

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

Summary & Background

TULLY CSD

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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.

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

ARP-ESSER Application: Part 2 - ARP 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 Act

LEA 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	Brad Corbin	bcorbin@tullyschools.org	08/31/201
LEA Board President	Denise Cardamone	boe.dcardamone@k12.tullyschools.org	08/31/2021

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

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

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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 Tully CSD ARP ESSER plan was originally developed by the Tully CSD Administrative Team, consisting of the Superintendent of Schools, the School Business Administrator, the Director of Student Support Services, the Tully Elementary School Principal, the Tully Junior/Senior High School Principal, and the Tully Junior/Senior High School Assistant Principal. The Director of Student Support Services also Chairs the District's Committee on Special Education. The original Tully CSD APR ESSER plan was then shared, via a Google Slides presentation, during open session of the May 18, 2021 Tully CSS BOE meeting. After soliciting input from the BOE, on June 2, 2021 the Tully CSD ARP ESSER plan was shared with the Tully Community, via the District's website. On June 2, 2021 a SchoolMessenger notification was sent to parent's/guardians/faculty/staff, and the Tully CSD ARP ESSER plan Google Slides presentation was posted in the Announcements Section of the District Homepage. Community members were encouraged to email questions/feedback to the District Clerk. On June 18, 2021, a revised Tully CSD ARP ESSER plan was shared with the Tully Community, using the same methods as were used on June 2, 2021. This revised plan incorporated feedback from various community stakeholders. This revised Tully CSD ARP ESSER plan was then shared with the Tully CSD BOE, during open session of the June 21, 2021 BOE meeting. *Throughout the implementation of this plan our stakeholder engagement strategy will parallel the process we use to build our annual school budget. Building principals gather feedback from faculty and staff regarding student needs for the following school year. The Board of Education participates in five budget workshops. Members of the community are encouraged to participate during our annual Public Budget Hearing. Information is shared with stakeholder groups via formal presentations at faculty meetings, during Board of Education meetings, and during the Public Budget Hearing. Information is also shared via email and SchoolMessenger, and through BoardDocs and the District Website. Stakeholders are able to provide feedback and ask questions during formal meetings and/or presentation, or via email or phone if they are more comfortable.*

ARP-ESSER Application: Part 2 - ARP Act

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

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

<http://www.tullyschools.org/teacherpage.cfm?teacher=1328>

Paper copies of our ARP-ESSER Plan are available at the District Office and in the main offices of both Tully Elementary School and Tully Junior/Senior High School.

ARP-ESSER LEA Base 90% Allocation - Program Information

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

ARP-ESSER funds will be used to employ additional school nursing staff, specifically a Licensed Practical Nurse, who will be able to assist with COVID-19 testing and with the contact tracing process. Tully CSD has worked closely with the Onondaga County Health Department to ensure that we are implementing prevention and mitigation strategies, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate our schools for in-person learning. These prevention and mitigation strategies have included collaborating with the Onondaga County Health Department on the COVID-19 testing and contact tracing processes.

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.

Tully Elementary School - At Tully Elementary School, the LEA will utilize norm-referenced data from AIMSweb Plus to identify needs and monitor student progress. *The data that will be used to identify student needs are the oral reading fluency (ORF), word reading fluency (WRF) and reading comprehension measures. In addition, teacher observation and feedback will be used to supplement AIMS data along with social worker input and MTSS meetings. Students not meeting grade-level expectations will receive interventions. The planned interventions include a combination of push-in and pull-out services. During core instruction, teaching assistants will work in the classrooms with students individually and in small groups on differentiated tasks at their current instructional level. During intervention blocks, teaching assistants will also utilize "pull-out" supports by working individually and in small-groups with selected students using targeted interventions and/or remedial activities. Interventions include Leveled Literacy Intervention (LLI) and Road to Reading (RTR). For students needing the Tier 3 level of support, Academic Intervention Services teachers will work with students using these same interventions and other instructional resources. AIS teachers may also push-in to classrooms along with the teaching assistants to provide literacy support and model instruction. Students identified in AIMSweb Plus will be progress monitored weekly using the ORF measure and adjustments made as needed until the next AIMSweb administration.*

