

DATE: March 13, 2025
KIND OF MEETING: **BRS**
PLACE: Board of Education Board Room
AGENDA REVIEW: A Board Review Session was held at 5:30 p.m.
CALL TO ORDER: The meeting was called to order by Mr. Petrozzi at 5:34 p.m.

MEMBERS PRESENT: Mr. Bass, Mr. Bilson (exited 6:41 p.m.), Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo
MEMBERS EXCUSED: Mr. Capizzi, Mr. McLeod

Other staff in attendance: Ms. Massaro, Mrs. Jacklin, Mr. Schwertfager, Mr. Smeal, Mrs. Buchman, Ms. Doerr, Mr. Wojton, Mr. Carella, Mrs. Buchman, Mr. Granieri, Mrs. Glaser. Attorney Mr. Massaro.

Mr. Laurrie introduced Mr. Booker and extoled him for raising a substantial amount of funding for Say YES Niagara Falls, through his numerous contacts.

Booker College Planning: Mr. Allen Booker (guest) provided an overview of his credentials and the history of his company, which was established in 2007. Services provided include assistance with college applications, financial aid (FAFSA) and scholarship applications and review of financial aid offer/award letters. His background is in the higher education industry, including working in Admissions and EOP.

Also, assistance to students and families in navigating credible scholarship databases and offerings, including the NFHS Scholarship Bulletin, holding personalized meetings with students and their parents through face-to-face or virtual appointments, and assistance with college essay development.

Booker College Planning offers College Readiness seminars, including information on preparing for college, navigating the common application and college affordability and funding.

Services were provided to 50 NFHS students from 9/1/24 to 3/7/25. Outcomes include providing college application support; College destinations chosen include Buffalo State University, Clark Atlanta University (HSBCU), SUNY Fredonia, Niagara University, SUNY Niagara, and University at Buffalo.

Students are receiving offer letters outlining financial aid packages from prospective colleges. These offers include a combination of Federal and State grants, merit-based scholarships, and loans.

Merit-based scholarships awarded to our students include:

Niagara University Full Flight Scholarship: \$3,990/yr.

Niagara University Trustees' Scholarship: \$25,000/yr.)

Buffalo State University Presidential Scholarship: \$16,000 (\$4,000/yr.)

NU Dean's Scholarship: \$20,000/yr.

Canisius College Ignatian Scholarship: \$92,000 (\$23,000/yr.)

SUNY Fredonia President's Award for Excellence: \$24,000 (\$6,000/yr.)

BCP also is working with 149 PTECH students, and with 11 Early College program students; and 29 students studying Mastering the Academic Environment.

Insights shared include:

There is a significant increase in students choosing local institutions with commuting options; students are increasingly scheduling follow-up meetings to explore their options; there is growing parental engagement through phone calls, text messages, and virtual meetings.

Mr. Booker maintains a fixed location in the high school's second-floor library for student accessibility and receive regular student referrals from faculty, administration, and school counseling staff.

He offers diverse contact methods (text, phone, and virtual) to accommodate student preferences, accommodates family schedules with evening and weekend availability.

Mr. Laurrie added that this service complements school counselors, whose large case loads and diversity of concerns preclude them assisting in this manner.

2025-2026 General Fund Budget STAR/Enhanced STAR – Mr. Laurrie/Mrs. Holody

Mr. Laurrie explained that the legislature has released its house proposed budget numbers this week.

Changes to the draft budget document include:

A reduction of \$550,794 in staff paid from grants;

An estimated 10% increase in both general liability insurance premiums and Special Education tuition and costs for other services paid to BOCES.

An estimated seven percent increase in health premiums for both active and retired employees;

An estimated 5% rate increase in tuitions, and an estimated 8% increase in payments to the charter school.

An estimated increase in transportation costs CPI of 4.1%

The addition of \$ 451,163 to fund summer programming including High school credit recovery, ESY, and Camp Wolverine.

The budget reflects an increase from the current year of 3.94% without ABOFA project and 5.97% including ABOFA.

Mrs. Holody explained why the STAR tax exemption it is no longer a complete exemption for many seniors.

The amounts of STAR and Enhanced STAR have changed. These exemptions reduce the amount of home evaluation on which school tax is based. New York State makes that determination. These rates have decreased over the years, causing residents to pay more tax. Taxpayers' income also play a part, as some relief is income sensitive. The District tax levy has remained unchanged.

Mr. Laurrie reviewed the recommendations of the Senate and Assembly.

In response to a question from Mr. Cancemi, Mr. Laurrie shared that 15 students are interested in serving on the Board of Education.

A review of the agenda was held.

COMMENTS:

Lasalle Prep is the 2024-25 New York State Robotics Champions and has qualified for the World Championship. Gaskill finished second in the competition. NFHS made it to their finals but fell short. They did win the innovative award. Eight Lasalle students have qualified for the world tournament in Dallas, Texas, in May. Eight students and four coaches will attend.

The Rotary Club is donating dictionaries to all students in grade three.

Tomorrow, March 14, 2025, at NFHS in the Auxiliary Gym is our first "PI Day" as a PTech and STEM activity at NFHS. Thank you to Ronni McGrath, Kate Johnson, Madison Dalporto, Bhawna Chowdary and our partners at SUNY Niagara and Moog Industries. Our students will build catapults, eat pie from SUNY Niagara Culinary students and hopefully consume pizza pies as well. Students from all levels will participate and be engaged. 100 students.

Our PreK 3 and 4 and 2025-26 Head Start applications are now available. Tell anyone who may need to start their child in school.

Plans are underway for our annual Reverend Dr. Martin Luther King celebration on Tuesday, April 8th at Bond Primary School at 6 p.m.

DATE: March 27, 2025
KIND OF MEETING: ARS
PLACE: Board of Education Board Room
AGENDA REVIEW: A Board Review Session was held at 5:30 p.m.
CALL TO ORDER: The meeting was called to order by Mr. Petrozzi at 5:30 p.m.
MEMBERS PRESENT: Mr. Bilson, Mr. Cancemi, Mr. Capizzi Mrs. Dunn, Mr. McLeod, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo
MEMBERS ABSENT: Mr. Bass (excused)

Mr. Laurrie presented Mr. McLeod with a certificate of completion for his mandated training.

Head Start Policy Council

Mr. Laurrie introduced the Policy Council, a required body of Head Start parents and community members who help lead and make decisions about their program. Policy Council members are elected by the parents of children enrolled in the program. Parents often join the Policy Council after serving on a parent committee.

Each member of the body in attendance introduced themselves, speaking briefly on their role in Policy Council, and what Head Start has meant to them and their child and family.

Dana Shank, HS/EHS Administrative Assistant/Child & Family Data Specialist, attended as well, and shared her story of involvement with the program.

Policy Council Parent Representatives:

- Lecheay Renford (Monte), Policy Council Chair and member of the DiFrancesco Head Start Parent Committee. Mr. Renford has two children, one at Head Start.
 - David Kubiak, Policy Council Vice Chair and Chair of the CEC Early Head Start Parent Committee. The Kubiaks have five children, one in Head Start.
 - Jessica Kubiak, Policy Council Parent Representative and Vice Chairperson of the CEC Early Head Start Parent Committee
- Policy Council Community Representative:
- Michele Timby, Niagara Falls Public Library Children's Librarian. Ms. Timby does story time with the Head Start children as well as serving on Policy Council.

Mr. Laurie shared that this is a federal program through Health & Human Services, but despite uncertainty at the federal level, the District is committed to the program and is watching developments carefully. The District is at work on ways to maintain education at the earliest ages in any case.

2025-2026 General Fund Budget – Mr. Laurie/Mrs. Holody/Mrs. Jacklin

Mr. Laurie shared that nothing has been adjusted on the revenue side. The Foundation aid is the only uncertainty, but it will be approximately \$7 million.

Changes to the draft budget document include:

\$631,163 for summer programming to include HS credit recovery, ESY, ELP and Camp Wolverine

Expiring grants include funds of 165,000 for STOP and McKinney-Vento

A gap of \$4,679,796 exists before use of reserves or fund balance

Total projected rev plus reserves \$198,925,895

Total projected appropriations \$202,690,136

Final Projected GAP (Total Revenue - Total Approp) \$3,764,241.00.

The budget elects an increase of 4.10% percentage including in budget without ABOFA project; 6.12% with ABOFA.

Mr. Laurie thinks there is enough money in the current year's budget to purchase the two salt trucks that the Facilities Administrator recommends. A bid will be put out shortly.

The State will be late with the budget.

A brief review of the agenda was held.

The Board entered executive session 6: 15 at on a motion by Mr. Vilardo seconded by Mr. Cancemi, for the purpose of discussing a personnel matter that may lead to the promotion or assignment of a person.

All in favor.

The Board exited executive session at 6:55 on a motion by Mr. Bilson seconded by Mr. Vilardo.
All in favor.

REGULAR MEETING CALL TO ORDER

Pledge of Allegiance by Alexianna Dolson, a student at Cataract Elementary School.

Reflection

Roll Call

Mr. Bilson ,Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo

MEMBERS ABSENT: Mr. Bass, Mr. Capizzi, Mr. McCleod. (all excused)

Letters and Communications

Oral Communications - Public Comment on Agenda Items

Written Communications – None.

Recommended Actions from the Superintendent of Schools - Routine Matters

The following were approved on a motion by Mr. Cancemi seconded by Mr. Paretto.

MINUTES – February 2025 (SG 4)

APPROVAL OF BUDGET TRANSFER - #8 (SG 3)

The vote was as follows:

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

Approval of the Bids – (SG 3) None

The following were received and filed:

TREASURER'S REPORT – JANUARY 2024 (SG 3)

BUDGET STATUS REPORT – FEBRUARY 2025 (SG 3)

The following was approved on a motion by Mr. Cancemi seconded by Mr. Paretto.

PERSONNEL REPORT – CERTIFICATED (SG 2) (Attached).

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

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The following was approved on a motion by Mr. Paretto seconded by Mr. Vilardo.

PERSONNEL REPORT - CLASSIFIED (SG 2) (Attached). *Mr. Laurrie spoke about Congratulated Dr. Jo A. Silvaroli on her retirement, accepting her retirement with regret and appreciation. Her work during COVID was invaluable, she led the District through it with intelligence, passion, compassion and he wishes her health and peace in her next phase of life.*

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

The following were approved on a motion by Mr. Vilardo seconded by Mr. Cancemi

REPORT FROM COMMITTEE ON SPECIAL EDUCATION (SG 1)

RECOMMENDATION:

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

The following were approved on a motion by Mr. Vilardo seconded by Mr. Cancemi.

REPORT FROM COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (SG 1)

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

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The following was approved on a motion by Mr. Bilson seconded by Mr. Cancemi.

SHORT-TERM CONTRACTS (SG 1)

1. Cold Narly Generation LLC Music Academy for Big Picture Students
\$3,500.00 A2110.409.045.2280 March 12 – May 7, 2025
2. Niagara University Adult ENL Program \$9,035.50 F2110.400.098-2825 March - April 2025
3. Buffalo Hearing and Speech Center Independent Bilingual Speech Evaluation
\$120.00 per hour Plus mileage F2250.404-098-0725 March, 2025
4. Play University Niagara Falls, NY Week of the Young Child Activities
\$600.00 A2110.400.045.2280 April 10, 2025
5. Dan Cappellazzo Alumni Poster Series \$3,750 A1480.400.007 April, 2025
6. Surdej Web Solutions Budget Newsletter Copy and Photos \$1,200.00
A2110.400.045.2280 March, 2025
7. Lisa McNair Keynote Speaker Rev. Dr. Martin Luther King
Awards Celebration \$4,090.00 A1480.400.007 April 8, 2025
8. Feelings Rock Music Instruction PD Hyde Park \$100.00
F2510.400.098.3125 April 7, 2025

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.
Nays: None.
Carried.
Carried.

The following was approved on a motion by Mr. Bilson seconded by Mr. Paretto.
HEAD START REPORTS Attached.

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.
Nays: None.
Carried.

Unfinished Business
None

New Business
The following was approved on a motion by Mr. Bilson seconded by Mr. Vilardo.

6.01 Approval of the Continuation Application for the 2025/2026 Head Start/Early Head Start Grant ([SG 1, 3](#))

WHEREAS, On January 2nd 2021, the City School District of the City of Niagara Falls (hereafter known as “The District”) submitted an application to become the provider of Head Start/Early Head Start services in Niagara Falls, NY; and

WHEREAS, The District was awarded the Head Start/Early Head Start Grant on September 8th, 2021, the District received the official grant award notice, called Notice of Award, for the Head Start/Early Head Start Grant; and

WHEREAS, The Head Start/Early Head Start Grant is funded from 09/01/2021 through 06/30/2026; and

WHEREAS, The Notice of Award indicates that the project period for Year 5 of the Head Start/Early Head Start Grant is 07/01/2025 – 06/30/2026, with a combined funding of \$2,438,041.00; and

WHEREAS, \$1,701,107.00 has been allocated to the Head Start Program. \$759,205.00 has been allocated to the Early Head Start Program. \$34,219.00 has been allocated to Training and Technical Assistance; and

WHEREAS, The Department of Health and Human Services, which is the department of the Federal Government that oversees the Head Start/Early Head Start Grant, has requested that the Governing Board, which has been designated as the Niagara Falls City School District Board of Education, approve the continuation application narrative for the 2025/2026 Head Start/Early Head Start project period, therefore be it

RESOLVED, That the Board of Education approves the attached continuation application narrative for the Head Start/Early Head Start Grant project period of 07/01/2025 – 06/30/2026; be it further

RESOLVED, The District Clerk has the authority to secure the signature of the President of the Board of Education; and be it further

RESOLVED, The President of the Board of Education is designated as authorized to sign the attached Continuation Application.

CITY SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS, NY #02CH012103
HEAD START / EARLY HEAD START

NON-COMPETING CONTINUATION GRANT APPLICATION 07/01/2025-06/30/2026

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Introduction & Background

The Niagara Falls City School District (NFCSD) is submitting this Non-Competing Continuation Application for the District's Head Start / Early Head Start Program for the upcoming budget period providing funding from July 1, 2025 through June 30, 2026. The City School District of the City of Niagara Falls (the District) was awarded the Head Start / Early Head Start Program Grant in September 2021 as per the Notice of Grant (NOA) dated 09/08/2021. From September through December 2021 an interim grantee continued administering the Head Start / Early Head Start program. The NFCSD hired the employees previous employed by the interim grantee to ensure continuity of the overall HS/EHS program for children, families, and staff. As a new grantee, the NFCSD began full administration of the Head Start / Early Head Start grant on January 1, 2022; thus, we only operated the program serving children for a six-month period (January – June 2022) of Fiscal Year 2022 – 2023. As a result, our Baseline Application submitted in year one generated limited data as we were just open a few months when it was due. At the time of writing this Non-Competing Continuation Application the program has been in operation for just over 3 years as a new first time Head Start grantee and approximately 6-months into our third full school / program year.

Section I. Program Design and Approach to Service Delivery

This Program Design and Approach to Service Delivery follows the guidelines for the Continuation Application.

Subsection A: Goals

There are no additions, deletions, or revisions to the program goals. The Niagara Falls City School District's Head Start / Early Head Start maintains the following program goals as outlined in the District's Baseline Application. The scope of work under the Head Start / Early Head Start grant for subsequent funding years is grounded in these original established program goals and objectives. It is anticipated that program goals and objectives may change following our first five-year funding cycle operating Head Start / Early Head Start under the administration of the District. Progress to-date for each program goal is in bold italics in the chart below.

Program Goal 1: All NFCSD HS/EHS children will receive a high-quality education that ensures they are ready to succeed in school while respecting families as primary partners in their children's education.	
Objectives	Activities/Action Steps and Methods to Meet Objectives
1. All NFCSD HS/EHS classrooms will provide high-quality, culturally responsive	<ul style="list-style-type: none"> Conduct pre-and post-CLASS observations in HS classrooms <p><i>Progress: Pre-CLASS observation completed for the current school / program year. Average CLASS Score</i></p>

<p>learning environments as measured by the Classroom Assessment Scoring System (CLASS) and Teaching Strategies Gold scores.</p> <p>2. All NFCSD HS/EHS classrooms will provide a high-quality socially and emotionally responsive learning environment as measure by Pyramid Model professional practices indicators</p>	<p>are as follows: Emotional Support – 5.7, Classroom Organization – 5.4, and Instructional Support – 5.2. All exceeding the minimum threshold scores per the Head Start Program Performance Standards.</p> <ul style="list-style-type: none"> • Provide and/or facilitate coaching activities based upon CLASS and Teaching Strategies Gold (TSG) benchmarks <i>Progress: Math, language and literacy trainings for teachers completed. Pyramid Model Preschool training for HS and Pyramid Model Infant – Toddler training for EHS. Second Step Curriculum Training for HS.</i> • Provide and/or facilitate professional consulting related to CLASS and TSG <i>Progress: Training provided by TSG Early Learning Solutions Specialist pertaining to lesson plans, DAP, and cloud access for resources and professional development was held during pre-service with follow up and ongoing support throughout the school / program year.</i> • Teachers utilize the Early Childhood Environment Rating Scale (ECERS) in HS classrooms and Infant Toddler Environment Rating Scale (ITERS) in EHS classrooms to establish quality in all early learning environments <i>Progress: ECERS and ITERS are utilized annually in beginning of the school year as the foundation for classroom arrangement. Initial training on both ECERS and ITERS was provided during pre-service in 2022 – 2023 with continued support and follow-up training in subsequent years as a component of our program’s participation in QUALITYstarsNY. Throughout the school year, teachers refer to ECERS-3 and ITERS-3 to ensure their classrooms are developmentally appropriate. Inventory of Practice (IOP) is also utilized as a key component of the Pyramid Model.</i> • Develop strategies to increase attendance of children <i>Progress: Systems and processes have been put in place for family service team to follow-up and support families that has resulted in improvement in attendance since taking over the program in January 2022.</i> • Provide staff training on Pyramid Model (PM) <i>Progress: HS teaching staff received PM training in the spring of 2022. EHS staff completed PM training in fall 2023.</i> • Conduct PM indicators assessment <i>Progress: All teaching staff completed a personal Inventory of Practice (IOP) to identify training needs and develop a plan of action. The IOP is also used by the practice-based coach as a tool to provide professional development and guidance.</i> • Provide and/or facilitate coaching activities based upon the assessment of Pyramid Model indicators <i>Practice-based coach from Niagara University provided training since September, while using the Inventory of Practices as a tool for targeting indicators and providing intentional coaching.</i>
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	<p><i>Coaching supports have evolved during this current school / program year and provided by multiple partners.</i></p> <ul style="list-style-type: none"> • Partner with behavioral health and mental health consultants when needs are identified that require functional behavior support plans and top tier interventions. <p><i>Progress: Partnership is in place with BestSelf Behavioral Health that includes intern, consultations, resources and supports that meet the Head Start Program Performance Standards. This includes training and coaching in classrooms on Child Directive Skills utilizing the evidence-based model of Teacher-Child Interaction Training. The associate director of The Institute on Trauma and Trauma-Informed Care, Buffalo Center for Social Research, UB School of Social Work, has provided services both in the classroom and one on one with staff. Additionally, during the current school / program year the Head Start Management Team received professional development on Trauma Informed Care for Supervisors and all staff received professional development on Trauma-Informed Care 101 – An Introduction.</i></p> <ul style="list-style-type: none"> • Partner with Niagara University Early Childhood Initiatives for professional development and coaching support <p><i>Progress: Initially, practice-based coach observes in classrooms on regular basis and meets with teaching teams. NU also provided professional development with a focus on language and literacy. Many HS teachers attended the Early Childhood Mental Health Summit at Niagara University in 2023. We have now added coaching supports from PEDALS – Positive Emotional Development and Learning Skills along with the Second Step Curriculum. We are also growing our own internal coaches during the current school / program year.</i></p>
<p>Program Goal 2: All NFCSD HS/EHS children will receive culturally and linguistically responsive high-quality health, mental health, and nutrition services to ensure they are ready to succeed in school. Services will engage parents as lifelong learners and primary partners, support families in making connections with peers and community, improve parent and child relationships, and improve family well-being.</p>	
Objectives	Activities/Action Steps and Methods to Meet Objectives
<ol style="list-style-type: none"> 1. All children enrolled in NFCSD HS/EHS will achieve healthy indicators in the areas of health and nutrition. 2. All families will be engaged and informed of their child's health status and will be provided opportunities and 	<ul style="list-style-type: none"> • Ensure timely health, dental, vision, and hearing screenings and referrals <p><i>Progress: Our Health Coordinator completes vision and hearing screenings are completed in-house as well as the child's physical as indicated on the physical form indicates they have not already been performed by a physician. All screenings are completed within 45 days of each child's first day in the program. Partnership with University Pediatric Dentistry – hygienist visits center every two months to conduct dental screenings.</i></p> <ul style="list-style-type: none"> • Partner with Community Health Center, University of Buffalo Dental Clinic, Help Me Grow, WIC, BestSelf

