and Personal Adjustment* at the middle and high school levels). Subsequent screenings, both with the BESS and its related probes, such as teacher and parent rating scales, will be used to evaluate the effectiveness of the interventions assigned.

- 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 will use American Rescue Plan funding to provide extended day and summer programming which targets high school students who, as a result of the pandemic and other risk factors, are not on track to graduate. Two initiatives will focus on credit recovery and placing students back on track to graduation. The first is a full summer credit recovery program, which will include a menu both in-person and remote, asynchronous coursework to better accommodate students' schedules and family circumstances. Staffing will include walk-in help centers with tutoring, and an intervention team of counselors, social workers, and other pupil service specialists to engage and monitor student participation. Additionally, the district will create a "Credit Recovery/Late Flex" program for pupils whose credit deficits continue into the subsequent school years. It will include in-person and remote classes, embedded within the school day and after school, Monday through Friday. Both live and asynchronous courses will be created by district teachers to ensure that content is aligned to State Standards. Students advisors will be available during office hours, and an intervention team will ensure that students remain on course.

Reviewer 12/13/2021 2:43 PM

Please specify what expenditures on the FS-10 are reflected in your response.

Recipient 12/23/2021 12:45 PM

Expenses in the FS-10 that reflect the above items noted above intended to address the academic impact of lost recovery time include elementary school Teachers on Special Assignments (code 15, lines 2-8) \$3,901,086 in total. These TSAs are focused on Math Academic Intervention Services (AIS) and reading recovery programming which are available both during the school day and during

extended day programs. The secondary programming includes Schedule B and per diem assignments for both instructional and counseling staff offering students credit recovery and flex schedule options to optimize students' ability to participate in support offerings. The expenditures are found in Code 15, lines 12,13,14,29 and 30 for a total of \$2,722,703.00. Pedagogy Coaches round out the relevant expenditures in support of this initiative on lines 2, 3 of Code 15 estimated at \$637,510. Total of FS-10 expenditures reflected in response is 7,261,299.

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 is embarking on a long-term plan for technology referred to as the Road to 10G. During the course of the funding period the District will upgrade all laptop computers, Smartboards, wireless access points, desktop computers and printers. The plan also includes the purchase of alternative technology devices, software and various network improvements. New furniture designed for optimal learning and collaboration while providing safe distancing will be purchased for school buildings in educational spaces and cafeteras. Funds will be used to retain effective teachers and other educational, social and emotional health, and student support staff. The District will make various capital improvements including an inclusive outdoor playground, bottle filler fountains, remodeling of the high school gymnasium, and reconfiguration of office space to create student centered administrative resource suites. HVAC upgrades throughout the district will include a new chiller system at the high school offering improved air quality and providing an optimal year-round physical learning environment. New fitness equipment and musical instruments will be purchased for all appropriate programs and schools. A two-way radio system and equipment purchases will improve communication amongst school staff and critical health and safety community organizations including police and fire departments. Additional material and supply purchases will support enhanced health, safety and maintenance initiatives.

