

Canton City School District
American Rescue Plan (ARP) Local Use of Funds Plan

The Canton City School District (“District”) has adopted this Local Use of Funds Plan in connection with the American Rescue Plan (“ARP”) Act.

In accordance with guidance from the Ohio Department of Education, this Local Use of ARP Funds Plan (“Plan”) is being added to the existing Safe Return to In-Person Instruction and Continuity of Services Plan adopted and made public by the District on June 24, 2021. The District has developed this Plan

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?

The District plans to use ARP funds to purchase cleaning supplies and to sanitize its facilities pursuant to the CDC’s most recent guidance for reopening schools.

The District also plans to use ARP funds to remodel, expand, and construct new classroom spaces, cafeterias, gyms, multipurpose rooms, playgrounds, greenspaces in order to allow for and promote sufficient social distancing as recommended by the CDC and the Ohio Department of Health. For example, the District plans to add additional classrooms as part of its downtown campus, with new HVAC systems that meet and or exceed recommendations to mitigate the spread of Covid-19. The new classrooms will allow high school students to socially distance, reduce overall classroom sizes, and will thus help to prevent the spread of Covid-19. The District also plans to expand the Fairmount Learning Center for alternative programs by repurposing and renovating an old elementary school building. This expansion project will allow students to socially distance in a safe manner.

Furthermore, the District plans to use ARP funds to renovate existing buildings in a way that promotes social distancing and benefits the overall health and well-being of students, staff, and visitors. For instance, the District plans to renovate the front entrance and office space of its administrative building to facilitate social distancing. The District similarly plans to renovate the front entrance and office space of Crenshaw Middle School and the back portion of the school by relocating the entrance/front office space to the back portion of the building, which has room for expansion and will permit social distancing. Likewise, the District plans to partner with a local health care provider to create and institute a walk-in health care clinic for students, which will be located in what will be the former front entrance of the school and targeted specifically at improving the health, safety, and well-being of students in context of the Covid-19 pandemic.

In addition, the District plans to use ARP funds to improve indoor air quality in certain outdated buildings. For instance, Memorial Field House is an outdated and enclosed facility, and its HVAC system is in need of an update. The District plans to update and improve the HVAC system of Memorial Field House to improve air flow, ventilation, and air quality in the building.

The renovations also would expand locker room space for boys and girls in order to promote social distancing.

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 after school programs, or extended school year?

The District will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through various evidence-based interventions, including the following programs:

In the summer of 2021, the District worked with the City of Canton on a pilot program called, Learn to Earn. The program, which was created for high school students, gives students the chance to work to recover and/or gain credits for high school graduation and then work the remainder of the day with the City of Canton throughout the community to earn money. The District plans to use ARP funds to hire and employ teachers or other staff members to instruct students in this program. The District also will seek to enroll and involve students who have experienced learning loss or regression.

The Credit Recovery Program of the District is a specific after-school program, which allows students to work on recovering credits online or on-campus that they need for graduation. The District plans to use ARP funds to hire and employ teachers or other staff members to instruct students in this program as well as purchase the technology required for it. The District also will seek to enroll and involve students who have experienced learning loss or regression.

The District will provide Saturday School on an expanded and more regular basis for student populations who have experienced learning loss or regression. The District also will make Saturday School available for any student (or student's parent(s)) who is interested in participating in the expanded and more regular Saturday School program. The District plans to use ARP funds to compensate teachers and other staff members to instruct students in this program.

AIM (Accelerating Innovative Minds) Academy houses grades K-6 and uses a balanced year-long calendar consisting of multiple days of instruction with break periods called, intercessions. The District will hold school during the intercessions to teach students who have experienced learning loss or regression. The District plans to use ARP funds to compensate teachers and other staff members to instruct students during the intercession periods.

The District teaches students during its Summer School program based on and as a result of educational needs, including the need to address and mitigate against learning loss or regression. The District teaches students in its Summer Enrichment program based on the desire of students/their families to enroll in the same. The District plans to use ARP funds to expand student access to Summer School and Summer Enrichment for the 2021-2022 school year as well as to compensate teachers and other staff members to instruct students as part of these programs.

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

In addition to the proposed uses of ARP funds identified in this Plan, the District plans to use ARP funds to construct new facilities that promote the overall health and well-being of students throughout the year. Specifically, the District plans to construct an indoor sports management facility for all students, which will include an indoor track and turf. This facility will be large enough to allow students to socially distance while engaging in physical activities that promote their overall health, well-being, and ability to fight Covid-19 or other diseases/illnesses. The District believes this project promotes equity, as it will ensure that the District's minority and low-income student populations are given the opportunity to engage in school-related and healthy physical activities year-round, including during inclement weather and winter. The District also believes this project will help students return to the classroom because, by having a facility that promotes social distancing and overall health, students are more likely to be less affected by illness and more consistently remain in school.

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.

