

History Log

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/7/2021 7:34:27 AM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	10/6/2021 9:26:27 PM	John Frassinelli	Status changed to 'CSDE Management Approved'.	S
	9/29/2021 1:29:37 PM	Agnes Quinones	Status changed to 'CSDE Grant Contact Approved'.	S
	9/29/2021 11:07:06 AM	Jon Bishop	Status changed to 'Application Edits Completed'.	S
	9/10/2021 3:46:07 PM	Agnes Quinones	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	9/3/2021 3:09:50 PM	Jon Bishop	Status changed to 'Application Edits Completed'.	S
	8/23/2021 4:42:53 PM	Agnes Quinones	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/16/2021 2:46:12 PM	Kevin Case	Status changed to 'LEA Superintendent Approved'.	S
	8/16/2021 2:32:31 PM	Jon Bishop	Status changed to 'Application Completed'.	S
	8/11/2021 3:06:22 PM	Donna Miscikoski	Status changed to 'Application Started'.	S
	5/18/2021 9:17:06 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	(3) ARP ESSER - HCY II	Total
LEA	\$389,307.00	\$0.00	\$0.00	\$389,307.00
Total	\$389,307.00	\$0.00	\$0.00	\$389,307.00

Contacts

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Contacts

Required Contacts

Type	Contact(s)
ARP ESSER Funds Contact [Select at least 1 contact(s)]	<u>Jon Bishop</u> <u>Donna Miscikoski</u>

Program Information

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Program Information

Our Connecticut school communities-with students at the center-continue to be bold and innovative as they respond to the COVID-19 pandemic. The United States Department of Education (USED) has recognized the importance of supporting these efforts, particularly with the infusion of resources to support education in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted the State of Connecticut an additional \$1,105,919,874, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being. ESSER I created the opportunity to **survive**, ESSER II created the opportunity to **thrive**, and ARP ESSER is Connecticut's opportunity to **transform** our schools.

In this application, we urge LEAs to reflect on the needs assessment conducted for the ESSER II application and to consider how ARP ESSER funds might help expand the depth and breadth of existing initiatives to reach our goal of reimagining schools to transform students' lives.

Timelines:

June 23, 2021	LEA "Safe Return to In-Person Instruction and Continuity of Services Plan" must be made publicly available online.
August 16, 2021	LEA ARP ESSER Plan (application) is due.
September 30, 2024	ARP ESSER Funds must be obligated.

Stakeholder Engagement

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

LEAs must engage in meaningful consultation with stakeholders when creating their LEA ARP ESSER Plan. Stakeholders with whom the LEA should consult include, but are not limited to the following.

Check all that apply:

- students
- families/legal guardians
- school and district administrators (including special education administrators)
- teachers, principals, school leaders, other educators, school staff, and their unions
- Tribes (if applicable) - To the extent present in or served by the LEA
- civil rights organizations (including disability rights organizations) - To the extent present in or served by the LEA
- stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students - To the extent present in or served by the LEA
- Boards of Education
- Other (Please list)

* Provide a description of how the LEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the LEA took such input into account.

A survey was developed and submitted to the Canton Public Schools community beginning June 18 and closed on July 1. Community members participated in providing feedback on areas of focus and prioritization of resources. Respondents were made up of the following roles, considered proportionally:

- Community Member - 66%
- Teacher - 11%
- BOE Employee - 8%
- Parent/Guardian - 28%
- Student - 2%

From these respondents, the following areas of focus emerged as areas of focus. Data represents the percent of respondents who advocated for the focus area.

- Academic support, enrichment, and renewal - 69%
- Social, Emotional and Mental Health of Students and School Staff - 63.5%
- Strategic use of technology and staff development - 35.1%
- Supporting safe and healthy schools and buildings - 41.5%
- Family and Community Connections - 21%

Community members then ranked the top priorities of the district. Data represents the percent of respondents who advocated for the priority area.

