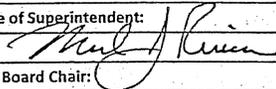
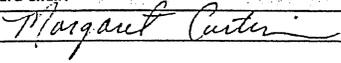


2015-16 Consolidated Alliance and Priority School District Application

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 London Public Schools	
FY 16 Alliance District Allocation:	FY 16 PSD Allocation (if applicable):
\$3,118,238	\$1,043,577
Contact Person:	Contact Title:
Ivelise Velazquez	Interim Chief Academic Officer
Telephone:	Email Address:
860-447-6005	
Name of Superintendent:	
Dr. Manuel Rivera	
Signature of Superintendent:	Date:
	10/20/2015
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Margaret Mary Curtin	No
Signature of Board Chair:	Date:
	10/20/2015

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)

Y

<input checked="" type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" 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. Embedded Coaching of Literacy/Instructional Coaches: Guided by the Professional Development and Career Management Supervisor. PD and CM Supervisor will support/model for coaches how to have both technical and adaptive conversations with teachers that leads to improved instruction. Examining student work protocols will be used to determine problems of practice. Pilot of intervention teachers using levelled libraries. Teams from each school will be training to use the Fountas and Pinnell materials by one of F & P's consultants. Jennings specifically will be redesigned to address the needs of the students. Grade level team leaders will be established to support literacy instruction in that specific grade level. The leads will also participate in the specific training in literacy and coaching to help bolster their ability to work with their grade level team members.	100% of school level instruction coaches will participate in monthly professional learning communities facilitated by the PD and CM Supervisor. 100% of Jennings teachers at Jennings will implement balanced literacy block with emphasis on guided reading. Jennings reading scores will increase from 47% proficient to 57% proficient as measured by DIBELS K-3 and NWEA MAP in grades 4-5. Coaches will be supporting teachers in building their intervention groups and planning for targetted instruction. The levelled libraries will help each school reduce the percentage of students in lowest band on the DIBELS or MAP tests by 5% from the Fall to Spring.
1.2. Teachers' College Summer Institute will be hosted by the district to provide intensive training on Writer's Workshop model and the Units of Study. Inherent is the need for coaches to model and support teachers' ability to implement a workshop model of instruction. The PD and CM will gauge when and how to bring in more support from Teacher's College as needed. The workshop model will be presented as an extension of the Gradual Release of Responsibility Model of Instruction. The ultimate goal being that teachers move students to independence in application of their knowledge skills.	40 K-8 and district staff members will participate in Cohort 1 of Teacher's College Writer's Workshop Training. 100% of K-8 grades will implement 3 units of study in writing (narrative, informational, opinion/argument).
1.3. Talent and Human Resource Office will be hyper focused on the recruitment of Black and Latino teachers in order to diversify and reflect the student population. Mentoring programs, Young Educators Society, Mitchell College, and Alternative Routes to Certification will be components of this effort. NLPS will use the state grant this Spring to jumpstart this initiative.	New London Public will increase the percentage of minority certified educators from 11% in 2014-2015 to 14% in 2015-2016.
1.4 In partnership with LEARN, on-going training of special education teachers and related services staff and grade level representative Regular Education teachers on how to design exemplary IEPs and 504s based on the Connecticut State Standards.	100% of school level special educators will participate in exemplary IEPs and 504s design training offered that is aligned to the Connecticut Core Standards, offered at least 3x per year. After 3 years of on-going training, the district will have 100% of the IEPs in
1.5 In partnership with Southern Connecticut State University, and under the direction of the district Bilingual Supervisor, the district will begin training teachers on <i>Best Instructional Strategies for English Learners</i> . This is a phased rollout that will begin with high school teachers and leaders. The district Professional Development and Evaluation Committee will also attend these trainings and begin to revise the Professional Growth and Evaluation Plan to explicitly embed these strategies into the NLPS plan.	●In Phase One (2015-2016), 30 certified teachers and leaders will participate in Best Instructional Strategies for English Learners Training. ●A subset of those trained will work with the PDEC committee to revise the NLPS PG and EP so that the plan reflects Best Strategies for English Learners in the plan that will be submitted to CSDE in 2015-2016. 100% of English learners will
1.6 Develop NLPS specific definitions of school quality standards and leadership expectations in relation to these standards to ensure a focus of equity in decision-making practices. These standards will guide the School Improvement process. New London is partnering with two outside agencies, Regis Shields from Massachusetts and New York Leadership Academy . Together we will define what school quality standards look like and the behaviors needed from leadership to achieve the standard. Special state funds are allocated to both groups to secure a multi-year on-going structure for this work.	A district leadership team will research and develop district definitions for school quality standards from which Leadership Expectations will be derived. This work will build the capacity of potential new leaders in the district as well as clarify district expectations around high performing schools.
1.7 Dual Language Presentation for Jennings Staff and Families by Virginia Thomas and Wayne Collier . Research on the effectiveness of Dual Language instruction on student outcomes.	Dual Language students will be measure on the biliteracy trajectory to create a baseline of performance in both Spanish and English. Fair and equitable measure will be used to monitor the language acquisition of dual language students in the dual language program.
1.8 Partnership Connecticut Lead to promote leadership in the bilingual department. An NLPS teacher will be mentored by Tommy Thompson to develop leadership in urban setting.	1 teacher will complete the CT Lead 092 Program.
1.9 District coordinators will support the secondary schools with teacher evaluation, formative assessment development, standards based planning, instruction, and assessment. As content area specialists they drive professional development for each of their respective departments. This team also are key members in the leadership cabinets and SRBI committees for academic and behavior. The positions have been instrumental for the district as career ladders for leadership.	NLPS will increase its graduation rate by 2% in the upcoming year.

