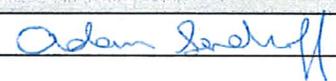


2016-17 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2016-17 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Hamden Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
\$4,164,720	
Contact Person:	Contact Title:
Christopher Melillo	Assistant Superintendent
Telephone:	E-mail Address:
203-407-2000	cmelillo@hamden.org
Name of Superintendent:	
Jody Ian Goeler	
Signature of Superintendent:	Date:
	4/28/2016
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Adam Sendroff	No
Signature of Board Chair:	Date:
	4/28/2016

2016-17 Talent Priorities

Step 1: 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 2016-17 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

<input checked="" type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input 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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1.	Continued Support for Educator Evaluation System Implementation: In 2016-17, Hamden Public Schools (HPS) will continue to provide professional development to administrators in the educator evaluation system. Working with Dr. Todd White of PHocusD on Learning, the district will focus on providing more individualized support to strengthen the capacity of administrators to provide constructive feedback and guidance to teachers throughout the evaluation process. We will also continue to provide training in the educator evaluation system to new administrators and teachers.	By May 2017, 80% of administrators will be rated as "Accomplished" in providing written and oral feedback to teachers.
1.2.	Professional Development In Differentiating Instruction and Meeting the Needs of All Students: In the coming year, the district will be focusing on improving teachers' use of effective strategies for differentiating instruction and sharing best practices for instruction. We will hold two district-wide, half-day conferences to address these topics. The first will occur in August 2016 to provide teachers with strategies for the coming school year, and the second will occur in May 2017 so that teachers can share what has worked well and continue to develop their instructional practices. Throughout the year, teachers will also participate in professional development opportunities that prepare them to meet the needs of all students, including supporting students with special needs and enriching talented and gifted students.	In August 2016 and in May 2017, 95% of the faculty will participate in the Hamden Public Schools' conferences on effective teaching strategies for differentiated instruction. 75% of the participants will have positive feedback which will be ascertained from a post-conference survey. Utilization of strategies for differentiated instruction will be monitored through informal observations from district administrators.
1.3.	Embedded Instructional Coaching to Implement New Standards-Aligned Curricula: HPS will continue to utilize literacy and math specialists to provide embedded instructional coaching to implement new CCSS-aligned curricula at their assigned schools. In 2016-17, the emphasis will be on coaching related to the writing process. With Alliance resources, HPS will continue to invest in its professional development partnership with Columbia Teachers College. A new cohort of 20 teachers from four Hamden elementary schools will receive in-district coaching and training from Columbia Teachers College instructors to develop their skills in writing instruction. Specialists will also focus on assisting teachers in the use of assessments and data to drive instruction.	100% of teachers will participate in embedded professional development that will focus on implementation of CCSS-aligned curriculum, including writing instruction, and use of assessments and data to drive instruction. Implementation will be monitored through informal observations by district administrators.

<p>1.4. Improved Recruitment and Hiring of Minority Educators: HPS is an active member of the ACES Minority Teacher Recruiting Advisory Council and benefits from participating in events such as the MTR Job Fair and the Future Educators Symposium. In 2016-17, HPS will continue to expand its recruitment activities to include participation in job fairs and other types of recruitment opportunities at out-of-state higher education institutions that have diverse teacher education programs, such as historically Black colleges and universities, and to participate in a wider range of online recruitment opportunities to connect to a more diverse audience of teacher recruits.</p>	<p>By June 2017, Hamden Public Schools will attend at least one minority recruitment fair and provide the opportunity for administrators to recruit at predominantly black universities.</p>
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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			
Substitute coverage for professional development activities	1.1, 1.2, 1.3	Substitute coverage for staff participation in professional development opportunities: 490 substitute days x \$104/day = \$50,960	\$ 50,960.00
100: Personnel Services - Salaries Subtotal:			\$ 50,960.00
200: Personnel Services - Benefits			
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
PhocuseD on Learning Consultant	1.1	Professional development and support for implementation of educator evaluation system: \$1500/session x 21 sessions = \$31,500	\$ 31,500.00
District-wide Differentiated Instruction Professional Development	1.2	25 providers x \$1260/day x 2 days = \$63,000 to support sessions for 600 district personnel	\$ 63,000.00
Columbia Teachers College Partnership	1.3	Fee for the cost of PD providers, accommodations, and travel to the district = \$79,447	\$ 79,447.00
300: Purchased Professional and Technical Services Subtotal:			\$ 173,947.00
400: Purchased Property Services			
			\$ -

