

2015-16 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2015-16 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
New Haven Public Schools	
FY 16 Alliance District Allocation:	FY 16 PSD Allocation (if applicable):
\$12,819,095.00	\$5,606,378
Contact Person:	Contact Title:
Imma Canelli	Deputy Superintendent
Telephone:	Email Address:
203-691-2687	imma.canelli@new-haven.k12.ct.us
Name of Superintendent:	
Garth Harries	
Signature of Superintendent:	Date:
	7/15/2015
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Dr. Carlos Torres	Yes (9/15/2015)
Signature of Board Chair:	Date:
	7/15/2015

2015-16 Talent Priorities

Step 1: Please note that all Alliance Districts must have an educator evaluation plan approved by the CSDE's Talent Office in order to become eligible for AD/PSD plan approval. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2015-16 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Please indicate whether the CSDE's Talent Office has approved the district's 2015-16 educator evaluation plan? (Y/N)

yes

<input checked="" type="checkbox"/>	Recruitment and human capital pipelines	<input type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input type="checkbox"/>	Retention of top talent
<input checked="" type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other:

Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1.	<p>Improve Timing and Recruitment in the Hiring Process: The Talent Office, including the <i>Talent Specialist</i>, and Human Resources staff have worked this past year to evaluate the hiring process and update the data systems in order to get an accurate depiction of staffing at each school, make decisions around recruitment, and align financial decisions with the hiring process. We need to continue to improve the timing window of vacancy to placement of an applicant. The key area of focus for 2015-2016 school year will be the time that elapses between the submission of the Recommendation for Hire by a principal or supervisor and the HR offer of a position to the applicant.</p> <p>Talent, the <i>Talent Specialist</i>, and HR will work in the 2015-2016 school year to create a team which pre-screens applicants for PreK-8 vacancies and sends appropriate candidates to principals. To improve our recruitment efforts HR, the <i>Talent Specialist</i> and Talent will work with area universities in order to: 1) establish needs specific to New Haven so that the education department can help in teacher preparation 2) establish recruitment fairs specific to the departments in New Haven Public Schools and 3) establish a mid-year and end-of-year interview process with candidates prescreened by the area universities. To promote Minority Recruitment, the Talent Specialist is currently developing a pipeline to certification focusing on paraprofessionals currently in the district.</p>	<p>During the 2015-2016 school year, 80% of the hires will receive the job offer from Human Resources within one week of the Recommendation for Hire being submitted. This is a new data collection method, so last year's data is not available.</p> <p>75% of attendees at the hiring fairs run by the Talent Department and Human Resources or candidates met at other recruitment opportunities will apply to positions in NHPS. This is a new data collection method, so last year's data is not available.</p>
1.2.	<p>Leadership Development: Creation of a Career Lattice for Leadership Development from within the NHPS teaching staff. The Talent Office, including the <i>TEVAL manager</i>, and other stakeholders will work to build a Career Lattice – a trajectory for teachers who want to expand their sphere of influence beyond their classroom by improving teaching and learning practices, informing curriculum and assessment practices and increasing student learning and achievement. Teachers will have the choice to stay in classrooms full time, part time or leave the classroom entirely depending on what they want their sphere of influence to be. The Career Lattice will deepen and expand leadership opportunities such as the existing Curriculum Facilitator roles and Teacher Facilitator roles. Two teachers will have the opportunity to enter a trajectory for administration through the Achievement First residencies.</p>	<p>By June 2016, we will connect 10 teachers to an administrative trajectory within the Career Lattice.</p> <p>By June 2015, 10 teachers will enter an administrative trajectory within the Career Lattice.</p> <p>By June 2016, we will provide 15 more opportunities for teacher leaders to move over or up within the Career Lattice.</p>
1.3.	<p>Professional Development: Provide purposeful and differentiated professional development: The Talent Office, <i>TEVAL manager</i>, and other stakeholders (District Level Staff, Teachers, PDEC) will develop professional learning standards for the district, explicitly linking district level professional learning to the Instructional or professional practice competencies of the teacher evaluation system. All professional learning sessions at the district level will be included in the district wide professional learning scope and sequence as well as calendar.</p> <p>During the 2015-16 school year, <i>Curriculum Facilitators</i>, working collaboratively with Curriculum Supervisors, will provide more differentiated professional learning sessions through district-wide departmental meetings known as CIAs.</p> <p>The year will begin with a comprehensive New Teacher Orientation, including integrated TEAM training. The district will then extend New Teacher Orientation experiences into the school year, the district will build new support networks known as Mentor Circles, which include the TEAM mentor and others in the district dedicated to the teachers' success and specializing in different areas of need for the new teacher.</p>	<p>By June 2016, we will increase the number Curriculum Facilitators leading differentiated PD sessions within CIAs by 10%.</p> <p>By June 2016, we will increase the number of new teachers completing/achieving their TEAM goals from 90% in June 2015 to 96% June 2016.</p> <p>By June 2016, 90% of district level professional development will be explicitly linked to TEVAL competencies. This is a new data collection method, so past year's data is not available.</p> <p>On the year-end surveys of teachers done by each of the Curriculum Supervisors, the percent of teachers indicating that they agree with this statement: The professional development days, including CIA meetings, supports my teaching and learning will increase from 68% in June 2015 to 75% in June 2016.</p>
1.4.	<p>Evaluation Support for Instructional Managers: Improve Evaluation Support for Instructional Managers: The Talent Office, <i>TEVAL manager</i>, and other stakeholders will calibrate practice ratings and develop the capacity of our Instructional Managers to conduct evidence-based observations and provide high-quality coaching for feedback. We will look at the types and quality of feedback educators are now receiving, use the ReVision Learning Evaluator Supervisory Continuum to identify areas of growth, and provide Instructional Managers with feedback on the quality of their evidence-based observation feedback to teachers.</p>	<p>By June 2016, 90% of Instructional Managers participating in Collegial Calibrations will improve one level on 2 out of the 6 indicators of Domain 1 of the ReVision Learning Evaluator Supervisory Continuum. This is a new data collection method, so past year's data is not available.</p>

