

History Log

New Britain School District (089-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/31/2021 3:24:39 PM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	8/30/2021 9:58:50 AM	Melissa Hickey	Status changed to 'CSDE Management Approved'.	S
	8/30/2021 8:43:39 AM	Marlene Padernacht	Status changed to 'CSDE Grant Contact Approved'.	S
	8/29/2021 1:11:11 PM	Sondra Sanford	Status changed to 'Application Edits Completed'.	S
	8/27/2021 5:15:48 PM	Marlene Padernacht	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/24/2021 2:42:25 PM	Sondra Sanford	Status changed to 'Application Edits Completed'.	S
	8/17/2021 12:25:56 PM	Marlene Padernacht	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/30/2021 2:58:54 PM	Nancy Sarra	Status changed to 'LEA Superintendent Approved'.	S
	7/30/2021 1:53:40 PM	Sondra Sanford	Status changed to 'Application Completed'.	S
	6/1/2021 2:49:28 PM	Sondra Sanford	Status changed to 'Application Started'.	S
	5/18/2021 9:17:18 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

New Britain School District (089-000) 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	\$50,008,875.00	\$0.00	\$0.00	\$50,008,875.00
Total	\$50,008,875.00	\$0.00	\$0.00	\$50,008,875.00

Contacts

New Britain School District (089-000) 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>Nancy Sarra</u> <u>ann alfano</u> <u>Michele Tkac</u> <u>Sondra Sanford</u> <u>Keeva Mancini</u>

Program Information

New Britain School District (089-000) 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

New Britain School District (089-000) 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. Superintendent of New Britain Schools, since the onset of the Pandemic, has provided a variety of communication platforms for parent, student, family and community input. The shift to a virtual and then hybrid model relies significantly on virtual communication, and required significant changes in our two-way communication plan. CSDNB

included parent and community as part of the subcommittees for our re-entry planning in summer of 2020. Parent "Town Hall" meetings were and continue to be part of this process. Schools have implemented parent helpline hours during the evenings to support families that are not able to access supports or provide feedback on students learning model, during the school days.

In 2020-2021, Superintendent implemented a Core Recovery Team that encompassed a structure to provide opportunities for input on the proposed plan. Based on input, modifications were made to the original plan. With the onset of the American Recovery Plan (ARP) ESSER, the work expanded to additional committees. Five committees representing each of the priorities, were established. Co chairs worked collaboratively to meet with stakeholders to gather input on programs and implementation procedures.

The original Core Recovery Team and the Co-Chairs meet weekly. This structure provides a feedback loop to the team to make changes based on recommendations provided by stakeholders, as appropriate. Each committee met weekly with Stakeholders to, review the plan, analyzes data, establish a SWOC analysis, and report back to the Core Team to drive the program development and ARP proposal.

Timeline:

- Monday May 17, 2021: Committee Co-chair meeting to review ESSER Guidance, priorities and schedule future Stakeholder Town Halls.
- Friday May 21, 2021: One on one committee chair meeting with Partnership Office to review, guidance, timelines and dive deeper into guidelines
- Monday May 24, 2021: ESSER Grant Application TO BE Released
- Thursday May 27, 2021: Co-Chair meets
- Friday May 28, 2021: Sent out Public invitation to stakeholder groups to take part in stakeholder Review Board Sessions: (findings and feedback to date from committee meetings)
- Friday June 4, 2021: Review stakeholder feed back and progress on needs assessments
- Friday, June 17, 2021: Session 1 - Stakeholder Review Board: 4 opportunities to attend various times throughout the day
- Thursday, June 24, 2021: Stakeholder feedback session, survey completion

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

- CSDNB.LOS.ASF
- CSDNB.LOS.Boys&Girls Club
- CSDNB.LOS.Parent
- CSDNB.LOS.Parks&Rec
- CSDNB.LOS.OIC
- CSDNB.LOS.Pathway
- CSDNB.LOS.YWCA

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

New Britain School District (089-000) 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.

<https://www.csdnb.org/reopen2021/>

ARP ESSER Uses of Funds

New Britain School District (089-000) 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	Budget Detail Tag
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.	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>Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.</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>Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</p>	<p>Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</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>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>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>

Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.	Mental health services
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.	Summer learning
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.	Facility repairs/improvement to minimize disease spread
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.	Improve air quality
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.	Health and safety of students, staff and educators
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.	Other ARP ESSER eligible activities
Administrative Costs - necessary and reasonable	Administrative
Indirect cost as indicated by use of budget details for Object Code 917 - Indirect Cost.	Indirect Cost

Priority Goals

New Britain School District (089-000) 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): \$10,001,775.00

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,

In alignment with ESSA Milestone Targets, the district's ELA Performance Index will increase from 57.4% to 61.3% and MATH Performance Index will increase from 53.0% to 57.9% beginning in September 2024. CSDNB will accelerate learning for ALL students, by engaging small student groups in project-based learning, before and after

school extended learning opportunities, and using culturally responsive curricula, commencing at the end of the ARP Grant Fund.

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
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?	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* Increase in number of students attending before and after school programming and Super Saturdays. *Increase in number of students and families registered for summer programming *Increase in number of students performing at or above grade level in Math and ELA by Sept. 2024.</p>

Element 11: Recovery

support the academic and social-emotional development of students in Grades PK-5 or 6-12 in out of school time Recovery programming. They will work collaboratively through team processes to ensure student information, curricular expectations, program design, and professional development is provided to all levels of the district to improve student achievement and engagement, including creating communication mechanism for families to improve their understanding of the value of the programs. They will work collaboratively with the district

data/improvement team to improve student engagement and academics. .
Facilitators will lead the creation, development and revision of out-of-school time programs, communicate and monitor program expectations with building-level lead teachers regarding out-of- school time Recovery programming. .
Coordinate work groups with members of the Department of Academics and building lead teachers to develop and organize banks of materials for Elevate (targeted instruction) program. .
Communicate with Transportation and Food Services to

coordinate operations for Recovery programming at school sites. . Organization, distribution and oversight of digital and non-digital resources and warehousing systems including ordering, inventory, usage, updating and maintenance. . Collaborate with district and school level leaders and data/improvement teams. Develop and implement training and support for building lead teachers, community partners, and Recovery tutors. . Facilitate data/instructional team meetings. . Support the integration and use of student information to inform instructional

and support strategies . Provide Presentations and complete reports as required.	<p>* Talent: Hire 20 Instructional Coaches:1 PreK, 10 Elementary, & 5 at NBHS to support Math and ELA unit rollouts as well as 2 EL and 2 Special Education Coaches.</p> <p>Instructional coaches learning walks and plan new curriculum with EdAdvance and CREC. Coaches will support staff in the integrated use of engaging software platforms across all grade levels and content areas, including mathematics and ELA. 1. Coaching institute sessions will be provided to increase capacity of</p>	<p>* Spring 2021</p> <p>* District Coordinators of Academics and building principals.</p>	<ul style="list-style-type: none"> * *Increase in number of students performing at or above grade level in Math and ELA by Sept. 2024 * Increased capacity of CSDNB instructional coaches. *Increased capacity of teachers to effectively plan and implement the renewed curriculum. *Increase in teacher practice and student performance. *Increase in instruction that is student centered, culturally relevant and comprehensible for ELs. *Increase in access to grade level content at all language proficiency levels.

	<p>* Increase in number of students performing at or above grade level in Math and ELA by Sept. 2024 * Increased family connections, * Increase in daily attendance in person and decrease chronic absenteeism.</p> <p>*Student grades and attendance will improve throughout the years.</p>
	<p>* On sight Leads and Recovery Program Facilitators</p>
<p>coaches and to share best practices around curriculum coaching. 2. Create a structure in which coaches have the opportunity to share best practices around coaching/teaching.</p> <p>3. Ensure coaches are spending time with teachers planning lessons related to the renewed curriculum</p>	<p><input checked="" type="checkbox"/> * Summer 2021</p>

* Engage students in extended day learning activities that are both fun and educational. Provide opportunities for students and families to attend spring break and winter session programming, tutoring sessions, elevate sessions, Super Saturday sessions, Teachers in the Park sessions, Teacher pushing into offsite community programs (teachers in the community) as well as before and after school programming provided by internal staff or community partnerships. Extending the student day and school year for recovery or enrichment.

<p>* Hire 101 FTE: (22 Bilingual Teacher Assistants, 55 Teaching Assistants and 24 KEY Para's) who will assist the teachers in establishing and maintaining an efficient and effective classroom by providing students with academic and social-emotional support in daily instructional activities.</p>	<p><input checked="" type="checkbox"/> * Summer 2021</p> <p>* Building Principals and Instructional coaches</p> <p>* *Increase in number of students performing at or above grade level in Math and ELA by Sept. 2024 *Increased family connections, *Increase in daily attendance in person and decrease chronic absenteeism. *Student grades and attendance will improve throughout the years.</p>
<p><input checked="" type="checkbox"/> * Fall 2021</p>	<p>* For the 2021-22 school year, the Academic and Talent Office will oversee a competitive proposal process to identify innovative ideas to pilot in classrooms.</p>

* Implement a new program to support staff innovation. The Consolidated School District of New Britain's Inspiring Innovation for Recovery program is an exciting new initiative that is designed to empower CSDNB teachers, staff, and students to develop as leaders as they creatively address the demands of education in the 21st century. The program facilitates a culture of innovation, providing various stakeholders the support, time, and space to generate new and innovative approaches to teaching and learning.

