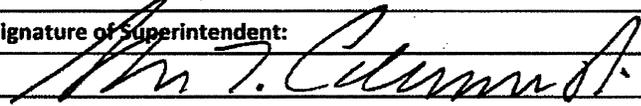
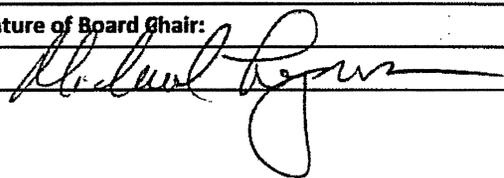


2015-16 Consolidated Alliance and Priority School District Application

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:	
Norwalk Public Schools	
FY 16 Alliance District Allocation:	FY 16 PSD Allocation (if applicable):
1,455,964	3,892,428
Contact Person:	Contact Title:
Italia A. Negroni, Ph.D.	Grants Administrator
Telephone:	Email Address:
203-854 4000 x45088	negronii@norwalkps.org
Name of Superintendent:	
Steven J. Adamowski, Ph.D.	
Signature of Superintendent:	Date: 8/31/15
	
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Michael Lyons	
Signature of Board Chair:	Date: 9/22/15
	

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 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 type="checkbox"/>	Professional development	<input type="checkbox"/>	Retention of top talent
<input 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.	Our key goal for Talent Development last year was to build instructional leadership capacity in our elementary schools. The strategy used to do this was to restructure the elementary assistant principal positions, that were only .5 in each school, into a full-time Curriculum & Instruction Site Director responsible for 1) the implementation of the new Journeys/Core Knowledge reading program 2) the more effective implementation of the mClass Reading 3D K-3 Early Literacy assessment and 3) more effective and consistent supervision and evaluation. Five of the site directors were funded through a private foundation. For the 2015-16 school year, our key strategy for our Talent Priorities is to continue funding the seven site directors to deepen their expertise and continue to gather evidence of their effectiveness as building-based instructional leaders.	For 2014-15 the district-wide K-3 reading proficiency as measured by the DIBELS Composite score increased from 65% at BOY to 80% at EOY. For 2015-16 the percent of K-3 students scoring at or above the district benchmark on the EOY DIBELS COMPOSITE SCORE will increase by 7 percentage points from 80% EOY 2015 to 87% EOY 2016.
1.2.	Another district goal is to build the leadership capacity at Briggs High School. The district strategy to support this goal for 2015-16 is to fund the salary and benefits of the C&I Site Director at Briggs. This is the district's portion of the Briggs Turnaround Plan. The key role for the Briggs Site Director is to provide instructional support to teachers so that they increase student engagement in a rigorous and individualized Universal Design Curriculum that is project-based and highly differentiated.	As student engagement increases, the average daily student attendance rate will increase by 20 percentage points from 45% EOY 2015 to 65% EOY 2016. Student chronic absenteeism rate will decrease by 20 percentage points from 87% EOY 2015 to 67% EOY 2016. In addition, reading proficiency will increase by 20 percentage points from 28% EOY 2015 to 48% EOY 2016, and math proficiency will increase by 20 percentage points from 16% EOY 2015 to 36% EOY 2016. Both Reading and Math at Briggs assessments are delivered through the Aimsweb system.

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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			
Elementary C&I Site Directors	1.1	7 FTE x actual anticipated salaries	\$ 980,964.00
1 C&I Site Director for Briggs HS	1.2	1 FTE x actual anticipated salary	\$ 124,128.00
100: Personnel Services - Salaries Subtotal:			\$ 1,105,092.00
200: Personnel Services - Benefits			
C&I Site Directors	1.1	FICA	\$ 13,132.00
1 C&I Site Director for Briggs HS	1.2	FICA/Health Insurance	\$ 9,778.00
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 22,910.00
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				
			\$	-
			\$	-
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-
Talent Subtotal:			\$	1,128,002.00