Tully Junior/Senior High School - The Tully Junior-Senior High School will utilize Schooltool, the district's student data platform, to monitor data points to identify student needs and monitor student progress. Administrators and counselors will track students' quarterly grades and attendance via Schooltool. Bi-weekly Schooltool grades of all junior-senior high school students are reviewed as part of the academic eligibility process. Identified students will be recommended for supports and progress monitoring will be ongoing. State assessment data will also be reviewed. Additionally, teachers can refer students who are in need of support based on class progress and student observation.

In Tully Junior-Senior High School, the student interventions that are planned will include identified students meeting with their counselor and grade level administrator to discuss support and strategies to improve academic achievement. Additionally, students will be referred by the administrative team to the Student Support Team, who will then plan additional support based on the identified student's needs. The primary support the school will offer are teacher-to-student support during activity period, peer-to-peer student tutoring, academic intervention services, and our in house Liberty Partnership Program where students receive one-on-one support with a dedicated academic support professional. The administrative team will continually monitor identified students' bi-weekly grades, five week progress reports, and ten week grades via Schooltool, and adjust support as needed.

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.**

Tully Central Schools will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - to cover the costs of summer school opportunities for our most at risk 7th and 8th graden students, as determined by students' grades, attendance, and teacher referrals. These summer school opportunities will be offered during the summers in 2022, 2023, and 2024.

Additionally, these reserve funds will be use to support additional extended day opportunities, again for our most at risk students, as determined by students' grades, attendance, and teacher referrals. These extended day opportunities will be provided by our faculty and staff. At the elementary school level, students will be provided additional academic opportunities in the area of STEM (makerspace) along with tutoring and/or extra-help sessions/office hours. At the junior-senior high school, in addition to tutoring and academic enrichment opportunities, identified students will have mentoring provided. Mentors will work with students to teach skills for academic success, such as time management, organization, and personal accountability.

- 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.**

Tully Central Schools will use the remaining APR ESSER funds to support our technology infastructure, and to provide additional academic and social/emotions supports for our students. We will be using these funds to support an additional local area networkt echnician (LAN Tech), in order to ensure that our technology infastruction remains robust and reliable. Regarding additional academic supports, our focus will be on literacy and math across the grade levels. At the elementary level we will add staff to ensure that there is a teaching assitant in each of our primary level classrooms. Doing so will allow primary grade teachers to differentiate instruction more effectively. At the junior/senior high school level we will add staff to allow us to add additional sections AIS in math and ELA. Regarding social/emotional supports, our focus will be two things. First, we want to ensure that all students make a smooth transition back to full-time, in-person learning. Second we want to ensure that all studnets have the opportunity to process the stress and anxiety brought about by the COVID-19 pandemic. We will be using the remaining APA ESSER funds will be used to cover salary/benefits for the following positions:

- a school socail worker at Tully Elementary School
- six (6) teaching assistants at Tully Elementary School
- a school social worker at Tully Junior/Senior High School
- an English teacher at Tully Junior/Senior High School
- a teaching assistant at Tully Junior/Senior High School

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.**

As a small school we are able to closely monitor the progress of all students. Our social workers and guidance counselors are working individually with families of our students with attendance concerns. We use norm reference assessments to monitor the academic progress in math and ELA of all students in grades 3-8. Our social workers work closely with parents/guardians to create individualize re-entry plans for students with social/emotional/mental health needs. Our ELL teacher works with our ELL students and their families to ensure that our ELL students are attending school and progressing at an appropriate rate. She is aided in translation and family communication by our high school Spanish teacher. Our Director of Student Support Services has been in direct contact with each family who has a child with a disability. Throughout the school year at the elementary level, the school social workers will collaborate with families and instructional staff on providing MTSS to students in need and then monitoring throughout the year. They will also consistently follow-up with students in the areas of social, emotional, and mental health. Our Title I funding prioritizes students from low-income families to receive AIS support, which is tracked through AIMSweb. This will allow us to ensure that assistance is targeted to areas in need of improvement. We have also engaged in professional development centered on creating interaction guidelines for students in need to provide consistent support and vocabulary when working with students. Tully Junior-Senior High School will utilize the Liberty Partnerships Program (LPP) to provide additional supports for our students and to address the academic impact of lost instructional time. The LPP program focuses on helping students develop skills and goals for academic and personal excellence. The LPP program coordinator supports students three days a week throughout the school day in the junior-senior high school.

