

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

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Summary & Background

NORTH TONAWANDA CITY SD

400900010000

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 | Anthony Montoro | amontoro@ntschoools.org | 9/29/2021 |
| LEA Board President | Matthew Kennedy | mkennedy@ntschoools.org | 9/29/2021 |

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

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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.**

Understanding and capacity building began as the focus at our district cabinet meeting with all district and building leadership teams. District office presented all available documentation related to ARP-ESSER. We built context and mapped plan for widely disseminating this content and meaningfully engaging all stakeholders. The District engaged in virtual collaboration with all unions and representative stakeholders of the NTCSD via Microsoft Teams. The superintendent and assistant supt presented to the BOE. A community wide survey was distributed to the entire NTCSD community and North Tonawanda City parents, agencies, and community members via Thought Exchange. This was posted and shared on our district webpage and FB page. All of this information including the results of the survey were shared and presented at the BOE meeting as well as the superintendent's weekly FB Live events that are streamed to the entire NT community.

Link to: Community Wide Thought Exchange Results

- 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.**

www.ntschoools.org

ARP-ESSER LEA Base 90% Allocation - Program Information

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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & 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.**

Much of what was allowable and toward this end was allocated in the CRRSA application submitted earlier this summer.

- 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.**

To begin the 21-22 school year, the district will perform universal screening, diagnostic tests, and other tools to meet each child where he or she is and devise a plan for making up for the interruptions and identified deficits. All K-8 students will be screened using aimsweb Plus as well as STAR reading for our 9-12 students. Additionally, all K-6 students will be benchmarked using F&P running records.

The District relies on our comprehensive multi-tiered systems of support framework to provide targeted support for all students. This begins with teachers providing quality instruction at Tier 1 for all students, that includes our commitment to K-8 Lucy Calkin's Reader's & Writer's Workshop and Phonics Units of Study for K-2.

For those identified students who are not progressing toward standards and/or proficiency, they will have complete access to research base interventions from Tier I - III, in an integrated setting as well as stand alone with our certified reading interventionists. Designated AIS providers deliver targeted strategic support in small group settings using research based interventions that include LLI & Foundations/Wilson Reading. Students who are identified by the data in need of the most intense support are provided daily individualized support with our reading interventionists using a variety of Wilson Reading System & Sonday System LPL/L1/L2.

At North Tonawanda City Schools we are committed to deepening the understanding of Social-Emotional learning for our students. It is vital to address the needs of our students, families, and faculty. We feel it's important to give our North Tonawanda families a voice, the opportunity to build partnerships, and the ability to address the community's anxiety and concerns around health and safety issues. The North Tonawanda Student Support Service Team (Social Workers & Counselors) in conjunction with the Family Resource Center will ensure access to mental health and basic need resources. We are prepared to address these needs via in-person, hybrid, and/or remotely. In addition, for the 21-22 school year, the North Tonawanda City Schools has partnered with the University of Buffalo Institute of Trauma to build capacity around trauma informed educational practices and is committed to being a trauma-informed care school district

- 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.**

In addition to what was indicated in response to question 4 and our comprehensive MTSS framework, we have already implemented a systemic approach to summer learning, after school programming, and extended school year for our special education students.

We are strategically planning our allocations to support a 3-year approach to these 3 extensions beyond the school day and school year.

1. Summer School - During the 2021 Summer, the District implemented a K-6 Little Jack Literacy Program that focused on research based instruction in reading, writing, and phonics. We ran two 4 week sessions at every grade level K-6. In grades 7-12, in addition to participating in our Regional BOCES Summer School Program, the District created and ran a 6 week synchronous and asynchronous virtual summer program for all 7-12 grade students. We recruited certified NT teachers who were teachers of record and responsible for instructional planning, delivery and support for the 4 cores 7-12. Each teacher was directed to provide one additional hour per day of dedicated Office Hours for students and parents to receive additional support.

2. After School Program - The committee met to develop and deliver a comprehensive framework for after school programming for students in grades 7-12. This includes 2 core area certified teachers to provide AIS to any and all 7-12 students. 2 counselors/social workers were recruited at both middle and high school to facilitate after school SEL groups, as well as providing more intensive individual/small group sessions for students by referral.

3. Extended School Year - The District will allocate special education teachers, related services, aides, clerical staff and a nurse to support a district operated ESY program beyond the regular school year for summer 2022 and summer 2023.

