

Program Scope.	Why is this program needed in your classroom or school?	Implementation/Action Plan:	Cost	Additional Info?
<p>Amanda Lawing/TES: <b>At-Home Learning Technology for Trailside 1st Grade DLI</b> The students will have access to white boards, white board markers, and erasers to be able to quickly respond to teacher inquiries during e-learning. Primarily to be used for Foundations dictation and marking practice, but can also be used for showing work when solving math problems. The white boards will provide a familiar learning tool for first grade students.</p>	<p>Students currently do not have access to white boards to provide quick responses to teacher inquiries. White boards are a familiar tool from the in-person classroom and can ease the transition for first graders to e-learning. They will need these materials to complete several of the e-learning activities. Students will be more engage with the learning and their learning will be able to continue during this learning at home period.</p>	<p>This program will be providing materials that students are familiar with from the in-person classroom as I am expecting to start this program the week of April 20th when my first grade classroom moves to online learning with the program Seesaw. The activities using these white boards will take place weekly/daily during our time of school closure. I would be responsible for the aspects of this program. I would use my training in Foundations to complete this program.</p>	100	
<p>Andy Tullis/MPES: <b>Instructional Playbook Online Coaching Course</b> During the COVID-19 dismissal, I would like to further my learning in Instructional Coaching to continue to build the capacity of my staff on researched based instructional practices.</p>	<p>This opportunity would help me support all the staff in a full Dual Language Immersion program with the challenges and demands DLI brings. Additionally, I would be able to ensure high quality instruction is increased with all new staff joining our school.</p>	<p>The course begins April 22 at 2:00 pm. It will take place weekly for 5 weeks. I will be working remotely with other Instructional Coaches around the globe along with staff from the Instructional Coaching Group (Jim Knight). At the end of the course, I will have developed an Instructional Playbook that can be ready for the 2020/21 school year (or if we return this year!).</p>	200	
<p>Ashley Mott/TMJH-PCHS: <b>Remote Learning Tools for PCHS Dance</b> This grant would fund the purchase of "Loopback and Audio Hijack Bundle," apps that integrate an upgraded microphone into your computer while teaching synchronous (or pre-recording asynchronous) dance and yoga classes. This would directly impact online teaching and learning during the school closure. I would also like to buy supplies and postage for motivational items to send to the students in the dance program. This address the social-emotional learning needs that are so important, even more so at this challenging time.</p>	<p>The problem I'm trying to address with the "Loopback and Audio Hijack Bundle" audio app is that when I record my classes, the students can hear my voice, but not my music. I've adjusted settings on the computer audio and external speaker, to no avail. It is urgent and important as I am trying to deliver at least one live class and one pre-recorded class to students each week during our school closure. It will benefit students as it will make their home-learning more enjoyable and possible if they can hear and count the music.</p> <p>As for the motivational materials, in the dance program, when we have performances, someone in each class is assigned to do the "Motivational" for that performance. They get each other a small gift - sometimes it is a make-up item for performance, a treat or goodie bag, a hair accessory, or something like that. Since our annual dance concert was cancelled, a lot of them are very sad about it. One student even wrote that [their] "motivation for doing school at all" ended when they heard the concert was cancelled. Many of them lost that exciting and motivating event to work hard towards, feel hopeful about, and accomplish individual and group goals to achieve. So, my idea is to send them surprise 'motivational' in the mail. These would be a personal journal for recording their thoughts and emotions (whether about dance and the concert or COVID-19 or whatever), multi-colored pen, bracelet with a motivational saying on it, stickers, and an 'adult' coloring sheet for relaxation and meditation. I already purchased all of this for the dance companies, but I would also like to purchase some for the dance 1, 2, and 3 level students. I also need funding for the postage for all of them. I took one to the post office to be weighed, and, to my surprise, they are \$4.60 each to mail, so with 25 of them for the companies, that is \$115. If I add for the other classes, it would be \$165.60. That does not count two of them that would go outside of 84098 or 84060 zip codes, as one student lives in Heber and one has 'moved' to Florida for the duration of this; those two would cost a little more to send.</p>	<p>I would implement these as soon as funded. I have already started making the motivational care packages to send out. I would use the app the day I could download it, and for the months to come. The only resources I need are my phone and computer to download the app, and my car to drive to the post office.</p>	515	<p>I really appreciate your support during this time and your willingness to hear any and all grants, regardless of how they fit into prior PCEF categories for grants. We are all doing our best to make remote learning work, and we are encountering unexpected bumps in the road such as the audio on live streaming of dance classes or the emotional rollercoaster our students - and especially our seniors - are feeling as they watch event after event get postponed or cancelled.</p>
