

Frank Todisco, Board Chairman called the regular meeting to order in the District Office Board of Education Meeting Room at 7:00p.m. Members present were Heidi Simmons, Board Secretary, Farouk Rajab, Gordon Lord, Craig Esposito, Alisa Morrison and Jack Morehouse. Also present were Lily Haghpasand, Student Government Representative, Ana de Oliveira, Recording Secretary, Dr. Van Riley, Superintendent of Schools and the administration team.

Frank Todisco, Board Chairman asked to make a motion to add the Junior Project presentation to the Board Agenda.

The following motion was made by Alisa Morrison and seconded by Farouk Rajab:

Motion 1: To add the Junior Project presentation to the Board Agenda.

All: Aye

Board Presentations

Title IX Update - Allison Van Etten spoke of policies that will be recommended to the Board for approve related to DCF Mandated Reporter and Personnel Social Media Policies. Both policies are related to student safety and will be presented to the Board of Ed Committee of the Whole this spring. Mrs. Van Etten also reported the results of the survey given to students back in November related to sexual harassment. She shared the results to the survey for both high school students and middle school students. Mrs. Van Etten explained what resources are in place to help students and parents in the area of Title IX. She added there will also be additional guidance from OCR related to gender identity issues in schools. Alisa Morrison questioned the clarity of the survey questions and if the students understood the questions. (Presentation attached)

Voice Update – Alicia Dawe gave an update on the new VOICE program at the high school and the middle school. She reviewed the various workshops that have and will be taking place at the high school for students. She summarized some of the topics that students spoke about in their supervised group setting. She reviewed all the presentations that will be happening by outside presenters on April 19th to recognize National Sexual Assault Month. Mrs. Dawe spoke on the various reminders that students receive quarterly regarding policy and Safe Futures. She noted there is a counselor on site from Safe Futures to work with students. She also spoke of staff participation in the VOICE program in the elementary schools and middle school. High school students have also been working with the middle school students. Students have been involved in the Safe School online courses covering COVID-19 and sexual harassment.

Heidi Simmons congratulated Alicia Dawe for the work on the VOICE program. She made note of a section in Lily Haghpasand, Student Government Representative's monthly report that she felt would be good to use in the VOICE program. Alicia Dawe explained she will incorporate that idea in the school announcements after April break. Mrs. Simmons voiced it seems that students are not sure how to use the resources. Mrs. Dawe explained resources are advertised and they can use the counselor for anything. Miss Haghpasand explained she added the idea of using the Safe Schools counselor to her report because the counselor is a good resource and thinks it is not being used as much as it could be. Miss Haghpasand asked Mrs. Dawe that the school might want to tell students that there is an anonymous person they can talk to. Mrs. Dawe asked for her assistance in spreading the word to her fellow classmates.

Junior Project – The juniors of the Class of 2022, Dillon Griscom, Lauren Goebel, Mia Lewandowski, Kyle Lowry Kiki Longo, Katherine Glenn, Ivy Goodman, Brendan Coan, Sophia Fernholz presented their junior project Rain Collection Units. They explained the project will be used for the environmental science gardens at the high school. They will be installing rainwater collection units to help reduce water consumption. This allows plants to survive even when nobody is there to water them in the summer. The students summarized the timeline of the project, resources used to create the project, materials, cost and how the project connects to the 4Cs; Convince, Consider, Communicate, and Connect. (PowerPoint document attached) Alisa Morrison shared that the Westerly Car Wash has 55 gallon buckets for free if the students would like to take advantage of that. She shared her own experience with this type of project and offered her assistance if the students needed it. She suggested students use the art department to

help with the painting of the buckets. Farouk Rajab asked how they keep the water is safe and if it was treated. Craig Esposito asked how the water is getting into the barrels. The students answered the Board's questions. Frank Todisco, Board Chairman thanked the students for the presentation and asked to let him know if there is anything they need going forward.

Communications & Recognitions

Gordon Lord recognized West Vine Street School for how well the traffic flow is working with students return to school.

Farouk Rajab acknowledged Dr. Riley and the administration for keeping the schools open and safe and thanked the staff as well.

Comments from Citizens

Paul Lagasse commented on the new CDC guidelines regarding surface transmission. He voiced the district does not need to do the deep cleanings anymore on Wednesdays and feels this is a good opportunity to get the students back in class with only nine more Wednesdays left. This would help students get caught back up with all the time missed. He spoke that the close contact guidelines in Stonington and Ledge Light are not being followed to the CDC guidelines for quarantining. He spoke of the difference in each guideline and number of quarantine days. He urged Stonington to follow the CDC guidelines and keep the students in school safely.

Consent Agenda

- A. Minutes – March 11, 2021
March 25, 2021
- B. Checks and Bills – March
- C. Personnel Report
- D. IDEA Grant

The following motion was made by Alisa Morrison and seconded by Craig Esposito:

Motion 2: To approve the consent agenda as presented.

All: Aye

Approval of 2021-2022 Healthy Food Certification (HFC) Statement and Food & Beverage Exemption for Special Events

The following motion was made by Farouk Rajab and seconded by Craig Esposito:

Motion 3: Pursuant to C.G.S. Section 10-215f, the board of education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2021, through June 30, 2022. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school

All: Aye

The following motion was made by Farouk Rajab and seconded by Craig Esposito:

Motion 4: The board of education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held.