<p>* Hire 4 Curriculum Information Teacher (CIT) CIT's will be an active member, and/or teacher leader for of the district level data/improvement team. The CIT serves on a districtwide teams designed to support the academic goals of the district improvement plan. As well as work collaboratively through team processes to ensure student information, curricular expectations and professional development provides information to all levels of the district to improve student achievement.</p>	<p><input checked="" type="checkbox"/></p>	<p>* Summer 2021</p>	<p>* Under the direction and supervision the District Coordinators in the Department of Academics</p>

<p>* Implement full day preschool for students, that missed educational learning opportunities due to the pandemic and to recover learning time.</p>	<p>* January 2022</p>	<p>* Principal of Early Learning Centers, District Coordinator of Special Education, Pupil Services, Pre-K, & School Readiness Liaison</p>	<p>* * Decrease Learning Loss * Increase student and family engagement * Increase the academic, social, and emotional wellness of PreK aged students. * Decrease the teacher to student ratio * Increase quality care, within our PreK classrooms.</p>
	<input checked="" type="checkbox"/>	<p>* September 2021</p> <p>* Building Level Principal.</p> <p>* Hire 15 FTE English as a Second Language (ESL) Teachers who will encourages students to work to the best of their ability and to take pride in their accomplishments. In addition having an ESL teacher at each school will; * Promote student self-awareness, self-respect, confidence and trust. * Create an atmosphere in which students feel free to express their views. * Keep accurate records as</p>	<p>* * Decrease Learning Loss * Increase student and family engagement * Increase the academic, social, and emotional wellness of EL students. * Decrease the teacher to student ratio .</p>

required by building, district, state or federal requirements.* Provide a learning environment conductive to the students' educational development.* Provide Spanish native language support to students. * Establish criteria for evaluation and use of tests to diagnose student needs and progress in English as a Second Language program. * Monitor EL students who have met the state criteria and have exited the EL programming for two years; monitor 1 and monitor 2 (M1's & M2's). * Identify and assesses the student's language dominance and proficiency as requested by a

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,

In alignment with ESSA 2024 Milestones, CSDNB will accelerate attendance rates for all students, the district's chronic absenteeism rate will decrease from 41% to 12% beginning in September 2024 by engaging student and parents in PTHV, town halls, increasing external partnerships and weekend opportunities to engage in fun learning platforms and commencing at the end of the ESSER III Grant Fund. To accelerate attendance rates for EL students and students with disabilities, the district's EL chronic absenteeism rate will decrease from 41% to 20.2% and students with disabilities from 47.7% to 27.7% beginning in September 2021 by engaging student and parents in PTHV, town halls, increasing external partnerships and weekend opportunities to engage in fun learning platforms and commencing at the end of the ESSER III Grant Fund.

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.

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?

* Implementation of New Programming: *Parent Teacher Home Visits Training (PTHV), *District wide after school supports and family outreach initiative - piloted 20-21 w/Turnaround Schools
*Additional Grade 5 and Grade 8 Bridging Events for students and families as students transition from Elementary to Middle School and from Middle School to High School.
(Planning for additional events for 22-23 school year)
* Additional opportunities to provide family/parent support during existing community

Events (ie: Summer Concert Series). - Implementations for 2021 summer concert series with Family and School Liasons and Teachers in the Park (TIPs) *Parent Cafes - To increase parent and school connection and communication. *Additional Summer Back to School Bash Events to ensure that all families have access to "give-aways" and school information. Families will also have the opportunity to meet School Administration and staff. *Provide opportunities for teachers to connect with community partners who are providing academic support to students. * Additional Parent Surveys focusing on parent/family needs - Central Office (Superintendent, Safety & Communications Director) through the school year over multiple years - Survey results will be shared with stakeholders *Additional summer events created by schools to engage as many families	* Coordinator of Partnership and Building Principals *Full district implementation 21-22 school year *Planning and implementation 21-22 by Building Administrators and Student/Parent Engagement *School teaching staff and program directors/coordinators *Recovery Coordinator & School Administrator *Equity Office, Central Office, Stakeholders, Parents/Guardians, Superintendent	* Increase in number of students performing at or above grade level in Math and ELA by September 2022 *Increase in the number/families attending school events *Decrease chronic absenteeism. *Increase number of students attending out of school time learning *Increase the number of students attending after school programs * Increase the number of students attending summer programs * Increase the number of students attending community programming * Increase number of parent and family engagement at School and District Events *Decision Making Process for district initiatives *Creation of programming that attracts and impacts students and families in order to increase participation rates		

<p>Throughout the year and during the summer - Enrollment survey and attendance will be tracked</p> <p>*Provide teachers/administrators invitations to celebrations hosted by after school programs to meet and mingle with families. *Break middle school orientations down by schools and have middle school principals attend the high school and introduce the high school principal to students.</p> <p>Attendance will be tracked.</p> <p>*District/Parent/Stakeholder Groups will participate in district-wide opportunities to engage in conversation and professional and personal growth focusing on Diversity, Equity and Inclusion (DEI) as well as Culturally Responsive Classrooms in order to engage families in current topics that impact education, Social Emotional Learning, and academic achievement</p> <p>Surveys will be taken to monitor outcomes.</p>	

<ul style="list-style-type: none"> * In order to meet Student/Parents/Families where they are current programming identified in the recovery plan includes: <ul style="list-style-type: none"> *Teachers in the Park (TIP) -Teachers provide programming in local parks for students and families. *Teachers in the Community (TIC)- Teachers provide programming in the community for students and families. *Splitting after school programming provided by community partners so that the 3 hour program time incorporates tutoring opportunities for students as well as play and learn events. 	<ul style="list-style-type: none"> * Spring 2021 and beyond 	<ul style="list-style-type: none"> * Recovery Coordinators, Facilitators of Recovery, Instructional leads and Partnership Office
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- * *Increase in number of students performing at or above grade level in Math and ELA by September 2022
- *Increase in the number/families attending school events
- *Decrease chronic absenteeism.
- *Increase number of students attending out of school time learning
- *Increase the number of students attending after school programs
- *Increase the number of students attending summer programs
- *Increase the number of students attending community programming
- *Increase number of parent and family engagement at District and School Events
- *Decision Making Process for district initiatives
- *Creation of programming that attracts and impacts students and families in order to increase participation rates

<ul style="list-style-type: none"> * Develop partnership with ReadyCT to ensure more students are connected to work based learning experiences and provide out of school time activities at the high school level. ReadyCT's mission is aligned with New Britain School's Portrait of the Graduate. Implementation of this work will be provided by ReadyCT, 	<ul style="list-style-type: none"> * Increase student attendance * Increase number of students that obtain sequential work based learning experiences * Increase number of students earning NAF Track Certification * Increase number of students on track for graduation
<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> * Coordinator of Partnership, NBHS Principal, Work Based Learning Liaisons, ReadyCT
<ul style="list-style-type: none"> * Create two way communications with verbal and written dialogues for CSDNB's Arabic population by hiring 2 Bilingual Arabic Communication specialists. 	<ul style="list-style-type: none"> * September 2021 * Superintendent, Assistant Superintendent, & Manager of Safety & Communications

* * Create open lines of communication with all community organizations. * Arabic school district publications (except student publications) in Arabic and English. * Communications to families in Arabic and English. * Arabic content for social media, websites, newsletters, press releases and other channels in Arabic and English. * Presence on social and digital media platforms, including all administrative and school websites throughout the district. .

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.

In alignment with ESSA goal targets, reduce chronic absenteeism from 23.44% in 2018-2019 to 10.2% in 2024. Increase family engagement satisfaction as indicated on the Parent Survey to 30%. Increase the New Britain High School 4 year graduation rate from 75% (2019 self-reported) to 94.3% in 2023-2024. Increase New Britain High School 6 year graduation rate 77.8% in 2017-18 to 93.4% in 2024. *By providing in-person instruction and individualized supports which is planned, differentiated, and relevant, coupled with the necessary clinical support for social/emotional stability, special education students will realize a decrease in chronic absenteeism and improved engagement.