The District will ensure that the interventions it implements to address the academic impact of loss instructional time will respond to the academic, social, emotional, and mental health needs of all students, including student disproportionately impacted by the Covid-19 pandemic, in the following ways:

The District plans to use ARP funds to repurpose and renovate an elementary school it no longer uses to establish a Parent Resource Center, which facility will provide for mental, emotional, and social health care needs to students and families (particularly as a response to Covid-19). The District will also use ARP funds to staff the facility with mental health facilitators. This proposed use of ARP funds will allow the District's minority and low-income student and parent populations the ability to receive important mental health services that otherwise could be unavailable to them.

The District also plans to use ARP funds to establish the new position of social emotional learning (SEL) and after school coordinator. These measures will help to ensure that underserved, minority, and low-income student populations who were disproportionately impacted by the Covid-19 pandemic are provided educational and related services that otherwise may not be available to them. These measures also will help to improve any learning loss or regression caused to these student populations by the Covid-19 pandemic.

5. Briefly describe the extent to which the LEA intends to ARP ESSER funds to promote remote learning.

The District plans to use ARP funds to promote remote learning in a number of ways. For example, the District is offering a remote-learning option for all students in the 2021-2022 school year, and a school building with staff (who will be compensated with ARP funds) is being dedicated in whole to this effort. In addition, the District plans to use ARP funds to purchase virtual support mechanisms to be used for classroom teachers, broadband connectivity, and one-to-one technology devices to be provided to students in grades K-12.

Additionally, the District plans to use ARP funds to purchase virtual learning software, including but not limited to APEX and MobyMax. This proposed use of funds is a response to Covid-19, as purchasing virtual learning software relates to making up and improving student learning loss or regression caused by the pandemic, and it also will help facilitate remote learning (whether as a supplement to in-person learning or in response to Covid-19). This proposed use of funds will expand software options and capabilities and will further allow the District to provide more students, including its minority and low-income student populations, increased technological opportunities to access remote learning and online education.

6. 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 a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

All students have been impacted in some way academically, socially, and developmentally. CCSD will monitor and work to meet the needs of students with identified learning gaps and credit deficiencies as well as students with attendance concerns. The district will use a common MTSS process in all buildings to identify students and their specific needs. Grade level appropriate math and reading diagnostic assessments will be administered to each student in grades K-6. Assessments will include Acadience Reading and NWEA MAP. In addition to core instruction, all K-6 students will participate in a daily 30 minute PAWS (Providing All With Support) literacy and/or numeracy intervention/enrichment period. This time will align with the district's MTSS framework where students will receive targeted interventions based on their targeted areas of deficiency as identified through MAP (K-6) and Acadience (K-3) data. Literacy and Numeracy teachers will be placed in Kindergarten through 3rd grade to help reduce class sizes. These teachers will provide both core instruction in reading and math to at-risk students and will provide focused intervention to at-risk students during PAWS time. The Instructional Coach and Principal will facilitate MTSS meetings where teachers, specialists, and other staff will identify and implement specific research based interventions based on assessment data. The district will also provide after school programming for students to receive specific skill based instruction. Ongoing parent events will be held to provide parents with information and support. Diagnostic assessments will be administered in grades 7-12. They include NWEA MAP and curriculum based assessments. In addition to core instruction, all 7-8 students will participate in

CORE Plus time. CORE Plus time will serve as a time of no new instruction and enrichment that will focus on literacy and numeracy. This time will align with the district's MTSS framework where students will receive targeted interventions based upon their targeted areas of deficiency. CCSD will identify and provide opportunities for before and after school intervention for students with identified areas of deficiency in literacy and numeracy. Both before and after school programs will utilize familiar interventions for reading and math. Progress monitoring will align directly with the district's MTSS framework. Teachers will meet with building MTSS teams to discuss student progress and look specifically at the impact of interventions through data collection. Online credit recovery time with teacher support will be provided for students. Struggling virtual students will be required to attend the VIP program where they will be given a quiet, socially-distanced place with teacher support, in order to maintain adequate progress and mastery in their online courses. The district will continue to have partnerships with a wide variety of community organizations to serve all facets of our student and family needs. Our partners have already begun to reach out and ask about how they can continue to support the Canton City School District.

7. 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.

The District's Safe Return to In-Person Instruction and Continuity of Services Plan, adopted and made public by the District on June 24, 2021, speaks to its ongoing commitment to implement public health protocols, including policies in line with CDC guidance, for reopening and operating school facilities and maintain the health and safety of students, educators, and other staff members of the District.

8. 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 plans to use ARP funds to maintain its operations and continuity of services and continue to employ existing staff and new staff, including teachers/tutors, an administrator, support service personnel, and others. For example, the District plans to hire and employ a Discipline Literacy Coach for Crenshaw Middle School. This proposed use of funds is a response to Covid-19, as the position is meant to help improve student learning loss or regression caused by the pandemic, and no such Discipline Literacy Coach currently exists at Crenshaw Middle School. Moreover, the District plans to hire and employ new and existing staff members of the Fairmount Learning Center for struggling/alternative students. This use of funds is a response to Covid-19, as hiring new and maintaining current staff is meant to make up for and improve student learning loss or regression caused by the pandemic, particularly with respect to high-need struggling/alternative school students. This proposed use supports returning students to the classroom by increasing students' access to in-person learning with more available professional staff members.