All: Aye

Second Read/Approval of Curriculum

- A. English Language Arts – 8
- B. Social Studies – 8
- C. Citizens in Action
- D. Band SHS
- E. Honors Band
- F. Honors Jazz Ensemble
- G. Physical Education 6-8

The following motion was made by Farouk Rajab and seconded by Craig Esposito:

Motion 5: To approve the curriculum as presented.

All: Aye

Second Read/Approval of Policy 5141 - Student Health Services/School District Medical Advisor

The following motion was made by Farouk Rajab and seconded by Craig Esposito:

Motion 6: To approve the Student Health Services/School District Medical Advisor policy as presented.

All: Aye

Update on Board of Ed Advisory Council on Return to School (BEARS)

Gordon Lord reported on the first meeting of the advisory council. He spoke the group was made up of a diverse group of people including medical professionals, teachers and parents of students in the district. He explained the meeting started with an explanation of what the council's role is and is not and the challenges that we have had and a discussion around summer school. Dan Kelley recommended hosting a meeting in one of the schools but Mr. Lord voiced this would be challenging. Mr. Kelley then suggested taking a video or pictures of the current COVID set up in classrooms and buildings. Mr. Lord communicated that the next BEARS meeting is scheduled for April 20th in the High School Commons and Ledge Light will be invited to attend. Mr. Lord thanked everyone involved for participating in the advisory council. Heidi Simmons noted that the committee discussed that for transparency they suggested the videos of the classes and asked Mr. Lord to follow up on the progress of those videos with Mr. Kelley.

Report of the Superintendent of Schools

Recovery, Academic and Mental Health Plan - Dr. Riley reviewed the recovery plan and report. (Report attached) He asked that the Board make a motion for approval of the ESSER funding after the presentation of the recovery plan. Mary Anne Butler explained the social-emotional and academic portion of the recovery plan for each school level. She spoke of what types of services are available at each school for students. She reviewed staffing needs and summer school programs. She summarized each summer school program at each school level explaining, hours and dates of the program. She explained services and offerings that will be available for students and types of staffing that will be required. She shared information on the new program called the BEAR academy that will provide interventions and academic supports. Mrs. Butler spoke on an opportunity for students going into 9th grade to work on over the summer which will help them earn an extra ¼ credit towards their high school credits. The middle school will be hiring an SEL Coordinator next year which will support students and staff with behavior and academic supports. The Deans Mill School is looking at having a Super Flex Camp which will include full distance learners to bring them together and get them acclimated with their peers in August before they come back. She added we will be adding an interventionist to focus on reading and math and also a STEM position in both elementary schools.

Farouk Rajab asked why some items were covered by general funds in the plan. Mrs. Butler explained some items will be funded through general funds and some through grants. Gordon Lord asked how do we know how many students will be attending summer school. Mrs. Butler noted we have not surveyed parents yet, and will keep options for attending very flexible. Dr. Riley noted he is working with the Recreation Department and are looking at their summer camp enrollment numbers. He hopes to work closely with the Human Services and hopefully families can take advantage of both programs. Gordon Lord voiced he would like to take more time to digest the plan before voting. He

voiced concern on how will we fund this longer term. Mary Anne Butler explained this is not intended to be permanent plan and will probably go away eventually. Farouk Rajab asked if the plan is funded for three years. Dr. Riley presented a list of expenditures for summer school and school years 2021-2023. He explained how they will use the ESSER funding to cover expenses. Gordon Lord asked how does West Vine Street School hire a 4th grade teacher and then have to say later that we don't need that teacher. Mrs. Butler and Dr. Riley explained how staffing changes happen each school year. Frank Todisco, Board Chairman asked are all the positions that we are hiring getting a one year contract and is this money a onetime funding. He voiced he did not want to be in a situation three years from now where another Board will have to deal with a decision that we are making tonight. Dr. Riley explained he has consulted with the attorney and if we hire a teacher that teacher becomes a permanent teacher. Mr. Lord voiced he is concerned about the operational cost going forward with regards to staffing. Mrs. Butler reviewed the proposed staffing at each grade level for the fall and services that will be provided by each staff member. Dr. Riley expressed there is an urgency to hire staff. Jack Morehouse voiced his concerns about the number of students at Stonington Middle School that are receiving mental health and asked what type of person we will be hiring for this. Principal Tim Smith explained he has not pin pointed what type of staff member that will be. Mr. Morehouse asked if the district has exhausted other alternatives and have we looked at other schools to see what they are doing. Mrs. Butler explained more information will be coming from the curriculum team and she does not have any specifics from other districts on how they handle these issues. She spoke they are looking at better assessments, and other ways to help with the math such as using games for students. Mr. Morehouse spoke of his own student's success in an online type of intervention. Mrs. Butler noted they are looking to have the tutor help remotely with students and families with the math.

Heidi Simmons asked could we have our mental health people extend their skills and asked what has happened that we do not have the mental health staff to address these issues. Mrs. Butler noted the need at the middle school and case numbers have doubled from last year. Tim Smith explained there is a need of instructional practices and the need to build the capacity to support the students in the classroom. Mrs. Simmons commented it is a new culture and spoke about active engagement, and data from EASTCONN. She asked what the plan is to actively engage students and increase in the school days to five days after spring break. Mrs. Butler explained the EASTCONN data. Dr. Riley voiced he wants to get thorough spring break before looking at five days. He explained our teachers are doing a great job with students in and out at the same time. It is very difficult to teach that way and Wednesdays gives teachers time to collaborate with each other, they like having Wednesdays. Mrs. Simmons commented hopefully next year we will never expect teachers to do both at the same time. Mark Friese, SHS Principal reported the high school still has one third of students out and Wednesday is absolutely needed to reset. Jack Morehouse agreed with Dr. Riley and knows for a fact that teachers have struggled this year but have handled it marvelously and have done a great job. He added Wednesdays are very helpful. Gordon Lord also agreed with Mr. Morehouse and added just like four days was a process so would five days be a process. The kids are going through an adjustment. The teachers are thankful for the Wednesday to get prepared for distance learners. We have to look forward to the fall now.

