

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

Summary & Background

NIAGARA CHARTER SCHOOL

400701860890

SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Submission Instructions

Submission Instructions

NIAGARA CHARTER SCHOOL

400701860890

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.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply**

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

NIAGARA CHARTER SCHOOL

400701860890

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	Timothy Hyland	hylandtimothy3@gmail.com	08/11/2021
LEA Board President	James C. Muffoletto	muffoletto@msn.com	08/11/2021

ARP-ESSER Allocation - Construction-Related Costs

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

NIAGARA CHARTER SCHOOL

400701860890

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.

The LEA engaged a diverse and representative set of applicable stakeholders in the development of the plan. Consultations took place in-person, via email, and phone. In addition, in August the school posted the tentative plan on the school's website. A message was sent on social media platforms, emails, and through the schools alert system to notify parents and other stakeholders the draft plan was posted. Using Google Forms, stakeholders were able to provide feedback to the draft. The feedback received was used to ensure the plan was developed with a focus on loss of learning and social emotional support. This was also shared with community agencies, such as the local boys and girls club, and community church. The school's Special Education Director and RtI team were consulted to ensure plan adequately addressed lost of learning gaps for special education students, as well as all students. The plan was discussed with school administration, business officials, teachers, parents, and outside community agencies to ensure the school's priorities were met. This included:

1. Supporting the safe return to in-person instruction and continuity of services;
2. Addressing the impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs;
3. Ensuring that such interventions respond to students' academic, social, and emotional needs; and
4. Addressing 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.
5. Other areas of student performance and need.

Once approved the plan will be revisited and an update provided to all stakeholders at many public board meetings.

ARP-ESSER Application: Part 2 - ARP Act

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

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.**

<http://www.niagaracharterschool.org/lea-arp-esser-plan/>

The plan is available electronically on the school's website under the ReOpening Tab. Printed hard copies are available upon request to the front office.

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.**

Prevention and mitigation strategies include a temporary outdoor structure to allow for Physical Education classes to take place outside even during inclement weather. The structure will allow students to participate in PE while practicing social distancing in an outdoor area by the school. In turn, the school's gym will be transformed into the cafeteria to allow for appropriate and necessary social distancing for students while eating.

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.**

Interventions and supports will be progress monitored by the school's new Intervention Specialist position and Literacy Specialist position. Monitoring will take place as well through the school's Response to Intervention team, which meets monthly. Students have been identified as at risk by assessing attendance data and academic performance. The NWEA benchmark assessments will be used as one of the main data collection tools, as well as the Fountas & Pinnell Benchmark assessment system.

The school's Intervention Specialist and Literacy Specialist will work collaboratively with teachers to implement interventions and progress monitor. The Intervention Specialist will also work collaboratively with the special education department and data coordinator. Data will be examined monthly at the school's monthly RtI meetings, as well as during grade level result meetings. In addition to the school's Intervention Specialist, the RtI team is comprised of school administration, counselors, nursing staff and teachers.

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.**

To address the impact of lost instructional time, the school has added the positions of literacy specialist and intervention specialist to the staff roster. The literacy specialist will use evidence-based intervention programs such as Literacy Footprints. Other research based programs such as The Units of Study, and Fountas and Pinnell Level Literacy will be used to address the impact of lost instructional time. The Intervention specialist will also use evidence-based interventions weekly with students, as planned with the teachers, to close academic gaps for students.

Other school curriculum for Amplify Science, Learning A-Z, TCI social studies, and Zearn math are also being purchased to address loss of learning during the pandemic.

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 remaining ARP ESSER funds will be used to fund a portion of the new ESL teacher position, a counselor salary, and employee benefits and health insurance for those positions. In addition, supplies and materials needed for these positions will also be purchased. Charging carts for chromebooks, furniture for the literacy specialist room and additional chromebooks were spent with remaining funds.

ARP-ESSER Application: Part 2 - ARP Act

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

7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Niagara Charter School serves a predominately low-income population of students of approximately 83%; in addition, the school's SWDs percent is approximately 20%. To address academic needs, students identified as at risk and in need of interventions will receive Leveled Literacy Intervention, and Academic Intervention services. Curriculum to support interventions will be purchased, and student progress will be tracked by analyzing data by socio-economic status, race, disability, if applicable, as well as by any other identified sub-groups. Niagara Charter School uses a data equity protocol provided through EL Education when analyzing data for trends by special populations and sub groups. This monitoring will be completed monthly at the RtI meetings and quarterly following each NWEA benchmark assessment. Monitoring of student progress will focus on four subgroups to include students of poverty, students with disabilities, english language learners, and minority student groups. To provided social emotional and mental health needs, students will also have access to a full-time school counselor.