400: Purchased Property Services Subtotal:			\$	-
500: Other Purchased Services				
Minority Recruitment Activities	1.4	Costs for travel, outreach, registration fees, etc. to participate in minority recruitment activities and job fairs at predominantly Black universities and other institutions with diverse teacher education programs.	\$	3,000.00
500: Other Purchased Services Subtotal:			\$	3,000.00
600: Supplies				
			\$	-
600: Supplies Subtotal:			\$	-
700: Property				
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
800: Other Objects Subtotal:			\$	-
Talent Subtotal:			\$	227,907.00

2016-17 Academic Priorities

Step 1: Place an "X" beside the district's 2016-17 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	Alternative/Transitional programs
<input type="checkbox"/>	Assessment systems	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	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	College and career access	Instructional technology
<input type="checkbox"/>	High school redesign	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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	Redesign Curriculum to Increase Rigor and Align with CCSS, Next Generation Science Standards, and C3 Social Studies Framework: HPS will continue its comprehensive, ongoing redesign of the K-12 curriculum to increase rigor and align with relevant standards. In 2016-17, the focus will be writing and updating science and elementary social studies curricula to align with the Next Generation Science Standards and C3 Social Studies Framework. We will also be concentrating on aligning middle and high school English, World Language, secondary media, and middle school math curricula with CCSS.	HPS will continue to realign science units to the Next Generation Science Standards and will update elementary social studies curricula to align with the C3 Social Studies Frameworks by Spring 2017.
2.2.	Provide Monitoring and Embedded Professional Development to Improve Fidelity: Math and literacy specialists will continue to play a central role in the development and consistent implementation of curricula district wide. Each school has a dedicated team of a full-time math and a full-time literacy specialist who are trained in the new curriculum units and who provide embedded professional development for teachers in their building. The elementary science specialist performs this role across the eight elementary schools for new science units. Curriculum implementation is also monitored through the educator evaluation process. Administrators will receive professional development to familiarize them with new curricula as it is created so that they can effectively monitor implementation during formal and informal observations of teachers.	100% of teachers will participate in embedded professional development focused on the implementation of curriculum that is aligned to the CCSS, Next Generation Science Standards, and C3 Social Studies Framework. 100% of teachers will be implementing updated, standards-aligned curricula. Curriculum implementation will be monitored through informal observations by district administrators.

2.3.	<p>Institute a District-Wide, Comprehensive Strategic Approach to SRBI: In an effort to ensure that our most at-risk students receive instruction and support from the most highly qualified personnel, Hamden Public Schools will place certified teachers in the role of SRBI interventionists. The SRBI interventionists will be responsible for planning for the strategic support of students who require tier 2 and 3 interventions and will deliver these interventions through small group instruction. Two SRBI interventionists will be placed at each of our 10 schools. Similarly, we will hire three EL Specialists to provide direct services to EL students at the elementary and secondary levels. The EL Specialists will also consult with teachers on instructional strategies to improve outcomes and monitor the progress of ELs receiving services and of those recently exited. Alliance funds are also used to deploy SRBI paraprofessionals to support interventions. At the high school, HPS will employ literacy and math tutors to enhance the successful efforts of the math and literacy specialists there to provide individual and small-group remediation for students who need additional support. Efforts to standardize and strengthen the implementation of SRBI at all Hamden schools are also supported by the ongoing investment in SWIS for behavior monitoring and technology integration for individualized instruction, progress monitoring and assessment and in Scantron Analytics to connect science and SRBI data sources to Scantron and support data analysis.</p>	<p>By August 2016, twenty certified teachers will be hired as SRBI interventionists and placed, two each, at every elementary school, the middle school, and the high school. Three certified teachers will be hired as EL Specialists to support elementary and secondary English Learners in Hamden schools. Tier 2 and 3 interventions will be implemented with fidelity thereby reducing the overall number of students needing interventions to no more than 20% at a grade level or in a course by May 2017.</p>
2.4	<p>Support an Extended Continuum of In-District Service Options for Special Education: The need for special education services continues to grow in HPS. The district has responded by seeking effective ways to extend the options for in-district services. HPS has developed 10 Instructional Intervention Centers (IICs) at several elementary schools to improve instruction for special education students in the least restrictive environment. Depending on the needs of the students, the IICs are partially- or self-contained classrooms that permit special education students to have interaction with their typical peers and access to grade-level instruction while also benefitting from having a certified special education teacher. Four additional IICs will be created in Hamden schools in 2016-17. To maintain the IICs, HPS will continue to support two special education teachers, two full-time paraprofessionals, a part-time speech and language pathologist, and a full-time BCBA school psychologist with Alliance funds. We will also purchase special education curriculum materials needed to support the IICs. These materials will allow our students to access the HPS curriculum as well as receive additional materials to meet each student's individual needs.</p>	<p>All students attending elementary IIC's during 2016-17 will demonstrate progress on their IEP goals by the end of the school year. 80% of the students attending elementary IIC's during 2016-17 will demonstrate mastery on their IEP goals by the end of the year.</p>
2.5	<p>Increase College and Career-Readiness Programs at Hamden High School: HPS will continue its initiatives in partnership with several post-secondary/job training partners to provide college and career readiness opportunities for Hamden high schoolers. Working with partner institutions such as Gateway Community College, Education Connection, Connecticut Center for Arts and Technology, and the University of New Haven/Project Lead the Way, HPS will offer programs in the engineering, phlebotomy, and automotive technician fields that connect students to hands-on learning and academic instruction that can lead to valuable certifications and direct connections to post-secondary studies. Alliance funds will be used to provide support for transportation, professional development for HHS teachers, licensing fees, certification exams, and technology.</p>	<p>During the 2016-17 school year, HHS will initiate and/or continue three new college/career focused programs of study, involving at least 40 students.</p>
2.6	<p>Increase Access to High Quality Affordable Preschool: The district will continue to use Alliance funds to provide financial assistance for low-income families to enroll in HPS preschool programs given the very limited number of School Readiness slots available in Hamden.</p>	<p>3 scholarships for low-income families to attend full-day preschool will be awarded for the 2016-17 school year.</p>

