

Budget Details

Canton Local (049833) - Stark County - 2022 - ARP-Homeless round II - Rev 0 - ARP-Homeless round II

ARP-Homeless II consortia fiscal agents must complete the full Budget Details page.

ARP-Homeless II consortium fiscal agents must upload their MOUs/Contracts with their consortium members **

Upload Documents

1. ARP-homeless round II Assurances

The American Rescue Plan Act of 2021 (ARP-Homeless II) funds are for the purposes of identifying homeless children and youth, providing wraparound services in light of the impact of the COVID-19 pandemic, and providing assistance needed to enable homeless children and youth to attend school and participate fully in school activities, including in-person instruction this spring and summer learning and enrichment programs that begin in the coming months

- LEA shall, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19, based on the unique financial circumstances of the entity.
- LEA will ensure that every recipient and sub recipient of ARP-Homeless II funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
- Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e)
- LEA will ensure that it will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The LEA commits to maintaining and will produce upon request by the (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority, a description of how the LEA complied with this requirement including putting in place steps to permit students, teachers and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability and age) that might impede equal access to, or participation in, the program.
- Records pertaining to the ARP-Homeless II award under 2 C.F.R. Â§ 200.334 and 34 C.F.R. Â§ 76.730, including financial records related to use of grant funds, will be retained separately from an LEA's ESSER funds. The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

2. ARP-Homeless Round II Requirements

The LEA acknowledges and agrees to the following additional requirements of ARP-Homeless II

The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

The LEA will complete any reporting requested by the SEA to comply with all ARP-Homeless II reporting requirements, including:
 LEAs must ensure that all costs are reasonable and necessary and that these uses of funds align with the purpose of, and other requirements in, the McKinney-Vento Act. In addition, when considering funding decisions, we want to emphasize that section 723(d)(16) of the McKinney-Vento Act allows the use of funds for "other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities." Accordingly, when considering funding decisions, LEAs should analyze the needs of students experiencing homelessness in light of the COVID-19 pandemic and its extraordinary impact.

3. ARP-Homeless Round II Planning Prompts

1.) Tell how the district will provide services and supports for students experiencing homelessness through ARP ESSER funds. Tell how the district will provide additional supports and services provided through ARP-HCY II funds. (NOTE: ARP-HCY II funds are supplemental to the ARP ESSER supports) The District is hiring a Home to School Liaison through the Stark County Educational Service Center. The duties of the Home to School Liaison will include developing plans for identifying homeless students and ensuring students identified as homeless are transported to school and are able to participate fully in the education program of the District.

2.) Tell how the district will award contracts to community-based organizations to help identify and support historically underserved populations experiencing homelessness such as rural children and youth, Tribal children and youth, students of color, children and youth with disabilities, English learners, LGBTQ+ youth, and pregnant, parenting, or caregiving students experiencing homelessness, and connect them to educationally-related support and wraparound services. If the district will not use the funds to engage community based organizations tell how the districts is engaging the community-based organizations with other funds or indicate N/A is no community partners exist in the district plan to provide wrap around supports and services.

The District is not utilizing ARP IDEA Homeless to engage community based organizations. The District is using local funds to partner with Commquest to help provide mental health supports for our students that may not have access to these services outside of school.

3.) Additional Information: (put N/A if no additional information necessary)

N/A

4. ARP-Homeless Round II Activities

Select activities that the LEA will implement with the ARP-Homeless II Funds and provide an estimated amount for that activity (check one or more). If the applicant will not spend funds on a particular use the applicant needs to enter 0.00. The allowable uses (q-w) include expanded permissions for funds due to the impact of COVID-19 and the intent to meet the extraordinary needs of student experiencing homelessness. The total in the Amount boxes must add up to the allocation.

P = Public

AMOUNT	<input type="checkbox"/> P	a. The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards as the State establishes for other children and youths

AMOUNT	<input type="checkbox"/> P	b. The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and English learners, services provided under title I of the ESEA, 20 U.S.C. 6301 et seq., or similar State or local programs, programs in career and technical education, and school nutrition programs).
AMOUNT	<input type="checkbox"/> P	c. Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this part, and the specific educational needs of runaway and homeless youths.
AMOUNT	<input type="checkbox"/> P	d. The provision of referral services to homeless children and youths for medical, dental, mental, and other health services.
AMOUNT	<input type="checkbox"/> P	e. The provision of assistance to defray the excess cost of transportation for students under section 722(g)(4)(A) of the McKinney-Vento Act, not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 732(g)(3) of the McKinney-Vento Act.
AMOUNT	<input type="checkbox"/> P	f. The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children
AMOUNT	<input type="checkbox"/> P	g. The provision of services and assistance to attract, engage, and retain homeless children and youths, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to nonhomeless children and youths.
AMOUNT	<input type="checkbox"/> P	h. The provision for homeless children and youths of before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities
AMOUNT	<input type="checkbox"/> P	i. If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including birth certificates, immunization or other required health records, academic records, guardianship records, and evaluations for special programs or services.
AMOUNT	<input type="checkbox"/> P	j. The provision of education and training to the parents and guardians of homeless children and youths about the rights of, and resources available to, such children and youths, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children or youths in the education of such children or youths.
AMOUNT	<input type="checkbox"/> P	k. The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 722(g)(5) of the McKinney-Vento Act.
AMOUNT	<input type="checkbox"/> P	l. The provision of specialized instructional support services (including violence prevention counseling) and referrals for such services.
AMOUNT	<input type="checkbox"/> P	m. Activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems.