- Purchasing and planning for instructional materials/resources, activities and outreach to meet the needs of students - 60%
- Providing social and emotional counseling, wellness supports to students and professional development (training) for staff - 56%
- Providing technology updates and improving infrastructure and connectivity - 49%
- Expanding tutorial services and providing staff development to accelerate learning - 46%
- Planning and implementing activities related to missed learning through summer programs and/or supplemental afterschool programs - 38%
- Completing changes to district facilities to promote school safety - 32%
- Purchasing supplies and providing support to sanitize and clean facilities - 22%
- Developing and implementing procedures and systems to improve preparedness and response efforts - 18%
- Expanding community based information and resources to support student families - 17%

Documents		
Type	Document Template	Document/Link

ARP Letters of Support

N/A

Safe Return to In-Person Instruction and Continuity of Services Plan

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Safe Return to In-Person Instruction and Continuity of Services Plan

LEAs are required to publish a plan for the safe return to in-person instruction and continuity of services that includes the extent to which the LEA has adopted policies and a description of any such policies on each of the following (section 2001(i)(1) of ARP):

Health and safety strategies:

- universal and correct wearing of masks;
- physical distancing (e.g., use of cohorts/podding, handwashing and respiratory etiquette);
- cleaning and maintaining healthy facilities, including improving ventilation;
- contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, and/or Tribal health departments;
- diagnostic and screening testing;
- efforts to provide vaccinations to educators, other staff, and students, if eligible;
- appropriate accommodations for children with disabilities with respect to health and safety policies, as well as coordination with state and local health officials

Continuity of services (including but not limited to):

- Addressing student academic needs, as well as student and staff social, emotional, mental, and other health needs, which may include student health and food services

* Public comment was taken into account

*** Please share the URL to the website where you publicly posted your plan.**

http://www.cantonschools.org/filestorage/184/192/205/2021-22_Canton_Public_Schools_Reopening_Information.pdf

ARP ESSER Uses of Funds

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Instructions:

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act and for the specific areas described below. Helpful information may be found in [ESSER Uses of Funds FAQ](#)

LEAs will indicate Uses of Funds in the ARP ESSER Budget by selecting a budget tag for each budget detail from the Uses of Funds tag group drop down. The drop down list will have a shortened version of each use. Please refer to the descriptions below for the tag for each use of funds.

Uses of ARP ESSER Funds

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by: (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; (B) Implementing evidence-based activities to meet the comprehensive needs of students; (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; (D) Tracking student attendance and improving student engagement in distance education; (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Budget Detail Tag

Addressing learning loss

<p>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>	<p>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>
<p>Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.</p>	<p>Providing principals/leaders with resources</p>
<p>Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.</p>	<p>Addressing unique needs of special populations</p>
<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</p>	<p>Improving preparedness and response</p>
<p>Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</p>	<p>Training to minimize disease spread</p>
<p>Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency, and to purchase PPE.</p>	<p>Supplies to sanitize and clean and PPE</p>
<p>Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.</p>	<p>Long-term closure activities</p>
<p>Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.</p>	<p>Education technology</p>

Mental health services	Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
Summer learning	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.
Facility repairs/improvement to minimize disease spread	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.
Improve air quality	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.
Health and safety of students, staff and educators	Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
Other ARP ESSER eligible activities	Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
Administrative	Administrative Costs - necessary and reasonable
Indirect Cost	Indirect cost as indicated by use of budget details for Object Code 917 - Indirect Cost.

Priority Goals

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

[ARP Letter to Superintendents 05-09-21](#)

[Benchmark Assessment Guidance to LEAs](#)

[ARP ESSER Guidance](#)

PRIORITY 1: Learning Acceleration, Academic Renewal, and Student Enrichment (Required)

Advancing equity and access in education for students in Connecticut remain top priorities. Resources must focus on academic supports and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic.

* **My district is using ARP ESSER funds for Priority 1 purposes.**

Minimum 20% required set aside for Priority 1 (select Priority 1 budget tag in Budget Details): \$77,861.00

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 1 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: *By hiring additional staff to support summer learning, extended day, credit recovery and the targeted needs of special populations, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.*

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

By hiring additional staff to support summer learning, tutorial support, afterschool support, credit recovery, primary grades literacy support, and secondary grades curriculum acceleration training the district will increase its District Performance Index in ELA from 75.5 in 2018-19 to 76.6 and in Math from 72.5 in 2018-19 to 73.6 by 2024

Needs Assessment

- My district is continuing to use the Needs Assessment from ESSER II.
- My district is updating the Needs Assessment documented in the ESSER II application.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* The K-5 summer program is designed to provide acceleration, enrichment, and engagement for students through focused, small group instruction in a workshop model. Tutorial supports are also planned, along with an enrichment model to support student engagement. This program will</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input checked="" type="checkbox"/></p>	<p>When will this strategy be implemented?</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Jon Bishop, Director of Learning and Innovation, will coordinate and monitor this program.</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* Greater than 80% of attending students will display growth in one of two articulated priority areas in literacy. Greater than 80% of attending students will display growth in one area of numeracy. Greater than 80% of attending students and/or families will reflect positively on student engagement.</p>

provide academic supports in Math and Reading for targeted students, as well as those opting for attendance. Instruction will take place in workshop models, tailored to priority standards and skills. Additional tutorial support will also be available. Enrichment will also be embedded through weekly activities which include the arts, technology, performing arts, and others as available.

