

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT

GOAL COMPLETION REPORT

2020-2021 SCHOOL YEAR

Mission Statement

Tredyffrin/Easttown School District

*To inspire a passion for learning, personal integrity, the pursuit of
excellence and social responsibility in each student.*

2020-2021 DISTRICT GOALS

District Level Goals are carefully considered and established each year. The process of establishing Goals in itself serves as a planning and communication device for the Board and administration. It ensures everyone is familiar with the direction being set and has participated in setting that direction for the benefit of our students. Finally, a statement of Goals enables the Board and staff to look back at the end of the year to see if the plans have indeed been accomplished. Depending on an evaluation of the outcomes, it may be appropriate to either revisit a particular Goal or to move on to new areas of priority.

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CURRICULUM, INSTRUCTION AND ASSESSMENT

Context: As always, the District strives to provide an educational program that best meets the goals of its students and families. During the current COVID-19 pandemic, the delivery of the educational program remains paramount. On an ongoing basis and as conditions evolve, the District will investigate and implement strategies and resources that will support the most effective delivery of the educational program for all of its students.

Goal 1: To continue to provide an excellent educational program that is aligned with the state-mandated Pennsylvania Core Standards, state assessments and District Strategic Initiatives and that reflects the needs of all students.

Success Indicators:

- The Educational Program was implemented effectively through virtual, face-to-face and integrated models as evidenced by formal and informal assessments and feedback provided by students, teachers and families.
- Opportunities for social emotional learning and support were incorporated into various curricula and instructional practices.
- Curricular resources and instructional strategies showed evidence of the incorporation of multiple perspectives and anti-racist practices.

Objective 1.1 To modify and enhance the TESD educational program in ways that ensure effective and engaging delivery of the curriculum in virtual, integrated and face-to-face settings.

Start: July 2020
Complete: Ongoing
Primary Responsibility: Wendy Towle
Support: Curriculum Supervisors and Principals

Throughout the summer and fall months, teachers and administrators worked in various capacities to continue to revise and enhance the delivery of the curriculum in ways that were effective in the multiple instructional models the District put into place this school year. During the summer, teachers and administrators engaged in professional development led by educational consultants who possessed expertise in creating effective remote and hybrid learning environments. Teachers also met in grade level and subject specific teams to consider what changes and enhancements would need to be made to the curriculum as a result of the virtual and hybrid models. Continuing through the year, teachers were provided regular and on-going time to collaborate and work with supervisors to enhance both instructional practices and curriculum to meet the needs of students in the various models of instruction employed this school year.

Objective 1.2 To continue to incorporate inclusive, culturally responsive, and anti-racist curriculum and instructional practices at all levels.

Start: July 2020
Complete: Ongoing
Primary Responsibility: Wendy Towle
Support: Curriculum Supervisors

During the 2020-2021 school year, work has continued in all areas to examine the K-12 curriculum using the lens of racial equity and cultural responsiveness. While work has continued at all levels and in all subject areas, particular focus has occurred in the areas of social studies and English, where the curriculum review process has been underway for two years. The revision of the high school's English course sequence in grades 9-12 has provided opportunity to reimagine the courses themselves and the resources used to support learning. Teachers have looked to incorporate both practices and materials that welcome and encourage multiple perspectives and thoughtful reflection. Through the reading of *Patron Saints of Nothing*, Conestoga's "One Book, One 'Stoga" initiative this summer invited students to reflect on identity and how one's identity influences their worldview. Additionally, teachers have worked to provide opportunities to include broader perspectives in all English courses and have developed a more thematic approach to the curriculum. In social studies, high school teachers have reviewed the curriculum with an emphasis on identifying missing narratives as they engage in historical studies. Through the incorporation of these narratives, students are able to gain a fuller understanding of historical context and events. A similar curricular review process began at the middle school level, with the intention of broadening the scope to the elementary schools during the coming months.

Objective 1.3 To continue the selection process for a data-driven structured literacy program in grades 3 and 4 that is based on the science of reading as a resource for instruction and to provide on-going professional development to ensure student needs, strengths and learning profiles are being addressed appropriately.

Start: July 2020
Complete: Ongoing
Primary Responsibility: Wendy Towle
Support: Horace Rooney, Elementary Principals

With the adoption of Wonders 2020 as the new reading resource for grades K-2, focus turned to selecting the new resource for grades 3 and 4. The Reading Resource Selection Committee included teachers from grades K-4. All members were directly involved in the review and selection process, as well as the Language Essentials for Teachers of Reading and Spelling (LETRS) training that was provided to help inform their decisions. The Selection Committee reconvened in the fall of 2020 and recommended Wonders 2020. Concurrent with the selection process, teachers in grade 3 and 4 participated in the first module of LETRS training

as a means of providing a common foundation of understanding among all teachers in grades K-4. Mr. Horace Rooney presented a report on the selection process to the Education Committee in January 2021 and received a recommendation to move forward with the purchase of materials for grades 3 and 4. Training was provided for these teachers in the spring and additional LETRS training will occur as part of the new resource implementation process in the fall.

FINANCE

Context: The District’s budget development process is directed by the following three major objectives: (1) to continue to provide students with exceptional educational opportunities; (2) to maximize the use of all available resources to optimize student achievement in a manner that is fiscally responsible; and (3) to comply with applicable law. The Tax Payer Relief Act (Act 1 of 2006) requires local tax increases to remain at or below the annual state index unless granted exceptions by the state to raise rates above the index. Budget impact items will continue to be monitored and evaluated.

Goal 2: To develop a budget consistent with the provisions of the Tax Payer Relief Act (Act 1) and to continue financial reporting practices to reflect the results of District business operations while enhancing efficiencies within District financial practices.

Success Indicators:

- The budget calendar was developed in cooperation with the District solicitor, presented at September Finance Committee Meeting and provided all pertinent dates needed to meet the required timeline for the budget.
- The budget presented at public meetings included revenue sources, expenditures commitments, budget impact strategies and fund balance that, in totality, allowed the Board to approve a balanced budget by June 30.
- Fund balance information presented at public meetings included spending, saving, transferring and committing fund balance as options to manage the fund balance.
- Budget impact strategies that were sufficient to close the budgeted revenue/expenditure gap to an amount acceptable to the majority of the Board were produced and presented at public meetings, and resulted in an approved balanced budget by June 30.

Objective 2.1 To establish budget development calendar(s) and budget guidelines consistent with Act 1 of 2006.