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			

.6 Humanities Coordinator	1.9	High School position to guide transition to CT Common Core as well as curriculum writing, selection and use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$	69,829.00
.6 ESL Coordinator	1.9	High School position to guide transition to CT Common Core as well as curriculum writing, selection and use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$	69,829.00
.6 Math Coordinator	1.9	High School position to guide transition to CT Common Core as well as curriculum writing, selection and use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$	69,829.00
.6 STEM Coordinator	1.9	Middle School program coordinator to develop the 6-8 STEM program. Responsible for teacher evaluation, program development, recruitment.	\$	69,829.00
.6 RTI Coordinator	1.9	High School position to guide implementation of quality high school RTI programming, transition to CT Common Core in Tier II and Tier III settings, use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$	69,829.00
Professional Development and Career Management Supervisor	1.1	Career Performance Management Supervisor to support Teacher and Leader Quality as outlined in Strategic Operating Plan (District)	\$	122,280.00
CT Lead Intern Position at NLHS	1.8	Partnering with CT LEAD, NLPS will have an admin intern who will get their 092 through UCONN.	\$	36,301.00
TEAM Mentor Stipends	1.3	Support new teachers by adding supplemental stipend for TEAM mentors in the district. Head mentors will gain leadership by working with principal to coordinate TEAM efforts in a building. (District)	\$	12,000.00
100: Personnel Services - Salaries Subtotal:			\$	519,726.00

200: Personnel Services - Benefits			
.6 Humanities Coordinator		High School position to guide transition to CT Common Core as well as curriculum writing, selection and use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$ 24,584.00
.6 ESL Coordinator		High School position to guide transition to CT Common Core as well as curriculum writing, selection and use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$ 18,376.00
.6 STEM Coordinator		Middle School program coordinator to develop the 6-8 STEM program. Responsible for teacher evaluation, program development, recruitment.	\$ 18,376.00
.6 Math Coordinator		High School position to guide transition to CT Common Core as well as curriculum writing, selection and use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$ 18,376.00
CT Lead Intern Position at NLHS		Partnering with CT LEAD, NLPs will have an admin intern who will get their 092 through UCONN.	\$ 24,333.00
Professional Development and Career Management Supervisor		Career Performance Management Supervisor to support Teacher and Leader Quality as outlined in Strategic Operating Plan (District)	\$ 13,954.00
.6 RTI Coordinator		High School position to guide implementation of quality high school RTI programming, transition to CT Common Core in Tier II and Tier III settings, use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$ 18,376.00
200: Personnel Services - Benefits Subtotal:			\$ 136,375.00
300: Purchased Professional and Technical Services			
Training: Writers Workshop, Special Education, ELL	1.1-1.5	Targeted Professional Development provided by external trainers on an as-needed basis based on teacher evaluation data (District)	\$ 35,000.00
Consultation fee for Thomas and Collier	1.7	Professional Development for teachers and families around the effectiveness of dual language programming	\$ 6,000.00
Recruitment	1.2	Recruitment Efforts to increase minority representation of certified staff	\$ 15,000.00
Professional Development for School Quality Standards/Leadership Capacity	1.6	Develop clear expectations around school quality and leadership standards.	\$ 30,000.00
Stipends and substitute services	1.2-1.3	New teacher yearlong onboarding and support (District)	\$ 7,000.00
Consultation and Training	1.4	Handle with Care training and support of Special Education staff	\$ 3,000.00
300: Purchased Professional and Technical Services Subtotal:			\$ 96,000.00
400: Purchased Property Services			
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -
600: Supplies			
Professional libraries for teachers and administrators to support growth.	1.1-1.6	Various educational resources to deepen understanding and expand thinking around the district's improvement efforts.	\$ 5,000.00
			\$ -
			\$ -
			\$ -
600: Supplies Subtotal:			\$ 5,000.00
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -

			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-
Talent Subtotal:			\$	757,101.00

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 checked="" type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input checked="" 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 checked="" type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input checked="" type="checkbox"/>	Other: <u>Renzulli Academy</u>

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:
2.1.	NLPS K-5 classrooms will rollout the newly aligned district resources for Common Core mathematics. Teachers will administer online assessments embedded in the tool to determine if students met/exceed mastery of standards or need additional instructional support.	In 2015-2016, 100% of the k-5 instructional data teams will use data from these assessments to develop smart goals and measure/monitor student progress.
2.2.	The district will be continuing the implementation of the Writing Units of Study. As mentioned in the Talent Section we will be supporting teachers in deepening their understanding of the instructional model. Looking at student work protocols will be used to support teaching and learning.	In 2015-2016, 100% of Kindergarten through Grade 8 data teams will engage in Looking at Student Work protocols during data teams to deepen their understanding of implementation of the instructional model and how to address individual student learning needs based on the work that students produce.
2.3.	After observing classrooms and reviewing data, the district has determined that reemphasis on the balanced literacy block is necessary. Specific instruction for teachers will focus on read alouds and guided reading practice in tier 1.	On or before the beginning of the 2015-2016 academic year, guidelines will be created for implementation of the NLPS balanced literacy block that includes instructional for read alouds and guided reading. Building level instructional coaches will be provided a turnkey training by the PD and CM Supervisor by September 30th. Building level instructional coaches will train 100% of Kindergarten through Grade 8 teachers.
2.4.	District will be piloting the Fountas and Pinnell, <i>Learning Literacy Interventions</i> . The purpose will be to provide teachers with the appropriate materials for the individual students. Professional development on how to create small groups of instruction, types of targeted intervention activities, and use of data will be embedded in this pilot.	100% of elementary will pilot Fountas and Pinnell as a tier 2 protocol in an effort to support SPDG's work with building of tiered academic supports. The district will see a 5% reduction in the number of students needing Tier 2 supports.
2.5.	NLPS will refine a system of interacting quality assessments and methods of quality assessments that inform instruction, enhance student learning and engagement, and guide continuous educational improvement. The results from each assessment will be analyzed and inform decisions that advance student achievement. 1. Refine NLPS assessment calendar to eliminate redundancies, 2. Redefine and communicate grade level benchmarks, growth expectations, and thresholds, to inform SRBI decision practices, 3. PD for leaders and teachers use data to guide educational improvement, 4. Continue to emphasize the need to use multiple measures to address student learning needs	NLPS will develop and communicate a new assessment calendar for 2015-2016 school year. The district will follow a growth model where it is expected that 70% of students will demonstrate growth as measured by district assessments.
2.6.	District will expand the role of Higher Edge, a community partner that support students with college access and success throughout their post secondary experience.	District will increase the number of students and families receiving dedicated guidance and support from the college application through college graduation from 25 high school seniors to 40. The percentage of students enrolled in a two- or four-year college will increase from 56% in 2014 to 61% in 2015.
2.7.	NLPS will use credit-recovery software, such as APEX Learning, to afford students an opportunity throughout the school year to recover credits and put them back on track for graduation.	NLPS will increase the number of students earning credits through a credit-recovery program from 18 in 2014-2015 to 30 students in 2015-2016.
2.8.	Continued use of instructional software to support individualized student learning (myOn, Lexia, ST Math). This past year the elementary students read over 98,000 books on myOn. With the one-to-one program students can do independent reading during the day on the iPads or Chromebooks. Continued use of assessment software. (NWEA, SchoolNet, LAS Links, etc) Currently the district is piloting the IMAGINE program for English Language Development this software will be used by EL students at the elementary level to support their English and Spanish (Dual Language) Acquisition. Decisions on whether or not the district will purchase this resource will be based on student performance data from the pilot program. The district will continue to build the SchoolNet digital SRBI framework to improve teaching and learning.	100% of elementary schools will use technology to support students' achievement of learning/growth targets in mathematics and reading in all subgroups. Schools increase their average progress on ST Math from 38.9% to 45%.
2.9.	Expansion of the Renzulli Academy from grades 5-6 to grades 5-7. District developed a system to identify "high potential" students that includes, MAP scores, teacher recommendation, parent recommendation and an application process. The district will continue to partner with Dr. Renzulli and Dr. Reis to support the development of the program in New London. Renzulli teachers will attend the Confratute Summer Institute at UCONN and various professional development opportunities created and delivered by UCONN.	NLPS will increase the number of students in 2015-2016 taking part in the Renzulli Academy by 28 students. 80% of Renzulli students will reach benchmark on NWEA MAP in both Math and Reading.

