

Staffing

	Additional Positions	Description
1	MS Special Education	This teacher will run programming for special education students who require intensive behavioral and/or social/emotional supports per their IEPs. These students may require significant portions of their day take place in a self-contained setting (students may or may not have grade level academic skills), with staff who are trained in a trauma-informed approach as well as effective behavior management. Each student's level of support will be individualized and the programming will be structured to allow students to access their mainstream classes as much as possible. The goal of this programming is to increase students' ability to self-regulate, and ultimately increase their ability to participate fully in the mainstream setting.
2	Grade 5 classroom teacher	Additional Grade 5 class to reduce class sizes in response to the pandemic. (one year only)
3	HS/MS School Counselor	This counselor will fill long-term coverage needs at the beginning of the year, as well as support the delivery of SEL instruction, intervention and professional learning at the high school and middle school. Their work will be focused on helping students transitioning back to school from remote learning.
4	MHHS Writing Intervention	Work with general education students who need support in writing. Students will meet with a retired teacher in small groups based on instructional needs.
5	Social Worker	This social worker will serve as the long-term substitute at the MS until around October. After that, this social worker will be assigned as needed to support district SEL instruction, professional learning, and intervention.
6	Consolidated Literacy Coach	This position will support core classroom instructional practices in literacy. Ongoing professional learning and coaching cycles in support of high quality instruction will increase teacher understanding and student engagement. Literacy coaching will allow teachers to develop and apply techniques within the classroom setting ultimately impacting student achievement.

Time Frame	Approximate Cost	ARP ESSER Budget	District Goal(s)
FY22 and FY23	75,000.00	150,000.00	3
FY22	75,000.00	75,000.00	3
FY22	75,000.00	75,000.00	1, 3
FY22 and FY23	45,000.00	90,000.00	3
FY22	80,000.00	80,000.00	1, 3
FY22 and FY23	75,000.00	150,000.00	2

7	Director of School and District Culture & Climate	Administrator on Special Assignment - This position will encompass all aspects of School Climate, particularly focusing on Social and Emotional Learning, ensuring a positive school climate and leading our equity work. This is directly aligned with the Diversity, Equity and Inclusion work that is being promoted nationally and in Connecticut as well as with the national emphasis on school climate and SEL for our post-pandemic efforts. The administrator will work to guide and create opportunities for cultural proficiency across our four schools, all staff and the administrative team and school board. The responsibilities will include prioritizing and operationalizing the DEI initiatives and curriculum, developing cultural competency for the NFPS, ensuring school-wide climate models, further developing our SEL programming and providing professional learning and workshops for all stakeholders. The goal of this position is to create systems of support that will be sustainable beyond the one year position .
8	Elementary Certified Teachers in Residence	4 teachers to support PL as a cadre of highly prepared substitutes. These teachers in residence get trained to step in and do as the teacher would do so that instruction is uninterrupted while our staff is freed up to participate in professional learning.
9	Mathematics Certified Teachers in Residence	2 certified math teachers to provide meaningful instruction while math teachers receive intensive job embedded professional learning.
10	K-12 Special Education Coach	The Special Education Case Management Coach will serve as a transformational teacher leader for the Pupil Personnel Department. S/he is responsible for supporting the design and delivery of special education and related services to students with Individualized Education Plans (IEPs) through job-embedded professional learning. The Special Education Case Manageable Coach provides leadership in teaching and learning by supporting the implementation of best practices in special education and IEP development.
11	K and Grade 3 Classroom Teachers	Based on increasing enrollments in select grades at the elementary level, it may be necessary to add up to 2 teachers for Grades K-5 in order to maintain class sizes within established guidelines. The contingency teacher within the BOE operating budget has been allocated to Grade 2 based on increased enrollment within that grade level.

FY22	155,000.00	155,000.00
FY22	300,000.00	300,000.00
FY22	150,000.00	150,000.00
FY22 and FY23	80,000.00	160,000.00
FY22	150,000.00	150,000.00

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12	Temporary Remote Learning	TBD - Awaiting CSDE Guidance - We await additional information and guidance from the CSDE on how we need to move forward providing RL opportunities for students who may have to quarantine, etc. Our initial thoughts are having a K-5 and a 6-12 teacher work with those RL students for short periods of time. We may also need to provide some tutoring opportunities for some of the more rigorous high-level high school classes.
13	Increase Substitute Rate	Reinstitute planned increase to daily substitute rate in order to attract a sufficient number of substitutes and provide coverage as necessary for staff absences and professional learning activities.

