

ARP-ESSER Application: State Reserves - ARP State ReservesIntroduction/Instructions - Background Information

Background Information

TULLY CSD - 421902040000

Summary and Background Information

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 federal ARP statute requires that States reserve ARP ESSER funds for three State-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

The 2021-2022 enacted New York State budget fully allocated the required SEA reserves as subgrants to 398 LEAs and NYSED has made allocations to two additional LEAs. Specific LEA allocations are detailed in Columns D, E, and F in the **ARP ESSER Allocations Chart** (see also in the Document Library). Please note that these funds are in addition to the *90% LEA ARP-ESSER ALLOCATION* listed in Column C of that workbook and must be budgeted for separately.

As indicated in NYSED's approved **ARP ESSER State Plan**, NYSED has included within this application a list of evidence-based interventions related to each state reserve. LEAs will be required to utilize state reserve funds to implement evidence-based interventions either chosen from the NYSED-selected list or from another reputable source (such as, but not limited to, the What Works Clearinghouse).

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

LEAs must select and implement evidence-based activities and interventions either chosen from the NYSED-provided list (embedded within each section of the application) or from another reputable source. Selected interventions must fall into one of the four tiers of evidence defined in the Every Student Succeeds Act (ESSA). Specifically, evidence tiers are defined as:

Tier 1 - Strong Evidence: Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

Tier 2 - Moderate Evidence: Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence standards with reservations. The studies use large, multi-site samples. No other studies show that this strategy negatively impacts an outcome.

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Tier 3 - Promising Evidence: Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

Tier 4 - Demonstrates a Rationale: High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the **Federal Guidance on Evidence-Based Interventions**. There are a number of resources available that identify research which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align with the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated and an FS-10F Final Expenditure Report submitted by October 31, 2024.

Project Number

The project number stems for the three state-reserve programs are:

Fund Code	Project
5884-21-XXXX	ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time
5883-21-XXXX	ARP-ESSER 1% State-Level Reserve - Comprehensive After School
5882-21-XXXX	ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment

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

Submission Deadline

Completed applications are due by **November 30, 2021** (with extensions by request) and will be reviewed on a rolling basis.

If an eligible school district does not intend to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

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 State Reserve allocation returned to the United States Department of Education.

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Submission Instructions

TULLY CSD - 421902040000

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 – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

The *ARP-ESSER Application – State Reserves* is **due by November 30, 2021.**

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Assurances - Assurances

ARP-ESSER State Reserve: Assurances

1. **The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.**
 YES, the LEA provides the above assurance.
2. **The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:**
 1. **data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;**
 2. **LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;**
 3. **LEA uses of funds to sustain and support access to early childhood education programs;**
 4. **impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);**
 5. **student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;**
 6. **requirements under the Federal Financial Accountability Transparency Act (FFATA); and**
 7. **additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.** YES, the LEA provides the above assurance.
3. **The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).**
 YES, the LEA provides the above assurance.
4. **The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.**
 YES, the LEA provides the above assurance.
5. **The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.**
 YES, the LEA provides the above assurance.
6. **The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).**
 YES, the LEA provides the above assurance.
7. **The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.**
 YES, the LEA provides the above assurance.

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Assurances - Assurances

8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

YES, the LEA provides the above assurance.

9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.

YES, the LEA provides the above assurance.

10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

YES, the LEA provides the above assurance.

11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.

YES, the LEA provides the above assurance.

12. The LEA assures that:

1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.

YES, the LEA provides the above assurance.

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Assurances - Assurances

13. The LEA assures that:
1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
 2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
 3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
 4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- YES, the LEA provides the above assurance.
14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
- YES, the LEA provides the above assurance.
15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will 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, students involved with the juvenile justice system, and other underserved students.
- YES, the LEA provides the above assurance.
16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
- YES, the LEA provides the above assurance.