- 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.**

Much of what was allowable and toward this end was allocated in the CRRSA application submitted earlier this summer.

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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.**

To begin the 21-22 school year, the district will perform universal screening, diagnostic tests, and other tools to meet each child where he or she is and devise a plan for making up for the interruptions and identified deficits. All K-8 students will be screened using aimsweb Plus as well as STAR reading for our 9-12 students. Additionally, all K-6 students will be benchmarked using F&P running records.

The District relies on our comprehensive multi-tiered systems of support framework to provide targeted support for all students. This begins with teachers providing quality instruction at Tier 1 for all students, that includes our commitment to K-8 Lucy Calkin's Reader's & Writer's Workshop and Phonics Units of Study for K-2.

For those identified students who are not progressing toward standards and/or proficiency, they will have complete access to research base interventions from Tier I - III, in an integrated setting as well as stand alone with our certified reading interventionists. Designated AIS providers deliver targeted strategic support in small group settings using research based interventions that include LLI & Foundations/Wilson Reading. Students who are identified by the data in need of the most intense support are provided daily individualized support with our reading interventionists using a variety of Wilson Reading System & Sonday System LPL/L1/L2.

At North Tonawanda City Schools we are committed to deepening the understanding of Social-Emotional learning for our students. It is vital to address the needs of our students, families, and faculty. We feel it's important to give our North Tonawanda families a voice, the opportunity to build partnerships, and the ability to address the community's anxiety and concerns around health and safety issues. The North Tonawanda Student Support Service Team (Social Workers & Counselors) in conjunction with the Family Resource Center will ensure access to mental health and basic need resources. We are prepared to address these needs via in-person, hybrid, and/or remotely. In addition, for the 21-22 school year, the North Tonawanda City Schools has partnered with the University of Buffalo Institute of Trauma to build capacity around trauma informed educational practices and is committed to being a trauma-informed care school district

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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.**

2021-2022 NTCSD Opening Plan & COVID Page

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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.

1. The District and building leadership team meets weekly to discuss current operations and updated guidance from the CDC, NYSDOH, NYSDE, etc.
2. The District leadership team meets weekly with the regional Niagara -Orleans superintendents and the director of the Niagara County Dept of Health (every Tuesday at 1:45 PM) to discuss all things related to COVID, protocols, county transmission rates/hospitalizations, etc. and the implications and operations of our schools. This includes new requirements pursuant to 10 NYCRR 2.62 and the NYSDOH Commissioner of Health request regarding weekly testing or vaccination status.
3. All of this information is communicated in a weekly update to all district staff, as well as via FB Live to the entire NT community every Wednesday by the District superintendent (this is archived and posted weekly to our district website and FB page - See here: <https://vimeo.com/showcase/7015611>.) This communication is also shared daily/weekly via Seesaw (K-3) and Schoology (4-12) to our students, staff and parents.

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

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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.

- 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 (\$) | 5,478,731 |
| Total Number of K-12 Resident Students Enrolled (#) | 3,047 |
| Total Number of Students from Low-Income Families (#) | 1,680 |

ARP-ESSER Schools Served

- 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 | 6 |
| Number of Schools Served by ARP-ESSER LEA Base 90% Funding | 6 |

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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.

- 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. | 0 |
| 15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care. | 140,800 |
| 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 | 5,337,931 |

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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. | 0 |
| 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. | 0 |
| Totals: | 5,478,731 |

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 NTCS D FS10.pdf
 ARP - ESSER NTCS D FS10 Revised 2-17-2022.pdf

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

NTCS D_Budget_Narrative - ARP-ESSER.docx
 NTCS D_Budget_Narrative_-_ARP-ESSER Revised 12-15-2021.docx
 NTCS D_Budget_Narrative_-_ARP-ESSER Revised 2-18-2022.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 | 5,075,029 |
| 16 - Support Staff Salaries | 24,500 |
| 40 - Purchased Services | 0 |
| 45 - Supplies and Materials | 0 |
| 46 - Travel Expenses | 0 |
| 80 - Employee Benefits | 379,202 |
| 90 - Indirect Cost | 0 |
| 49 - BOCES Services | 0 |
| 30 - Minor Remodeling | 0 |
| 20 - Equipment | 0 |
| Totals: | 5,478,731 |

