

## **Tredyffrin Easttown School District**

### **American Rescue Plan – 7% Set Aside Grant**

### **Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

**2020 – 2023**

#### **Using ARP ESSER Funds to Plan for Safe, In-Person Instruction**

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic.

#### **Academic Impact of Lost Instructional Time**

The Tredyffrin/Easttown School District has been monitoring the impact of lost instructional time due to covid by providing regular communication with parents and students regarding the changes to the instructional program. Counselors performed outreach efforts and teachers provided extended office hours to students and families. Parents and students were invited to complete surveys to identify any concerns they may have. Review of curriculum-based assessments and monitoring of assignment completion is ongoing. As in past years, PSSA and Keystone data will be analyzed at both the student and programmatic levels. The new suite of assessments that accompany Math In Focus and Wonders 2020 will be implemented and evaluated as a means to inform instruction. Standardized measures such as ERBs, the Elementary Benchmarks and the ST AR Assessment will be administered to identify academic impact of lost instructional time. Summer opportunities for students have been offered and will continue to be offered throughout the grant period.

#### **How will the Tredyffrin/Easttown School District use the funds it reserves under section 2001(e)(I) of the ARP Act 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 programs?**

- The District will use the funds reserved under section 2001(3)(1) of the ARP Act to support four 21 year old students from the Special Education Department who qualify to remain for an additional year under **Act 66**. Teachers will continue all past practices utilized to gather information about their students including formal and informal assessments. By providing an additional year of instruction to the students, the District ensures that these students can continue to obtain as much instruction and support from teachers and staff as possible. Over the course of this three-year grant, the following programs/activities will be implemented along with additional activities identified by stakeholder input will be considered. Summer Reading and Math Support Opportunities were created to address student learning loss and the needs of students who fell behind during to regular 2020-2021 school year. The Summer Bridge Program was designed to provide a summer learning opportunity for students who faced challenges engaging with virtual instruction. Opportunities to support students in Math, English Language Arts, Resiliency and executive functioning.

- **Aspire Math Tutoring:** Aspire was implemented to support the development of students' math skills. The program, aimed at students in grades 3-6, addresses topics and subject matter that students need in order to feel confident as they entered the next year's math class. In all classes from grades K-12, teachers and curriculum supervisors worked throughout the summer to re-examine the curriculum at each grade and in each course. There is a specific focus on integrating opportunities for a review of skills, strategies and content gained from the previous grade or course. Extended School Year is available for students who qualify. Summer work "hotline" may be made available periodically, providing support from teachers to students in need. The District will use the ARP ESSER funds to support the above mentioned programs by way of covering materials, supplies, transportation and payroll costs.
- **Social-Emotional Wellness:** During the summers of 2021 and 2022 staff workshop time will be used to address the social-emotional wellness of students. At the elementary, middle school, and high school levels, school counselors and mental health specialists will provide counseling support to identified students during the summer break.

## **Plan for Remaining Funds**

### **How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable?**

**a. Continuity of Services:** The District will use ARP ESSER funds to sustain services to address students' academic needs by providing extended supports that address mental health and social/emotional needs. Students have been strongly affected by the changes and struggles that came with school closures during the COVID-19 pandemic. The affects have been made evident by conducting dialogue with students. Discussions addressed the importance of acknowledging any emotional challenges that came as a result of the pandemic. Discussions and conversations occurred in classrooms, with counselors, nurses, Mental Health Specialists, Administrators, and parents. Teacher and staff workshops will be conducted throughout the year to provide our staff with information on how to identify warning signs, and what strategies to use when seeking and offering support to the students. Teachers will spend additional time on student groupings at the end of the year and over the summer as necessary at the elementary level, taking into account any additional social emotional needs that may have developed out of the pandemic. ARP ESSER funds may be used to provide teacher and staff training. Meeting the needs of student nutrition was a top priority during the COVID-19 closures. The District provided meals to families who were in need. Snacks have been provided to students who attend the Summer Bridge Program. We will continue to monitor this as we move forward into full in-person instruction. ARP ESSER funds will be used as needs are identified.

**b. Access to Instruction:** In order to determine if additional funds will be used to address access to instruction, attendance data will be reviewed from the 2020-2021 school year. Data has been disaggregated by student groups to ensure equity in the instructional delivery is considered. All available data are used to evaluate the effectiveness of the District's strategies including verbal and written feedback from teachers, parents, students, principals, and curriculum supervisors. Student achievement data is also analyzed on an on-going basis to determine strengths and weaknesses.