Start: July 2020
Complete: September 2020
Primary Responsibility: Art McDonnell
Support: Elizabeth Butch

The administration presented the draft 2021-2022 budget calendar consistent with the guidelines of Act 1 at the September Board Finance Committee Meeting. The 2021-2022 budget calendar included Act 1 deadline dates and actions: (1) notification to property owners of the homestead/farmstead exclusions and the submission deadline; (2) public display and notice of intent to adopt the 2021-2022 Preliminary Budget if not resolved to stay at or below the Act 1 index; (3) notice of intent to file for referendum exceptions; (4) submission of referendum question to increase taxes above the index; (5) notification from the State on the

property tax reduction allocation from gaming revenue; and (6) homestead/farmstead property tax exclusion.

On January 4, 2021, the Board passed a resolution to stay at or below the Act 1 index. This action meant the administration will not file with the Pennsylvania Department of Education (PDE) for referendum exceptions to the Act 1 index and is not required to display the 2021-2022 Preliminary Budget.

The Board approved the 2021-2022 Proposed Final Budget at its April 26, 2021, regular meeting with a tax rate increase of 0%. On June 14, 2021, the Board approved the 2021-2022 Final Budget with a final tax rate increase of 2.5%, implemented budget strategies in excess of \$2.4 million and a fund balance contribution of approximately \$3.9 million.

Objective 2.2 To provide the Board with financial analysis to support the development of a balanced budget which addresses District educational goals and informs the Board to assist Board members in decision making, such as whether to remain at or below the Act 1 index and/or apply for available exceptions. In addition, to provide the Board with options for the reduction of recurring and one-time expenditures and/or increasing revenue and the tax rate in adopting a final budget.

Start:	July 2020
Complete:	June 2021
Primary Responsibility:	Art McDonnell
Support:	Elizabeth Butch

The 2021-2022 budget was developed and presented to the Board and the community through a series of Board Finance Committee meetings, Budget Workshops and School Board meetings, press releases, web postings, emailed newsletters and handouts. All public meetings and budget workshops provide opportunities for public comment and Board deliberation regarding the development of the budget. Budget materials are posted on the District website and the public meetings and budget workshops are recorded and broadcast on TETV and the District website to the community.

The 2021-2022 budget presents an operational budget deficit of almost \$13.3 million. Multi-year budget modeling was used to project revenues, expenditures, and fund balances to determine the impact on the projected 2021-2022 budget. Budget impact strategies, revenue projections from the Act 1 index, and movement of the capital funds transfer of \$4 million were included in the 2021-2022 budget presented the Board, effectively reducing the projected operational deficit to about \$9.3 million.

The Board approved the 2021-2022 Proposed Final Budget at its April 26, 2021, regular meeting with a tax rate increase of 0%. At that time, the budget development included the implementation of several budget reduction strategies to address the \$13.3 million budget operational deficit. On June 14, 2021, the Board approved the 2021-2022 Final Budget with a final tax rate increase of 2.5%, implemented budget strategies in excess of \$2.4 million and a fund balance contribution of approximately \$3.9 million.

Objective 2.3 To provide the Board with options to manage the use of fund balance.

Start: July 2020
Complete: June 2021
Primary Responsibility: Art McDonnell
Support: Elizabeth Butch

Fund Balance commitments were presented and reviewed by the Board Finance Committee at the November 2020 meeting as part of the review of the 2019-2020 fiscal year-end financials. After that review, the Committee accepted, and the Board subsequently approved the beginning 2020-2021 Fund Balance commitments and continues to discuss options to manage the use of those fund balance commitments. The Board Finance Committee continues to review the long-term capital needs utilizing the infrastructure plan in cooperation with the Board Facilities Committee. The capital plan will determine an appropriate level of Capital Fund transfers, needed proceeds from bond issues and potential use of fund balance needed to be included in the 2021-2022 Budget.

The 2021-2022 budget includes about \$576,000 in additional debt service expenditures for planned debt issues this year needed to fund previously approved capital projects. Initially, the 2021-2022 budget included a \$4 million expenditure to transfer general funds to the capital fund during the year. This \$4 million transfer was cut from the final operational budget and moved into authorized spending as part of the contingency.

Objective 2.4 To develop, examine and present budget impact items as part of the 2021-2022 budget development process, particularly net impacts of the COVID-19 pandemic. As part of this goal, past budget impact items may be examined to determine on-going impact to the development of the current budget.

Start: July 2020
Complete: June 2021
Primary Responsibility: Art McDonnell
Support: All Administrators

Budget impact items were presented to the Board Finance Committee and full Board in the development of the 2021-2022 budget. As part of the 2021-2022 budget development process, the Administration presented additional budget strategies that also included prior year budget strategies not implemented. The consideration of budget impact strategies took place in Finance Committee meetings and Budget Workshops to determine which impact items would be included in the final budget.

The budget strategies ultimately included in the 2021-2022 Final Budget approved at the June 14, 2021 Regular Board Meeting included: reducing building and departmental budgets, refinancing a prior bond issue, reductions to the EDR, substitute and contracted services budgets, professional staff reductions, elementary computer cost sharing fee, and property tax growth through successful appeals and collection rates totaling about \$2.4 million in budget reductions.

Objective 2.5 To collect and organize the data required for the Comprehensive Annual Financial Report (CAFR) for a year before submitting it for consideration.

Start:	July 2020
Complete:	June 2021
Primary Responsibility:	Art McDonnell
Support:	Elizabeth Butch

The compilation of data has started in preparation for review and consultation with District auditors. The pandemic and availability of staffing has slowed the progression of this goal. As a result, this goal will be carried into the following fiscal year.

TECHNOLOGY

Context: As technology applications become increasingly available to schools and society, the District continues to evaluate its technology needs and to engage in ongoing evaluation of the use of technology by students and staff. This year, the District has extended its 1:1 device initiative from grades 7-12 to now include all students K-12. The District is also continuing its efforts to maintain a reliable, modern and secure network infrastructure, making cyber security enhancements where appropriate. As in the past, meeting the technology needs of students and teachers will remain a primary District objective.

Goal 3: To analyze the integration of technology resources, access and training to support innovative teaching and learning.

Success Indicators:

- Existing and new technology resources were reviewed and staff development was provided as needed.
- Communication and training were provided to all stakeholders regarding PowerSchool SIS and Performance Matters Analytics.

Objective 3.1 To evaluate new and existing technology resources, especially those related to virtual instruction, and to evaluate and measure the effectiveness of new and existing technology initiatives.

Start: July 2020
Complete: June 2021
Primary Responsibility: Mike Szymendera
Support: Wendy Towle

The evaluation of new and existing technology resources took on a new level of importance due to the continuation of hybrid and virtual instruction. TESD's teachers on special assignment for technology worked closely with the teaching staff to identify areas of need. Based on these identified areas of need, new technology resources were researched and implemented where appropriate. We also continue to evaluate our existing technology resources. In some cases, new resources have allowed us to discontinue the use of prior resources that were an expense for the District.