BUDGET NARRATIVE

| | |
|---------------------------------|-----------------------------|
| LEA: North Tonawanda CSD | FOR TITLE: ARP-ESSER |
| BEDSCODE: 400900010000 | |

**** MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title) | | | |
|---|---|-------|--|-----------|
| Code 15 <i>Professional Salaries</i> \$5,075,029 | | | | |
| | 7-12 After School Program Teacher (8 certified teachers who will be a part of our "Overtime Goals Champions Program who meet M-F after school and provide 1 hr nightly of virtual office hours for students who cannot attend after school) | 8.00 | Approx \$31/hour for 51 hours per teacher per year. | \$38,000 |
| | K-6 Summer Teacher (12 K-6 general ed and special ed teachers who will teach our Little Jack Literacy Labs. This program runs for 4-6 weeks and 4 hrs daily) | 12.00 | \$1,550 per teacher per year | \$55,800 |
| | 7-12 Summer Teacher (6 grades 7-12 teachers who will run a summer program for credit recovery for students. This will be in district, in-person program) | 6.00 | \$1,250 per teacher per year. | \$22,500 |
| | Reading Interventionist- Spruce (The district will add one additional reading interventionist at Spruce Elementary for Tier II & III services.) | 1.00 | \$100,664 yr 1, \$102,677 yr 2, \$104,731 yr 3 | \$308,072 |
| | Reading Interventionist- Drake (The district will add one additional reading interventionist at Drake Elementary for Tier II & III services.) | 1.00 | \$73,897 yr 1, \$75,375 yr 2, \$76,882 yr 3 | \$226,154 |
| | Reading Interventionist- Ohio (The district will add one additional reading interventionist at Ohio Elementary for Tier II & III services.) | 1.00 | \$76,489 yr 1, \$78,019 yr 2, \$79,579 yr 3 | \$234,087 |
| | Reading Interventionist- Spruce (The district will add one additional reading interventionist at Spruce Elementary for Tier II & III services.) | 1.00 | \$100,340 yr 1, \$102,347 yr 2, \$104,394 yr 3 | \$307,081 |

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title) | | | |
|--------------------------------------|---|------|--|-----------|
| | Math Interventionist – NTI (The district will add one additional math interventionist at NTI for Tier II & III services.) | 1.00 | \$99,152 yr 1, \$101,135 yr 2, \$103,158 yr 3 | \$303,445 |
| | Math Interventionist – NTMS (The district will add one additional math interventionist at NTMS for Tier II & III services.) | 1.00 | \$82,812 yr 1, \$84,468 yr 2, \$86,158 yr 3 | \$253,438 |
| | Math Interventionist – NTMS (The district will add one additional math interventionist at NTMS for Tier II & III services.) | 1.00 | \$75,625 yr 1, \$77,138 yr 2, \$78,680 yr 3 | \$231,443 |
| | Math Interventionist – Ohio (The district will add one additional math interventionist at Ohio Elementary for Tier II & III services.) | 1.00 | \$72,975 yr 1, \$74,435 yr 2, \$75,923 yr 3 | \$223,333 |
| | School Counselor – NTMS (The district will fund the school counselor position at NTMS) | 1.00 | \$100,772 yr 1, \$102,787 yr 2, \$104,843 yr 3 | \$308,403 |
| | School Counselor – NTMS (The district will fund the school counselor position at NTMS) | 1.00 | \$55,928 yr 1, \$57,047 yr 2, \$58,187 yr 3 | \$171,162 |
| | School Counselor – NTHS (The district will fund the school counselor position at NTHS) | 1.00 | \$55,928 yr 1, \$57,047 yr 2, \$58,187 yr 3 | \$171,162 |
| | School Counselor – NTHS (The district will fund the school counselor position at NTHS) | 1.00 | \$56,792 yr 1, \$57,928 yr 2, \$59,086 yr 3 | \$173,806 |
| | School Counselor – NTHS (The district will fund the school counselor position at NTHS) | 1.00 | \$102,500 yr 1, \$104,550 yr 2, \$106,641 yr 3 | \$313,691 |
| | School Social Worker – Spruce (The district will fund the school social work position at Spruce Elementary) | 1.00 | \$103,148 yr 1, \$105,211 yr 2, \$107,315 yr 3 | \$315,674 |
| | School Social Worker – NTMS The district will fund the school social work position at NTMS) | 1.00 | \$98,497 yr 1, \$100,467 yr 2, \$102,476 yr 3 | \$301,440 |
| | School Social Worker – NTHS The district will fund the school social work position at NTMS) | 1.00 | \$76,644 yr 1, \$78,177 yr 2, \$79,740 yr 3 | \$234,561 |
| | School Social Worker – NTHS The district will fund the school social work position at NTHS) | 1.00 | \$93,344 yr 1, \$95,211 yr 2, \$97,115 yr 3 | \$285,670 |
| | School Social Worker – NTMS The district will fund the school social work position at NTMS) | 1.00 | \$55,002 yr 1, \$56,102 yr 2, \$57,224 yr 3 | \$168,328 |
| | School Social Worker – Drake The district will fund the school social work position at Drake Elementary) | 1.00 | \$78,912 yr 1, \$80,490 yr 2, \$82,100 yr 3 | \$241,502 |
| | School Counselor – Ohio The district will fund the school counselor position at Ohio Elementary) | 1.00 | \$60,867 yr 1, \$62,084 yr 2, \$63,326 yr 3 | \$186,277 |