2.10	New London Public Schools will be pioneer New Classroom Initiative at BDJMS. Teach to One will create a personalized learning environment where students learn math in a variety of contexts (blended learning, small group instruction, independent practice). The Dalio Foundation has invested approximately \$250,000 into this initiative to support the district in preparing the building and staff for the new program.	BDJMS will increase the percentage of 7th and 8th grade students reaching proficiency from 48% to 55%.
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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				
.4 ESL Teacher	1.5, 2.1	High School position to guide transition to CT Common Core as well as curriculum writing, selection and use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$ 24,304.00	
.4 STEM Coordinator	1.5	Middle School program coordinator to develop the 6-8 STEM program. Responsible for teacher evaluation, program development, recruitment.	\$ 24,304.00	
.4 Math Teacher	1.5, 2.1	High School position to guide transition to CT Common Core as well as curriculum writing, selection and use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$ 24,304.00	
1 Instructional Coach	1.1, 2.2, 2.3, 2.5	Middle School positions that support transition to CT Common Core as well as curriculum writing, use of relevant assessments to inform instructional decisions, and embedded coaching of instructional staff	\$ 78,882.00	
1.4 Literacy Coaches	1.1, 2.2, 2.3, 2.5	Middle and High School positions to guide implementation of quality middle and high school RTI programming, transition to CT Common Core in Tier II and Tier III settings, use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$ 111,371.00	\$ -
4 SPED Educational Assistant	2.1-2.3	Additional SPED instructional support staff to provide on-going and embedded supports to students demonstrating significant learning needs.	\$ 64,496.00	\$ 51,407.00
.4 English Teacher	2.2, 2.5	High School position to guide transition to CT Common Core as well as curriculum writing, selection and use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$ 32,632.00	
STEM ESL Teacher		Support EL students in STEM program	\$ 60,761.00	
12-month Renzulli Teacher		Renzulli Lead teacher for gifted and talented program	\$ 59,745.00	
.40 Renzulli Science PLTW Teacher	2.10	Support the expansion of the district's Gifted and Talented Program	\$ 24,304.00	
.40 Renzulli ESL Teacher	1.5, 2.10	Support the expansion of the district's Gifted and Talented Program	\$ 24,304.00	
1 Reading Teacher	2.3	Middle School reading teacher to support students' ability to read on or above grade level		\$ 57,778.00
1 Elementary Teacher	2.1, 2.2, 2.3	Additional early literacy teacher to support the district (Jennings)		\$ 48,847.00
7 ESL Tutors	2.1, 2.3	Additional instructional support staff to provide on-going and embedded classroom support for elementary and middle school English Language Learners and to support early literacy	\$ 16,897.00	\$ 142,415.00
.6 Music Teacher		Support an integrated approach to early childhood instruction. Using art, music, and PE to support Early Language development.	\$ 36,457.00	
Data Analyst	2.1,2.5,2.6	Monitoring and Evaluation of all Major Data Points for the Strategic Operating Plan	\$ 97,773.00	\$ -
Data Entry	2.1,2.5,2.6	District Data Entry Management	\$ 25,000.00	\$ -
4 ESL Teachers	2.1, 2.3	Additional teachers to support elementary and middle English Language Learners		\$ 305,498.00
Testing Coordinators Stipends	2.9	Support the district in coordinating all Smarter Balanced Testing protocols	\$ 9,000.00	
100: Personnel Services - Salaries Subtotal:			\$ 714,534.00	\$ 605,945.00