Objective 3.2 To identify and address staff training needs pertaining to Microsoft Teams, Schoology, Microsoft Office 365, PowerSchool and the 1:1 Technology Initiative.

Start: July 2020
Complete: June 2021
Primary Responsibility: Mike Szymendera

Support: Wendy Towle

Staff technology training has been a primary area of focus during the period of hybrid and virtual instruction. Our teachers on special assignment for technology worked closely with the teaching staff to identify areas of need. Virtual training sessions have been ongoing. Some training events have been formalized and resembled a small technology conference with teachers being able to choose sessions from a broad menu of topics. Other training took place on an individual basis based on the unique needs of each staff member.

Objective 3.3 To evaluate the themes and tasks from the cyber security program assessment and to implement cyber security enhancements where appropriate.

Start: July 2020
Complete: Ongoing
Primary Responsibility: Mike Szymendera
Support: Brian Reed, Ben Kemp

Following the completion of a cyber security program assessment in May 2017, the District took internal steps to enhance the security of our network. While the assessment and our follow-up actions are confidential, our work continues to focus on the broad topics of general network security enhancements, password management, account management, firewalls and filters, and log collection/monitoring.

Objective 3.4 To continue the implementation of Performance Matters Analytics, providing necessary communication and training for all District staff, parents and students.

Start: July 2020
Complete: June 2021
Primary Responsibility: Mike Szymendera
Support: Ben Kemp

The District continued to use Performance Matters Analytics for the analysis of student achievement data. TESD also continued the practice from the 2019-2020 school year of making individual student benchmark data available to parents through the PowerSchool parent portal. At this point in the second year of implementation, training for Performance Matters Analytics is provided on an as-needed basis.

Objective 3.5 To implement a new IP phone system in all District buildings, including integration and training as necessary.

Start: July 2020
Complete: June 2021
Primary Responsibility: Mike Szymendera

Support: Brian Reed

The new IP phone system was installed in all District buildings prior to the start of the 2020-2021 school year. As a result of COVID-19, all training sessions were held virtually for staff members. Additionally, training resources were prepared and distributed to all District phone users to assist them in the transition to the new system.

Objective 3.6 To implement a new wireless network in all District buildings.

Start: July 2020

Complete: June 2021

Primary Responsibility: Mike Szymendera

Support: Brian Reed

The District continues the implementation of a new wireless network in all District buildings. As of June 15, 2021, the new wireless access points were installed in the District's elementary schools and non-instructional buildings, including TEAO, the Network Operations Center, and the maintenance building. The District intends to install the new wireless access points in the secondary schools during July 2021.

STUDENT SERVICES

Context: During the 2020-2021 school year the Office of Individualized Student Services will continue to support school-age student needs. An ongoing emphasis on pre-referral intervention services, such as the Multi-Tiered Intervention model, will continue to assist students in accessing the general education curriculum in the least restrictive environment. Strong special education programming continues to serve students with a wide range of needs using evidence-based practices. As demand for programming for students with intensive needs continues to rise, ongoing analysis of enrollment, facilities and programming will inform the future work to meet these students' needs.

Goal 4: To continue to address the needs and support the success of all students at their individual skill levels.

Success Indicators:

- Models that embody best practices in the delivery of virtual learning to students with disabilities were identified.
- Enrollment trends that quantify enrollment patterns by disability status, level of student need and impact on staffing were updated.
- Professional development was conducted with staff, with focus on meeting intensive student needs encompassing academics, behavior and social learning.
- Regular reports on special education costs were provided to the Board Finance Committee.

Objective 4.1 To develop best practices in delivering services to students with disabilities in a virtual or hybrid model of instruction.

Start: July 2020

Complete: Ongoing

Primary Responsibility: Nicole Roy

Support: Special Education Supervisors

Students with identified needs were invited to attend school in person 5 days a week beginning September 21, 2020. The District began inviting additional students with identified needs to attend in person for 4-day programming in the beginning of October. To support students' ability to access their educational program, the District created learning centers staffed by paraprofessionals to provide facilitated virtual learning on the days they were not assigned to their regular classes. Practices for both virtual and hybrid instruction were reviewed and changes were made to meet students' individual needs. After the winter break, additional students were invited to attend 4 days a week in person. At that time, the learning centers were expanded. On March 15, all in-person students were able to attend school 4 days a week. As of May 15, students in K-4 were able to attend school for 5 days of in-person instruction and on May 19, the middle school grades transitioned to 5 days in person.

Objective 4.2 To review enrollment trends of students with intensive needs and present to Education Committee a plan for expanding cross-District intensive needs programming offered by the District.

Start: September 2020
Complete: June 2021
Primary Responsibility: Nicole Roy
Support: Special Education Supervisors

The Office of Individualized Student Services presented enrollment data on students with intensive needs to the Education Committee on February 11, 2021. While District enrollment in this category decreased for the 2020-2021 school year, students with special education intensive needs are anticipated to return for the 2021-2022 school year as we welcome early intervention special education students. Due to this increased need, the District has created a full time Autistic Support classroom at Devon Elementary school for the 2021-2022 school year.

Objective 4.3 To continue to develop the staff capacity to meet the needs of students with intensive needs, in preparation for the ongoing expansion of cross-District programming.

Start: July 2020
Complete: June 2021
Primary Responsibility: Nicole Roy
Support: Special Education Supervisors

TESD is projecting a full time Autistic Support classroom at Devon Elementary School for the year 2021-2022. Professional development trainings are scheduled for Devon Elementary School kindergarten teachers, special education teachers, special areas teachers and related service providers to plan for the new classroom program. Staff will continue to monitor staffing needs and will provide additional updates later this school year.

Objective 4.4 To report to the Finance Committee cost in identified special education categories.

Start: July 2020
Complete: June 2021
Primary Responsibility: Chris Groppe
Support: Nicole Roy

The Office of Individualized Student Services provides a monthly special education and student services update to the Finance Committee. This report provides an overview of current and projected expenditures. Updates were provided at each Finance Committee meeting throughout the school year.

SCHOOL SAFETY

Context: To maintain an ongoing dialogue among students, parents, community members, District staff and emergency responders about safety measures, the District Safety Committee annually reviews current practices and emerging safety data. The District regularly reviews programs to identify new resources and to align with best practices. The District will continue to review the school safety policies and practices related to Senate Bills 144 & 621 in order to align and potentially enhance our current policies and practices. The District professional and non-professional staff will continue to receive professional development in the area of trauma-informed instruction. Previously, the Pennsylvania State Police conducted a Risk & Vulnerability Assessment; the District Safety Committee reviewed the commendations, additional considerations, and recommendations for improvement in the audit. Based upon information in the confidential report, enhancements to the existing safety measures began after the report was received, while some items have required further discussion and lead time for evaluation. In addition, the District will review and utilize the data from the 2019 Pennsylvania Youth Survey.