AMOUNT	<input type="checkbox"/> P	n. The adaptation of space and purchase of supplies for any nonschool facilities made available under section 723(a)(2) of the McKinney-Vento Act to provide services under section 723(d) of the McKinney-Vento Act
AMOUNT	<input type="checkbox"/> P	o. The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.
AMOUNT	<input type="checkbox"/> P	p. The provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities.
AMOUNT	<input type="checkbox"/> P	q. providing wraparound services (which could be provided in collaboration with and/or through contracts with community-based organizations, and could include academic supports, trauma-informed care, social-emotional support, and mental health services);
AMOUNT	<input type="checkbox"/> P	r. Hygiene products(soap, detergent, cleaning, diapers/baby wipes)
AMOUNT	<input type="checkbox"/> P	s. providing supplemental transportation to enable homeless children and youth to attend school and participate fully in school activities.
AMOUNT	<input type="checkbox"/> P	t. purchasing cell phones or other technological devices/equipment, mobile hotspots, wireless service plans, or installation of Community Wi-Fi Hotspots (e.g., at homeless shelters), especially in underserved communities, for unaccompanied, homeless children and youth to enable such children and youth to attend school and fully participate in school activities.
17,551.32 AMOUNT	<input type="checkbox"/> P	u. Hiring dedicated staff to identify/support homeless students. Or McKinney-Vento program improvement (such as professional development tools, needs assessment, etc.
AMOUNT	<input type="checkbox"/> P	v. paying for short-term, temporary housing (e.g., a few days in a motel) when such emergency housing is the only reasonable option for COVID-safe temporary housing and when necessary to enable homeless children and youth to attend school and participate fully in school activities (including summer school); and
AMOUNT	<input type="checkbox"/> P	w. providing store cards/prepaid debit cards to purchase materials necessary for students to participate fully in school activities.

5. Budget Items

FTEs Paid with ARP-Homeless round II Fund (direct and/or contract service)

Instruction: Tutors	Describe FTE:
Governance/Administration	Describe FTE:
Support Services: Non-instructional	Describe FTE:
Other 1	Describe FTE:

Other 2 Describe FTE:

Other 3 Describe FTE:

Other 4 Describe FTE:

Purchased Services -

Amounts paid for supplemental services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services - Amounts paid for services rendered by personnel not on the payroll of the school district or other services purchased by the LEA

Teachers/Tutors/Paraprofessionals Remote Learning

Instructional Materials Equipment/Hardware

Software/License

Other Purchased Services 1 Other Purchased Services: Description 1

Other Purchased Services 2 Other Purchased Services: Description 2

Support Services Purchased Services

Coordinator of Support Services Remote Learning

Counseling/Guidance Instructional Support Services

Equipment/Hardware Health Services

Software/License Coach (Properly licensed in content area)

Alternative Education Data Services

Prevention/Intervention Specialist

17,551.32 Other Purchased Services 1
Other Purchased Services: Description 1
Home to School Liaison Hired through ESC

Other Purchased Services 2
Other Purchased Services: Description 2

Governance Purchased Services

Program Director

Other Purchased Services 1
Other Purchased Services: Description 1

Other Purchased Services 2	Other Purchased Services: Description 2
Professional Development Purchased Services	
Kinney-Vento)	Professional Development for Homeless (Mc Professional Development Consultant
Substitute Teachers	Training/Software/Licenses
Travel Mileage/Meeting Expense	
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2
Family Community Purchased Services	
Parenting Skills Training	
Family Liaison	Parent Involvement Materials
Community-wide planning and organization	Remote Learning
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2
Transportation Purchased Services	
After School/Summer School Transportation	
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2
Facilities	
Explain how funds budgeted on Facilities budget line are used.	
<hr/>	
Supplies and Capital Outlay	
Supplies - Select the items the district is planning on purchasing with the supply budget. If selecting "other" provide a description of the item/s.	

Budget Details

Canton Local (049833) - Stark County - 2022 - ARP ESSER - Rev 1 - ARP ESSER

1. ARP ESSER Assurances

The American Recovery Plan - Elementary and Secondary School Emergency Relief Fund(ARP ESSER) is intended to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools. ARP ESSER funds are used to prevent, prepare for, and respond to COVID-19.

- LEA shall, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19, based on the unique financial circumstances of the entity.
- LEA will ensure that every recipient and sub recipient of ESSER funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
- Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e)
- LEA will ensure that it will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The LEA commits to maintaining and will produce upon request by the (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority, a description of how the LEA complied with this requirement including putting in place steps to permit students, teachers and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability and age) that might impede equal access to, or participation in, the program.
- Records pertaining to the ARP ESSER award under 2 C.F.R. Â§ 200.334 and 34 C.F.R. Â§ 76.730, including financial records related to use of grant funds, will be retained separately from an LEA's ESSER funds. The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

2. ARP ESSER Requirements

The LEA acknowledges and agrees to the following additional requirements of ARP ESSER:

- The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
- Not less than 20 percent of the LEA's total ARP ESSER allocation will be used to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families,

children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

An LEA that receives ARP ESSER funds will either: (a) within 30 days of receipt of the funds, will develop, seek public comment and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA shall review its plan at least every six months (taking into consideration the timing of significant changes to CDC Guidance on reopening schools).

The LEA will complete any reporting requested by the SEA to comply with all ARP ESSER reporting requirements, including:

• policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;

• plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;

• data on each school's mode of instruction (remote, hybrid, in-person) and conditions;

• uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;

• uses of funds to sustain and support access to early childhood education programs;

• impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);

• student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning.

3. ARP ESSER Plan

The LEA certifies that it has engaged in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, the LEA has engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

The LEA certifies that the ARP ESSER plan is provided in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

1. How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

(1) The District will contract with the Akron Children's Hospital to employ a full time school nurse and one medical assistant to help maintain the health and safety of the students. **The District will employ five full time substitutes throughout the district to help ensure that qualified substitutes are available. (2) The last year has been a challenge find qualified substitute teachers. Having a full time substitute at each building will help with the continuity of services by giving students a familiar face should a teacher be required to be out for an extended period. (3) FMMS windows & doors; FMMS Chiller; Annex HVAC/Ventilation; and cleaning/sanitization supplies for the district will be purchased to support continuous, safe operation of schools.

