

During the planning and stakeholder meetings, the district wanted to ensure that the district understood what the stakeholders thought each category meant when they were filling out the ESSER 3 survey. Therefore, during the meetings, the district asked the stakeholders what they thought and made notes. These notes will be used during the life of the grant to ensure that the district spend plan will align with the notes and district survey.

Edited on 12/01/2023: The district has received multiple state grants that can align with line items or ESSER 3 categories; therefore, the district reallocated those items to grants that are more restrictive (example Section 23g - MI Kids back on track) and then allocated more expenses that are aligned with the survey and notes below.

Instructional materials to help with learning recovery: (Ranked 2nd)

These materials should be adaptive, catering to individual learning needs and covering essential concepts. Personalized learning platforms, online tutorials, and educational software can provide interactive exercises and assessments, allowing students to progress at their own pace while receiving immediate feedback. Multimodal approaches, including videos, visual aids, and audio materials, can cater to diverse learning styles. The inclusion of supplemental textbooks, both in digital and print formats, can offer in-depth coverage of subjects.

Staff to help accelerate learning and reduce learning gaps: (Ranked 1st)

Allocation of additional personnel and resources within our buildings to support students in overcoming educational disparities and catching up on any learning gaps. This involves hiring or assigning specialized staff members, such as instructional coaches, tutors, and intervention specialists, who work closely with students to provide targeted assistance in areas where they may be struggling.

Services for students with disabilities: (Ranked 3rd)

Services for students with disabilities in K-12 education encompass a range of specialized support and accommodations designed to ensure that students with diverse learning needs have equal access to educational opportunities. These services are provided to address and mitigate the impact of disabilities, allowing students to participate fully in academic and extracurricular activities.

Categories that have no allocation per the Revised ESSER 3/Section 11t Spending Plan:

Additional learning time to accelerate learning: (Ranked 6th)

Additional learning means to accelerate learning involves implementing supplementary educational strategies and resources to enhance the traditional classroom experience. This approach recognizes the diversity of learning styles among students and aims to provide tailored interventions to support their academic growth.

Social/Emotional support and training: (Ranked 5th)

Involve initiatives to foster students' emotional well-being and interpersonal skills. This includes counseling services, social-emotional learning programs, peer support, mindfulness activities, and anti-bullying initiatives.

Cleaning Supplies and training: (Ranked 9th)

Education to maintain a clean and hygienic school environment. This involves ensuring that schools have access to appropriate cleaning supplies such as disinfectants, sanitizers, cleaning solutions, and personal protective equipment. This category is about the supplies and training portion of cleaning. The service of cleaning (third party company) fell more with the next category as the stakeholders took cleaner air quality as a cleaner building.

Cleaner indoor air quality, crowding, and capacity: (Ranked 8th)

****Cleaner Indoor Air Quality:**** The district recently passed an energy bond that included indoor air upgrades to the HVAC system. The stakeholders believe that the better the buildings are cleaned, the better the air quality would be.

****Crowding:**** This may include efforts to reduce classroom sizes, create more open and flexible learning spaces, or stagger schedules to minimize congestion in common areas. Students who elect virtual education full-time would also fall under this section. These students will help to allow to continue the funding for the district but also reduce class sizes throughout the district.

Technology updates, infrastructure and connectivity: (Ranked 3rd)

Regular technology updates involve equipping classrooms with the latest hardware and software, ensuring that students have access to the tools for an enriched learning experience. Infrastructure improvements focus on establishing a reliable foundation, encompassing high-speed networks. Connectivity involves providing widespread internet access and addressing digital divides to ensure equitable access to online resources. Expenses and line items within this category might be allocated to the district's Technology-Security Millage.

Virtual Instruction: (Ranked 10th)

The delivery of educational content and learning experiences through online platforms and digital tools, allowing students to engage in learning remotely. When discussing this more in depth with the stakeholders, they are talking about the hybrid method the district did in school year 2020-2021. In a hybrid model, students attend some classes or activities in person while participating in others through virtual means. The stakeholders expressed that they support students/parents that elect to be a full time virtual student as that is their option. A fully virtual student falls under the above crowding section.

Training for teachers: (Ranked 7th)

Involves ongoing professional development to enhance educators' skills and knowledge. This multifaceted training covers pedagogical techniques, curriculum updates, technology integration, inclusive education practices, social-emotional learning, assessment methods, and cultural competency.

Revised 1/15/2024