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ARP-ESSER State Reserves - State Reserves Intent to Apply

ARP-ESSER State Reserves: Intent to Apply

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

- 1. Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?**

YES, the LEA intends to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

- 2. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

- 3. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

- 4. 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	10/25/2021
LEA Board President	Denise Cardamone	boe.dcardamone@k12.tullyschools.org	10/25/2021

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ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

ARP-ESSER State Reserve: Consultation

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation**

1. **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); 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, students involved with the juvenile justice system, and other underserved students.**

In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.

The Tully CSD ARP ESSER STATE RESERVE 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 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 plan was subsequently 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 a Google Slides presentation of the plan 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 STATE RESERVE 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 STATE RESERVE 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. District administrators and other district staff gather feedback from a group of diverse and representative stakeholders regarding student needs for the following school year. (See below for a more detailed description of this process). On a broader level, the Board of Education participates in five budget workshops. Members of the general community are encouraged to participate in this process 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.

Regarding meaningful consultation with specific interest groups, the following stakeholders all have the opportunity to review our plan to address the impact of lost instruction time, provide summer learning and enrichment, and support comprehensive afterschool activities using State-Level Reserve Funds. Typically these stakeholders provide feedback directly to specific administrators or specific other faculty members.

- There are no tribes within the boundaries of the Tully CSD.
- There are no civil rights organizations within the boundaries of the Tully CSD.
- We have a parent member on our CSE and we work closely with the Onondaga County and Cortland County Early Intervention Coordinators to make sure we are identifying all of our students with disabilities in our community and to make sure that we are working effectively with their families to understand and meet the needs of these students. Typically our Director of Student Support Services gathers feedback from these stakeholders.
- We work closely with PEACE, Inc and with the SUNY Cortland Liberty Partnership Program (LPP) to help us identify at risk families/students. PEACE, Inc. is located in Tully, NY and is an Onondaga County federally designated Community Action Agency (CAA). Our school social workers are in regular communication with the counselors who work at PEACE, Inc. We have a full-time LPP coordinator housed at our JSHS. Through our collaboration with PEACE, Inc. and LPP we are able to identify specific families and students who may be experiencing stresses outside of school, such as homelessness. Typically our elementary school social workers gather feedback from PEACE counselors, and our JSHS principal gathers feedback from the LPP coordinator.
- We do work closely with our families who have foster children, and with the Onondaga County Department of Children and Family Services, to ensure we are aware of all of the foster children in our community and to make sure that we have as much information as possible about these students so that we can best meet their needs. Typically our building principals and/or our school social workers gather feedback from our families with foster children and from Onondaga County.
- Our Director of Student Support Services works closely with the Cortland Migrant Education Support Services Program to ensure that we are identifying all of our migratory students. There is often a 100% crossover between our ELL students and our migratory students.
- Our School Resource Officer (SRO) works closely with local representatives of the juvenile justice system to ensure we are fully aware of any students in our community who are connected to the juvenile justice system.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

2. **In the space provided below, please provide the URL for the website(s) where the LEA Plan for using State-Level Reserve Funds 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.

3. **In the space provided below, please describe how the LEA will support ongoing engagement with parents and families, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success.**

Tully Elementary School - Positive and consistent home-school communication is stressed as part of the opening day faculty meeting. A section of the faculty handbook is also devoted to outlining how to reach out and communicate with parents/guardians. At the annual New Teacher Orientation, teachers new to the district are provided with additional training and this is a topic that their mentor teachers also cover with them. Each September as part of the annual Tully Elementary Back to School Night, all parents are invited to attend a general session assembly with the principal. As part of this assembly, parents and other family members are notified of Tully Elementary School's participation in Title I programs, provided Title I requirements, and notified of their right as parents/guardians to be involved. Also during Back to School Night, parents are provided with information about programs, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the achievement levels of the challenging state academic standards, and opportunities for regular meetings to formulate suggestions and to participate in decisions relating to their child's education.