<p>supports to ensure their child's identified health needs are met.</p> <p>3. All classrooms will demonstrate trauma-informed practices to establish a healthy, nurturing, and supportive environment for children, families, and staff.</p> <p>4. All NFCSD HS/EHS children and their families will receive comprehensive social and emotional support and services for healthy development and overall well-being.</p>	<p>Behavioral Health, Cornell Cooperative Nutrition Program, Niagara University Nursing Department, Niagara County Health Department, and other community-based health and mental health organizations to access resources and services.</p> <p><i>Progress: Representatives from all above listed community partners serve on the Health Service Advisory Committee. All serve as partners and provide resources and services to our program.</i></p> <ul style="list-style-type: none"> • Partner with health insurance providers and facilitated enrollers to help families access health insurance and link them to a medical home <i>Progress: 100% of our enrolled families have health insurance. Fidelis Health is a partner and serves on our Health Services Advisory Committee (HSAC).</i> • Access the expertise of the district's medical director. <i>Progress: The District Medical Director provides instrumental guidance with individual health care plans, health alerts, and guidance as it pertains to any health and/or medical related matters. Also, provides guidance pertaining to staff and child incident reports and best practice/policies pertaining to the children and staff health while in the centers.</i> • Utilize the collective expertise and resources of the already established HS/EHS Health Advisory. <i>Progress: The Health Services Advisory Committee has been established and meetings held biannually. The committee consists of policy council members, parents, community members and representatives from several organizations in the health care field, including pediatrics, pediatric dentistry, lead prevention, mental health. A mental health/behavioral health/wellness sub-committee has been formed during the current school / program year.</i> • Develop strategic partnerships with and access the services of early childhood mental health consultants and trauma-informed care organizations in the community <i>Progress: The associate director of the University of Buffalo Institute of Trauma and Trauma Informed Care (ITTIC) has partnered with us to complete observations in classrooms, and work with staff to offer mental health care pertaining to the classroom. The Infant and Toddler Mental Health Specialist from the Child Care Community Clearing House of Niagara has partnered with our EHS center, and provides services for the EHS teachers. A new partnership with BestSelf Behavioral Health was added this year that enhances this aspect of the program.</i> • Provide staff training in Trauma-Informed Care (initial and follow-up training) <i>Progress: Introduction Training in Trauma-Informed Care took place during pre-service 2022, provided by the ITTIC, and a follow up training on Trauma-Informed Care: Understanding the Relationship Between Trauma and Social-Emotional Wellness was</i>
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	<p><i>provided during the January 2023 professional development day by an education consultant. During the current school / program year both ITTIC and BestSelf have provided professional development on this topic with additional supports and resources to ensure we meet the Head Start Program Performance Standards.</i></p> <ul style="list-style-type: none"> • Access resources from the NYSA of Infant and Early Childhood Mental Health <i>Progress: Resources and supports shared with staff by the Infant and Toddler Mental Health Specialist</i> • ACES Training is provided to all staff from NYS OCFS <i>Progress: Adverse Childhood Experiences (ACEs) Training provided by education consultant Christine Fecio during pre-service. Both ITTIC and BestSelf have delivered follow up trainings on this topic with additional supports built in during the current school / program year. Including Mental Health First Aid for staff and parents.</i> • Family services staff receive train the trainer in Pyramid Model training for families: Parents Interacting With Infants (PIWI) and Positive Solutions for Families so that they can provide training and resource supports to NFCSD HS/EHS families. <i>Progress: Family services staff received training on Parents Interacting With Infants. PIWI workshops provided in collaboration with Parent Network of WNY and Niagara University have taken place at our EHS center, and Positive Solutions for Families is scheduled to take place in April and May 2024 for preschool aged children. These were also offered in Spring 2023.</i> • Partner with the Parent Network of WNY and District's Focus of Families to provide parents with training using a valid and reliable parenting curriculum. • <i>Progress: The Parent Network of WNY provides the following parent education programs for our parents annually: Positive Solutions for Families & Parents Interacting With Infants. In a partnership with the District's parent education program, Focus on Families, information is shared with HS and EHS families regarding parenting programs using the Incredible Years curriculum and other events such as toddler play groups.</i> • Track child, family and PIR data in ChildPlus <i>Progress: The family services team, along with teaching staff, data entry and family advocate's monitor ChildPlus for compliance daily, weekly, and monthly, as needed per area. The Administrative Secretary/ChildPlus Specialist updated our ChildPlus database to ensure alignment to the most current PIR. She has added tabs in several areas to make the database more user friendly and ensure compliance. Various ChildPlus reports are generated regularly for quality assurance and oversight. PIR data is reviewed by the HS/EHS management team quarterly and used for planning monitoring purposes.</i>
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	<ul style="list-style-type: none"> • Opportunities will be provided for both HS/EHS staff and families to participate in Mental Health First Aid Training (MHFA). Progress: A partnership with BestSelf Behavioral Health was developed in spring/summer 2023 and they provided this MHFA training during the 2023 – 2024 school / program year and additional trainings are being offered for parents and staff during the current school / program year. • MHFA pre-and post-training data will be collected and analyzed Progress: This is being implemented during the current 2024 – 2025 program / school year.
Program Goal 3: NFCSD HS/EHS will strengthen parent/family engagement in all aspects of the program so that parents/families will nurture their child’s learning and development in order for their child to be successful in kindergarten and beyond; while also improving their own skills and building their family’s functioning capacity.	
Objectives	Activities/Action Steps and Methods to Meet Objectives
<ol style="list-style-type: none"> 1. NFCSD HS/EHS will strengthen existing and establish new strategic partnerships within the community to facilitate coordinated systems improvements and ease of access for NFCSD HS/EHS families as measured by MOUs, Partnership Agreement, and family outcomes survey data. 2. NFCSD HS/EHS families will demonstrate increased family functioning as measured by family outcomes data. 	<ul style="list-style-type: none"> • Develop Family Outcomes Survey Progress: Family Outcomes Survey was developed and administered at the end of 2023 – 2024 school / program year during the final home visit. • Administer Family Outcomes Survey and establish baseline data Progress: 2023 – 2024 was the first year administering the Family Outcomes Survey at the culmination of our first full school / program year. Results were highly favorable and we are refining the process for future years. Revisions have been made as we plan for this to be utilized at the culmination of the current school / program year. • Develop MOUs and Partnership Agreements with community-based partners Progress: Various partnerships are in place and more continue to evolve. Some such as the University of Buffalo Institute of Trauma and Trauma Informed Care (ITTIC) are existing partners to the NFCSD and HS / EHS has been included. Additional partnerships have been developed with University Pediatric Dentistry, Niagara University, Help Me Grow WNY, Parent Network of WNY, PEDALS, Foster Grandparent Program, Childcare Clearinghouse of Niagara, Child Advocacy Center and BestSelf Behavioral Health. • Review and revise the Family Partnership Agreement used by the interim grantee with input from families and the family services team Progress: The Family Partnership Agreement was revised after receiving input from families and Training and Technical Assistance Specialists. • Analyze the development and completion of goals established in the Family Partnership Agreement process to improve programs and services Progress: This was completed over the summer of 2022 and strengthened in the summer of 2023 based upon the Family Partnership Agreement process already in place when we took over administration of the program from the interim grantee. It was further

	<p><i>refined in summer 2024 with support from Training and Technical Assistance.</i></p> <ul style="list-style-type: none"> Continue to develop resources and processes to collect and analyze family outcomes data <i>Progress: Training and Technical Assistance has provided initial and subsequent trainings for the family services team to enhance this area. A training for our HS / EHS Management Team was held in the summer of 2024. An additional training is being planned for the summer of 2025 for the HS/EHS Management Team on data collection, analysis and interpreting data to make informed decisions to strengthen this area even further.</i> Track and analyze data gathered from parent/family engagement and training activities <i>Progress: Systems have been developed and implemented to strengthen this area.</i> Roster of parents/families and staff attending trainings <i>Progress: Sign in/out sheets for parent/family and staff trainings are documented and maintained in program files. Staff and parents also complete a survey following all professional development, trainings, and workshops.</i> PIR data collected in ChildPlus <i>Progress: PIR data is input and tracked in ChildPlus. Data is checked periodically for quality assurance.</i> Update Community Needs Assessment (CNA) <i>Progress: Our Community Needs Assessment was updated in 2024. Findings inform decisions regarding HS / EHS program design and potential Change of Scope Amendment in the future. We also utilize community needs data from our community partners. Several community needs were identified by our partners at the Niagara County Health Department and Niagara Falls Memorial Medical Center and shared with us to update our community needs assessment. Additional data was obtained by secondary sources such as data collected by the New York State Department of Health, U.S. Census Bureau and County Health Ranking and Road Map.</i> Use analysis of CNA to respond to emerging and changing needs to better meet the needs of the HS / EHS families in the city of Niagara Falls <i>Progress: Recent Community Needs data was shared with us by various community partners. This data is analyzed along with district and HS / EHS child and family data to inform our program decisions and better meet the needs of children and families. Our updated CNA data is reflected in this Non-Competing Continuation Application and informs program decisions.</i>
Program Goal 4: All NFCSD HS/EHS children with disabilities will experience high-quality inclusive learning environments, and parents work to improve their skills as advocates to ensure children are ready to succeed in school.	
Objectives	Activities/Action Steps and Methods to Meet Objectives
1. All children enrolled in NFCSD HS/EHS	<ul style="list-style-type: none"> Strengthen existing relationship between the HS/EHS disability services coordinator and CPSE chair and Early

<p>with an Individualized Education Plan (IEP) or an Individualized Family Service Plan (IFSP) will demonstrate growth in goal attainment described in their individual plan.</p>	<p>Intervention director to ensure strong coordinated and collaborative communications are maintained Progress: Strong partnerships have been formed between the Head Start Education Supervisor who oversees disabilities and both the district's Committee for Preschool Special Education chair and the Early Intervention (EI) director of Niagara County. After collaborative meetings with the mentioned parties, systems have been established to ensure a smooth process when referring a child for evaluation. Expectations are clear and communication is strong. All education staff received initial training in the referral and evaluation process during preservice in August 2022 and annually in subsequent years. This area continues to be strengthened as the program evolves.</p> <ul style="list-style-type: none"> • Ensure effective multidisciplinary team meetings and other collaboration meetings are used to proactively address individual children's strengths and needs. Progress: Multidisciplinary Team (MDT) meetings are held monthly, and include the child's teacher, family advocate, education supervisor (disabilities manager) and center director. Others may be asked to join if necessary, such as an early childhood coach or therapist. Children's strengths and needs are discussed, and determinations are made regarding the referral process or modifications to children's individualized plans. The education supervisor (disabilities manager) advises and provides paperwork pertaining to a referral if needed, so the process is efficient with no delay. • Establish collaborative relationships between HS/EHS teachers and therapists and other service providers to ensure coordinated efforts that support attainment of goals identified in the Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) Progress: Service Provider contacts are completed every November, February and May – teachers contact each therapist an individual child sees, and completes a form with a thorough progress update. Teachers incorporate IEP and IFSP goals into their weekly lesson plans, and individualize for every child in the classroom. All staff maintain flexibility in their schedules to ensure therapists are able to visit the center and conduct their therapy session with the children. • Conduct pre-and post-CLASS assessments Progress: Pre-CLASS assessment completed in HS classrooms by the education supervisor, a certified CLASS observer. Our classroom CLASS Scores exceed the threshold established by the Head Start Program Performance Standards as follows: Emotional Support – 5.7, Classroom Organization – 5. 4, and Instructional Support – 5.2. • Pyramid Model Indicators assessment Progress: Inventory of Practices for Promoting Social-Emotional Competence is utilized by all HS and EHS
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	<p><i>teachers to identify individual needs, establish goals and action plans in consultation with their coach.</i></p> <ul style="list-style-type: none"> • Provide Pyramid Model resources, training and supports for families <i>Progress: Parents Interacting With Infants (PIWI) and Positive Solutions for Families workshops are offered annually for families to attend.</i> • Partner with the Parent Network and other programs to support families in developing advocacy skills. <i>Progress: Opportunities are being provided to families through the PIWI and Positive Solutions evidence-based programs offered to parents in partnership with the Parent Network.</i> • Family outcomes data collection <i>Progress: This area has been strengthened since first taking over administration of the program in January 2022 and continues to evolve. Trainings and Technical Assistance Specialists assigned to our program have provided training to our family services/ERSEA coordinator and our family services team. This area continues to be strengthened as the program evolves. In June/July 2025 it will be the culmination of our third full HS / EHS school / program year of family outcomes data collection. This data will be assessed to determine family outcome measures with ongoing assistance from T & TA Specialists.</i>
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3. School Readiness Goal Alignment

There have been no changes made to our School Readiness Goals. We developed and submitted our detailed School Readiness Goals and Alignment document as an attachment to our previous Continuation Application.

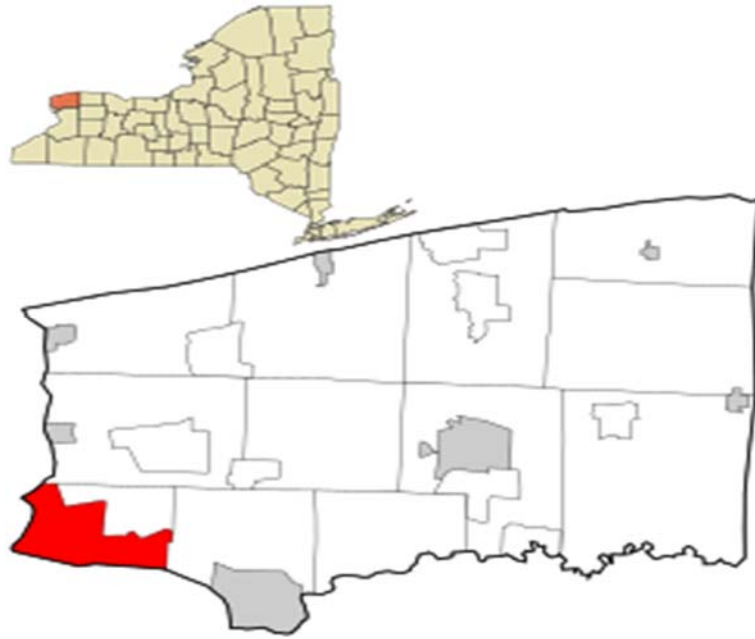
Our School Readiness Goals and Alignment document includes each domain of the Head Start Early Outcomes Framework (HSEOF) aligned with our school readiness goals, as well as New York State Early Learning and Development Standards. This alignment includes the following; School Readiness Goals, Head Start Early Learning Outcomes Framework: Ages Birth to Five, Teaching Strategies Gold (TSG), The Creative Curriculum (CC), NYS Kindergarten Learning Standards, and Niagara Falls City School District Kindergarten Performance Objectives. All early childhood programs in the district use The Creative Curriculum and Teaching Strategies Gold. Children's progress is monitored and evaluated through TSG, which makes for a smooth transition from Head Start to kindergarten and from Early Head Start to Head Start.