* Scheduling will run during the next two summers for four weeks, Monday through Thursday, for a total of 16 sessions. This program will run free of charge for the summer of 2021.

<p>* The 7-12 summer program is designed to provide acceleration, enrichment, and engagement for students through credit recovery, academic supports, and social emotional learning.</p>	<input checked="" type="checkbox"/>	<p>* Scheduling will run during the next two summers for four weeks, Monday through Thursday, for a total of 16 sessions. This program will run free of charge for the summer of 2021.</p>	<p>* Dr. Ruth Kidwell, Assistant Principal of Canton High School, will coordinate and monitor this strategy.</p>	<p>* Greater than 80% of attending students will display growth in their targeted area for credit recovery.</p>
<p>* An additional literacy specialist will be added to support students and teachers at Cherrybrook Primary School, our Pre-K-3 school.</p>	<input checked="" type="checkbox"/>	<p>* This will be implemented during the 21-22 school year.</p>	<p>* Mr. Andrew Robbin, Principal of Cherrybrook Primary School, will coordinate and monitor this strategy.</p>	<p>* Smarter balance growth will increase to 80.2 in ELA by 2024.</p>

<p>* In order to support acceleration through curriculum prioritization, the secondary program will engage in strategic reorganization of our curriculum.</p>	<input checked="" type="checkbox"/>	<p>* This will be implemented during the 21-22 school years.</p>	<p>* Mr. Drew DiPippo, Principal of Canton High School, will coordinate and monitor this strategy.</p>	<p>* Greater than 80% of CMS and CHS classes will have consistent written curricula with evidence of the Vision of the Graduate.</p>
<p>* Additional tutorial support in the K-5 schools will provide structured supports for students in reading and mathematics.</p>	<input type="checkbox"/>	<p>* This will be implemented during the 21-22 school year.</p>	<p>* Mr. Andrew Robbin, Principal of Cherrybrook Primary School, and Mrs. Rebecca Coiteux will coordinate and monitor this strategy.</p>	<p>* Greater than 80% of prioritized students will display growth in a targeted area of literacy or numeracy.</p>
<p>* Structured, afterschool academic support for students in grades 7-12 by certified staff.</p>	<input type="checkbox"/>	<p>* This will be implemented during the 21-22 school year.</p>	<p>* Mr. Jeffrey Moore, Principal of Canton Middle School, and Dr. Ruth Kidwell, Assistant Principal of Canton High School, will coordinate and monitor this strategy.</p>	<p>* Greater than 80% of prioritized students will display growth in a targeted area of literacy or numeracy.</p>

Priority 2: Family and Community Connections

The complex issues brought about by the pandemic have made it clear that the success of schools, families, and communities are interdependent and all have a stake in students' well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.

My district is using ARP ESSER funds for Priority 2 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 2 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: The percentage of parents participating in High Impact Family Academic Engagement events will increase from less than 10% to at least 75% of parent/guardian population by creating and promoting Family Academic Event Nights in all content areas by 2024.

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

By committing to additional professionally facilitated community gatherings and utilizing a community engagement coordinator, the Canton Public Schools expects the percentage of families participating in district sponsored events to increase from approximately 20% to greater than 50% by 2024.

Needs Assessment

My district is continuing to use of the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

* 1. What did your needs assessment reveal as it pertains to priority 2? (use relevant data limit to 250 words)

Through the DEI guiding coalition and district/school surveys, community members have noted a need for additional parental opportunities for learning and have expressed a desire for increased communications frequency from the district central office in timely, digestible portions.

* 2. Based on the needs assessment findings, describe how your strategies for priority 2 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately

impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

Through the community gatherings, we expect to broaden community understanding of DEI, social emotional well being, and technology use across students. With the community engagement coordinator, we expect to increase the frequency, clarity, and penetration of district communication from approximately 15% to greater than 50%.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* Engaging in professionally led community gatherings on topics including DEI, SEL, technology use, and academic development.</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input checked="" type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* Across the 2021-22 and 22-23 school years.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Kevin D. Case, Superintendent of Schools</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* Participation will increase in community gatherings from approximately 10% of the community to greater than 20%.</p>

<p>* The community engagement coordinator would create district communiques, improve the district's social media presence, and work in updating the usability of the district website.</p>	<p><input type="checkbox"/></p>	<p>* Across the 2021-22 and 22-23 school years.</p>	<p>* Kevin D. Case, Superintendent of Schools</p>	<p>* Parents will increase in their perception of the usability of the district site from \$0% favorable to 70% favorable and/or district communication will increase its penetration from 20% to greater than 60%.</p>
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Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff:

The school community experience during the pandemic has been one of collective challenge and trauma. We must be prepared to use strategic wraparound social, emotional, and mental health supports to restore and successfully re-engage our school communities.