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. *

The District has set four goals it expects to accomplish through programming funded under the American Rescue Plan Act. The first is to expand elementary programming options for Tier 1, 2, and 3 students to target both literacy and mathematics. During the 2020-2021 school year, the Reading Recovery program was available to Tier 3 students in three District elementary schools. For the 2021-2022 school year, the program will be implemented at all eight elementary schools. An additional eight teachers were selected, assigned, and are currently in training. The highly trained teachers will lead professional development aimed at building capacity of all primary elementary classroom teachers to implement differentiated instruction within each students' zone of proximal development. Funding has also been used to purchase updated instructional materials to support this initiative. Student data from the 2020-2021 school year indicate that students, particularly elementary students, will need focused mathematics instruction in order to address significant learning loss. To that end, five of eight elementary schools will begin a Mathematics Enrichment and Intervention pilot program. Veteran teachers have been selected and will provide whole-class enrichment and extension lessons in addition to daily lessons taught by the classroom teacher. The teachers, along with Teaching Assistants, will also provide small group remedial instruction to students in need of extra assistance (Tier 2 and 3 pupils). Training for the teachers and Teaching Assistants will be ongoing, and student progress monitoring data will be reviewed regularly to ensure that students are identified when they begin to struggle, so that placements are fluid and responsive to student progress. It is expected that a minimum of 60% of students receiving the interventions will demonstrate above average RIT growth from fall to spring on the NWEA MAP assessment. The second goal is to provide pedagogy coaching to all middle level teachers. As students move from classroom to classroom at this level, expectations and strategies used tend to vary. The district has selected two pedagogy coaches, one for each middle school, to provide training and peer coaching to teachers across disciplines. Foundational strategies, such as use of Learning Targets, Formative Assessment, and Higher Order Questioning will be prioritized and used consistently across the schools. It is expected that 50% of all pupils will meet or exceed their RIT growth target in both Language Arts and Mathematics based on results of the NWEA Map assessment. The third goal, to create support systems for students who are not on track to graduate, is described in response 5. Finally, goal four is to create a District-wide Multi-Tiered System of Supports which emphasizes student social-emotional wellbeing and addresses barriers to success at all levels. Multiple data sources suggest the last fifteen months of fully remote or hybrid instruction has not only accentuated student achievement gaps but has increased many students' social anxiety. In May and June of 2021, each District school was asked, as part of its school improvement planning process, to interview students on a range of topics, including how the pandemic effected their lives, and their hopes and worries for the upcoming school year. Interview summaries showed the need for SEL support and programming at all levels. High school students made numerous comments about feeling afraid to be themselves, not fitting in, academic stress, and reluctance to speak up and voice their needs or preferences to their teachers. Students at the middle and elementary levels expressed anxiety over returning to school in the fall. Many mentioned being uncertain if they could connect with peers and teachers and expressed the belief that they were behind academically and could not catch up. A district committee met this summer to produce guidance for all school personnel on the identification of students in need of support, and to identify evidenced-based interventions. The district will dedicate ARP funding to acquire a menu of interventions and train staff to implement them with fidelity. In addition, the district will hire five new social workers and other pupil support staff, to ensure that the systems and interventions it puts in place will be delivered and monitored by qualified personnel.

Reviewer 12/7/2021 1:58 PM

Please provide a description of how the use of funds will address both academic, social, emotional, and mental health needs of the students, specifically those from all subgroups including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Please address at least four subgroups in your response.

Recipient 12/19/2021 1:28 PM

In support of the four District goals outlined in section 7, additional personnel have been hired to ensure all students, including those from subgroups most effected by the pandemic, fully benefit from ARP funded initiatives and programs. District data from the 2020 - 2021 school year indicates a disproportionately high percentage of Students with Disabilities, ENL (English as a New Language) and Economically Disadvantaged pupils chose remote learning options. Attendance and achievement data for each subgroup compared poorly to other District subgroups. The District committed to increasing parent engagement and support for these students and their families. Eight social workers were hired and assigned to schools with high-needs subgroups who had either no social work service at all, or an unacceptably high student to pupil personnel professional ratio. One social worker was added to the high school, in part to address a disproportionately low graduation rate for students of color. Another was assigned to the middle school which serves English Language Learners, and a second was added to the District's other middle school where the majority of the student population is economically disadvantaged. At the elementary level, two schools house a large population of students with disabilities in special class settings, so an additional social worker was added to the one already in place at each site.

In addition to the high school safety net described in section 5, Credit Recovery/Late Flex, a specialized high school Pupil Service Team was created to target traditionally underserved students from the subgroups mentioned above. The five-member team, funded under the ARP grant, was hired and trained prior to the start of the school year. It is a diverse team, with the majority of member's individuals of color, who initiate daily contact with pupils both in school and in the community. They intervene in attendance issues, and act as liaisons for pupils and families who require counseling, mental health intervention, or academic support.

ARP-ESSER LEA Base 90% Allocation - Construction-Related Costs

NIAGARA FALLS CITY SD

400800010000

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 Repair of NFHS gymnasium floor utilized by students and the community \$70,000

Reviewer 12/13/2021 2:28 PM

Please describe in more detail what each expenditure will entail.