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
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?
* * CMHA & Community Health Centers (CHC) will provide professional	<input checked="" type="checkbox"/>	* August 2021		

		<ul style="list-style-type: none"> * * Increase teacher and student attendance. * Increase climate and culture in buildings. * <p>Decrease in disciplinary actions</p> <ul style="list-style-type: none"> * Increase in student engagement in school and extended day learning opportunities.
Provide professional development for all staff and additional case managers. The PD will be a five part series. The first will provide a foundation to respond to student's needs as they return to school. The second session will provide educators with approaches to promote resiliency, provide predictability, and encourage wellness. The third will make connections by acknowledging and respecting what we know - and don't know - about student's experiences over the past year. The fourth will make connections by acknowledging and respecting what we know - and don't know - about educator's experiences over the	<ul style="list-style-type: none"> * Superintendent and her cabinet, Talent department, building principals and associate principals 	

past year. The fifth will raise awareness of signs and symptoms of compassion fatigue, both in staff and our students. The CBITS program and The Bounceback program will be two in building programs with a trauma based focus. * Our partnership with Klingberg will also expand to offer trauma based in building programs. * Partnerships with both CMHA and Klingberg in addition to these programs will allow us to effectively work with the majority of our schools across the district and our students.



* August 2021

* To develop partnerships and contractual agreements with providers to develop a customized

		<ul style="list-style-type: none"> * * Increase teacher and student attendance. * Increase climate and culture in buildings. * Decrease in disciplinary actions * Increase in student engagement in school and extended day learning opportunities.
	<ul style="list-style-type: none"> * Pupil Services Department: Spalding, Clark, DeSimone, Singleton, Swaby, Mangiarelli 	
<p>a system of consultative services and behavioral support programs. The systems consultation, inclusive of an applied behavioral analysis methodology, will include but not be limited to, data collection and analysis, development of small group instruction and structured activities, consultation to staff in addressing interdisciplinary needs of students, and provide professional development in the areas of social emotional learning, behavior modification and data collection methods. Behavioral Support Program Development will include implementation and staff training on Behavioral</p>		

<p>Intervention Plans, Intense behavioral components designed to reduce problem behaviors, and functional behavioral assessments through data collection methods.</p>	<ul style="list-style-type: none"> * * Provide intervention and credit attainment for high school students who have had limited success in traditionally accessing their academic programming. * Students to regain focus and good academic standing in academic areas of need. * There will be SEL support for students, to ensure the necessary resources and referrals to appropriate community based partners are made to ensure student success.
<p><input checked="" type="checkbox"/> * September 2021</p>	<p>* High School Admin and Designees</p>

* Expansion of High School Re-engagement Program. Students entering this program will do so as a means for Tier 3 intervention. Student criteria must also fall under the category of chronic absenteeism. Consideration will be given to a particular after building level interventions have been attempted and documented as an attempt to re-engage the student at the building level. Acceptance into the re-engagement programming will take place after review and consultation/approval from the District office. The students considered will be inclusive to both special education and regular education students.

<p>* Hire 16 Full Time Health and Medical Support Staff to support the social, emotional and wellness of students. Adding a full time LPN to each of our schools will provide supports to our students every day.</p>	<p>* September 2021</p> <p>* District Nursing Supervisor</p> <ul style="list-style-type: none"> * * Increased health and medical supports provided to students * Increase in student attendance * Increase in students well being * Decrease in disciplinary actions * Updated and accurate medical records * Increased number of student observations for signs and symptoms that may deviate from the norm. * Increase in the number of health screenings for vision, scoliosis and hearing * Supports for reviewing and recording immunizations, and health assessments that are required for school enrollment/attendance. * Nursing interventions as per medical orders, standing orders, or the direction of the registered nurse, nursing supervisor or school medical advisor. 	<p>* * Increased supports provided to staff *</p> <p>Increase in staff attendance *</p> <p>Increase in staff well being *</p> <p>Increase in staff morale</p>	
	<p>* Implement Staff Wellness Initiatives that support the Mind, Body and Soul. Encouraging staff to balance life in order to maintain self awareness and self wellness.</p>	<p>* September 2021</p> <p>* Director of Personnel and Talent</p>	

<p>* Hire Behavior Support Assistance for the Student Assistance Center. The single largest reported incidents of suspensions at NBHS for 2019-20 involved students involved in both verbal and non-verbal conflict. Importantly, 69.9% of students involved in conflict were chronically absent (compared with 35% school-wide).</p>	<p>* September 2021 * Principal of New Britain High School</p> <p>* *reduce both chronic absenteeism and suspensions and arrests.</p>
<p><input checked="" type="checkbox"/></p> <p>* Hire District Wide Social Workers to focus on 6-12 grade supports to Principals. DW SW will work to establish and support positive learning environments for students from diverse backgrounds and ensures that all have equal access to effective educational and psychological</p>	<p><input type="checkbox"/></p> <p>* Summer 2021 * District Supervisor of Special Education, District Coordinator of Special Education and/or building Principal.</p> <p>* * Increase in supports in data analysis to inform decision-making and implementation of strategies * Increase teacher and student attendance. *</p> <p>Increase climate and culture in buildings. * Decrease in disciplinary actions * Increase in student engagement in school and extended day learning opportunities. * Increase partnerships with outside service providers and representatives from community agencies</p>

services that promote healthy development and emotional wellness. DWSW will provides individual and small-group interventions, including counseling, crisis intervention and social skills instruction. ? Facilitates referrals to community-based agencies or medical/psychiatric services for students in need of emergency services, medical evaluation or hospital treatment. This will happen by participating in Attendance Team, Student Assistance Team, Planning and Placement Team and 504 Team meetings for "at-risk" youth and/or students already identified with disabilities.

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.

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 4 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: *By providing targeted professional development on virtual learning platforms, 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,

In alignment with the district priorities and evidence based practices, the Technology Steering Committee will use data from staff feedback, surveys and software usage from Safe Schools, the district will revise and edit technology training offerings and formats for the staff, so as to increase online usage for those assigned by 20% from 2020-21 baseline data.

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>Is this an innovative strategy that can be shared?</p>	<p>When will this strategy be implemented?</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p>
<p>* Progress will be monitored through Tech Steering Committee meetings as a standing agenda item. Reporting through Safe Schools will show staff participation and usage of training resources, and Clever Portal reporting will show software usage by the district.</p>	<p><input type="checkbox"/></p>	<p>* Spring 2021</p>	<p>* Chief Information Officer, Tech Steering Committee, Tech Action Groups</p>	<ul style="list-style-type: none"> * Increased usage of training resources * Concise data and reporting from Clever Portal * Timeliness of analysis of data to determine real time needs.
<p>* Provide staff professional development based on individual needs and interests</p>	<p><input type="checkbox"/></p>	<p>* Spring 2021</p>	<p>* Chief Information Officer, Tech Steering Committee, Tech Action Groups</p>	<ul style="list-style-type: none"> * Increase student engagement * Increase staff skill in software and remote learning tools.

<ul style="list-style-type: none"> * Manage, Update and Maintain 1:1 device/ student ratio 	<input type="checkbox"/>	<ul style="list-style-type: none"> * Summer 2020 	<ul style="list-style-type: none"> * Chief Information Officer, Tech Steering Committee, Tech Action Groups and building technology assistants 	<ul style="list-style-type: none"> * *Seamless usage of technology in classroom or remote *Reducing disruptions to learning due to devices. *Increased learning opportunities
			<ul style="list-style-type: none"> * Provide staff professional development focused on the implementation of the ESSER 2 and ARP for Curriculum Instructional Teachers (CIT) as part of the new roles. 	<ul style="list-style-type: none"> * *Increased awareness of programs and implementation procedures *Two way communication to ensure messaging regarding Recovery Plans are continuously monitored during district wide data meetings. *Increase student attendance and engagement *Increase in student supports
	<input type="checkbox"/>	<ul style="list-style-type: none"> * Summer 2021 	<ul style="list-style-type: none"> * Recovery Coordinators, Facilitators of Recovery, Instructional leads and Partnership Office 	<ul style="list-style-type: none"> * *Increased analytic platforms *Concise data and reporting for analysis *Timeliness of analysis of data to determine real time needs. *Decrease time gathering data *Increase time to analyze data
	<input type="checkbox"/>		<ul style="list-style-type: none"> * June of each year 2021; 2022; 2023; 2024 	<ul style="list-style-type: none"> * Chief Information Officer, Coordinator of Reach and Development. Tech Steering Committee, Tech Action Groups and building technology assistants

<p><input checked="" type="checkbox"/> * Implement the "e-Hive". An E-Sports, an engaging program that is relevant to todays generation.</p> <p>Incorporating engagement, shoutcasting, and gaming. This program is designed to boost student engagement to improve academic success through the implementation of generational technology.</p>	<p>* September 2021</p>	<p>* NBHS Principal, 9-12 Athletic Director, HS CIT and Department Chair</p>	<p>* * Character Development * Collaborative Learning * Increase in student connections * Increase sense of community in the gaming sector * Engage disengaged students</p>
<p>Priority 5: Building Safe and Healthy Schools</p> <p>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).</p> <p><input checked="" type="checkbox"/> My district is using ARP ESSER funds for Priority 5 purposes.</p> <p>No SMART Goal required for this priority area</p> <p><input checked="" type="checkbox"/> My district is continuing to use the Needs Assessment from ESSER II.</p>			