The required reserve of 20% will be used to hire additional teaching assistants. In grades K-3 these teaching assistants will allow our classroom teachers and special education teachers to more effectively differentiate literacy instruction in grades K-3 for our students from low-income families, English language learners, students of color, and students with disabilities. Also in grades K-3 these teaching assistants will collaborate with our elementary school social workers to implement personalized supports designed to meet the social-emotion needs of students from low-income families, English language learners, students of color, and students with learning disabilities. In grades 7-12 the teaching assistant will free math teachers from non-teaching duties, which will allow them to provide additional math supports to low-income students, English language learners, students of color, and students with disabilities.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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.tullyschools.org/teacherpage.cfm?teacher=1220>

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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

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

The *Tully Central School District Reopening Plan* was first adopted by the Tully BOE on July 27, 2020, and a Finalized version was then posted for public review on August 7, 2020. Revised versions of this plan were then posted to the District's Reopening Website on April 30, 2021 and June 8, 2021. The Tully Administrative team worked collaboratively to create an initial version of this plan at the start of the summer of 2020. The initial version of this plan was then reviewed by several Reopening Sub-Committees, which included a wide range of stakeholders. We then held a series of community forums, via Zoom, during which members of the community could ask questions and provide feedback on the plan. Over time as changes were made to our Reopening Plan, a revised version was posted to the the District's Website in both on the Announcements Section of the District Homepage and on the District's Reopening Website. When these revised versions were posted, a letter was sent to the school community via School Messenger and this same letter was also posted in the Announcements Section of the District Homepage. This letter summarized the changes to the plan, and notified the community that questions and comments on the plan could be shared with the District Clerk via email or phone. Going forward we will be using the same process to review and regularly update our plan for in-person instruction. Revisions will be made, in coordination with the Onondaga County Health Department, at the start of each school year, and then regularly as need throughout the school year. These revisions will then be presented to the Tully CSD BOE, and a revised version of our Plan will then be posted conspicuously to our Website. When these revised versions are posted, we will also send a letter to the school community via School Messenger and this same letter will be posted in the Announcements Section of the District Homepage. This letter will summarize the changes to the Plan.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

TULLY CSD

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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 (\$)	1,115,563
Total Number of K-12 Resident Students Enrolled (#)	768
Total Number of Students from Low-Income Families (#)	221

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	2
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	2

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

TULLY CSD

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	1,115,563
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	0
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	0

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
Totals:	1,115,563

ARP-ESSER Application: Part 2 - ARP Act

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

ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

Tully ARP-ESSER Part 2 FS-10 2020-21 - Signed Nov 2 2021-FINAL.pdf
 FS10 ARP ESSER - Part 2 funding - Tully Schools - August 31 2021 - FINAL Revised 12-23-21.xls

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

Budget Narrative ARP-ESSER - Part 2 Funding - Tully Schools - Aug 31 2021-FINAL Revised - Oct 22 2021.docx
 Budget Narrative ARP-ESSER - Part 2 Funding - Tully Schools - Aug 31 2021-FINAL Revised 2 - Dec 23 2021.docx

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

	Total Funds (\$)
15 - Professional Salaries	552,111
16 - Support Staff Salaries	81,096
40 - Purchased Services	0
45 - Supplies and Materials	0
46 - Travel Expenses	0
80 - Employee Benefits	482,356
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,115,563