ARP-ESSER Application: Part 2 - ARP Act

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

ARP-ESSER Return to In-Person Instruction

NIAGARA CHARTER SCHOOL

400701860890

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://docs.google.com/document/d/1bbJQHApr65ngWL_5h_noMTj4s_Quvyxvuy0MkeY84TU/edit?usp=sharing

The plan is available electronically on the school's website under the ReOpening Tab. Printed hard copies are available upon request to the front office.

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

2. An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(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 school's administration and leadership team will review and update the plan for in-person instruction every fall and spring season. Public input will be elicited by asking for public comment 30 days prior to the annual meeting of the board of trustees. The plan will be posted on the school's website and public comments and questions can be sent to the school's email address.

ARP-ESSER Application: Part 2 - ARP Act
LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

NIAGARA CHARTER SCHOOL

400701860890

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 (\$)	1,103,574
Total Number of K-12 Resident Students Enrolled (#)	350
Total Number of Students from Low-Income Families (#)	305

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

ARP-ESSER Application: Part 2 - ARP Act
LEA ARP-ESSER Plan - ARP-ESSER Use of Funds
ARP-ESSER LEA Base 90% Allocation - Use of Funds

NIAGARA CHARTER SCHOOL

400701860890

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	481,172
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.	28,528
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	200,702
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.	0
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	143,172

ARP-ESSER Application: Part 2 - ARP Act
LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	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.	250,000
Totals:	1,103,574

ARP-ESSER Application: Part 2 - ARP Act

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

ARP-ESSER LEA Base 90% Allocation - Budget

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

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-ESSER III revised-signed Niag. Charter Schl.pdf

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

ARP-ESSER_3_Budget_Narrativerevised 2021-2024 1.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	516,210
16 - Support Staff Salaries	0
40 - Purchased Services	276,681
45 - Supplies and Materials	132,670
46 - Travel Expenses	0
80 - Employee Benefits	166,732
90 - Indirect Cost	0
49 - BOCES Services	11,281
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,103,574

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (01/10)

☐ = Required Field

Local Agency Information

Funding Source:	ARP-ESSER III	
Report Prepared By:	Darci Novak	
Agency Name:	Niagara Charter School	
Mailing Address:	2077 Lockport Rd	
	Street	
	Niagara Falls	NY 14304
	City	State Zip Code
Telephone # of Report Preparer:	716-297-4520	County: Niagara
E-mail Address:	darcinovak@niagaracharter.org	
Project Funding Dates:	3/13/2020	9/30/2024
	Start	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			\$516,210
Specific Position Title	Full Time Equivalent	Annualized Rate of Pay	Project Salary
Literacy Specialist 2022-23	1.00	\$66,207	\$66,207
Literacy Specialist 2023-24	1.00	\$67,531	\$67,531
Literacy Specialist 2024 July 1 - Sept 30, 2024	0.25	\$68,884	\$17,221
Intervention/Special ED Teacher 2022-23	1.00	\$73,566	\$73,566
Intervention/Special ED Teacher 2023-24	1.00	\$75,037	\$75,037
Intervention/Special ED Teacher 2024 July 1 - Sept 30, 2024	0.25	\$76,540	\$19,135
Counselor 2021-22	1.00	\$45,500	\$45,500
Counselor 2022-23	1.00	\$46,410	\$46,410
Counselor 2023-24	1.00	\$47,338	\$47,338
Counselor 2024 July 1 - Sept 30, 2024	0.25	\$48,284	\$12,071
ESL Teacher 2021-22	0.375	\$37,000	\$13,875
ESL Teacher 2022-23	0.375013	\$37,740	\$14,153
ESL Teacher 2023-24	0.375	\$38,496	\$14,436
ESL Teacher 2024 July 1 - Sept 30, 2024	0.094993	\$39,266	\$3,730

SALARIES FOR SUPPORT STAFF			
			Subtotal - Code 16
Specific Position Title	Full-time Equivalent	Annualized Rate of Pay	Project Salary