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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Curriculum Development to Align with Common Core, Social Studies and Science Standards	2.1	19 teachers x \$42/hr x 5 hrs/day x 15 days = \$59,850	\$ 59,850.00	\$ -
Language Arts Department Chair (district-wide)	2.2	1.0 FTE x \$87,285 = \$87,285	\$ 87,285.00	\$ -
3 Literacy (Church St., Dunbar Hill, Spring Glen) and 7 Math Specialists (Bear Path, Dunbar Hill, Helen Street, Shepherd Glen, Spring Glen, Hamden High School)	2.2	3 schools x 1.0 FTE x \$83,908 = \$251,724; 7 schools x 1.0 FTE x \$79,765 = \$558,355	\$ 810,079.00	
1 Elementary Science Specialist (district-wide)	2.2	1.0 FTE x \$69,949	\$ 69,949.00	\$ -
20 SRBI Specialists (2 per school) and 3 EL Specialists to support SRBI (all elementary schools)	2.3	23 x \$50,000 = \$1,150,000	\$ 1,150,000.00	
17 SRBI Tutors (Church Street, Helen Street, Ridge Hill) and 9 SRBI paraprofessionals (all elementary and HMS)	2.3	17 x \$12,000 = \$204,000; 9 x \$35,000 = \$315,000	\$ 519,000.00	
2 Part-time Math and 4 Literacy Tutors at Hamden High School to support SRBI	2.3	6 part-time tutors x \$17.10/hr x 19 hrs/wk x 35 weeks = \$68,229	\$ 68,229.00	
2 Special Education Teachers (Bear Path and Church Street)	2.4	2.0 FTE x \$60,460 = \$120,920	\$ 120,920.00	
1 part-time Speech and Language Pathologist (Bear Path)	2.4	.5 FTE x \$50,000 = \$25,000	\$ 25,000.00	