My district is using ARP ESSER funds for Priority 3 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 3 and is tied to applicable district ESSA Milestone metrics
EXAMPLE: *By hiring additional School Social Workers and School Counselors, the district will decrease its Chronic Absenteeism from 7.5% in 2019-20 to 5.0% by 2024.*

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

By partnering with CREC for an equity audit and including professional development for SEL practices, student favorable responses to the Equity and Inclusion survey will increase from 44% in 2021 to 70 % by 2024. Chronic absenteeism will also drop from 11.1% in 2020-21 to 5.7% by 2024.

Needs Assessment

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

* 1. What did your needs assessment reveal as it pertains to priority 3? (use relevant data limit to 250 words)
 The Canton Public Schools Guiding Coalition for Diversity, Equity, and Inclusion, along with the district survey advocated for an equity audit to support the needs of students within our community. Additional social emotional learning training and resources are needed to better support teachers and students.

* 2. Based on the needs assessment findings, describe how your strategies for priority 3 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

Working with our CREC partners, we will engage in two years of extensive professional development for every staff member relative to DEI and will complete a K-12 equity audit with CREC which will impact and enrich the experience of each and every student in the district. By engaging in targeted PBIS, Responsive Classroom, and Second Step training, the district will provide a comprehensive system of practices to support each and every student.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
What is the strategy? How do you envision its implementation?	Is this an innovative strategy that can be shared?	When will this strategy be implemented?	Who is the person(s) coordinating implementation and monitoring?	Identify the indicators/evidence of progress? How will you know this strategy is impactful?

<p>* The Canton Public Schools will partner with CREC to engage in a Diversity, Equity, and Inclusion curriculum audit</p>	<input checked="" type="checkbox"/>	<p>* This will be implemented during the 21-22 school year and take place over two years.</p>	<p>* Kevin Case, Superintendent of Schools, will oversee the implementation of this program.</p>	<p>* A complete equity audit is presented across the K-12 system, leading to actionable next steps by district and school leadership.</p>
<p>* The Canton Public Schools will engage in training for approximately 20 staff members each year in SEL supporting practices and purchase the associated curriculum and resources.</p>	<input type="checkbox"/>	<p>* This will be implemented during the 21-22 school year and take place over two years.</p>	<p>* Jon Bishop, Director of Learning and Innovation, will oversee the implementation, along with school leaders.</p>	<p>* Student experience data will improve on yearly surveys.</p>

Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide

Applying what we have learned during the pandemic requires careful consideration of the importance of student access to in-person learning and enrichment balanced with the strategic use of technology to engage and expand learning opportunities. Resources should be allocated to maintain or upgrade access to technology and connectivity for the long term and to ensure that technology training and support is provided to students, school staff, and families to maximize student outcomes.

My district is using ARP ESSER funds for Priority 4 purposes.

Priority 5: Building Safe and Healthy Schools

Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an important aspect of recovering from COVID-19. Resources may be used consistent with federal relief funding allowable uses as a means to continue facility repairs and improvements, such as improving ventilation and providing more space for distancing. Resources should continue to be allocated to support the physical health and safety of our students and staff (e.g., to ensure adequate personal protective equipment).

My district is using ARP ESSER funds for Priority 5 purposes.

No SMART Goal required for this priority area

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
What is the strategy? How do you envision its implementation?	Is this an innovative strategy that can be shared?	When will this strategy be implemented?	Who is the person(s) coordinating implementation and monitoring?	Identify the indicators/evidence of progress? How will you know this strategy is impactful?
* Benches and picnic tables to provide for additional outdoor seating to engage classes in outdoor settings.	<input type="checkbox"/>	* This will be implemented in the 21-22 school year.	* Building principals would be responsible for the coordination and monitoring of the use of these resources.	* Students and teachers will have increased access to seating and classroom space out of doors.

Other Allowable Uses

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. In addition, other specific allowable activities can be found on the "ARP ESSER Uses of Funds" page.

