

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

Summary & Background

OSWEGO CITY SD

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SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

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Introduction/Instructions - Summary & Background

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Submission Instructions

Submission Instructions

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Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

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

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

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

2. **Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Nancy Squairs	nsquairs@oswego.org	8/16/21
LEA Board President	Heather Delconte	hdelcont@oswego.org	8/24/21

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

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

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Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.

An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

- 1. In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.**

The district used several avenues in order to engage a diverse and representative set of stakeholders while developing our plan. The district started with sending a survey out to the entire school community and posted it on our website at the start of the development. We received well over 1,000 responses. The guidelines about ARP and responses from the survey were presented to the school board, recorded and placed on the website. Next step was each school building held stakeholder meetings to gather input and suggestions and reported back to the district. Once all the input from the survey, board meeting, and school meetings was gathered, a team started to create the plan. The information has been reported back to stakeholders as we continued to tweak the spending plan.

- 2. In the space provided below, please provide the URL for the website(s) where the LEA ARP-ESSER Plan is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

<https://www.oswego.org/districtpage.cfm?pageid=1703>
 Website has FS-10 and Narrative posted
 Also posted with reopening plans: <http://www.oswego.org/reopening>
 Parents and community members can find it in 2 locations.

ARP-ESSER LEA Base 90% Allocation - Program Information

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

- 3. In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

The district is going to operate fully in person 5 days a week. We have used ESSER 1 funding for all necessary PPE needed and sanitation supplies. Our school reopening plans include social distancing and masking, as per the CDC guidelines and our county health department. We do not need to use ARP funding for any masks or social distancing. The funds from ESSER 1 was used to purchase anything needed for this school year.

- 4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.**

The district will continue to gather ELA and Math benchmarking data to monitor academic needs. In summer school, IReady was being piloted and STAR and DIBELS will be used for the 2021-2022 school year. Students will be progressed monitored throughout the year and data will be analyzed at all school data meetings. The district is using ESSER 2 funding to acquire a platform for recording student data. This is needed to create reading data reports. Student attendance will be examined weekly with the support of the Family Engagement Liaison for both the elementary and secondary level. The schools will also be monitoring rates of referral, we recognize behaviors are sometimes the result of frustration related to academics or an outreach from a student for more emotional support.

Students were identified to attend summer school this year from DIBELS, STAR, and attendance data for K-8. Summer school support will include ELA, Math and SEL lessons. The district will continue to identify students that are struggling in these areas and invite them to attend summer school for 3 years. High school students were identified by lack of course credit and assigned to attend a 6 week summer school course. ENL teachers are included in the programing, as well as special education teachers. Both will be planning with the teachers to support both sub groups. Teaching assistants will also support special education students with targeted skills.

Interventions will continue with intense learning at the K-6 students using DIBEL and STAR data. All school schedules have TEAM (Together Everyone Achieves More) time built into the regular school schedule. This is a 40 minute, daily intensive intervention time for ALL students. The students are divided into small groups and are placed into skill groups for targeted instruction for both reading and math. TA's and extra AIS teachers were hired so students could be divided into small groups according to their deficits. This intervention for K-3 will reach students from subgroups that have not had the literature rich environment that supports reading on grade level.

Example of how TEAM time will look for reading

- Entire grade levels were screened with STAR, DIBELS, and CBM ORF (4-6)
- Entire grade level given the phonics screener assessment (Quick Phonics screener QPS)
- Entire grade level will be grouped according to the students' proficiency on the phonics continuum
- Each building will dedicate staff to take groups for re-teaching the phonics skills, classroom teachers, reading teachers, Special ed teachers, teaching assistants
- Up to 8 in small groups is optimal
- Focus is to increase students' phonics and phonemic awareness proficiency, leading to oral reading fluency
- Groups will be taught via the SIX-STEP lesson plan structure, created by reading teachers and classroom teachers for their groups and TA's.
- Students will progress through the phonics continuum and move through the groups

Added counselors were added to address the attendance issues. The interventions will include one to one check in's and counseling, social stories for students needed reteaching moments, as referred to below in the questions dedicated to interventions.

After school tutoring for all students identified by the data for math and ELA. The groups will be targeted interventions by skills. Assessment data and data collected through weekly at-risk team meetings on struggling students will be used to use interventions, such as consultation to counseling and referrals to our on site mental health specialists, K-12.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

- 5. In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.**

The district will be holding summer school for the 2021-2023 school years for K-8. The program will have small groups with intense academic interventions for math and ELA. In addition SEL lessons will be incorporated daily. The program will run 6 weeks, 5 days a week for 3 1/2 hours. The high school will offer courses so students can make up any classes they might not have earned credit for during the school year. Teacher training is required for summer school for ELA and SEL along with using Iready for diagnostic purposes. In addition to teachers in the program there are: librarians, nurses, teaching assistants, school counselors, administrators and typists. During the school year, after school tutoring will be available at all levels. Teachers will stay after for small group instruction and homework help. Students will be targeted in order to either preteach skills or reteach skills. Busing will be available for all students.