Sub-Section B: Service Delivery

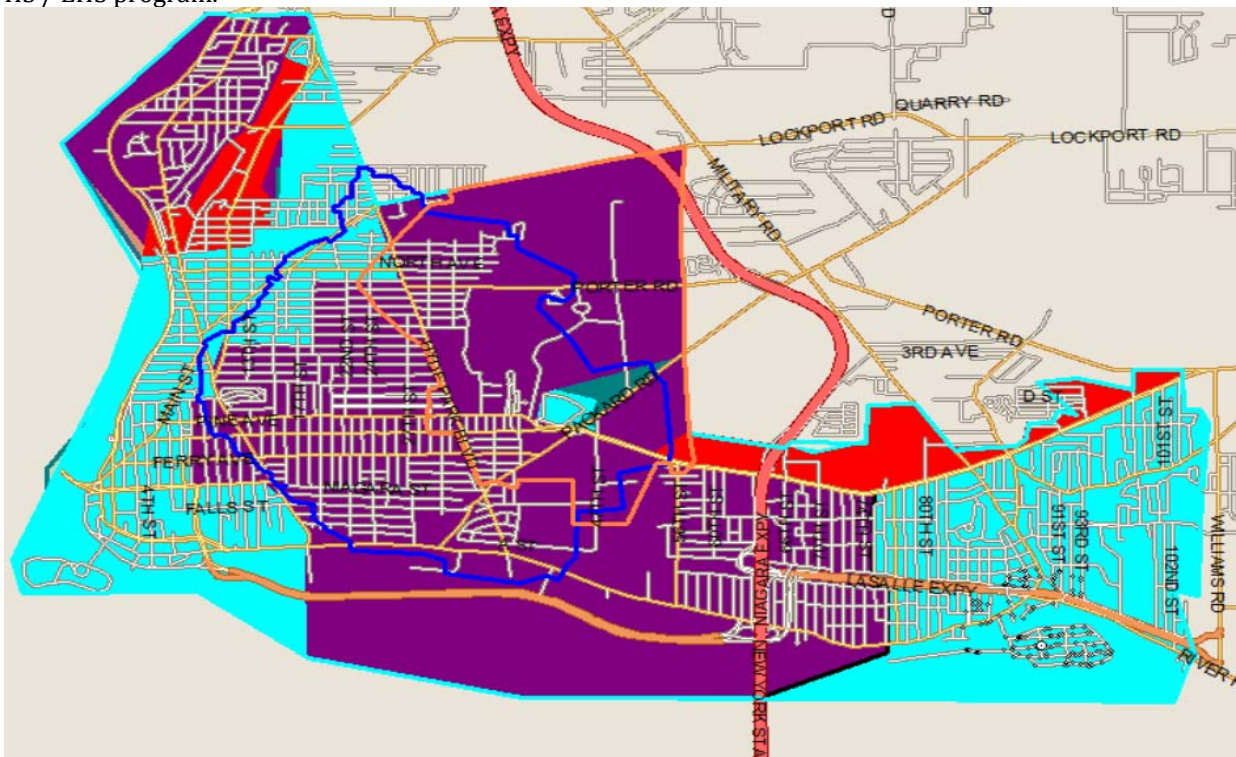
Information provided below follows the directions and required format for the Non-Competing Continuation Application. We have included the most up-to-date community assessment data where appropriate in this section.

1. Service and Recruitment Area-

The Head Start / Early Head Start service area remains the same, the city of Niagara Falls, New York. The city of Niagara Falls is located in the extreme western part of Niagara County, just north of Buffalo and adjacent to Lake Ontario on its northern border and the Niagara River and Canada on its western border. The city is within the Buffalo–Niagara Falls metropolitan area and is approximately 15 miles north of Buffalo, New York. The map in the next section shows New York State with Niagara County shaded in red. Likewise, the city of Niagara Falls is shaded in red on the map of Niagara County.



Below is a map of the city of Niagara Falls showing the service and recruitment area for the District's HS / EHS program.



The most concentrated area of poverty in Niagara County is in the city of Niagara Falls which has the largest population totaling 47,285. Niagara Falls is currently declining at a rate of -0.74% annually and its population has decreased by -2.55% since the 2020 census, which recorded a population of 48,520. Approximately 43% of all people residing in the city of Niagara Falls are living below the poverty level or up to 200% of the Federal Poverty Level. In contrast the percentage of people are living in or near poverty is 28% in Niagara County and 28.8% in New York State. Poverty is most prevalent among African Americans which have the largest minority representation in the population and make up 33% living below poverty level. Since the pandemic deep poverty is worsening. A total of 5,541 residents representing 11.7% of the city's population have incomes below \$10,000. Ten, years ago the poverty rate was 7.6%. More than half of single parents and 43% of

children under 18 live in poverty. The most recent population data in the city of Niagara Falls estimates that 6% (2,642) of the city's population are children under 5 years of age.

Indicators of need for Head Start and Early Head Start include parental unemployment, food insecurity, low levels of parental educational attainment, high numbers of single parent female-headed households, family poverty, racial differences in student achievement, and health disparities.

The median household income in Niagara County is \$65,882, in contrast, the median household income in the city of Niagara Falls is \$43,336 which is 42% less than that of the state. The median income for an individual is \$31,218, which is 27% less than that of the state. About two-thirds of jobs in Niagara Falls pay less than \$40,000 per year, with an average earning of \$37,600.

Educational attainment levels in the city of Niagara Falls are low particularly as it concerns the percentage of adults over the age of 25 who have a bachelor's degree (13%) or post graduate degree (9%). The overall higher education is well below the rate of New York State (40%). The majority of current residents over the age of 25 in the city of Niagara Falls have a high school diploma or equivalency diploma (35%). The percentage of those with a 9th to 12th grade education is 9% and 4% have less than 9th grade education.

Six of the top ten employers are in tourism and retail. These industries are typically lower-paying and offer only part-time or seasonal employment and are among some of the hardest impacted by the COVID-19 pandemic. Our Head Start / Early Head Start family data reveals many of our working families are employed by these industries.

COVID-19 has had a major impact on the lives and well-being of the residents in the city of Niagara Falls and most people worldwide. The pandemic brought about an unprecedented economic upheaval to the city of Niagara Falls, the larger western New York region and throughout our country. The impact continues to be felt by both residents and many employers.

As we all adapt to a post-pandemic world, the NFCSD HS / EHS program continues the quest to restore stability, improve quality of life and access to early education services for children and families offering a birth-to-five educational experience. At the same time, the District continues to act as a convening agency for all community partners in the city so comprehensive services to all district families and children are linked from cradle to career-development programs that can be established and sustained.

2. Needs of Children and Families

According to the most recent US Census data available, within the city of Niagara Falls there are 2,056 children aged 0-3 of which an estimated 945 are eligible for EHS based on a poverty rate of 46% for children under five years of age. There are 1,328 children aged 3-5 years of which an estimated 650 are eligible for HS, totaling 1,595 children eligible for the NFCSD HS / EHS program. There is a greater need to EHS services as reflected on our current waitlist. There are limited child care providers in the city of Niagara Falls licensed for infants and toddlers.

The impact of the COVID-19 pandemic continues to be experienced by our children and families in the city of Niagara Falls. We saw the attendance of both children and staff affected during our first full school / program year 2022 – 2023 as well as subsequent years, as waves of COVID-19, RSV, Norovirus, and the flu have been persistent and prevalent. In recent months the human metapneumovirus (HMPV) has also emerged in the community. Our family services team have continuously worked with numerous community agencies to assure children and families have food, shelter, and health care needed to remain safe and well. Although many families in the city of Niagara Falls have returned to work in the past year, it is still a challenge to enroll new children, in some instances. Main reasons included, parents working inconsistent hours; indecisiveness regarding sending children to program vs having family member care for their child in their own home. There are also parents that prefer to enroll their preschool age child in the District's Pre-K 3 or Pre-K 4 program over Head Start out of convenience because older siblings attend elementary school in the same school building.

Several community needs were identified by our partners at the Niagara County Health Department and Niagara Falls Memorial Medical Center and shared with us to update our community needs assessment. Additional data was obtained by secondary sources such as data collected by the New York State Department of Health, U.S. Census Bureau, American Community Survey, and County Health Ranking and Road Map.

The primary needs and poverty rates of children and families in the city of Niagara Falls as reported in the original grant remain high, with lack of access to stable affordable housing, food insecurity, health services, and limited educational attainment among families. This is consistent with

what our family advocates have obtained as a part of determining our family needs. These factors result in reduced upward mobility and children's increased likelihood of exposure to adverse early childhood experience and trauma. Moreover, the COVID-19 pandemic caused unprecedented stress for children of all ages and families in the city of Niagara Falls and throughout our country. The aftermath of the pandemic remains as COVID-19 has brought considerable disruption to the way most people live, work, study, and access health care and other resources. The city of Niagara Falls, like other communities throughout the country and worldwide is still coping with and navigating the aftermath and recovery. Suffice to say, the landscape in many ways remains unsettled and has not fully returned to pre-pandemic times.

The most recent Community Health Needs Assessment report for Niagara County indicates 43.53% of survey participants report mild stress such as occasional worries related to the COVID-19 pandemic and 24.88% report moderate stress with frequent worries, often anxious, sad or angry, or some trouble sleeping and 7.77% reported severe stress with constantly feeling extremely worried, anxious, sad, angry, or trouble sleeping. This survey was shared with city residents and district-wide. Participants of the survey included Head Start / Early Head Start staff and parents.

The Federal government has deemed the majority of the city of Niagara Falls' land areas as a Medically Underserved Area (MUA) as a result of the city's pervasive poverty rates, high infant mortality rates and shortage of primary care physicians. Given the number of primary care doctors in the city fall below Federal standards, the Federal government has also designated most of the city of Niagara Falls as a Health Professional Shortage Area (HPSA).

The lack of transportation is also a major concern in the city of Niagara Falls. Bus transportation routes and schedules are limited. Nearly 20% of city residents do not have access to a motor vehicle, underscoring the need to promote local health care access. Many of our Head Start / Early Head Start parents (and some staff) rely on family and friends for transportation to and from appointments, work, and school.

3. Chosen Program Options and Funded Enrollment Slots

At this time, there are no requested changes to program options or our funded enrollment. NFCSD is funded to serve 181 children which includes 141 children aged 3-5 years through Head Start and 40 children aged 0-3 years in Early Head Start. NFCSD meets the required adult-child ratios and group sizes in compliance of both the New York State Office of Children and Family Services (NYS OCFS) and Head Start Program Performance Standards (HSPPS). In HS classrooms, there is one teacher/adult for every 8 children. The typical group size is no more than 16 children when the majority of the children in the classroom are aged 4 years and no more than 14 children when the majority of enrollment in a classroom is aged 3 years. In EHS, there is a 1:4 ratio (two teachers/adults) and a group size no larger than 8 children. These ratios and group sizes in both HS and EHS classroom conform to the HSPPS and OCFS.

The 2025 – 2026 school / program calendar is in development at this time, but our program ensures that HS children are provided with a HS program that exceeds the minimum of 1,080 hours annually and the EHS children are provided with a program that exceeds the minimum of 1,380 hours annually in adherence with the Head Start Program Performance Standards (HSPPS). The calendar will be presented to the Board and Policy Council in April or May as this is typically the timeframe they are completed and approved.

NFCSD delivers HS / EHS through two program options: HS center-based and EHS center-based services. The community need for programs that offer children opportunities for socialization, for developing social skills, and increased exposure to environments that promote school-readiness and comprehensive health services is best met through this center-based program option. The program options chart is included as an attachment to this document providing an overview of the program, and shows the number of infants, toddlers, and preschoolers served in our program for the upcoming school / program year.

a. The program locations as indicated in HSES.

We are operating in two locations during the current 2024 – 2025 school / program year. Our Early Head Start program is offered in the district's Community Education Center and our Head Start location is in the DiFrancesco Center, a former elementary school once owned by the district. The DiFrancesco Center has been a Federal interest property for the past several years under various Head Start grantees. As the HS / EHS grantee for the city of Niagara Falls, the title to this building was transferred from the interim grantee CDI to the district in January of 2022.

b. Enrollment reduction: Not applicable at this time, but is being considered.

c. Conversion: Not applicable at this time, but is being considered.

4. Centers and Facilities

The District's Early Head Start program is housed in the Community Education Center and is licensed by the NYS OCFS to serve 40 infants and/or toddlers. The DiFrancesco Center is licensed to serve 141 Head Start students (3-4 years old). When submitting the Baseline Application and our first Continuation Application it was anticipated that the District would acquire the title of another Federal interest property that the previous grantees had operated an EHS program. This building served HS / EHS in the city of Niagara Falls for more than a decade and was known as the Donovan Center. Since this building was not transferred to the NFCS, we are operating two, rather than three program facilities. The District remained hopeful that the building would eventually be acquired, but in early 2024 we were informed that the Office of Head Start has determined the building will be sold. This has derailed our initial plans to submit a Change of Scope amendment as we hoped to serve more EHS students had we acquired the Donovan Center.

The DiFrancesco Center: This center is located in the heart of the city of Niagara Falls and licensed by OCFS to operate as a HS only location. It is conveniently located within walking distance of two elementary schools that receive Head Start children as kindergarteners and offers a more convenient location for families who have other children attending in these nearby elementary schools. It is also located two blocks from a bus route on nearby Pine Avenue.

Community Education Center: The Community Education Center (CEC) is a District owned building that was an elementary school prior to being utilized as the CEC. It is located in the LaSalle area of the city of Niagara Falls and serves all 40 of our Early Head Start children.

The CEC is also the home of NFCS's community education programs such as GED and is nested within the same building as the Focus on Families home visiting program. It is located near an elementary school that will receive some of the children as kindergarteners.

While our HS / EHS program does not provide transportation, both centers are either located by a nearby transportation center or within a few blocks from a bus route.

5. Eligibility, Recruitment, Selection, Enrollment and Attendance

The Criteria for Selection was reviewed and approved by the Policy Council (PC) with no changes at this time. It has now been submitted to the governing body for review. A review of the Criteria for Selection by both the PC and governing body occurs annually. A copy of the current Criteria for Selection is included as an attachment to this Non-Competing Continuation Application.

When NFCS took over the program, during those first six months in operation it was found that many posters were advertised throughout the city with the interim organization's contact and registration application information. It took some time, though we were able to get them all down and replace them with new posters displaying our contact and registration application information. Last year was our first full cycle of recruitment efforts under the District. Registration application packets were made available in every District building, and were sent home in the District wide newsletter to all residents in the city. Our family and community services team has participated in recruitment events, such as the District's Pre-K Jamboree every August, and attend an annual event in April called, "Walk Against Child Abuse." These are just a couple of examples of the types of events in the city that are used as recruitment opportunities.

A unified application registration process for all early childhood education programs under the District was developed, and has made the registration process more streamlined and convenient for families. All registration takes place at the District's central registration office, and the applications are distributed to the appropriate ECE programs. The Superintendent includes information about registering for the District's ECE programs, that include HS / EHS in his weekly robo-calls to the community and in regular updates via email to the school community.

6. Education and Child Development

The NFCS is using the Creative Curriculum for Infants/Toddlers and Twos (CC-IT2) in EHS and the Creative Curriculum for Preschool in HS (CC-Pre-K). The Creative Curriculum is scientifically valid and evidence based. The curriculum aligns with the Head Start Early Learning Outcomes Framework (HSELOF) and the New York Early Learning Guidelines (NY-ELGs) and there are no changes to this area at this time.

To measure the quality of teacher-child interactions in the classrooms, as well as adhere to tools incorporated into the HSPPS, our program uses the Classroom Assessment Scoring System (CLASS). The CLASS assessment is divided into three domains; emotional support, classroom organization, and instructional support. Our program average scores exceed the minimum threshold

scores: Emotional Support – 5.7, Classroom Organization – 5.4, and Instructional Support – 5.2. The first two domains include the dimensions positive climate, negative climate, teacher sensitivity, regard for student perspective, behavior management, productivity, and instructional learning formats. Within each dimension lie indicators, which are divided in to low (1,2), mid (3,4,5), and high (6,7) range. The teaching staff in all six classrooms scored in the mid to high range in the above, mentioned dimensions. The lowest score in any area for one classroom is for Instructional Support – 3.7 and this is a classroom with more children identified with emotional/behavioral and learning challenges. Additional classroom coaching, resources, and support is being provided for the children and the teacher in this classroom.

With the data provided by CLASS, our program will develop plans for making systematic improvements in all areas in need of improvement. With intentional planning, we will use the information to provide workshops and trainings aimed at improving teacher knowledge on how to implement high quality instructional strategies. This, in conjunction with the Early Rating Scales (ERS), the ECERS and ITERS as program assessment tools, aid our program in assessing the quality of our early childhood learning environments, and target areas that need strengthening. The HS / EHS program is participating in QUALITYstarsNY and receives coaching and support in using the Early Childhood Environment Rating Scale – 3 (ECERS-3) and Infant Toddler Environment Rating Scale – 3 (ITERS-3) from a Quality Improvement Specialist assigned to our program. Both our Head Start and Early Head Start programs have been awarded a 4-star provisional rating out of 5 stars as indicator of quality.

The onsite practice-based coaching model is a requirement of Early Head Start as stated in the Head Start Program Performance Standards. The Head Start Early Care and Learning Knowledge Center defines practice-based coaching as “a... strategy that uses a cyclical process... that supports teachers’ use of effective teaching practices that lead to positive outcomes for children.” This method is all about ongoing, collaborative partnerships between coaches and teaching staff, tailored to meet a teacher’s individual learning goals and drive Head Start performance standards. For this reason, the District’s Early Head Start Program implements this practice-based coaching model. During the 2023 – 2024 school year the District was able to contract with Child Care Resource Network to provide coaching through The WNY Infant Toddler Resource Network – Regional Infant Toddler Technical Assistance Center, a program funded by a NYS Office of Child and Family Services grant which is held by Child Care Resource Network. Under this grant, Infant Toddler Specialists provide infant and toddler specific training, coaching, and consultation within the eight counties of WNY. Therefore, the coaching services for EHS during the current school year were able to be provided at no cost to the District. However, they were unable to provide the same support during the current school / program year. After consulting the Regional and State Pyramid Model Team seeking additional coaching support, we learned there is a shortage of coaches. Therefore, we have begun developing our own internal coaches. Two of our educators have been identified and have completed Practice-Based Coach Training during this current school / program year as we develop a new coaching model with support from the Regional Pyramid Model Team. Plans for the upcoming school / program year are still in development at this time.

Positive Emotional Development and Learning Skills (PEDALS) is designed to support effective training, implementation, and sustainability of evidence-based and best practice curricula in preschool classrooms that result in measurable improvement in the social and emotional well-being of children. Based on extensive research into these evidence-based practices and materials, developers created five components that together make up the PEDALS program. The five components of the PEDALS Model include: Social emotional curriculum, Second Step; In-class coaching by early childhood experts; Identification of needs and providing supports; Program improvement and sustainability planning; and Data for improvement and evaluation.

PEDALS provided professional development for all Head Start teaching staff, in the Second Step Curriculum during preservice of the current school / program year. This day also served as the PEDALS kickoff that consisted of an orientation to the PEDALS Program and meeting PEDALS coaches. Each Head Start classroom received a Second Step Curriculum. The Second Step early learning curriculum teaches children ages 3 to 5 core social-emotional and self-regulation skills. Skills for Learning, Empathy, Emotion Management, Problem solving, and Friendship Skills, and Transitioning to Kindergarten. Second Step is aligned to the Head Start Program Performance Standards and the PEDALS model implemented in Head Start classrooms is strengthening teaching staff’s capacity in supporting Head Start student’s social-emotional development and overall well-being. Participation in

PEDALS was of no cost to the District as our Head Start program's participation is funded through grants awarded to Lakeshore Connections from the Ralph C. Wilson Jr. Foundation. PEDALS participation is for two full school / program years. Now, as we near the end of the second year, we are working with the PEDALS team on transition and sustainability plans that will include a seasoned teacher we are developing as an internal coach. This plan will be developed jointly with the HS and PEDALS team in the coming months.

