

Spending Plan

Franklin SSD (941) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 3 - Elementary and Secondary School Emergency Relief (ESSER) 2.0

After analyzing and repurposing other funding sources, justify the spending plan for the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act funds aligned with the needs and the comprehensive LEA-level plan. For each of the applicable focus areas below, verify the amount, and explain how each focus area addresses the needs. The amounts should not exceed the LEA's allocation.

1. Addressing Learning Loss: Coordinators, Summer, Supplemental After School, and Tutoring

\$ Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

The following activities that are using funds in this focus area include the following:

- Literacy initiative at Freedom Middle School (\$4,000.00)
- Summer Learning Camp Instructional Supplies & Matherials (\$78,000.00)
- Summer Learning Camp Office Supplies (not curricular items) (\$10,569.45)
- Summer Learning Camp Health & Safety Supplies (\$1,500.00)
- Literacy Teacher Training Benefits (Social Security, State Retirement, Employer Medicare) (\$8,436.50)

The literacy initiative at Freedom Middle School has been vetted for its effectiveness and relevance for their students by the school's Literacy Coach and school administrators. After it is implemented, its effectiveness will be assessed on an ongoing basis by those same school leaders, as well as the district's RTI and Reading Coach. Other data from students who benefit from the program will also be gathered and reviewed by the school team. This program will be purchased during the 2021-22 school year, and its further use in subsequent years in our district will depend on the data related to its effectiveness with our students.

The Literacy Teacher Training occurred during the summer of 2021. The grant application included a \$1,000 stipend for each eligible teacher who completed the Reading 360 training. However, the district has had to budget for paying the benefits (Social Security, State Retirement, Employer Medicare) for teacher who completed this training. The state department will determine the effectiveness of the trainings itself, but the district will certainly monitor the data related to our students' literacy and reading progress.

The summer learning camps will both utilize prescriptive curricula for students needed extra support in reading and math. Benchmark data will guide the selection of students who are invited to the summer camps. Furthermore, benchmark tests will be administered at the onset of the camps as a form of pre-assessment. As such, benchmark tests will be given at the outset of the camps, in order to assess the growth of students from the beginning of the camps to the end. This data will be compiled and analyzed by the District Testing Coordinator, and it will be shared with school administrators and district leaders. Ongoing evaluation of the effectiveness of these programs necessitates the consistent tracking of student data and review by multiple stakeholders. This process will be critical in making necessary adjustments to either program, in order to enhance the effectiveness of addressing learning loss and improving student outcomes.

2. Addressing Learning Acceleration: Summer, Supplemental After School, and Tutoring

\$ Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

N/A - No ESSER 2.0 funds will be utilized in this category.

3. Addressing Facility Needs and Deferred Maintenance/Infrastructure

\$ Amount

The amount box auto-populates based on inputs from the Budget Page.

NOTE: Items in this category will require more extensive rationale/support.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

N/A - No ESSER 2.0 funds will be utilized in this category.

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

\$ Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

The following activities that are using funds in this focus area include the following:

- Chrome Tablet chargers & charging bricks, Tablet keyboards, & document cameras (\$58,789.50)
- Purchase of 30 additional hot spots + monthly costs, monthly costs for 55 original hot spots (\$44,645.00)
- 1-year license for Zoom software (\$25,000.00)
- 1-year license for GoGuardian (with Beacon 24/7) software (\$40,000.00)
- 42 Promethean Boards across the district (\$164,200.00)

These activities will be managed/supervised by the Technology department, along with the district's three Instructional Technology Specialists. These personnel will also be responsible for addressing any technical issues or ongoing concerns with these technology materials and software. Instructional Technology Specialists meet weekly with teachers at every school, as well as district leaders. As such, determinations about the effectiveness of these materials and software will occur consistently through the district's regularly-scheduled meetings, PLCs, and support systems that are in place. If any of these items are not meeting our standards for usefulness and effectiveness, there will be multiple records of technology tickets, PLC notes, and other anecdotal data.

5. Addressing the Unique Needs of Special Populations

\$ Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

N/A - No ESSER 2.0 funds will be utilized in this category.

6. Planning for Long-Term Closures

\$ 275,488.51 Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

The following activities that are using funds in this focus area include the following:

- Wonders K-2 ELA curricular materials (\$115,011.21)
- Certified staff bonus and benefits for additional duties (minus BEP funding) (total of \$41,646.03)
- Classified staff bonus and benefits for additional duties (total of \$87,863.28)
- Nursing staff bonus and benefits for additional duties (minus BEP funding) (total of \$446.38)
- PPE/health supplies for mitigating COVID in schools (\$22,332.03)
- Additional electronic teacher's editions of Wonders ELA curriculum (\$8,189.58)

Due to limiting the exposure of students, nearly all of our elementary classrooms became self-contained this year. This increased the number of teachers who were teaching reading/ELA. As a result, this led to a shortage in our newly-adopted Wonders ELA curricular materials. In particular, we did not have enough teachers' kits for all the teachers in our district. This material is state-approved and was fully vetted by our district before its adoption, and we affirm that it contains high-quality instructional materials. The administration of these materials and the effectiveness of their implementation are overseen by our Curriculum and Professional Learning Supervisor, District RTI/Reading Coach, school-level reading coaches, and building administrators.