Step 3: Directions: Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
1 Teval Manager	1.2, 1.3, 1.4	Salary for TEVAL Manager- work on teacher development and professional development	\$ 135,485.00
1 Talent Specialist	1.1	Salary for Talent Specialist - work on recruitment, retention and hiring	\$ 71,094.00
14 Curriculum Facilitators	1.2, 1.3	Teacher leaders who will lead common core curriculum development and implementation	\$ 893,136.00
2 Achievement First Residents	1.2	Salaries for 2 teacher achievement first residents	\$ 141,540.00
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 1,241,255.00
200: Personnel Services - Benefits			
2 AF Residents	1.2	Benefits for AF Resident ;Fringe Benefit, FICA/Medicare, Workers Comp	\$ 62,290.00
200: Personnel Services - Benefits Subtotal:			\$ 62,290.00
300: Purchased Professional and Technical Services			
ReVision Learning	1.4	Provide professional development on giving high quality feedback as an instructional manager	\$ 75,000.00
ACES	1.2, 1.3	Provide professional development on coaching facilitation skills	\$ 50,000.00
300: Purchased Professional and Technical Services Subtotal:			\$ 125,000.00
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -
600: Supplies			
			\$ -
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -

			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-
Talent Subtotal:			\$	1,428,545.00

2015-16 Academic Priorities

Step 1: Place an "X" beside the district's 2015-16 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input checked="" type="checkbox"/>	Common Core-aligned curriculum transition	<input checked="" type="checkbox"/>	Alternative/Transitional programs
<input checked="" type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	College and career access	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input type="checkbox"/>	Other:

Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:	Aligned SMART Goals:
<p>2.1. Improve the instructional core by supporting key academic transitions K-12. <u>Functional reading ability for all students by the end of first grade.</u>. <i>Literacy coaches</i> in high-need schools will ensure that reading instruction that occurs in whole group, small group and on an individual basis. Focus strategies will include modeling and prompting for the appropriate cueing system as well as guiding students to read closely while thinking beyond and about the text. A <i>Digital Library of best practice s</i> will be created to identify and share best instructional practices by and for NHPS teachers. Schools will work with <i>SCSU and EASTCONN's Regional Ed Service Center</i> to provide PD and implement <i>Executive Functioning</i> methods and early literacy strategies for early grades.</p>	<p>The percent of students in Grade 1 meeting their personal goals as set on the Benchmark Assessment System (BAS) will increase from 54% in June 2015 to 60% in June 2016, as tracked through students' running record. The percent of students in Grade 1 meeting their grade level instructional benchmark on the Benchmark Assessment System (BAS) will increase from 52% in June 2015 to 60% in June 2016.</p>
<p>2.2. Improve the instructional core by supporting key academic transitions K-12. <u>A comprehensive SRBI process</u> will effectively monitor and adjust instruction based on the individual needs of intervention students. A <i>SRBI Coordinator</i> will oversee the SRBI process for the district. <i>Intervention tutors</i> will provide individualized instruction for students in turnaround and focus schools. Educators will have access to a SRBI Website called "3 Prime Web" to track and ensure continuous student progress toward goals.</p>	<p>The percent of students enrolled in Read 180 who meet their personal Annual SRI goals will increase from 62% in June 2015 to 65% in June 2016. The percent of Grade 3 - 5 students improving on DRP between Fall and Spring will increase from 49% in June 2015 to 55% in June 2016.</p>
<p>2.3. Improve the instructional core by supporting key academic transitions K-12. <u>Implement a standards-based, cohesive, K - 12 mathematics curriculum</u> that insures a strong foundation in K – 8, and seamlessly prepares students for Career and College STEM Readiness in high school. <i>Math coaches</i> will work in high-need schools to support curriculum and instructional implementation K-8.</p>	<p>The percent of students in Kindergarten achieving Goal on the District Counting and Cardinality Assessment will increase from 75% in June 2015 to 80% in June 2016. The percent of students in Grades 1 - 7 achieving Goal on the District Fact Fluency Assessment will increase from 67.5% in June 2015 to 75% in June 2016. The percent of Grade 8 students enrolled in Algebra 1 will increase from 46% in June 2015 to 50% in June 2016. The percent of 8th grade students in Algebra 1 who complete the course with a C or better will increase from 85% in June 2015 to 90% in June 2016.</p>
<p>2.4 Improve the instructional core by supporting key academic transitions K-12. <u>Align curricula between high school and college ensuring graduates are college and career ready.</u> <i>College and Career Ready liasons</i> will work between Gateway Community College and all NHPS high schools to ensure that students have necessary courses in ELA and Math to succeed, and support the transition from HS to college. The <i>SCSU Gear Up initiative</i> will support an incoming 10th grade by providing mentoring, tutoring, and summer school with the goal that they will apply and attend SCSU.</p>	<p>50% of our high school seniors who qualify for Gateway Community College's remedial courses based on clearly defined criteria will take those English and math courses at their high school during SY 2015-16. The percent of high school seniors who attend 2 or 4 year colleges, or join the military, as indicated on self-reported surveys of post-secondary plans will increase from 83.7% in June 2015 to 85.7% in June 2016.</p>