<p>Austyn Bjorgin &amp; Brittany Kaapro/MPES: <b>Measurent and Geometry Kits for 4th Grade:</b> We would like to distribute materials that students can use at home to learn about measurement and geometry. The kits would include a ruler, a protractor, a tape measure, and a stencil with geometric shapes. These are the suggested supplies for the Ready math curriculum that we will be teaching remotely.</p>	<p>Geometry and measurement are the math strands with the most real life applications, yet because they are not heavily tested, these strands are usually taught quickly at the end of the year or not taught at all. These standards are especially difficult to teach online. If we can distribute basic materials to students, they will be able to do meaningful projects on- and offline at home. These materials would also allow students to use their math knowledge to help their families with real life situations involving measurement and geometry.</p>	<p>It will take about a week to receive supplies. We will then be able to distribute them to families. We are hoping to distribute the materials the week of April 27 so that we can start using them to teach lessons the week of May 4. We will do a three week unit using the materials and ending on May 22. We will use the Ready curriculum, Google Meet, and Nearpod to engage students in using the tools in real life situations.</p>	324	

<p>Elizabeth Hensler/JRES 3rd Grade: <b>Tech Friendly Distance Learning:</b> My goal is to improve distance learning engagement for students by:</p> <p>1) Mirroring the screen of an iPad Pro/Apple Pencil into live, interactive lessons via Google Meets where I can present learning materials and annotate directly onto those materials while maintaining eye contact with students.</p> <p>2) Create quality, differentiated screencast lessons.</p> <p>3) Give handwritten feedback on student assignments via Google Classroom.</p> <p>Students will receive richer content from me in a form that better matches their routine at school -- all, in an efficient way that is sustainable given a teacher's current lack of</p>	<p>This technology will greatly assist in solving the problem of delivering worthwhile, engaging, differentiated distance-learning lessons to students that more authentically approximate what they're missing in the real classroom. After our recent early efforts in digital distance learning, my students have asked me for lessons that "feel more like real school." I believe I can create and deliver that to them more sustainably with the use of an iPad Pro + Apple Pencil that will function much like our real classroom's document camera and white board -- only with much, much more to offer.</p> <p>I will be able to quickly and easily access excellent learning materials and annotate directly onto text, photos, math materials, and even students' own work. By mirroring the iPad into a Google Meet live video session, students and I will be able to simultaneously view each other's faces and/or guided practice -- maintaining our human connection -- and the learning materials with which we are working -- all while maintaining a live group</p>	<p>I can begin creating more engaging digital distance-learning lessons immediately upon receiving an iPad Pro + Apple Pencil. I will use it every day as my primary tool for creating lessons, delivering lessons, and evaluating student work. I have strong tech skills and an Ed Tech Endorsement, so I do not anticipate any problems in immediately making use of this device.</p>	<p>936</p>	
<p>Emma Bohrer/JRES: <b>At-Home Learning Technology for Jeremy Ranch 3rd Grade DLI</b> With our recent school dismissal and our need as educators to switch to e-learning, an iPad equipped with an Apple pencil would facilitate and enhance the instructional videos for my students. I would have the ability to easily interact with the lesson on the screen and therefore provide my students with better online learning. With our recent school dismissal and our need as educators to switch to e-learning, an iPad equipped with an Apple pencil would facilitate and enhance the instructional videos for my students. I would have the ability to easily interact with the lesson on the screen and therefore provide my students with better online learning.</p>	<p>Currently I am recording instructional videos while using ActivInspire as my writing tool. To write with that software, I can only use the mouse which is hard to write with and time consuming. My school laptop does not have a touchscreen so I can not use an Apple pencil on it. My school was also not able to provide me with an iPad.</p>	<p>I would start using the new technology right away. I would use it everyday to create my videos and once we return to school, I can also use it alongside my projector and make learning more interactive for my students.</p>	<p>550</p>	
<p>Genevieve Mullins/MPES <b>Distance Learning Supplies for Kindergarten</b> Due to the current situation with Covid-19, we are setting up for online learning and are needing to supply students with whiteboards and Expo markers for virtual lessons.</p>	<p>Whiteboards and Expo markers are needed so students can interact with teachers and classmates during online lessons. This will allow for more student participation and raise engagement. Whiteboards and markers are items used in our regular kindergarten classroom, but students do not have access to these items at home.</p>	<p>These items are needed ASAP. We would like to have these supplies by the beginning of next week in order to distribute items to students to enhance student learning and engagement.</p>	<p>430</p>	