2. How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool

programs, or extended school year?

****RESPONSE TO INTERVENTION** High school English and Math tutors will provide ESEA strong and moderate interventions to at-risk students as identified using OST, MAP data; one additional elementary tutor in addition to the four paid with Title I-A funds will allow for one tutor per grade level; math tutors for grades 4 through 8 students. ****AFTER SCHOOL PROGRAMS** K-12 tutoring for students who did not pass the OSTs- costs include teacher salaries & benefits, ESEA strong and moderate intervention resources, and transportation. ****SUMMER SCHOOL** K-8 summer school for at-risk students with costs including teacher salaries & benefits, instructional supplies, and transportation.

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Playground equipment supports the whole child. "SOCIAL EMOTIONAL DEVELOPMENT Well-designed play areas are spaces that help enhance positive emotional development for children. Appropriately designed play areas allow children to foster experiences that build self-confidence. INTELLECTUAL DEVELOPMENT Playgrounds are a fun way for children to develop intellectually. Playgrounds offer opportunities to learn problem solving skills, explore, and manipulate items. The outdoor learning area offers a different dynamic to learning than indoor spaces. PHYSICAL DEVELOPMENT The outdoor environment is a great place for children to explore how their body moves. Assure your outdoor environment has open space for children to run and equipment that helps build strength, coordination and flexibility." From <https://playgroundsafety.org/topics/topic/developmentally-appropriate-outdoor-learning-environments>. Outdoor Learning Spaces support the whole child. "School districts across the United States are facing an uphill battle as they navigate COVID-19 physical distancing and fresh air requirements that will allow students to return to campus. There is an urgent need to reimagine PK-12 schools in order to safely reopen. Repurposing outdoor spaces is a cost-effective way to reduce the burden on indoor classrooms while providing fresh air, hands-on learning, and the health benefits associated with increased access to nature. Moving outside will help school districts through this crisis, and the investments made now in outdoor learning and schoolyard greening have the potential to enrich education in the years to come." From <https://www.greenschoolyards.org/creating-spaces>

4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

****ACADEMIC** K-12 diagnostic and intervention resources for math and literacy gap closing; use of a K-12 data warehouse to upload multiple data points in order to make data-informed decisions; a K-12 MTSS Systems Coach to support the development of sustainable academic (literacy and math) and behavioral (PBIS) processes and protocols; a K-12 Math Coach to provide professional learning to teachers including the vertical progression of rigor of the state standards and how to explicitly teach math in a developmentally appropriate way; a K-12 Data Coach to provide professional learning to district and building administrators as well as classroom teachers during "data days"; the purchase of K-12 Goals and Intervention Banks for intervention specialists as well as training on how to appropriately select IEP goals. ****SOCIAL, EMOTIONAL, MENTAL HEALTH** The design of Sensory/Deescalation Rooms per building; Hallway Sensory Paths in the elementary building; Sensory/Calmng Spaces per elementary, middle level classroom; Service Learning Trips for grades 5-8 with the goal of having students get out into the community and serve others.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

****ACADEMIC:** Sixty-one percent of Canton Local students come from socio-economically disadvantaged homes. The pandemic has widened the chasm between the advantaged and disadvantaged. In 2020-2021, the District Leadership Team utilized the One Needs Assessment and One Plan process to determine specific needs for 2021-2022. This fall, the Data Coach assisted the district team in analyzing state testing trend data in the district. Most important needs: core and tiered resources for students and professional learning support for staff. ****SOCIAL, EMOTIONAL, MENTAL HEALTH** Research shows that socio-economic status has no role in how the pandemic has impacted the mental health of students. A

Care Team and CommQuest mental health services are currently in place in all buildings. In determining next steps, our research caused us to look at how educators can feel more equipped to provide tiered intervention supports to students in the classroom and building. Most important needs: a home-to-school attendance coordinator, family support events, service learning projects for students, and outdoor learning spaces.

6 5.a.) Estimated number of jobs created or retained as a result of this funding.

Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds. The ARP ESSER funds will be utilized over the next three school years, the 2021-22 school year, the 2022-23 school year, and the 2023-24 school year. The District will be reviewing the initiatives each year to determine their effectiveness and will look to continue effective initiatives with local funds beyond the 2023-24 school year.

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning. The District will utilize a portion of the ARP ESSER funds to provide educational technology, internet access to students without access at home, and online curriculum in the event that a building closure is necessary for the safety and well-being of the students and staff at any point during the 2021-22 school year through 2023-24 school year.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

**ASSESSMENTS NWEA MAP for grades K-12 math and literacy and grades 5 and 8 science, testing materials for gifted identification.
 **EVIDENCE-BASED ACTIVITIES K-12 ELA Core Resources that align to the science of reading and ESEA strong tier of evidence and utilize the ODE Curriculum Support Guide to assist in the selection process; K-12 Math Core Resources that align to ESEA strong tier of evidence and utilize the ODE Curriculum Support Guide to assist in the selection process. **PROVIDING ASSISTANCE TO FAMILIES Family Information Events to assist families with supporting their students academically and social emotionally. **TRACKING ATTENDANCE Home-to-School Coordinator to assist buildings in getting students who are chronically absent back in school learning.

4. ARP ESSER Activities

Select activities that the LEA will implement with the ARP ESSER Fund and provide an estimated amount for that activity (check one or more). The total in the Amount boxes must add up to the allocation.