Teachers work with the families of their students through email and phone communication, report cards, and conferences in order to help them gain an understanding of state and local academic standards and monitoring student growth. All parents/guardians are given the opportunity for a personal parent-teacher conference about their specific child each November. In addition, parents are welcome to contact teachers and/or the principal at any time to provide suggestions and request additional information and/or parent conferences. A letter is also sent home to parents of students in grades 4-9 along with their score reports from the prior spring's state assessments in English Language Arts and Math. The May issue of the District Knight Insight publication also includes student achievement information at the district level.

Tully Junior- Senior High School - Positive and consistent home-school communication is also stressed at the junior-senior high school as part of the opening day faculty meeting, part of the new teacher orientation process, and included in our faculty handbook. Also, the high school has our annual curriculum night where all parents and guardians are invited to the principal's meeting regarding the academic program, extra-curricular opportunities, student supports, and communication methods.

Teachers, counselors, and our social worker continually communicate directly with our families through phone conversations and email. Counselors and our social worker reach out directly to identified students and families to encourage participation in support services and disseminate successes. Schooltool, the district's student data platform, is updated at least every two weeks by teachers and all families have access to their student's Schooltool data. Also, every five weeks midterm grades and comments are published and every marking period report cards are produced. All parents/guardians are given the opportunity for a personal parent-teacher conference about their specific child each November. In addition, parents are welcome to contact teachers and/or the principal at any time to provide suggestions and request additional information and/or parent conferences. A letter is also sent home to parents of students in grades 4-9 along with their score reports from the prior spring's state assessments in English Language Arts and Math. The May issue of the District Knight Insight publication also includes student achievement information at the district level.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - ARP-ESSER State Reserves: Comprehensive Needs Assessment**

ARP-ESSER State Reserve: Comprehensive Needs Assessment

- 1. In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, 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 district 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.

Additionally, our Director of Student Support Services is responsible for coordinating support for our migratory students, and there is often overlap between our ELL Spanish speaking students and our migratory students. This allows us to determine what supports our ELL teacher and social workers might need to put in place for our migratory students. 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 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.

Our JSJS Assistant Principal is responsible for identifying any additional support services for any homeless students we may have. This support includes transportation, student and family support from our social workers, and any after school supports our homeless students may need. Given the small number of homeless students we typically have, identifying their needs is done through direct communication with families and students. Sometimes this communication is done through our social workers, sometimes through our JSJS Assistant Principal.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Program Design

- 1. The interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

The 5% State-Level Reserve funds will be used to hire additional teaching assistants and to hire a Local Area Network Tech Support Specialist. In grades K-2 these teaching assistants will allow our classroom teachers and special education teachers to more effectively differentiate literacy instruction in grades K-2 for our students from low-income families, English language learners, students of color, and students with disabilities. Also in grades K-2 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. The Local Area Network Tech Support Specialist will work to ensure that that instructional technology is functioning properly. Regarding how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources, below are additional details broken out by building.

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 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 (LPP) 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.

- 2. In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	499,996	<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Students not meeting grade-level expectations will receive academic 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 Levelled 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. AIS teachers will also have stand alone classes in the JSHS to provide academic support.

3. **In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented respond to students’ social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.**

At Tully Elementary School, for academic interventions, students identified in AIMSweb Plus will be progress monitored using the ORF measure and adjustments made as needed until the next AIMSweb administration. To monitor the effectiveness of interventions to respond to students’ social, emotional, and mental health needs, there are weekly meetings with building administration, school social workers, and nurses to discuss students and their progress/needs. Additionally, social workers and nurses keep logs of student visits and interactions. Parents are notified by school staff of changes to academic intervention services and nurses and social workers are in regular contact with students' families including follow-up after MTSS meetings or new strategy implementations.

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, attendance, and state assessment data 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 support, including AIS, and progress monitoring will be ongoing. Additionally, teachers can refer students to our Student Support Team who are in need of support based on class progress and student observation. To monitor the effectiveness of interventions to respond to students’ social, emotional, and mental health needs, there are weekly meetings with building administration, school social workers, and nurses to discuss students and their progress/needs. Additionally, counselors, social workers, and nurses keep logs of student visits and interactions. Parents are notified by school staff of changes to academic intervention services and counselors, nurses, and social workers are in regular contact with students' families including follow-up after MTSS meetings or new strategy implementations.