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

Needs Assessment

- * 1. What did your needs assessment reveal as it pertains to priority 5? (use relevant data limit to 250 words)
 1. 15 Schools need asbestos and other building environmental concerns need to be evaluated and remediated. An in-depth and detailed full study needs to be completed for 15 schools. 2. Climate changes and extreme temperature fluctuations become more frequent and concerning especially in times of pandemic. Building have inadequate cooling and heating systems in school buildings. Older buildings will need overhaul and modified in order to function. Mechanical studies will need to be verified and evaluated prior to upgrades. Building are in need of ductless splits, piping and replacing of plumbing, installing new forced air and roof top boilers. 3. Existing windows and screens are either broken or not functioning. Closures are not secure. 4. School building bathrooms are in need of adequate updated fixtures to provide cleanly safe environment. Detailed analysis of bathroom environments, abatement and codes need to occur prior to updates. 5. Timely painting and maintenance of the aesthetic environment is a concern. Over a million square feet of painting is needed. Many buildings need paint and look poor. Appearance is key to a successful building maintenance program. A comprehensive plan is needed and a project scope is needed. This will be long a timeframe project over multiple years. 6. Proper and engaging signage is lacking at each school. Update and install welcoming, LED marque signs at each school building to provide visual multiple language communication platforms for families.
 - * 2. Based on the needs assessment findings, describe how your strategies for priority 5 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)
- Based on collaborative committee meeting discussions and analysis, all facilities installs, upgrades, and corrective measures serve all students attending New Britain Schools. The pandemic increased the gap between public school educational institutions across the State. The decline of our school buildings are an indicator of being flat funded over many years. In as much, New Britain school buildings have declined over time creating a negative learning environment. The onset of the pandemic exasperated environmental concerns, inability use of fans, heating structure and many other areas of concern that most other districts do not have as an obstacle to learning.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
What is the strategy? How do you envision its implementation?	<p>Is this an innovative strategy that can be shared?</p> <p>* Address environment concerns by conducting a full detailed study of asbestos in school buildings, prioritize environmental concerns in our school buildings covering ceiling, flooring and piping. Hire an Environmental Consultant to perform testing in our buildings and to make recommendations for corrective action.</p> <p>Abatements will be done in the summer and during spring breaks.</p>	<p>When will this strategy be implemented?</p> <p><input type="checkbox"/></p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Chief Operations Officer, Facilities Director and team</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* Provide safe and healthy learning environment for all students. Verification of timeline and continued meetings to evaluate work in progress</p>

* RFP for hiring an Environmental Consultant Proposed Timeline: RFP Posted - July 30, 2021 Submittal Date - September 3, 2021 Interview /Selection / Negotiation of Contract / Scope of Work - October 1, 2021 Board Approval - October 4, 2021 Testing Period in School Buildings Completed - December 3, 2021 Final Report - January 14, 2022 Start of Implementation Date of Corrective Action - March 14, 2022

<ul style="list-style-type: none"> * Heating and Cooling analysis and upgrades. Purchase and install ductless split units and forced air and roof top boilers. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> * Summer 2021 <input type="checkbox"/> * Fall 2021 - Summer 2024 <input type="checkbox"/> * Outdoor Electronic Digital signage 	<ul style="list-style-type: none"> * Chief Operations Officer, Facilities Director and team * Chief Operations Officer, Facilities Director and team * Chief Operations Officer, Facilities Director and team <p>* Provide safe and healthy learning environment for all students. Verification of timeline and continued bi-weekly cabinet meetings providing updates on the 80 ductless split units and the 17 roof top units</p> <p>* Provide safe and healthy learning environment for all students. Verification of timeline and continued bi-weekly cabinet meetings providing updates on the install or replacement of 890 windows.</p> <p>* Provide safe and healthy learning environment for all students. Verification of timeline and continued bi-weekly cabinet meetings providing updates on the 18 LED digital signs installed at the schools. * Increase awareness of school based events, * Increase attendance at school based events. * Increase communication and parent engagement</p>
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Other Allowable Uses

New Britain School District (089-000) 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

New Britain School District (089-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$12,602,028.43
200 - Personal Services > Employee Benefits	\$4,905,716.97
300 - Purchased Professional and Technical Services	\$3,904,081.40
400 - Purchased Property Services	\$22,500,000.05
500 - Other Purchased Services	\$650,700.00
600 - Supplies	\$996,348.15
700 - Property	\$4,450,000.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$50,008,875.00
Allocation	\$50,008,875.00
Remaining	\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$12,602,028.43 ▾

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Transition Teacher Assistants: 185 days 7 hours day @ \$25.00 = \$32,375 per year per TA
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	New Britain School District (089-000)	
Quantity:	77.00	
Cost:	\$32,375.00	
Line Item Total:	\$2,492,875.00	
		<ul style="list-style-type: none">· Provides individual or small group assistance to students to ensure an understanding of concepts.· Strictly adheres to the school's rules and policies.· Enforces school safety protocols within the classroom, on field trips, and throughout the campus.· Assists the classroom teacher in reviewing, grading, and recording assignments and assessments.· Maintains, observes and analyzes each student's progress through formative assessments and progress monitoring and is aware of students who need more one-on-one guidance.· Provides additional assistance to students who have special needs.· Assists teachers in helping students be prepared for instruction and be attentive and focused on lesson objectives

					<p>and classroom activities.</p> <ul style="list-style-type: none"> . Assists in administering regular assessments to students.
Object:	100 - Personal Services > Salaries	Purpose:	01 - Public School Activities	ARP ESSER Priority:	<p>Instructional Coaches:</p> <p>Talent: 20 FTE Instructional Coaches: 1 PreK, 10 Elementary, 5 at NBHS, 2 EL, & 2 Special Education 105,000 per yr * 20</p> <ul style="list-style-type: none"> . Identifies, designs and facilitates professional development for building staff based on observation and data. . Active participant on New Britain University teams in district professional learning. . Oversees and co-teach with STEAM Team teachers. . Serves as building TEAM mentor. . Provides instructional assistance to teachers in need of support in their instructional practices. . Teaches, co-teaches and models lessons in classrooms. . Oversees tutors in building. . Assists the principal in the general administration of the school building. . Informs, works in concert with, or is a member of the building leadership team. . Assists in the design and implementation of professional development and in-service opportunities for all building staff members. . Facilitate the effective use of the data-driven decision making process to inform instruction. . Works in concert with individuals who have responsibilities from Central Office Administration to improve instruction and associated delivery models for academics and school leadership to build a culture of continuous improvement. . Knowledge of culturally responsive pedagogy. . Assists teachers in implementing professional learning into lesson planning and execution. . Active participant on New Britain University teams.

	<ul style="list-style-type: none"> : Oversees and co-teachers with STEAM Team teachers. : Serves as a TEAM mentor. : Oversees tutors in buildings. : Provides instructional assistance to teachers in need of classroom support in their instructional practices using key instructional principles that are equitable, critical to high quality instruction, and inclusive of ALL learners. : The coach will coach and Support classroom teachers in identifying research based classroom tested instructional strategies that promote rigorous academic language development and literacy skills across the core subject areas. : Collaborate with grade level teachers in utilizing supplemental, formative and summative assessments of students' numeracy, reading and/or linguistic skills. 	<p>15 English as a Second Language (ESL) Teachers to provide an instructional program which will educate students in the acquisition of English language skills in the areas of listening, speaking, reading and writing.</p> <p>$15 * \\$100,000 = \\1.5 mil</p> <p>Teaches desirable work habits and encourages students to work to the best of their ability and to take pride in their accomplishments.</p> <p>*Promotes student self-awareness, self-respect, confidence and trust.</p> <p>*Creates an atmosphere in which students feel free to express their views.</p> <p>*Keep accurate records as required by building, district, state or federal requirements.</p> <p>*Promotes proper care of instructional material and equipment.</p> <p>*Provides a learning environment conducive to the students' educational development.</p>
	<p>Object: 100 - Personal Services > Salaries</p> <p>Purpose: 01 - Public School Activities</p> <p>ARP ESSER Priority: 1: Learning Acceleration, Academic ...</p> <p>Uses of Funds: Addressing unique needs of special ...</p> <p>LEA / School: New Britain School District (089-000)</p> <p>Quantity: 15.00</p> <p>Cost: \$100,000.00</p> <p>Line Item Total: \$1,500,000.00</p>	