<p>Ginny Etheridge/EHMS All: <b>Ecker Hill At-Home Learning Needs</b> Teachers have requested items they need to make their programs just as successful at home as they are in school. The items we are asking for allow for all students to access classroom materials in an equitable manner. Everyone gets what they need to learn.</p>	<p>Some students have lost or broken their chargers. Without access to a computer, the kids are missing out on instruction. Several teachers are printing out materials for students who need access to paper/pencil activities at home. Some teachers need to provide learning tools such as origami paper and rulers for home use.</p>	<p>As soon as the materials are received they will be distributed to students and teachers.</p>	<p>700</p>	

<p>Heidi Kaiserman/TSES: <b>Please Don't Freeze!</b> I am a second grade teacher at TSES. I have been struggling to teach my students at home because of my internet connection speed. I have decided to switch internet companies and pay \$30 per month more to get the speed needed to teach online lessons to my students. However, with this new company I need to purchase a router and that is what I would be asking for help with.</p>	<p>When teaching my computer freezes and my videos are taking hours to upload. I am struggling sending out important information to my students and stay connected with my team.</p>	<p>To get the proper router, I will be able to upload videos quicker, give online lessons without freezing or losing connection all together. I will be more available for all my students and be able to contribute with my team in a way that helps me get things done faster and more efficient.</p>	<p>215</p>	
<p>Jana Tullis &amp; 1st Grade Team/MES: <b>McPolin 1st Grade Supplies for At-Home Learning</b> We are applying for a PCEF Express Grant to help us meet the needs of our students during our school dismissal due to the COVID-19 virus. Funds will be used to purchase necessary supplies to continue sending learning packets home. Supplies may include (but are not limited to) 2-gallon Ziplock bags, glue sticks, scissors, pencils, crayons, and supplemental learning materials from sites such as Teachers Pay Teachers.</p>	<p>This will help us ensure that those students who do not have access to technology during this time have continued access to review and learning.</p>	<p>Our next packets will go home around April 20th. We really are unsure about the future of the school year until about May 1st.</p>	<p>600</p>	<p>Thank you for all that you do for the teachers and students in PCSD. I hope you know how much you are appreciated.</p>
<p>Jeff Call/JRES: <b>Distant Learning Using Audio and Video with Mr. Call</b> I am creating green screen videos for my students while they are locked down at home called, "Where in the World Is Mr. Call?." I am also creating audio and video recordings of read aloud's, math lessons, language arts lessons, writing lessons etc. to support distant learning. I will be purchasing a Shure MV88+ Video Kit with Digital Stereo Condenser Microphone from Apple.</p>	<p>This will help me to create better quality products for my students and save me time in the process. It will also allow me more freedom through the creative process.</p>	<p>This program will be put into place the second I acquire this product. It will improve and enhance what I am doing now as I work to improve my distant learning skills.</p>	<p>280</p>	
<p>Jennica Paterniti/JRES: <b>Instructional Playbook Online Coaching Course</b> Jim Knight is a leader in the world of Instructional Coaching. He has years of experience in education and has done a multitude of research on how to best support teachers' individual needs. The Elementary coaches in our district use his Impact Cycle to work with teachers in the Early Years Enhancement (EYE) program. Mr. Knight's workshops are always out of state and are quite expensive. The Instructional Coaching Group is offering a special session of virtual classes and I would welcome the opportunity to participate in one of his courses to improve my skills as a coach.</p>	<p>With the recent changes in our schooling, my role as a coach has become more challenging. During the year, I spend much of my time in classrooms observing teachers and students. Those observations then guide a discussion around strengths, challenges and goal-setting for the teacher. Now that we are working remotely, I am trying to support teachers to meet their immediate needs. For some, this is answering logistical questions about plans moving forward. For others, it's sharing advice on how best to engage with students in this new format of online teaching and learning. I have quickly realized the need to have more strategies on hand for all types of situations, not just those that happen in the classroom. By taking this course, I will have the guidance and time to put together a comprehensive resource that will be on hand for all types of situations, including how to support online learning. By sharing strategies with teachers, student learning will be impacted in a positive way. Teachers will have the tools and skills they need to be more effective in all aspects of their</p>	<p>The course begins Tuesday, April 21st and consists of 5 sessions, one per week. According to the description, participants will be walked through the process of creating a playbook to use as a guide and reference with teaches when coaching them on specific needs. Andy Tullis (MPES) and Joe Demers (PPES), both Instructional Coaches, are planning to take the course as well, and we will be able to work together as a district team. The sessions will be taught by the Instructional Coaching Group and all resources will be provided. My background as a coach will be a good foundation for learning more about the coaching process and how to best help teachers with specific and tangible strategies that will impact their students.</p>	<p>189</p>	<p>Here is the course description:  A major reason why effective strategies are not implemented successfully is that professional developers struggle to clearly describe those strategies to educators. When coaches' explanations lack precision, implementation lacks effectiveness, but a well-designed instructional playbook addresses this issue directly. This virtual workshop is designed to guide teams or individuals through the creation of the instructional playbook, and will help them develop the depth of knowledge and clear explanations that will lead to high-quality implementation.</p>