P = Public		
130,900.00 AMOUNT	<input checked="" type="checkbox"/> P	a. Activities authorized under ESEA, IDEA, Perkins, McKinney-Vento subtitle B, Adult Education and Family Literacy Acts. Please elaborate below.
AMOUNT	<input type="checkbox"/> P	b. Coordinate preparedness and response efforts of LEA with state, local, Tribal, and territorial public health departments and other relevant agencies to prevent, prepare for, and respond to COVID-19.
240,000.00 AMOUNT	<input checked="" type="checkbox"/> P	c. Activities to address unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster youth.
AMOUNT	<input type="checkbox"/> P	d. Develop and implement procedures and systems to improve the preparedness and response efforts of LEA.

AMOUNT	<input type="checkbox"/> P	e. Training and PD for staff of LEA on sanitation and minimizing spread of infectious diseases.
131,119.77 AMOUNT	<input checked="" type="checkbox"/> P	f. Purchase supplies to clean and sanitize facilities of the LEA.
AMOUNT	<input type="checkbox"/> P	g. Planning for and coordinating during long-term closures (meals, technology, IDEA, and other educational services provided consistent with Federal, state, local requirements).
452,000.00 AMOUNT	<input checked="" type="checkbox"/> P	h. Purchase educational technology (including hardware, software, and connectivity) for students served by LEA, including low-income and IDEA.
AMOUNT	<input type="checkbox"/> P	i. Provide mental health services and supports.
177,914.00 AMOUNT	<input checked="" type="checkbox"/> P	j. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
1,317,696.00 AMOUNT	<input checked="" type="checkbox"/> P	k. Addressing learning loss. Please elaborate below.
1,660,000.00 AMOUNT	<input checked="" type="checkbox"/> P	l. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
AMOUNT	<input type="checkbox"/> P	m. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
AMOUNT	<input type="checkbox"/> P	n. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Please elaborate below.
420,024.00 AMOUNT	<input checked="" type="checkbox"/> P	o. Other activities necessary to maintain the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA. Please elaborate below.
<p>Details of A from above: Select under which authorized program/s the district intends to utilize the funds. Select all that apply and provide an estimate of the amount budgeted for each.</p>		
130,900.00 AMOUNT	<input checked="" type="checkbox"/> P	Activities authorized under Title I, Part A Improving Academic Achievement of the Disadvantaged
AMOUNT	<input type="checkbox"/> P	Activities authorized under Title II, Part A Supporting Effective Instruction
AMOUNT	<input type="checkbox"/> P	Activities authorized under Title III Language Instruction for English Learners and Immigrant Students
AMOUNT	<input type="checkbox"/> P	Activities authorized under Part A of Title IV-A Student Support and Academic Enrichment Grants
AMOUNT	<input type="checkbox"/> P	Perkins Act

AMOUNT P McKinney Vento Subtitle B

AMOUNT P Adult Education

AMOUNT P Family Literacy Acts

AMOUNT P IDEA

Details of K from above:

- Administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction;
- Implementing evidence-based activities to meet the comprehensive needs of students;
- Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment;
- Tracking student attendance and improving student engagement in distance education.

DETAILS of N-O from above:

Describe the uses of funds for developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

O. The District will employ five full time substitute throughout the district to help ensure that qualified substitutes are available. The last year has been a challenge find qualified substitute teachers. Having a full time substitute at each building will help with the continuity of services by giving students a familiar face should a teacher be required to be out for an extended period.

Describe how ARP ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

The District will employ five full time substitutes through the district to help ensure that qualified substitutes are available. The last year has been a challenge find qualified substitute teachers. Having a full time substitute at each building will help with the continuity of services by giving students a familiar face should a teacher be required to be out for an extended period.

5. Budget Items

FTEs Paid with ARP ESSER Fund (direct and/or contract service)

8 Instruction: Properly Licensed Teachers/Tutors

Describe FTE:
5 full time substitutes, 3 tutors

Governance/Administration

Describe FTE:

Support Services: Non-instructional	Describe FTE:
Professional Development Coach	Describe FTE:
Data/Technology Specialist	Describe FTE:
Other 1	Describe FTE:
Other 2	Describe FTE:
Other 3	Describe FTE:
Other 4	Describe FTE:

Purchased Services -
Amounts paid for supplemental services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services - Amounts paid for services rendered by personnel not on the payroll of the school district or other services purchased by the LEA	
Teachers/Tutors/Paraprofessionals	Remote Learning
Instructional Materials	Equipment/Hardware
65,000.00 Software/License	EL Teacher/Tutor/Paraprofessionals
40,000.00 Other Purchased Services 1	Other Purchased Services: Description 1 After school service learning activities
15,000.00 Other Purchased Services 2	Other Purchased Services: Description 2 After school tutoring activities

Support Services Purchased Services	
Coordinator of Support Services	Remote Learning
95,000.00 Counseling/Guidance	Instructional Support Services
Equipment/Hardware	Health Services
Software/License	76,000.00 Coach (Properly licensed in content area)
Alternative Education	75,000.00 Data Services
Prevention/Intervention Specialist	

Other Purchased Services 1	Other Purchased Services: Description 1 Deans of Students at middle and high school to add
Other Purchased Services 2	Other Purchased Services: Description 2
Governance Purchased Services	
Program Director	
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2
Professional Development Purchased Services	
Coach (Properly licensed in content area)	Professional Development for Infectious Disease
Professional Development Consultant	Substitute Teachers
Training/Software/Licenses	Travel Mileage/Meeting Expense
Professional Development for Remote Learning	
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2
Family Community Purchased Services	
Parenting Skills Training	Family Literacy Training
Family Liaison	Parent Involvement Materials
Community-wide planning and organization	Remote Learning
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2
Safety Purchased Services	
Hiring/Mandatory Training of School Security Personnel// Resource Officers	Nationwide background check of LEA employees
A School Safety Hotline	
Other Purchased Services 1	Other Purchased Services: Description 1

Other Purchased Services 2

Other Purchased Services: Description 2

Transportation Purchased Services

After School/Summer School Transportation

Other Purchased Services 1

Other Purchased Services: Description 1

Other Purchased Services 2

Other Purchased Services: Description 2

Facilities

Explain how funds budgeted on Facilities budget line are used.