PURCHASED SERVICES			
Subtotal - Code 40			\$276,681
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
1.) Literacy Footprints Digital Reader Licenses 19 Teacher Licenses @\$20 each; 400 Student Licenses @ \$10 each	Pioneer Valley Books (Literacy Footprints)	19 x \$20 = \$380 400 x \$10 ea. = \$4000	\$4,380
2.) Virtual Mentorship Program for 7 teachers for online course and match with an expert mentor for virtual coaching	The Modern Classrooms Project	\$495 per educator x 7 educators	\$3,465
3.) Amplify Science 6th Grade License for online curriculum and Amplify Science 5th & 6th Grade membership	Amplify	\$1,250 for license \$1,380 for membership	\$2,630
4.) 2 Days onsite professional development for 6th grade teachers Amplify Science Middle School: Grade Band orientation	Amplify	\$3,200 per day	\$6,400
5.) Online curriculum schoolwide licenses: Razz Plus & Headsprout	Learning A-Z	\$3,910 for the bundle	\$3,910
6.) Online Schoolwide Curriculum - TCI Social Studies Alive	TCI	1 online subscription for \$3,396 per year	\$3,396
7.) Zearn Math schoolwide online curriculum	Zearn	1 online subscription for \$2,500 per year	\$2,500
8.) Rental of Large weather resistant tent erected next to school building with heat. This will accommodate moving gym classes to the tent and moving lunchroom into the gymnasium to comply with social distancing rules for students at lunchtime.	All Seasons Rentals	\$25,000 per month x 10 months	\$250,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$132,670
Description of Item	Quantity	Unit Cost	Proposed Expenditure
1.) Fountas & Pinnell Benchmark Assessment Systems a) System 1, 3rd edition Grades K-2 Levels A-Z b) System 2, 3rd Edition Grades 3-8 Levels L-Z	11 System 1 & 8 System 2	\$456.88 for each	\$8,681
2.) Heinemann Grade 5 Units of Study Classroom Library Books	1 Set	1 set of 700 books (699 books @\$8.75 ea + 1 book @ \$10.75)	\$6,127
3.) Heinemann Grade 5 Units of Study Classroom Library Books - Below Benchmark	1 Set	1 set of 500 books @ \$8.60 ea.	\$4,300
4.) Fountas & Pinnell Leveled Literacy Intervention (LLI) : a) Orange System, Second Edition Levels A-E b) Green System, Second Edition Levels A-K c) Blue System, Second Edition Levels C-N d) Red System Levels L-Q e) Gold System Levels O-T f) Purple System, Second Edition Levels R-W	2 of Each System	a) Orange System \$3,117 ea. X 2 = \$6,234 (b) Green System \$3,672 ea. X 2 = \$7,344 c) Blue System \$3,573 ea. X 2 = \$7,146 (d) Red System \$5,321 ea. X 2 = \$10,642 e) Gold System \$5,321 ea. X 2 = \$10,642 f) Purple System \$5,321 ea. x 2 = \$10,642	\$52,650
5.) Pioneer Valley Literacy Footprints Complete Curriculum K-6 Set (Lessons, Curriculum & Books)	2	\$14,800 per set	\$29,600
6.) Technology Charging Stations/ mobile carts (Each Cart holds 30 tablets/chromebooks)	4 packets	\$1,282 each	\$5,128
7.) Furniture from School Specialty for Reading Intervention Specialist's classroom (new position) a) Shelves for Reading Intervention Specialist's Classroom (to store reading kits) b) Reading Table (Kidney Shaped) c) WhiteBoard easel	5 shelves: 2 table and 1 whiteboard easel	5 Shelves @ \$323 ea. = \$1,615; 2 Reading Table @ \$370 and 1 Whiteboard easel @ \$429	\$2,784

8.) Purchase of 100 chromebooks with Chromebook Education Platform	100	\$234.00	\$23,400

TRAVEL EXPENSES			
Subtotal - Code 46			
Position on Travel	Destination and Purpose	Calculation of Cost	Proposed Expenditures

Employee Benefits		
Subtotal - Code 80		\$166,732
Benefit		Proposed Expenditure
Social Security		\$39,490
Retirement	New York State Teachers Estimated @ 9.0% per yr	\$46,459
	New York State Employees	
	Other - Pension	
Health Insurance		\$80,783
Worker's Compensation		
Unemployment Insurance		
Other (Identify)		

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	
B.	Approved Restricted Indirect Cost Rate	
C.	Subtotal - Code 90	

For your information, maximum direct cost base = \$1,092,293.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

PURCHASED SERVICES WITH BOCES			
Subtotal - Code 49			\$11,281
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Rental of Science Kits and Curriculum for K-5	Monroe 1	23 Kits @ \$470.04 each and 1 Kit @ \$470.08	\$11,281