<p>Joe Demers/PPES: <b>ESL Endorsement Program for PCSD teachers:</b> I am the Instructional Coach at Parley's but also teach the last class of the ESL Endorsement Program for the district. Much of what I teach for this class on Assessment for our ELLs comes from a text that is housed and dispersed at the district.</p>	<p>Because it is not possible to access the book needed for the 22 district teachers and get the books to the teachers, I went on line to see if there was an E-Book available. Turns out there is a 2nd Edition that was published in 2019. The first edition is 2010. I need the teachers to be able to access certain parts of the book and read, discuss, and think about how they can integrate the practices into their own classrooms.</p>	<p>With the 2nd edition available and the need for an e-book version since I will now be teaching this class virtually, it will allow teachers to access the most recent teaching practices in working with our ELL students.</p>	<p>\$44.95</p>	<p>No... Thank you</p>
<p>Joe Demers/PPES: <b>Instructional Playbook Online Coaching Course</b> A major reason why effective strategies are not implemented successfully is that professional developers struggle to clearly describe those strategies to educators. When coaches' explanations lack precision, implementation lacks effectiveness, but a well-designed instructional playbook addresses this issue directly. This virtual workshop is designed to guide teams or individuals through the creation of the instructional playbook, and will help them develop the depth of knowledge and clear explanations that will lead to high-quality implementation.</p>	<p>I am the Instructional Coach at Parley's Park and with us now working virtually, there are some new challenges to helping teachers with their instruction. Here is the syllabus of the class. which meets on line for 5 weeks, once a week, for an hour each week. I feel this will help me articulate effectively and virtually to my teachers so I can aide them in their instruction on line.</p>	<p>I am responsible for my own attendance on line for the 5 weeks of the program. The only resources I need are my computer and a place to take notes, both of which I have access to.</p>	<p>166</p>	
<p>Julie Hooker/PCHS: <b>AP Language and Composition Test Success</b> Our AP Language and Composition students have worked their entire school career to take this exam and earn college credit. In the past, I celebrated test day with breakfast. This year, students will be testing at home. To celebrate and encourage them during distance learning, let's put them all in lucky socks for the test.</p>	<p>This program is ESSENTIAL right now. My students miss each other. They need to connect. This will substitute for breakfast while, at the same time, providing a tangible object that they can wear during their senior year. The colors will be PCHS (red and white) with a reminder to "Answer the Prompt." That is KEY to being successful on the AP exam.</p>	<p>The socks will be distributed the week before AP testing. We'll have students photograph themselves wearing the socks with their laptops getting ready for the test and post on all PCHS/PCSD/PCEF sites along with their social media. Distribution will be a bit of a challenge, but I am planning to make test packets (the test is open note) and have students pick up outside in a "grab and go" style. We can send them home with the socks, too.</p>	<p>1000</p>	<p>I've shared this idea with some of my parents and they are SO excited. They think it will help their students rally toward the test.</p>
<p>Julie Yaeger and Kinder Team/JRES: <b>Jeremy Ranch Kindergarten At-Home Learning Tools</b> We are proposing to receive manipulatives that we can give to our Kindergarten students so that they can find success at home with the work we will be assigning to them via video. We want our learning to be developmentally appropriate, and with our age group, manipulatives and hands-on learning is the correct approach! We will use the tripods in aiding our video lessons.</p>	<p>Our Kinder Team will be providing our students with e-lessons at home. We would like our students to be able to work right along with us, just like in our classroom. We are asking for supplies that we normally use at school to give to our students to use at home. In Kindergarten, so much of what we do is hands-on and together. With these supplies, we are hoping our students will find success staying on task with us on the lessons while being at home.</p>	<p>We would like to order these products as soon as possible so that we can get them passed out to all of our Kindergarten Families in our next Packet Pickup which is scheduled for April 15, 2020.</p>	<p>450</p>	<p>Thank you for your continued support during this ever-changing and unsettling times. Please know, that we would much rather be in our classrooms with our students, but are trying to do the very best in staying connected with all of our families! JRES K Team</p>