A portion of the ESSER III facilities funding will be used to construct a new playground (the "Project") located at the elementary school (the "Project"). In addition, outdoor learning spaces will be added at our middle school and high school. This project meets the intended purpose of ESSER III funding promulgated by the United States Department of Education and the Ohio Department of Education. The District has a document that answers the 5 questions that are suggested to be used when determining how to allocate ESSER funds. In short, the CDC expressly states that is critical that schools use and layer prevention strategies, which include physical distancing to be maximized to the greater extent possible. A core principle for physical distancing includes moving activities outdoors when increased exhalation occurs, such as singing, shouting, or sports and exercise. The elementary school where the playground will be located and the middle and high school where the outdoor learning spaces will be located do not currently have a playground or proper outdoor space for students. Accordingly, it is essential that an appropriate outdoor space be provided for extracurricular and learning activities. Construction of the Project will support and allow for outdoor activities in support of social distancing. By providing a new playground and outdoor learning spaces that may also be utilized for outdoor learning, the District will allow for increased social distancing to prevent, prepare for, and respond to COVID-19 by lowering the risk to the District's students of transmitting the virus. A portion of the ESSER III facilities funding will be used to upgrade HVAC/ventilation equipment at our Career Technical Annex facility and our Elementary School. In addition, upgrades to the building envelope (windows and doors) at the Elementary School will be conducted. These upgrades will significantly improve indoor air quality and will provide a safer learning environment for our students.

Supplies and Capital Outlay

Supplies - Select the items the district is planning on purchasing with the supply budget. If selecting "other" provide a description of the item/s.

Classroom Supply

Health and Hygiene

Office Supply

Software

Computer

Other (Please describe)

Capital Outlay - Select the items below the district is planning on purchasing with the capital budget. If selecting "other" provide a description of the items.

Vehicle or School Bus

Technical Infrastructure

Equipment Technical

Other(Please describe)

Other(Please describe)

HVAC Ventilation Repairs, Building Envelope

Outdoor learning spaces, playground equipment

Classroom Supply

Health and Hygiene

Office Supply

Software

Computer

Other(Please describe)

Capital Outlay - Select the items below the district is planning on purchasing with the capital budget. If selecting "other" provide a description of the items.

Vehicle or School Bus

Technical Infrastructure

Equipment Technical

Other(Please describe)

Other(Please describe)

Budget Details

Canton Local (049833) - Stark County - 2022 - ARP ESSER - Rev 1 - ARP ESSER

1. ARP ESSER Assurances

The American Recovery Plan - Elementary and Secondary School Emergency Relief Fund(ARP ESSER) is intended to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools. ARP ESSER funds are used to prevent, prepare for, and respond to COVID-19.

- LEA shall, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19, based on the unique financial circumstances of the entity.
- LEA will ensure that every recipient and sub recipient of ESSER funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
- Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e)
- LEA will ensure that it will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The LEA commits to maintaining and will produce upon request by the (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority, a description of how the LEA complied with this requirement including putting in place steps to permit students, teachers and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability and age) that might impede equal access to, or participation in, the program.
- Records pertaining to the ARP ESSER award under 2 C.F.R. Â§ 200.334 and 34 C.F.R. Â§ 76.730, including financial records related to use of grant funds, will be retained separately from an LEA's ESSER funds. The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

2. ARP ESSER Requirements

The LEA acknowledges and agrees to the following additional requirements of ARP ESSER:

- The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
- Not less than 20 percent of the LEA's total ARP ESSER allocation will be used to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families,

children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

An LEA that receives ARP ESSER funds will either: (a) within 30 days of receipt of the funds, will develop, seek public comment and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA shall review its plan at least every six months (taking into consideration the timing of significant changes to CDC Guidance on reopening schools).

The LEA will complete any reporting requested by the SEA to comply with all ARP ESSER reporting requirements, including:

• policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;

• plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;

• data on each school's mode of instruction (remote, hybrid, in-person) and conditions;

• uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;

• uses of funds to sustain and support access to early childhood education programs;

• impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);

• student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning.

3. ARP ESSER Plan

The LEA certifies that it has engaged in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, the LEA has engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

The LEA certifies that the ARP ESSER plan is provided in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

1. How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

(1) The District will contract with the Akron Children's Hospital to employ a full time school nurse and one medical assistant to help maintain the health and safety of the students. **The District will employ five full time substitutes throughout the district to help ensure that qualified substitutes are available. (2) The last year has been a challenge find qualified substitute teachers. Having a full time substitute at each building will help with the continuity of services by giving students a familiar face should a teacher be required to be out for an extended period. (3) FMMS windows & doors; FMMS Chiller; Annex HVAC/Ventilation; and cleaning/sanitization supplies for the district will be purchased to support continuous, safe operation of schools.

2. How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool

programs, or extended school year?

****RESPONSE TO INTERVENTION** High school English and Math tutors will provide ESEA strong and moderate interventions to at-risk students as identified using OST, MAP data; one additional elementary tutor in addition to the four paid with Title I-A funds will allow for one tutor per grade level; math tutors for grades 4 through 8 students. ****AFTER SCHOOL PROGRAMS** K-12 tutoring for students who did not pass the OSTs- costs include teacher salaries & benefits, ESEA strong and moderate intervention resources, and transportation. ****SUMMER SCHOOL** K-8 summer school for at-risk students with costs including teacher salaries & benefits, instructional supplies, and transportation.

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 201(e)(2) of the ARP Act?