Goal 5: To review the implementation of safe school practices in order to maintain effective communications and develop new safety initiatives for rising needs.

Success Indicators:

- Safe schools practices and enhancements from the risk and vulnerability assessment with District administration, District Safety Committee and Board Facilities Committee were reviewed and implemented as needed.
- Applications were completed for state and federal government grant money designated for school safety.

Objective 5.1 To monitor guidance from health agencies regarding pandemic recommendations and utilize these recommendations to revise and implement the District pandemic response plan.

Start: July 2020
Complete: June 2021
Primary Responsibility: Chris Groppe
Support: District Pandemic Team

Since the start of the pandemic, the District Pandemic Team continually monitored health guidance provided by the Chester County Health Department, Pennsylvania Departments of Health and Education, and the Centers for Disease Control and Prevention. As expert guidance from these professional organizations changed, District health and safety plans were modified to incorporate the latest recommendations and requirements. Links to the health organizations were available in the Reopening section of the TESD website.

Objective 5.2 To continue to evaluate the observations and recommendations from the Risk and Vulnerability Assessment and to implement safety enhancements.

Start: July 2020
Complete: June 2021
Primary Responsibility: Ellen Turk
Support: Mark Cataldi, Building Principals

Throughout the 2020-2021 school year, the District implemented additional recommendations identified in the Pennsylvania State Police Risk and Vulnerability Assessment. The process of installing signage to number all exterior doors of the schools continued with more than half of all schools complete. The middle school and elementary school CCTV projects were completed. These projects expanded, replaced, and upgraded the existing CCTV system to IP-Based system in the middle schools and added this technology to the elementary schools. This enhanced system provides additional interior and exterior cameras and records images of clearer resolution than the existing system. All of these improvements correspond with the District's emergency exercises and preparedness plans.

Objective 5.3 To apply for state and federal government grant money designated for school safety.

Start: July 2020
Complete: June 2021
Primary Responsibility: Ellen Turk
Support: Art McDonnell, Mark Cataldi, Oscar Torres

During the 2020-2021 school year, the District applied for two grant opportunities and to date has been awarded \$599,336 in state grant money. These two safety and security grants offered by the School Safety and Security Committee (SSSC) within the Pennsylvania Commission on Crime and Delinquency (PCCD) provided funding for COVID-19-related health and safety needs for the 2020-2021 school year. In August 2020, PCCD awarded the District \$375,684. These funds were applied toward existing costs associated with personal protective equipment, staffing costs associated with the virtual extended school year program, and overtime security and custodial costs. In April 2021, PCCD awarded the District \$223,652. These grant funds were applied to the District's continuing custodial overtime expenses.

Objective 5.4 To expand District security to the middle school and continue to explore options to deliver specialized training for District security personnel.

Start: July 2020
Complete: June 2021
Primary Responsibility: Ellen Turk

Support:

Mark Cataldi

Throughout the 2020-2021 school year, the District expanded the District security staff to include two middle school security staff members. These new security staff members completed the state-mandated training for school security staff. Additionally, the entire District security staff team received 7 hours of trauma-informed training throughout the school year.

STRATEGIC PLANNING

Context: The District began the work to develop a new Strategic Plan during the 2019-2020 school year. Circumstances including the mandated school closure and the evolution of the COVID-19 pandemic delayed the steps required for completion of the new Plan. During the 2020-2021 school year, work will continue to complete the development and begin implementation of the District's next Strategic Plan.

Goal 6: To continue the development and implementation of the District's next Strategic Plan.

Success Indicators:

- The next Strategic Plan was completed and presented for approval to the School Board.

Objective 6.1 To continue the cycle of development for the next Strategic Plan through community Action Team planning, feedback and review and presentation to the School Board.

Start: September 2020
Complete: January 2021
Primary Responsibility: Wendy Towle
Support: Curriculum Supervisors

Due to the circumstances of the pandemic, action has yet to be taken on this objective.

Objective 6.2 To review and evaluate several formats for incorporating measurable success indicators into the District Goals document and present findings to the School Board for review and potential approval of a new format.

Start: September 2020
Complete: June 2021
Primary Responsibility: Richard Gusick
Support: Directors

District staff have begun researching alternate formats for the District Goals document. Additional information will be shared with the School Board during the 2021-2022 school year.

COMMUNICATIONS

Context: The District will continue to utilize its coordinated communication network to share emerging information related to TESD reopening and pandemic plans, the integrated instructional program, safety guidance and other important information with the school community while continuing to publicize student and District successes.

Goal 7: To utilize District communication tools to provide stakeholders with critical information related to the impact of the COVID-19 pandemic on TESD schools.

Success Indicators:

- The Reopening Schools 2020-2021 section of the TESD website provided timely information and resources to stakeholders.
- Regular updates were provided to parents and the broader school community using email and text messaging as well as the TESD e-newsletter.
- Links to live, virtual meetings were available on the TESD website as pandemic conditions warranted.

Objective 7.1 To create and maintain a Reopening Schools section on the TESD website to provide updates and resources to stakeholders.

Start: July 2020
Complete: Ongoing
Primary Responsibility: Chris Connolly
Support: All Administrators

During the summer of 2020, the District transitioned the COVID-19 section on the District website to a Reopening Schools hub. Available from the TESD home page and all school web pages, the Reopening Schools hub was continually updated throughout the school year and included information and resources related to the pandemic and the impact on TESD schools. The Reopening section housed the District's COVID-19 dashboard, County metrics, presentation videos and slides, the District's Health and Safety Plans, feedback opportunities, mental health resources, archived communications to TESD families and childcare resources. To make accessing the Reopening Schools hub easy for stakeholders, a friendly website address of www.tesd.net/reopening was created and is linked in District communications.

In consultation with the School Board Public Information Committee Chair, District communications staff created a new section on the District website called Planning for the 2021-2022 school year. This new section included links to meeting presentations, presentation slides, information about the proposed virtual instruction pilot program and periodic updates.

Objective 7.2 To provide regular email and text updates to parents about reopening, integrated instruction and other pandemic conditions related to schools.

Start: July 2020
Complete: Ongoing
Primary Responsibility: Chris Connolly
Support: All Administrators

Since July 2020, the District provided 41 District-level email communications to families related to reopening schools, the District's health and safety plans, guidance from health authorities and other information related to the pandemic's impact on TESD schools. In addition, the District provided regular updates to the school community in its weekly e-newsletters and on the District website. School staff routinely shared school-specific communication directly with their families. Districtwide text messaging reminders were also utilized throughout the school year to remind families of commitment form deadlines, surveys and other time sensitive information.

