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.*

Additional learning time to accelerate learning:
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. Utilizing technology, such as educational apps and online resources, allows students to explore subjects beyond the confines of textbooks. Moreover, creating opportunities for experiential learning through field trips, hands-on projects, and collaborative activities can reinforce classroom teachings and cultivate practical skills.

Instructional materials to help with learning recovery:
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. Additionally, printed resources such as workbooks and study guides can offer tangible materials for practice and reinforcement. 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. It's crucial that instructional materials are aligned with curriculum standards and emphasize key foundational skills.

Staff to help accelerate learning and reduce learning gaps:
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. Additionally, support staff may collaborate with classroom teachers to design and implement effective instructional plans, incorporating adaptive learning methods and leveraging technology to enhance the learning experience. By dedicating resources to such personnel, schools aim to create a more inclusive and supportive learning environment, ensuring that every student receives the necessary attention and assistance to bridge learning gaps and succeed academically.

Services for students with disabilities
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.
> *Additional documents on the website explaining the rationale for not spending money within the ESSER 3 grant.*

Social/Emotional support and training:
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. Teachers receive training to recognize and address students' social and emotional needs, while conflict resolution skills and trauma-informed practices are integrated into the curriculum. The aim is to create a nurturing and inclusive environment that not only promotes academic success but also equips students with essential life skills for positive social interactions and emotional resilience.

Cleaning Supplies and training:
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. Additionally, staff, including custodians and janitors, receive training on proper cleaning protocols, effective use of cleaning products, and adherence to health and safety standards. 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:
 Cleaner Indoor Air Quality: This involves implementing strategies to improve the air quality within school buildings. Measures may include proper ventilation systems, regular maintenance of HVAC systems, and the use of air purifiers or filters to reduce pollutants and allergens. Stakeholders also included increased or better cleaning throughout the buildings (see Cleaning Supplies and training section).

 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. Managing crowding enhances the overall learning experience by providing a more comfortable and organized environment for both students and educators. 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:
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:
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:
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.