**c. Mitigation Strategies:** The TESD administration will continually review guidance from the Centers for Disease Control (CDC), the Pennsylvania Department of Education (PDE), Pennsylvania Department of Health (PA DOH), and Chester County Health Department (CCHD). Masking: Wearing a properly fitting mask serves as a strong protective measure for both the individual wearing the mask and others

around them. Information on the proper use of masks is available on the CDC website. The District can provide disposable masks to individuals who need them in schools or on buses. Symptom Screening: Students and staff should not come to school or work if they have any COVID-19 symptoms. Symptoms can appear 2-14 days after an exposure. Students or staff with documented chronic health conditions such as seasonal allergies should follow up with their school nurse (students) or Human Resources (staff). Physical Distancing: The District will work to maintain at least 3 feet of physical distancing between students to the fullest extent feasible. A distance of at least 6 feet is recommended between students and adults. The CDC has identified that inability to maintain these recommendations should not be a barrier to full time in person instruction, provided the District implements other prevention strategies such as mask wearing. Physical distancing of less than 3 feet may occur in classroom activities, building transitions, transportation, lunch, or other times during the day. This emphasizes the need for correct and consistent wearing of masks. Lunch: Schools will endeavor to create as much physical distancing as possible during the lunch periods; however, 3-6 feet cannot be guaranteed. As was supported during the 2020-2021 school year, if a family wishes to remove their student from the building during lunch period, they may do so. Handwashing & Respiratory Etiquette: TESD will promote and practice proper handwashing and respiratory etiquette (covering coughs and sneezes) for all students and staff. Proper handwashing with soap and water for at least 20 seconds will be reinforced. Hand sanitizer with at least 60% alcohol will be accessible when handwashing with soap and water is not possible. Posters will be placed throughout the buildings to reinforce this practice. Responding to a COVID-19 Case: The District will continue to assist the CCHD in conducting contact tracing and providing the CCHD's quarantine order to impacted individuals. The CCHD is authorized to order the quarantine of individuals affected by a public health threat, and the District assists by providing the information to affected individuals.

**d. Facilities Improvements:** All District facilities will continue to be cleaned and maintained on regularly scheduled frequencies. District HV AC systems have been balanced to meet American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE) and International Mechanical Code (IMC) requirements for the exchange of outside air and ventilation. If a COVID-19 case has been present in school, the ventilation system will exhaust the designated room(s), and the room(s) will be cleaned and disinfected. If the need for improvements is identified, ARP ESSER Funds will be considered in the decision-making process.

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## **Monitoring and Measuring Progress**

The Tredyffrin/Easttown School District must continuously monitor progress and adjust strategies as needed.

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic Impact of lost instructional time during the COVID-19 pandemic</b>	<p>The Tredyffrin/Easttown School District has been monitoring the impact of lost instructional time due to covid by providing regular Communication with parents and students regarding the changes to the instructional program. Counselors performed outreach efforts and teachers provided extended office hours to students and families. Parents and students were invited to complete surveys to identify any concerns they may have. Review of curriculum-based assessments and monitoring of assignment completion is ongoing. As in past years, PSSA and Keystone Exam data will be analyzed at both the student and programmatic levels. The new suite of assessments that accompany Math in Focus and Wonders 2020 will be implemented and evaluated as a means to inform instruction. Standardized measures such as Comprehensive Testing Program (CTP) from the Educational Records Bureau and the Elementary Benchmarks will be administered in targeting grade levels.</p>
<b>Opportunity to learn measures</b>	<p>The District will monitor student engagement, student and family access to technology, educator access to professional development on effective use of technology, and results from student and family surveys as we develop additional opportunities to support our students and staff due to the impact of COVID-19 on student learning.</p>
<b>Jobs created and retained (by number of FTEs and position type)</b>	<p>Jobs created by enrollment due to the impact of covid to make class sizes smaller. The Director of Curriculum, Instruction, Staff Development and Planning will monitor the need to hire additional teachers to maintain the class sizes as small as possible based on the information the director receives from each school principal. ARP ESSER Funding can support the hiring and/or maintaining teachers that were hired to meet this need.</p>
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	<p>Administration will monitor and track all participants of the Summer Bridge and Math Aspire programs. Administration will cross reference Homeless, English Language Development participation list with the Bridge and Aspire program lists to identify any trends or patterns that can provide insight.</p>

**Total Allocation**

**American Rescue Plan – Elementary and Secondary Schools Emergency Relief Fund Allocation**

<b>Year 1</b>	2021-2022	\$640,000
<b>Year 2</b>	2022-2023	\$640,000
<b>Year 3</b>	2023-2024	\$224,664
<b>Total</b>	<b>3 Years</b>	<b>\$1,504,664</b>

**ESSER Fund (ARP ESSER) 7% Set Aside Grant**

<b>Subgrant</b>	<b>Reservation Amount (calculated on save)</b>
ARP ESSER After School Set Aside	\$16,707
ARP ESSER Summer School Set Aside	\$16,707
ARP ESSER Learning Loss Set Aside	\$83,533
	<b>\$116,947</b>