My district is using ARP ESSER Funds for other allowable activities

ARP ESSER Funds Budget

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$284,487.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$70,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$3,700.00
700 - Property	\$31,120.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$389,307.00
Allocation	\$389,307.00
Remaining	\$0.00

Budget Detail

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$284,487.00 ▼

Budget Detail		Narrative Description	
Object:	100 - Personal Services > Salaries	Salary for a 1.0 additional literacy specialist at Cherrybrook Primary School across two years.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Cherry Brook Primary School (023-0211)		
Quantity:	2.00		
Cost:	\$54,248.50		
Line Item Total:	\$108,497.00		
Object:	100 - Personal Services > Salaries		Summer school staffing for 9 staff over each of two years. Summer programming runs 4 weeks, 4 times a week, and staff are paid for 5 hours each day. The union daily rate is expected to run between \$39 and \$43 dollars an hour over the two years.
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		

LEA / School:	Canton School District (023-000)	
Quantity:	18.00	
Cost:	\$3,350.00	
Line Item Total:	\$60,300.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Canton School District (023-000)	
Quantity:	2.00	
Cost:	\$17,640.00	
Line Item Total:	\$35,280.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	
Uses of		

Salary for two additional tutors, one each at Cherrybrook Primary School and Canton Intermediate School. The hourly rate averages at \$14, for 7 hours a day, over a 183 day school year.

Salary for a part time Community Engagement Coordinator to support community and school communication over two years. This salaried position would be based on a non certified office position of approximately \$20 and hour for 20 hours a week for 42 weeks.

Funds:	Administration	
LEA / School:	Canton School District (023-000)	
Quantity:	2.00	
Cost:	\$15,000.00	
Line Item Total:	\$30,000.00	
Object:	100 - Personal Services > Salaries	<p>Funding for afterschool tutorial program by certified teachers in mathematics and reading at the 7-12 level. Tutorial programming would expect to run for 3 days a week, over 36 weeks, at a rate of approximately \$40 per hour.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Canton School District (023-000)	
Quantity:	6.00	
Cost:	\$4,440.00	
Line Item Total:	\$26,640.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	<p>Two K-5 Summer Coordinator staffing over two summers. A salaried amount of \$4,000 for each coordinator, each year, over the 4 week program and five additional days for preparation and closure. This is paid at approximately the equivalent of \$40 an hour.</p>

Priority:		
Uses of Funds:	Summer learning	
LEA / School:	Canton School District (023-000)	
Quantity:	4.00	
Cost:	\$4,000.00	
Line Item Total:	\$16,000.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Providing principals/leaders with r...	
LEA / School:	Canton School District (023-000)	
Quantity:	1.00	
Cost:	\$7,770.00	
Line Item Total:	\$7,770.00	
Total for 100 - Personal Services > Salaries:		\$284,487.00
Total for all other Objects:		\$104,820.00

Funding for an afterschool academic coordinator to supervise and support middle and high school students and athletes for up to three hours each day, five days a week, across 183 days at a pay rate of approximately \$14 an hour.

Total for all Objects:	\$389,307.00
Allocation:	\$389,307.00
Remaining:	\$0.00

Budget Detail

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$70,000.00 ▼

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	<p>Social Emotional Learning training and curriculum support over years 22-23 and 23-24. Includes curriculum and training for staff. Training for 20 staff at approximately \$1000 per staff member in each of two years. K-12 curriculum resources to support SEL (PBIS and Second Step) - \$9,000 K-6 curriculum resources to support responsive classroom - \$6,000</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Mental health services	
LEA / School:	Canton School District (023-000)	
Quantity:	2.00	
Cost:	\$9,000.00	
Line Item Total:	\$18,000.00	
Object:	300 - Purchased Professional and Technical Services	<p>Partnering with CREC to engage in an equity audit of curriculum in year 1. Contracted priced of \$17,000 includes: District equity survey development, facilitation, interpretation, review, and presentation. District policy and practice review at board and k-12 school level with interpretation, review, and presentation</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	

Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Canton School District (023-000)	
Quantity:	1.00	
Cost:	\$17,000.00	
Line Item Total:	\$17,000.00	
Object:	300 - Purchased Professional and Technical Services	K-6 curriculum equity review across each grade level with interpretation, review, and presentation
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	Curriculum acceleration planning and organization across grades 7 through 12. Sessions are billed at \$900 a day with eight sessions each year and one 3 hour planning time each year.
Uses of Funds:	Providing principals/leaders with r...	
LEA / School:	Canton School District (023-000)	
Quantity:	2.00	
Cost:	\$7,500.00	
Line Item Total:	\$15,000.00	
Object:	300 - Purchased Professional and Technical Services	Partnering with CREC to engage in Diversity, Equity, and Inclusion training for each and every staff member over two years.
Purpose:	01 - Public School Activities	