<ul style="list-style-type: none"> *Provides Spanish native language support to students. *Establishes criteria for evaluation and use of tests to diagnose student needs and progress in English as a Second Language program. * Monitor EL students who have met the state criteria and have exited the EL programming for two years; monitor 1 and monitor 2 (M1's & M2's). 	<p>Object: 100 - Personal Services > Salaries</p> <p>Purpose: 01 - Public School Activities</p> <p>ARP ESSER Priority: 1: Learning Acceleration, Academic ...</p> <p>Uses of Funds: Addressing learning loss</p> <p>LEA / School: New Britain School District (089-000)</p> <p>Quantity: 1.00</p> <p>Cost: \$1,035,000.00</p> <p>Line Item Total: \$1,035,000.00</p> <p>Object: 100 - Personal Services > Salaries</p> <p>Purpose: 01 - Public School Activities</p> <p>ARP</p>
	<p>4 CIT's x 2 years</p> <p>· Under the direction and supervision of an identified District Coordinator in the Department of Academics, the Curriculum</p>

ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing learning loss
LEA / School:	New Britain School District (089-000)
Quantity:	4.00
Cost:	\$220,000.00
Line Item Total:	\$880,000.00

Information Teacher (CIT) · Is an active member, and/or teacher leader, for of the district level data/improvement team. The CIT serves on a districtwide teams designed to support the academic goals of the district improvement plan.	<ul style="list-style-type: none"> Work collaboratively through team processes to ensure student information, curricular expectations and professional development is provides information to all levels of the district to improve student achievement. Assist and support in the development, revision, formatting, housing and implementation of district curriculum. Work collaboratively with the district data/improvement team to improve student achievement. Assist in the development of district curriculum and online CSDNB curriculum website. Assist in the development of CSDNB assessment system (including but not limited to NWEA, CMT, CAPT and SBAC) district, state and national assessments. Assist in the development and implementation of information systems that connect curriculum, instruction and assessment with teacher practice, performance and development. Collaborate with district and school level leaders and data/improvement teams. Collaborate with coordinator, campus administration, and teachers to review and develop aligned curriculum components including assessments. Assist in the development of programs to improve teaching and learning. Assist with the training and support of literacy tutors, library assistants, instructional coaches, teaching assistants or others as determined by the district coordinators in the Department of Academics. Develop and implement professional development. Facilitate data/instructional team meetings.
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		<ul style="list-style-type: none"> : Support the integration and use of student information to inform instructional and support strategies. : Provide presentations and complete reports as required.
Object:	100 - Personal Services > Salaries	<p>Purpose: 01 - Public School Activities</p> <p>ARP ESSER Priority: 3: Social, Emotional, and Mental Health</p> <p>Uses of Funds: Health and safety of students, staff....</p> <p>LEA / School: New Britain School District (089-000)</p> <p>Quantity: 16 FTE Health and Medical Support Staff 1 FTE Nurse District Wide Floater. * Adheres to all applicable professional safety standards and practices in the nursing field, including requirements set forth in the Connecticut Nurse Practice Act, federal and state laws, and Occupational Safety and Health regulations.</p> <p>* Implements Board policies regarding the medical or health care of employees and students.</p> <p>Cost: 15 FTE LPN: 1 per school: Collect, reports, and records subjective and objective data in an accurate and timely manner including observations about the condition or change of the student and signs and symptoms of deviation from normal health status.</p> <p>Line Item Total: \$880,000.00</p> <p>Line Item Total: \$880,000.00</p> <ul style="list-style-type: none"> * Participate in the development of individual health care plans in consultation with the registered nurse. * Perform health screenings for vision, scoliosis and hearing as needed based on state regulations and Board of Education policy. * Assist in reviewing and recording immunizations, and health assessments that are required for school enrollment/attendance. * Administer medications with the written consent of parents/legal guardians and by order of the student's health care provider. * Provide care for students as needed following standing orders or individual student medical orders. * Contact physicians or other health agencies as the need

<p>dictates.</p> <ul style="list-style-type: none"> * Work with medically fragile students and perform specialized medical procedures as needed by the student such as catheterization, suctioning, tracheotomy care, and tube feeding. * Document all nursing interventions rendered. * Maintain health records in a confidential manner. * Report to the registered nurse information about the nursing interventions performed and the student responses to care. * Implement nursing interventions as per medical orders, standing orders, or the direction of the registered nurse, nursing supervisor or school medical advisor. 	<p>Onsite Extended Day Intervention: Elevate Tutors: 3500 students: attend 3 hours tutoring sessions in groups of 5 = for 30 weeks $150 \text{ staff} @ 133.50 \text{ week} = \\$20,025 \text{ week for 30 weeks} = 600,750$</p> <ul style="list-style-type: none"> · Effectively implement, coordinate and communicate daily lesson plans. · Provides individual assistance to children in small groups to ensure an understanding of concepts. · Strictly adheres to the school's rules and policies. · Completes progress reports and communicates anecdotal observations to families and relevant school personnel in a timely manner. · Maintains, observes and analyzes each student's progress through formative assessments and progress monitoring and is aware of students who need more one-on-one guidance. · Provides additional assistance to students who have special needs. · Administers regular assessments to students.
<p>Object: 100 - Personal Services > Salaries</p> <p>Purpose: 01 - Public School Activities</p> <p>ARP ESSER Priority: 1: Learning Acceleration, Academic ...</p>	<p>Uses of Funds: Addressing learning loss</p> <p>LEA / School: New Britain School District (089-000)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$600,750.00"/></p> <p>Line Item Total: <input type="text" value="\$600,750.00"/></p>

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:	New Britain School District (089-000)					
Quantity:	6.00					
Cost:	\$100,000.00					
Line Item Total:	\$600,000.00					
Object:	100 - Personal Services > Salaries					
Purpose:	01 - Public School Activities					
ARP						

Clerical Assistants Talent: 2 HR Assistants; 1 Staff Accountant - Finance, 1 Payroll Assistant - Finance 2 Secretary Assistants for Academic & Partnership

- * Provides administrative assistance of a confidential, complex, and responsible nature to support the staffing and recruitment efforts for the District.
- * Provides administrative assistance of a confidential, complex, and responsive nature to support the financial requirements associated with process payments in payroll, to facilitating all internal financial requirements associated with grant expenditures and funding.
- Receives oral or written instruction from supervisors.
- Plans, organizes and prioritizes work according to standard procedures.
- Schedules appointments and processes new hires.
- Screens incoming correspondence or calls and refers to appropriate staff members.
- Provides administrative assistance to the Personnel and Talent Development Office.
- Drafts correspondence.
- Assists with tracking non-certified performance evaluations and probationary employees.
- Processes employee resignations and retirements.
- Provides clerical support for district wellness initiatives.
- Responds to applicant inquiries and supports candidates with their application.
- Assists with annual personnel record maintenance and archiving.

ESSER Priority:	1: Learning Acceleration, Academic ...	Autism or who require a program consistent with the structures and supports provided by the KEY Program.
Uses of Funds:	Addressing unique needs of special ...	Autism (ASD): The Paraeducator should be trained or will be trained in SCERTS, Safety Care or CPI, and ABA - see below for details on these trainings. The Paraeducator assists students in a variety of educational setting; i.e. general education class, special education class, specials/academic arts classes lunch and community outings. The Paraeducator may also be required to assist in daily living skills including, but not limited to, feeding, lifting, positioning, and toileting.
LEA / School:	New Britain School District (089-000)	MPH: Multiply and physically handicapped (MPH) students have severe needs both cognitively and physically. Students need full assistance in all activities of daily living including, but not limited to, feeding, lifting, positioning, and toileting. Some MPH students are in wheelchairs and need to be pushed and lifted or assisted getting in and out of their wheelchair.
Quantity:	24.00	Paraeducator will assist students in both general education classes and resource room.
Cost:	\$24,290.70	
Line Item Total:	\$582,976.80	
Object:	100 - Personal Services > Salaries	Climate Culture: Family Student Engagement: Extra Earnings: Parent Teacher Home Visits:
Purpose:	01 - Public School Activities	3 primary focus students and 3 secondary focus students per teacher. (1 hour each 3 times a year) * 3 students = 9 hours plus 1 hour prep 10 hours per each focus. 200 staff @ 50 per hour 10 hours per primary focus = 500. Each staff with 2 focus groups = 20 hours = \$1,000 per staff x 200 staff = \$200,000 per year.
ARP ESSER Priority:	2: Family and Community Connections	
Uses of Funds:	Addressing learning loss	

LEA / School:	New Britain School District (089-000)
Quantity:	200.00
Cost:	\$2,000.00
Line Item Total:	\$400,000.00
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:	New Britain School District (089-000)
Quantity:	2.00
Cost:	\$150,000.00
Line Item Total:	\$300,000.00
Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	2: Family and Community Connections
Uses of	
	Hire 2 - Communication Specialists that speak Arabic and English to support our Arabic population/families.
	2 Full Time 12 month Communication Specialists @ \$70,000 each per year
	\$140,000 x 2 = \$280,000