MINOR REMODELING		
Subtotal - Code 30		
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure

EQUIPMENT			
Subtotal - Code 20			
Description of Item	Quantity	Unit Cost	Proposed Expenditure

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$516,210
Support Staff Salaries	16	
Purchased Services	40	\$276,681
Supplies and Materials	45	\$132,670
Travel Expenses	46	
Employee Benefits	80	\$166,732
Indirect Cost	90	
BOCES Services	49	\$11,281
Minor Remodeling	30	
Equipment	20	
Grand Total		\$1,103,574

Agency Code: **400701860890**Project #: **0880-21-4342**Contract #: Agency Name: **Niagara Charter School****FOR DEPARTMENT USE ONLY**

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

12/10/2021

Date

Darci Novak

Signature

Darci Novak, CAO

Name and Title of Chief Administrative Officer

Fiscal Year**First Payment****Line #**

Voucher #

First Payment

Finance: Logged _____

Approved _____

MIR _____

BUDGET NARRATIVE

LEA: Niagara Charter School	FOR TITLE: ARP-ESSER III 2020-2024
BEDSCODE: 400701860890	

**** 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>	<ol style="list-style-type: none"> 1.) ARP-ESSER III Funds will be used for 2 new positions for the 2022-23, 2023-2024 and 2024 July 1 – Sept. 30, 2024 school years. A Reading Teacher (Literacy Specialist) and an Intervention/Special Ed Teacher. Both positions (each a 1.0 FTE) are needed for remediation and intervention services/instruction for our students returning to a full-time in-school academic year. They will help our students adjust and catch-up from the effects of the pandemic on their loss of learning. 2.) Counselor position for 2021-22, 2022-23, 2023-24 and July 1 – Sept 30, 2024. This position deals with the social, emotional and mental health needs of the students. Counselor will also deal with trauma experienced by students during the pandemic and transition back to in-person learning. 3.) ESL Teacher position (part-time) for 2021-22, 2022-23, 2023-24 and July 1 – Sept. 30, 2024. This position will work with ELLs to help them acquire fluency in English; both spoken and in the written word.
Code 16 <i>Support Staff Salaries</i>	
Code 40 <i>Purchased Services</i>	<ol style="list-style-type: none"> 1.) Literacy Footprints Digital Reader Licenses (Pioneer Valley Books): Literacy Footprints is a Guided Reading system designed for classroom teachers, intervention, ELL, Special Education teachers, and support staff who are teaching children to read and write. Powerful lesson cards accompany the high-quality leveled books in a variety of genres and follow Jan Richardson's "Next

Step" lesson format. Lessons also include word study and phonics instruction based on *The Next Step Forward in Word Study and Phonics*. Each kit also includes component materials designed by Jan Richardson

2.) **Virtual Mentorship Program for 7 teachers from The Modern Classrooms Project with an expert mentor for virtual coaching:**

An instructional model that serves students at all levels of understanding, both inside and outside the classroom. Provides an instructional model blended instruction, self-paced structures and mastery based grading.

3.) **Amplify Science 6th Grade License for online curriculum and Amplify Science 5th & 6th Grade membership:**

Amplify Science is a science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify Science for middle school has recently been rated all-green by EdReports.

4.) **Two (2) days of onsite professional development for 6th grade teachers for Amplify Science (Middle School):**

Amplify Science is a science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify Science for middle school has recently been rated all-green by EdReports.

5.) **Online schoolwide curriculum licenses for Razz Plus and Headsprout from Learning A-Z:**

Raz-Kids is an award-winning resource that provides a library of differentiated books at 29 levels of difficulty students use to practice reading in school, at home, or on the go. Digital and mobile access means that students get the personalized reading practice they need anytime, anywhere. And with easy-to-use online controls, teachers can quickly manage and track their students' reading progress in a matter of minutes. Headsprout is a research-proven kids' reading program that takes students on a digital journey to become better readers. With a cast of captivating characters to help them along the way, students' complete interactive online episodes that continually teach the critical foundational reading skills and comprehension strategies students need to excel in the classroom and beyond. The program's instruction is designed to adapt to each student's specific needs and learning pace, and has received favorable independent reviews for its effectiveness in a variety of classroom environments.

6.) **Online Schoolwide Curriculum – TCI Social Studies Alive:**

TCI curriculum resources and programs support the needs of students and educators with an easy-to-implement, interactive Social Studies curriculum that is comprehensive and promotes blended learning methods. With TCI, school districts get everything they need to support teachers in delivering immersive learning experiences.