5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

New York State Education Department
89 Washington Avenue
Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5884-21-XXXX.

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.

4. **Please complete the following to indicate the LEA's planned use of ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

	Amount
LEA Allocation	499996
Anticipated Number of Students Served	200
Anticipated Number of Schools Served	2

5. **Please upload a completed copy of the FS-10 budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding. The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.**

Tully ARP ESSER 5 application- FS-10 2020-21 - Signed Jan 25 2022.pdf

6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

Budget Narrative ARP-ESSER - 5 State Level Reserve - Lost Instructional Time - Tully Schools - Nov 30 2021.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

1% State-Level Reserve - Comprehensive After School: Program Design

High-quality afterschool programs should have the goal of providing students with important opportunities for academic support and access to enrichment opportunities that help develop social, emotional, and leadership skills. These benefits are particularly important to students from low-income backgrounds, students who are struggling, and students at risk for later academic disengagement. High-quality afterschool programs have demonstrated positive effects on student math and language arts achievement, and programs strongly rooted in the school context can also have a positive impact on school related student outcomes, including greater self-confidence, increased civic engagement, better school attendance, improved high school graduation, and decreased delinquency.

- The interventions implemented through the 1% State-Level Reserve for comprehensive after school programming must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for comprehensive after school programming will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

Tully Elementary School After School Tutoring: At Tully Elementary School, the after-school tutoring program is designed to mitigate the effects of lost instructional time due to COVID isolation or quarantine. As there is not time during the regular academic day for students to connect live with teachers while they are isolated or quarantined, the after-school program provides the opportunity for students to interact virtually, in real-time, with a certified elementary teacher in order to stay on pace and current with the instruction that their peers are receiving in school. The hope is that this will reduce or eliminate any instructional gaps from being excluded from school due to COVID. This program will be coordinated with and aligned to other initiatives in the following ways. First, should a student returning from quarantine/isolation not be on pace with their peers who were not excluded, the opportunity for tutoring will be extended to them beyond their return to school date. Second, should a student receiving Academic Intervention Services through Title I, Part A continue to lag behind the expected progress in literacy, after-school tutoring in the area of ELA can also be offered in the area of deficit.

Tully Junior/Senior High School After School Tutoring: The Tully Junior-Senior High School offers an activity period four days a week from 2:35-3:15 where students can receive after school tutoring from teachers and support staff. Interventions for individually identified students are arranged with students by teachers and counselors based on monthly grade-level team meetings. Also, when students are mandated to quarantine, we offer those students up to two hours of online tutoring with NYS certified teachers via Google Classroom to offer academic support. Our social worker calls each family when a student is placed into mandatory quarantine and discusses after-school tutoring and documents the conversation.

- In the chart below, please provide additional information about the planned evidence-interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.**

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	100,002	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	At Tully Elementary School, students can receive live, real-time, virtual tutoring while on isolation/quarantine from a certified elementary teacher in order to mitigate the effects of lost instructional time due to their exclusion from school. This tutoring will continued to be offered if students are still behind relative to their peers as a result of the in-person instruction missed, and/or if they are receiving AIS support in ELA and their exclusion from school has impacted their academic progress. The junior-senior has school has tutoring up to two hours of online tutoring with NYS certified teachers for students via Google Classroom every Monday-

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				Friday from 3:15-5:15.

3. **In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected comprehensive after school programming/strategies to ensure that the interventions implemented respond to students’ social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.**

Tully Elementary School: To monitor the effectiveness of after-school tutoring, Tully Elementary School will utilize teacher observation and feedback will be used. Any changes or continuation of tutoring will be communicated to students and their families. After school programming is not being utilized a this time to respond to students' social, emotional, or mental health needs outside of the fact that connecting live with school teacher allows the students to continue to feel a connection to school and cared about while excluded from school.