Our EHS program has applied to participate in the infant toddler version of PEDALS for the 2025 – 2026 school / program year. We had hoped to participate during the current school / program year, but there were delays from the PEDALS provider in kicking off the new program. It is anticipated we will be selected as a program partner. This program is entitled, "Everyday Interactions Matter" (EIM) and is a professional development initiative designed to help early childhood educators learn and grow from their own practice. Through a strength-based process of observation, discussion, and reflection, educators take a close look at the everyday moments they share with children. EIM has an individual-based approach based on the needs of each learning community. EIM was inspired by Fred Rogers, otherwise known as the beloved Mr. Rogers. He believed that human relationships are essential to children's development at any age. Through television, Fred modeled the kind of human relationships that fostered trust, provided support, and inspired respect. Fred's message to parents and professionals alike is that they are already capable of building and sustaining a beautiful relationship with the children in their care. Developed by Dr. Junlei Li, SI is grounded in this particular aspect of Fred's legacy as well as in the convergence of developmental theory and research evidence. All children grow and thrive in the context of close and dependable relationships that provide love and nurturance, security, and responsive interactions. The EIM is consistent with EHS model with a focus on nurturing and responsive relationships as the foundation for healthy development and early learning. This partnership is in the early stage of development, but worthy of mention in this section of the Non-Competing Continuation Application.

7. Health

The NFCSD HS / EHS program continues to place a strong emphasis on the health and well-being of the children and families who are served. Families are assisted in finding health care options to meet their needs. Additionally, partnerships with various community agencies ensure students and families receive the care they need as health needs are identified. Currently, 100% of our HS / EHS families have health insurance. Health data will continue to be collected, analyzed and shared with our program's established Health Services Advisory Committee (HSAC) and other stakeholders to ensure our HS / EHS students and families are supported. There are no proposed changes to report in this section.

Various Mental Health Initiatives are underway in our program. An early childhood mental health consultant is working with EHS teaching staff in-person, visiting the classroom and providing coaching and guidance. She also provides training and support on how teachers must maintain their own health and mental health as a priority when it comes to their overall well-being. This is provided through our local child care resource and referral agency, Child Care Clearinghouse of Niagara. Another partnership in place is with Best Self Behavioral Health and includes the following components: a mental health intern, on-site mental health consultations, and Mental Health First Aid for staff and parents, seminars on self-care and wellness for staff and parents, and seminars for teachers on Teacher-Child Interaction Skills (TCIS) and for parents on Parent-Child Interaction Skills (PCIS). TCIS and PCIS are modified versions of Teacher-Child Interaction Training (TCIT) and Parent-Child Interactions Therapy (PCIT). TCIS and PCIS uses skills outlined in these evidence-based treatments for young children ages 2 – 7, who exhibit extreme disruptive behaviors. Both, TCIT and PCIT are highly effective with children presenting extremely challenging behaviors such as aggression, defiance, hyperactivity, tantrums and profanity. The TCIT model facilitates a consistent, positive classroom culture, benefiting all the children in the classroom, especially those with extremely challenging behaviors who do not respond to standard classroom management practices and child guidance methods.

The NFCSD has a partnership with the University of Buffalo's Institute on Trauma and Trauma-Informed Care. This is embedded in the Buffalo Center for Social Research, UB School of Social Work. Through this partnership our HS / EHS staff are benefitting from ongoing professional development, resources, and supports in the area of trauma and trauma-informed care. Staff and parents are linked to counseling resources and as needs are identified referrals are provided.

Our program is fortunate to have support from those with expertise in mental and behavioral health, as extreme challenging behaviors in very young children are on the rise in our community, in the region, and nationwide. The effects of the COVID-19 pandemic are noticeable, as behavioral issues are on the rise among children known as “COVID babies,” which colloquially refers to children born during the pandemic when many families were isolated and deprived of normal and regular socialization experiences. Evidence shows that social isolation linked to the pandemic has adversely affected the social communication skills of children during this time. This is noted in our most recent Community Needs Assessment.

8. Family and Community Engagement

Although there are no proposed changes to this area at this time, this is an area that has been strengthened since our program submitted the Baseline Application and Continuation Application last year as our program was in its infancy.

As a still relatively new grantee, our program continues to utilize the Training and Technical Assistance (T & TA) offered to us from the Regional Office of Head Start. During the first 6-months of operation we identified that family and community engagement was an area that needed to be strengthened. As a result, our T & TA specialist has been, and continues to provide technical assistance and training in the Head Start Parent, Family, and Community Engagement (PFCE) Framework. A Family Outcomes Series was designed for our family services team by our T & TA Specialist. Each session focuses on one (1) of the seven (7) family outcomes of the PFCE Framework. PFCE Series includes the following session: Family Well-Being, Positive Parent-Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transitions, Family Connections to Peers and Community, and Families as Advocates and Leaders. Session consist of a guided discussion on the outcome and small group work to develop new strategies to engage families in that outcome. Preliminary indicators point to improvement in this area and it is expected to continue as we evolve as a new grantee in our first full school / program year of operation.

Each family completes a needs assessment with their family advocate upon enrollment into the program. After completing their needs assessment, families have the opportunity to participate in individualized goal-setting with their family advocate. Family advocates partner with families helping them develop actionable steps toward accomplishing their targeted goals that are correlated to increased school readiness and connect families to various community resources. Family needs and progress toward goal attainment are documented by family advocates.

The family services team maintain regular communication through home visits, phone calls, and other communication modalities with families as they monitor and assist them with completing objectives identified during the goal-setting process of their Family Partnership Agreement. The family services team have facilitated connections with community resource agencies, and these agencies have been providing information and resources at monthly parent committee meetings that take place at both HS and EHS locations.

Our program continues to utilize ChildPlus Head Start data management software to track family engagement outcomes and type of services provided to families. The ChildPlus database is aligned to the Program Information Report (PIR). Child and family records are maintained in both hard copy and data is input and documents are uploaded into the ChildPlus database. This database is monitored regularly by the Family Services/ERSEA Coordinator in consultation with the ChildPlus Data Specialist for quality assurance and accuracy of data reports such as the PIR.

Our family and community services team have established relationships with community-based providers in the city of Niagara Falls and are a part of a larger network of community partners that serve the Niagara County where our program is nested.

9. Services to Children with Disabilities

We do not anticipate any changes in this area during the 2025 – 2026 school / program year and has been enhanced during the current school / program year. Strong partnerships have been formed between the HS / EHS Program Manager/ Education Supervisor who oversees disabilities and both the district’s Committee for Preschool Special Education Chair and the Early Intervention (EI) Director of Niagara County. Collaborative meetings with the aforementioned parties, have resulted in establishing systems of communication to ensure a smooth process when referring a child for evaluation and transitioning of children from EI to CPSE to CSE. Expectations are clear and communication is strong. All education staff receive training in the referral and evaluation process annually during preservice.

Multidisciplinary Team (MDT) meetings are held monthly, and include the child's Teacher, Family Advocate, Program Manager/Education Supervisor, Health Coordinator and Center Director. Others are asked to join as necessary, such as an early childhood coach, mental health professional or therapist. Children's strengths and needs are discussed, and determinations are made regarding the referral process or modifications to children's individualized plans. The Program Manager/Education Supervisor has oversight of the disabilities service area and advises and provides documentation pertaining to a referral if needed, so the process is efficient without delay.

10. Transition

Although there are no proposed changes pertaining to transition at this time, the NFCSD HS / EHS recognizes transition as an important part of the HS / EHS program. It is the program's intent to continue to ensure transitions into EHS or HS, and EHS to HS as well as HS to Kindergarten are smooth and supportive for both the child and the family as described in the original application. At this time a kindergarten transition workshop is being planned and offered this spring for all parents of children who will attend kindergarten in the fall.

11. Services to Enrolled Pregnant Women

This is not applicable to our current grant funding.

12. Transportation

Transportation is not currently provided and there are no changes in this area.

Sub-Section C: Governance, Organizational and Management Structures

1. Governance

There are no major changes to program governance at this time. As a school district, our BOD is comprised of elected officials, and per the exception clause in 642(c) of the Head Start Act, is not subject to the traditional composition requirements of a Head Start grantee governing body. Our BOE has nine (9) elected individuals that serve 5-year terms and our program meets the required membership of the governing body as defined in the regulations. To meet these requirements the BOE consists of at least one (1) member to provide fiscal/accounting expertise, one (1) member to provide early childhood education expertise and one (1) member to provide legal expertise. The following Board members meet these criteria:

- a. Mr. Russell Petrozzi – fiscal/accounting
- b. Mr. Vincent Cancemi – early childhood education
- c. Mr. Angelo Massaro, esq. – legal

Prior to the school district acquiring the HS / EHS grant, the HS / EHS Director reviewed the responsibilities of the governing body with NFCSD Board of Education (BOE). The HS / EHS Director attends Board meetings periodically providing program updates in person. Whereas, the Superintendent of Schools serves in the role of the Executive Director and is present at every Board meeting. Since taking over administration of the HS / EHS contract, the BOE has added an item to their monthly agenda to include a review of HS / EHS program and fiscal reports. These monthly reports are submitted to the Superintendent and Board. As the Executive Director, the Superintendent presents these reports and addresses any questions that arise. The HS / EHS program director presents the reports when she attends them periodically. HS / EHS program and fiscal reports continue to be a fixed item on the Board's meeting agenda and resolutions pertaining to any HS / EHS fiscal matters such as budget revisions, policies, and personnel related matters are added to the agenda as necessary and Board members vote to approve or disapprove. Some examples include: Policy Council Bylaws, The COVID-19 Vaccination Policy, COVID-19 Mitigation Policy, and American Rescue Plan (ARP) Budget Revision Amendment. The BOE continues to ensure oversight and shared governance of the program. Our Policy Council will be having dinner with the School Board and attend the next Board meeting in March 2025. This relationship continues to evolve.

NFCSD recognizes that our HS / EHS parents are essential stakeholders in our decision-making process. We continue to support and encourage comprehensive parent/family involvement in governance through participation in our parent committees at the center level and Policy Council. Our Policy Council meets at least once a month to review enrollment, program and financial reports and other, pertinent program information. Our current Policy Council membership is highly engaged and has been trained in their governance responsibilities. Likewise, training includes HSPPS, Bylaws,

officer training, committee training, etc. The Policy Council chair meets with the HS / EHS director and together they collaborate to develop the monthly meeting agenda.

The NFCSD values the HS / EHS Policy Council and Parent Center Committees and acknowledges them as critical components of the overall program. They serve as the voice for the parents and are a vital link between parents, the program, and the community. Minutes from both Policy Council and Parent Center Committee meetings are posted on center parent communication boards so that parents are abreast of information shared at Policy Council and Parent Center Committee meetings. In turn, Policy Council representatives have the opportunity to update parents at Parent Center Committee meetings sharing program information they receive through their participation in Policy Council in order to keep parents informed and engaged of HS / EHS program planning and monitoring activities, as well as program goals and outcomes. HS / EHS management team are asked to attend Policy Council meetings periodically to report service activities that relate to each content area and the HS / EHS director presents the Policy Council with program and financial information monthly.

Our Policy Council was instrumental in the development of our current Policy Council Bylaws. The draft was reviewed by our governing body's legal authority and presented to the Board for approval. As our program continues to evolve the Policy Council will inform program policies, activities, services, and program delivery and design. A copy of the approved Bylaws is submitted as an attachment.

There are no changes to the roles and responsibilities of the Board and/or Policy Council from the previous Non-Competing Continuation Application.

2. Human Resources Management

There are no proposed changes pertaining to Human Resources Management to report at this time. However, it is worth noting that the HS / EHS Director works in close consultation and collaboration with the District's HR Administrator to ensure compliance to all District, NYS Office of Children and Family Services (OCFS), and Head Start employment requirements and regulations. Personnel records are maintained in the HR Office located in the District's Board of Education building, commonly referred to as Central Office.

Both of our HS / EHS sites are regulated by NYS OCFS and training records are maintained onsite in the Center Director's Office. The Program Manager / Education Supervisor tracks and maintains master training records of all HS / EHS staff for the whole program. This includes, but is not limited to employees enrolled in Child Development Associate (CDA) or other education program.

New employees that are hired prior to the annual pre-service trainings, go through an orientation process and participate in pre-service trainings. This includes mandatory trainings required by NYS OCFS, statewide trainings that the District is required to participate in, and intentional trainings pertaining to data results from the previous school year. Any employees that are hired after pre-service go through a modified orientation process, and participate in mandatory NYS OCFS trainings and other trainings that are offered online. While working in the program, new employees receive support from a practice-based coach as well as supervisors through evidence-based practices that enhance their knowledge of early childhood education and developmentally appropriate practices.

Our program partners with the local Foster Grandparent Program, which gives senior citizens the opportunity to work in our program as a support to the classroom. Each foster grandparent is required to go through the same clearance procedures and mandatory trainings as HS employees, and are invited to attend trainings and professional development as deemed appropriate. As with all new employees, if a foster grandparent joins the program after pre-service, they receive training and support through other modalities such as online experiences.

We experienced challenges in attracting, recruiting, and hiring qualified staff during the 2022 – 2023 school / program year, but it has improved during the 2023 – 2024 school / program year. It impeded our ability to open more classrooms to reach our funded enrollment, especially in our EHS program. Another critical position that had been challenging to fill is that of a Health Coordinator to oversee the health services area of health, mental health and nutritional health. We are fortunate to have the District's Medical Director to serve in the consultative capacity as needed, but the day-to-day oversight and tasks have had to be distributed amongst the HS / EHS Director and the HS / EHS Management Team to ensure health requirements and HSPPS are met.

Prior to the start of the current school / program year we revised the job specification and enhanced the salary within the existing HS / EHS budget in an effort to make it more comparable to

starting rates of pay for nurses working in the local health care industry. It was preferred that the Health Coordinator have a bachelor's degree and be a Registered Nurse (RN), but we also considered those with a bachelor's degree who are also a Licensed Practical Nurse (LPN). The changes we made resulted in attracting qualified candidates and the position was filled at the start of the 2023 – 2024 school / program year. Likewise, we were able to attract qualified teachers for both HS and EHS as well as other vacant positions.

We will continue to explore creative solutions whenever we need to fill staff vacancies that include, but are not limited to, reaching out to local colleges and universities to participate in their job fairs. We will also consider paid internships, if necessary. As stated in the Service Delivery Section, the city of Niagara Falls has been experiencing a nursing shortage and this is likely a significant contributing factor to the challenges we faced in trying to fill the Health Coordinator position. Fortunately, our staffing is stable at the time of writing this Non-Competing Continuation Application.

One new position was built into our 2024 – 2025 school / program year budget and it remains. It is a School Safety Officer at our District's Head Start location referred to as the DiFrancesco Center. This is a federal interest property, whereas the Early Head Start program is located in the District's Community Education Center, a multi-purpose building that already has a School Safety Officer. Every school building in the District has one or more School Safety Officers assigned depending on the size of the building as well as other factors. School safety in our community in the city of Niagara Falls and neighboring communities continues to be a topic of concern. This is also a concern nationwide as community violence and incidents of violence in schools has become common in the daily news. This came about when some of our staff and parents started inquiring about the possibility of hiring a School Safety Officer for HS and through continued discussions with the Superintendent, Policy Council, and Board we determined there was a need to add this position. We were fortunate to hire someone at the start of the current school / program year and this position remains in the budget section of this Non-Competing Continuation Application.

3. Program Management and Quality Improvement

Our Focus Area One (FA1) review was completed in December of 2022. No deficiencies were noted and no corrective action plans required. There was one area of concern noted and this consisted of a couple of our Early Head Start Teacher Assistants who are currently enrolled in or just finishing their Child Development Associate (CDA) credential training requirements so they will obtain the necessary requirements as stated in HSPPS, 1302.91 (e) (1). Since that time two of our Teacher Assistants have successfully completed CDA.

The HS / EHS Management Team, with support from OHS T & TA specialists, had a professional development training on developing a Self-Assessment Tool. The annual self-assessment process the second time around was basic and used to facilitate the identification of program strengths and opportunities to grow that will inform the development of program improvement plans it will be more robust in moving forward as we now have the staff capacity we did not have previously. It is important to note that this is an area that continues to evolve as we develop a more formal self-assessment process at the culmination of this current 2024 – 2025 school / program year. As we continue to evolve as a first-time grantee, a more detailed HS / EHS self-assessment will be developed this school / program year with targeted program improvement plans based upon the results. This will be included in the Non-Competing Continuing Application in subsequent years.

As a new grantee taking over the administration of the HS / EHS program in the middle of the school year posed many challenges and opportunities. The first 6 months were focused on relationship building and using the Head Start Program Performance Standards (HSPPS) and other resources to assess and determine the condition of the program we acquired. Suffice to say, we did not have a formal tool in place for Self-Assessment in those first six months. In short order, we discovered we had inherited a program that was severely under enrolled and several requirements were already overdue or not completed (ex. dental screenings and health records). The 2022 – 2023 school / program year was focused on building a foundation and fixing areas that needed immediate attention. We prioritized, planned and implemented improvements in phases like building blocks.

We utilized a triage approach in those first six months to conduct a preliminary assessment of program needs grounded in the HSPPS in order to determine the urgency to address each need and prioritize the most critical. This required us to prioritize the priorities. An example of how we addressed one of the priority needs identified necessitated us to seek out assistance from University Pediatric Dentistry (UPD) and establish a Memorandum of Understanding (MOU) to ensure all HS / EHS children meet the oral health requirement as stated in the HSPPS. Our partnership with UPD has

resulted in better oral health outcomes for our HS / EHS children. Since that time more partnership has been formed and the partnership with UPD has grown stronger.

As we are now about 6 months into our third full school / program year we continue working hard to ensure all requirements are being met. Most of our energy and efforts have been focused on correcting the deficiencies we inherited and taking the initial steps in our quest to elevate the overall quality of the program. It is our intent that in the coming months our T & TA specialists will continue working with us in various ways. We look forward to implementing a more polished formal self-assessment process to assess at the end of this current school / program year. This will involve all stakeholders (i.e., staff, parents, Policy Council, governing body, and community-based partners) and results will determine program goals and strategic plans as well as strengths and opportunities for growth and improvement.

Section II: Budget and Budget Justification Narrative

This budget and budget justification are for the time period of 07/01/2025 – 06/30/2026. The chart below specifies each category and the descriptions indicate the justification for specific areas.

