

Program Details

Franklin SSD (941) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 5 - Elementary and Secondary School Emergency Relief (ESSER)

Planning

* Reflect on the challenges that the LEA faced during the COVID-19 pandemic. What prioritized needs did the LEA identify during the pandemic, and how do these needs relate to the selected focus area(s)?

Franklin Special School District faced the following challenges during the COVID-19 pandemic.

- (1)** Meals normally provided during school hours for all children who need them without exposure to the virus for our CNP staff
- (2)** Internet for families without access. Based on the survey, two areas of town with high Hispanic populations are the main areas where families do not have WiFi services in order to complete digital learning.
- (3)** Devices for students in the younger grades, K-2. Students in grades 5-8 are 1:1 daily and we were able to supply Chromebooks to our students in grades 3-4. However, we wanted to include all students and particularly those with no devices in the home. We needed them to continue to learn and interact with digital resources, such as Imagine Learning.
- (4)** Clarifications for families about Zoom software and putting safeguards into the system to protect children and make learning more of the focus such as (1) Student renaming - requiring that students use initials (2) stopping student videos (3) adding the waiting room (4) muting students upon entry (5) removing students from meetings (6) disabling student screen sharing and (7) disabling the chat feature.
- (5)** Communication of district and community resources to parents when there was information overload and unclear messaging from other sources.

Timeline

* Provide a timeline for providing services to students and staff in public and non-public schools in the box below. (CARES Act § 18003 (B))

March 6 and 9--Franklin SSD closed for deep cleaning
March 12, 13--no school for students; school and district administrators, faculty, and staff prepared learning packets for two weeks and communication materials for families
March 16-20--Spring Break--no school for students; in lieu of taking time off, many school and district administrators, faculty, and staff prepared learning packets, communication materials for parents, and cleaned and prepared computers; Leadership team met to determine next steps after Spring Break
March 24--packet and computer pick-up at all schools; large schools established times by last name; families stayed in their cars and materials were delivered to them
March 27--Internet access survey sent out
April 1--online registration for 2020-2021 school year; parents are able to scan documents into their application
April 13--second packet pick-up
May 1--third packet pick-up
May 18-22--return of items and pickup of student belongings bagged and labeled by student name
June--2020-21 Planning Frameworks posted

Contacts with New Hope Academy re Title I funds--contacts by email and phone in March, original plans for Responsive Classroom workshop changed to online workshop on June 9-12; Zoom meeting on May 19 with Catapult Learning representatives about late summer in person camp for students but NHA decided to hold off --funds will be used in 2020-2021 hopefully for an after school program with Catapult (see Consolidated Application). Follow-up Zoom meeting scheduled for June 24.

Contacts with five non-public schools re CARES--Intent to Participate sent out on 5/29, Zoom meetings with two schools on 6/8 to cover Affirmation and examples of possible use of funding

Budget & Spending Plan

The CARES funds are not intended to replace state/local funding but instead are intended to provide additional funding to address emergent needs resulting from COVID-19. With school closure decisions, districts likely had unanticipated budget surpluses (i.e. operations, transportation) that should be repurposed to support other expenditures arising from

COVID-19 (i.e. food services, paper, postage, etc.). The expectation for CARES funding is that it should be utilized primarily for re-opening and learning acceleration to address gaps resulting from school closure.

* In what areas has the LEA experienced significant budget-to-actual differences in state/local funds?

The cost for the Child Nutrition program increased significantly due to the fact that we were not paid for meals provided to students. Our local taxes (sales tax, mixed drink tax, etc.) have been significantly less than for the same time last year. Our Morning and After Care (MAC) program revenues were down as we received no payments from parents but did continue to pay our employees that we had trained and valued. We did experience savings from utilities and gas for buses but this was offset by the purchase of more supplies for packets and packing student items for pickup.

* How have these differences been repurposed to address related needs (i.e. custodial savings to sanitization costs, utilities and gas for buses (etc.) to nutrition).

We have not done budget amendments at this time. There have been no custodial savings and there have been additional sanitation costs. Our Associate Director of Schools did a breakdown of the savings from gas for buses and utilities (~\$58,000) and this will be applied to over budget areas such as Child Nutrition. We have been keeping a spreadsheet of expenses such as paper, paper bags, cleaning supplies, etc. and hope to get relief through the Stafford Act. We have had additional costs for cleaning computers and we anticipate have additional repair costs due to wear and tear from computers being at home.

* Detail the LEA's projections for non-covered costs for the remainder of this fiscal year related to COVID.

The district plans to purchase touch-free hand sanitizing stations for several locations in every building. Additionally, we need to purchase Chrome Tablets and chargers for all K-2 students to use at school and at home if there is another closing (\$305,000). Zoom software license will need to be purchased for the district (\$25,000.00), as well as a Screencastify (record/edit video lessons) district license (\$4,800.00). Additional cleaning supplies are necessary as buildings will need to be cleaned more often at the beginning of school.

* Detail the LEA's budget projections for COVID-related needs for the next fiscal year (consider the potential need for remedial learning, change in program decisions/delivery, fall resurgence of illness).