Playground equipment supports the whole child. "SOCIAL EMOTIONAL DEVELOPMENT Well-designed play areas are spaces that help enhance positive emotional development for children. Appropriately designed play areas allow children to foster experiences that build self-confidence. INTELLECTUAL DEVELOPMENT Playgrounds are a fun way for children to develop intellectually. Playgrounds offer opportunities to learn problem solving skills, explore, and manipulate items. The outdoor learning area offers a different dynamic to learning than indoor spaces. PHYSICAL DEVELOPMENT The outdoor environment is a great place for children to explore how their body moves. Assure your outdoor environment has open space for children to run and equipment that helps build strength, coordination and flexibility." From <https://playgroundsafety.org/topics/topic/developmentally-appropriate-outdoor-learning-environments>. Outdoor Learning Spaces support the whole child. "School districts across the United States are facing an uphill battle as they navigate COVID-19 physical distancing and fresh air requirements that will allow students to return to campus. There is an urgent need to reimagine PK-12 schools in order to safely reopen. Repurposing outdoor spaces is a cost-effective way to reduce the burden on indoor classrooms while providing fresh air, hands-on learning, and the health benefits associated with increased access to nature. Moving outside will help school districts through this crisis, and the investments made now in outdoor learning and schoolyard greening have the potential to enrich education in the years to come." From <https://www.greenschoolyards.org/creating-spaces>

4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 201(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

****ACADEMIC** K-12 diagnostic and intervention resources for math and literacy gap closing; use of a K-12 data warehouse to upload multiple data points in order to make data-informed decisions; a K-12 MTSS Systems Coach to support the development of sustainable academic (literacy and math) and behavioral (PBIS) processes and protocols; a K-12 Math Coach to provide professional learning to teachers including the vertical progression of rigor of the state standards and how to explicitly teach math in a developmentally appropriate way; a K-12 Data Coach to provide professional learning to district and building administrators as well as classroom teachers during "data days"; the purchase of K-12 Goals and Intervention Banks for intervention specialists as well as training on how to appropriately select IEP goals. ****SOCIAL, EMOTIONAL, MENTAL HEALTH** The design of Sensory/Deescalation Rooms per building; Hallway Sensory Paths in the elementary building; Sensory/Calmng Spaces per elementary, middle level classroom; Service Learning Trips for grades 5-8 with the goal of having students get out into the community and serve others.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

****ACADEMIC:** Sixty-one percent of Canton Local students come from socio-economically disadvantaged homes. The pandemic has widened the chasm between the advantaged and disadvantaged. In 2020-2021, the District Leadership Team utilized the One Needs Assessment and One Plan process to determine specific needs for 2021-2022. This fall, the Data Coach assisted the district team in analyzing state testing trend data in the district. Most important needs: core and tiered resources for students and professional learning support for staff. ****SOCIAL, EMOTIONAL, MENTAL HEALTH** Research shows that socio-economic status has no role in how the pandemic has impacted the mental health of students. A

Care Team and CommQuest mental health services are currently in place in all buildings. In determining next steps, our research caused us to look at how educators can feel more equipped to provide tiered intervention supports to students in the classroom and building. Most important needs: a home-to-school attendance coordinator, family support events, service learning projects for students, and outdoor learning spaces.

6 5.a.) Estimated number of jobs created or retained as a result of this funding.

Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds. The ARP ESSER funds will be utilized over the next three school years, the 2021-22 school year, the 2022-23 school year, and the 2023-24 school year. The District will be reviewing the initiatives each year to determine their effectiveness and will look to continue effective initiatives with local funds beyond the 2023-24 school year.

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning. The District will utilize a portion of the ARP ESSER funds to provide educational technology, internet access to students without access at home, and online curriculum in the event that a building closure is necessary for the safety and well-being of the students and staff at any point during the 2021-22 school year through 2023-24 school year.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

**ASSESSMENTS NWEA MAP for grades K-12 math and literacy and grades 5 and 8 science, testing materials for gifted identification.
 **EVIDENCE-BASED ACTIVITIES K-12 ELA Core Resources that align to the science of reading and ESEA strong tier of evidence and utilize the ODE Curriculum Support Guide to assist in the selection process; K-12 Math Core Resources that align to ESEA strong tier of evidence and utilize the ODE Curriculum Support Guide to assist in the selection process. **PROVIDING ASSISTANCE TO FAMILIES Family Information Events to assist families with supporting their students academically and social emotionally. **TRACKING ATTENDANCE Home-to-School Coordinator to assist buildings in getting students who are chronically absent back in school learning.

4. ARP ESSER Activities

Select activities that the LEA will implement with the ARP ESSER Fund and provide an estimated amount for that activity (check one or more). The total in the Amount boxes must add up to the allocation.

P = Public		
130,900.00 AMOUNT	<input checked="" type="checkbox"/> P	a. Activities authorized under ESEA, IDEA, Perkins, McKinney-Vento subtitle B, Adult Education and Family Literacy Acts. Please elaborate below.
AMOUNT	<input type="checkbox"/> P	b. Coordinate preparedness and response efforts of LEA with state, local, Tribal, and territorial public health departments and other relevant agencies to prevent, prepare for, and respond to COVID-19.
240,000.00 AMOUNT	<input checked="" type="checkbox"/> P	c. Activities to address unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster youth.
AMOUNT	<input type="checkbox"/> P	d. Develop and implement procedures and systems to improve the preparedness and response efforts of LEA.

