

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

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. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being.

Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
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 STAR Assessment will be administered in order 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.
Chronic Absenteeism	School teams have been monitoring attendance reports as well as student participation details pertaining to virtual and in person learning throughout the year. Conversations with parents and families on an ongoing basis occurred during virtual, hybrid and in-person learning. Communication with families will continue throughout the year.
Student Engagement	School teams have been monitoring attendance reports as well as student participation details pertaining to virtual and in person learning throughout the year. Conversations with parents and families on an ongoing basis occurred during virtual, hybrid and in-person learning. Teachers monitor the sign in/on of technology devices and platforms on an ongoing basis. Teachers also conduct observations to assess engagement when in person classes take place. Counselors will do a check-in with students who are not engaging in the lessons whether virtual or in person.
Social-emotional Well-being	Mental Health is an area that the District has spent a considerable amount of time and attention reviewing. Students have been strongly affected by the changes and struggles that came with school closures during the COVID-19 pandemic. Discussions with students regarding the importance of mental health occur in classrooms, with counselors, nurses, Mental Health Specialists, Administrators and parents. Teacher and staff workshops are 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 students. Teachers will spend additional time on student groupings at the end of the year and over the

	Methods Used to Understand Each Type of Impact
	summer as necessary at the elementary level, taking into account any additional social emotional needs that may have developed out of the pandemic. As in the past, students new to our schools will have the opportunity to visit the buildings prior to the opening day of school.
Other Indicators	

Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students experiencing homelessness	<p>Calls have been made and letters have been sent home to families from the District, schools, counselors and mental health specialists to offer support to all families. Families were also provided with the contact information to support programs to ensure that families who were experiencing homelessness, job loss, and/or food insecurity could seek additional assistance. There was an increased number of families that experienced homelessness due to the conditions of the pandemic. We reviewed the number of ECYEH Intake Forms for the current school year and compared them to prior school years to identify the changes.</p>
Students from low-income families	<p>There was an increased number of families identified as Economically Disadvantaged due to experiencing homelessness and loss of income impacted by the conditions of the Pandemic. Letters have been sent home to families from the District, schools, counselors, mental health specialists to offer support to all families. Families were also provided with the contact information to support programs to ensure that families who were experiencing homelessness, job loss, and/or food insecurity could seek additional assistance. There was an increased number of families on free and reduced lunch, demonstrating the impact of the affects of the</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	Pandemic.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	District and building administrators provided outreach to families of children with disabilities to offer support during school closures, virtual and hybrid instruction. In response to Act 66 signed by Governor Tom Wolf on June 30th, 2021 several students have elected to remain in school-aged programming for an additional year.

Reflecting on Local Strategies

3. Provide the LEA's assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
Strategy #1	There are 4 district students who have elected to remain in school-aged programming for an additional year under the terms of Act 66, signed by Governor Tom Wolf on June 30th. This is due to lost instructional time during the 2020-2021 school year.

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

- Academic impact of lost instructional time**
- Chronic absenteeism**
- Student engagement**
- Social-emotional well-being**
- Other impact**

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	<p>Summer Reading and Math support opportunities were created to address the needs of students who fell behind during to regular 2020-2021 school year. The Middle School Summer Bridge Program was designed to provide a summer learning opportunity for students who faced challenges engaging with the curriculum during the regular school year and therefore would benefit from some remediation and enrichment in Math, English Language Arts, Resiliency and executive functioning. The camp will also provide a learning opportunity for students who could benefit from getting a jumpstart on the school year by completing summer reading and math assignments for the upcoming school year. Another newly developed program is 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 available periodically, providing support from teachers to students in need.</p>

i. **Impacts that Strategy #2 best addresses:** (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. **If Other is selected above, please provide the description here.**

Students for whom virtual learning was a challenge

Reflecting on Local Strategies: Strategy #3

	Strategy Description
--	----------------------

Strategy #3	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.
--------------------	--

i. **Impacts that Strategy #3 best addresses:** (select all that apply)

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. **If Other is selected above, please provide the description here:**

Students who display mental health needs

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

The District has had meetings and conversations that included input from administrators, parents, school leaders, educators, stakeholders, and the School Board, referencing the best methods to utilize the ESSER ARP funding to be awarded. Through open and collaborative efforts such as conversations and surveys, the executive team was able to create detailed and in-depth blueprints for the uses of the ESSER ARP funds. Continued engagement with administrators, parents, school leaders, educators, stakeholders, and the School Board will be conducted on an ongoing basis to ensure the best use of funds are carried out. Parent/stakeholder input will be assessed by reviewing feedback that can be submitted by emailing, TECOVIDFEEDBACK@tesd.net.