Objective 7.3 To continue to communicate with T/E families and the community regarding changes to large-scale standardized tests including PSSAs, PSATs, SATs and Keystone Exams.

Start: July 2020
Complete: Ongoing
Primary Responsibility: Mark Cataldi
Support: Building Principals, Chris Connolly

There have been many changes and updates to the Keystone Exam requirements, particularly for the students who were enrolled in a Keystone Exam course during the 2019-2020 school year and were scheduled to take an exam in Spring 2020. Students in the Spring 2020 cohort were not required to take the corresponding Keystone Exam for federal accountability reporting. The Pennsylvania Department of Education (PDE) allowed school districts to offer students in the Spring 2020 cohort an opportunity to take the applicable Keystone Exam, but not require it. Legislation was passed which delayed the state graduation requirement of Keystone Exams proficiency through one of the state-designated pathways starting with the class of 2023 (current grade 11). In addition, first time test takers enrolled in a Keystone trigger course for 2019-2020 were deemed Proficient if they passed the course. The designation of Proficient was non-numerical, which means that a student may use it towards earning proficiency on all three exams but may not use it towards the calculation of a composite score of all three Keystone Exams. The composite score path allows for some flexibility if a student scored in the Basic range on one exam. While the composite score is just one way for students to achieve the state required Keystone Exams proficiency, families were given the option for students in the Spring 2020 cohort to take the relevant exam/s during the extended Winter Keystone Exams window. Updated information on Keystone Exams and Paths to Proficiency was communicated to families, as well as posted on the District website.

In February 2021, the U.S. Department of Education (USDE) provided new guidance regarding assessment administration for the spring of 2021, including allowing states to request a waiver for the Every Student Succeeds Act's accountability and school identification requirements. This flexibility explicitly included waiving the accountability provisions relating to having a 95 percent test participation rate. PDE issued their plan to school districts to include extending the administration window and pursuing the 95 percent test participation rate waiver. In order to maximize instructional time prior to the assessments, the District's schools administered PSSA testing for grades 3 to 8, as well as the Keystone Exams at the end of the school year.

The College Board offers a Suite of Assessments, including the PSAT 8/9 and PSAT/NMSQT (National Merit Scholarship Qualifying Test) and SAT. The PSAT 8/9 and PSAT/NMSQT are typically administered during a school day in October. However, testing dates were altered as October 14, 2020 was used to administer in-person SATs. Students in grades 10 and 11 were given the option of taking the PSAT/NMSQT in-person on January 26, 2021. During this administration of the PSAT/NMSQT, 83% of 10th graders and 70% of 11th graders participated. Since the test administration was on a school day, all costs were covered by the District.

SATs were offered at Conestoga to any interested student on several designated Saturdays throughout the school year. Due to the pandemic, Saturday testing dates were limited. In response, two school day administrations were planned. While many colleges and universities promoted test optional or waived testing requirements altogether for 2020-2021 application submissions, the SAT was administered on October 14, 2020 to interested senior students. On March 24, 2021, interested junior students had the opportunity to take the SAT at Conestoga. Notifications were sent to Conestoga students and families. In addition, The College Board informed all registered students of the Saturday cancellations and offered a refund or rescheduling options.

Objective 7.4 To provide access to virtual District and School Board meetings as warranted by pandemic conditions and state guidance.

Start:	July 2020
Complete:	Ongoing
Primary Responsibility:	Mike Szymendera
Support:	Chris Connolly

Through May 2021, regular School Board meetings and Committee meetings were broadcast virtually through Microsoft Teams. Links to the live meetings were available to the public on the TESD website by 6:00 PM the day of the meeting. In addition, recordings of regular School Board meetings and standing Committee meetings are posted on the District website to provide another option for community members to view the meetings. Board meetings transitioned back to in-person in June 2021.

STAFF DEVELOPMENT

Context: As teachers continue to implement effective and engaging instructional practices designed to meet the needs of all students, the District will continue to provide the appropriate professional development. In addition, staff development initiatives will support the continuing implementation of the 2014-2020 District Strategic Plan. Further, related to many aspects of the Strategic Plan, the District will provide professional development focused on strategies and resources that can more fully support an equitable learning environment for all students.

Goal 8: To provide support for all teachers as they design and implement effective instructional practices, while continuing to focus on strategies that strengthen instruction and initiatives that address the District’s Strategic Plan.

Success Indicators:

- Teachers and staff were provided with support and professional development to help them successfully navigate various instructional models.
- Additional and ongoing opportunities were implemented for professional development focused on issues of equity and anti-racism.

Objective 8.1 As teachers continue to implement effective and engaging instructional practices designed to meet the needs of all students, the District will continue to provide the appropriate professional development. In particular, the District will provide opportunities for staff development in areas directly related to successful instructional practice in virtual, integrated and face-to-face settings.

Start:	July 2020
Complete:	Ongoing
Primary Responsibility:	Wendy Towle
Support:	Shannon Downing, Horace Rooney, Oscar Torres

Throughout the summer months, all teachers were provided with workshop time to work collaboratively to develop and enhance strategies for successfully navigating all models associated with pandemic teaching and learning. Additionally, asynchronous courses by virtual learning experts, Catlin Tucker and John Spencer, were available for any teacher to access as an avenue for additional support. More than 300 staff members participated in each of these courses. Curriculum supervisors worked directly with teachers to design learning experiences unique to the various instructional models, often times providing drop-in sessions where resources were shared and demonstrated. Numerous professional development opportunities focused on technology, virtual learning and hybrid learning, have been provided on an on-going basis by the TESD teachers on assignment for technology. Teachers in grades 5-12 have utilized the designated Wednesday afternoon professional time to continue to learn and enhance their instructional practice. Teachers at the elementary level also continued to use

team time as a way to work collaboratively and problem-solve as new twists and turns continue to emerge.

Objective 8.2 To continue to support staff in developing a culture that promotes an environment of equity and anti-racism where all students can develop to their highest potential.

Start:	July 2020
Complete:	Ongoing
Primary Responsibility:	Wendy Towle
Support:	Building Principals, Shannon Downing, Horace Rooney, Oscar Torres

During the summer months, teachers in the secondary English and social studies departments participated in equity-focused workshops led by supervisors and peers. These workshops allowed teachers the opportunity to explore ways to create a community of learners where issues of race and equity could be part and parcel of classroom conversations as appropriate and in ways where all voices were heard and valued. Approximately 80 additional staff members participated in the Beyond Diversity training facilitated by Pacific Educational Group in August – held virtually during the pandemic. Throughout the school year, teams of teachers continued to focus on conversations centered around what it looks like to engage in anti-racist instructional practices on a daily basis. In addition, close to 100 staff members participated in two different multi-session District-sponsored seminars dedicated to furthering an understanding of what it means to be an anti-racist educator.