TRANSPORTATION: Estimated grand total - \$ 39,600

- Driver costs (salary and benefits) should be close again as related to continuation of food service and providing hot spot location (estimated). **Assuming the same level of service on 3 food routes 2 days a week, as currently provided, and positioning WiFi assets during the week - Estimate \$ 600 week x 36 = \$ 21,600**
- Diesel fuel for scenario above using same assumptions - **Estimate: \$ 150 week x 36 = \$ 5400**
- Anything other potential cost factors related to COVID for next FY - **If closed, minimal. If operating, we would require sustained purchases of hand sanitizer, disinfectant, and various other supplies. In addition, we would require extra man hours in order to facilitate daily disinfecting of all buses. - Estimate \$ 350 week x 36 = \$ 12,600**

PERSONAL PROTECTIVE EQUIPMENT: Estimated grand total - \$134,435.90

Masks for buses, screening stations, nurses

- Buses – 1 mask per day per student at 50% ridership = 324K masks. 2000 masks at \$800. Total cost would be \$129,600
- Masks for adults: \$750 employees provided one reusable cloth mask at \$5 each. Total cost = \$3750

Face shields for nurses and screening stations

- Face Shields for nurses and screening stations. Approximately 100 at \$5 each – total = \$500

Gloves for screening stations, nurses, other adults:

- 350 per week for 36 weeks = 12600 gloves. 100 count for \$4.65. Total cost = \$585.90

MAINTENANCE AND CLEANING OF BUILDINGS: Estimated grand total - \$24,400.00

Sanitizer for screening stations, foyers, offices: We have purchased round one of sanitizer for areas listed. Cost will be \$5,700 for at least a 60 day supply. If we were to maintain the same inventory and consumption, I estimate \$15,000 for the calendar year.

Construction of counter barriers: The prototype built cost \$40. If we supply two per school/building, use \$700.

Additional, specialized cleaning products for COVID: Virex is somewhat a better alternative to Crew F&S. Cost is estimated to be \$7,500 for the school year district-wide

Anything other potential cost factors related to COVID for next FY: Spray bottles, applicators, etc. will cost about \$1,200

TECHNOLOGY (included in grant request): Estimated grand total - \$379,000.13

Chrome tablets and chargers for K-2 students learning from home (\$305,000.00)

Chrome tablets for SPED PreK students (\$17,700.00)

ZOOM software license (\$25,000.00)

Screencastify software license (\$4,800.00)

hot spot devices for communities without Internet (\$26,511.13)

Spending Plan

After analyzing and repurposing other funding sources, develop the spending plan for the CARES funds aligned with the needs that emerged from the COVID-19 pandemic and your larger district plan.

* Provide a description of the reasonable and necessary administrative activities and personnel (supplies, and equipment used to administer the grant program included). This includes the FTE and amount deducted from the grant.

No funds will be deducted from the grant for administrative activities. These will be absorbed by the district. The Title I director will administer the grant activities for the district and for the participating non-public schools. The Federal Programs bookkeeper monitor financial activity for the grant.

For each of the applicable focus areas below, indicate the amount in the space provided and include a narrative in the text box on how this focus area addresses the needs. NOTE: The combined amounts across the six areas should not exceed your LEA's allocation. A recommend allowable expenses document for the CARES Act may be accessed here.

1. Purchasing Education Technology (including hardware, software, and connectivity)

\$ Amount

Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

920 Chrome Tablets and chargers for students in grades K-2 (\$305,000.00)
56 mobile hot spots which can be checked out by families. (\$26,511.13)
District license for Zoom (\$25,000.00)
District license for Screencastify (\$4,800.00)

Adding these items will allow all children in grades K-8 to continue new learning if we are closed for additional time or if some students need to stay home for illness.

2. Providing Summer Learning and Supplemental After School Programs (including online/distance learning)

\$ Amount

Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

3. Planning for Long-Term Closures

\$ Amount

Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

4. Addressing the Unique Needs of Special Populations

\$ Amount

Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

55 Chrome Tablets and chargers for SPED PreK students (\$17,700.00)

Adding these items will allow all children being served in our special education Pre-K classes to continue new learning if we are closed for additional time or if some students need to stay home for illness. This will ensure that this vulnerable group can continue to have access to educational resources and new learning whether students are in school or at home. Our Supervisor of Special Populations and Instructional Technology Specialists will provide support to teachers and assess the effectiveness of the implementation of these devices.

5. Providing Mental Health Supports

\$ Amount

Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

6. Conducting Other Necessary Activities to maintain the operation of services, employing existing staff, coordinating activities, or providing principal and school leaders necessary resources. Note: items in this category will require more extensive rationale/support.

\$ Amount

Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

\$9,859.27 was originally allocated for equitable services for the two non-public schools that opted into participating in the ESSER grant. After the changes at the federal level for how these funds were to be calculated, only one of the two non-public schools received any allocation of funds for this grant. The remaining difference for both non-public schools was placed in escrow in the appropriate budget code, per the state. It was the local determination of our district to not reallocate these funds but to leave them in escrow for the non-public schools, in case anything related to this grant changed before it expired in 2022.

Here are the financial details for the two schools:

Franklin Christian Academy:

- Original allocation: \$8,717.67
- Updated allocation: \$1,036.99
- Difference placed in escrow: \$7,680.68

High Hopes:

- Original allocation: \$1,141.60
- Updated allocation: \$0.00
- Difference placed in escrow: \$1,141.60