Gordon Lord asked that the principals speak to the logic of hiring a full time teacher versus a math interventionist. He noted we do have three years to spend these funds and doesn't feel comfortable to vote on this plan at this point. Farouk Rajab explained in his words what the Board was approving in regards to the recovery plan and the need to hire staff quickly.

The following motion was made by Farouk Rajab and seconded by Heidi Simmons:

Motion 7: Approval of the Recovery Plan and ESSER II funding as presented with the understanding that specific details and strategies will change based on new data throughout this next year.

All: Aye

CARES Funding Update – This item was addressed earlier in the agenda as part of the recovery plan expenditures.

Building HVAC Systems/Concerns – Dr. Riley explained the program and will bring more information to the next meeting. Jack Morehouse asked if the district was still looking at the chilled beam cooling technology for the middle schools. He added it was ductless and made it less expensive. Peter Anderson explained the two HVAC system options for the middle school. Farouk Rajab had questions about the air intake and upgrading the RTU's to meet the airflow requirements. Mr. Anderson explained how the air filtration system works. Heidi Simmons asked if we had concerns with the elementary schools, because the report seemed to be good. Mr. Anderson explained the RAP system at each of the elementary schools. He added that none of the systems were designed for a pandemic in mind.

Monthly Reports

The Board members had no questions on the monthly reports.

Items for Future Agendas

There were no items for future agendas at this time.

Board Comments/Concerns

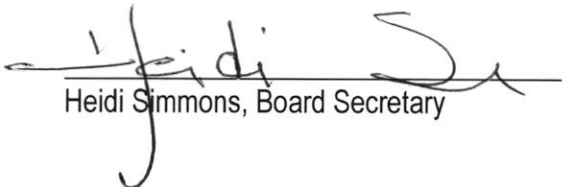
Jack Morehouse asked to circle back on the discussion regarding the Board Goals. Frank Todisco, Board Chairman noted that he and Gordon Lord will be meeting with Dr. Riley to go through a preliminary review of them and will get back to the Board at the next Committee of the Whole meeting.

Adjournment

The following motion was made by Craig Esposito and seconded by Farouk Rajab:

Motion 8: To adjourn at 9:38 p.m.

All: Aye



Heidi Simmons, Board Secretary

Title IX Updates 4/8/2021

Stonington Public Schools

Policy Updates Related to Student Safety

- **DCF Mandated Reporter Policy-** will be recommending the BOE adopt Shipman and Goodwin's model policy. Policy provides more details and specifics related to roles for reporting
- **Personnel Social Media Policy-** will be recommending the BOE adopt a social media policy for school personnel. This will specifically address how school personnel engage with **current** students on social media, and will also address the use of social media for school sponsored activities/clubs

Both policies to be submitted to COW this spring

November Student Survey Results

Baseline Survey Questions- Fall 2020 (Repeat May 2021)	SHS Gr 9-12 Strongly Agree or Agree	SMS Gr 6-8 Strongly Agree or Agree
I am clear about what behaviors, actions and statements constitute sexual harassment	94%	90%
I know how to report an incident of sexual harassment	83%	77%
If I was a victim of sexual harassment in school or I witness sexual harassment impacting one of my classmates, I would likely report it to an adult	84%	95%
I feel safe from sexual harassment while I am at school	86%	85%

Looking Ahead

- Continue annually with our quarterly reminder initiatives, student educational programs, VOICE program and recent launch of Speak Up for reporting
- Parent education and outreach on these topics, (2021-2022)
- Provide the BOE sample lessons from our health curriculum and advisory programs, K-12 related to topics of sexual harassment, healthy relationships, DEI, decision making, etc.
- Anticipating additional guidance from OCR related to gender identity issues in schools



Stonington Public Schools VOICE

Empowering students at every level to have a VOICE and to ensure their needs are met with the appropriate grade level resources.

BOE Updates
April 2021

Stonington Public Schools
We Believe in You



What it is...

District-wide, K-12 program that will impact all students through implementation of a student empowerment initiative to ensure every student in the district develops the skills and belief system to advocate for themselves and their peers. This comprehensive program will

- Develop student voices
- Foster social and emotional learning
- Provide executive functioning skills to ensure all students are comfortable and capable of functioning in a virtual world
- Capability of reporting concerns they have about their safety, the well-being of others and the integrity of the learning environment.

Stonington Public Schools
We Believe in You



What have the students experienced thus far?

- High School
 - Age appropriate classroom workshops during TASC Block
 - Sept. 18th Self Esteem
 - Oct. 9th- Action Plan (Part 2 of Self Esteem)
 - Nov.13th & 16th- Self Care
 - December 1st-15th-Gratitude
 - January 15th resilience and adversity-Goal Setting
 - February 8th -Microaggressions
 - March 8th -Peer to Peer
 - April-19th Empower (National Sexual Assault Month)
 - May 10th- Power of Personal Choice
 - June 7th- End of Year Celebration (school-wide)



What have the students experienced thus far?