ARP ESSER Priority:	3: Social, Emotional, and Mental He...
Uses of Funds:	Addressing unique needs of special ...
LEA / School:	Canton School District (023-000)
Quantity:	2.00
Cost:	\$5,000.00
Line Item Total:	\$10,000.00

Five training dates each year, with two facilitators, across five hours each session at a rate of \$100 an hour.

Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	2: Family and Community Connections
Uses of Funds:	Addressing unique needs of special ...
LEA / School:	Canton School District (023-000)
Quantity:	8.00
Cost:	\$1,250.00
Line Item Total:	\$10,000.00

Partnership with regional experts for 4 Community Conversations over each of two years. Each session is for approximately 2 hours at a rate of approximately \$625 an hour.

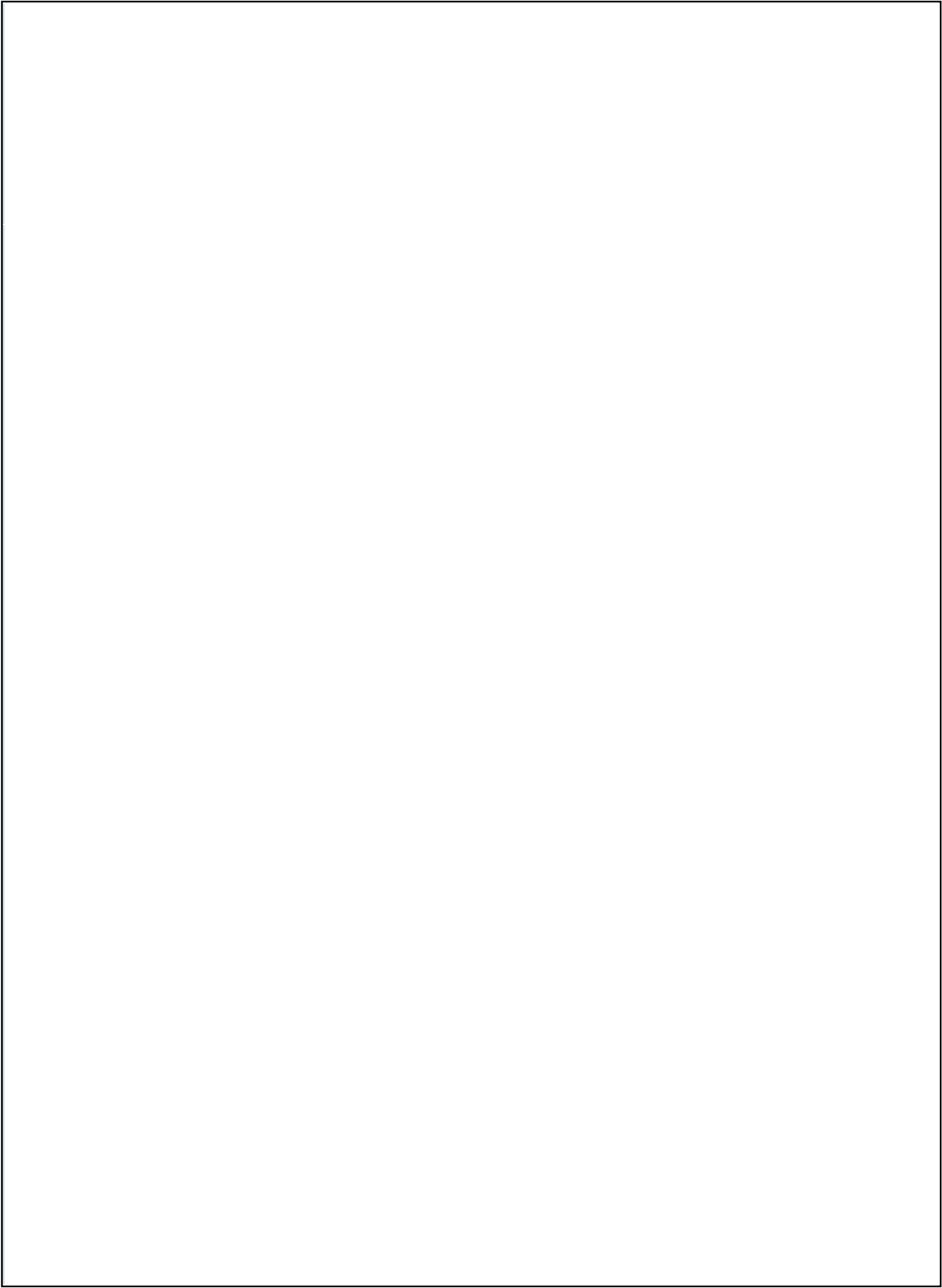
Total for 300 - Purchased Professional and Technical Services:	\$70,000.00
Total for all other Objects:	\$319,307.00
Total for all Objects:	\$389,307.00
Allocation:	\$389,307.00
Remaining:	\$0.00

