

**Elementary and Secondary School Emergency Relief (ESSER III)****Grant Program Description****PS3013 – Program Plan**

ESSER III grant will fund activities, needs and/or programs during the 2021-2021, 2021-2022, 2022-2023, and 2023-2024 school years. The funds will support the following:

- Any activity authorized under Elementary and Secondary Education Act (ESEA)
- Activities to address the unique needs of low-income students, students with disabilities (SWD), English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population
- Purchasing educational technology (hardware, software, and connectivity) for students ... that aids in regular/substantive educational interaction between students and instructors, including low-income students and SWD, which may include assistive technology or adaptive equipment
- Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Implementing evidence-based activities to meet the comprehensive needs of students
- Planning and implementing activities related to ... supplemental afterschool programs -- providing classroom instruction or online learning ... addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care

The district conducted a needs process with surveys to district-level and campus level staff. In addition, the district sent direct communication to staff, parents, and/or students to gather input. Local health and state authorities were consulted with a review of data.

**PS3014 - Program Narrative**

The district will address learning loss with a comprehensive a summer learning program for students housed in the residential treatment facility. The program will have a student to teacher ratio of 3 to 1 due to many of our students being high need. In the core academic setting, students focused primarily on reading and math. Each day, students rotated through the following stations: Math, reading, science, arts & crafts, computer lab, and physical education.

All aspects of the program (schedule, activities, etc.) were presented to the residential treatment facility for approval. Examples include best times for breakfast/lunch, residential staff in attendance, notifications if students were to have activities outside, etc.). As previously mentioned, the Summer Learning Program primarily focused on reading and math. Most of our students are high need, both academically, socially, and behaviorally. Many arrive at the facility two to four years behind due to neglect, lack of school attendance, and difficult family situations. The socioemotional well-being of our students is often the most important area of need, meaning at times reading and math are of secondary importance. Both residential and academic staff play the family/parent role.