1 FTE BCBA School Psychologist for 3 district wide self-contained special education classrooms (Dunbar Hill)	2.4	1 FTE School Psychologist (BCBA) x \$87,422 = \$87,422	\$ 87,422.00	
4 Credit Recovery Summer Program Teachers at Hamden High School	2.5	4 teachers x 4 hrs/day x 18 days x \$35/hr = \$10,080	\$ 10,080.00	
3 Credit Recovery School-Year Teachers at Hamden High School	2.5	3 teachers x \$10,000/yr stipend = \$30,000	\$ 30,000.00	
Career and College Readiness Professional Development for High School Instructors	2.5	2 teachers x 80 hours x \$35/hr for Engineering Program = \$5,600; 1 teacher x 40 hours x \$35/hr for App Development = \$1,400	\$ 7,000.00	
100: Personnel Services - Salaries Subtotal:			\$ 3,044,814.00	\$ -
200: Personnel Services - Benefits				
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
Data Analysis and Assessment Connections (Scantron Analytics)	2.3	Fee to provide data analysis and assessment connections for Science and SRBI data sources = \$80,000	\$ 80,000.00	\$ -
Instructional Services by External Partners for College and Career-Readiness Initiatives	2.5	15 students x \$1400/student - \$21,000 (Phlebotomy); 20 students x \$750 per student = \$15,000 (Medical Coding)	\$ 36,000.00	\$ -
Accuplacer Placement Tests and Certificate Exam Fees for HHS Students	2.5	100 Accuplacer tests x \$5.25/test = \$525 50 Certificate Exam Fees x \$275/exam = \$13,750	\$ 14,275.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 130,275.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -

400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Bus Transportation for College and Career Programs at Hamden High School	2.5	142 round trips x \$240/trip = \$34,080	\$ 34,080.00	\$ -
500: Other Purchased Services Subtotal:			\$ 34,080.00	\$ -
600: Supplies				
Common Core and other Standards-Aligned Curriculum Resources	2.1, 2.5	New texts, online resources, and materials to support roll out of curricula aligned to relevant standards, including middle and high school English, science, world languages, and math texts and online resources	\$ 267,572.00	
Special Education Curriculum Materials	2.4	New curriculum materials to support IIC's (Self-Contained Special Education Classrooms). These materials will allow our students to access the HPS curriculum as well as receive additional support to meet each student's individual needs.	\$ 26,090.00	
600: Supplies Subtotal:			\$ 293,662.00	\$ -
700: Property				
Software and Licensing	2.1, 2.3	Software and licensing purchases to support NWEA assessments and additional licenses for Lexia, Odysseyware, SWIS and others as needed	\$ 79,000.00	\$ -
700: Property Subtotal:			\$ 79,000.00	\$ -
800: Other Objects				
Preschool financial assistance	2.6	Need-based financial support for low-income families = approx. \$555/month x 12 months x 3 families = \$20,000	\$ 20,000.00	
800: Other Objects Subtotal:			\$ 20,000.00	\$ -
Academics Subtotal:			\$ 3,601,831.00	\$ -

2016-17 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2016-17 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 2014-15 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input checked="" 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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Promote Positive School Connections to Increase Retention, Attendance, and Improve Student Learning: HPS will continue to provide in-school student support centers at the eight elementary schools, Hamden Middle School, and Hamden High School (Freshman Support Center) that offer positive, structured alternatives to in-school suspension where students can address, under the guidance of a staff member, factors that may be causing disciplinary issues such as time management, organization and study skills, or feelings of disconnection from the larger student body.	The district will decrease the chronic absenteeism rate by 2% to an average of 13% by May 2017 by implementing PBIS, utilizing student support advisors to decrease negative behaviors, and promoting school connectedness.
3.2.	Expand Mental Health Supports for Church Street School: We will continue to support an additional school social worker and school psychologist to support the high level of mental health needs among students at Church Street School.	By May 2017, the chronic absenteeism rate at Church Street School will decrease from 12% to 10%, and the percentage of students repeatedly receiving in-school and out-of-school suspensions will decrease from 15% to 12% as indicated by SWIS data.