<p>Kelly Henderson/PCHS: <b>AP CSA Shirts</b> I would like to make shirts for my AP CSA class as an incentive for working hard despite being at home and isolated.</p>	<p>These kids have been working hard all year. They are now working hard from home. The requirements, testing specifications, etc. are all up in the air which is hard for kids to handle. Imagine preparing an entire year to pass a test and hopefully get college credit, to have the test change at the last minute. We are in unchartered territory and I feel horrible for the students.</p>	<p>I have to design the shirt in customink (I've already started). Submit the order and deliver the shirts to students who are completing review work and practice tests on a weekly basis.</p>	<p>370</p>	

<p>Kit Howard/TES: <b>Distance Supplies for At-Home Learning</b> Students need supplies at home to complete online/home schooling.</p>	<p>Provide basic supplies for low income families.</p>	<p>Families will be coming to school to pick up packets. They will be distributed at this time.</p>	<p>400 I am worried about students in my classroom unable to have support at home with homeschooling and no supplies. I tried to do basic supplies, but I could always more supplies for students. Thank you!</p>
<p>Krista Ingle/TES: <b>Distance Learning with Mrs. Ingle</b> COVID-19 has thrown our education system into a scramble for both teachers, students and families. The money used from this express grant will be used to supplies online education to Trailside Third Graders. A variety of Google Classroom online learning academic resources will be used with the express grant money. These vary from math, reading, fairy tale STEM projects to interactive activities for small groups using Google Classroom for all third graders.</p>	<p>COVID-19 has thrown our education system into a scramble for both teachers, students and families. It is shocking to me how much it pains PCSD teachers to be separated from their students. I keep saying ....if I had only known this was going to happen I would have done so much more for my students before they left. I would have sent them home with white boards, notebooks, math books, reading books, and hands on projects to be completed at home. I have had many sleepless night on how to help all of our students. I question everything I am doing as a teacher right now..... am I overwhelming parents too much, am I reaching out to those who are struggling enough, how can I communicate with those families I</p>	<p>As soon as the grant is funded teachers will be downloading and implementing the academic programs purchased. As a third grade team we will be sharing how to best present to the students for learning.</p>	<p>200 I will be sending a link to all the academics we are looking to purchase to Kara Cody so PCEF can see what we are looking to purchase.</p>
<p>Laurie Maggard &amp; Leandra Grossbeck/TES: <b>Distance Learning for Trailside Special Education Students</b> Kindergarten, 1, 2, 5th grades- Moderate to severe students. Kindergarten-2nd- Mild/Moderate Students</p>	<p>Supporting sped students at home with hands-on and online reading materials. Urgent that we get these materials so each student in need has the material at their own homes. Students will benefit by reading materials that are not shared and constantly available for their access as needed during school excused time as they progress on their Individualized Educational Plan (IEP) to address reading goals. Students will be staying on track and not falling further behind if this project succeeds</p>	<p>Reading materials that can be distributed to Students on IEPs for home distance learning and over summer for extended school year materials. Also, online access to these materials. Timeline is now (assists in online live sessions and e-learning scenarios) and asap to distribute materials once received.</p> <p>Actual Ask: Reading for All Learners Starting Kit; Online access to materials; Assessment materials online, student assessment and home monitoring online; Reading sets 3, 4, 5.</p> <p>Cost \$567.06. + shipping</p> <p>This Gives 2 FULL sets of each color book, and electronic access (up to 50 kiddos, data tracking, and online resources)</p>	<p>600 It's such an unusual time for us in this world with school closures and taking our students to online and home learning that I cannot say enough how thankful I am to be in a district that can and does meets students' needs through PCED! Thanks for your consideration.</p>

<p>Laurie Maggard w/Kara Brechwald and Dan Gallery K-12: <b>Distance Learning for Severe SPED Population</b> The wealth of resources from Education.com supports special educators to differentiate for their diverse learners with engaging material that connects to the common core standards and individualized goals. Each subscription(6) allows teachers (17) to build student profiles for every student (up to 135) with a disability on their caseload.</p>	<p>Each of the 6 subscriptions allows teachers to build 35 student profiles for students with a disability on their caseload. Each student has access to login in and follow lesson plans and play interactive literacy and math games that are linked directly to common core standards and IEP goals through their device. Distance learning is hard for all our students, but especially for our severely handicapped students, who are by law needing access to gen ed curriculum on their own level.</p>	<p>Each school site and the teachers at those sites can begin using this online curriculum immediately upon receiving the site license. Kara and Dan can tutor those who have not used the site before. Our severe certified special educators are familiar with this site and have used it. They are all asking for access as distance learning with these students is so tricky to do and track.</p>	<p>750 We currently have 30 students with severe disabilities in 8-12 grades and 115 at the k-7 with milder disabilities. These students are taught in smaller groups or one on one when in school with as much mainstream education as possible to meet their Individualized Education Plan goals. Keeping students engaged in school is hard enough when they have a disability and even harder when they are not right in front of you. The power of Online Resource for Student Success is essential in this crazy stay- at- home, distance learning time.</p> <p>Education.com provides a myriad of refreshing educational resources that will keep educators and students excited about learning.</p>