- High School
 - First 2 days of homebase(TASC BLOCK) review of sexual harassment policies in student handbook, (pg. 42 and 20)
 - Reminders sent on Nov. 12th, 2020, Jan. 20th, 2021, April 6th 2021
 - Safe Futures: Counselors on site, once a week alternating Mon/Thurs. Advertised with signage on door, (with counselor's email for optional virtual meetings) as well as email reminders sent to students on 10/9, 10/14, 2/17, 4/6. It is included in Bear Bulletin, Student Advisory Group and Parent Advisory Group as well.





What have the students experienced thus far?

- Title IX Baseline Survey sent to all students in the fall 2020
- Safeschool Online Course
- Sept. Three Covid Specific
 - Oct. What is Sexual Harassment?
 - Examples of student, staff and admin accounts

[illegible]



School Staff

- Professional Development for VOICE
- Creation of VOICE Google Classroom with links and resource to the following:
 - Age appropriate class activities during TASC Block
 - Safeschool Online Training (3 Covid Specific, more on the way)
 - Youth Officers contact information
- Elementary School
 - Both WV and DMS started virtually with their junior and senior mentors twice monthly since Nov. 4th
- Stonington Middle School
 - February 1st!



Middle School & VOICE

- Responsibility & Power of Choice (March)
- Building People Up (April)
- Importance of Decision Making (May)
- Importance of Using Your VOICE & Transitioning from SMS to SHS (June)

Currently 40 SHS Student Volunteers
Mentoring our SMS Students.



Elementary Schools & VOICE

be a
VOICE
not an
echo

- For the past three years over 150 SHS students have mentored grade 5 students at both West Vine and DMS (this year) Elementary.
- The slogan that was created was "Be a voice, not an echo"



Stonington Public Schools
We Believe In You



Topics Covered at the Elementary Schools

- Including All (Kindness, tolerance, understanding the differences of others, empathy, having an open mind)
- Self-Care (Health and Wellness, Mindfulness, anxiety, body safety, Yoga and meditation)
- Perseverance/Teamwork (Team activities and the importance of working together and communicating)
- Communication (Basic communication, public speaking, presenting thoughts)
- Empowerment in the Community (Volunteering opportunities & Leaving your mark)
- Model Respect (Reach out and help others; good sportsmanship)

Stonington Public Schools
We Believe In You

Rainwater Collection Units

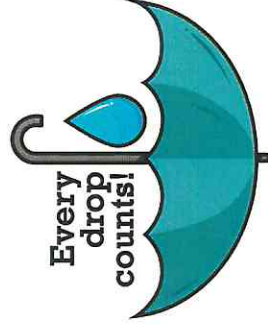
Junior Project (Class of 2022)



Objectives & Goal



- Reduce the global footprint of our school by installing rainwater collection units that would help to reduce water consumption
- Promote learning experiences for students taking environmental science programs at our school
- To increase the liveliness and productivity of our school's gardens and aesthetic beds by increasing the months in which plants can survive
 - Plants would be able to survive in the summer, even when nobody is there to water them





Students in Environmental Science Gardens

Plan to Accomplish



- ☐ Confirm interest in the rain collection units from the Environmental Science teacher, Mrs. Whitman.
- ☐ Receive approval from the head of maintenance, Mr. Anderson, for the installation of the units
- ☐ Reach out to Mrs. Holland and Mrs. King from Stonington Human Services for funds
- ☐ Present to Student Government on March 3rd
- ☐ Present our plan to the Board of Education on April 8
- ☐ Order the rain collection units
- ☐ Install and paint the units

Resources & Advisors

- Mrs. Dench. Student Government Advisor
- Mrs. Whitman, Environmental Science Teacher
- Mr. Anderson, SPS Facilities Director
- Mrs. King and Mrs. Holland, Human Services



Materials

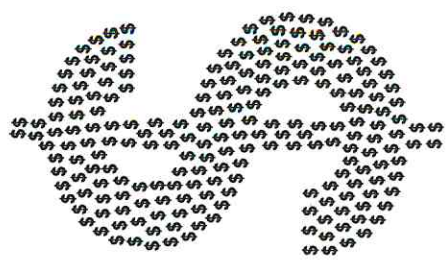


- Water collectors
 - UV Resistant
 - Include filter to remove large particles that could cause blockages
- Hoses
 - Have small holes throughout that allow for constant irrigation without need for human attention
- Paints
- Paint brushes



Costs & Funds

- Total cost : \$586
- Each collection unit costs \$91.95
- Total for units including all fees: \$488.95
- Each hose costs \$14.95
- Total for hoses including tax, shipping, and all fees: \$97.05
- Human Services will be paying for 2 of the collection units
- We have launched a fundraiser selling SHS merchandise: we have just reached our goal!