<p>2.5 Improve the instructional core by collaborating to share effective and engaging teaching strategies. <u>Monitor the implementation of Instructional Shifts and Strategies across all Content Areas.</u> Curriculum supervisors will continue to emphasize Common Core literacy-related strategies in professional development and will support implementation in classrooms across all content areas. <i>ACES consultants</i> will work with supervisors to assist in PD development and coaching of teachers.</p>	<p>75% of teachers observed in the content areas over the 2015-16 year will show evidence of implementing the Common core literacy-related strategies as presented in professional development through instruction or available student work (i.e., academic vocabulary strategies, evidence from text, increased use of non-fiction texts). This is a new data collection method, so past year's data is not available.</p>

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
1 SRBI Coordinator	2.2	Coordinate the SRBI process for the district	\$ 124,349.00	\$ -
5 Literacy/Math coaches	2.1, 2.3	Coaches for high need schools to support curriculum and instruction in literacy and math	\$ 381,727.00	\$ -
10 Intervention tutors	2.2	SRBI Intervention tutors for high risk schools	\$ 100,000.00	
3 Stipends	2.4	Stipends for College and Career ready liasons	\$ 24,000.00	
1 Administrator	2.1, 2.2	Alternative Early Childhood Intervention Strategy Administrator/Montessori		\$ 103,000.00
5 Teachers	2.1, 2.2	Alternative Early Childhood Intervention Strategy Teachers/Montessori		\$ 331,453.09
12 Teachers	2.1, 2.2, 2.4	Early Childhood Full Day Intervention		\$ 766,999.00
10 Paras	2.1, 2.2, 2.4	Paras participating in K - 1 Classroom intervention teams		\$ 476,985.00
4 Support Staff	2.1, 2.2, 2.4	Support Staff for PSD Programs		\$ 155,622.10
PT Teachers	2.1, 2.2, 2.3, 2.4	PT Salaries for Non-Mandated Summer School Staff		\$ 68,808.00
1 IT Staff	2.2, 2.5, 2.6, 2.7	Student Information Analyst for Alternative Programs		\$ 60,276.00
Support Staff	2.1, 2.2, 2.3, 2.4	Support Staff for Montessori Local Charter Start Up		\$ 60,000.00
PT Stipends	2.1, 2.2, 2.3, 2.4	PT PD and Stipends for Montessori Interventions		\$ 20,130.00
100: Personnel Services - Salaries Subtotal:			\$ 630,076.00	\$ 2,043,273.19
200: Personnel Services - Benefits				
SRBI Coordinator	2.1, 2.2	Benefits for SRBI Coordinator	\$ 52,476.00	\$ -
Intervention Tutors	2.1, 2.2, 2.3	Benefits for 10 tutors	\$ 12,600.00	
All PSD Positons	2.1, 2.2, 2.3,	Benefits for PSD staff		\$ 705,518.09
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 65,076.00	\$ 705,518.09
300: Purchased Professional and Technical Services				
SCSU	2.1	Professional Development on Early Literacy Strategies	\$ 50,000.00	\$ -
ACES	2.5	Professional Development on Literacy in the Content Area	\$ 115,000.00	
3 Prime Web	2.2	Technology Consultant for SRBI website	\$ 20,000.00	
SCSU	2.4	Professional Development on College and Career stragies	\$ 75,000.00	
EastConn Regional Ed Service Center	2.1	Professional Development on Executive Functioning	\$ 64,500.00	
ACES	2.2	Literacy Consultant to provide PD for interventions	\$ 90,000.00	
ACES	2.1	Contract to build a Digital Library of Best Practices	\$ 30,000.00	
Tech Consulting	2.2, 2.4, 2.7	Consulting on Technology in SRBI Schools		61,000.00
Program Design/Evaluation	2.1, 2.2, 2.3, 2.5, 2.5, 2.6, 2.7	Program Design/Integration/Evaluation (ACES)		50,000.00
Consulting	2.1, 2.3, 2.4, 2.7	Calibration of Common Core with Instructional Practices		50,000.00