Funds:	Addressing unique needs of special ...
LEA / School:	New Britain School District (089-000)
Quantity:	2.00
Cost:	\$140,000.00
Line Item Total:	\$280,000.00
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:	New Britain School District (089-000)
Quantity:	2.00
Cost:	\$130,000.00
Line Item Total:	\$260,000.00
Recovery Facilitators	Recovery Facilitators
Talent:	2 Facilitator: PK-5 Facilitator and 6-12 Facilitator
	:Consults with the District Academic Coordinators and collaborates with Assistant Coordinator or STEAM and summer learning.
	: Serves on a districtwide team designed to support the out of school time Recovery efforts.
	: Supports the academic and social-emotional development of students in Grades PK-5 or 6-12 in out of school time Recovery programming.
	: Works collaboratively through team processes to ensure student information, curricular expectations, program design, and professional development is provided to all levels of the district to improve student achievement and engagement.
	: Work collaboratively with the district data/improvement team to improve student engagement and academics.
	: Lead the creation, development and revision of out-of-school time programs.
	: Communicate and monitor program expectations with building-level lead teachers regarding out-of-school time Recovery programming
	: Coordinate work groups with members of the Department of

<ul style="list-style-type: none"> Academics and building lead teachers to develop and organize banks of materials for Elevate (targeted instruction) program. Communicate with Transportation and Food Services to coordinate operations for Recovery programming at school sites. Organization, distribution and oversight of digital and non-digital resources and warehousing systems including ordering, inventory, usage, updating and maintenance. Collaborate with district and school level leaders and data/improvement teams. Develop and implement training and support for building lead teachers, community partners, and Recovery tutors. Facilitate data/instructional team meetings. Support the integration and use of student information to inform instructional and support strategies. Provide presentations and complete reports as required. 	<p>2 - District Wide School Social Worker to support and intervene at the individual and system level to develop, implement and evaluate preventive programs within school setting.</p> <p>2 @ 100,000 each = \$200,000</p> <ul style="list-style-type: none"> * Intervenes to establish and support positive learning environments for students from diverse backgrounds and ensures that all have equal access to effective educational and psychological services that promote healthy development and emotional wellness. * Provides individual and small-group interventions, including counseling, crisis intervention and social skills instruction. * Facilitates referrals to community-based agencies or medical/psychiatric services for students in need of emergency services, medical evaluation or hospital treatment.
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Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	3: Social, Emotional, and Mental He...
Uses of Funds:	Providing principals/leaders with r...
LEA / School:	New Britain School District (089-000)
Quantity:	2.00
Cost:	\$100,000.00
Line Item Total:	\$200,000.00

Object: 100 - Personal Services > Salaries	Add additional Behavior Support Assistance for the Student Assistance Center at NBHS. The single largest reported incidents of suspensions at NBHS for 2019-20 involved students involved in both verbal and non-verbal conflict. Importantly, 69.9% of students involved in conflict were chronically absent (compared with 35% school-wide). By utilizing peer mediation and an intervention 6-8 week cycle around conflict resolution, the SAC staff will work to reduce both chronic absenteeism and suspensions and arrests.				
Purpose: 01 - Public School Activities					
ARP ESSER Priority:	3: Social, Emotional, and Mental Health...				
Uses of Funds:	Addressing unique needs of special ...				
LEA / School:	New Britain School District (089-000)				
Quantity:	2.00				
Cost:	\$80,000.00				
Line Item Total:	\$160,000.00				
Object: 100 - Personal Services > Salaries	Payroll Clerk to support the vast changes in staff during the recovery years x 2.16 years * Performs responsible accounting clerical work in the administration of an automated payroll system of a confidential and complex nature; and responds to payroll and benefits inquiries from employees * Receives oral or written instructions from supervisor. Receives oral or written instructions from supervisor. * Organizes work according to standard procedures. * Receives attendance information from various units. * Prepares payroll information for entry into an automated payroll system. * Performs calculations, posting, and verifying duties to obtain financial data for payroll deductions; including withholding taxes, social security, retirement, union dues, and				
Purpose: 01 - Public School Activities					
ARP ESSER Priority:	1: Learning Acceleration, Academic ...				
Uses of Funds:	Indirect Cost				
LEA / School:	New Britain School District (089-000)				
Quantity:	1.00				
Cost:	\$103,464.00				

Line Item Total: \$103,464.00	<ul style="list-style-type: none"> * Other payments. * Makes address changes by entry into computer system. * Receives, reviews, and disperses paychecks. * Maintains strict confidentiality of information as needed. * Prepares regular payments pertaining to payroll deductions. * Responds to written or telephone inquiries concerning payroll, benefit, and retirement programs. * Prepares payroll-related data for submission to state and federal agencies. * Informs new employees of salary status, payroll procedures, and benefit programs. * Reports work accomplished to supervisor.
Object: 100 - Personal Services > Salaries Purpose: 01 - Public School Activities ARP ESSER Priority: 2: Family and Community Connections Uses of Funds: Addressing learning loss LEA / School: New Britain School District (089-000) Quantity: 25.00 Cost: \$3,337.50 Line Item Total: \$83,437.50	<p>Offsite Extended Day Intervention in the community. Family and student outreach by meeting students and families where they are.</p> <p>(Ex: Teachers in the Community & Super Saturdays) $25 \text{ staff @ } \\$133.50 \text{ week} = \\$3337.50 \text{ per week for 25 weeks}$ (after school partners programs) = \$83,437.50</p> <ul style="list-style-type: none"> * Provide tutoring and after school enrichment support during community programming (push-in model) * Provides individual assistance to children in small groups to ensure an understanding of concepts. * Creates learning environment and activities to increase social and emotional skills before or after community activities on Saturdays or before/after concerts or other sport activities. * Completes progress reports and communicates anecdotal observations to families and relevant school personnel in a timely manner. * Maintains, observes and analyzes each student's progress through formative assessments and progress monitoring and is aware of students who need more one-on-one guidance. * Provides additional assistance to students who have special

				needs. * Administers regular assessments to students.
Object:	100 - Personal Services > Salaries	Purpose:	01 - Public School Activities	<p>Level Up and Slide In Staff Stipends Native Language Support Assistant \$220 per day 2 total = \$2,200.00 per week for 2 weeks = \$ 4,400 School Nurse (for all sites) 1 per week @ 2460 for 2 weeks = \$4,920</p> <p>Priority: ARP ESSER Priority:</p> <p>Uses of Funds: Addressing unique needs of special ...</p> <p>LEA / School: New Britain School District (089-000)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$48,793.63"/></p> <p>Line Item Total: <input type="text" value="\$48,793.63"/></p>
Object:	100 - Personal Services > Salaries	Purpose:	01 - Public School Activities	<p>SEE \$15,660 per week Behavior Support Assistant \$248 per day 8 hour day 5 days week Native Language Support Assistant \$220 per day School Nurse (for all sites)</p> <p>Priority: ARP ESSER Priority:</p> <p>Uses of Funds: Addressing unique needs of special ...</p> <p>LEA / School: New Britain School District (089-000)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$48,793.63"/></p> <p>Line Item Total: <input type="text" value="\$48,793.63"/></p>

Cost:	\$15,660.00
Line Item Total:	\$31,320.00
Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...
Uses of Funds:	Education technology
LEA / School:	New Britain School District (089-000)
Quantity:	25.00
Cost:	\$1,207.50
Line Item Total:	\$30,187.50
Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	2: Family and Community Connections
Uses of Funds:	Addressing learning loss
LEA / School:	New Britain School District (089-000)

Extra Earnings for staff development, "summer boot camp" for all coaches and CIT's

Extra Earning for Teachers in the Park:
 4 teachers @ four hours each per day; 2 days week for 6 weeks
 $1 \text{ teacher at } 4 \text{ hrs } \times \text{days week} = 8 \text{ hours week } @ \44.50 hour
 $= \$356 \text{ per teacher } * 6 \text{ weeks} = \$2,136$
 $\$2,136 \text{ per teacher } * 4 \text{ teachers} = \$8,544 \times 2.16 = \$19,224.00$

Quantity:	1.00		
Cost:	\$19,224.00		
Line Item Total:	\$19,224.00		
Object:	100 - Personal Services > Salaries		
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		
Uses of Funds:	Addressing learning loss		
LEA / School:	New Britain School District (089-000)		
Quantity:	2.00		
Cost:	\$7,000.00		
Line Item Total:	\$14,000.00		
		Total for 100 - Personal Services > Salaries:	\$12,602,028.43
		Total for all other Objects:	\$37,406,846.57
		Total for all Objects:	\$50,008,875.00
		Allocation:	\$50,008,875.00
		Remaining:	\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2021 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$4,905,716.97 ▾