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 type="checkbox"/>	Common Core-aligned curriculum transition	<input type="checkbox"/>	Alternative/Transitional programs
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input 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 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:
2.1.	The District's primary goal for early childhood is to ensure that all incoming PK children are "ready" for Kindergarten. To that end, PSD funds are being set aside for the coordination of PreK programs and assessments throughout the city of Norwalk under the leadership of the Instructional Specialist for Early Literacy.	At the EOY, we assessed 359 3 and 4 year old PK children and 470 4 and 5 year old PK children with the PELI, a preschool early literacy assessment aligned to the DIBELS. For the 3 and 4 year olds, 40% were below the benchmark; for 4 and 5 years olds (children entering K in fall 2015), 40% were also below benchmark. Thus the goal for the Early Childhood Instructional Specialist is to decrease the # of 3/4 year olds and 4/5 year olds scoring below benchmark on the PELI by 10 percentage points from 40% EOY 2015 to 30% EOY 2016.
2.2.	The District goal to ensure that all students are reading at grade level by the end of 3rd grade implies that PK-3 teachers have a strong foundation in early literacy skills. One of the key strategies to address this goal is to train PK-3 teachers in the Foundations of Early Literacy and have them serve as resource to other teachers in their buildings. Over the last three years, PSD funds have been used to support a percentage of approximately 50 teacher salaries to build the capacity of these K-3 early literacy teachers so that they can serve as the "experts" in their schools. The focus this year will be to provide Foundations training for all of NPS PK teachers and support them with coaching	Increase percent of PK early literacy teachers scoring at or above the average score on the Foundations of Early Literacy Knowledge Survey by 25 percentage points from 50% Fall 2015 to 75% Fall 2016.

2.3.	Another strategy to support the District goal to ensure that all students are reading at grade level by the end of 3rd grade is to have an instructional aide in each 1st grade classroom for 13 hours per week to assist the teachers in grouping and regrouping for differentiated reading instruction. These aides are trained by our district K-3 Early Literacy Training and Assessment Coach as well as the <i>Literacy How</i> coaches who are funded by a local foundation. The strategy is to have the extra trained staff members assist 1st grade teachers to support struggling readers before they fall too far behind.	Increase the percent of 1st grade students scoring at the district benchmark on the EOY DIBELS by 10 percentage points from 50% EOY DIBELS 2015 to 60% EOY 2016.
2.4	A District goal on the secondary level is to provide support for struggling readers in the middle schools. The strategy being used to address this issue is to designate funding in PSD for 6 additional middle school English Language Arts teachers. With the addition of these teachers, these struggling readers are scheduled into a double block of reading where these reading teachers provide Tier 2 and 3 SRBI reading interventions to meet their individual needs.	Increase the percent of 6th, 7th and 8th graders scoring at or above the benchmark by 20 percentage points on district middle school ELA reading assessments from 21% EOY 2015 to 41% EOY 2016.
2.5	The district's student achievement data indicate that there needs to be more emphasis on Tier 2 and Tier 3 research-based SRBI interventions in order to reach our most struggling students. To that end, the district contracted with SERC to administer its SRBI Survey to all certified staff in March. SERC consultants also met with staff members in 7 randomly selected schools to discuss SRBI processes as a means for validating the survey data. Starting in Sept. 2015, SERC will be reporting out the results of the survey and interviews and making recommendations for how we can improve the SRBI process in Norwalk. The District strategy for improving the SRBI process is to continue to work with SERC experts throughout the 2015-16 school year to: 1) Continue to do interviews in the 12 other schools in the district, 2) Analyze the results of all the feedback, 3) Develop processes, procedures and protocols for implementing SRBI interventions, 4) Train staff in research-based SRBI interventions and 5) Provide classroom coaching on how to implement these best practices. This will be a major part of the district professional learning throughout the 2015-16 school year.	Complete the collection of baseline data on the range of Tier 2 and Tier 3 intervention strategies that are either being implemented or being piloted in the schools through SRBI professional learning with SERC consultants. Create a district benchmark that measures the degree to which SRBI Tiered Instruction is being implemented in the schools as a basis for measuring growth going forward.
2.6	This school year Norwalk's 9-12 Social Studies teachers worked with consultants from CREC to realign their Civics, US History and World History curriculum, instructional strategies and assessments to the CCSS and the newly adopted CSDE Standards for Social Studies. Presentations were made to the Curriculum Committee of the BOE and recommendations for new texts and online materials were approved and are being purchased. For 2015-16, the goal is to continue this work with the 18 high school social studies electives and begin to work on realigning the 6-8 social studies curriculum, instructional strategies and assessments to the CCSS. If we complete middle school social studies this year, we will begin to work on the K-5 area. Since we do not have a district-wide administrator for social studies, we are proposing to use Alliance funding to continue our work with the CREC social studies content area experts.	Pilot, modify, adjust and set district benchmark for common district assessments in Civics, US History and World History.
2.7	This school year Norwalk's 6-12 World Language teachers worked with consultants from CES to realign Levels 1 and 2 in 6-12 World Languages curriculum, instructional strategies, and assessments with the CCSS and the ACTFL standards for World Languages. Presentations were made to the Curriculum Committee of the BOE and recommendations for new texts and online materials were approved and are being purchased. For 2015-16, the goal is to continue this work for Levels 3, 4 and Heritage Language classes. Since we do not have a district-wide administrator for social studies, we are proposing to use Alliance funding to continue our work with the CES World Languages content area experts.	Pilot, modify, adjust and set district benchmark for common district assessments in World Languages.