Budget Category	Program Operations	Training & Technical Assistance	Non-Federal Share
Personnel	\$2,073,726.00	\$0.00	\$281,340.00
Fringe Benefits	\$107,025.00	\$0.00	\$276,370.00
Travel	\$0.00	\$0.00	\$0.00
Equipment	\$0.00	\$0.00	\$0.00
Supplies	\$18,000.00	\$0.00	\$18,000.00
Contractual	\$97,111.00	\$34,219.00	\$54,306.00
Construction	\$164,450.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$0.00
Total Direct Charges	\$2,460,312.00	\$34,219.00	\$630,016.00
Indirect Charges	\$0.00	\$0.00	\$0.00
Total	\$2,460,312.00	\$34,219.00	\$630,016.00

Personnel

Operations	T&TA	Non-Federal Share	TOTAL
\$2,073,726.00	\$0.00	\$281,340.00	\$2,355,066.00

Personnel expense is budgeted to encompass 90% of the District's Head Start/Early Head Start allocation amount for the 2025/2026 school year. The personnel listed includes one year of salary/wages for all of the positions assigned to this program. Here is a complete list of staffing:

Position	Staff Name	Hourly Wage	Total Charged	Qualifications
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HS/EHS Program Director	O'Stewart Haley, Lynnette	\$88.47	\$155,704	PhD & MS Ed. NYS SAS Cert.
HS/EHS Education Supervisor	Scott, Amy	\$45.89	\$80,765	MS Ed. NYS B2 ECE SPED Cert.
HS/EHS Health Coordinator	TBD	\$38.35	\$67,489	
EHS Center Director	Fain, Skye	\$36.52	\$64,277	MS Ed.
HS Center Director	Smith, Steffany	\$36.52	\$64,277	MS Ed. NYS Cert.
FCP/ERSEA Coordinator	Clark, Nicole	\$35.12	\$61,818	BA & FDC
HS Instructional Teacher	Castro, Colleen	\$38.11	\$54,499	MS Ed. NYS Cert.
HS Instructional Teacher	Whisnant, April	\$37.41	\$53,499	MS Ed. Finishing NYS Cert.
HS Instructional Teacher	Melson, Leah	\$36.71	\$52,499	BA NYS Cert.
HS Instructional Teacher	Orshal, Jessica	\$36.71	\$52,499	BA (Non-Cert.)
HS Instructional Teacher	Voutour, Melissa	\$36.71	\$52,499	BA (Non-Cert.)
EHS Instructional Teacher	Mercado, Tamara	\$36.35	\$51,978	AS & CDA
EHS Instructional Teacher	Sawyer, Amber	\$36.35	\$51,978	AS & CDA
EHS Instructional Teacher	Hamilton, Samara	\$35.82	\$51,228	CDA – Enrolled in AS
EHS Instructional Teacher	Haudricourt, Hayleann	\$35.82	\$51,228	CDA – Enrolled in AS/BA
EHS Instructional Teacher	Robertson, Kali	\$35.82	\$51,228	CDA – Enrolled in AS
HS Instructional Teacher	Hooley, Olivia	\$35.31	\$50,499	BA NYS Cert.
HS/EHS Administrative Assistant & Data/Monitoring Specialist	Shank, Dana	\$28.43	\$50,037	AS Sec/Data Entry
Custodian	Mohammed, Yaseem	\$22.71	\$39,970	GED
Family Advocate	Brindley, Katrina	\$27.36	\$39,126	AS – Enrolled in BS
Family Advocate	Daniels, Beverly	\$27.36	\$39,126	FDC
Family Advocate	Williams, Jaime	\$27.36	\$39,126	BS
HS Head Cook	Works, Denita	\$21.41	\$37,679	HS Diploma
HS Cook	Brinson, Keyonna	\$20.82	\$36,642	HS Diploma
EHS Cook	McDougald, Brianna	\$20.82	\$36,642	GED – Enrolled in AS
Sub Teacher (\$175/day for est. 200 days)	Roberts, Colleen	\$20.28	\$35,700	MS Ed NYS Cert.
EHS Teaching Assistant	Adcock, Anne	\$24.89	\$35,588	CDA
EHS Teaching Assistant	Cyphers, Natalie	\$24.89	\$35,588	CDA
EHS Teaching Assistant	Roseboro, Christine	\$24.89	\$35,588	CDA

HS Program Assistant/PFIE	Vincent, Tracy	\$23.08	\$34,648	Certificate from NCCC & CDA – Enrolled in AS
Safety Officer	Kashif, Ishaque	\$19.63	\$34,553	HS Diploma
EHS Teaching Assistant	Leslie, Sylvia	\$23.65	\$33,818	HS – Enrolled in CDA
EHS Teaching Assistant	Maines, Jennifer	\$23.65	\$33,818	HS Diploma – Enrolled in CDA
HS Teaching Assistant	Bax, Susan	\$22.67	\$32,421	CDA
HS Teaching Assistant	Pacheco, Ruben	\$22.67	\$32,421	BA Ed.
HS Teaching Assistant	Rankin, Jennifer	\$22.67	\$32,421	CDA
HS Teaching Assistant	Voutour, Jenna	\$22.67	\$32,421	AS
EHS Teaching Assistant	Linde, Alyssa	\$21.73	\$31,079	CDA
HS Program Aide	Diallo, Fatoumata	\$21.54	\$30,809	HS Diploma – Enrolled in CDA
HS Instructional Teacher	Ibrahim, Sobia	\$21.54	\$30,809	HS Diploma – Enrolled in CDA
HS Teaching Assistant	McCoy, Ciara	\$21.54	\$30,809	ECE College Coursework – CDA
HS Program Aide	Jackson, Tammy	\$21.54	\$30,808	HS Diploma – Enrolled in CDA
HS Program Aide	Ali, Shazia	\$21.20	\$30,310	BA Ed – Enrolled in CDA
EHS Program Aide	Maqsood, Nasreen	\$20.44	\$29,232	HS Diploma
HS Teaching Assistant	Hayes, Cheryl	\$19.80	\$28,314	CDA – Enrolled in BS
Custodian (Part-Time)	Rodrigues-Morales, William	\$21.17	\$18,629	AS
EHS Cook Assistant	Merced-Cotto, Dessian	\$17.80	\$17,626	HS Diploma

Total Salaries	\$2,073,725
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Head Start/Early Head Start Director (FTE) – annually: \$155,704.00 = allocated to the HS/EHS Program. This individual is the District’s Administrator responsible for oversight of the Head Start and Early Head Start program (i.e., fiscal, legal, and all program operations). This includes, but is not limited to, the ensuring adherence to all Head Start Program Performance Standards (HSPPS) and local, state, and Federal regulations and prepares all HS / EHS grant applications and reports due to the Office of Head Start. Represents Head Start / Early Head Start as a part of the District’s administrative leadership team, and reports directly to the Superintendent of Schools. As the District’s administrator of HS / EHS, reports and regular communications are maintained with the Board of Education, Policy Council, and other stakeholders. This is an administrative expense charged to the Head Start / Early Head Start grant. Time is charged based upon actual work done for each program bi-weekly. This position is part of the Program Design and Management category.

HS/EHS Program Manager/Education Supervisor (FTE) – annually: \$80,765.00 = allocated to the HS/EHS Program. This individual oversees the education service area and its intersection to all other program service areas. Responsibilities include, but are not limited to, coordinating and monitoring implementation of the HSPPS related to early childhood education and children with disabilities, ensuring alignment with curricula, Head Start Early Learning Outcomes Framework (HSELOF), tracking and monitoring school readiness outcomes, and provides supports and guidance to center directors and classroom teachers that support student learning and effective curriculum implementation and identifies staff training needs. This is an administrative expense charged to the

Head Start / Early Head Start grant. Time is charged based upon actual work done for each program bi-weekly. This position is part of the Program Design and Management category.

HS/EHS FCP/ERSEA Coordinator (FTE)– annually: \$61,818.00 = allocated to the HS/EHS Program. The FCP/ERSEA Coordinator is responsible for oversight of family services and ERSEA. This includes, but is not limited to, monitoring family needs, goals, and outcomes data under the umbrella of the Head Start Parent, Family, and Community Engagement (PFCE) Framework. Analyzes and interprets data regularly regarding families and community needs. Collaborates with community members to support the needs of our families. Works in close consultation with the District’s Registration Office to ensure compliance to enrollment criteria. This is an administrative expense charged to the HS / EHS Grant.

Administrative Assistant & Data/Monitoring Specialist (FTE) – annually: \$50,037.00 = allocated to the HS/EHS Program. This person is responsible for supporting the HS / EHS Director and HS / EHS management team in clerical duties such as front desk and phone coverage in the HS / EHS administrative offices, preparing program correspondences, memoranda, program handbooks, meeting minutes and agenda, and other clerical duties as assigned. Assists with facilitation of Policy Council meetings and supports the Policy Council Secretary in scribing meeting minutes and preparing them for distribution. Additional responsibilities include, but are not limited to, data entry for ChildPlus that includes running PIR and other data reports and data checks for quality assurance. This is an administrative expense charged to the Head Start/Early Head Start grant. This position is part of the Program Design and Management category.

Health Coordinator (FTE) – annually: \$67,489.00 = allocated to the HS / EHS Program. This person is responsible for oversight of all HS / EHS Health Services (physical health, mental health, and nutritional health). Responsibilities include, but are not limited to, conducting required health screening and/or coordinating and facilitating community-based health partners to assist, working in collaboration with consultants and the District’s Medical Director, and provide leadership in facilitating the Health Services Advisory Committee (HSAC). Additional duties include assessing and monitoring of acute and chronic health needs. This includes supporting children’s individual nutritional needs and adherence to all Child and Adult Care Food Program (CACFP) requirements. This is an administrative expense charged to the Head Start/Early Head Start grant. This position is part of the Program Design and Management category.

All full-time employees work 37.5 hours per week.

Non-federal share Personnel – \$281,340.00 (calculation of this amount presented in the section titled “Non-Federal Share”)

Fringe benefits

Operations	Non-Federal	TOTAL
\$107,025.00	\$276,370.00	\$383,395.00

The amount projected for fringe benefits is based upon health insurance, Social Security/ Medicare taxes and the agency offered retirement plan. The calculation of benefits for the full Head Start and Early Head Start Staff is presented in the section titled “Non-Federal Share.” This is consistent with the benefits we provide for all agency programs. This category, which is 24.40% of our personnel cost, includes Employee Retirement, Teacher Retirement, Social Security/Medicare Taxes and Health Insurance.

Travel

Operations	T&TA	TOTAL
\$0.00	\$0.00	\$0.00

Equipment

Operations	T&TA	TOTAL
\$0.00	\$0.00	\$0.00

Supplies

Operations	Non-Federal	T&TA	TOTAL
\$18,000.00	\$18,000.00	\$0.00	\$36,000.00

This amount includes projected supplies as follows:

- \$18,000.00: \$3,000.00 for each of 6 Head Start Classrooms to purchase items such as, but not limited to, consumables for Head Start students.

Non-federal share Supplies – \$18,000.00 (calculation of this amount presented in the section titled “Non-Federal Share”)

Contractual

Operations	Non-Federal	T&TA	TOTAL
\$97,111.00	\$54,306.00	\$34,219.00	\$185,636.00

The budget for the Operations category is as follows:

Contract	Cost
- ChildPLUS	\$6,500
- NYS Office of Family & Children Services	\$250
- Amherst Alarm	\$500
- Verizon	\$3,235
- Spectrum	\$3,671
- Eagle Systems	\$4,080
- Orkin Pest Control	\$906
- Pyramid Model & Other SEL Supports and Coaching	\$8,000
- TSG Curriculum & Assessment Materials	\$5,500
- Hover Networks - DiFran	\$4,015
- National Grid - DiFran	\$16,427
- Niag Cnty Dept Public Works - DiFran	\$14,682
- Niag Falls Water Board - DiFran	\$3,060
- Modern Disposal Services - DiFran	\$4,439
- Johnson Controls Fire	\$2,081
- Ferrari Networks (monthly)	\$4,500
- Mental Health Consultants & other MH-related services	\$15,000
- Niagara County Health Department	\$265
Total Contract Costs	\$97,111

Non-federal share amount cost calculated in “Non-Federal Share” section.

The budget for the T&TA category is as follows:

Service	Cost
- TSG Creative Curriculum	\$15,000
- Pre-service & In-Service Training	\$5,000
- Conferences	\$4,000
- CDA	\$10,219
Total T&TA Contractual	\$34,219

Construction

Operations	Non-Federal	T&TA	TOTAL
\$164,450.00	\$0.00	\$0.00.00	\$164,450.00

The District wishes to replace Boiler #2 at the DiFrancesco Center. Boiler #1 was replaced 2 years ago at the center. Boiler #2 is in need of repair to allow the building for redundancy should Boiler #1 fail for any reason.

Niagara Falls City School District Financial Management System

The Niagara Falls City School District uses the financial software called nVision to account for all funds the District uses:

1. General Fund: this fund encompasses expenses and revenues related to the operation and maintenance of the school district as whole. Local and state dollars that flow into the school district via various funding streams. Local taxes, Foundation Aid and other items flow through this fund to help support District programming.

2. Cafeteria Fund: this encompasses expenses and revenue related to cafeteria operations. This fund includes Child Nutrition expenses as revenues as well as CACFP. The Cafeteria fund is normally self-sustaining and the District used a coding system to differential between Child Nutrition expenses and revenues and CACFP expenses and revenues.
3. Special Aid Fund: this encompasses expenses and revenues related to all grants that the District receives. The District uses unique codes to identify each grant by program. Each grant has its own budget within the Special Aid Fund so that the District can easily identify expenses and revenues by grant. Grant funds are never mixed.

Training and Technical Assistance Budget (\$4,000 under travel; \$30,219 other costs)

The information below relates only to projected expenses for funds that will be spent from 07/01/2025 – 06/30/2026 for training program staff and Partners to carry out the expectations of this grant. The Training and Development Plan uploaded in HSES provides more information about these expenditures and additional items.

Other funding

1. Niagara Falls City School District
2. CACFP

Description of financial management system

Non-federal share

The Niagara Falls City School District uses local dollars to pay employees' salaries/wages. Because the District is the Head Start/Early Head Start grantee, the District can use positions that are already filled and streamline processes so that the District can maximize grant funding. The following positions are District positions that spend time working within the parameters of the Head Start/ Early Head Start grant and the time, salary, amount charged associated to this work:

Position	Employee	Salary	% time spent on HS/EHS	In-Kind Amount Charged
Porter	Capilupi, Al	\$55,537.48	25.00%	\$13,884
Custodian	Palmer, Mark	\$69,570.30	25.00%	\$17,393
Secretary	Ellis, Leslie	\$55,043.54	10.00%	\$5,504
Safety Officer	Steed, Owen	\$37,226.94	50.00%	\$18,613
HR Director	Massaro, Maria	\$187,430.51	15.00%	\$28,115
Benefits Specialist	Savino, Alicia	\$130,165.26	10.00%	\$13,017
HR Secretary	Restaino, Diana	\$50,387.40	15.00%	\$7,558
Registration	Davidson, Janine	\$41,585.40	15.00%	\$6,238
Director of Facilities	Smeal, Earl	\$129,049.34	15.00%	\$19,357
Director of Food Service	Edwards, Kevin	\$94,270.22	15.00%	\$14,141
RTI Coordinator	Buchman, Carrie	\$171,068.02	10.00%	\$17,107
Purchasing Agent	Schiro, Ann	\$91,735.70	15.00%	\$13,760
Payroll	Gardner, Deborah	\$69,556.72	15.00%	\$10,434
Accountant	Schwertfager, Richard	\$84,904.78	25.00%	\$21,226
Business Office Admin. Assistant	Tedesco, Wendy	\$74,178.94	10.00%	\$7,418
Admin for School Business Services	Holody, Becky	\$176,954.70	10.00%	\$17,695
Superintendent of Curriculum	Carella, Richard	\$183,223.62	10.00%	\$18,322
Nurse Practitioner	Duncan, Mary V	\$105,224.02	10.00%	\$10,522
Groundskeeper	Moore, Marlon	\$64,405.72	10.00%	\$6,441
General Laborer	Bowes, Cutler	\$71,129.56	10.00%	\$7,113

General Laborer Specialist	Page, Roderick	\$74,821.76	10.00%	\$7,482
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Total Personnel In-Kind	\$281,340
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Benefits associated with the in-kind Personnel contribution total \$21,523.00, as follows:

Total FICA Salaries – Personnel In-kind	\$281,340
FICA Rate	7.65%
FICA Expense – Personnel In-Kind	\$21,523

The District calculated cost of benefits for Head Start and Early Head Start employees. The calculation is presented in the tables below. After subtracting the costs of Personnel, Fringe Benefits, Supplies, Contractual & T&TA, the District determined that the cost associated with benefits for Head Start and Early Head Start employees would exceed the remaining allocation by \$276,370.00. The District will have to fund \$276,370.00 in Benefit expenses for Head Start and Early Head Start employees through local share dollars. The calculation is as follows:

FICA/Medicare		Total Charged
Position	Staff Name	
HS/EHS Program Director	O'Stewart Haley, Lynnette	\$155,704
HS/EHS Education Supervisor	Scott, Amy	\$80,765
HS/EHS Health Coordinator	TBD	\$67,489
EHS Center Director	Fain, Skye	\$64,277
HS Center Director	Smith, Steffany	\$64,277
FC/ERSEA Coordinator	Clark, Nicole	\$61,818
HS Instructional Teacher	Castro, Colleen	\$54,499
HS Instructional Teacher	Whisnant, April	\$53,499
HS Instructional Teacher	Melson, Leah	\$52,499
HS Instructional Teacher	Orshal, Jessica	\$52,499
HS Instructional Teacher	Voutour, Melissa	\$52,499
EHS Instructional Teacher	Mercado, Tamara	\$51,978
EHS Instructional Teacher	Sawyer, Amber	\$51,978
EHS Instructional Teacher	Hamilton, Samara	\$51,228
EHS Instructional Teacher	Haudricourt, Hayleann	\$51,228
EHS Instructional Teacher	Robertson, Kali	\$51,228
HS Instructional Teacher	Hooley, Olivia	\$50,499
HS/EHS Admin.Sec./ChildPlus Data Specialist	Shank, Dana	\$50,037
Custodian	Mohammed, Yaseem	\$39,970
Family Advocate	Brindley, Katrina	\$39,126
Family Advocate	Daniels, Beverly	\$39,126
Family Advocate	Williams, Jaime	\$39,126
HS Head Cook	Works, Denita	\$37,679
HS Cook	Brinson, Keyonna	\$36,642
EHS Cook	McDougald, Brianna	\$36,642
Sub Teacher (\$175/day for est 200 days)	Roberts, Colleen	\$35,700
EHS Teaching Assistant	Adcock, Anne	\$35,588