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	200: Personnel Services - Benefits for 131 FTE (45 Certified, 86 Non Certified) for 2 years * Medicare: 1.45% for all: $\$76,961.57 \times 2 = \$153,923.146$ (ave. salary of \$75,000 * 131 * 1.45% = \$142,462 per year * 2 = \$284,925 * Fringe/Health: \$12,000 average for all FTE = 1,572,000 x 2 = \$3,144,000 * MERS 19.08% for all non-certified: $738,396 \times 2 = \$1,476,792$ (ave. salary of \$40,000 * 86 * 19.08% * 2)
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$4,905,716.97	
Line Item Total:	\$4,905,716.97	
Total for 200 - Personal Services > Employee Benefits:		\$4,905,716.97
Total for all other Objects:		\$45,103,158.03
Total for all Objects:		\$50,008,875.00
Allocation:		\$50,008,875.00

Remaining:

\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2021 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$3,904,081.40 ▾

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Culture Climate BCBAs: #300 contractual services to improve CC: systems consultative services and behavioral support program development that BCBAs will provide.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental Health	
Uses of Funds:	Mental health services	
LEA / School:	New Britain School District (089-000)	
Quantity:	2.00	
Cost:	\$672,000.00	
Line Item Total:	\$1,344,000.00	
		Systems Consultation: Applied Behavioral Analysis Methodology: Data collection and analysis Development of small group instruction and structured activities Consultation to staff in addressing interdisciplinary needs of students Provide professional development in the areas of social emotional learning, behavior modification and data collection methods

<p>Uses of Funds: Addressing learning loss</p> <p>LEA / School: New Britain School District (089-000)</p> <p>Quantity: 2.50</p> <p>Cost: \$368,788.00</p> <p>Line Item Total: \$921,970.00</p>	<p>Over the course of the school year, topics covered during the training series modules include:</p> <ul style="list-style-type: none"> Communication Skills Interpersonal Skills Workplace Etiquette Working Relationships Time Management Goal-Setting Career Exploration Workplace Safety MS Office I & II Google Suites I & II Resume Writing Financial Management Job Retention Tips <p>2 1/2 year initiative in the amount of \$368,788 per year</p>
<p>Object: 300 - Purchased Professional and Technical Services</p> <p>Purpose: 01 - Public School Activities</p> <p>ARP ESSER Priority: 2: Family and Community Connections</p> <p>Uses of Funds: Summer learning</p> <p>LEA / School: New Britain School District (089-000)</p> <p>Quantity: 2.00</p> <p>Cost: \$204,180.70</p> <p>Line Item \$408,361.40</p>	<p>Contract with Community Partners for Level Up: Slide Up: SEE/CREATE/Xtreme \$109,354.70 Level Up July 12-19th \$94,826.80 Slide Up August 9-13th</p> <p>Arts for Learning Connecticut Bhogah Yoga Yousef Tae Kwon Doe School YWCA New Britain US Taekwondo Center, CT Inc. Growing Great Schools New Britain ROOTS Bring the Hoopla The Children's Museum Parisi Speed School ParaDYM Academy Inc.</p>

Total:	New Britain YMCA and CT STEM Academy The Children's Museum				
Object:	300 - Purchased Professional and Technical Services	CMHA			
Purpose:	01 - Public School Activities	1. Provide a foundation to respond to student's needs as they return to school.			
ARP ESSER Priority:	3: Social, Emotional, and Mental Health	2. Provide educators with approaches to promote resiliency, provide predictability, and encourage wellness.			
Uses of Funds:	Mental health services	3. Acknowledge and respect what we know - and don't know - about student's experiences over the past year.			
LEA / School:	New Britain School District (089-000)	4. Acknowledge and respect what we know - and don't know - about educator's experiences over the past year.			
Quantity:	2.00	5. Raise awareness of signs and symptoms of compassion fatigue, both in ourselves and our students.			
Cost:	\$70,875.00	9 training sessions and 15 weekly de-briefing sessions = \$4375 + \$1,500 = 5875 per year x 2 years. = \$11,750			
Line Item Total:	\$141,750.00	CHMA to provide In School Case Management Services in the amount of \$65,000 per year for 2 years. = \$130,000			
Object:	300 - Purchased Professional and Technical Services	Contract with YMCA: PreK Reboot: JumpStart			
Purpose:	01 - Public School Activities	8.00 am -3:00 pm: 60 students for 3 weeks am/pm sessions			
ARP ESSER Priority:	2: Family and Community Connections				
Uses of Funds:	Addressing learning loss				

LEA / School:	New Britain School District (089-000)
Quantity:	2.00
Cost:	\$30,000.00
Line Item Total:	\$60,000.00
Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	2: Family and Community Connections
Uses of Funds:	Addressing learning loss
LEA / School:	New Britain School District (089-000)
Quantity:	2.00
Cost:	\$15,000.00
Line Item Total:	\$30,000.00
Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	2: Family and Community Connections
Contract with Community Partners for Super Saturdays	
OIC: Men of Many Colors: \$15,000 per year for 2 years	
Professional Development for Family Engagement: Parent Teacher Home visiting protocol - 2 year training	

Priority:	
Uses of Funds:	Addressing learning loss
LEA / School:	New Britain School District (089-000)
Quantity:	2.00
Cost:	\$15,000.00
Line Item Total:	\$30,000.00
Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	2: Family and Community Connections
Uses of Funds:	Addressing learning loss
LEA / School:	New Britain School District (089-000)
Quantity:	1.00
Cost:	\$8,000.00
Line Item Total:	\$8,000.00
Total for 300 - Purchased Professional and Technical Services:	
Total for all other Objects:	
\$3,904,081.40	

	\$46,104,793.60
Total for all Objects:	\$50,008,875.00
Allocation:	\$50,008,875.00
Remaining:	\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2021 - ARP ESSER Funds

400 - Purchased Property Services - \$22,500,000.05 ▾

Budget Detail		Narrative Description
Object:	400 - Purchased Property Services	As climate change and extreme temperature fluctuations become more frequent reliable and adequate cooling and heating in existing buildings is needed. Older buildings will need to be modified in order to complete updates. Mechanical studies also need to be conducted. This will be a long term and time intensive project.
Purpose:	01 - Public School Activities	The request for ductless units is all encompassing from engineering to purchase and installation of 80 ductless split units ~ per unit = \$125,000 average per unit = \$10 mil.
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Improve air quality	
LEA / School:	New Britain School District (089-000)	
Quantity:	80.00	
Cost:	\$125,000.00	
Line Item Total:	\$10,000,000.00	
Object:	400 - Purchased Property Services	Asbestos and other building environmental concerns need to be remediated. Many of the asbestos has been "assumed" but not tested. A full study and remediation of environmental concerns needs to be completed:
Purpose:	01 - Public School Activities	Asbestos removal - investigate and remediation at 15 schools @ \$500,000 per school based on square foot: Approx. \$25. Per foot = 7.5 million
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Facility repairs/improvement to min...	

LEA / School:	New Britain School District (089-000)
Quantity:	15.00
Cost:	\$500,000.00
Line Item Total:	\$7,500,000.00
Object:	400 - Purchased Property Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	5: Building Safe and Healthy School...
Uses of Funds:	Improve air quality
LEA / School:	New Britain School District (089-000)
Quantity:	17.00
Cost:	\$294,117.65
Line Item Total:	\$5,000,000.05
Total for 400 - Purchased Property Services:	\$22,500,000.05
Total for all other Objects:	\$27,508,874.95
Total for all Objects:	\$50,008,875.00
Allocation:	\$50,008,875.00

Remaining:

\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2021 - ARP ESSER Funds

500 - Other Purchased Services - \$650,700.00 ▼

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Transportation: additional late busses plus Saturday Assumptions: Regular Busing Home to School o 300 Students o 10 buses (30 students per bus) Regular Home to School (4 hour bus) cost per day per bus = \$365.44 Late Busing o 100 Students o 3 buses (33 students per bus) - Late Bus cost per day per bus = \$48.46 (1 hour)
Purpose:	01 - Public School Activities	Total Rounded Cost Per Day \$3,800.00
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	The cost for 30 Saturdays would be \$114,000 (30 x \$3,800) The cost for additional late busses: \$49.00 per hour for 2 additional late busses per school = 30 hours per day $30 \times 49. = 1,470$ per day x 3 days per week for 35 weeks = \$154,350
Uses of Funds:	New Britain School District (089-000)	Total for 500 - Other Purchased Services: \$650,700.00
LEA / School:		Total for all other Objects: \$49,358,175.00
Quantity:	1.00	Total for all Objects: \$50,008,875.00
Cost:	\$650,700.00	
Line Item Total:	\$650,700.00	

Allocation:	\$50,008,875.00
Remaining:	\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2021 - ARP ESSER Funds