Budget Detail

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$3,700.00 ▼

Budget Detail		Narrative Description
Object:	600 - Supplies	<p>Summer program supplies for 100 students across our K-12 program over two years. The K-5 program meets 16 times across 4 weeks. The 6-8 program meets 8 times across 2 weeks. The 9-12 program meets 20 times for credit recovery and 8 times for SEL work. Summer program snacks for 100 students at \$200 each summer. Crayons, paper, folders, binders, markers, pencils, composition books, stickies, erasers, etc. for 60 K-5 students at \$16 a student, or \$1000 a year. Clay, popsicle sticks, duct tape, pipe cleaners, tissue paper, plasticware, etc. for k-5 STEAM projects at \$300 a year. Construction paper, tape, manila folders, plasticware, duct tape, etc for 7-8 program at \$150 a year. Books, paper, pens, binders, tape, etc for 9-12 program at \$200 a year.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Summer learning	
LEA / School:	Canton School District (023-000)	
Quantity:	2.00	
Cost:	\$1,850.00	
Line Item Total:	\$3,700.00	
Total for 600 - Supplies:		\$3,700.00
Total for all other Objects:		\$385,607.00
Total for all Objects:		\$389,307.00
Allocation:		\$389,307.00
Remaining:		\$0.00



Budget Detail

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$31,120.00 ▼

Budget Detail		Narrative Description
Object:	700 - Property	Purchase of outdoor picnic tables to support outdoor classrooms and eating spaces which support healthy operations.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Facility repairs/improvement to min...	
LEA / School:	Canton School District (023-000)	
Quantity:	20.00	
Cost:	\$970.00	
Line Item Total:	\$19,400.00	
Object:	700 - Property	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	Benches for each school to expand outdoor learning spaces.
Uses of Funds:	Facility repairs/improvement to min...	

LEA / School: Canton School District (023-000)

Quantity: 20.00

Cost: \$586.00

Line Item Total: \$11,720.00

Total for 700 - Property: \$31,120.00

Total for all other Objects: \$358,187.00

Total for all Objects: \$389,307.00

Allocation: \$389,307.00

Remaining: \$0.00

ARP ESSER Funds Budget Overview

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$389,307.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		284,487.00	284,487.00
300 - Purchased Professional and Technical Services		70,000.00	70,000.00
600 - Supplies		3,700.00	3,700.00
700 - Property		31,120.00	31,120.00
Total		389,307.00	389,307.00
	Allocation		389,307.00
	Remaining		0.00

Related Documents

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	
ARP Letters of Support	N/A	

Assurances

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

* Certified ARP ESSER Assurances on file in LEA Document Library in eGMS."

ARP ESSER HCY II Intent to Participate

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER HCY II Intent to Participate

Your HCYII allocation is:

Important Note for Districts with less than \$5000 HCY II allocation.

After you have completed this page, your allocation will be loaded if you are joining a consortium. If you are declining the funds, the allocation will be removed.

The US Department of Education has established a formula for awarding ARP Homeless II funds to eligible LEAs based upon each LEA's proportional share of:

- allocations under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) for the most recent fiscal year: and
- the number of homeless children and youth identified in an LEA relative to all LEAs in the State, using the greater of the number of homeless children and youth in either the 2018-19 or 2019-20 school year.

Under this formula, an LEA must have an allocation of at least \$5,000 to be eligible to receive a ARP Homeless II allocation on its own. If an LEA's allocation is less than \$5,000, the LEA must join a consortium of LEAs in which the sum of its members' allocations meets the \$5,000 threshold. This \$5,000 minimum is intended to enable and LEA to have sufficient ARP Homeless II funds to address the needs of homeless children and youth. For the purpose of ARP Homeless II funds, a consortium means a subgrantee that consists of more than one LEA. Only CT LEAs may serve as the fiscal agent for a consortium."