FACILITIES

Context: The administration will continue to review enrollment patterns and programming needs to ensure that facilities are available to deliver approved programs. The long-range capital facilities plan will be prioritized and implemented with Board approval.

Goal 9: To ensure that District facilities are adequate to deliver both current programs and forecasted new programs for District students.

Success Indicators:

- Room utilization reports were completed with each principal.
- Priority list of District facilities needs was presented at public meetings in September and October to inform the Finance Committee of capital funding needs for the upcoming year.
- Board-approved projects were completed to a point that school was able to open. The job completion report was subsequently presented at a public meeting.
- Reports of continuing efforts in sustainable environmental and energy efficient practices were highlighted as part of the projects that were presented in public Facilities Committee meetings in advance of Board approval.

Objective 9.1 To continue to review building capacity projections from the latest Demographic Study update in order to explore options to ensure the availability of adequate space for the instructional program based on student enrollment patterns and projections.

Start: September 2020

Complete: December 2020

Primary Responsibility: Wendy Towle

Support: Art McDonnell

The yearly demographic report was prepared by Sundance Associates and presented to the Board Education Committee in November 2020. Given the circumstances of the pandemic, 2020-2021 enrollment showed a decrease from the previous year. As a result of the uncertainty surrounding the evolving COVID conditions, Sundance Associates recommended developing projections using several different models – the traditional model that included 2020-2021 numbers in the 5 year trend, a model that viewed 2020-2021 as an anomaly and calculated the trend without 2020 enrollment numbers, and a third model that viewed this year as anomaly in trend analysis and also added 100 students back into the projections for grades K and 1, the two grades where the largest difference in enrollments was found. This third model was used to develop facilities projections, as this model projects the largest enrollment moving forward and would allow more certainty about the ability to accommodate all students and classes. Using this model, there are still some space concerns about the future years for New Eagle and Valley Forge Elementary Schools should all projected students actually enroll. All other buildings would have capacity to accommodate the projected enrollment over the next three years. This

information was presented at both the Education Committee and the Facilities Committee Meetings during the winter of 2021.

Simultaneous to this yearly demographic and facilities review, the District engaged the Chester County Intermediate Unit to do an independent review of the enrollment trends and facilities needs. The report of the CCIU's review was presented to the Education Committee in May of 2021.

Objective 9.2 To develop and present to the Board Facilities Committee a priority list of District facilities needs derived from the District infrastructure report for alignment with District budget development.

Start: September 2020

Complete: December 2020

Primary Responsibility: Art McDonnell

Support: Colm Kelly

In consultation with the District architect, the 10-year extension of the existing infrastructure report was presented to the Board Facilities Committee in September 2020. The list of prioritized projects from the report were presented along with the capital sources and uses report to evaluate the entire capital projects expenditure plan with the availability of capital funds presented to both the Board Finance and Facilities Committees.

Objective 9.3 To complete Board-approved projects designated in the Capital Plan for the 2020-2021 school year and an analysis of the field needs for the opening of the schools in September 2021.

Start: July 2020

Complete: June 2021

Primary Responsibility: Art McDonnell

Support: Colm Kelly

The Facilities Committee recommended and the Board subsequently approved bidding the following capital projects to be completed during the 2020-2021 year, with construction to occur during summer months: Air Conditioning at Beaumont and Valley Forge Elementary Schools; Interior Renovations, Replacements and Upgrades at Beaumont, Hillside, and Valley Forge Elementary Schools; HVAC Renovations, Replacements and Upgrades at Beaumont, Devon, Hillside, New Eagle Elementary Schools, Tredyffrin Easttown and Valley Forge Middle Schools, and Conestoga High School; and Exterior and Facade Renovations, Replacements and Upgrades at Valley Forge Elementary School, Tredyffrin/Easttown and Valley Forge Middle Schools, and Conestoga High School, Teamer Field, and Network Operations Center.

All of these projects were successfully bid and approved by the Facilities Committee and Board to begin as soon as possible with the majority of the work being completed during the summer months of 2021.

Objective 9.4 To support District efforts to promote a sustainable environment and continue to investigate opportunities to incorporate additional energy efficient practices.

Start:	September 2020
Complete:	June 2021
Primary Responsibility:	Art McDonnell
Support:	Colm Kelly

The Facilities Committee incorporated this goal into its Committee goals and will continue to work with District consultants to evaluate approved construction projects regarding environmental impact, energy consumption and use of environmentally friendly materials.

Objective 9.5 To continue the CHS Expansion and Renovation Project including working with the Finance Committee on complete funding of the project.

Start:	July 2020
Complete:	Ongoing
Primary Responsibility:	Art McDonnell
Support:	Colm Kelly

The Conestoga High School Expansion and Renovation Project continued to progress into the 2020-2021 school year while staying below the budget presented to the Facilities Committee and Board. The Facilities Committee received monthly updates on the project from the District architect and administration. The Finance Committee and Board approved work to begin in anticipation of issuing new debt in late summer/early fall to fund the ongoing needs of this project.

HUMAN RESOURCES

Context: The District faces tremendous challenges related to staffing due to the extraordinary circumstances presented by the COVID-19 pandemic. This will require constant vigilance in monitoring changing employment laws, recruiting, communicating information to supervisors and staff and working with individual staff members regarding their specific circumstances. The collective bargaining agreement between the District and the Tredyffrin/Easttown Non-Instructional Group (TENIG) expires June 30, 2021. As required by School Code, negotiations must commence no later than January 2021. This will not only require data gathering and analysis, but also participation in negotiations and Board executive sessions. Additionally, it remains critical to work to secure staff members and vendor-provided staff who represent diverse backgrounds through both traditional and nontraditional staffing sources.

Goal 10: To continuously monitor and adjust to the rapidly changing staffing demands presented as a result of the Coronavirus Pandemic, to begin the process of contract negotiations with TENIG, and to continue to seek candidates for positions who represent diverse backgrounds.

Success Indicators:

- Staffing was sufficient to successfully deliver the instructional program.
- A contract settlement was reached or significant progress was made toward a contract settlement.
- TESD hired additional employees and vendor-provided employees who represent diverse backgrounds.

Objective 10.1 To address the rapidly changing staffing needs presented due to the COVID-19 pandemic.

Start: July 2020

Complete: Ongoing

Primary Responsibility: Jeanne Pocalyko

Support: Principals, Directors and Supervisors

Health guidelines for protocols related to COVID-19 changed regularly. This required constant monitoring of CDC, state and CCHD guidance and timely communication of changes to employees. Responding to employee/vendor staff questions and conducting contract tracing was an enormous task this year, necessitating 24-7 accessibility to staff.