<p>Laurie Maggard/JRES: <b>Reading Materials for Special Education Students</b> Supporting most severely disabled readers our students at home, with hands-on reading materials and online assessments. It's Urgent that we get these materials so each student in need has the material at their own homes. Students will benefit by reading materials that are not shared and are constantly available for their access as needed during school excused time as they progress on their Individualized Educational Plan (IEP) to address their specific reading goals. Students will be staying on track and not falling further behind if this project succeeds. Readers will also be used in summer school.</p>	<p>Reading materials that can be distributed to Students on IEPs for home/ distance learning and over summer for extended school year students who qualify for the program. We believe many more kids may need summer school to not lose ground on learned since stay at home order has been enacted. Timeline is now and asap to distribute materials once received.</p> <p>Actual Ask:  Reading for All Learners Starting Kit;  Assessment materials online,  Monitoring online tools and assessments.  Reading sets 1-8.  See attachments</p>	<p>The Special education teachers and SEPs (aides) will be using the material with parents to help our most severely disabled continue to meet their IEP goals. Teachers and SEPS will do online learning/tutoring with these materials.</p> <p>These published materials will be available to teachers and students to use at schools and also to take home for homework. Trailside elementary special education teachers will house the materials. We will always have new staff who need to be taught how to use these specialized reading materials. Our mentor teachers and teacher specialists will be able to educate new staff, parents and teachers on the use of them for our severe populations. As the project progresses, we will need to monitor our students to obtain data as to if they are helping them progress in reading goals as outlined by their IEP. Data is the bottom line in monitoring progress for our students.</p>	<p>750 Extraordinary times. extraordinary PCEF help!  ~Bell Well, stay well, Laurie  The last attachment Shows the "SAM"(Student Assessment Measure on line) of \$50 and we are not asking for just that from the last attachment. The extra money is for shipping. Parleys Park Ele will share online support as it can manage up to 50 students. Cassie Olsen and Susan Boone can share this piece.</p>
<p>Lesley Rockwood/TES: <b>Distance Learning with Mrs Rockwood</b> Due to the new expectations of online learning, I need to purchase digital materials for my students and team.</p>	<p>Due to fact that schools are closed until the end of the year and potentially parts of next year, we would like to buy these digit materials that are offered. These materials will be used in the classroom too.</p>	<p>Our team is in the middle of planning for the next few months and potentially for the next year too. With the materials from TPT, students will have hands-on learning to support the mini lessons that we will be presenting in Google Meet. Here are some of the materials we would like to use: STEM, Guided Reading Materials, Foundations Boom, and Digital writing. I would be sharing these materials with all the students.</p> <p>Here is the link to some of the activities that our team would like to purchase. <a href="https://www.teacherspayteachers.com/Cart">https://www.teacherspayteachers.com/Cart</a></p>	<p>200</p>

<p>Lisa McInerney/TES: <b>Distance Learning with Mrs McInerney</b> These funds will be used to purchase distance learning lessons/activities in reading, language arts, math and science from Teacher Pay Teacher to support online learning for the remainder of the school year.</p>	<p>As a teacher, I now need to present quality online lessons for the remainder of the year. This opportunity presents a challenge as I do not have materials at home to support online learning. I need lessons that are formatted to be compatible with the online platform that I am using to deliver lessons on a daily basis.</p>	<p>I will use these funds to purchase lessons for the remainder of the 2019/20 school year.</p>	<p>100 Thank you for your support during this challenging time.</p>
<p>Lori Dravdahl/TES <b>E-Learning Resources and Supplies</b> I am buying supplies to create teaching videos and for reteaching sessions. (whiteboard, markers, and an eraser). I am also buying digital lessons for differentiated math and reading instruction during the distance learning.( My fellow 5th teachers will also receive the teaching videos and distance learning activities.)</p>	<p>My students have different learning needs, and I would like to support all students.</p>	<p>I will be able to assign differentiated reading passages and assignments. I will also have enrichment activities and virtual escape rooms to teach language arts standards. Students who need more reinforcement will be able to Google Meet with me, and I can teach/reteach as needed.</p>	<p>90 You are awesome. Thank you for all you do for our students!</p>