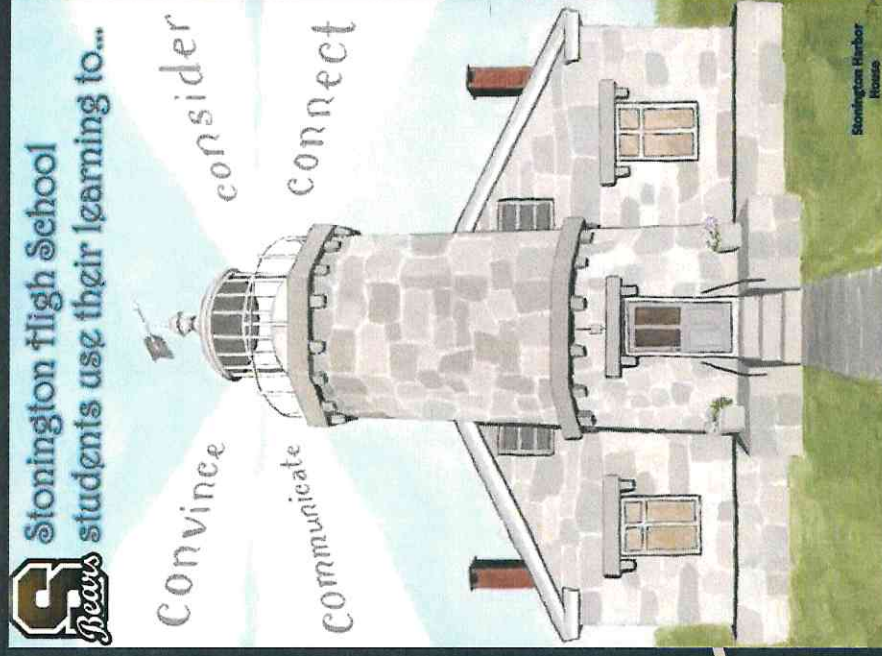


Timeline



- Continue fundraising with online store until April 17th
- Remain in contact with maintenance to secure plan for use of the buckets before we purchase
- Purchase materials as soon as we have the provided funds - will allow time for us to receive materials before school year ends
- Install and paint the buckets most likely in May/June depending on the time of arrival of materials

Connection to 4Cs



Convince: Why is this project useful to SHS?

-The use of rain barrels will help decrease water usage in the school, and help water the gardens and beds more efficiently

Consider: What is the purpose for the rain barrels?

-The purpose is to begin using rain barrels to help decrease water usage, and promote environmental conservation is a cost effective and efficient solution for the school

Communicate: What does this project involve?

-This project involves purchasing 5 rain barrels and hoses, which will allow the gardens to be watered by collected rain water, and eliminate the need for someone to water the gardens manually as well as reduce water usage

Connect: How did technology impact this project?

- We were able to use technology to connect with Human Services and teachers at SHS to gain information on how many rain barrels are needed, and where they should be placed. Technology was also used to host our fundraiser, which is being used to raise the remaining funds needed

Stonington Public Schools

COVID Recovery Plan Presentation

April 8, 2021

- 1) Introduction – Defining the Issues**
 - a. Academic Needs**
 - b. Social/Emotional Needs**
- 2) Funding Sources to Support Recovery from the COVID-19 Pandemic:**
 - a. CARES Funding – Costs for COVID/Hybrid Option (Appendix A)**
 - b. ESSER II**
 - c. American Rescue Plan (ARP)**
- 3) Request for Board of Education Approval**
- 4) Future Updates/Reports to the Board of Education**
- 5) Stonington Public Schools SEL and Academic Recovery Plan**
- 6) Detail of ESSER II Expenditures (Appendix B)**
- 7) Board of Education Approval**
- 8) Appendix**
 - a. Appendix A – Costs for COVID/Hybrid Option**
 - b. Appendix B – Recovery Plan Expenditures – ESSER II Funding**

Introduction - Defining the Issues:

Our challenge is to address the social-emotional needs and to accelerate the academic growth/performance for all students in the post-COVID-19 pandemic setting. As the [current academic data](#) shared with you on March 11th demonstrates, students have significant academic needs, primarily in mathematics. The baseline data on active student engagement, compiled by EASTCONN, reveals the district's current average of 33% active engagement needs to move to a minimum of 50% in all grades and classes. This goal acknowledges there is a time and place for direct instruction and delivery of directions. Active engagement is an indirect measure of social-emotional readiness to access the curriculum. The plan presented tonight is a comprehensive roadmap to provide the necessary resources and staffing on a differentiated basis based upon the unique needs of the social-emotional and academic needs of students within each school.

Funding Sources to Support Recovery From the COVID-19 Pandemic:

Funding Source	Allocation	Time Span	Expenditures
ESSER I Grant funds expended	\$280,435 (see Appendix A)	March 13, 2020- September 30, 2022	PPE, Technology, Paraeducators, Custodians
ESSER II Grant due: 4/19/21	\$1,150,979 \$ 92,347 adjustment \$1,243,326 Total	March 13, 2020 through September 2023	Social-Emotional and Academic Recovery Focus of tonight's presentation
American Rescue Plan (ARP) grant application expected before June 2021	\$3,088,090	Through September 2024	Continuation of Social-Emotional and Academic Recovery Partnership with Board of Finance and Board of Selectmen re: key facility upgrades/repairs

Request for Board of Education Approval:

Approval of this Recovery Plan and ESSER II funding as presented with the understanding that specific details and strategies will change based on new data throughout this next year.

Future Updates/Reports to the Board of Education:

May 2021:	Update on Summer School
	Update on hiring
	2021-22 scheduling ideas
	ARP funding recommendations

Monthly BOE:	Recovery Plan Updates
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Stonington Public Schools Social-Emotional and Academic Recovery Plan

Guiding question for Recovery:

How might we strengthen school communities, as sites reopen, by highlighting solutions that reconnect people and enhance collective wellbeing, teaching, and learning?

Big Ideas for Recovery:

Predictability and Connectedness

Defining the Problem based on Data: Where are the students social-emotionally and academically?

The Board was updated March 11, 2021 on the [academic status](#) of students as evidenced by the STAR benchmark assessment data in mathematics and ELA in grades 3-8, the percentage of D/F's at Stonington High School (SHS), and the PSAT results at SHS. Other previous presentations to the Board explained trends of remote learner versus "in person" populations specific to attendance, engagement and chronic absenteeism numbers.