Consulting	2.3, 2.7	Mentors to work with Science Fair		32,000.00
Consulting	2.1, 2.2, 2.3,	Development of Common Core Literacy Curriculum and Implementation		
Student Parents' Daycare	2.6, 2.7	Services for Young Parents on-site		55,000.00
Alternative Student Programs	2.5, 2.6	High Risk Students (ACES) UYP	-	364,000.00
Alternative Student Programs	2.1, 2.3, 2.4	Wintergreen Magnet Schools (ACES)	-	-
300: Purchased Professional and Technical Services Subtotal:			\$ 444,500.00	\$ 612,000.00
400: Purchased Property Services				
Laptop computers	2.1, 2.2	30 Mac and PC laptops to be used for the SRBI process in all K- 8 schools.	\$ 69,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ 69,000.00	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
Instructional Materials	2.1, 2.2, 2.3	Instructional materials to support curriculum implementation	\$ 201,220.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 201,220.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 1,409,872.00	\$ 3,360,791.28

2015-16 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2015-16 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2013-14 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input checked="" type="checkbox"/>	Family engagement
<input checked="" type="checkbox"/>	Wraparound services	<input checked="" type="checkbox"/>	Other: Health and Wellness

Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	<p>Multi Tier System of Support Social and Emotional Health (Wraparound): Develop Comprehensive Social and Emotional Health Standards that will provide the structure by which we guide and measure social-emotional learning for special education and regular students within the school environment. These skills are the foundation for improving student attitudes and beliefs about self, others, and school; they promote students' self-awareness, self-management, social awareness, relationship and decision-making skills. At the Tier I level, we provide tools and assistance with classroom management (CHAMPS), teaching of pro social skills to students (Second Step) and overall school culture and climate (PBIS).</p> <p>At the Tier II level, <i>Behavior Interventionists</i> will work with other support personnel to implement the Social Emotional Learning Standards curriculum in the schools. Four <i>Social Emotional Learning Specialists</i> will provide additional support for high-need schools.</p> <p>At the Tier III level, three <i>teachers in alternative settings</i> will work with students with significant social, emotional and behavior challenges. In addition, the District will develop a "therapeutic, transition" classroom staffed by one more <i>teacher</i> and two <i>paraprofessionals</i> designed to provide both academic and social emotional support within the context of a smaller environment. The smaller environment will reduce academic and environmental stressors as well as provide explicit social skills instruction. The goal will be to reintegrate students back into the larger classroom and school setting.</p>	<p>During the 2015-2016 school year, there will be a 10% reduction in of Out of School/In-School suspensions from 7% in 2014 -15 to a rate of 6.3%. (Total number of students suspended, not number of suspensions.)</p> <p>During the 2015-2016 school year, there will be a 13% decrease in students attending out of district/alternative settings.</p>
3.2.	<p>Attendance/Chronic Absenteeism: Strengthen the District's attendance management and monitoring practices by:</p> <p>School leadership and <i>Ten Drop-out Prevention Specialists</i> will monitor daily attendance. School attendance teams will meet at least bi-weekly to study attendance needs and identify responses.</p> <p>Provide additional training on attendance tracking systems to ensure accurate and timely reporting of attendance by teachers, clerks and data personnel.</p> <p>Provide immediate home visits to students who are at risk of becoming chronically absent by the ten <i>Drop-out Prevention Specialists</i>.</p> <p>Coordinate quarterly monitoring of chronic absenteeism by Executive Team, including Superintendent, Deputy Superintendent and directors.</p> <p>Develop and expand in-school supports for students at risk for chronic absenteeism including mentoring, academic enrichment through tutoring, as well as vocation career and job training.</p> <p>Train Nine <i>Youth Development Specialists</i> to work to engage families and students, identify student needs and advocate for students to improve attendance; conduct community canvasses to raise community awareness on importance of attendance, and focus on kindergarten and early grade attendance.</p> <p>Expand the YouthSTAT partnership between NHPS and City of New Haven: a multi-agency social-emotional support program designed to re-engage high school and middle school youth. Youth Stat has a multi-faceted school-based response comprised of prevention, intervention, support services, and positive re-engagement strategies. Youth development specialists and <i>Drop-Out Prevention Specialists</i> also sit on this team.</p> <p>Continue to work with the citywide Restorative Practices working group to review district policy and recommend policies for implementation for revisions to district policies on expulsions and suspensions and design resources needed to schools as alternatives for suspensions and expulsions.</p>	<p>During the 2015-2016 school year there will be a 15% decrease in chronic absenteeism. Chronic absenteeism will be reduced from 25% in 2014-15 to 21% in 2015-16.</p> <p>During the 2015-2016 school year, there will be a 10% reduction in Out of School/In-School suspensions, from 7% in 2014-15 to a rate of 6.3%. (Total number of students suspended, not number of suspensions.)</p>
3.3.	<p>Family & Community Engagement (Wraparound): An <i>Executive Manager</i> will expand and build on the current workshops and trainings being offered to families and community partners across the city, offering workshops addressing issues such as: behavior interventions, literacy support for children at home, study tips and strategies, healthy habits and behaviors, college and work prep (Naviance), family engagement among others. At workshops, we provide childcare, dinner and transportation. Through our parent liaisons and parent advocate, we support the overall needs of our families and encourage them to engage in their child's education and school. In partnership with community organizations, local and state government, we are developing additional programmatic supports for children and families across the district. The positive effects of all of these services are reflected in the data from our School Climate Surveys.</p>	<p>During the 2015-2016 school year, there will be a 25% increase in participants at parent workshops, training and events; from 16% in 2014-15 to 20% in 2015-16.</p> <p>During the 2015-2016 school year, there will be a 10% increase in parent participation in the School Climate Survey and of those surveyed; there will be an increase in favorable from 88% in 2014-15 to 90% in 2015-16.</p>