Recipient 12/17/2021 4:59 PM

HVAC Mechanical systems includes replacement and upgrade of 2 Air Handler units at Niagara Falls High School to improve air quality throughout an estimated 200,000 square feet of student occupied instructional space estimated at \$1,449,000. Air handler and chiller replacement at Kalfas primary school estimated at 1,051,000. Estimates include purchase of units and contractor work. Estimates to be updated after bidding process. Inclusive playground will include play equipment, surfacing, installation and fencing at initial estimated cost of \$200,000. Additional costs include removal of concrete parking lot, regrading of earth, architect and other incidental fees estimated at \$100,00 for a total playground project estimate of \$300,000. Water bottle filling stations will replace existing drinking fountains at all district schools. There are planned 52 replacement units, electrical contractors, architect fees, and retrofitting patching and painting approximately \$5,800 per bottle filler. Repair of Niagara Falls High School gymnasium floor includes purchase of materials and labor.

3 Will the planned construction impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places?

No, the planned construction will not impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places.

ARP-ESSER - Construction-Related ASSURANCES

4 The LEA assures it will have or obtain a full title or other interest in the site, including right of access, that is sufficient to insure the grantee's undisturbed use and possession of the facilities for 50 years or the useful life of the facilities, whichever is longer. § 75.603 (Authority: 20 U.S.C. 1221e-3 and 3474) *

YES, the LEA provides the above assurance.

5 The LEA assures it will ensure that sufficient funds are available to meet any non-Federal share of the cost of constructing the facility. § 75.604 *

YES, the LEA provides the above assurance.

6 The LEA assures work will begin on construction within a reasonable time after the grant for the construction is made. § 75.605 (Authority: 20 U.S.C. 1221e-3 and 3474) *

YES, the LEA provides the above assurance.

- 7 The LEA assures the construction will be completed within a reasonable time and the LEA shall complete the construction in accordance with the application and approved drawings and specifications. § 75.606 *
- ✓ YES, the LEA provides the above assurance.
- 8 The LEA assures that the construction is functional; economical, and not elaborate in design or extravagant in the use of materials, compared with facilities of a similar type constructed in the State or other applicable geographic area. § 75.607. Further, the LEA assures that it shall, in developing plans for the facilities, consider excellence of architecture and design and inclusion of works of art. The grantee may not spend more than one percent of the cost of the project on inclusion of works of art. § 75.607 Authority: 20 U.S.C. 1221e-3 and 3474) *
- ✓ YES, the LEA provides the above assurance.
- 9 In planning for and designing facilities, the LEA assures it shall observe the standards under the Occupational Safety and Health Act of 1970 (Pub. L. 91-576) (See 36 CFR part 1910); and State and local codes, to the extent that they are more stringent. § 75.609 Further, the LEA assures it will submit an application for a Building Permit to NYSED Office of Facilities Planning for review and approval prior to construction. *
- ✓ YES, the LEA provides the above assurance.
- 10 The LEA assures that it shall comply with the Federal regulations on access by the handicapped that apply to construction and alteration of facilities. These regulations are:
- For residential facilities - 24 CFR part 40; and
 - For non-residential facilities - 41 CFR subpart 101-19.6. § 75.610
- *
- ✓ YES, the LEA provides the above assurance.
- 11 The LEA assures that, in planning the construction, the LEA shall, in accordance with the provisions of Executive Order 11988 of February 10, 1978 (43 FR 6030) and rules and regulations that may be issued by the Secretary to carry out those provisions: Evaluate flood hazards in connection with the construction; and as far as practicable, avoid uneconomic, hazardous, or unnecessary use of flood plains in connection with the construction. § 75.611 *
- ✓ YES, the LEA provides the above assurance.
- 12 The LEA assures that it shall maintain competent architectural engineering supervision and inspection at the construction site to insure that the work conforms to the approved drawings and specifications. § 75.612 *
- ✓ YES, the LEA provides the above assurance.
- 13 The LEA assures that it will comply with the regulations on relocation assistance and real property acquisition in 34 CFR part 15. § 75.613 *
- ✓ YES, the LEA provides the above assurance.
- 14 The LEA assures that, when construction is completed, sufficient funds will be available for effective operation and maintenance of the facilities. § 75.614 *
- ✓ YES, the LEA provides the above assurance.
- 15 The LEA assures that it shall operate and maintain the facilities in accordance with applicable Federal, State, and local requirements. § 75.615 *
- ✓ YES, the LEA provides the above assurance.
- 16 The LEA assures that, to the extent feasible, it shall design and construct facilities to maximize the efficient use of energy. § 75.616 Further, the LEA shall comply with ASHRAE standards in designing and constructing facilities built with project funds. § 75.616 The following standards of the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) are incorporated by reference in this section:
- ASHRAE-90 A-1980 (Sections 1-9).
 - ASHRAE-90 B-1975 (Sections 10-11).
 - ASHRAE-90 C-1977 (Section 12)
- Incorporation by reference of these provisions has been approved by the Director of the Office of the Federal Register pursuant to the Director's authority under 5 U.S.C. 552 (a) and 1 CFR part 51. The incorporated document is on file at the Department of Education, Grants and Contracts Service, rm. 3636 ROB-3, 400 Maryland Avenue, SW., Washington, DC 20202-4700 or at the National Archives and Records Administration (NARA). For information on the availability of this material at NARA, call 202-741-6030, or go to: http://www.archives.gov/federal_register/code_of_federal_regulations/ibr_locations.html. These standards may be obtained from the publication sales department at the American Society of Heating, Refrigerating, and Air Conditioning Engineers, Inc., 1791 Tullie Circle, NE., Atlanta, Georgia 30329. § 75.616 *
- ✓ YES, the LEA provides the above assurance.