3.3.	<p>Strengthen Family Engagement in their Children's Education: HPS has identified the need to strengthen family engagement in the schools and their children's education as one of the key priorities in its strategic plan. A district-wide committee is focusing on initiatives to improve communication and support with families. Based on the success of the 2016 pilot, HPS will again hold a district-wide Kindergarten Fair to inform parents about the high quality kindergarten options in the district and to help parents support their children's transition to kindergarten. The Kindergarten Fair also helps to increase the early identification of kindergarten-eligible children in the district and facilitate early enrollment. The district will also continue to partner with Hamden's Partnership for Young Children on its broader, year-round Transition to Kindergarten initiative that provides information and programming to families preparing to enter kindergarten as well as professional development for early childcare providers to help them facilitate the transition to kindergarten for the children they serve. Finally, the district will continue its implementation of Power School to expand the availability of a wide range of information for parents, students, teachers and administrators so they can communicate more readily about students' educational progress.</p>	<p>By March 2017, HPS will hold one district-wide Kindergarten Fair that will attract the participation of at least 100 prospective kindergarten families with 90% of the families becoming registered for kindergarten at the Fair.</p>
3.4	<p>Reduce Absenteeism and Extend Learning Opportunities at Lowest-Performing Elementary Schools: At our five lowest-performing elementary schools (Dunbar Hill, Shepherd Glen, Ridge Hill, Church Street, and Helen Street), HPS will continue to provide a before-school program to provide an additional hour of enrichment for students prior to the start of the school day. Activities during this one-hour block may include fitness, academic enrichment, and participation in the free and reduced school breakfast program. The program will operate daily throughout the school year.</p>	<p>Supports will be provided to a minimum of 20 students at each school. Together with priority #3.1 (Promoting Positive School Connections) this program will reduce the district's chronic absenteeism rate by 2% to an average of 13% by May 2017.</p>

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				
Freshman Support Center	3.1	2 part-time staff x 19 hrs/wk x 35 weeks x \$17.10/hr = \$22,743	\$ 22,743.00	\$ -
District-wide Student Support Centers	3.1	1 part-time staff person/school x 9 schools x 19 hrs/wk x \$12.75/hr x 36 weeks = \$78,489	\$ 78,489.00	\$ -
Expanded Mental Health Staff (Church St.)	3.2	1 FTE School Social Worker x \$51,500 = \$51,500 1 FTE School Psychologist x \$51,500 = \$51,500	\$ 103,000.00	
Before School Programs (Church St., Dunbar Hill, Helen St., Ridge Hill, Shepherd Glen)	3.4	2.0 FTE/school x 5 schools x 1 hr/day x 5 days/week x 36 weeks x \$35/hr=\$63,000	\$ 63,000.00	
100: Personnel Services - Salaries Subtotal:			\$ 267,232.00	\$ -
200: Personnel Services - Benefits				
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
Kindergarten Fair	3.3	Estimated cost for event-related expenses such as child care providers, supplies, materials, etc.	\$ 5,000.00	
Kindergarten Transition Task Force (Hamden Partnership for Young Children)	3.3	To provide funding support to HYPC to implement kindergarten readiness programs for families, disseminate registration materials to local early providers, and provide professional development to early childhood providers to support transition to kindergarten.	\$ 30,000.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 35,000.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -

500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
Power School Student Information System	3.3	Continued support for implementation of Power School including annual subscription cost and professional development for staff.	\$ 32,750.00	\$ -
700: Property Subtotal:			\$ 32,750.00	\$ -
800: Other Objects				
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Climate Subtotal:			\$ 334,982.00	\$ -

2016-17 Operations Priorities

Step 1: Place an "X" beside the district's 2016-17 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<input 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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.		
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				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
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				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ -	\$ -

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			
			\$ -
			\$ -
			\$ -
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			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -

600: Supplies			
			\$ -
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ -

FY 17 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	\$ 50,960.00	\$ 3,044,814.00	\$ -	\$ 267,232.00	\$ -	\$ -	\$ -	\$ -	\$ 3,363,006.00	\$ -
200: Personnel Services - Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300: Purchased Professional and Technical Services	\$ 173,947.00	\$ 130,275.00	\$ -	\$ 35,000.00	\$ -	\$ -	\$ -	\$ -	\$ 339,222.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ 3,000.00	\$ 34,080.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 37,080.00	\$ -
600: Supplies	\$ -	\$ 293,662.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 293,662.00	\$ -
700: Property	\$ -	\$ 79,000.00	\$ -	\$ 32,750.00	\$ -	\$ -	\$ -	\$ -	\$ 111,750.00	\$ -
800: Other Objects	\$ -	\$ 20,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000.00	\$ -
TOTALS:	\$ 227,907.00	\$ 3,601,831.00	\$ -	\$ 334,982.00	\$ -	\$ -	\$ -	\$ -	\$ 4,164,720.00	\$ -

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

PROJECT TITLE: 2016-17 Alliance and Priority School District Consolidated Application

THE APPLICANT: Hamden 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:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
- (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- (4) "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;
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "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;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "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;
- (9) "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
- (10) "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, intellectual disability, 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)*

Jody Ian Goeler

Title: *(typed)*

Superintendent

Date:

8-15-16