AMOUNT	<input type="checkbox"/> P	e. Training and PD for staff of LEA on sanitation and minimizing spread of infectious diseases.
131,119.77 AMOUNT	<input checked="" type="checkbox"/> P	f. Purchase supplies to clean and sanitize facilities of the LEA.
AMOUNT	<input type="checkbox"/> P	g. Planning for and coordinating during long-term closures (meals, technology, IDEA, and other educational services provided consistent with Federal, state, local requirements).
452,000.00 AMOUNT	<input checked="" type="checkbox"/> P	h. Purchase educational technology (including hardware, software, and connectivity) for students served by LEA, including low-income and IDEA.
AMOUNT	<input type="checkbox"/> P	i. Provide mental health services and supports.
177,914.00 AMOUNT	<input checked="" type="checkbox"/> P	j. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
1,317,696.00 AMOUNT	<input checked="" type="checkbox"/> P	k. Addressing learning loss. Please elaborate below.
1,660,000.00 AMOUNT	<input checked="" type="checkbox"/> P	l. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
AMOUNT	<input type="checkbox"/> P	m. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
AMOUNT	<input type="checkbox"/> P	n. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Please elaborate below.
420,024.00 AMOUNT	<input checked="" type="checkbox"/> P	o. Other activities necessary to maintain the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA. Please elaborate below.
Details of A from above: Select under which authorized program/s the district intends to utilize the funds. Select all that apply and provide an estimate of the amount budgeted for each.		
130,900.00 AMOUNT	<input checked="" type="checkbox"/> P	Activities authorized under Title I, Part A Improving Academic Achievement of the Disadvantaged
AMOUNT	<input type="checkbox"/> P	Activities authorized under Title II, Part A Supporting Effective Instruction
AMOUNT	<input type="checkbox"/> P	Activities authorized under Title III Language Instruction for English Learners and Immigrant Students
AMOUNT	<input type="checkbox"/> P	Activities authorized under Part A of Title IV-A Student Support and Academic Enrichment Grants
AMOUNT	<input type="checkbox"/> P	Perkins Act

AMOUNT P McKinney Vento Subtitle B

AMOUNT P Adult Education

AMOUNT P Family Literacy Acts

AMOUNT P IDEA

Details of K from above:

- Administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction;
- Implementing evidence-based activities to meet the comprehensive needs of students;
- Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment;
- Tracking student attendance and improving student engagement in distance education.

DETAILS of N-O from above:

Describe the uses of funds for developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

O. The District will employ five full time substitute throughout the district to help ensure that qualified substitutes are available. The last year has been a challenge find qualified substitute teachers. Having a full time substitute at each building will help with the continuity of services by giving students a familiar face should a teacher be required to be out for an extended period.

Describe how ARP ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

The District will employ five full time substitutes through the district to help ensure that qualified substitutes are available. The last year has been a challenge find qualified substitute teachers. Having a full time substitute at each building will help with the continuity of services by giving students a familiar face should a teacher be required to be out for an extended period.

5. Budget Items

FTEs Paid with ARP ESSER Fund (direct and/or contract service)

8 Instruction: Properly Licensed Teachers/Tutors

Describe FTE:
5 full time substitutes, 3 tutors

Governance/Administration

Describe FTE:

Support Services: Non-instructional	Describe FTE:
Professional Development Coach	Describe FTE:
Data/Technology Specialist	Describe FTE:
Other 1	Describe FTE:
Other 2	Describe FTE:
Other 3	Describe FTE:
Other 4	Describe FTE:

Purchased Services -
Amounts paid for supplemental services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services - Amounts paid for services rendered by personnel not on the payroll of the school district or other services purchased by the LEA	
Teachers/Tutors/Paraprofessionals	Remote Learning
Instructional Materials	Equipment/Hardware
65,000.00 Software/License	EL Teacher/Tutor/Paraprofessionals
40,000.00 Other Purchased Services 1	Other Purchased Services: Description 1 After school service learning activities
15,000.00 Other Purchased Services 2	Other Purchased Services: Description 2 After school tutoring activities

Support Services Purchased Services	
Coordinator of Support Services	Remote Learning
95,000.00 Counseling/Guidance	Instructional Support Services
Equipment/Hardware	Health Services
Software/License	76,000.00 Coach (Properly licensed in content area)
Alternative Education	75,000.00 Data Services
Prevention/Intervention Specialist	

Other Purchased Services 1	Other Purchased Services: Description 1 Deans of Students at middle and high school to add
Other Purchased Services 2	Other Purchased Services: Description 2
Governance Purchased Services	
Program Director	
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2
Professional Development Purchased Services	
Coach (Properly licensed in content area)	Professional Development for Infectious Disease
Professional Development Consultant	Substitute Teachers
Training/Software/Licenses	Travel Mileage/Meeting Expense
Professional Development for Remote Learning	
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2
Family Community Purchased Services	
Parenting Skills Training	Family Literacy Training
Family Liaison	Parent Involvement Materials
Community-wide planning and organization	Remote Learning
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2
Safety Purchased Services	
Hiring/Mandatory Training of School Security Personnel// Resource Officers	Nationwide background check of LEA employees
A School Safety Hotline	
Other Purchased Services 1	Other Purchased Services: Description 1

Other Purchased Services 2

Other Purchased Services: Description 2

Transportation Purchased Services

After School/Summer School Transportation

Other Purchased Services 1

Other Purchased Services: Description 1

Other Purchased Services 2

Other Purchased Services: Description 2

Facilities

Explain how funds budgeted on Facilities budget line are used.