600 - Supplies - \$996,348.15 ▼

Budget Detail		Narrative Description
Object:	600 - Supplies	Great Minds - Geodes Books (to support FUNdations) and supplemental resources needed for recovery during out of school time programming for recovery for Elevate, Level Up, and Super Saturdays.
Purpose:	01 - Public School Activities	Great Minds Text Books and Additional resources = \$376,831.25 per year for two years.
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	New Britain School District (089-000)	
Quantity:	2.00	Purchase of fun math products to support learning loss in math literacy. mangomath.com/products:
Cost:	\$351,442.00	MANGO Math's strong, evidence based products help kids practice math in ways they enjoy. The lessons are easy for teachers to implement and they correlate seamlessly with the Common Core, NCTM and TEKS math standards and meets ESSA Strong Evidence Base criteria. These lessons also teach
Line Item Total:	\$702,884.00	
Object:	600 - Supplies	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School:	New Britain School District (089-000)	those necessary 21st Century skills of collaboration, communication, critical thinking and creativity.
Quantity:	400.00	Mango Math @ \$400 each per student for year
Cost:	\$400.00	
Line Item Total:	\$160,000.00	
Object:	600 - Supplies	Yearly subscription for PowerSchool Unified Insights Powered by Hoonuit provides a fully comprehensive analytics platform with actionable insights across all key aspects of school and district operations. Unified Insights is a data warehouse which will bring together our districts disparate data from multiple sources into a single, online reporting dashboard. As we move forward with implementing student educational recovery from the losses suffered during the pandemic, Unified Insights will provide one stop student analytics to measure engagement, identify academic gaps, and provide tools for intervention management. This platform can also integrate finance and HR data from the platforms we are using for future data analysis.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Education technology	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$43,464.15	
Line Item Total:	\$43,464.15	
Object:	600 - Supplies	Adding 2 full day PreK Classrooms: Materials and supplies to ensure safe distance and to decrease class size for our earliest learners.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	Complete Classroom for Preschool ages 3-5 years old for 10-20 children in 800 square ft room.
Uses of		Centers include: Block Center, Dramatic Play Center,

<p>Funds: Addressing learning loss</p> <p>LEA / School: New Britain School District (089-000)</p> <p>Quantity: <input type="text" value="2.00"/></p> <p>Cost: <input type="text" value="\$20,000.00"/></p> <p>Line Item Total: <input type="text" value="\$40,000.00"/></p>							<p>Music/Listening Center, Math Center & Manipulatives, Library, Writing and Language Center, Art Center, Sand, Water & Sensory Center, Science Discovery Center, Personal Space/Cubbies & Nap Materials, & Teacher Resources.</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> Space Saver Dress up Center Classroom Carpet Birch Store Anything All-In-One Kitchen Set Butcher Block table and chairs Hardwood Doll Crib Mobile Listening & storage center Help- Yourself storage center Colors of Nature stacking chairs Mobile table Help Yourself bookstand
<p>Object: 600 - Supplies</p> <p>Purpose: 01 - Public School Activities</p> <p>ARP ESSER Priority: 3: Social, Emotional, and Mental He...</p>							<p>Staff Wellness initiatives:</p> <p>Incentives to encourage all staff to take care of mind, body, and soul.</p> <p>Inclusive of in-house developed electronic badging system.</p> <p>Badges:</p> <ul style="list-style-type: none"> Mind, Body, Soul badges SWARM badge for attending a District sponsored wellness event with a "swarm" of participants *Staff "apply" for badges and submit their evidence *Each badge earned = 1 raffle ticket *Raffles drawn at end of month *Local business donations restaurant gift cards, massage, gift baskets *District-wide wellness events - quarterly
<p>Uses of Funds: Mental health services</p> <p>LEA / School: New Britain School District (089-000)</p> <p>Quantity: <input type="text" value="2.00"/></p> <p>Cost: <input type="text" value="\$20,000.00"/></p> <p>Line Item <input type="text" value="\$40,000.00"/></p>							

Total:	The Consolidated School District of New Britain's Inspiring Innovation for Recovery program is an exciting new initiative that is designed to empower CSDNB teachers, staff, and students to develop as leaders as they creatively address the demands of education in the 21st century. The program facilitates a culture of innovation, providing various stakeholders the support, time, and space to generate new and innovative approaches to teaching and learning and to execute them in the best interests of CSDNB schools and the greater education community.				
Object:	600 - Supplies				
Purpose:	01 - Public School Activities				
ARP ESSER Priority:	1: Learning Acceleration, Academic ...				
Uses of Funds:	Addressing learning loss				
LEA / School:	New Britain School District (089-000)				
Quantity:	10.00				
Cost:	\$1,000.00				
Line Item Total:	\$10,000.00				

Total for 600 - Supplies:	\$996,348.15
Total for all other Objects:	\$49,012,526.85
Total for all Objects:	\$50,008,875.00
Allocation:	\$50,008,875.00
Remaining:	\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2021 - ARP ESSER Funds

700 - Property - \$4,450,000.00

Budget Detail		Narrative Description
Object:	700 - Property	Many of the windows in existing buildings are broken, outdated and unsafe. As the buildings age, replacement becomes a necessity.
Purpose:	01 - Public School Activities	Purchase of 1,000 double pane insulated 3x6 large windows at \$4,000 each
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Improve air quality	
LEA / School:	New Britain School District (089-000)	
Quantity:	1,000.00	Electronic Signage: LED Marque outdoor signs: \$450,000 = \$25,000 per school with 2 at NBHS.
Cost:	\$4,000.00	
Line Item Total:	\$4,000,000.00	
Object:	700 - Property	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Providing principals/leaders with r...	

LEA / School:	New Britain School District (089-000)
Quantity:	18.00
Cost:	\$25,000.00
Line Item Total:	\$450,000.00

Total for 700 - Property:	\$4,450,000.00
Total for all other Objects:	\$45,558,875.00
Total for all Objects:	\$50,008,875.00
Allocation:	\$50,008,875.00
Remaining:	\$0.00

ARP ESSER Funds Budget Overview

New Britain School District (089-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$50,008,875.00 ▾

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		12,602,028.43	12,602,028.43
200 - Personal Services > Employee Benefits		4,905,716.97	4,905,716.97
300 - Purchased Professional and Technical Services		3,904,081.40	3,904,081.40
400 - Purchased Property Services		22,500,000.05	22,500,000.05
500 - Other Purchased Services		650,700.00	650,700.00
600 - Supplies		996,348.15	996,348.15
700 - Property		4,450,000.00	4,450,000.00
Total		50,008,875.00	50,008,875.00
	Allocation	50,008,875.00	
	Remaining	0.00	

Related Documents

New Britain School District (089-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Type	Optional Documents	Document Template	Document/Link
Other Documentation	N/A	<u>ARP.P4.Use of Tech Needs Assessment</u> <u>ARP.P1.Learning.Needs Assessment</u>	<u>ARP.P2.Family.Engagement.Needs Assessment</u> <u>ARP.P3.SEL.Needs Assessment</u> <u>ARP.P5.Safe & Healthy Schools.Meeting_Minutes #1</u> <u>ARP.P5.Safe & Healthy Schools.Meeting_Minutes #2</u> <u>ARP.P5.Safe & Healthy Schools.Meeting_Minutes #3</u>
ARP Letters of Support	N/A		<u>CSDNB.LOSASF</u> <u>CSDNB.LOS.Boys&Girls Club</u> <u>CSDNB.LOS.Parent</u> <u>CSDNB.LOS.Parks&Rec</u>

- CSDNB.LOS.OIC
- CSDNB.LOS.Pathway.
- CSDNB.LOS.YWCA

Assurances

New Britain School District (089-000) 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

New Britain School District (089-000) 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 grantee 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

New Britain School District (089-000) 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:	<input type="button" value="OK"/>	Marlene Padernacht	8/16/2021 9:22:25 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:	<input type="button" value="OK"/>	Marlene Padernacht	8/16/2021 9:22:25 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	<input type="button" value="OK"/>	Marlene Padernacht	8/27/2021 5:08:04 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	<input type="button" value="OK"/>	Marlene Padernacht	8/27/2021 4:20:05 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	<input type="button" value="OK"/>	Marlene Padernacht	8/27/2021 5:08:05 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 checked="" type="checkbox"/>	6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	OK	▼	Marlene Padernacht	8/27/2021 5:08:05 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 checked="" type="checkbox"/>	7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	OK	▼	Marlene Padernacht	8/27/2021 4:11:12 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
	2. Strategies address needs through an equity-focused lens.				
<input checked="" type="checkbox"/>	8. Other Allowable Activities	Not Applicable	▼	Marlene Padernacht	8/16/2021 9:23:32 PM
	1. Activities described are allowable.				
	2. Description fully explains activity.				
<input checked="" type="checkbox"/>	9. ARP ESSER Funds Budget	OK	▼	Marlene Padernacht	8/30/2021 8:43:25 AM
	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 checked="" type="checkbox"/>	10. Assurances	OK	▼	Marlene Padernacht	8/16/2021 9:23:32 PM
	1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.				
<input checked="" type="checkbox"/>	11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable	▼	Marlene Padernacht	8/16/2021 9:23:32 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
	2. Strategies address needs through an equity-focused lens.				
<input checked="" type="checkbox"/>	12. HCY II	Not Applicable	▼	Marlene Padernacht	8/16/2021 9:23:32 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.				