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

While attending regular school board meetings during the 2020-2021 school year, community members had the opportunity to address and share any concerns or ideas they had regarding the use of ARP funds. All input that added value to the conversation was considered during the decision making process. During Title I parent meetings, participants were able to identify and share ideas that would enhance their child's academic experiences with the use of state and federal funding. Parent/stakeholder input will also be assessed by reviewing feedback that can be submitted by emailing, TECOVIDFEEDBACK@tesd.net.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The LEA plan for the use of ARP funds will be made public on the District website once the application is approved. The School Health and Safety Plan was submitted to PDE on July 30, 2021 and placed on the District website. The District will provide a plan that clearly describes how the ARP funds will be used along with opportunities for community members to provide additional ideas on how to apply future ARP funding. We anticipate using the funds on a 3 year plan that meets state and federal requirements. Parent/stakeholder input will be assessed by reviewing feedback that can be submitted by emailing, TECOVIDFEEDBACK@tesd.net.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps 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 ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)

How will the LEA use the funds it reserves under section 2001(e)(1) 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? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

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.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

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. Facilities Improvements: All District facilities will continue to be cleaned and maintained on regularly scheduled frequencies. District HVAC 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.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."
(3,000 characters max)

We have consulted with the Evidence resource center to determine best use of ARP ESSER funds and the activities that will ensure we are meeting the needs of the students most affected by COVID-19 and its impact on learning loss, attendance, social and emotional health, etc.

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.

***Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.**

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	1,504,664	20%	300,933

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	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.
Opportunity to learn measures (see help text)	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.
Jobs created and retained (by number of FTEs and position type) (see help text)	Jobs created by enrollment due to the impact of covid in order 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.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	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 identified any trends or patterns that can provide insight.

	Data Collection and Analysis Plan (including plan to disaggregate data)
--	--

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

Please complete each of the following assurances prior to plan submission:



The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).



The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- 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;
- LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;
- 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);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.



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: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.



The LEA will maintain inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, all computing devices, and special purpose equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.



Any LEA receiving funding under this program 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).



The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

¹Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.



The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.



The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.



The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date 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; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.



The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.



The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "**LEA Name-Health and Safety Plan**"



CHECK HERE - to assure that you have successfully uploaded your LEA Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,504,664.00

Allocation

\$1,504,664.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$615,295.00	Salaries of Summer Bridge Program Teachers, Aspire program teacher, additional staff due to COVID-19, Counselors to support students' mental health needs.
1000 - Instruction	200 - Benefits	\$463,869.00	Benefits of Summer Bridge Program Teachers Aspire program teacher, and additional staff due to COVID -19, Counselors to support students' mental health needs.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$300,000.00	Costs relating to additional year students instruction recieved due to Act 66
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$100,000.00	Costs relating to additional year students instruction recieved due to Act 66

Project #: 223-21-0430
Agency: Tredyffrin-Easttown SD
AUN: 124157802
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$9,000.00	Professional Development for Staff on Social, Emotional, Mental Health Support
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$9,000.00	Supplies for Summer programs
		\$1,497,164.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,504,664.00

Allocation

\$1,504,664.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$5,000.00	Nurses to support identified students during summer programs
3100 - Food Services	600 - Supplies	\$1,000.00	Allocated to cover snack purchases for the Summer Bridge Program
2700 - Student Transportation	500 - Other Purchased Services	\$1,500.00	Busing provided to students to get to and from the Summer Bridge Program
		\$7,500.00	

Project #: 223-21-0430
Agency: Tredyffrin-Easttown SD
AUN: 124157802
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$615,295.00	\$463,869.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,079,164.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$300,000.00	\$0.00	\$100,000.00	\$0.00	\$0.00	\$400,000.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$9,000.00	\$0.00	\$0.00	\$9,000.00	\$0.00	\$18,000.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Project #: 223-21-0430
Agency: Tredyffrin-Easttown SD
AUN: 124157802
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Project #: 223-21-0430
Agency: Tredyffrin-Easttown SD
AUN: 124157802
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	\$615,295.00	\$463,869.00	\$314,000.00	\$0.00	\$101,500.00	\$10,000.00	\$0.00	\$1,504,664.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,504,664.00