Due to the additional responsibilities as a result of health regulations and the district's response to mitigating COVID exposure in our schools, the district has decided to pay every certified employee and nurse a \$440 bonus. Additionally,

the district will pay a \$250 bonus to every classified employee. The benefits for these bonuses will also be budgeted and covered through the ESSER 2.0 grant funds. The bonuses are based on extra responsibilities as a result of adhering to COVID protocols during the 2020-21 school year (i.e., purchasing masks for personal use, administering COVID protocols with students and staff, conducting well checks, managing school procedures and classrooms for social distancing among students/staff, contacting families, etc.). In addition, the purchase of ongoing PPE/health supplies for the 2021-22 school year will enable us to continue mitigating COVID exposure in our schools and adhering to federal, state, and local health guidelines. The ongoing effectiveness of these activities have been supervised by our district Nursing Coordinator, district leadership, and building administrators.

7. Providing Mental Health Supports

\$ Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

N/A - No ESSER 2.0 funds will be utilized in this category.

8. Conducting Other Necessary Activities

\$ Amount

The amount box auto-populates based on inputs from the Budget Page.

NOTE: Items in this category will require more extensive rationale/support.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

The following activities that are using funds in this focus area include the following:

- Revenue reimbursement to the district for MAC (morning/afternoon care) employee payroll for K-8 students during the closure of schools from March-May of 2020 (\$199,600.37)
- Revenue reimbursement to the district for Food Service employee payroll during the closure of schools from March-

May 2020 (\$325,039.39)

- Online civil rights curriculum (Civil Rights - Our Global Lineage), partial reimbursement (\$8,043.54)
- Specialized calculators for Algebra and Exploratory students at Freedom Middle School (\$3,800.00)

When schools closed in March of 2020 due to the ongoing COVID-19 pandemic, the district made the decision to continue paying classified employees in food service, as well as those in MAC who served the educational, social-emotional, and physical needs of students who require before or after school care. This program is known as MAC (morning/afternoon care) in our district, and it serves students at all 8 schools in our district by having MAC sites at all school campuses. Each campus has a MAC supervisor and MAC hourly employees who work with the students to support their educational needs, among other needs. In addition, the MAC program has other classified employees who coordinate the ongoing operations among the MAC sites.

As the pandemic prolonged and then Governor Lee closed all Tennessee public schools for the remainder of the 2019-20 school year, the district was paying the typical rate of pay for both food service and MAC employees from March through May of 2020. If the district had not made this decision, these employees would have suffered for their physical needs and, in some cases, would have had no recourse but to find another position outside of our district. Thus, it was critical to provide ongoing pay for these classified employees during the closure of schools.

Since the food service and MAC programs are supported by the weekly payments that families make for meals and for the care of their children, these programs suffered financially. They were not generating their typical revenue, but the district was continuing to pay their employees. The lack of revenue combined with the payment of ongoing wages during the pandemic to these employees had a significant impact on the financial stability of the food service and MAC programs, and the district had to use general purpose funds to conduct the necessary function of paying employees and keeping the program from discontinuance.

The amount in this category will help the district recoup the amount of paid wages that were made to food service and MAC employees during the closure of schools from March 2020 through May 2020. The district would like to recoup these expenses that were made during that time, in order to recover financially from that loss of revenue due to suspension of services. Additionally, this reimbursement is essential for the ongoing sustainability of the food service and MAC programs.

The effectiveness of these programs are continually assessed through surveys of parent feedback, federal and state

oversight, district leadership, and the leadership of these programs.

The civil rights curriculum was purchased as a result of ongoing discussions and trainings among the district leadership and School Board. This group determined a need for further learning for students about civil rights, especially in light of the diverse stakeholder group we serve. This program will be annually assessed for its effectiveness in meeting the goals for student learning and the district's vision for continued learning in this regard.

The specialized calculators will be purchased to support the academic needs of students at Freedom Middle School, the district's only TSI school. These calculators will benefit students in Algebra I and Geometry (EOC) classes, as well as students in study hall (Exploratory) classes. The calculators were vetted by the school's Math Coach and school administrators as being beneficial to support students' learning of the curriculum, and the upkeep and ongoing effectiveness of this purchase in supporting students' academic learning will be assessed by the teachers, instructional coaches, and school administrators at Freedom Middle School.

9. Indirect Cost

\$ Amount

The amount box auto-populates based on inputs from the Budget Page.

10. Administrative Cost (5% limit)

\$ Amount

The amount box auto-populates based on inputs from the Budget Page.