A portion of the ESSER III facilities funding will be used to construct a new playground (the "Project") located at the elementary school (the "Project"). In addition, outdoor learning spaces will be added at our middle school and high school. This project meets the intended purpose of ESSER III funding promulgated by the United States Department of Education and the Ohio Department of Education. The District has a document that answers the 5 questions that are suggested to be used when determining how to allocate ESSER funds. In short, the CDC expressly states that is critical that schools use and layer prevention strategies, which include physical distancing to be maximized to the greater extent possible. A core principle for physical distancing includes moving activities outdoors when increased exhalation occurs, such as singing, shouting, or sports and exercise. The elementary school where the playground will be located and the middle and high school where the outdoor learning spaces will be located do not currently have a playground or proper outdoor space for students. Accordingly, it is essential that an appropriate outdoor space be provided for extracurricular and learning activities. Construction of the Project will support and allow for outdoor activities in support of social distancing. By providing a new playground and outdoor learning spaces that may also be utilized for outdoor learning, the District will allow for increased social distancing to prevent, prepare for, and respond to COVID-19 by lowering the risk to the District's students of transmitting the virus. A portion of the ESSER III facilities funding will be used to upgrade HVAC/ventilation equipment at our Career Technical Annex facility and our Elementary School. In addition, upgrades to the building envelope (windows and doors) at the Elementary School will be conducted. These upgrades will significantly improve indoor air quality and will provide a safer learning environment for our students.

Supplies and Capital Outlay

Supplies - Select the items the district is planning on purchasing with the supply budget. If selecting "other" provide a description of the item/s.

Classroom Supply

Health and Hygiene

Office Supply

Software

Computer

Other (Please describe)

Capital Outlay - Select the items below the district is planning on purchasing with the capital budget. If selecting "other" provide a description of the items.

Vehicle or School Bus

Technical Infrastructure

Equipment Technical

Other(Please describe)

Other(Please describe)

HVAC Ventilation Repairs, Building Envelope

Outdoor learning spaces, playground equipment

Budget Details

Canton Local (049833) - Stark County - 2022 - ARP IDEA - Rev 0 - ARP IDEA Part B Special Education

1. ARP IDEA Part B Special Education Assurances

Part B of the Individuals with Disabilities Education Act (IDEA) authorize assistance to States to support the provision of special education and related services to children with disabilities. Section 2014(a) of the American Rescue Plan Act of 2021 (ARP) provided IDEA Part B supplemental funding for Federal Fiscal Year 2021 to assist States, and through them, eligible local educational agencies (LEAs), in providing special education and related services to children with disabilities.

- The LEA assures that ARP IDEA Part B Special Education funds shall be used only to pay the excess costs of providing special education and related services to children with disabilities.
- The LEA assures that ARP IDEA Part B Special Education funds shall be used to supplement State, local, and other Federal funds and not to supplant such funds, except for the exceptions permitted in IDEA 2004 Section 613(a)(2)(C)(i), which provides districts with the option of using up to 50 percent of its special education Part B IDEA funds received in excess of the amount received for the prior year as local education funds.
- The LEA assures that ARP IDEA Part B Special Education funds shall not be used, except as provided IDEA Section 613(a)(2)(B) and (C), to reduce the level of expenditures for the education of children with disabilities made by the local educational agency from local funds below the level of those expenditures for the preceding fiscal year (Maintenance of Effort).
- The LEA assures that ARP IDEA Part B Special Education funds will be used for any allowable purpose under Part B of IDEA and are subject to all requirements and provisions that apply to IDEA funds, including requirements and provisions under *Education Department General Administrative Regulations (EDGAR)*, applicable provisions of the *General Education Provisions Act (GEPA)*, and the Office of Management and Budget's (OMB) *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).
- The LEA understands that Funds are available for obligation between the CCIP Substantially Approved Date and September 30, 2023 and must be liquidated by December 30, 2023.
- The LEA understands that a Request for Construction Approval form must be completed and submitted to the Office for Exceptional Children for ARP IDEA Part B Special Education funds budgeted for Capital Outlay/Facilities for the purpose of construction or renovation of a school facility.
- The LEA assures that a proportionate share of the ARP IDEA Part B Special Education funds has been budgeted and will be expended for the equitable services requirement in IDEA (if applicable) and that the district has consulted with the non-profit, nonpublic buildings within the districts boundaries on the provision of services to children with disabilities who are enrolled by their parents in private elementary schools and secondary schools. Estimated Proportionate Share amounts are posted in the CCIP Document Library.

2. ARP IDEA Part B Special Education Fund Planning

1.) Please describe the district's plan for the use of ARP IDEA Part B Special Education funds and how these funds will be used under the requirements and provisions allowed in IDEA Part B to support students with disabilities ages 3-21.

Canton Local will be using the ARP IDEA Part B Special Education funds to support the significantly increased behavioral and mental health

needs of the of the students identified with special education programming needs through the hiring of a Behavior Coach that will work with specific identified students as well as with staff to de-escalate present behaviors and to provide proactive environments and delivery of instruction on a daily basis.

IDEA Part B (34 CFR 300.165, 34 CFR 300.201) requires that the LEA annually provide an opportunity for public comment, including individuals with disabilities and parents of children with disabilities, regarding the LEA's use of IDEA Part B funds. Please enter the date that the LEA provided the opportunity for public comment on the use of ARP IDEA Part B Special Education funds. 12/13/2021

If the LEA is mandated to redirect 15% of their sum of Part-B Special Education allocations as a result of over identification pursuant to IDEA Sec 618(d) - under 34 CFR 300.646, or 20 U.S.C. 1416(a)(3)(A)1412(a)(22) discipline discrepancies by race/ethnicity, or Title I B 618 (d) significant disproportionality based on race and ethnicity with respect to the placement in particular educational settings, please enter that amount here (15% of the sum of ARP IDEA Part B Special Education funds and ARP IDEA Early Childhood Special Education funds). This amount is in addition to the amount identified of the Part B Special Education and Early Childhood Special Education funds listed in the Consolidated Funding Application.

If the LEA voluntarily chooses to redirect 15% of their sum of Part-B Special Education allocations for coordinated early intervening services (CEIS), please enter that amount here (no more than 15% of the sum of ARP IDEA Part B Special Education funds and ARP IDEA Early Childhood Special Education funds). This amount may be in addition to any amount identified of the Part B Special Education and Early Childhood Special Education funds listed in the Consolidated Funding Application.