Tully Junior/Senior High School After School Tutoring: To monitor the effectiveness of after-school tutoring, Tully Junior-Senior High School will utilize Schooltool and our bi-weekly review of all students grades via our academic eligibility process. Any changes or continuation of tutoring will be communicated to students and their families. Teachers who are offering the tutoring will be surveyed every 10 weeks for improvement strategies. Any improvement strategies that are implemented will be communicated to families via the school nurse when students are informed that they must quarantine. Social, emotional, and mental health will be monitored by our social worker when she checks in on students who are offered tutoring and documented in the social worker’s log.

1% State-Level Reserve - Comprehensive After School: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB
RE: ARP-ESSER Application - State Reserves
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5883-21-XXXX.

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.

4. **Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

	Amount
LEA Allocation	100002
Anticipated Number of Students Served	250
Anticipated Number of Schools Served	1

5. **Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding. The fund code for the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.**

Tully ARP ESSER 1 after school application- FS-10 2020-21 - Signed Jan 25 2022.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

- 6. Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

Budget Narrative ARP-ESSER - 1 State Level Reserve - After School - Tully Schools - Jan 25 2022 Revised.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

1% State-Level Reserve - Summer Learning and Enrichment: Program Design

Summer learning programs can offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Schools and districts should design programs that work best in the local context and reflect the characteristics that evidence suggests lead to successful summer programs. These characteristics include: programs are voluntary, full-day lasting five to six weeks, include three hours of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences. Research points to the potentially positive benefits of strong summer programs. A longitudinal study of summer programs showed students who participated in the summer programs that were reviewed received some benefits in mathematics; however, students with high rates of attendance who attended programs for consecutive summers experienced the greatest learning gains. The amount and quality of instruction influenced the academic benefit, with the highest benefits to students attending programs with high-quality instruction provided by a certified teacher and high academic time on task.

- The interventions implemented through the 1% State-Level Reserve for summer learning and enrichment must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for summer learning and enrichment will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

7th & 8th Grade Summer School: Tully Junior High School plans to participate in the Southern Hills Summer School program. The goal of this program is to provide an opportunity for current 7th and 8th grade students to recover instruction lost during the previous school years. The program is a four week program that takes place four days a week from 8:00 a.m. to 11:30 a.m. Instruction will focus on the four core content areas: English, Mathematics, Science, and Social Studies. Grades will be monitored by Tully Junior-Senior High School administration during the summer months.

- In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.**

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	100,002	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The program is a four week summer school program that takes place four days a week from 8:00 a.m. to 11:30 a.m. Instruction will focus on the four core content areas: English, Mathematics, Science, and Social Studies. Grades will be monitored by Tully Junior-Senior High School administration during the summer months.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected summer learning and enrichment strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

7th & 8th Grade Summer School: To monitor the effectiveness of summer school learning, Tully Junior-Senior High School will utilize weekly progress reports that we receive from the summer school program and compare that data with each student's grades and comments from the previous academic year. Any changes to the summer school program will be communicated to students and their families via email or telephone. Teachers who are conducting summer school classes will be surveyed at the completion of the four weeks for improvement strategies. Any improvement strategies that are implemented will be communicated to families. Social, emotional, and mental health will also be monitored by our junior high counselor when she receives updates from the summer school. Concerns will be addressed by the counselor during the summer months and communicated to the families.

1% State-Level Reserve - Summer Learning and Enrichment: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB
 RE: ARP-ESSER Application - State Reserves
 New York State Education Department
 89 Washington Avenue
 Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5882-21-XXXX.

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.

4. Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

	Amount
LEA Allocation	100002
Anticipated Number of Students Served	150
Anticipated Number of Schools Served	1

5. Please upload a completed and signed copy of the FS-10 Budget the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding. The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.

Tully ARP ESSER 1 summer learning application- FS-10 2020-21 - Signed Jan 25 2022.pdf

6. Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

Budget Narrative ARP-ESSER - 1 State Level Reserve - Summer Enrichment - Tully Schools - Jan 25 2022 Revised.docx