<p>Lyndsay Hunstman/Anna Willims K-12: <b>Face mask for Latinx Families</b> Our Latinx community has been heavily impacted by COVID-19 and often times will not ask for assistance and/or support. It has come to our attention that many will not leave their home to shop for essential items. One of their concerns is the lack of access to face masks. We'd like to provide approximately 400 face masks to our Latinx community. There is an individual who is currently sewing adult and kid face makes that will be distributed throughout the Latinx community in the coming days.</p>	<p>Protect our Latinx family while ensuring they have the essential items to remain healthy and safe.</p>	<p>Distribute approximately 400 face masks to our Latinx community. We will work with Eric Esquivel to determine appropriate distribution while adhering to social distancing guidelines.</p>	<p>750</p>
<p>Melanie Moffat &amp; Josh Goldberg/PCHS: <b>Keep Reading</b> Provide books for Emergent Language Learners so they can read during the dismissal of school due to COVID 19</p>	<p>Many of the underrepresented students at PCHS are struggling with internet speed at home. Providing them with a book will allow them to be able to read without interruption. They can also find a quiet space to read a book easier in their homes or isolate themselves outside if weather permits. In addition, we can order the books for the WIDA levels 1 &amp; 2 in their native language so they can understand the deeper meaning and the concept being taught.</p>	<p>April and early May. Josh Goldberg and Melanie Moffat will work in their cohort to provide instruction for students. Skills needed with be closed reading skills, reading comprehension and inferring skills. Scaffolding by both Josh Goldberg and Melanie Moffat will be provided.</p>	<p>250 Do to the closure the grant would need to be funded immediately in order to get the books to the students in a timely manner.</p>
<p>Melanie Moffat, Debra Guthery, Anna William, Eric Esquivel/JRES &amp; All elementary schools: <b>Park City Rocks!</b> Engaging elementary students during dismissal, building social and emotional support throughout the community. Elementary students can choose to participate in the Park City Rocks program can sign up through Park City Rocks Facebook/web page. Each student will paint a rock with a positive message or picture and place it somewhere in the community. As students, siblings and parents go on hikes and walks they will take a picture of the rock and post it on Park City Rock's Facebook/webpage. It will help send positive messages throughout the community, students will be instructed to not pick up the rocks.</p>	<p>Engaging elementary students during dismissal, build social and emotional support throughout the community. This will give the students something positive and creative to do while socially isolating. It is urgent to give the students a sense of community and a feeling of doing good. Students can visit the Facebook page/web page and view their friends post and see what rocks they have found. It is a positive way to have community bonding during a time of crisis. Students will be instructed NOT to touch or pick up the rocks. Just take a picture and share. They can place rocks in friends gardens, on sidewalks, hiking trails etc.</p>	<p>Order the materials right away and have the kits made over spring break and delivered the Monday after spring break. Melanie Moffat will be in charge of ordering materials and putting kits together. Anna Williams will be in charge of LIA students poster making and signs. Debra Guthery communication for elementary schools. Eric for community outreach to parents and students.</p>	<p>550 As a high school teacher, I have heard parents, students vent their frustrations with being at home together with all the negative news. Park City Rocks gives kids the opportunity to do something positive during the pandemic, and make others feel good. It is a way to practice social distancing while communicating with others. Hopefully, it will catch on and kids and parents will have fun with it.</p>

<p>Michele Christensen/JRES: <b>Writing Wizard iPad App for English Language Arts Learning</b> With each Kindergartner and First Grader receiving an iPad for online schooling we do not have enough licenses for all of the students to use Writing Wizard.</p>	<p>Every teacher, in these grades, uses this program for ELA learning on a bi-weekly basis. It is a perfect program for teaching them to read and write.</p>	<p>If we receive the grant we would be able to purchase the app the same day and install the app over the next day or two. It will require the help of the District tech department to make this happen.</p>	<p>375</p>	
<p>Michelle Owen/TES: <b>Home Learning Supplies with Mrs. Owen</b> I am going to provide digital manipulatives for my students to break up the monotony of worksheets, and as our district is moving towards more online learning, these interactive assignments will provide hands-on opportunities for learning, more than "watching"</p>	<p>Since we are moving to online learning, we need something students can produce online without having to print worksheets. Some families do not have printers.</p>	<p>These activities will provide much needed interactive activities so students are engaged with their work.</p>	<p>100</p>	<p>I will share these items with all the third grade classes in our school.</p>
<p>Mike Holland/MPES &amp; TSES: <b>Tablets and Ink for Distance Learning:</b> Use the tablets to show our (teacher's) work to our students during distance learning. The tablets will be used in 5th Grade at McPolin and Trailside.  The remaining \$270 will be used for purchasing ink cartridges for printers for our students' parents at home.</p>	<p>The tablets allow us as teachers to display our work and steps to solving problems during our video classroom meetings.  The ink cartridges will be used to print off work and assignments at home for the kids to be able to do.</p>	<p>We would like to learn and use the tablets immediately once given. We have 7 weeks left of the school year and want to make them the most productive. Our kids need to see their teachers work. The tablets are on the district approved equipment list.</p>	<p>1000</p>	
