

**Palmyra-Eagle Area School
District
ESSER III
Stakeholder Input Session**



Why We're Reaching Out

The American Rescue Plan (ARP) Act, the third federal COVID-19 relief law, passed in March 2021, provides one-time funds for our district through the Elementary and Secondary School Emergency Relief (ESSER) III grant program.

During this session we will share information about the grant and invite you to:

- Tell us about the needs of local students and families who were disproportionately impacted by the pandemic
- Help identify community assets (individuals, organizations, businesses, programs, etc.) and potential partners
- Share your ideas and priorities for using the funds



Our Planning Committee

The committee drafting and finalizing our plans related to ESSER III includes the following people:

- **Todd Gray, Superintendent**
- **Kari Timm, Secondary Principal & Director of Administration**
- **Brad Warner, District Business Manager**
- **Katie Robertson, Elementary Principal**
- **Kay Leigh Sockrider, Director of Special Education**
- **Rich Wagner, Building & Grounds Director**
- **Grade Level Staff**



ESSER III Grant Basics

- We are expected to receive \$812,749 in ESSER III funding.
- Funds may be used to support our response to the COVID-19 pandemic taking place from March 13, 2020 through Sept. 30, 2024.
- Funds are intended to help keep our schools open and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.



What is This Money For?

PEASD must use a *minimum of 20%* to implement evidence-based interventions to address learning loss, for example:

- Summer learning or summer enrichment
- Extended day
- Comprehensive after school programs
- Extended school year programs
- Academic programming designed to improve academic achievement.

We must ensure that interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

*ESSER III specifically prohibits non-covid related capital projects as part of the grant spending.



Disproportionately Impacted Student Groups

Underrepresented subgroups specifically mentioned in USDE guidance as likely to have been disproportionately affected by COVID-19:

- each major racial and ethnic group
- children from low-income families
- children with disabilities
- English learners
- gender
- migrant students
- students experiencing homelessness
- children and youth in foster care



What Else Can These Funds Can be Used For?

ESSER funds must used prevent, prepare for, or respond to COVID-19.

Examples include:

Preparedness and Response

- PPE; hand sanitizer; infrastructures to promote physical distancing; improving indoor air quality; establishing a team to develop guidelines for infection control practices, etc.

Addressing Longterm School Closure due to COVID-19

- Additional staff to support virtual instruction; providing/delivering school meals; etc.



What Else Can These Funds Can be Used For?

Outreach and Services for Special Populations

- Professional development for staff to serve English Learners remotely; paying staff to teach parents of students with IEP technology and software; etc.

Mental Health Services and Supports

- Additional school based mental health staff (school counselors, school psychologists, school social workers, etc.); Peer to Peer suicide prevention and mental health literacy such as Sources of Strength and Hope Squad, etc.

Education Technology

- Devices and software for remote instruction; improved cybersecurity; etc.



Addressing Needs: Proposed Priorities for Addressing Learning Loss

**Percent of funding we propose to use to address learning programs:
60%**

How much is that in dollars? \$407,000

What we propose to focus those funds on:

- **Academic courses and support programs to improve academic achievement**



Addressing Needs: Proposed Priorities for Addressing Other Needs

Amount of funding do we propose to use to address **other needs**:
\$325,000

What we propose to focus those funds on:

- Non-Capital Operational Programs
- Instructional Technology
- Academic supplies, books, material
- Student safety during COVID-19



Your Thoughts on the ESSER III Plan

- What other needs or COVID-19 impacts have you seen that we have not mentioned?
- Are the priorities we have identified the ones that will have the most impact on the students with the greatest needs? If not, what would?
- What community assets (individuals, programs, businesses, etc.) might we engage to make our plan more effective? How can families be involved?
- What other ideas do you have about using this funding?



Where We Go From Here

- **Next steps:**
 - How we will incorporate your insights
 - How to provide further input/feedback