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					
2.1	1.0 PreK Instructional Specialist	2.1	1.0 FTE @ anticipated actual salary	\$ -	\$ 147,793.00
2.2	% of 48 K-3 Early Literacy Teachers	2.2	Partial Salaries		\$ 963,172.00
2.3	24 1st Grade Aides	2.3	24 1st grade aides @ an anticipated 26 hrs./each	\$ -	\$ 622,419.00
2.4	6 Middle School ELA Teachers	2.4	6.0 FTE ELA middle school teachers at anticipated actual salary		\$ 466,350.00
				\$ -	\$ 2,199,734.00
200: Personnel Services - Benefits					
2.1	1.0 PreK Instructional Specialist	2.1	FICA (Medicare 1.45)	\$ -	\$ 2,143.00
2.2	% of 48 K-3 Early Literacy Teachers	2.2	FICA (Medicare 1.45)	\$ -	\$ 19,543.00
2.3	24 1st Grade Aides @ 26 hrs. each	2.3	FICA (Social Security 6.2 + Medicare 1.45)		\$ 47,615.00
2.4	6.0 Middle School ELA Teachers	2.4	FICA (Medicare 1.45)	\$ -	\$ 6,762.00
200: Personnel Services - Benefits Subtotal:				\$ -	\$ 76,063.00
				\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:				\$ -	\$ -
400: Purchased Property Services					

Contract with SERC to develop and implement SRBI process	2.5	Contracted Services	\$ 50,000.00	\$ -
Contract with CREC for Social Studies CCSS alignment	2.6	Contracted Services	\$ 30,000.00	
Contract with CES for World Languages CCSS alignment	2.7	Contracted Services	\$ 30,000.00	\$ -
400: Purchased Property Services Subtotal:			\$ 110,000.00	\$ -
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:	\$	110,000.00	\$	2,275,797.00

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 type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input type="checkbox"/>	Family engagement
<input 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.	One of the District's goals to improve Culture and Climate has been to implement the PBIS program throughout the schools over 3 to 5 years. Currently we have 4 schools who have completed the 3-year cycle, 4 that in in year 3, 6 that are in year 2 and 5 that will be starting year 1 in 2015-16. This strategy is also being supported by the addition of a new School Preparedness Coordinator who will be overseeing all Climate and Culture initiatives.	Decrease the number of district-wide disciplinary referrals with 1 or more ISS, OSS or expulsions by 20 percentage points from 704 EOY 2015 to 684 EOY 2016.
3.2.	The newly appointed School Preparedness Coordinator will be responsible for training school-based security guards to develop the mentoring aspects of their positions. They are also being trained to collaborate with administrators and teachers to decrease discipline referrals and maintain the appropriate overall climate in the schools. To that end, PSD funds are being allocated to support these positions.	Decrease the number of district-wide disciplinary referrals with 1 or more ISS, OSS or expulsions by 20 percentage points from 704 EOY 2015 to 684 EOY 2016.
3.3	Briggs High School is our alternative high school for those students who need a smaller environment to be academically successful. The district is allocating PSD funds to provide leadership and academic staffing for the Briggs Alternate High School; 1.0 principal; 7.5 classroom teachers; 27.5/hrs. parent liaison. The program goal for the instructional team is to implement a rigorous and individualized Universal Design Curriculum that increases student engagement through project-based learning that is highly differentiated.	As student engagement increases, the average daily student attendance rate will increase by 20 percentage points from 45% EOY 2015 to 65% EOY 2016. Student chronic absenteeism rate will decrease by 20 percentage points from 87% EOY 2015 to 67% EOY 2016. In addition, reading proficiency will increase by 20 percentage points from 28% EOY 2015 to 48% EOY 2016, and math proficiency will increase by 20 percentage points from 16% EOY 2015 to 36% EOY 2016. Both reading and math assessments at Briggs are delivered through the Aimsweb System.