<p>Nicole Kennedy &amp; Suzanne Tanner/6 - 12: <b>Teen Speak Parenting Classes</b> PCSD nurses and counselors want to launch a parenting class titled "Teen Speak, a Guide to Understanding and Communicating with Your Teen". After our initial class to be held in May, we will continue the program through PCSD on a quarterly basis.</p>	<p>During this crisis, domestic abuse in our community is rising. One PCSD police officer stated 90% of their calls right now are "DV" (Domestic Violence). Many parents are struggling with finances, homeschooling, and stress in addition to the normal struggles of parenting a teen. The Teen Speak program teaches communication strategies on how to improve the parent/teen relationship thereby improving the mental and emotional health of the family. Healthy families strengthen our community's bonds. Launching this program was on our to-do list before the COVID-19 crisis, but now it is at the top of our list. Our priority is to keep our children safe and healthy.</p>	<p>PCSD nurses will collaborate with PCSD counselors in the next couple of weeks to hold four virtual classes (each one hour long via ZOOM) for a total of 50 sets of parents. These classes will be held on May 5, 7, 12 and 14, 2020.</p>	<p>1000</p>	<p>Thank you for all of your efforts to help our children during this time as always!</p>
<p>Sam Salinas/TMJH <b>Learning Incentives During Schools Closure:</b> During this difficult time, we are finding that there are several students that are struggling to find the motivation to do school work. Our intention is to provide a possibility to compensate struggling students to complete classwork making individual contracts to help raise their grades.</p>	<p>The problem we are trying to address is unmotivated students. We have many students who need an extra push because of this extraordinary time. It is our hope that providing some extrinsic motivation can help those on the fence. If what we are proposing succeeds, specific students will be targeted and their grades will be improved.</p>	<p>The goal would be that immediately when funding is received we will work with our instructional support staff and counseling to identify students that could benefit from creating an academic "contract." Where the completion of the contract would lead to gaining a gift card. Each contract will be individualized according to what the student needs to be successful.</p>	<p>1000</p>	

<p>Shelby Cornett/JRES: <b>Tech Savvy Home Classroom</b> The vision for my program has been sparked by the recent COVID-19 events. Most teaching necessities can be covered using online platforms such as google suites, students links, and seesaw; however, I'm finding it difficult to replicate examples that I would normally use my document camera. This could include but is not limited to Foundations direct instruction using white boards and magnet tiles, math review examples to support math in French, cursive handwriting, close reading text, and more. This grant would allow me to overcome this challenge with a portable doc cam/whiteboard.</p>	<p>I need to be able to continue teaching my students in a way that closely resembles how I usually teach. I cannot under good conscience allow my students' learning to be affected by the limitations of my home classroom, when there are resources available to evolve and adapt. The program will easily allow me to direct instruct T1 and even T2 lessons in a way that students can easily follow and mimic on their end, as my work will be reflected from the doc cam to my computer. This will help keep my students on track to learn all priority standards by the end of the year.</p>	<p>I will get started as soon as the items are delivered! I would love to have it set up and running after spring break when normal lessons resume. The grant items could be used every day depending on the lessons. They would definitely be used to help with interventions and/or reteaches for students who need more guidance and/or have less support at home. The skills are in the user, which I am comfortable learning how to use this device. The resources needed are the ELMO MX-P2 (portable document camera), MX Writing board, and a mouse (to make navigating the computer easier than using a track pad all day).</p>	<p>780 Even though this grant comes out of need during a crisis, all items can and will be used in my classroom, when we return.</p>
<p>Stefani Kimche/MES: <b>EVA 'Take Home' Art Packs</b> I want to create "at home art" kits for the students at McPolin elementary. These "to-go" bags will feature water color paper paints and paper, model magic clay, white paint pens and brick walls for a graffiti project.</p>	<p>This title 1 school has a large percentage of the student body that is cannot afford the materials for creative arts in the home environment.</p>	<p>"To go" packs will be made in gallon size bags. Teachers will distribute along with packets during pick up times in the school lobby.</p>	<p>1000 need ASAP so supplies I have identified do not run out of stock and the delivery takes place in a timely manner</p>
<p>Stefani Kimche/MPES: <b>EVA 'To Go' Art Packs Part 2:</b> Would like to order additional supplies to create 300 "to go" packs for EVA. these packs will include paint sticks, papers, metallic scratch off papers and pencils. We will include some easy instructions with this packet as well. Will be the final "to go" pack of the year.</p>	<p>Most of the children in our school do not have the supplies to be creative and practice art in their homes. This will give everyone an opportunity to be creative and to continue their participation in visual art.</p>	<p>I will personally package these and have these ready for delivery .</p>	<p>999 I need to order ASAP to have the materials arrive in time :)  thank you so much!</p>