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this title)</i> |
|---|---|
| Code 80 <i>Employee Benefits</i> \$379,202 | <i>Employee benefits associated with staff listed in 150 code.</i> |
| Code 90 <i>Indirect Cost</i> | 0 |
| Code 49 <i>BOCES Services</i> | 0 |
| Code 30 <i>Minor Remodeling</i> | |
| Code 20 <i>Equipment</i> | |

= Required Field

| Local Agency Information | | | |
|--|--------------------------------------|------------------------|----------|
| Funding Source: | ARP-ESSER | | |
| Report Prepared By: | Michael P. Tambroni | | |
| Agency Name: | North Tonawanda City School District | | |
| Mailing Address: | 176 Walck Rd. | | |
| | Street | | |
| | North Tonawanda | NY | 14120 |
| | City | State | Zip Code |
| Telephone # of Report Preparer: | 716-807-3566 | County: Niagara | |
| E-mail Address: | mtambroni@ntschoools.org | | |
| Project Funding Dates: | 3/13/2020 Start | 9/30/2024 End | |

- INSTRUCTIONS**
- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
 - The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
 - An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
 - For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

| SALARIES FOR PROFESSIONAL STAFF | | | |
|-----------------------------------|----------------------|--|----------------|
| Subtotal - Code 15 | | | \$5,075,029 |
| Specific Position Title | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
| 7-12 After School Program Teacher | 8.00 | Approx \$31/hour for 51 hours per teacher per year | \$38,000 |
| K-6 Summer Teacher | 12.00 | \$1,550 per teacher per year | \$55,800 |
| 7-12 Summer Teacher | 6.00 | \$1,250 per teacher per year | \$22,500 |
| Reading Interventionist- Spruce | 1.00 | \$100,664 yr 1, \$102,677 yr 2, \$104,731 yr 3 | \$308,072 |
| Reading Interventionist- Drake | 1.00 | \$73,897 yr 1, \$75,375 yr 2, \$76,882 yr 3 | \$226,154 |
| Reading Interventionist- Ohio | 1.00 | \$76,489 yr 1, \$78,019 yr 2, \$79,579 yr 3 | \$234,087 |
| Reading Interventionist- Spruce | 1.00 | \$100,340 yr 1, \$102,347 yr 2, \$104,394 yr 3 | \$307,081 |
| Math Interventionist - NTI | 1.00 | \$99,152 yr 1, \$101,135 yr 2, \$103,158 yr 3 | \$303,445 |
| Math Interventionist - NTMS | 1.00 | \$82,812 yr 1, \$84,468 yr 2, \$86,158 yr 3 | \$253,438 |
| Math Interventionist - NTMS | 1.00 | \$75,625 yr 1, \$77,138 yr 2, \$78,680 yr 3 | \$231,443 |
| Math Interventionist - Ohio | 1.00 | \$72,975 yr 1, \$74,435 yr 2, \$75,923 yr 3 | \$223,333 |
| School Counselor - NTMS | 1.00 | \$100,772 yr 1, \$102,787 yr 2, \$104,843 yr 3 | \$308,403 |
| School Counselor - NTMS | 1.00 | \$55,928 yr 1, \$57,047 yr 2, \$58,187 yr 3 | \$171,162 |
| School Counselor - NTHS | 1.00 | \$55,928 yr 1, \$57,047 yr 2, \$58,187 yr 3 | \$171,162 |
| School Counselor - NTHS | 1.00 | \$56,792 yr 1, \$57,928 yr 2, \$59,086 yr 3 | \$173,806 |
| School Counselor - NTHS | 1.00 | \$102,500 yr 1, \$104,550 yr 2, \$106,641 yr 3 | \$313,691 |