Prior to the start of the school year, TESD hired a large number of daily reporting substitutes, and the District continued to replenish this pool as individuals were hired by T/E or other districts. Weekly meetings were held with ESS, our provider of substitute teachers, in order to regularly communicate anticipated staffing needs.

Objective 10.2 To participate in the negotiations process with TENIG.

Start: No later than January 10, 2021

Complete: July 2021

Primary Responsibility: Jeanne Pocalyko

Support: District appointed Negotiations Attorney

On February 22, 2021 the School Board approved a one-year extension of the existing collective bargaining agreement with TENIG through June 30, 2022.

Objective 10.3 To continue to explore traditional and nontraditional sources of staffing in order to secure an increasingly more diverse workforce.

Start: July 2020

Complete: Ongoing

Primary Responsibility: Jeanne Pocalyko

Support: Principals, Directors and Supervisors

The District rejoined the Chester County IU Hiring Consortium for 2020-2021 and advertised various openings via the District email blasts to the community. While there are few professional openings for 2021-2022, TESD staff will continue to email applicants to inform them of available District openings for teachers, aides and paraprofessionals, and substitute teachers.

To help expand our pool of substitute teachers, TESD communicated regularly with PDE to explore and receive approval for hiring staff using the allowable exceptions which were approved for 2020-2021 under Act 86. In addition, the District utilized student teachers to substitute within the state guidelines under Act 86.

RACIAL EQUITY AND CULTURAL AWARENESS

Context: Through work within our own community and in consultation with outside experts, the District has begun the process of engendering systemic and transformational change as it relates to anti-racism, cultural responsiveness and social justice. A school district that is educationally equitable is one where all individuals are valued for who they are. It is a district that is intentional in providing the structures, relationships and resources each member of the school community needs to achieve their greatest potential. The ultimate goal of this work is for TESD to be a school district where systemic bias or racism simply cannot be found.

Goal 11: To establish a framework for educational equity for all students to ensure the elimination of bias, particularly institutionalized racism and cultural bias, that may affect student achievement and learning experiences. To promote teaching, learning, and work environments that welcome, honor and value diversity.

Success Indicators:

- An Equity Belief Statement and principles were developed, presented to the School Board and communicated to the TESD community.
- District policies and regulations were reviewed and revised to reflect a commitment to equitable practices and outcomes.
- Through various avenues, students, staff and families demonstrated a willingness to engage in conversations about the impact of race, culture and identity on student success and belonging.

Objective 11.1 To create and communicate a set of guiding principles that support the District’s commitment to achieving transformational change in the areas of equity and anti-racism.

Start: July 2020
Complete: January 2021
Primary Responsibility: Wendy Towle, Oscar Torres
Support: Directors, Supervisors and Principals

As of September 29, 2020, a resolution to the District Equity Statement had been reached. The Board of School Directors approved the statement of “Equity Guiding Principles.” The statement, which highlights and addresses topics ranging from practicing inclusion during the hiring process to eliminating systematic racial and cultural biases, was made available to the public. Partnerships were established with the Congreso de Latinos Unidos in Philadelphia, Temple University, Kutztown University and West Chester University to provide opportunities within the District to engage persons of color interested in becoming teachers by welcoming them as student teachers, future aides, and homework club teachers. The Equity Guiding Principles Statement can be found on the Equity Initiative tab, located in the Our District section of the District website.

Objective 11.2 To continue to develop understanding of and implement anti-racist practices and cultural responsiveness among staff and students.

Start: July 2020
Complete: Ongoing
Primary Responsibility: Wendy Towle, Oscar Torres
Support: Directors, Supervisors and Principals

The Diversity Committee met on four occasions during the 2020-2021 school year. Membership consisted of parents, teachers, administrators, students, School Board members, and community members dedicated to the fulfillment of District policies that were designed to make our community a place of respect and support for all. The Committee is dedicated to delivering a rich, equitable, and inclusive educational experience for our diverse demographic of students and staff alike. Each meeting was approached with a prompt or a question, which served as a launching point to encourage healthy courageous conversations about the role of race. The last meeting of the school year on April 7, 2021 featured a prompt for the meeting as follows: *How students within T/E schools benefit from multiple perspectives in their learning.*

Objective 11.3 To increase focus on attracting, developing, inspiring and retaining a diverse faculty and staff within a supportive environment.

Start: July 2020
Complete: Ongoing
Primary Responsibility: Jeanne Pocalyko
Support: Directors, Supervisors and Principals

District representatives participated in the Diversity in Education Virtual Recruitment Fair, and later contacted a large number of fair participants to encourage them to apply to the District. Additionally, several administrators participated in the Delaware Valley Consortium for Equity in Education (DVCEE) spring recruitment fair. Human Resources staff followed up with all job fair interviewees and applicants to encourage them to apply to the District.

The Human Resources Director met with students who were graduating from Congresso programs to recruit students for aide and paraprofessional openings. Additionally, a meeting was coordinated so the Human Resources Director could meet with staff from CCRES and Congresso to discuss partnerships, vacancies, and opportunities for Congresso students to apply to the District via CCRES.

Despite the low number of professional vacancies in the District for 2021-2022, TESD will continue to seek ways to advertise and communicate vacancies to a wider range of candidates.

Objective 11.4 To engage in a regular review of District policies and regulations through the lens of equity.

Start: August 2020
Complete: Ongoing

Primary Responsibility: Mark Cataldi
Support: Directors, Supervisors and Principals

Using multiple perspectives, District policies and regulations were reviewed through the lens of equity. The District is committed to provide an equal opportunity for all students, parents/guardians, and staff, free from discrimination, regardless of actual or perceived race, color, age, creed, religion, sex, gender, sexual orientation, gender identity, gender expression, ancestry, national origin/ethnicity, veteran status, marital status or handicap/disability. Examples of policies and regulations that were revised thus far to convey the District's commitment to equitable practices and outcomes included the following:

- Policy and Regulation 4001: Equal Opportunity and Nondiscrimination in Employment Practices
- Policy and Regulation 4330: Discriminatory Harassment by and of District Employees
- Policy and Regulation 5401: Student Discipline
- Policy and Regulation 5445: Health and Dental Examinations
- Policy and Regulation 6141: Equal Opportunity and Nondiscrimination of Students in School and Classroom Practices
- Regulation 6146.1: Recognition of Athletic Clubs

In addition, numerous policies and regulations were revised to reflect gender neutral wording.

At the February 2021 Policy Committee meeting, the Committee adopted a new goal that states, "Review Policies and Regulations for alignment with the District's racial equity and cultural awareness goals, as well as potential negative and disproportionate impacts on persons of color, and to revise those Policies and Regulations as needed."