3.4	The newly appointed School Preparedness Coordinator will be responsible for training the elementary and middle school intervention aides to develop the mentoring aspects of their positions. They will also be trained to collaborate with administrators and teachers to decrease discipline referrals and maintain the appropriate overall climate in the schools. To that end, PSD funds are being allocated to support 5 intervention aides for 2 middle schools and 6 intervention aides for 6 elementary schools	Decrease the number of district-wide disciplinary referrals with 1 or more ISS, OSS or expulsions by 20 percentage points from 704 EOY 2015 to 684 EOY 2016.
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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: Personnel Services - Salaries				
13 Middle/High Security Guards	3.2	13.0 security guards @ actual anticipated salary	\$ -	\$ 598,263.00
Leadership, academic staff and parent liaison for Briggs Turnaround	3.3	1.0 FTE Administrator (\$169,920.00); 6.5 FTEs (ELA, Math, Science, Social Studies, Art, Sp Ed, Psychologist, .5 Health/PE (\$477,930.00); parent liaison @27.5 hrs. (\$27,159.00)	\$ -	\$ 675,009.00
13 Elementary/middle intervention aides	3.4	11 Intervention aides @ actual anticipated salary	\$ -	\$ 162,376.00
100: Personnel Services - Salaries Subtotal:			\$ -	\$ 1,435,648.00
200: Personnel Services - Benefits				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
PBIS	3.1	PBIS Training for Year 2 and 3 for designated schools	\$ 17,962.00	\$ -
			\$ -	\$ -
			\$ -	\$ -

300: Purchased Professional and Technical Services Subtotal:			\$ 17,962.00	\$ -
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:	\$ 17,962.00	\$ 1,435,648.00

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 type="checkbox"/> School operations	<input 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.	Assign Grants Office staff to manage all grant applications, financials, accountability reports, etc., and manage the district Alliance/PSD dashboard (15 Administrator, .3 Secretary, .5 Bookkeeper)	Meet and report all required Progress metrics of the Alliance/PSD dashboard
4.2.		
4.3.		
4.4.		

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				
.5 Grants Administrator; .5 Secretary; .5 Bookkeeper		.5 Admin., Secy., Bookkeeper @ anticipated actual salary	\$	143,674.00
			\$	\$
			\$	\$
100: Personnel Services - Salaries Subtotal:			\$	\$ 143,674.00
200: Personnel Services - Benefits				
.5 Grants Administrator; .5 Secretary, .5 Bookkeeper		FICA for Grants Office staff	\$ -	36,309.00
			\$ -	
			\$ -	
200: Personnel Services - Benefits Subtotal:			\$ -	\$ 36,309.00
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				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			#VALUE!	\$ 179,983.00

Non-Reform Budget - Optional Section

Directions: In the event that your district proposes using Albany 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	Account	Description	ED Investment
100: Personnel Services - Salaries			
			\$ -
			\$ -
		100: Personnel Services - Salaries Subtotal:	\$ -
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			
Overseas Travel and Professional Development		To financial support the Center for Global Studies (CGS) for Overseas Travel, Professional Development and Supplies over	\$ 200,000.00
			\$ -
			\$ -
		500: Other Purchased Services Subtotal:	\$ 200,000.00
600: Supplies			
			\$ -
			\$ -
			\$ -
		600: Supplies Subtotal:	\$ -
700: Property			
			\$ -
			\$ -
			\$ -
		700: Property Subtotal:	\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
		800: Other Objects Subtotal:	\$ -
		Talent Subtotal:	\$ 200,000.00

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	\$ 1,105,092.00	\$ -	\$ 2,199,734.00	\$ -	\$ 1,435,648.00	\$ -	\$ 143,674.00	\$ -	\$ 1,105,092.00	\$ 3,779,056.00
200: Personnel Services - Benefits	\$ 22,910.00	\$ -	\$ 76,063.00	\$ -	\$ -	\$ -	\$ 36,309.00	\$ -	\$ 22,910.00	\$ 112,372.00
300: Purchased Professional and Technical Services	\$ -	\$ -	\$ -	\$ 17,962.00	\$ -	\$ -	\$ -	\$ -	\$ 17,962.00	\$ -
400: Purchased Property Services	\$ -	\$ 110,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 110,000.00	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,000.00	\$ 200,000.00	\$ -
600: Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 1,134,649.00	\$ 110,000.00	\$ 2,275,797.00	\$ 17,962.00	\$ 1,435,648.00	\$ -	\$ 179,983.00	\$ 200,000.00	\$ 1,455,964.00	\$ 3,891,428.00

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: Norwalk 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)*

Steven J. Adamowski, Ph.D.

Title: *(typed)*

Superintendent of Schools

Date:

August 31, 2015