EHS Teaching Assistant	Cyphers, Natalie	\$35,588
EHS Teaching Assistant	Roseboro, Christine	\$35,588
HS Program Assistant/PFIE	Vincent, Tracy	\$34,648
Safety Officer	Kashif, Ishaque	\$34,553
EHS Teaching Assistant	Leslie, Sylvia	\$33,818
EHS Teaching Assistant	Maines, Jennifer	\$33,818
HS Teaching Assistant	Bax, Susan	\$32,421
HS Teaching Assistant	Pacheco, Ruben	\$32,421
HS Teaching Assistant	Rankin, Jennifer	\$32,421
HS Teaching Assistant	Voutour, Jenna	\$32,421
EHS Teaching Assistant	Linde, Alyssa	\$31,079
HS Program Aide	Diallo, Fatoumata	\$30,809
HS Instructional Teacher	Ibrahim, Sobia	\$30,809
HS Teaching Assistant	McCoy, Ciara	\$30,809
HS Program Aide	Jackson, Tammy	\$30,808
HS Program Aide	Ali, Shazia	\$30,310
EHS Teaching Assistant	Maqsood, Nasreen	\$29,232
HS Teaching Assistant	Hayes, Cheryl	\$28,314
Custodian (Part-Time)	Rodriguez-Morales, William	\$18,629
EHS Cook Assistant	Merced-Cotto, Dessian	\$17,626
Total Salaries		\$2,073,725
FICA/Medicare %		7.65%
FICA/Medicare \$		\$158,640

TRS		
Position	Staff Name	Total Charged
HS/EHS Program Director	O'Stewart Haley, Lynnette	\$155,704
Total TRS Salaries		\$155,704
TRS %		10.11%
TRS \$		\$15,742

Health Benefits		
Position	Staff Name	Total Charged
HS/EHS Program Director	O'Stewart Haley, Lynnette	\$23,857.44
EHS Instructional Teacher	Hamilton, Samara	\$9,313.60
EHS Instructional Teacher	Haudricourt, Hayleann	\$8,313.60
EHS Teaching Assistant	Leslie, Sylvia	\$8,313.60
FC/ERSEA Coordinator	Clark, Nicole	\$8,313.60
Custodian	Mohammed, Yaseem	\$8,313.60
HS/EHS Admin.Sec./ChildPlus Data Specialist	Shank, Dana	\$8,313.60
HS Center Director	Smith, Steffany	\$8,313.60

EHS Teaching Assistant	Adcock, Anne	\$8,313.60
HS Teaching Assistant	Bax, Susan	\$20,745.60
Family Advocate	Daniels, Beverly	\$25,497.60
HS Instructional Teacher	Melson, Leah	\$8,313.60
EHS Instructional Teacher	Mercado, Tamara	\$8,313.60
HS Instructional Teacher	Orshal, Jessica	\$8,313.60
HS Program Aide	Jackson, Tammy	\$8,313.60
HS Teaching Assistant	Rankin, Jennifer	\$8,313.60
HS Instructional Teacher	Voutour, Melissa	\$8,313.60
Total Health Insurance		\$187,491

Total Benefits	
FICA/Medicare	\$158,640
TRS	\$15,742
Health	\$187,491
Less Grant Contribution	-\$107,025
FICA Expense – Personnel In-Kind	\$21,523
Non-Federal Benefits	\$276,370

Based on the allocation for the Early Head Start portion of the 2025/2026 Head Start and Early Head Start Grant, the District, in keeping with the Cost of Living, applied a 2% rate increase to Early Head Start staff. In doing so, there was little budget allocation remaining to purchase much-needed Early Head Start supplies (such as, but not limited to, diapers, wipes, pull-ups, formula). The District will pay for these items out of the non-federal match calculated as follows:

5 classrooms x \$3,000 per room for supplies = \$18,000.00.

The District is using a District building to house the Early Head Start Program. The District is not charging the Head Start Grant utilities to operate out of the District building, however we would like to request that the cost of the utilities be used as in-kind. The calculation is as follows:

1. Gas – estimated at \$20,606.00/year - \$10,303.00 would be allocable to the Early Head Start classrooms housed at the District building.
2. Water – estimated at \$17,965.00/year - \$8,982.50 would be allocable to the Early Head Start classrooms housed at the District building.
3. Electric - estimated at \$14,336.00/year - \$7,168.00 would be allocable to the Early Head Start classrooms housed at the District building.

The District is using a District building to house the Early Head Start Program. The District is not charging the Head Start Grant rent to operate out of the District building, however we would like to request that the cost of the rent be used as in-kind. The calculation is as follows:

5 rooms x \$500 per room per month x 11 months = \$27,500.00.



City School District of the City of Niagara Falls
Head Start/Early Head Start

March 27, 2025

Carolyn S. Baker
Regional Program Manager
Administration for Children and Families,
Office of Head Start, New York Regional Office
26 Federal Plaza, Room 4114
New York, NY 10278

Re: Grant No. 02CH012103

Dear Ms. Baker,

During today's meeting, the proposed continuation application in the amount of \$2,494,531.00 for the 07/01/2025 – 6/30/2026 funding year of Head Start and Early Head Start in the city of Niagara Falls, New York was presented and approved by the members of the City School District of the City of Niagara Falls Head Start/Early Head Start Governing Board.

On behalf of the Governing Board, thank you for your continued support of the children and families we serve in the city of Niagara Falls.

Sincerely,

Russell Petrozzi
Governing Board President
NFCSD HS/EHS

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

The following was approved on a motion by Mr. Bilson seconded by Mr. Vilardo.

6.02 Approval of Amendment to 2024/2025 Head Start/Early Head Start Grant [\(SG 1, 3\)](#)

WHEREAS, On January 2nd 2021, the City School District of the City of Niagara Falls (hereafter known as "The District") submitted an application to become the provider of Head Start/Early Head Start services in Niagara Falls, NY; and

WHEREAS, The District was awarded the Head Start/Early Head Start Grant on September 8th, 2021, the District received the official grant award notice, called Notice of Award, for the Head Start/Early Head Start Grant; and

WHEREAS, the Niagara Falls City School District received the official grant award notice, called Notice of Award, for the Head Start/Early Head Start Grant; and

WHEREAS, The Head Start/Early Head Start Grant is funded from 09/01/2021 through 06/30/2026; and

WHEREAS, The Notice of Award indicates that the project period for Year 4 of the Head Start/Early Head Start Grant is 07/01/2024 – 06/30/2025, with a combined funding of \$2,494,531.00; and

WHEREAS, The Board approved the Continuation Application for the 2024/2025 school year at its meeting on March 21st, 2024; and

WHEREAS, The District now wishes to amend some of the line items within the funding amount of \$2,494,531.00; and

WHEREAS, The Department of Health and Human Services, which is the department of the Federal Government that oversees the Head Start/Early Head Start Grant, has requested that the Governing Board, which has been designated as the Niagara Falls City School District Board of Education, approve the amendment budget and narrative for the 2024/2025 Head Start/Early Head Start project period, therefore be it

RESOLVED, That the Board of Education approves the attached amendment budget and narrative for the Head Start/Early Head Start Grant project period of 07/01/2024 – 06/30/2025; be it further

RESOLVED, The District Clerk has the authority to secure the signature of the President of the Board of Education; and be it further

RESOLVED, The President of the Board of Education is designated as authorized to sign the attached Budget Amendment and Narrative.

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

The following was approved on a motion by Mr. Bilson seconded by Mr. Paretto.

6.03 Approval of Nomination of Individual for the Vacancy of Board Member for the Board of Cooperative Educational Services (BOCES) for Orleans-Niagara Counties (SG 4)

WHEREAS, As a component district, the Niagara Falls Board of Education has the right to nominate an individual to fill such seat; and

WHEREAS, The Niagara Falls Board of Education must notify the Clerk of the BOCES Board in writing at least thirty (30) days **(no later than March 24th)** prior to the date of the election and meeting of its nomination; and

WHEREAS, This school district wants to nominate a person who is familiar with both the needs of the Niagara Falls City School District and the community, now; therefore, be it

RESOLVED, That Vincent Cancemi who resides at 3923 McKoon Ave., Niagara Falls, New York, be nominated by the Niagara Falls Board of Education for the vacancy of Board Member for the Board of Cooperative Educational Services for Orleans-Niagara Counties and that the School District Clerk be authorized and directed to forward his/her name as the Board of Education's nominee; and be it further

RESOLVED, That the Superintendent and the Board President be directed to convey on behalf of the Niagara Falls Board of Education and School District to Vincent Cancemi, Sr., their appreciation for his dedicated representation of the District on the Board of Cooperative Educational Services for Orleans-Niagara Counties (BOCES).

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi.

Nays: Mr. Vilardo.

Carried.

The following was approved on a motion by Mr. Bilson seconded by Mr. Paretto.

6.04 Approval of Appointment of Election Inspectors for 2025 (SG 4)

WHEREAS, The annual school election/budget vote of the Niagara Falls City School District will be held on Tuesday, May 20, 2025; and

WHEREAS, This Board at its February 27, 2025, Regular Meeting established the number and location of election polls; and

WHEREAS, Education Law 2607 states that "...the Board of Education shall appoint for each election district at least three qualified voters residing therein to act as inspectors at such election in such election district at such election" and may appoint additional inspectors for one or more districts when in its opinion special circumstances exist requiring the services of such additional inspectors, and

WHEREAS, The District has canvassed persons for appointment to these positions; therefore, be it

RESOLVED, That the Board of Education determines that special circumstances exist requiring the services of additional inspectors in certain districts; and

RESOLVED, That the following list of qualified voters are hereby appointed to serve as Inspectors, and/or poll monitors, as indicated, to perform all duties in connection with canvassing of the ballots at said school election/budget vote pursuant to 2610 of the Education Law; and

RESOLVED, That each inspector appointed be compensated in the amount of \$131.25 for the day's work, and

RESOLVED, That the Clerk of the Board of Education is hereby directed to give written notification of such appointment to each appointee, and

BE IT FURTHER RESOLVED, That inspectors elected as Chairpersons who will be responsible for the handling of absentee ballots, keys, and supplies at their respective polling sites and the returning of same will be compensated an additional \$30.00, and

BE IT FURTHER RESOLVED, That each election inspector who attends one of the workshops held on Monday, May 19, 2025, be compensated \$25.00. (Attached)

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

The following was approved on a motion by Mr. Bilson seconded by Mr. Paretto.

6.05 Approval of Appointment of Alternate Election Inspectors for 2025
(SG 4)

WHEREAS, The Annual School Election/Budget Vote will be held on Tuesday, May 20, 2025; and

WHEREAS, At the Regular Board Meeting of March 27, 2025, election inspectors were appointed to work the polls for that election; and

WHEREAS, In the normal course of events some inspectors are unable to work on the particular day of the election and must be replaced; therefore, be it

RESOLVED, That the persons named on the attached list are hereby appointed as substitute election inspectors for said election; and

RESOLVED, That each inspector called in to substitute will be compensated in the amount of \$131.25 for the day's work; and be it

BE IT FURTHER RESOLVED, That each election inspector who attends one of the workshops held on Monday, May 19, 2025, be compensated \$25.00.

ANNUAL SCHOOL ELECTION

May 21, 2024

Additional Election Inspectors

School Election District

3rd Legislative District

1	Election District 1	
2	Election District 2,3	Nancy Gambino; Glen Gambino; Diane Nastasi
3	Election District 4,5,7	
4	Election District 6	Joyce Hamilton
5	Election District 8	Edward Beckles; Judy Johnson Paonessa; Melissa Wannemacker 4 th Legislative District

6	Election District 1
7	Election District 2
8	Election District 3

9	Election District 4	Ralph X Gillon
10	Election District 5	Maureen Harris 5 th Legislative District

11	Election District 1,2	
12	Election District 3	
13	Election District 4	Lindsay Curcio
14	Election District 5	6 th Legislative District

15	Election District 1
16	Election District 2,3

17	Election District 4
18	Election District 5

19	Election District 6	Mildred Jones, Lisa Talarico Jaskula
20	Election District 7	
21	Election District 8	

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.
Nays: None.
Carried.

The following was approved on a motion by Mr. Paretto seconded by Mr. Bilson.

6.06 Approval of Appointment of Students as Election inspectors for May 2025 (SG 4)

WHEREAS, The Board at its February 27, 2025 Regular Meeting established the number and location of election polls; and

WHEREAS, Education Law 2607 states that "...the Board of Education shall appoint for each election district at least three qualified voters residing therein to act as inspectors at such election in such election district at such election" and may appoint additional inspectors for one or more districts when in its opinion special circumstances exist requiring the services of such additional inspectors, and

WHEREAS, A student 17 years of age who is enrolled in the District, with the consent of the student's parent, guardian or other person in parental relation, may serve as an election inspector or poll clerk pursuant to 3-400 of the election law and any other applicable provision of the law; therefore, be it

RESOLVED, That the following list of qualified students are hereby appointed to serve as inspectors, to perform all duties in connection with canvassing of the ballots at said school election/budget vote pursuant to 2610 of the Education Law and 3-400 of the Education Law; and

RESOLVED, That each student appointed to serve as an election inspector be compensated in the amount of \$131.25 for the day's work, and

RESOLVED, That the Clerk of the Board of Education is hereby directed to give written notification of such appointment to each appointee, and

BE IT FURTHER RESOLVED, That each election student serving as an inspector who attends a training workshops conducted by the District Clerk be compensated \$25.00.

ANNUAL SCHOOL ELECTION
May 20, 2025
Election Inspectors

School Election District			3 rd Legislative District	
1	Elect. Dist.	1	Board of Education Admin. Bldg. 630 – 66 th Street	
2	Elect. Dist.	2, 3	St. John De LaSalle 8469 Buffalo Avenue	Emma Beckles
3	Elect. Dist.	4,5,7	Grace Lutheran Church 736 Cayuga Drive	Katherine Adamec
4	Elect. Dist.	6	Geraldine J. Mann School 1330 95 th Street	Emmalyn Pyra
5	Elect. Dist.	8	79th Street School 551 79th Street	Ellis Smith
4 th Legislative District				
6	Elect. Dist.	1	St. John AME Church 917 Garden Avenue	Ke'ajahnae Walker
7	Elect. Dist.	2	VFW Post 917 2435 Seneca Avenue	Elias Hunt
4 th Legislative District				
8	Elect. Dist.	3	Wrobel Towers 800 Niagara Avenue	Madisyn Colvin
9	Elect. Dist.	4	NF Public Library 1425 Main St.	Cameran Watts
10	Elect. Dist.	5	Niagara Arts & Cultural Center 1201 Pine Avenue	Osiris Acevedo
5 th Legislative District				
11	Elect. Dist.	2	Maple Avenue School 952 Maple Avenue	Mya Bennett

ANNUAL SCHOOL ELECTION
May 20, 2025
Election Inspectors

12	Elect. Dist.	3	Gaskill Prep School 910 Hyde Park Blvd.	Xavier DeJesus
13	Elect . Dist. Elect	4	Hyde Park School 1620 Hyde Park Blvd.	Noriana Ellison
14	Dist.	5	John Duke Senior Citizens Center 1201 Hyde Park Blvd.	Johnyea Franklin
6 th Legislative District				
15	Elect . Dist.	1	City Hall 745 Main Street	Matthew Catanzaro
6 th Legislative District				
School Election District 16	Elect. Dist.	2,3	Cristoforo Columbo Society 2223 Pine Avenue	Jasmine Purewall
17	Elect. Dist.	4	Bloneva Bond Primary School 2513 Niagara Street	Saquan Mitchell
18	Elect. Dist.	5	Packard Court Community Center 4300 Pine Avenue	Tarianna Brinson
19	Elect. Dist.	6	Community Education Center 6040 Lindbergh Avenue	Emma Santos
20	Elect. Dist.	7	LaSalle Prep School 7436 Buffalo Avenue	Kiara Haynes
21	Elect. Dist.	8	Spallino Towers 720 Tenth Street	KaNiya Thomas

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

The following was approved on a motion by Mr. Paretto seconded by Mr. Bilson.

6.07 Approval of Appointment of Liaison to Students Serving as Election Inspectors for May 2025 (SG 1, 4)

WHEREAS, The Board at its March 27, 2025 Regular Meeting authorized the appointment of students to serve as election inspectors; and

WHEREAS, it is desirable to assist students serving as election inspectors by appointing a knowledgeable person to act as a liaison; therefore, be it

RESOLVED, That the following individual be appointed as liaison to students serving as election inspectors.:

Ann Marie Hauptner
628 Chestnut Avenue
Niagara Falls, NY 14305

RESOLVED, That said liaison be compensated in the amount of \$450.00 for the day's work, and

BE IT FURTHER RESOLVED, That the Clerk of the Board of Education is hereby directed to give written notification of such appointment to the appointee.

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

The following was approved on a motion by Mr. Bilson seconded by Mr. Vilardo.

6.08 Approval of Extensions of Transportation Contracts and Contract Between the School District of The City of Niagara Falls, New York and First Student, Inc. for Transportation Services – September 1, 2025 – August 31, 2030 (SG 3)

WHEREAS, According to §305, subdivision 14 of the State Education Law, extensions of existing Transportation Contracts are permitted for a maximum of five (5) years, subject to the power of the Commissioner of Education to approve or disapprove; and

WHEREAS, The price increase in any annual extension is limited to an amount, which does not exceed the preceding year's Contract price by more than the increase, in the appropriate Consumer Price Index (CPI) provided in the law; and

WHEREAS, The District has seven (7) Transportation Contracts with First Student Inc., scheduled to terminate August 31, 2025, which it wishes to extend for a five (5) year period to commence on September 1, 2025 and terminate on August 31, 2030, subject to the approval of the Commissioner; and

WHEREAS, The District also wishes to execute a Contract providing for terms and conditions of performance required of First Student, Inc., during the extension period of the Transportation Contracts, and compliance with all laws, rules and regulations pertaining to transportation of students; therefore, be it

RESOLVED, That the Board of Education hereby approves the

extensions of the Transportation Contracts listed below, with the District's current Contractor, First Student, Inc. for transportation services, for a period of five (5) years commencing September 1, 2025 and terminating August 31, 2030, at a cost not to exceed the 2024-2025 contract costs together with an increase in an amount not to exceed the Consumer Price Index, as provided in the law, for year 2025-2026:

- 451 Out of District Transportation
 - 452 Visually Challenged Transportation
 - 453 BOCES Mid Day and Full Day Transportation
 - 454 Wheelchair Transportation
 - 451S Summer School Out of District Transportation
 - 452S Summer School Visually Challenged Transportation
 - 454S Summer School Wheelchair Transportation
- and further

RESOLVED, That such action is subject to the approval of the Commissioner of Education as provided by applicable provisions of New York State Education Law; and further

RESOLVED, That the Board of Education approves the Contract between the District and First Student, Inc. providing for their agreement to the extension of all the Transportation Contracts and for other terms and conditions of performance required of First Student, Inc, a copy of which is attached; and further

RESOLVED, That the President of the Board and the Superintendent of Schools as may be required, be and hereby are authorized to execute the extensions of the Transportation Contracts hereto attached and the Contract, subject to other terms and conditions as may be required by the Superintendent of Schools or School District Attorney; and

RESOLVED, That the District Clerk be directed to obtain the required signatures of the President of the Board and the Superintendent as may be required on the Transportation Contracts and the Contract.