- 6. In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.**

The requirement for increased inspection of data will be supported by added team leaders at the elementary level. The team leaders will allow for the elementary principals to run more frequent data meetings and will help with gathering the data. An administrator for K-12 Literacy will be hired through Title funding and ARP, in order to help orchestrate and facilitate meetings. Parent instructions for how to use computers for remote learning will be offered this is to prepare if there is a need to quarantine any students. Additional support in the lunch program (due to 6 feet distancing, more folks are needed to prepare food to be served in classrooms (bagged and hot lunches)) and transportation for students that may be remote and have to have breakfast and lunch delivered. Continue of Leader in Me licensing for a school as requested from the stakeholders in 1 building. Technology, will be addressing the continuation of one to one devices so all students are prepared to use google classroom. The district is starting to replace our smart boards due to the aging equipment and replacing with Cleartouch panels. This will allow teachers to use technology in whole group or small group lessons.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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

During the school day, additional math specialist will be hired to provide intervention for any student that qualifies for AIS services. Our data from benchmarking (STAR) showed a decline from pre-COVID results. The district will be proactive and provide more small group instruction with students struggling with math concepts in each grade level. The biggest comment we received from all stakeholders was the need for added counseling support. The counseling will target our students disproportionately impacted by COVID-19. This is not a scatter approach, the use of data will help identify student subgroups that were most impacted by COVID and loss of instruction and mental health support.

The district will be hiring additional Teacher Assistants to work in small groups with any student not reaching the expected growth for any grade level reading skills at the K-3 grade level. Our commitment is to have a robust reading program at K-3 so there is a very small amount of students lacking any foundational skills in reading-shown to come from our subgroups (poverty, SWD, ENL, homelessness). Materials to support in classroom learning will be aligned to reading skills, such as more decodable books in classrooms, posters, sound walls, and more training manuals for Heggerty Phonemic Awareness. Our ENL teachers will continue to consult with all teachers for added support with the students they service, by being part of TEAM time and taking their students along with other students to fill in the gaps.

Reading coaches will be hired to work with teachers to help interpret benchmarking and monitoring data, plan intervention instruction and model Tier I instruction. All students will be targeted so it will include our students in all subgroups, including students from low-income, students of color, ENL, SWD's, McKinney Vento, foster care children, and migratory students.

School counselors will be added to all the school buildings since we are bringing back all the students. The goal is increase SEL lessons at all grade levels and allow time for more counseling services.

Lunch time student mentoring will be added at the middle school. This program will allow for adult student daily check ins for the most at-risk students. Targeting students from the subgroups of poverty, students of color, ENL, SWD's, McKinney Vento, foster care, and migratory students. The team identifies these students and will be making the daily connections with the students.

Training in TCIS (therapeutic crisis intervention for schools), the district will be training teams throughout the year. This will ensure trained teams in the building for all students that might be in crisis.

Teachers will be trained with the Poverty Simulation Program so they have time to feel and be immersed in the day to day problems of our poverty students.

The district has targeted all sub groups through our plan. When our data is disaggregated, the sub groups that have not shown a lot of growth in reading and math will be targeted and placed in appropriate skill groups. Since our district has a high percentage of poverty students, the impact of all academic interventions will

The increase in AIS providers K-12 will help support our SWD and ESL subgroups since there will be more time available for scheduling these subgroups. The scheduling has always been a delicate balance trying to meet the required IEP & ESL minutes and meeting the Tier 2 required time. Having additional support will allow the providers time to flex schedules at various grade levels in the elementary level. The additional academic support in math and reading will allow for more homogenous skills grouping.

The high school will have a learning lab staffed with all 4 content experts (math, science, English, social studies) so students can access homework help anytime during the day or after school. The lab will also assist any student that wants to take AP courses, this is to open AP courses up to ALL students regardless of past academic pathways.

Chain Reaction program at the high school, for creating a positive climate for all students

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ARP-ESSER Return to In-Person Instruction

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

<http://www.oswego.org/reopening>

The plan has been presented at 2 school board meetings. Both meetings were live streamed, recorded and made available to the public.

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2. **An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.**

In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.

The district will be reviewing the ARP plans through various committees already used to review our progress for academic, SEL, and family engagement goals. We will start by seeking public comment through a survey for the first step. We will also use our Strategic Planning committee to review the school plan through the lens of the ARP funding. Our Strategic Plan committee is made up of 30 stakeholders, and we will meet 3 times during the school year to review our Strategic Plan. The school wide plans are also updated annually and will create another venue for a fourth meeting with stakeholders. We will continue to survey and update the public through board meetings and the district website.

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LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	8,965,880
Total Number of K-12 Resident Students Enrolled (#)	3,549
Total Number of Students from Low-Income Families (#)	1,463

ARP-ESSER Schools Served

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	7
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	7

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	99,052
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	18,200
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	2,958,520
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	5,477,337

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	412,771
Totals:	8,965,880

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget****ARP-ESSER LEA Base 90% Allocation - Budget**

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

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

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

ARP - FS-10 - Revised.pdf

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

Budget_Narrative ARP.docx

- Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.**

	Total Funds (\$)
15 - Professional Salaries	6,439,213
16 - Support Staff Salaries	308,686
40 - Purchased Services	18,892
45 - Supplies and Materials	250,783
46 - Travel Expenses	38,306
80 - Employee Benefits	1,883,000
90 - Indirect Cost	0
49 - BOCES Services	27,000
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	8,965,880