200: Personnel Services - Benefits				
.4 ESL Teacher		High School position to guide transition to CT Common Core as well as curriculum writing, selection and use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$ 352.00	\$ -
.4 Math Teacher		High School position to guide transition to CT Common Core as well as curriculum writing, selection and use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$ 352.00	
.4 STEM Coordinator	1.5	Middle School program coordinator to develop the 6-8 STEM program. Responsible for teacher evaluation, program development, recruitment.	\$ 352.00	
12-month Renzulli Teacher		Renzulli Lead teacher for gifted and talented program	\$ 9,762.00	
1 Instructional Coach		Middle School positions that support transition to CT Common Core as well as curriculum writing, use of relevant assessments to inform instructional decisions, and embedded coaching of instructional staff	\$ 5,683.00	\$ -
Data Analyst		Monitoring and Evaluation of all Major Data Points for the Strategic Operating Plan	\$ 41,343.00	
Data Entry		District Data Entry Management	\$ 1,913.00	\$ -
1.4 Literacy Coaches		Middle and High School positions to guide implementation of quality middle and high school RTI programming, transition to CT Common Core in Tier II and Tier III settings, use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$ 19,141.00	\$ -
4 SPED Educational Assistant		Additional SPED instructional support staff to provide on-going and embedded supports to students demonstrating significant learning needs.	\$ 27,689.00	\$ 39,362.00
.4 English Teacher		High School position to guide transition to CT Common Core as well as curriculum writing, selection and use of relevant assessments to inform instructional decisions, and Teacher Evaluation	\$ 473.00	\$ -
.40 Renzulli Science PLTW Teacher		Support the expansion of the district's Gifted and Talented Program	\$ 7,362.00	\$ -
.40 Renzulli ESL Teacher		Support the expansion of the district's Gifted and Talented Program	\$ 7,362.00	\$ -
STEM ESL Teacher		Promotes completion of the K-12 STEM pathway.	\$ 18,407.00	
1 Reading Teacher		Middle School reading teacher to support students' ability to read on or above grade level		\$ 5,377.00
1 Elementary Teacher		Additional early literacy teacher to support the district (Jennings)		\$ 9,604.00
.6 Music Teacher		Support an integrated approach to early childhood instruction. Using art, music, and PE to support Early Language development.	\$ 18,000.00	
7 ESL Tutors		Additional instructional support staff to provide on-going and embedded classroom support for elementary and middle school English Language Learners and to support early literacy	\$ 1,293.00	\$ 10,895.00
4 ESL Teachers		Additional teachers to support elementary and middle English Language Learners		\$ 80,815.00
Testing Coordinators		FICA	\$ 305.00	
200: Personnel Services - Benefits Subtotal:			\$ 159,789.00	\$ 146,053.00
300: Purchased Professional and Technical Services				
Consultant	2.1	Math/Science consultant to support the elementary schools in transition to Next Generation of Science Standards and Connecticut Core Math standards in building capacity of teachers in know and being able to teach the new standards	\$ 65,000.00	
Professional Development		Training for Teachers to increase knowledge how of to integrate Common Core and magnet themes	\$35,000	
300: Purchased Professional and Technical Services Subtotal:			\$ 100,000.00	\$ -
400: Purchased Property Services				
				\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -

500: Other Purchased Services				
Staff Travel	2.5	For conferences to support school improvement efforts.	\$ 14,000.00	
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 14,000.00	\$ -
600: Supplies				
Text Books, Science Kits, Classroom Libraries	2.1	Gifted and Talented instructional resources (non-consumable)	\$ 30,000.00	\$ -
Classroom Supplies			\$ 10,000.00	
Principal Office Supplies	2.6	Supplies to support school improvement efforts.	\$ 1,000.00	\$ -
600: Supplies Subtotal:			\$ 41,000.00	\$ -
700: Property				
Software/Technology	2.9	myOn Reader online digital library for elementary schools, ST-Math for Common Core State Standards/grade level supplemental materials, and NWEA for Benchmark Assessments, Teachscape, Imagine Learning	\$ 107,817.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ 107,817.00	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 1,137,140.00	\$ 751,998.00

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 type="checkbox"/>	Other: _____

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.	The district will create a partnership with Visiting Nurses, School Based Health, Child and Family, school social workers and the district motivational officer to examine the root causes of chronic absenteeism. Using the Attendance Works materials the district will strategically adopt technical practices to consistently discuss the importance of attendance in relation to student success. Tiers of intervention will be developed to define roles and responsibilities of community partners, schools, students and families. The district data team will also examine the chronic absentee data and develop action steps to reduce numbers.	District efforts will reduce chronic absenteeism rates from 25% in 2014-2015 to 19% in 2015-2016.
3.2.	Full implementation of PBIS will begin this year with support SERC's school teams. Regularly scheduled site visits will provide feedback and data to measure progress and illuminate next steps. SWIS data will be a source for schools and the district to monitor the positive impact on student behavior. The district is participating in a community wide exploration of Restorative practices. A small pilot will take place in the 2015-2016 school year.	In 2015-2016, 100% of schools will decrease the number of ISS/OSS by 5% based on 2014-2015 data.
3.3.	District will strategically monitor and create programs for 9th grader. Action steps to address the following issues will be generated and implemented: chronic absenteeism, retention rates, failure rates, and suspension rates.	Reduce freshmen absenteeism from 27% down to 20%. Reduce the % of students retained in 9th grade by 10%. Reduce % of freshmen suspended by 5%.
3.4	Jennings Elementary will be collaborating with Central Connecticut State University to provide a team of leaders and teachers with the Life Space Crisis Intervention training. The goal is to increase adults capacity to respond to the various needs of students and families. This work will be built into the PBIS framework.	In 2015-2016, 100% of schools will decrease the number of ISS/OSS by 5% based on 2014-2015 data.
3.5	The district will provide training for all staff on Trauma Informed Schooling. The goal is to expand staff's understanding of the impact of trauma on student learning and behavior. This new knowledge will support NLPS as we examine Board behavior policies and new approaches to discipline.	In 2015-2016, 100% of schools will decrease the number of ISS/OSS by 5% based on 2014-2015 data.
3.6	The district will continue to partner with Leadership Greater Hartford to provide the training of School Governance Councils to support increased family engagement. District level training will include the following topics: School Improvement Plans, Budget development, Student Performance Data, Marketing and Culture and Climate.	100% will be involved in training and school decision-making in the areas of school improvement planning, budget development, and culture and climate initiatives.
3.7	Continue district efforts to clearly articulate and promote district initiatives to all stakeholders. Support the marketing of magnet schools and coordinates School Governance Training to increase parent engagement.	80% of school surveys will show an increase in the overall level of satisfaction of academic programming and learning environment based on the end of year parent survey.
3.8	District will be in YEAR 2 of the SPDG grant where each school will be implementing their newly designed PBIS systems and refined SRBI systems.	In 2015-2016, 100% of schools will decrease the number of ISS/OSS by 5% based on 2014-2015 data.