| | | | |
|-------------------------------|------|--|-----------|
| School Social Worker - Spruce | 1.00 | \$103,148 yr 1, \$105,211 yr 2, \$107,315 yr 3 | \$315,674 |
| School Social Worker - NTMS | 1.00 | \$98,497 yr 1, \$100,467 yr 2, \$102,476 yr 3 | \$301,440 |
| School Social Worker - NTHS | 1.00 | \$76,644 yr 1, \$78,177 yr 2, \$79,740 yr 3 | \$234,561 |
| School Social Worker - NTHS | 1.00 | \$93,344 yr 1, \$95,211 yr 2, \$97,115 yr 3 | \$285,670 |
| School Social Worker - NTMS | 1.00 | \$55,002 yr 1, \$56,102 yr 2, \$57,224 yr 3 | \$168,328 |
| School Social Worker - Drake | 1.00 | \$78,912 yr 1, \$80,490 yr 2, \$82,100 yr 3 | \$241,502 |
| School Counselor - Ohio | 1.00 | \$60,867 yr 1, \$62,084 yr 2, \$63,326 yr 3 | \$186,277 |

| SALARIES FOR SUPPORT STAFF | | | |
|----------------------------|----------------------|--|-----------------|
| Subtotal - Code 16 | | | \$24,500 |
| Specific Position Title | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
| Clerk - Summer K-6 | 1.00 | Approx. \$22/hour, 3 hours per day, 4 days a week for 4.5 weeks for 3 years | \$3,500 |
| Teacher Aide - Summer K-6 | 6.00 | Approx. \$22/hour, 3 hours per day, 4 days a week for 4.5 weeks for 3 years | \$21,000 |
| | | | |
| | | | |
| | | | |
| | | | |

| Employee Benefits | | |
|------------------------|--------------------------|----------------------|
| | | Subtotal - Code 80 |
| | | \$379,202 |
| Benefit | | Proposed Expenditure |
| Social Security | | \$379,202 |
| Retirement | New York State Teachers | |
| | New York State Employees | |
| | Other - Pension | |
| Health Insurance | | |
| Worker's Compensation | | |
| Unemployment Insurance | | |
| Other(Identify) | | |
| | | |
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BUDGET SUMMARY

| SUBTOTAL | CODE | PROJECT COSTS |
|------------------------|------|---------------|
| Professional Salaries | 15 | \$5,075,029 |
| Support Staff Salaries | 16 | \$24,500 |
| Purchased Services | 40 | |
| Supplies and Materials | 45 | |
| Travel Expenses | 46 | |
| Employee Benefits | 80 | \$379,202 |
| Indirect Cost | 90 | |
| BOCES Services | 49 | |
| Minor Remodeling | 30 | |
| Equipment | 20 | |
| Grand Total | | \$5,478,731 |

Agency Code: **400900010000**

Project #: **5880-21-1970**

Contract #: _____

Agency Name: **North Tonawanda CSD**

FOR DEPARTMENT USE ONLY

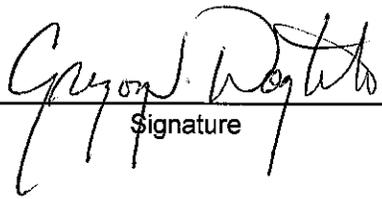
Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

| <u>Fiscal Year</u> | <u>First Payment</u> | <u>Line #</u> |
|--------------------|----------------------|---------------|
| _____ | _____ | _____ |
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| _____ | _____ | _____ |
| Voucher # | First Payment | |

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

2/17/2022 

Date Signature

Gregory J. Woytila, Superintendent
Name and Title of Chief Administrative Officer

Finance: Logged _____

Approved _____

MIR _____