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 SED Monitoring Version 2.8.1.26

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.

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

ARP FS-10 Revised 2-24-22 w signature.pdf Uploaded: 2/24/2022 02:50:30 PM
 ARP FS-10 Budget revised 2-15-22 w signature.pdf Uploaded: 2/16/2022 11:50:25 AM
 ARPA FS-10 w signature and music bid attachment.pdf Uploaded: 8/31/2021 02:23:55 PM
 FS-10 ARP revised 12-15 w signature.pdf Uploaded: 12/23/2021 01:30:56 PM

Reviewer 12/13/2021 3:53 PM

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 revise the FS-10 to include the appropriate information.

The cost calculations in Code 15 do not equal the total amount budgeted for the line items. Please revise Code 15 so each cost calculation equals the amount budgeted.

The cost calculations in Code 16 do not equal the total amount budgeted for the line items. Please revise Code 16 so each cost calculation equals the amount budgeted.

For example, please put the number of Staff under the FTE with the rate listed underneath the Annualized Rate of Pay.

Please be advised $FTE \times Annualized Rate of Pay = Project Salary$

The cost calculations in Code 16 do not equal the total amount budgeted for the line items. Please revise Code 16 so each cost calculation equals the amount budgeted.

For example, for "Amplify English Language Arts"
 3 (days of coaching) x \$4,775 (per day) = \$14,325
 12 (hrs of PD) x \$50/hr = \$600

$\$14,325 + 600 = \$14,925 \times 3$ (school years) = \$44,775 and not the listed \$30,450 on the FS-10.

Please provide a breakdown of costs for the line items "medical supplies" "Hillyard COVID-19 cleaning supplies" "Student academic supplies - all schools" underneath Code 45 and describe what the purchase entails in the Budget Narrative.

The cost calculations in Code 45 do not equal the total amount budgeted for the line items. Please revise Code 45 so each cost calculation equals the amount budgeted.

Please be advised Minor remodeling means the minor alterations in a previously completed building. The term also includes the extension of utility lines, such as water and electricity, form points beyond the confines of the space in which the minor remodeling is undertaken but within the confines of the previously completed building. The term does not include building construction, structural alterations to building, building maintenance, or repairs. Associated construction costs can be labeled underneath Code 40 (Purchased Services). Please also put calculation of cost for each item.

Recipient 12/23/2021 1:30 PM

Revised FS-10 uploaded

Reviewer 2/7/2022 11:02 AM

Code 40

Please breakdown the expenditures HVAC and Inclusive Playground . The LEA can break down these costs by number of schools/number of rooms/etc.

A Vendor/Service Provider must be provided. If given a quote from an architect, the LEA can put down the name of the architect. This can be changed later once the LEA received a bid.