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.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
2 Guidance Counselors	1.1	Support middle and high school students in college and career planning. Provide communication to middle and high school families regarding academic, social, and behavioral issues in the schools.	\$ -	\$ 133,090.00
Motivational Officer	3.1	Supports the district in monitoring attendance data, goes to homes to speak families regarding children preventing from coming to school. Monitors grades of at-risk students.		\$ 30,577.00
Freshmen Success Coordinator	3.3	Develops, implements, and monitors freshmen programs and activities geared to reduce failure, retention, and suspension rates.	\$ 90,000.00	
2 Job Coaches	3.2	Provide students with on-site job embedded coaching to support Special Education students with transition from high school to work.		\$ 58,742.00
.40 Renzulli Guidance Counselor	3.1,3.2	Support the expansion of the district's Gifted and Talented Program	\$ 19,842.00	
.60 STEM Guidance Counselor	3.1,3.2	Promotes completion of the K-12 STEM pathway.	\$ 29,763.00	\$ -
STEM Safety Officer	3.1,3.2	Promotes completion of the K-12 STEM pathway.	\$ 18,396.00	\$ -
Educational Assistants Stipends		Stipends for Educational Assistants in behavior management, trauma training, etc	5000	
Communications Manager	3.6	Supports articulation of district's strategic operating plan to stakeholders.	\$ 56,605.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 219,606.00	\$ 222,409.00
200: Personnel Services - Benefits				
2 Guidance Counselors		Support middle and high school students in college and career planning. Provide communication to middle and high school families regarding academic, social, and behavioral issues in the schools.	\$ -	\$ 15,365.00
Motivational Officer		Supports the district in monitoring attendance data, goes to homes to speak families regarding children preventing from coming to school. Monitors grades of at-risk students.		\$ 14,714.00
Freshmen Success Coordinator		Develops, implements, and monitors freshmen programs and activities geared to reduce failure, retention, and suspension rates.	\$ 13,000.00	
2 Job Coaches		Provide students with on-site job embedded coaching to support Special Education students with transition from high		\$ 26,714.00
.40 Renzulli Guidance Counselor		Support the expansion of the district's Gifted and Talented Program	\$ 2,078.00	
.60 STEM Guidance Counselor		Promotes completion of the K-12 STEM pathway.	\$ 3,118.00	
STEM Safety Officer		Promotes completion of the K-12 STEM pathway.	\$ 1,408.00	
Communications Manager		Supports articulation of district's strategic operating plan to stakeholders.	\$ 19,155.00	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 38,759.00	\$ 56,793.00
300: Purchased Professional and Technical Services				
Alternative Discipline Program Director	3.2	Facilitator monitoring students in academic setting alternative to Out of School Suspension	\$ 69,052.00	\$ -
Jennings' Life Space Continuum Training			\$ 14,000.00	
Higher Edge	3.2	Consultant to support high school in mentoring student for college and career choices upon graduation	\$ 100,000.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 183,052.00	\$ -

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:			\$ 441,417.00	\$ 279,202.00

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 checked="" type="checkbox"/> School operations	<input checked="" type="checkbox"/> Extended learning time
<input type="checkbox"/> Technology integration	<input type="checkbox"/> Other: _____

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.	Year 4 of implementation of expanded learning time. District will work with community partners to continue training on classroom management, and also to create new opportunities for students to participate in enrichment activities that closely tie to the theme of the school. Parent, teacher, and student feedback will be used to increase the success of the programs at Jennings and Winthrop Magnet STEM Elementary School.	Based on baseline data collected 2014-2015 (pending), both elementary schools will demonstrate improvement in parent satisfaction.
4.3.	District will examine current school based budget practices to identify where cost savings and equitable spending can be maximized. Regis Shields is auditing current district practice and creating a new timeline for the budget process with clear protocols and procedures around budgets.	New budget protocols and practices will be established in conjunction with the Board of Education.
4.4.	Expansion of the STEM Middle School Magnet Program. Adding Grade 8 will complete the district's K-12 STEM Pathway. Investments in program will afford students an opportunities have project-based/hands-on learning experiences. Funding for the 6th grade program will come from the magnet office. Extracurricular activities will be funded by the newly awarded federal Family and Community Safe Schools grant.	NLPS will increase the numbers of students participating in the STEM Pathway by 100 students in 2015-2016.