	<p>7.) Zearn Math schoolwide online curriculum: Zearn's K-5 math program, Zearn Math, is designed by teachers to be an engaging and accessible math learning experience for all kids. It offers frequent checks for understanding, interactive visuals to keep lessons fun and entertaining, and precise feedback at the exact moment a student begins to struggle. The mastery based lessons ensure students only continue to new lessons after they have demonstrated understanding of a concept. This research-proven approach makes math concepts accessible and fosters deep understanding.</p> <p>8.) Rental of large weather resistant tent erected next to school building: This tent will be heated for use in the cold weather. This will accommodate moving gym classes to the tent and moving our lunchroom into the gymnasium area within our school building. This will create the space necessary to put us in compliance with social distancing rules for students at lunchtime.</p>
<p>Code 45 <i>Supplies and Materials</i></p>	<p>1.) Fountas & Pinnell Benchmark Assessment Systems (Heinemann): The Fountas & Pinnell Benchmark Assessment Systems are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments. 11 of the Systems 1 & 8 of the Systems 2 to be purchased.</p> <p>2.) Grade 5 Units of Study Classroom Library Books (Heinemann): The libraries aim to introduce as many authors and titles as possible, with books selected for high interest, richness (books that can be mined again and again), and quality of writing and content. To ensure all students have access to high-quality, high-interest books, libraries for students reading significantly below benchmark are available for grades 1–8. A helpful Guide (K–2, 3–5, 6–8) and a set of grade-specific tools help teachers organize the books and make them inviting and accessible to children. 1 set to be purchased.</p> <p>3.) Heinemann Grade 5 Units of Study Classroom Library Books – Below Benchmark: The libraries aim to introduce as many authors and titles as possible, with books selected for high interest, richness (books that can be mined again and again), and quality of writing and content. To ensure all students have access to high-quality, high-interest books, libraries for students reading significantly below benchmark are available for grades 1–8. A helpful Guide (K–2, 3–5, 6–8) and a set of grade-specific tools help teachers organize the books and make them inviting and accessible to children. I set to be purchased.</p> <p>4.) Fountas & Pinnell Leveled Literacy Intervention (LLI) from Heinemann: The Fountas & Pinnell Leveled Literacy Intervention is a powerful, short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turns</p>

	<p>struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons. 2 of Each System (Orange, Green, Blue, Red, Gold, Purple)</p> <p>5.) Pioneer Valley Literacy Footprints Complete Curriculum K-6 Set (Lessons, Curriculum & Books): Literacy Footprints is a Guided Reading system designed for classroom teachers, intervention, ELL, Special Education teachers, and support staff who are teaching children to read and write. Powerful lesson cards accompany our high-quality leveled books in a variety of genres and follow Jan Richardson's "Next Step" lesson format. Lessons also include word study and phonics instruction based on The Next Step Forward in Word Study and Phonics. Each kit also includes component materials designed by Jan Richardson and Michèle Dufresne to consistently support teachers throughout the lessons. 2 Sets to be purchased.</p> <p>6.) Technology Charging Stations/mobile carts: Each cart holds 30 tablets/chromebooks. The carts are used to store and charge chromebook devices and provide mobile computer labs for each classroom. 4 Packs of 3 per pack to be purchased.</p> <p>7.) Furniture from School Specialty for Reading Intervention Specialist's room: Furniture needed for new classroom to provide students with a conducive learning environment. 5 Shelves to store classroom reading kits; 2 kidney shape tables and 1 whiteboard easel to be purchased.</p> <p>8.) 100 Chromebooks with Chromebook Education Program: To replace devices that were broken and beyond repair. This will ensure each enrolled student has a device available to them for home and online learning.</p>
Code 46 <i>Travel Expenses</i>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 80 <i>Employee Benefits</i>	Costs for Social Security taxes at 7.65% on the Professional Staff Salaries (Code 15), TRS required contributions at an estimated 9.0% on the four (4) professional salary staff positions (Literacy/Reading Teacher, Intervention/SPED Teacher, Counselor and Part-time ESL Teacher) budgeted in Code 15. Also a portion of the health insurance on these Code 15 positions. These benefits are for the positions budgeted in each of the 3.25 years remaining on this grant

Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	Rental of Science Kits and Curriculum for K-5 from Monroe 1 BOCES: BOCES 4 Science has developed a comprehensive K-5 curriculum. This means that using all of our units of study will ensure that students have deep experiences in all performance expectations of NYS Science Learning Standards (NYSSLs).
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	