This plan, informed by all the data, outlines resources and programming to meet the social-emotional needs in K-12 and address the general trend of lower performance in mathematics districtwide. The priorities for acceleration of learning at each school is somewhat different. However, the data reveals the most striking needs in mathematics, reading, and social-emotional recovery are at West Vine Street School (WVSS). Fittingly a significant amount of resources will be allocated to the students and staff at WVSS. The other striking data involves the current increase in Ds/Fs, the credit recovery challenge, and the issue of student engagement at SHS. Stonington High School (SHS), Stonington Middle School (SMS), and Deans Mill School (DMS) all show decreases in student performance in mathematics, but not significantly in literacy. Funding priorities are based upon current data and district improvement goals. Funding is equitable, not equal.

Highlights of Shifts in Practices to Support Social-Emotional and Academic Recovery for Students?

All intervention strategies are linked to two common anchoring concepts, predictability and connectedness. Both secondary schools are deliberately redesigning their larger learning spaces (SHS/SMS libraries and art/tech areas at SMS) to resemble workplace areas of collaboration and communication versus traditional library/technology room configurations. After more than a year of social isolation, students need spaces and opportunities to engage in social and academic discourse and these new configurations will invite such discourse.

A significant population of students, approximately 80 at Stonington High School (SHS), require intensive interventions across the disciplines to address credit recovery issues and student engagement. The Bear Academy will serve students in need of the most intensive support by providing a personalized learning environment to address their needs across disciplines. Students with less significant needs, but in danger of failing a course, will be scheduled into the Learning Hub as a pre-emptive measure to ensure credit recovery is not needed at the end of the marking period. Those students will return to their regular classes once they are caught up in understanding the content and have completed assignments. For the first time incoming grade 9 students who are in need of additional transition support will have the opportunity to earn high school credit before the commencement of the school year. These students will begin high school “ahead of the game” in an effort to avoid the students operating in a deficit mindset model. The summer credit acceleration program will allow students to form positive relationships with high school staff and become familiar with the building.

Stonington Middle School (SMS) has not had one full academic year to develop its sense of identity, community, and norms as the pandemic hit the spring after consolidation. To accelerate the process of developing a strong school culture and climate, SMS will invest in a Social-Emotional Learning (SEL) Coordinator. This position will support implementation of restorative practices for staff and students and reinforce common behavioral and academic expectations for all. SMS plans to utilize an additional math interventionist and a math tutor to accelerate learning within the content area for all students.

Data demonstrates the most aggressive support is needed at WVSS. Mathematics and reading scores are significantly lower than DMS. Student engagement, attendance, and social-emotional needs require substantial attention and the most significant resources for recovery efforts to be successful. Funding priorities for WVSS include staffing to support smaller

class sizes and the departmentalization of classes historically implemented at DMS. An additional interventionist, instructional coach, mental health professional, and a behavior technician are critical positions needed to address the whole child and accelerate access to the core curriculum for all students. Coaching of teachers will ensure research-based practices are consistently implemented in all classes. WVSS will also provide a summer program to incoming kindergarten students who have not had any preschool experience. This will afford those children extra time to develop a relationship with their teacher and acclimate to the school routines/environment.

DMS has identified mathematics as a priority area for accelerated instruction. An additional interventionist and innovative flexible scheduling will allow for students in need of supplemental instruction to receive small group intervention both inside the classroom and outside of the normal school day. A transitional summer program for current full remote learners is planned to reacclimate them into the school environment and address any anxiety and social issues. Both elementary schools believe in restoring the Science, Technology, Engineering and Mathematics (STEM) position eliminated in last year's budget to support mathematics and other STEM learning through coding, engineering, robotics, and other project-based learning experiences.

The [Draft District Assessment Calendar for 2021-2022](#) documents academic measures for analysis, discussion, and action at the District Data Team and School Data Team levels. Some of these outcomes are historically reported to the Board, additional metrics may also be included next year. This will include EASTCONN student engagement data, D/Fs, attendance data, climate survey results, participation in clubs/sports, and mental health caseload numbers. Presentations to the Board are tentatively scheduled next year for October 2021, December 2021, February 2022, and June 2022.

Stonington's SEL and Academic Recovery Strategies

Summer School 2021				
Elementary School Offerings				
Staffing	Service to the Students	Measurable Outcome	Cost	
Kindergarten Readiness Academy August 10-12, 17-19 8:30 AM to 11:00 AM	Approximately 15 incoming students with no preschool experience Focus on routines, transitions, and orientation to the kindergarten classroom	All 15 Academy participants will successfully transition into Kindergarten after the pre-teaching of routines, orientation to the school, and establishing relationships with their teacher and principal.	Teachers Transportation Nurse Materials Total:	\$2,160 \$1,812 \$1,080 General funds \$5,052
Grades 1-5 July 6 - August 5 8:30 AM to 12:15 PM	Small group instruction in math and reading will support the successful transition into the next grade level and opportunities to engage in high interest lessons will re-establish relationships with peers and staff. (approximately 80 students)	TBD: SEL pre/post survey or assessment aligned with Second Step.	Teachers Paraeducators Administrator Materials Total:	\$27,000 \$5,440 \$2,000 General funds \$34,440

