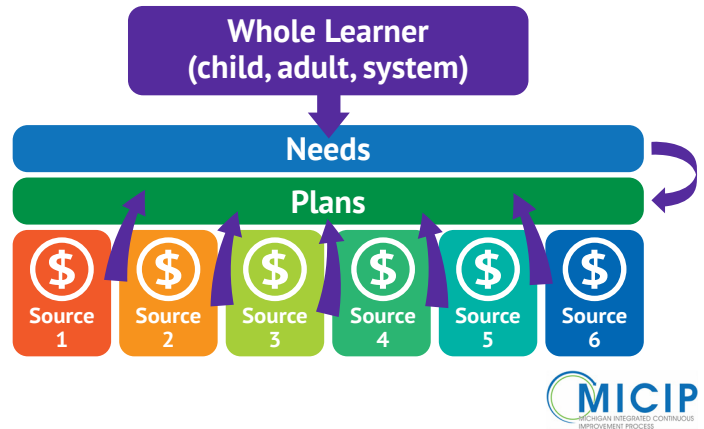


# Coordinated Spending Plan

## COVID State and Federal Grants

Responding to and rebounding from the pandemic required a look at the “whole” which included the children our system serves, the adults critical in providing that service, and the system that connects all the work together. Our response to the pandemic focused on the short-term while our rebound is focusing on the long term. The following considerations are at the center of the planned spending:

- Innovative and equitable practice
- Short-term and long-term resources, supports, structures & systems
- Core instruction and intervention best practice
- Whole child needs
- Extended and expanded learning opportunities
- Supportive technology infrastructure and suite of tools
- COVID-19 mitigation



Farmington Public Schools’ spending of COVID-related state and federal grants began with identifying the needs, setting priorities, planning strategically, and coordinating spending across general, state and federal funds. This Coordinated Spending Narrative speaks specifically to the following grants: SAF (11r funds received through the State), District COVID Costs, ESSER I, II, and III (Elementary and Secondary School Emergency Relief), COVID Relief Funds (received through the State and Oakland County), 23 B Summer School, Head Start and Child Care Relief Funds. Spending fell within eight broad categories: mitigation, instructional resources and structures, technology (instructional and infrastructure), social emotional supports, staff costs, indirect costs, and non-public.

### Spending Summary by Category

► **COVID Mitigation** included purchase of Personal Protective Equipment (PPE), building signage, hand sanitizing stations, air purifiers, and desk shields. K-12 classrooms were provided with disinfecting spray and wiping cloths. Electrostatic sprayers and Clorox 360 machines were purchased for disinfecting. Elementary classrooms used social distancing sitting spots and personal supply boxes to reduce sharing of materials. COVID testing services were provided for student athletes. An additional custodian was added during the day at each building to clean and disinfect high touch points.

► **Instructional Technology** purchases included the adoption of a learning management system, Canvas, to extend our learning environments from the physical classroom to a digital one. As a means to increase engagement and student-to-student interactions, instructional technology subscriptions were purchased including, but not limited to, Padlet, Peardeck, Formative, Book Creator, and Edpuzzle. Digital text content

was increased through an enhanced Newsela subscription and curation of secondary digital content through a subscription to Overdrive. Computer adaptive math and reading learning support was added through the adoption of Lexia and Dreambox at the K-5 level. Dreambox was later extended to support 6th grade and middle school intervention. Our Edgenuity subscription was expanded to support virtual and remote programming. Subscriptions are being maintained across multiple years and grants.

► **Technology Infrastructure** was enhanced via previously planned bond dollar allocations and was supplemented via grant dollars to provide greater connectivity for families and staff via the addition of building wifi access points on the outside of each building and distribution of hot spots as needed. Remote and in-person instruction flexibility was supported by the use of the addition of wireless keyboards and mouse devices for each classroom.

## Spending Summary by Category (continued)

### ► **Instructional Resources and Structures**

allocations were made to support remote learning and in-person instruction. K-5 at-home learning supply kits for reading, math, science, art, music, and PE were purchased to support remote learning. Secondary at-home learning materials were provided depending on course and grade level in the areas of math, science, and art. Funds were also used to increase student access to text (K-12) through classroom libraries, an already established goal within the district. Additional teaching supply purchases also supported our extended summer learning opportunities, K-5 intervention, Pre-K, and Remote and Virtual Program.

In addition to instructional resources, the Instructional Support Time (IST) at the high school level is being expanded in response to student feedback. At the middle school level, a teaming structure is being developed to better support early adolescent learners. This work is being supported by professional development for building administrators and middle school staff.

► **Existing Social Emotional Supports** were and are being expanded via additional social worker staff within each K-5, K-8 buildings and an expanded SEL toolkit for staff via FastBridge (SEL Screening Tool) and Navigate 360 (SEL curriculum at the secondary level). Community, staff, and student feedback continues to heavily support a focus on social emotional learning.

► **Staff Costs** were and are supported across the system and included but are not limited to the following:

- Refining curriculum and instructional priorities, maps and pacing guides in response to the pandemic
- Technology Integration Coach
- Development of, facilitation of, and participation in professional development
- Staffing support for extended learning opportunities (summer and after school) offered free of charge to families
- Expanded school nursing support
- Expanded Community Support Services

- Middle school reading and math intervention staff
- COVID response stipends for all staff
- Increased sub pay as an incentive to attract and retain sub coverage across units
- Additional custodial coverage

► **Indirect Costs** included administrative costs to support these grants such as salaries, budgeting, payroll, and personnel as allowed by grant stipulations.

► **Non-Public** included dollars allocated to Non-Public schools as required by grant stipulations as is common in federal grant allocations such as Title II.

### **ESSER III Planned Usage (Elementary and Secondary School Emergency Relief)**

- Expansion of Instructional Support Time (IST) at the high school level
- Enrichment opportunities for students
- Continued support for instructional technology subscriptions for student learning
- Intervention teaching supplies
- Full-time reading and math student intervention support at each middle school
- District-wide SEL Coordinator providing support for students and staff
- Elementary Intervention Coordinator who coordinates the elementary interventionists as part of our Multi-Tiered System of Support (MTSS) model
- Professional development for middle school staff in the area of early adolescent instruction
- Continued support in the area of social work and Community Support Services

*Feedback was received from community stakeholders (including students, staff, parents, and community members) to identify needs/priorities to inform the ESSER III spending plan.*