TRANSPORTATION CONTRACT BETWEEN
NIAGARA FALLS CITY SCHOOL DISTRICT and
FIRST STUDENT, INC.

This Contract made the 27th day of March 2025 by and between the City School District School of the City of Niagara Falls ("District") and First Student, Inc. ("First Student").

WHEREAS, the First Student has been providing services for transportation of District's students pursuant to Contracts 451S, 452S and 454S for Summer School and Contracts 451, 452, 453 and 454 for the Regular School Year, all scheduled to terminate August 31, 2025; and

WHEREAS, the District and First Student desire to extend the Contracts for a period of five (5) years, to commence on September 1, 2025 and to terminate August 31, 2030

NOW THEREFORE, in consideration of the covenants and conditions herein contained the District and First Student agree as follows:

(1) The District and First Student agree to extend the Summer School Contracts Numbers 451S, 452S, and 454S for transportation of students during Summer School for a period of five (5) years to commence September 1, 2025 and terminate August 31, 2030.

(2) The District and First Student agrees to extend the Regular School Year Contracts 451, 452, 453, and 454 for transportation of students during Regular School Year for a period of five (5) years to commence September 1, 2025 and to terminate August 31, 2030.

(3) First Student agrees to provide all services required to be performed by it pursuant to Contracts 451S, 452S and 454S for Summer School and 451, 452, 453 and 454 for Regular School Years 2025-2030 and to perform all conditions therein required for it to perform including but not limed to indemnifying the District for any damages resulting from the performance of such services and provide liability insurance naming the District as an additional party acceptable to the District.

IN WITNESS WHEREOF, the parties have set their signatures and seals on the date first written above.

City School District of the
City of Niagara Falls, New York

By _____
First Student, Inc.
Mark Laurrie
Hummel
Superintendent of Schools
Manager

By _____
Rob
Area General

City School District of the
City of Niagara Falls, New York

By _____
Russell Petrozzi
President of the Board of Education

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

The following was approved on a motion by Mr. Bilson seconded by Mr. Vilardo.

6.09 Approval of Extensions of Transportation Contracts and Contract Between the School District of The City of Niagara Falls, New York and Niagara Falls Coach Lines, Inc. for Transportation Services September 1, 2025 – August 31, 2030 (SG 3)

WHEREAS, According to §305, subdivision 14 of the State Education Law, extensions of existing Transportation Contracts are permitted for a maximum of five (5) years, subject to the power of the Commissioner of Education to approve or disapprove; and

WHEREAS, The price increase in any annual extension is limited to an amount, which does not exceed the preceding year's Contract price by more than the increase, in the appropriate Consumer Price Index (CPI) provided in the law; and

WHEREAS, The District has eleven (11) Transportation Contracts with Niagara Falls Coach Lines, Inc., scheduled to terminate August 31, 2025, which it wishes to extend for a five (5) year period to commence on September 1, 2025 and terminate on August 31, 2030, subject to the approval of the Commissioner; and

WHEREAS, The District also wishes to execute a Contract providing for terms and conditions of performance required of Niagara Falls Coach Lines, Inc., during the extension period of the Transportation Contracts, and compliance with all laws, rules and regulations pertaining to transportation of students; therefore; be it

RESOLVED, That the Board of Education hereby approves the extensions of the Transportation Contracts listed below, with the District's current Contractor, Niagara Falls Coach Lines, Inc. for transportation services, for a period of five (5) years commencing September 1, 2025 and terminating August 31, 2030, at a cost not to exceed the 2024-2025 contract costs together with an increase in an amount not to exceed the Consumer Price Index, as provided in the law, for the year 2024 – 2025:

E005596E90/10 In Dist Reg Ed
E005248EKindergarten In Dist
E005245EIntegration In Dist Racial Imbalance
E005247ETrainable Special Needs In Dist
E005591ESpecials In Dist Special Needs
E005592ESpecial Needs In Dist Special
E005594EField Trips
E611356D Summer School Regular
E611357D Summer School Special
C575919EAides and Monitors
C575920D Summer Aides and Monitors

and further

RESOLVED, That such action is subject to the approval of the

Commissioner of Education as provided by applicable provisions of New

York State Education Law; and further

RESOLVED, That the Board of Education approves the Contract between the District and Niagara Falls Coach Lines, Inc. providing for terms and conditions of performance required of Niagara Falls Coach Lines, Inc.; and further

RESOLVED, That the President of the Board be authorized and directed to execute the extensions of the Transportation Contracts hereto attached and the Contract, subject to other terms and conditions as may be required by the School District Attorney; and

RESOLVED, That the District Clerk be directed to obtain the signature of the President of the Board on the Transportation Contracts and the Contract.

TRANSPORTATION AGREEMENT BETWEEN
THE CITY SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS and
NIAGARA FALLS COACH LINES, INC.

This Agreement made the 27th day of March 2025 by and between the

City School District of the City of Niagara Falls, New York ("District") and Niagara Falls Coach Lines, Inc. ("NFCL").

WHEREAS, Niagara Falls Coach Lines, Inc. has been providing services for transportation of District's students pursuant to Contracts for the Regular and Summer School Year; and

WHEREAS, the District and NFCL desires to extend the Contracts for a period of five (5) years.

NOW THEREFORE, in consideration of the covenants and conditions herein contained the District and NFCL agree as follows:

(1) The District agrees to extend contracts E611357D, E611356D, and C575920D to commence September 1, 2025 and terminate August 31, 2030.

(2) The District agrees to extend contracts E005245E, E005247E, E005248E, E005591E, E005592E, E005594E, E005596E, and C575919E for transportation of students during the Regular School Year 2025-2030, to commence September 1, 2025 and to terminate August 31, 2030.

(3) Niagara Falls Coach Lines, Inc. agrees to provide all services required to be performed by it pursuant to Contracts to commence September 1, 2025 and to terminate August 31, 2030; and to indemnify the District for any damages resulting from the performance of such services and provide liability insurance naming the District as an additional party acceptable to the District.

IN WITNESS WHEREOF, the parties have set their signatures and seals on the date first written above.

City School District of the

City of Niagara Falls, New York

Niagara Falls Coach Lines, Inc.

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

6.10 Approval of Approval of Agreement Between the City School District of the City of Niagara Falls and the Niagara County Department of Social Services Creating a Crime Prevention Collaborative Partnership [\(SG 1\)](#)

WHEREAS, The City School District of the City of Niagara Falls ("District") and Niagara County Department of Social Services ("Social Services") recognize that a multi-systemic approach to youth is critical to establish the future success of young adults ages 12-15, and that an innovative partnership between them needs to be created to implement such approach; and

WHEREAS, The District and Social Services agree to form a Crime Prevention Collaborative Partnership and to contract with the Buffalo Federation of Neighborhood Centers to provide the multi-systemic approach to youth ages 12-15 by addressing their educational, social and emotional needs; and

WHEREAS, An Agreement has been negotiated by the Superintendent with the Niagara County Department of Social Services for creation of the Crime Prevention Collaborative Partnership and is presented to the Board for its action; and

WHEREAS, The Agreement provides, among other things, for the District and Social Services to each contribute Thirty Thousand Dollars (\$30,000.00) for a total of Sixty Thousand Dollars (\$60,000.00) to fund the program.

WHEREAS, The Social Services will reimburse the District the sum of \$3,333.33 per month for nine (9) months for total of Thirty Thousand Dollars (\$30,000.00); and

WHEREAS, The District will serve as Lead Agency and retain consulting services from Buffalo Federation of Neighborhood Centers to provide the services required and shall pay Buffalo Federation of Neighborhood Centers the sum of \$3,333.33 per month for nine (9) months, upon verification by the Administrator for School Business Services of services rendered; therefore, be it

RESOLVED, that the Board hereby approves the Agreement between the District and Social Services forming a Crime Prevention Collaborative Partnership providing multi-systemic approach to addressing the educational, social and emotional needs of youth ages 12-15 attached hereto; and be it further

RESOLVED, that the Agreement is subject to such further terms, provisions and conditions that may be deemed appropriate by the Superintendent and the School District Attorney; and be it further

RESOLVED, that the President of the Niagara Falls Board of Education be authorized to execute the Agreement; and be it further

RESOLVED, that the District Clerk be directed to obtain the signature of the President of the Board on the Agreement.

CONTRACT CRIME PREVENTION COLLABORATIVE PROGRAM

THIS AGREEMENT made as of the 27th day of March 2025, by and between the CITY SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS, 630 66th Street, Niagara Falls, New York, 14304 (hereinafter called the "District"), and NIAGARA COUNTY DEPARTMENT OF SOCIAL SERVICES, 20 East Avenue, P.O. Box 506, Lockport, New York 14095-0506, (hereinafter called the "Social Services ");

WHEREAS, the District and Social Services recognize that a multi-systemic approach to youth is critical to establish the future success of young adults ages 12 through 15, and that an innovative partnership needs to be created to implement such approach; and

WHEREAS, the District and Social Services agree to form a Crime Prevention Collaborative partnership and to contract with the Buffalo Federation of Neighborhood Centers to provide the multi-systemic approach to youth by addressing the educational, social, and emotional needs of youth ages 12 through 15.

THEREFORE, the District and Social Services in consideration of the mutual covenants and conditions herein contained agree as follows:

FIRST: To form an intergovernmental partnership to the fullest extent permitted by law to address the following areas:

- a. Educational
 - 1. To reduce student truancy.
 - 2. To improve the attendance and tardiness rate for project students.
 - 3. To reduce student disciplinary referrals by 10%.
- b. Juvenile Justice
 - 1. To eliminate new referrals for project students to the Juvenile Justice and Court system.
 - 2. To eliminate recidivism in criminal activities of the project students.
- c. Social Services
 - 1. Provide to all families whose children are eligible and referred to participate in the program, outreach services at their homes so as to communicate the school's concern, and to offer a range of home and school-based services available to assist them.
 - 2. Provide to those served, instructions as to their educational rights, responsibilities, state law, and the child welfare educational neglect process, and its enforcement procedures.

3. Provide to the families, parenting or other skill improvement assistance.

4. Work toward reducing youth referred for school truancy issues showing an improvement in attendance across a twelve-month period.

5. Work toward showing an improvement in Life-Skills functioning in at least one Life Area using the Case Life Skills Assessment Tool at the six-month mark.

SECOND: The referral of eligible students will be conducted by an established collaborative team representing the District, City and Social Services.

THIRD: The collaborative effort will commence on March 28, 2025 and will be in effect until December 31, 2025.

FOURTH: Payment under this Agreement shall be as follows:

a. The District and Social Services each agree to contribute \$30,000 per year for a total of \$60,000.00 to fund the Crime Prevention Collaborative Program.

b. Social Services shall reimburse the District, which will serve as lead agency in dispensing the funds to the Buffalo Federation of Neighborhood Centers.

c. Reimbursement by Social Services to the District shall be in the sum of \$30,000.00 on December 31, 2025 for the services provided from January 2, 2025 through December 31, 2025.

d. For the services provided in 2025, Social Services shall reimburse the District two payments in the amount of \$15,000.00, payable on July 15, 2025 and December 15, 2025.

FIFTH: The District shall enter into an Agreement with the Buffalo Federation of Neighborhood Centers which shall provide among other provisions for the following:

a. Payment to the Buffalo Federation of Neighborhood Centers the sum of \$60,000.00 payable in monthly installments of \$6,666.66 for services rendered as verified by the School Business Administrator.

b. The Buffalo Federation of Neighborhood Centers agreeing to provide :

1. Service up to 30 "at-risk" Niagara Falls City School District students, ages 12 to 15.

2. Provide individual student progress reports each month to collaborating agencies detailing the progress around the objectives listed above.

3. Provide a monthly financial status report on any and all expenditures relating to this program.

4. Provide a final financial report and student progress report to all agencies within 30 days of the conclusion of this agreement.

5. Ensure that all appropriate parental/guardian permissions and approvals have been placed on file with all three agencies prior to commencing work with any student.

6. Provide to all families whose children are eligible and referred to participate in the program, outreach services at their homes so as to communicate the school's concern, and to offer a range of home and school-based services available to assist them.

7. Provide to those served, instructions as to their educational rights, responsibilities, state law, and the child welfare educational neglect process, and its enforcement procedures.

8. Provide to the families, parenting, or other skill improvement assistance.

9. Work toward reducing youth referred for school truancy issues showing an improvement in attendance across a ten-month period.

10. Work toward youth showing an improvement in Life-Skills functioning in at least one Life Area using the Case Life Skills Assessment Tool at the six-month mark.

SIXTH: Entire Agreement. This Agreement contains the entire agreement of the Parties and may be modified or amended only in writing duly subscribed by all of the Parties.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date and year first above written.

The following was approved on a motion by Mr. Bilson seconded by Mr. Vilardo.

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr.

Vilardo.

Nays: None.

Carried.

6.11 Approval of Approval of Agreement Between the City School District of the City of Niagara Falls and Buffalo Federation of Neighborhood Centers for Consulting Services in the Area of Multi-Systemic Crime Prevention ([SG 1](#))

WHEREAS, The City School District of the City of Niagara Falls ("District") and the Niagara County Department of Social Services ("Social Services") entered into an Agreement providing for an innovative Crime Prevented Collaborative Partnership for a multi-systemic approach to youth by addressing the educational, social and emotional needs of youth ages 12-15; and

WHEREAS, The Agreement, among other things, provides for the District to enter into an Agreement with the Buffalo Federation of Neighborhood Centers ("BFNC") to provide the services required in implementing the Crime Prevention Collaborative Partnership; and

WHEREAS, According to the Contract the District will pay BFNC the sum of Six Thousand Six Hundred Sixty Six Dollars (\$6,666.00) per month for nine (9) months not to exceed the total sum of Sixty Thousand Dollars (\$60,000.00); and

WHEREAS, The District will be reimbursed for fifty percent (50%) of the Contract cost to be paid to BFNC, by the Niagara County Social Services upon verification of services rendered by the Administrator for School Business Services. Reimbursement will be at the rate of \$3,333.33 per month commencing the 1st day of the month, for services rendered for the previous month, commencing the 1st day of May and continuing thereafter with the last payment on the 31s day of December 2025; and

WHEREAS, The Superintendent has negotiated a Contract with BFNC, Inc. to provide the services required; therefore, be it

RESOLVED, that the Board hereby approves the Contract between the City School District of the City of Niagara Falls and the Buffalo Federation of Neighborhood Centers to provide services in implementing the Crime Prevention Collaborative Partnership for the multi-systemic approach to youth by addressing the educational, social and emotional needs of youth ages 12-15 which is attached hereto; and be it further

RESOLVED, that the Contract is subject to such further terms, provisions and conditions that may be deemed appropriate by the Superintendent and the School District Attorney; and be it further

RESOLVED, that the President of the Niagara Falls Board of Education be authorized to execute the Contract; and be it further

RESOLVED, that the District Clerk be directed to obtain the signature of the President of the Board on said Agreement.

CONTRACT FOR PROFESSIONAL CONSULTANT SERVICES BY AN INDEPENDENT CONTRACTIOR

THIS AGREEMENT made this 27th day of March 2025, by and between the CITY SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS CITY, 630 66th Street, Niagara Falls, New York, 14304 (hereinafter called the "First Party"), and BUFFALO FEDERATION OF NEIGHBORHOOD CENTERS, 97 Lemon Street, Buffalo, NY 14204 (hereinafter called the "Second Party");

WITNESSETH:

IN CONSIDERATION OF the provisions and mutual covenants hereinafter set forth, the Parties do hereby mutually agree as follows:

1. Engagement of Second Party. The First Party hereby engages the Second Party as consultant to render to the First Party the professional consulting services in the area of multisystemic crime prevention (See Attachment A), hereinafter described, and the Second Party hereby accepts such engagement, upon and subject to the terms and conditions hereinafter set forth
2. Professional Services and Duties of the Second Party. The Second Party shall provide and render to the First Party the usual and customary services of a consultant as they relate to multisystemic crime prevention services and shall include without limitation a multisystemic crime prevention intervention services to students ages 12-15 years old, including but not limited to the following:

- Service up to 30 “at-risk” Niagara Falls City School District students, ages 12 to 15.
- Provide individual student progress reports each month to all three collaborating agencies detailing the progress around the objectives listed above.
- Provide a monthly financial status report on any and all expenditures relating to this program.
- Provide a final financial report and student progress report to all agencies within 30 days of the conclusion of this agreement.
- Ensure that all appropriate parental/guardian permissions and approvals have been placed on file with all three agencies prior to commencing work with any student.
- Provide to all families whose children are eligible and referred to participate in the program, outreach services at their homes so as to communicate the school’s concern, and to offer a range of home and school-based services available to assist them.
- Provide instructions as to their educational rights, responsibilities, state law, and the child welfare educational neglect process, and its enforcement procedures.
- Provide the families, parenting or other skill improvement assistance.
- Work toward reducing youth referred for school truancy issues showing an improvement in attendance across a ten-month period.
- Work toward referred youth showing an improvement in Life-Skills functioning in at least one Life Area using the Case Life Skills Assessment Tool at the six-month mark.

The Second Party represents that it possess a thorough knowledge of crime prevention strategies. The Second Party will maintain the strictest standards of ethical behavior and confidentiality.

The Second Party’s services shall be performed in collaboration with the Deputy Superintendent of Schools.

3. Relationship Between the Parties. The Second Party shall not be an employee of the First Party. The Second Party is engaged by the First Party only for the purposes and to the extent set forth in this Agreement, and the relationship to the First Party during the term of this Agreement shall be solely and exclusively that of the professional consultant services to perform only the services hereinbefore expressly set forth, in the exclusive capacity consultant only, and in no event as servant or employee except as may be specifically set forth herein, neither party shall have the power to control the activities and operations of the other and their status at all times will continue to be that of said consultant.