Stonington Middle School Offerings				
Staffing	Service to the Students	Measurable Outcome	Cost	
Grades 6-8 July 6 - August 5 8:30 AM to 12:15 PM	Small group instruction in math and reading will support the successful transition into the next grade level	TBD: SEL pre/post survey or assessment aligned with Second Step.	Teachers	\$21,600
	Opportunities to engage in high interest lessons will re-establish relationships with peers and staff. (approximately 80 students)		Paraeducators	\$4,080
			Administrator	\$2,000
			Transportation	\$4,530
		Total:	\$32,210	
Stonington High School Offerings				
Staffing	Service to the Students	Measurable Outcome	Cost	
August 9 - 20 40 hours	Credit acceleration offered for approximately 40 incoming grade 9 students. "Super8's"	All at risk incoming grade 9 students will complete the course and earn .25 high school credits towards graduation.	General funds	
July 6 - August 5 8:30 AM to 12:15 PM	Credit Recovery-Virtual High School offered for approximately 30 students.	All 30 students will recover credit towards meeting a graduation requirement.	General funds	
Summer School/Recreation Camp Incentives	Students receive academic and SEL instruction in addition to the benefits of recreational activities.	Improve the percentage of participation in summer school (grades 1-8).	\$15,000	
		Summer school costs (K-12)	\$86,702	

Social-Emotional and Academic Supports for the School Year 2021 -2022

Deans Mill School			
Staffing	Service to the Students	Measurable Outcome	Cost
Interventionist (academic)	Supplemental Instruction for students in need of support in mathematics and reading. Coaching and planning support in mathematics and reading for teachers	Decreases of students in Tier II/III interventions (no more than 15% receiving Tier II and 5% receiving Tier III) Improved academic outcomes as referenced in the District Improvement Goals	\$75,000
Numeracy/Literacy tutor	Supplemental, targeted small group math instruction 20 hrs/week @ \$45/hr	Decreases of students in Tier II/III interventions (no more than 15% receiving Tier II and 5% receiving Tier III) Improved academic outcomes as referenced in the District Improvement Goals	\$32,400
SuperFlex Camp	Re-entry social-emotional programming for 15 learners returning from total remote learning in 2020-21 (2 teachers/1 week 4 hours/day)	All 15 Academy participants will successfully transition back to in person learning by establishing a relationship with their teacher, counselor, and principal.	\$2,250
1.0 FTE STEM specialist (Shared with WVSS)	Full time STEM instruction for each elementary school-increase in science and mathematics instruction	Decreases of students in Tier II/III interventions (no more than 15% receiving Tier II and 5% receiving Tier III) Improved academic outcomes as referenced in the District Improvement Goals	\$75,000
			Subtotal: \$184,650

West Vine Street School

West Vine Street School			
Staffing	Service to the Students	Measurable Outcome	Cost
Interventionist (academic)	Supplemental Instruction for students in need of support in mathematics and reading. Coaching and planning support for mathematics and reading for teachers	Decreases of students in Tier II/III interventions (no more than 15% receiving Tier II and 5% receiving Tier III) Improved academic outcomes as referenced in the District Improvement Goals	\$75,000
Grade 1 teacher	Smaller class size to address lags in foundational and numeracy skills.	Decreases of students in Tier II/III interventions (no more than 15% receiving Tier II and 5% receiving Tier III)	\$75,000
Grade 4 teacher	Students will have teachers who are content specialists in smaller classes.	Decreases of students in Tier II/III interventions (no more than 15% receiving Tier II and 5% receiving Tier III) Improved academic outcomes as referenced in the District Improvement Goals	\$75,000
Literacy tutor	Supplemental, targeted small group reading instruction 20 hrs/week @ \$45/hr	Decreases of students in Tier II/III interventions (no more than 15% receiving Tier II and 5% receiving Tier III)	\$32,400
Numeracy tutor	Supplemental, targeted small group math instruction 20 hrs/week @ \$45/hr	Decreases of students in Tier II/III interventions (no more than 15% receiving Tier II and 5% receiving Tier III)	\$32,400

Instructional coach	Increase in student engagement and growth with the implementation of trauma sensitive practices and researched-based content specific pedagogy	<p>Opportunities for active student engagement need to move from an average of 33% district wide to a minimum of 50% as measured by student response time.</p> <p>Improved academic outcomes as referenced in the District Improvement Goals</p>	\$75,000
Mental health staff (1.0 FTE)	Address a range of social-emotional issues K-5	<p>No more than 15% receiving Tier II and 5% receiving Tier III)</p> <p>Current data shows. A decrease in the current percentage (21%) of students receiving scheduled mental health services compared with 18% last year.</p>	\$75,000
Behavior technician	Students with significant behavioral support needs, who may otherwise need alternative placement, receive significant assistance in the implementation of their behavior plans. (approximately 3-4 students)	All students receiving support from the behavior technician will be in compliance with their behavior plans and successful in the Tier I setting.	\$30,000
			Subtotal: \$469,800

Stonington Middle School				
Staffing	Service to the Students	Measurable Outcome	Cost	
Math interventionist	Supplemental small group math instruction by a highly qualified teacher, additional core programming, new financial literacy program	Decreases of students in Tier II/III in math interventions (no more than 15% receiving Tier II and 5% receiving Tier III) Improved academic outcomes as referenced in the District Improvement Goals	\$75,000	
SEL-Coordinator	Monitors the implementation of the SEL curriculum, Restorative Practices support for staff and students.	Decreases of students in Tier II/III behavioral interventions (no more than 15% receiving Tier II and 5% receiving Tier III) Current data shows 34% of students receiving scheduled mental health services as compared with 19% last year. Opportunities for active student engagement need to move from an average of 33% district wide to a minimum of 50% as measured by student response time.	\$75,000	
SEL-Coordinator training			General funds	
Alternative learning space furniture	Students have learning spaces to engage in social and academic discourse	Improved academic outcomes as referenced in the District Improvement Goals	General funds	