Expanded Programs & Professional Learning

	Additional Programs	Description
14	Additional Professional Learning Days	Two additional PL days for all certified staff at the start of the 2021-2022 school year as approved by the BOE.
15	Professional Learning	We will work with a consultant to develop and implement a structure through which we will engage staff in a self-study around student engagement, clarity and task design, to support High Quality Instruction.
16	STEAM	Development of a K-12 pathway of student experiences in STEAM. Beginning in the elementary grades, all students would be exposed to STEAM-embedded inquiry based projects building in complexity through middle school, and culminating in career pathways in the high school school. Robotics, engineering, digital media, and biotechnology. This funding will support the building of two STEAM labs containing computer hardware, software, and other materials to support the work at the MS and HS. It will also support the implementation of three Project Lead the Way Gateway modules in Engineering and Computer Science.

FY22	150,000.00	150,000.00
FY22 and FY23	17,500.00	35,000.00
Subtotal		1,720,000.00

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2

Time Frame	Approximate Cost	ARP ESSER Budget
FY22	195,000.00	195,000.00
FY22 - FY23	40,000.00	40,000.00
FY22 - FY23	175,000.00	175,000.00

1, 2, 3

2

2

17	SEL Programming	<p>Social and emotional learning is an area of focus where students build self-awareness, self-management as well as responsible decision making skills. In this process, students learn how one's thoughts and actions may impact others and influence their environment. In support of strengthening climate and culture, we have prioritized establishing district-wide common language as well as procedures in conflict resolution to support safe and inclusive learning environments. Responsive Classroom (K-5) and Restorative Practices (6-12) will be the foundation to support climate and culture. We will support social and emotional learning with a state approved SEL screener coupled with elementary implementation of Fly Five C.A.R.E.S SEL curriculum resource highlighting developmental lessons in 5 areas (cooperation, assertiveness, responsibility, empathy, and self-control). At the middle school level, a bridge between responsive classroom practices and restorative practices will be implemented. The TEAM class taught by the school counselor will be implementing a scientifically researched based curriculum, Beyond Differences, written for middle school level students, which will include three take-over days, Know Your Classmates, No One Eats Alone, and Be Kind Online. The work will support CASEL standards and restorative practices.</p>
18	Writing Curriculum	<p>50 days from Ms. Ferreira for HS curriculum writing. Lori will return to continue writing HS curriculum based on the feedback and recommendations from the NEASC report and visit.</p>
19	Chromebooks	<p>Chromebooks will be needed to support remote learning as needed as well as to support diagnostic and standardized assessment.</p>
20	CST Task Force	<p>Articulate the CST process in each building, including for S/E interventions. Define the crisis intervention team roles, response, and follow up (including the communication plan). Plan the use of a screening tool (as appropriate for grades/ages). Articulate the tiers of S/E intervention in each building and identify needed staffing. Identify specific PL and timeline for training, identify resources that must be ordered. The CST task force will be charged with reviewing, revising, and reimagining the CST process K-12 with a focus on Social, Emotional and Academic learning. The process will be streamlined through out all four schools and will delineate the Multi-tiered support system in each building. Delineation between services at all three tiers will be clarified and resources, curriculums, and interventions in academics, social needs, and emotional needs will be determined as well. Tier one practices will reinforce work that is completed at the Tier 2 and Tier 3 levels.</p>

FY22 - FY23	280,000.00	280,000.00	1
FY22	30,000.00	30,000.00	2
FY22	35,000.00	35,000.00	2, 3
FY22 - FY23	20,000.00	20,000.00	3

Operations & Capital Projects		
	Additional Improvements	Description
21	MS HVAC Cafeteria RTU	Replace roof top unit in the middle school cafeteria (original to construction of the high school) capable of providing 100% outside fresh air for heating and cooling to comply with current DPH ventilation guidance and/or modulate to provide energy efficiency as guidance changes.
22	School Lunch Program	Supplement the school lunch fund by providing funds to make up for lost revenue due to lower meal counts resulting from impacts of the COVID-19 pandemic

Subtotal		775,000.00
Time Frame	Approximate Cost	ARP ESSER Budget
Summer 2024	TBD	TBD
FY21	TBD	TBD
Subtotal		-
Total		2,495,000.00
ARP ESSER Allocation		2,519,442.00