3.4	<p>Health and Wellness: All schools will be provided with the tools and support to integrate and improve healthy behaviors through increased social, emotional and physical health instruction, coordinated school health initiatives, health education and related programs for students and school staff.</p> <p>A <i>Director of Coordinated School Health</i> will lead all of the student, staff and family Health and Wellness initiatives for the district. The Director will work with all K-12 schools to expand staff health and wellness opportunities through school based health promotion. The Director will identify and develop two district wide health and wellness initiatives. The Director will serve as the Co-Chair of the District Wellness Committee and will work with the Committee (a district and community collaborative) to complete the bi-annual update of school wellness policies and recommendations. The Director will design and organize the annual district Health and Wellness Summit.</p> <p>A <i>School Health Program Coordinator</i> will lead the health curriculum development and implementation of the healthy schools program. During the 2014-15 school year Two health education certified instructors were hired and delivered 140 lessons and a minimum of 75 hours of instruction of the evidenced based Michigan Model for Health (MMH) Curriculum to 7th & 8th graders at twenty (20) K-8 schools During the 2015-16 school year, the health education revised curriculum will be expanded to all high schools. The Coordinator will organize and train high school staff, teachers and administrators. A minimum of 75 lessons will be delivered to all high school students. The curriculum will improve/increase school connectedness, pro-social behavior and reduce anti-social and destructive behavior and promote healthier eating habits for the identified students.</p> <p><i>School Health Aides</i> under the supervision of the Director of Coordinated School Health will conduct mandated vision and hearing screenings for grades K through 12. In addition they review all student health records to ensure compliance with state mandated immunizations and physicals. They also provide triage and administrative support to school nurses.</p>	<p>During the 2015-2016 school year, participation by school staff in Fall and Winter Spring Wellness Days will increase from 60% in 2014-15 to 75% in 2015-16.</p> <p>During the 2015-16 school year, students in grades 7 - 12 will show an improvement on the Michigan Model modules pre test to post test, from 25% in 2014-15 to 50% in 2015-16, which will result in a decrease of at-risk behaviors (Suspensions. Attendance)</p> <p>During the 2015 -16 school year, the School Health Aides will complete a minimum of 85% of the named screenings.</p>
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Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100:				
Pers				
Behavior Interventionist (40)	3.1	Behavioral interventionist will focus on the implementation of Comprehensive Social Emotional Standards	\$ 2,627,563.00	\$ -
Health and Wellness Aides (10)	3.4	Health and Wellness aides will assist with the implementation of school health initiatives	\$ 235,530.00	
Parent Liaisons (2)	3.3	Parent liaisons will coordinate and expand parent involvement	\$ 55,722.00	
Executive Manager	3.3	Executive Manager will focus on building community partnerships and expanded daily opportunities for schools	\$ 90,000.00	
School Wellness Facilitators and Programs	3.4	Each school will have a school wellness facilitator to lead the wellness initiative. They will be paid a minimal stipend	\$ 32,000.00	
Coordinator School Health	3.4	Coordinator of School Health will lead the Health and Wellness initiative for the district and oversee School Health Centers	\$ 91,983.00	
Health Coordinator	3.4	Health Coordinator will lead the health curriculum development and implementation	\$ 44,885.00	
Teachers (3) - Health and Wellness	3.4	Health and Wellness teachers will work collaboratively with all K-8 schools to deliver the health curriculum	\$ 142,908.00	
Teachers (4)	3.1	Teachers who will work in alternative settings and therapeutic classrooms	\$ 250,550.00	
Social Emotional Learning Specialist (5)	3.1	Social emotional learning specialist will be providing additional school based support for high need schools	\$ 253,986.00	
9 Youth Development Specialist	3.2	Work to ensure that all students have appropriate supports to address their needs		\$ 336,040.00
1 Coordinator, 10 Dropout Prevention	3.2	Work to decrease student absenteeism and drop out	\$ -	\$ 604,119.36
Paras for Therapeutic Classrooms (2)	3.1	Paras for therapeutic classrooms	\$ 48,000.00	
100: Personnel Services - Salaries Subtotal:			\$ 3,873,127.00	\$ 940,159.36
200: Personnel Services - Benefits				
Health and Wellness Aides	3.4	Benefits for Health and Wellness Aides	\$ 66,928.00	\$ -
Parent Liaisons	3.3	Benefits for Parent Liaisons	\$ 26,970.00	
Executive Manager	3.3	Benefits for Executive Manager	\$ 12,000.00	
Coordinator School Health	3.4	Benefits for Coordinator of School Health	\$ 12,325.00	
Health Coordinator	3.4	Benefits for Health and Wellness Coordinator	\$ 23,071.00	

Teachers (3)- Health and Wellness	3.4	Benefits for Health and Wellness Teachers	\$ 67,754.00	
Teachers (4)	3.1	Benefits for Alternative Teachers	\$ 104,302.00	
Social Emotional Learning Specialist (5)	3.1	Benefits for Social Emotional Learning Specialsit	\$ 106,192.00	
Benefits for PSD staff	3.2	Benefits/FICA/Medicare/Wrkcomp/Pensions3/Pensions2	\$ -	\$ 489,868.41
Benefits for Paras in theraputic classroom	3.1	Benefits for 2 paras in theraputic classrooms	\$ 19,200.00	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 438,742.00	\$ 489,868.41
300: Purchased Professional and Technical Services				
Ophelia Berry - Pathways to college	3.3	College access and prep program for high school students	\$ 40,000.00	\$ -
New Haven Family Alliance	3.2	Mediation training and restorative practices to support YouthSTAT	\$ 70,000.00	
Integrated Wellness	3.2	Mental Health and Mentoring Program	\$ 15,000.00	
ACES	3.1	Professional Development and Implementation of Therapeutic Classroom	\$ 279,370.00	
Yale School Development Program	3.1	Professional Development for Behavior Interventionist		\$ 75,000.00
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 404,370.00	\$ 75,000.00
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Naviance	3.1, 3.3	Monitoring Student Success Plans inschool and at home for parents	\$ 83,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 83,000.00	\$ -
600: Supplies				
Michigan Model	3.3	Health and Wellness Materials to support health curriculum	\$ 28,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 28,000.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -

Talent Subtotal:	\$	4,827,239.00	\$	1,505,027.77
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2015-16 Operations Priorities