STUDENT WELLNESS AND SCHOOL CULTURE

Context: The primary mission for TESD, and all schools, is to support students in educational achievement. To reach this goal, it is important that children must feel safe, supported and ready to learn. As the District strives to accomplish these goals for all students—regardless of strengths, needs, and capacities—the influence of students’ personal experiences on their learning and achievement cannot be overlooked. Thus, as the District maintains a critical focus on education and achievement, there must also be an acknowledgement that mental health and wellness are integrally connected to students’ success in the classroom and to a thriving school environment. Schoolwide programs such as social-emotional learning, bullying prevention and resiliency initiative, as well as opportunities for school-community collaboration, will continue to remain an integral part of the District’s student mental wellness support system.

Goal 12: To create and strengthen programs, supports and services that promote mental wellness in an effort to enhance students’ ability to learn.

Success Indicators:

- Opportunities for social emotional learning and support were incorporated into various curricula and instructional practices.
- Trauma-informed practice and professional development were implemented in compliance with state code.
- Existing bullying prevention program, resiliency initiatives and mental health initiatives and supports were reviewed and revised.

Objective 12.1 To continue to review and revise K-12 opportunities to enhance social-emotional learning and mental health education, and to share available school and community resources K-12 with staff, students, and families with particular focus on the impact of the pandemic.

Start:	July 2020
Complete:	June 2021
Primary Responsibility:	Wendy Towle, Chris Groppe
Support:	Directors, Supervisors and Principals

The District engaged in a review of K-12 opportunities to enhance social-emotional learning and mental health education through ongoing and multiple meetings involving school counselors, mental health specialists, curriculum supervisors and school administrators.

In early March, the District included an article titled, “Tips and Resources to Support Emotional Health During COVID-19” in its e-newsletter and in the *In Tredyffrin and Easttown* magazine, which was delivered to all households in the two Townships. In addition to including school and community resources, the article featured tips from the District’s mental health specialists on staying socially connected, staying engaged with learning, and

maintaining emotional and physical wellness. This article complements the Mental Health Resources that are available in both the Community Resources and Reopening Schools sections of the TESD website.

Objective 12.2	To evaluate the District’s trauma-informed practices and provide additional trauma-informed professional development for staff.
Start:	July 2020
Complete:	Ongoing
Primary Responsibility:	Chris Groppe, Ellen Turk, Mark Cataldi
Support:	Directors, Supervisors and Principals

Act 18 of 2019, signed into law July 2019, established requirements for schools to provide professional development in trauma-informed approaches to education. This law mandates that school districts provide at least one hour of education to their staff, administrators, and school board members about the signs and impact of trauma on students and supports for positive development. The District met and exceeded the trauma-informed education mandate set forth by Act 18 of 2019. The District introduced the trauma-informed approach framework to all District and building administrators during the 2019-2020 school year.

This introduction included faculty meetings at all schools to provide professional staff with information regarding the signs, symptoms, and impact of trauma on students and three-hours of training entitled, “The Trauma-Informed Classroom” which was facilitated by Lakeside Neurologic.

Throughout the 2020-2021 school year, the District continued to evaluate and implement trauma-informed practices. In August, District professional, paraprofessional, and security staff attended an in-service facilitated by Lakeside Neurologic focused on developing and implementing trauma-informed practices in a virtual and hybrid classroom environment. Following the in-service, school teams applied these trauma-informed techniques in their virtual and hybrid classrooms. In February, District professional, paraprofessional, and security staff attended in-service sessions focused on wellness and emotional regulation. Additional professional development was provided to encompass trauma-informed practices along with racial equity through an in-service workshop entitled Confronting Racism Through a Neurobiological Lens.

Objective 12.3	To review, analyze and utilize data from 2019 Pennsylvania Youth Survey to determine potential impacts of TESD positive behavioral intervention supports, social emotional learning programs, drug and alcohol prevention, student assistance program, bullying prevention programs, resiliency initiative, and mental health initiatives and supports.
Start:	July 2020
Complete:	Ongoing
Primary Responsibility:	Chris Groppe, Ellen Turk

Support: Directors, Supervisors and Principals

During the 2020-2021 school year, the District utilized the data from the 2019 Pennsylvania Youth Survey (PAYS) to inform District social and emotional supports, services, and programs. The PAYS is administered in odd-numbered years to students in grades 6, 8, 10 and 12, and collects information about student substance use, emotional health, and factors contributing to risk and protection against antisocial behaviors. The results were summarized in a graphic that was shared and referenced at ARCH events and District Safety Committee meetings. The complete report and summary graphic are available on the District website. As with past surveys, the District partnered with ARCH (Area Residents Caring and Helping) for parent presentations regarding a review of the PAYS data, anxiety, and marijuana. The District administration also reviewed the data with the mental health specialists. Enhancements were made to deliver the existing suicide prevention curriculum in a virtual learning environment. Additionally, these lessons were delivered to students who did not receive this instruction during the school closure, due to the program not being recommended for virtual implementation. The PAYS data is also being used to make enhancements to the existing bullying prevention and resilience initiative.

Objective 12.4 To review and revise the existing social-emotional learning programs, bullying prevention programs, resiliency initiative, mental health initiatives and supports, and opportunities for an integrated model.

Start: July 2020
Complete: Ongoing
Primary Responsibility: Chris Groppe, Ellen Turk
Support: Directors, Supervisors and Principals

During the 2020-2021 school year, the existing social-emotional learning programs, bullying prevention programs, resiliency initiative, mental health initiatives and supports were reviewed. Throughout the school year, elementary class meetings and middle school HERO groups were implemented. This year, topics related to community building, optimism, empathy, and positive coping skills were reviewed while considering student experiences related to the pandemic. The middle school teams plan to enhance the middle school HERO curriculum with an emphasis on the expansion of social emotional learning, equity, and resilience. Additionally, the K-12 District initiative on resiliency continued. At all levels, an emphasis was placed on building and maintaining connections within the school community. Throughout the school year, the secondary mental health specialists joined building administrators and counselors for parent meetings focused on reviewing student social emotional needs and resources.

Objective 12.5 To continue sharing resources on social-emotional learning and mental health on the District website including how to access supports in the District and in the community.

Start: July 2020

Complete:	Ongoing
Primary Responsibility:	Chris Groppe, Ellen Turk, Chris Connolly
Support:	Directors, Supervisors and Principals

During the 2020-2021 school year, District staff expanded the social-emotional learning and mental health resources available on the District website. To date, the District has provided several resources related to mental health and social emotional development on individual school webpages and on the District’s reopening webpage. As mentioned previously, the District included the article, “Tips and Resources to Support Emotional Health During COVID-19” in its e-newsletter and in the *In Tredyffrin and Easttown* magazine which was delivered to all households in the District. In addition to including information on how to access school and community resources, the article featured tips from the District’s mental health specialists on staying socially connected, staying engaged with learning, and maintaining emotional and physical wellness.