*** Consortia Intent to Participate ARP HCY II Budget Options (Select One.)**

- 1. My district/school will NOT participate in a consortium and declines ARP-HCY II funds.
- 2. My district/school will participate in a consortium (with a combined amount over \$5000) and elects to act as the fiscal agent for ARP HCY II for the following LEA members: (Enter the organization numbers and names of all consortium members that you will act on behalf of as the fiscal agent.)

3. My district/school will participate as a member in a consortium (with a combined amount over \$5000) with the following LEA serving as the fiscal agent for ARP HCY II funds: (Enter the organization number and name of the lead LEA that will act as the fiscal agent.)

4. Not applicable. My district/school ARP HCY II allocation I is greater than \$5,000 and will serve as its own fiscal agent for ARP HCY II funds without a consortium.

If Option 2 selected, enter the organization (district) number(s) and name(s) of all consortium members that you agree to act on behalf of as the fiscal agent for these funds.

District Number	District Name

If Option 3 selected, enter the number and name of the organization (district) that you have selected to act as the fiscal agent for these funds.

Fiscal Agent District Number	Fiscal Agent District Name

CSDE Application Review Status Checklist

Canton School District (023-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - CSDE Application Review Status Checklist

This checklist is a means of communication between the CSDE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the CSDE will review the application and mark each section as 'OK' or 'Attention Needed'.
- If the application is marked as 'Attention Needed', it will be returned to the LEA with a status of 'Returned - Revisions Needed' and will require modifications. The LEA will review the checklist for specific written feedback, explanations, and comments that identify areas that need to be addressed in order to move the application to Approved status.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the CSDE determines that the item has been corrected, 'Attention Needed' will be changed to 'OK' by the CSDE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of 'Returned - Revisions Needed'.
- An application will move to Approved status once all comments and concerns in the application have been addressed.

Checklist Description ([Collapse All](#) [Expand All](#))

<input type="checkbox"/>	1. Stakeholder Engagement:	OK	Agnes Quinones	8/23/2021 4:30:05 PM
	1. Stakeholders with whom the LEA consulted are checked.			
	2. Description provided of how the LEA afforded the public an opportunity for input.			
	3. Summary of input provided.			
	4. How input was taken into account provided.			
<input type="checkbox"/>	2. Safe Return to In-Person Instruction and Continuity of Services Plan:	OK	Agnes Quinones	8/23/2021 4:30:05 PM
	1. Public comment was taken into account.			
	2. URL provided to website where plan is publicly posted.			
<input type="checkbox"/>	3. Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment	OK	Agnes Quinones	9/29/2021 1:28:52 PM
	1. SMART goal provided is aligned to Priority 1 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 1 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	4. Priority 2: Family and Community Connections	OK	Agnes Quinones	9/29/2021 1:28:52 PM
	1. SMART goal provided is aligned to Priority 2 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	5. Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff	OK	Agnes Quinones	9/29/2021 1:28:52 PM
	1. SMART goal provided is aligned to Priority 3 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			

<input type="checkbox"/>	6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	OK	Agnes Quinones	9/29/2021 1:28:52 PM
	1. SMART goal provided is aligned to Priority 4 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 4 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	OK	Agnes Quinones	9/29/2021 1:28:52 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			
<input type="checkbox"/>	8. Other Allowable Activities	Not Applicable	Agnes Quinones	8/23/2021 4:36:19 PM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	9. ARP ESSER Funds Budget	OK	Agnes Quinones	9/29/2021 1:28:52 PM
	1. Selection of "Priority Goals" budget tags align with strategies for "Priority Goals" and/or "Other Allowable Uses."			
	2. "Uses of Funds" budget tags are selected appropriately.			
	3. Budget details align and support data for selected "Priority Goals" and/or "Other Allowable Uses."			
	4. Budget detail costs are allowable and narratives adequately describe budgeted costs.			
<input type="checkbox"/>	10. Assurances	OK	Agnes Quinones	8/23/2021 4:40:03 PM
	1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.			
<input type="checkbox"/>	11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	OK	Agnes Quinones	9/29/2021 1:28:53 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			
<input type="checkbox"/>	12. HCY II	Not Applicable	Agnes Quinones	8/23/2021 4:40:03 PM
	1. Description fully explains how ARP HCY fund will be used and aligned with ARP ESSER Goals.			
	2. Uses of Funds" budget tags are selected appropriately			
	3. Budget detail costs are allowable and include described budgeted costs.			