Step 1: Place an "X" beside the district's 2015-16 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<input checked="" type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	<input checked="" type="checkbox"/>	Other: Portfolio of Schools

Step 2: Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.	Enhance supports for Turnaround, Focus, and Review Schools. The <i>Turnaround Director</i> will be responsible for supporting high-need turnaround, focus, and review schools. <i>Teacher leaders</i> and <i>intervention tutors</i> will continuously analyze data to inform and improve instruction in these schools. <i>IT support personnel</i> will regularly collate data, create a "dashboard," generate reports, and work directly with Turnaround, Focus, and Review schools to meet their data needs. <i>Extended Learning Time</i> will be provided to Turnaround, Focus and Review schools through summer enrichment programs.	The percent of students meeting key performance indicators will increase by 10%, from 46% in June 2015 to 50.6% in June 2016 as tracked through Grade 3 Reading and from 59% in June 2015 to 65% in June 2016 as tracked by Grade 8 Reading.
4.2.	Redesign School Improvement Planning Process. The School Improvement Planning process has been redesigned to support the needs of all schools. District Key Performance Indicators have been identified and all schools will go through a root cause analysis process to identify strengths and weaknesses supported by data. Through this process we will determine schools with the highest need, and allocate turnaround personnel including <i>teacher leaders</i> , <i>intervention tutors</i> , <i>IT personnel</i> , and <i>technology support</i> . Schools will go through a variety of School Review processes including <i>NEASC</i> , <i>Great Schools Partnership</i> and a modified Cambridge District School Review. As a district we are moving toward school-based budgeting and improving the alignment between academic priorities and allocation of budget resources to ensure equity among all schools.	By October 2015, 100% of schools will have developed a School Improvement Plan that includes: a needs assessment with root cause analysis, a theory of action for improvement, defined strategic objectives and initiatives, identified early and longer term evidence of impact and created an action plan, action steps, and resources needed. 80% of schools will be on track to meet SIP goals and early evidence of impact for implementation and outcomes. Under the revised NHPS budgeting process, 75% of schools will demonstrate alignment between their school budget, SIP, and strategic school design.
4.3	Improve telecommunication infrastructure to empower frequency and quality of communications between parents, educators, and school-based staff. Improve emergency communication systems.	70% of classroom teachers will be able to make and accept calls in their classrooms (currently going to front office). 90% of schools will have site-specific information relayed in 911 emergency calls (currently a hub system).

Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Turnaround Director	4.1, 4.2	Director for Turnaround, Focus and Review Schools	\$ 150,360.00	\$ -
Teacher Leaders (10)	4.1, 4.2	Salaries for 10 teacher leaders in turnaround, focus and review schools	\$ 685,226.00	
Tutors	4.1, 4.2	Salaries for part-time intervention tutors in turnaround, focus and review schools	\$ 150,000.00	
Technology Staff (2)	4.1, 4.2	Salaries for 2 IT personnel leading Power School Implementation and data systemization	\$ 153,146.00	
Part Time	4.1, 4.2	Salaries to support transitions and operations at Hillhouse	\$ 100,000.00	
Instructional Technology Support (1)		Instructional Technology Support for turnaround, focus and review schools (3 schools)	\$ 40,000.00	
Stipends	4.1, 4.2	Stipends to support SIP planning for school teams and professional development over the summer	\$ 198,000.00	\$ -
Technology Staff (1)	4.1, 4.2	Student Information Analyst for portfolio of schools		