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				
Chief of Staff	4.1-4.4	Support the district in achieving Operational Excellence in the following areas: budget, facilities, and developing a new 3-year Strategic Operating Plan.	\$ 131,748.00	
Operation Manager	4.1	Bilingual staff member to support the implementation of Expanded Learning Time at Jennings Elementary. This position will support the scheduling and training of the community partners as well as be a liaison for families.	\$ 56,045.00	
Magnet Supervisor		Support the district in its transformation to an all magnet district.	\$ 32,937.00	
Jennings Instructional Dean	4.4	Support schools' improvement plan to increase student outcomes for all learners; academic and behavior. Supports evaluation of teachers.	\$ 121,583.00	
100: Personnel Services - Salaries Subtotal:			\$ 342,313.00	\$ -
200: Personnel Services - Benefits				
Chief of Staff		Support the district in achieving Operational Excellence in the following areas: budget, facilities, and developing a new 3-year Strategic Operating Plan.	\$ 33,649.00	
Operations Manager		Bilingual staff member to support the implementation of Expanded Learning Time at Jennings Elementary. This position will support the scheduling and training of the community partners as well as be a liaison for families.	\$ 27,798.00	\$ -
Magnet Supervisor		Support the district in its transformation to an all magnet district.	\$ 3,523.00	\$ -
Jennings Instructional Dean	4.4	Support schools' improvement plan to increase student outcomes for all learners; academic and behavior. Supports evaluation of teachers.	\$ 25,673.00	\$ -

200: Personnel Services - Benefits Subtotal:			\$ 90,643.00	\$ -
300: Purchased Professional and Technical Services				
PSD Services		ACES: PSD Membership	\$ -	\$ 5,464.00
Community Partners	4.1	Jennings School Extended Learning Time Program Delivery	\$ 237,118.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 237,118.00	\$ 5,464.00
400: Purchased Property Services				

			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
District Parent Engagement Materials		To support the open houses, forums, community presentations	\$ 12,085.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 12,085.00	\$ -
700: Property				
				\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 682,159.00	\$ 5,464.00

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			
Benefits/Insurance Manager		To support district with implementation of Affordable Care Act	\$ 59,693.00
100: Personnel Services - Salaries Subtotal:			\$ 59,693.00
200: Personnel Services - Benefits			
Benefits/Insurance Manager		To support district with implementation of Affordable Care Act	\$ 20,728.00
200: Personnel Services - Benefits Subtotal:			\$ 20,728.00
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			
Lottery Application Technology			\$ 20,000.00
			\$ -
			\$ -
700: Property Subtotal:			\$ 20,000.00
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ 100,421.00

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			
Benefits/Insurance Manager		To support district with implementation of Affordable Care Act	\$ 59,693.00
100: Personnel Services - Salaries Subtotal:			\$ 59,693.00
200: Personnel Services - Benefits			
Benefits/Insurance Manager		To support district with implementation of Affordable Care Act	\$ 20,728.00
200: Personnel Services - Benefits Subtotal:			\$ 20,728.00
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			

Lottery Application Technology			\$	20,000.00
			\$	-
			\$	-
700: Property Subtotal:			\$	20,000.00
800: Other Objects				
			\$	-
			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-
Talent Subtotal:			\$	100,421.00

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	\$ 519,726.00	\$ 714,534.00	\$ 605,945.00	\$ 219,606.00	\$ 222,409.00	\$ 342,313.00	\$ -	\$ 59,693.00	\$ 1,855,872.00	\$ 828,354.00
200: Personnel Services - Benefits	\$ 136,375.00	\$ 159,789.00	\$ 146,053.00	\$ 38,759.00	\$ 56,793.00	\$ 90,643.00	\$ -	\$ 20,728.00	\$ 446,294.00	\$ 202,846.00
300: Purchased Professional and Technical Services	\$ 96,000.00	\$ 100,000.00	\$ -	\$ 183,052.00	\$ -	\$ 237,118.00	\$ 5,464.00	\$ -	\$ 616,170.00	\$ 5,464.00
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ 14,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,000.00	\$ -
600: Supplies	\$ 5,000.00	\$ 41,000.00	\$ -	\$ -	\$ -	\$ 12,085.00	\$ -	\$ -	\$ 58,085.00	\$ -
700: Property	\$ -	\$ 107,817.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000.00	\$ 127,817.00	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 757,101.00	\$ 1,137,140.00	\$ 751,998.00	\$ 441,417.00	\$ 279,202.00	\$ 682,159.00	\$ 5,464.00	\$ 100,421.00	\$ 3,118,238.00	\$ 1,036,664.00



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 London Public Schools HEREBY ASSURES THAT:

(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)*

Dr. Manuel J. Rivera

Title: *(typed)*

Superintendent

Date:

September 4, 2015