For example,

Description of Item: Installation of an Inclusive Playground.
Service Provider: Hunt Architects
Calculation of Cost: Lump Sum Fee (per quote)
 Play Equipment - \$100,000
 Surfacing - \$60,000
 Installation - \$30,000
 Fencing - \$10,000
 Removal of Concrete Parking Lot and Grading Earth - \$50,000
 Architect/Incidental Fees - \$50,000
Proposed Expenditure: \$300,000

Code 45

Please break down the following expenditures costs so that the per unit cost of each item is less than \$5,000:

"Guided Leveled Reader Sets"
 "Fun and Function Sensory Materials"
 "Medical Supplies"
 "Hillyard COVID-19 cleaning supplies"
 Student Academic Supplies - all schools"

For example,

"Guided Leveled Reading Sets"
 700 books x \$14.2857/book x 21 sets (3 sets x 7 schools) = \$210,000

"Student Academic supplies" (Please also put 3-5 examples of what this expenditure entails such as, pens, paper, pencils, etc.)
 \$50/person x \$1,100 students = \$55,000

Code 30

Is this work being conducted by the LEA themselves? Or is the LEA having another vendor/provider do the work?

Please provide the "calculation of cost" for entry in this code vs. lump sum (description of work x amount = total). Costs and items may be estimated, but large amounts without cost breakdown cannot be approved. The LEA can breakdown costs by Labor and Materials as shown in an example below:

Description of Item: Replace Niagara Falls gymnasium floor for school and community event use.
Calculation of Cost: Lump Sum Fee (per quote)
 \$50,000 (Labor)
 \$20,000 (Materials including: x,y,z)

Proposed Expenditure: \$70,000

Code 20

Please be advised, "equipment" means "tangible, non-expendable personal property, having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000."

Please move all expenditures with a per unit cost of under \$5,000 to Code 45 Supplies and Materials.

Please also include all musical equipment on the FS-10 with quantities and unit costs associated. No attachments can be sent to Grants Finance so all use of funds must be documented on the FS-10.

Recipient 2/16/2022 11:48 AM

FS-10 revised and uploaded on 2/16/22 per reviewer comments

Reviewer 2/24/2022 1:58 PM

Please revise Code 40 per email along with the Budget Narrative and chart below (to not include Code 30 as they were moved to 40). Thank you!

Recipient 2/24/2022 2:55 PM

FS-10, Budget narrative, and budget summary updated as requested. Thank you!

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

FS-10 ARP Budget_Narrative Revised 2-24-22.docx Uploaded: 2/24/2022 02:50:30 PM
 FS-10 ARP Budget_Narrative.docx Uploaded: 8/31/2021 02:23:55 PM
 FS-10 ARP Budget_Narrative Revised.docx Uploaded: 1/16/2022 02:01:26 PM
 ARP Budget Narrative Revised 2-15-22 w signature.pdf Uploaded: 2/16/2022 11:51:04 AM

Reviewer 12/13/2021 3:55 PM

Please give 3-5 examples of the types of supplies that are being purchased for the following expenditures:

- "Lakeshore Learning - sensory materials"
- "Fun and Function - sensory materials"
- "Lakeshore Learning - educational materials"
- "Fun and Function - Life Skills Summer Camp Supplies"

Please revise accordingly with any revisions made to FS-10.

Recipient 12/19/2021 2:30 PM

Lakeshore Learning Sensory materials include water table, sound tubes, washable TT pillows, sensory rings and touch feel books. Fun and Function sensory material include sensory gel shapes, tactile matching games, activity panels, and busy fingers foldables. Lakeshore learning educational materials include pegboard sets, magnatiles, math activity centers. Life Skills camp supplies includes safety scissors, time trackers, social skills games, and double sided cooperative mazes.

Reviewer 2/7/2022 12:12 PM

Please include all examples of purchases in the Budget Narrative and FS-10.

Recipient 2/16/2022 11:49 AM

Budget narrative and FS-10 budget revised and uploaded 2/16/22 per reviewer comments

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	22,589,573
16 - Support Staff Salaries	22,000
40 - Purchased Services	3,655,383
45 - Supplies and Materials	2,187,905
46 - Travel Expenses	0
80 - Employee Benefits	1,595,431
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	88,525
Totals	30,138,817

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