4. Compensation to the Second Party. Upon receipt of due monthly invoice indicating the service performed by the Second Party in accordance with the Crime Prevention Collaboration Program Log attached hereto and the verification of the performance of such services to the satisfaction of the Administrator for Business Services, the First Party shall pay to the Second Party, for all services rendered hereunder, a sum not to exceed \$60,000 for

period March 28, 2025, through December 31, 2025. Payment shall be made as follows: the sum of \$6,666.66 on the first day of each month commencing on the 1st day of May 2025 and continuing on the 1st day of each and every month thereafter until the 1st day of December 2025, for services rendered during the previous month. Payment shall be by checks made payable to the order of the Second Party, and shall be deemed full payment to the Second Party.

In the event the Niagara County Department of Social Services ("Social Services"), which has committed to participate in the Program to the extent of \$30,000.00 payable in equal monthly installments, fails to make its monthly payment of \$3,333.33 then and in such event the District shall pay the Second Party the sum of \$3,333.33 per month for services rendered herein for those months that Social Services fails to reimburse the District.

5. Indemnification and Insurance. To the fullest extent permitted by law, the Second Party shall indemnify and hold harmless the First Party, its agents, servants, and/or employees from and against any and all costs, losses, and damages arising out of the performance of its services under this Agreement excepting, however, the negligent acts or omissions of the First Party, its agents, servants and/or employees.

The Second Party shall maintain general liability insurance in amounts acceptable to the First Party. All policies shall name the First Party, the City of Niagara Falls, New York and the Niagara County Social Services Department, as additional parties insured. The Second Party is responsible for all withholding taxes, insurance, unemployment, and Workers' Compensation insurance as required by law.

Certificates of insurance shall be filed with the First Party prior to the commencement of services and after each renewal date of the policies listed on the certificates. The certificates shall contain provision that coverage afforded under the policies will not be canceled until at least thirty days prior written notice is given to the First Party.

6. Term of Contract. This Contract shall be effective from March 26, 2025, through December 31, 2025, provided, however, that any Party may, at any given time, terminate this Contract in all respects by giving to the other Party thirty (30) days advance written notice of its election to terminate the same.

7. Assignment. The Party of Second Party may hire and pay assistants; however, as an Independent Contractor it shall be responsible for all wages, benefits, and taxes for any assistants so hired.

8. Entire Agreement. This Agreement contains the entire agreement of the Parties and may be modified or amended only in writing duly subscribed by all of the Parties.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date and year first above written.

The following was approved on a motion by Mr. Paretto seconded by Mr. Bilson.

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

6.12 Approval of Payment No. 12 to John W. Danforth for HVAC Contracting Work for the A Breath of Fresh Air (ABOFA) Capital Improvement Project (CIP) Contract 123B (SG 3)

WHEREAS, The Board of Education executed a Contract dated January 25, 2024, with John W. Danforth for HVAC work on the A Breath of Fresh Air Capital Improvement Project, which provides for payment to it for services rendered and materials furnished, upon the filing and approval of AIA Document G732, "Application and Certificate for Payment; and

WHEREAS, In order that an official record of expenditures for Capital Projects be maintained, all invoices pertaining to the Capital Project must be approved by the Board, upon approval of the Application and recommendation for payment by the Architect, the Construction Managers and Administrator for School Business Services; and

WHEREAS, John W. Danforth has submitted an Application and Certificate for Payment, AIA Document G732, for services rendered and material furnished in the amount of \$39,993.16; and

WHEREAS, The Application has been reviewed, approved and recommended for by the Architect, Clark Patterson Lee, construction managers Buffalo Construction Consultants, and Rebecca Holody, Administrator for School Business Services; and

WHEREAS, The Application is in accordance with the Contract and is inclusive of the required 5% retention in the amount of \$1,999.66; and

WHEREAS, The amount of payment the District will issue shall be \$39,993.16 less the required 5% retainage (\$1,999.66) as outlined in the contract, \$37,993.50; and

WHEREAS, This appropriation will be expended from the Capital Fund and will be submitted as a claim for State Aid reimbursement according to the State formula for school buildings; now therefore be it

RESOLVED, That the Board of Education approves the payment of \$37,993.50 to John W. Danforth 300 Colvin Woods Parkway Tonawanda, NY 14150 in accordance with the Application and Certificate for Payment #12; and further

RESOLVED, This appropriation will be expended from the Capital Fund and will be submitted as a claim for State Aid reimbursement according to the State formula for school buildings.

The following was approved on a motion by Mr. Paretto seconded by Mr. Bilson.

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

6.13 Approval of Payment No. 12 to John W. Danforth for HVAC Contracting Work for the A Breath of Fresh Air (ABOFA) Capital Improvement Project (CIP) Contract 123C (SG 3)

WHEREAS, The Board of Education executed a Contract dated January 25, 2024, with John W. Danforth for HVAC work on the A Breath of Fresh Air Capital Improvement Project, which provides for payment to it for services rendered and materials furnished, upon the filing and approval of AIA Document G732, "Application and Certificate for Payment; and

WHEREAS, In order that an official record of expenditures for Capital Projects be maintained, all invoices pertaining to the Capital Project must be approved by the Board, upon approval of the Application and recommendation for payment by the Architect, the Construction Managers and Administrator for School Business Services; and

WHEREAS, John W. Danforth has submitted an Application and Certificate for Payment, AIA Document G732, for services rendered and material furnished in the amount of \$56,744.20; and

WHEREAS, The Application has been reviewed, approved and recommended for by the Architect, Clark Patterson Lee, construction managers Buffalo Construction Consultants, and Rebecca Holody, Administrator for School Business Services; and

WHEREAS, The Application is in accordance with the Contract and is inclusive of the required 5% retention in the amount of \$2,837.21; and

WHEREAS, The amount of payment the District will issue shall be \$56,744.20 less the required 5% retainage (\$2,837.21) as outlined in the contract, \$53,906.99; and

WHEREAS, This appropriation will be expended from the Capital Fund and will be submitted as a claim for State Aid reimbursement according to the State formula for school buildings; now therefore be it

RESOLVED, That the Board of Education approves the payment of \$53,906.99 to John W. Danforth 300 Colvin Woods Parkway Tonawanda, NY 14150 in accordance with the Application and Certificate for Payment #12; and further

RESOLVED, This appropriation will be expended from the Capital Fund and will be submitted as a claim for State Aid reimbursement according to the State formula for school buildings. The following was approved on a motion by Mr. Paretto seconded by Mr. Bilson.

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

6.14 Approval of Payment No. 12 to Frey Electric Construction Co. Inc. for Electrical Contracting Work for the A Breath of Fresh Air (ABOFA) Capital Improvement Project (CIP) (SG 3)

WHEREAS, The Board of Education executed a Contract dated January 25, 2024, with Frey Electrical Construction Corp. for Electrical work on the A Breath of Fresh Air Capital Improvement Project, which provides for payment to it for

services rendered and materials furnished, upon the filing and approval of AIA Document G732, "Application and Certificate for Payment; and

WHEREAS, In order that an official record of expenditures for Capital Projects be maintained, all invoices pertaining to the Capital Project must be approved by the Board, upon approval of the Application and recommendation for payment by the Architect, the Construction Managers and Administrator for School Business Services; and

WHEREAS, Frey Electrical Construction Corp. has submitted an Application and Certificate for Payment, AIA Document G732, for services rendered and material furnished in the amount of \$115,082.57; and

WHEREAS, The Application has been reviewed, approved and recommended for by the Architect, Clark Patterson Lee, construction managers Buffalo Construction Consultants, and Rebecca Holody, Administrator for School Business Services; and

WHEREAS, The Application is in accordance with the Contract and is inclusive of the required 5% retention in the amount of \$5,754.13; and

WHEREAS, The amount of payment the District will issue shall be \$115,082.57 less the required 5% retainage (\$5,754.13) as outlined in the contract, \$109,328.44; and

WHEREAS, This appropriation will be expended from the Capital Fund and will be submitted as a claim for State Aid reimbursement according to the State formula for school buildings; now therefore be it

RESOLVED, That the Board of Education approves the payment of \$109,328.44 to Frey Electrical Construction Corp. 100 Pearce Ave Tonawanda, NY 14150 in accordance with the Application and Certificate for Payment #12; and further

RESOLVED, This appropriation will be expended from the Capital Fund and will be submitted as a claim for State Aid reimbursement according to the State formula for school buildings.

The following was approved on a motion by Mr. Paretto seconded by Mr. Bilson.

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

6.15 Approval of Payment No. 12 to Stark Tech for Technology Contracting Work for the A Breath of Fresh Air (ABOFA) Capital Improvement Project (CIP) (SG 3)

WHEREAS, The Board of Education executed a Contract dated January 25, 2024, with U&S Services (Stark Tech) for Technology work on the A Breath of Fresh Air Capital Improvement Project, which provides for payment to it for services rendered and materials furnished, upon the filing and approval of AIA Document G732, "Application and Certificate for Payment; and

WHEREAS, In order that an official record of expenditures for Capital Projects be maintained, all invoices pertaining to the Capital Project must be approved by the Board, upon approval of the Application

and recommendation for payment by the Architect, the Construction Managers and Administrator for School Business Services; and

WHEREAS, U&S Services (Stark Tech) has submitted an Application and Certificate for Payment, AIA Document G732, for services rendered and material furnished in the amount of \$10,348.00; and

WHEREAS, The Application has been reviewed, approved and recommended for by the Architect, Clark Patterson Lee, construction managers Buffalo Construction Consultants, and Rebecca Holody, Administrator for School Business Services; and

WHEREAS, The Application is in accordance with the Contract and is inclusive of the required 5% retention in the amount of \$517.40; and

WHEREAS, The amount of payment the District will issue shall be \$10,348.00 less the required 5% retainage (\$517.40) as outlined in the contract, \$9,830.60; and

WHEREAS, This appropriation will be expended from the Capital Fund and will be submitted as a claim for State Aid reimbursement according to the State formula for school buildings; now therefore be it

RESOLVED, That the Board of Education approves the payment of \$9,830.60 to U&S Services (Stark Tech) 95 Stark St Tonawanda, NY 14150 in accordance with the Application and Certificate for Payment #12; and further

RESOLVED, This appropriation will be expended from the Capital Fund and will be submitted as a claim for State Aid reimbursement according to the State formula for school buildings.

The following was approved on a motion by Mr. Paretto seconded by Mr. Bilson.

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

6.16 Approval of Payment No. 4 To MKS Plumbing Co. Inc. for Plumbing Contracting Work for the A Breath of Fresh Air (ABOFA) Capital Improvement Project (CIP) [\(SG 3\)](#)

WHEREAS, The Board of Education executed a Contract dated January 25, 2024, with MKS Plumbing for Plumbing work on the A Breath of Fresh Air Capital Improvement Project, which provides for payment to it for services rendered and materials furnished, upon the filing and approval of AIA Document G732, "Application and Certificate for Payment; and

WHEREAS, In order that an official record of expenditures for Capital Projects be maintained, all invoices pertaining to the Capital Project must be approved by the Board, upon approval of the Application and recommendation for payment by the Architect, the Construction Managers and Administrator for School Business Services; and

WHEREAS, MKS Plumbing Corp. has submitted an Application and Certificate for Payment, AIA Document G732, for services rendered and material furnished in the amount of \$7,100.00; and

WHEREAS, The Application has been reviewed, approved and recommended for by the Architect, Clark Patterson Lee, construction managers Buffalo Construction Consultants, and Rebecca Holody, Administrator for School Business Services; and

WHEREAS, The Application is in accordance with the Contract and is inclusive of the required 5% retention in the amount of \$355.00; and

WHEREAS, The amount of payment the District will issue shall be \$7,100.00 less the required 5% retainage (\$355.00) as outlined in the contract, \$6,745.00; and

WHEREAS, This appropriation will be expended from the Capital Fund and will be submitted as a claim for State Aid reimbursement according to the State formula for school buildings; now therefore be it

RESOLVED, That the Board of Education approves the payment of \$6,745.00 to MKS Plumbing Corp. 19 Ransier Dr West Seneca, NY 14224 in accordance with the Application and Certificate for Payment #04; and further

RESOLVED, This appropriation will be expended from the Capital Fund and will be submitted as a claim for State Aid reimbursement according to the State formula for school buildings.

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.

Review of the Proposed Policy(ies) – None.

Information and Reports

Oral Communications - Public Comment on non-Agenda Items

Lawrence Blaber 625 38th Street -Mr. Blaber spoke on the salt trucks and CDL. He pointed out that to have a CDL one needs to read. He claims 75% of third graders cannot read in the District. Niagara County Information Group will host a Teen Hall listening session March 30 and March 31; attendance is encouraged.

Michael Barksdale 2217 Independence Ave.- Spoke on the meaning of the Board of Education and took umbrage with the discussion of salt trucks. He felt there should have been discussion of student achievement instead. He claims his group was eviscerated when brining up poor student achievement in the past.

Gloria Dolson 1352 Cleveland Avenue – thanked Mr. Laurrie for his work; when 50 students from Howard University were in town, Mr. Laurrie donated their lunches. Thanked the Board, who have been responsive and have donated to the Men Standing Strong Together Group. LaSalle Educational Club invites the Board to its 56th Scholarship Dinner to be held Friday, June 13, 6 p.m. and recognizing Mr. Mohr, Jr., a teacher at Cataract Elementary. She further thanked Ms. Manella for her support of Mrs. Dolson's granddaughter, Alexianna Dolson. Leaders need help; we should all work to support community leaders.

Deacon Gibbs 2113 Ferry Avenue – Deacon Gibbs taught chess at Maple Ave last semester, and would like to continue to teach in the elementary

schools. He would like to see a change in student attire at NFHS. He particularly mentioned female students. He also spoke on the proposed cell phone policy.

Superintendent's Report

Mr. Laurie:

Mr. Laurie thanked the speakers and will respond to Deacon Gibbs. He further shared that:

NFHS is putting on a career/work fair Saturday, March 29th in the Main Arena at NFHS from 10a.m. – 1p.m. Let people know this is occurring and is a great opportunity for work and job placement; 32 companies will be present.

Make sure you plan to see the NFHS Proscenium Players theatre production of "Godspell" at the PAC of NFHS on Thursday, March 27th – Saturday, March 29th with show times at 7p.m. On Saturday, March 29th there will also be a 1p.m show.

Our annual Reverend Dr. Martin Luther King celebration will be held on Tuesday, April 8th at Bond Primary School at 6 p.m. We have a guest speaker this year named Lisa McNair. Her sister was killed in the Birmingham , Alabama church bombings. We will honor NFHS student Julissa Hernandez with a young adult civil rights award, Ms. Karen Howard with the Tiffany Nalls Award and Mr. Eric Fields Sr. with the Rev. Dr. Martin Luther King Award Civil Rights award. Great music, speakers and tremendous honorees. GPS LPS on Monday; Tuesday at NFHS.

Twelve students were on hand at 39th Street ironworkers shop as our students learned to weld. Company representatives who were present were impressed.

Upcoming student travel includes the annual trip to Historically Black Colleges and Universities; the baseball team is traveling; and the foreign language students are traveling to Europe.

Training day for the new Apple Products took place; Mr. Laurie is very pleased with the enthusiasm for this project.

Frank Massaro, son of Georgia Littere, has been appointed as cardio vascular anesthesiologist at Roswell Park and NF Memorial Medical Center.

Mr. Laurie has great appreciation for NFHS staff, we lost a beautiful ninth grade student this week. Team B students were overcome. Staff and teachers were responsive and supportive, counselors and social workers have been outstanding. The boy's family brought pizza to the teachers today, which is amazing. It is a tragedy. Our deepest sympathy. Thanks to staff and student body.

Also, the family of Kristen Grandinetti is present, that family lost a sister, Gail Young . These are special citizens in the community.

BOARD COMMENTS:

Mr. Vilardo The loss of a student truly tragic. We do care about our students and learning.

(Mr. Laurie: NFHS offers 64 college courses free of charge to students).

Mr. Bilson It's an honor to be on the Board with people who care deeply about students. It has been a wonderful meeting tonight, from learning about the Head

Start Policy Council to discussing welding to discussing long term academic goals and community support. Head Start supports literacy, closes achievement gaps, etc.

Mr. Cancemi The general public knows the Board cares. Congratulations to Mr. Laurrie on being awarded a Black Achievement Award.

Mr. Paretto: has been on Board for a few terms; the members care deeply. The District is not perfect, but we put a lot of money in our children, and have the best teachers. Taking a potshot at a safety issue is insulting. Money spent on air conditioning, safety, things other districts are not doing, shows we are way ahead of other districts. This is for student safety, from Pre-K to grade 12. We are here because we care. Mr. Paretto's daughter worked with the recently deceased young student. The situation is heartbreaking. To his family, our hearts are broken with you.

Mrs. Dunn: Agrees with Mrs. Dolson, all people need to come together. The City will not get better by divisiveness. The Board seats are unpaid; members are here because they care. Learning is never ending. NF Black Achievers is back; it started in 1976. Three, \$500 scholarships and \$1,000 scholarship also were awarded at the recent dinner. Two more, \$500 scholarships remain. The deadline to apply is April 7, 2025.

Mr. Petrozzi: echos the sentiments of his colleagues.

Advanced Planning

Future Agenda Items

BRS Thursday, April 3, 2025	ARS/Regular Mtg. Thursday, April 10, 2025
1.	1. Superintendent's Recommended 2025-2026 General Fund Budget Update
2. 2025-2026 General Fund Budget	2. Capital Projects
3. Review of Board Meeting Agenda Items – April 10 Regular Board Meeting – <i>Mr. Laurrie, Mrs. Glaser, Ms. Massaro</i>	3. Review of Board Meeting Agenda Items – April 10 Regular Board Meeting – <i>Mr. Laurrie, Mrs. Glaser, Ms. Massaro</i>
	4. Regular Meeting

Future Meeting Dates

Adjournment in memory of the following who recently passed away:
Motion to exit executive session at 8:35 p.m. and adjourn.

Motion by, second by

Final Resolution: Motion Carries

Yes: Earl F Bass, Rob Bilson, Vincent Cancemi, Clara Dunn, Anthony F Paretto, Russell Petrozzi, Nicholas Vilardo, Brad McLeod

Meeting Adjourned at 7:53 p.m. in memory of:

Ayes: Mr. Bilson, Mr. Cancemi, Mrs. Dunn, Mr. Paretto, Mr. Petrozzi, Mr. Vilardo.

Nays: None.

Carried.