Support Staff (3)	4.1, 4.2, 4.3	Staff for strategic communication function within reorganized Superintendent's office	-	\$	126,410.00
100: Personnel Services - Salaries Subtotal:			\$ 1,476,732.00	\$	126,410.00
200: Personnel Services - Benefits					
Turnaround Director	4.1, 4.2	Benefits for Turnaround Director	\$ 62,439.00	\$	-
Teacher Leaders	4.1, 4.2	Benefits for Teacher Leaders	\$ 116,036.00		
Tutors	4.1, 4.2	Benefits for Intervention Tutors	\$ 8,400.00		
Technology Staff	4.1, 4.2	Benefits for Technology Staff	\$ 31,532.00		
Part Time Staff	4.1, 4.2	Benefits for Part Time Staff	\$ 8,500.00	\$	-
Instructional Technology Support	4.1, 4.2	Benefits for Technology Staff	\$ 19,360.00	\$	-
Support Staff (3)	4.1, 4.2, 4.3	Benefits for Support Staff		\$	61,093.95
200: Personnel Services - Benefits Subtotal:			\$ 246,267.00	\$	61,093.95
300: Purchased Professional and Technical Services					
Contractor	4.1, 4.2, 4.3	Domus School	\$ 400,000.00	\$	-
Consulting	4.1, 4.2, 4.3	ACES - coaching support to turnaround, focus and review schools	80,000		
Contractor	4.1, 4.2, 4.3	Hyde Foundation	62,000		
Contractor	4.1, 4.2, 4.3	Partnership is Sustainable Education	25,000		
Contractor	4.1, 4.2, 4.3	Follett School Solutions - Destiny	20,864		
Contract	4.1, 4.2, 4.3, 4.4	Enhance VOIP for Teacher and Parent Communication			350,000
Contract	4.1, 4.2, 4.3	NEASC Accrediation Process			42,221
Contract		Summer School			160,834
300: Purchased Professional and Technical Services Subtotal:			\$ 587,864.00	\$	553,055.00
400: Purchased Property Services					
Ipads, Chrome Books, White Boards	4.1, 4.2	Instructional technology supports for Turnaround, Focus and Review schools	\$ 200,000.00		
Mac Lab	4.1, 4.2	Mac lab to enable course offerings in product development and graphic design for turnaround school	\$ 50,000.00		
			\$ -	\$	-
400: Purchased Property Services Subtotal:			\$ 250,000.00	\$	-
500: Other Purchased Services					
			\$ -	\$	-
			\$ -	\$	-
			\$ -	\$	-
500: Other Purchased Services Subtotal:			\$ -	\$	-
600: Supplies					
Instructional supplies	4.1	Supplies to support turnaround schools: law, public and safety courses, innovation and technology led projects, media and	\$ 104,000.00	\$	-
				\$	-
			\$ -	\$	-
600: Supplies Subtotal:			\$ 104,000.00	\$	-
700: Property					
			\$ -	\$	-
			\$ -	\$	-
			\$ -	\$	-

700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
Indirect cost on Salaries and Benefits of PSD staff	4.1, 4.2	Indirect cost on Salaries and Benefits of PSD staff	\$ -	
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 2,664,863.00	\$ 740,558.95

Non-Reform Budget - Optional Section

Directions: In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
32 Instructional Technology Facilitators		Salaries for 32 LMS staff, who will take on new and enhanced roles with 21st Century Instructional Technology in schools. They will be trained to work with hard-to-reach students and serve as experts working with teachers to engage such students through technology	\$ 2,488,576.00
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 2,488,576.00
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -
600: Supplies			
			\$ -
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ 2,488,576.00

FY 16 AD and PSD Budget Summary

Directions: Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 1,241,255.00	\$ 630,076.00	\$ 2,043,273.19	\$ 3,873,127.00	\$ 940,159.36	\$ 1,476,732.00	\$ 126,410.00	\$ 2,488,576.00	\$ 9,709,766.00	\$ 3,109,842.55
200: Personnel Services - Benefits	\$ 62,290.00	\$ 65,076.00	\$ 705,518.09	\$ 438,742.00	\$ 489,868.41	\$ 246,267.00	\$ 61,093.95	\$ -	\$ 812,375.00	\$ 1,256,480.45
300: Purchased Professional and Technical Services	\$ 125,000.00	\$ 444,500.00	\$ 612,000.00	\$ 404,370.00	\$ 75,000.00	\$ 587,864.00	\$ 553,055.00	\$ -	\$ 1,561,734.00	\$ 1,240,055.00
400: Purchased Property Services	\$ -	\$ 69,000.00	\$ -	\$ -	\$ -	\$ 250,000.00	\$ -	\$ -	\$ 319,000.00	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ 83,000.00	\$ -	\$ -	\$ -	\$ -	\$ 83,000.00	\$ -
600: Supplies	\$ -	\$ 201,220.00	\$ -	\$ 28,000.00	\$ -	\$ 104,000.00	\$ -	\$ -	\$ 333,220.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 1,428,545.00	\$ 1,409,872.00	\$ 3,360,791.28	\$ 4,827,239.00	\$ 1,505,027.77	\$ 2,664,863.00	\$ 740,558.95	\$ 2,488,576.00	\$ 12,819,095.00	\$ 5,606,378.00



Appendix A. Statement of Assurances

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS

PROJECT TITLE: 2015-16 Alliance and Priority School District Consolidated Application

THE APPLICANT: New Haven Public Schools HEREBY ASSURES THAT:

New Haven Public Schools

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;



L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
- iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is



shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual



orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature:



Name: *(typed)*

Garth Harries

Title: *(typed)*

Superintendent

Date:

April 24, 2015