Maker space equipment and materials	Students have learning spaces for design and engineering challenges/project based learning (STEM)	Improved academic outcomes as referenced in the District Improvement Goals	General funds
Paraeducator for new learning spaces	Instructional support for independent project-based learning experiences.	Opportunities for active student engagement need to move from an average of 33% district wide to a minimum of 50% as measured by student response time.	\$18,000
Math tutor		Decreases of students in Tier II/III in math interventions (no more than 15% receiving Tier II and 5% receiving Tier III) Improved academic outcomes as referenced in the District Improvement Goals	\$32,400
Grade 6 Orientation			\$6,000
			Subtotal: \$206,400

Stonington High School-School Year 2021 to 2022			
Staffing	Service to the Students	Measurable Outcome	Cost
Hall Monitor	Predictability of seamless and safe transitions between classes.	No increase in office referrals during the change of class.	\$18,000
Learning Hub teacher	Targeted content area instruction on an as needed basis for all students	D/F's will decrease from 10.9 % to 5.5% by June 2022	\$75,000
Bear Academy Special education teacher	Targeted content area instruction on ongoing basis as determined by the School Instructional Team.	D/F's will decrease from 10.9 % to 5.5% by June 2022 Decreases of students in Tier III intervention (no more 5%) by June 2022	\$75,000
Bear Academy General education teacher	Targeted content area instruction and executive functioning support on an ongoing basis as determined by the School Instructional Team.	D/F's will decrease from 10.9 % to 5.5% by June 2022 Decreases of students in Tier III interventions (no more 5%) by June 2022	\$75,000
Learning Hub Paraeducator	Targeted content area instruction and executive functioning support on an ongoing basis as determined by the School Instructional Team.	D/F's will decrease from 10.9 % to 5.5% by June 2022	\$18,000
Bear Academy Paraeducator		D/F's will decrease from 10.9 % to 5.5% by June 2022	\$18,000
			Subtotal: \$279,000

Districtwide Programming				
Virtual Learning Academy K-12 TBD pending guidance from the Connecticut State Department of Education	High quality full remote learning as required by law for those students who qualify. TBD	TBD	General funds	
Custodians and Paraeducators			\$110,000	
		School Year 2021-22	Total: \$1,249,850	

Summer School 2021 Total	\$86,702
School Year 2021-22 Total	\$1,249,850
	\$1,336,552

APPENDIX A												
Costs for COVID/Hybrid Option												
Revised: April 1, 2021												
ALL ITEMS ARE FOR ONE YEAR												

APPENDIX B

Recovery Plan Expenditures - ESSER II Funding

Building	Resource	Resources	Summer-2021	2021-2022	Summer 2022	2022-2023	Summer and 2023-24
DMS	Interventionist			\$75,000		\$75,000	
	Numeracy/Literacy Tutor (20 hrs/week @ \$45/hr)			\$32,400		\$32,400	
	One Week SEL Super Flex Camp (15 DL)			\$2,250		\$2,250	
	STEM Specialist (split position with WYSS)			\$75,000		\$75,000	
	Interventionist			\$75,000		\$75,000	
WYSS	Grade 1 Teacher			\$75,000		\$75,000	
	Grade 4 Teacher			\$75,000		\$75,000	
	Literacy Tutor 20 hrs/week			\$32,400		\$32,400	
	Numeracy Tutor 20 hrs/week			\$32,400		\$32,400	
	Instructional Coaches ELA/Math			\$75,000		\$75,000	
SMS	Mental Health Staff (1.0)			\$75,000		\$75,000	
	Behavior Technician			\$30,000		\$30,000	
	Math Interventionist			\$75,000		\$75,000	
	SEL-Coordinator			\$75,000		\$75,000	
	SEL-Coordinator Training			X		X	
SHS	New alternative Learning Space Furniture	X					
	New Maker Space Equipment & Material	X					
	Additional Paraeducator for New Learning Spaces			\$18,000		\$18,000	
	Math Tutor			\$32,400		\$32,400	
	6th Grade Orientation			\$6,000		\$6,000	
	Hall Monitor			\$18,000		\$18,000	
	Learning Hub-Math/Science Teacher			\$75,000		\$75,000	
	Bear Academy-Special Education Teacher			\$75,000		\$75,000	
	Bear Academy-General Education Teacher			\$75,000		\$75,000	
	Paraeducator-Learning Hub-Sue Prince?			\$18,000		\$18,000	
WYSS	Paraeducator-Bear Academy			\$18,000		\$18,000	
	Saturday Breakfast Academy (16 hours over 4 weeks)			X		X	
	Summer School						
	K Readiness Academy 8:30 to 11:30 AM			\$2,160	\$2,160		
	Transportation-K Readiness			\$1,812	\$1,812		
	Nurse (6 days for K readiness)			\$1,080	\$1,080		
	Materials	X					
	10 Teachers - Summer School			\$27,000	\$27,000		
	8 Paraeducators			\$5,440	\$5,440		
	Materials	X					
SMS	Administrator			\$2,000	\$2,000		
	Summer School						
	8 Teachers			\$21,600	\$21,600		
	4 Paraeducators			\$4,080	\$4,080		

