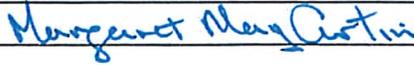


2016-17 Consolidated Alliance and Priority School District Application

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:	
New London Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
2,987,944	988,371
Contact Person:	Contact Title:
Ivelise Velazquez	Chief Academic Officer
Telephone:	E-mail Address:
860-694-9527	velazquezi@newlondon.org
Name of Superintendent:	
Dr. Manuel J. Rivera	
Signature of Superintendent:	Date:
	May 2, 2016, Revised Sept. 27, 2016
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Margaret Mary Curtin	No
Signature of Board Chair:	Date:
	Sept. 29, 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 checked="" 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.	<p>Embedded Coaching by Literacy/Instructional Coaches, High School Coordinators, and Team Mentors to Improve Instruction: Guided by the Director of Human Resources, the Academic Officer and Principals, coaches, high school coordinators, and TEAM mentors will continue to support/model how to have both technical and adaptive conversations with teachers that lead to improved instruction. Examining student work protocols will be used to determine problems of practice. Teachers will continue to receive support in the use of new materials in the area of literacy, math and science. Teams from each school will be involved in a second year of training in how to use Fountas and Pinnell benchmark assessments. At the high school, coordinators will continue to lead efforts to write and implement units of study and new common formative assessments. In addition, new teachers will benefit from the support to TEAM mentors who ensure the success of teachers in their first two year of teaching to complete the state required TEAM program. The result of all of these efforts will be evidenced by an increase of students who score on the Average, Hi Average, and High bands of the NWEA Test of Reading and Test of Math. The NWEA Map Test is a normed referenced test, providing the district with a comparison of how NLPS performs against a norm set by the average scores of students who take the test nationwide. Unlike a benchmark assessment where NLPS incremental goals would emphasize an increase in the percent of students toward 100% on benchmark, our goal for NWEA takes into account that NLPS students are performing near the national norm already. The goal for this year is to move 5% more students in reading and 6% more students in math into the Average, Hi Average and Hi bands on NWEA is a reasonable goal because at that point, NLPS would be mirroring the national norm. In some grade levels this also means that NLPS, on average, are exceeding the national norms.</p>	<p>1) 100% of school level literacy and instructional coaches and high school coordinators will participate in monthly professional learning opportunities to develop their role as agents of change. 2) 100% of school level literacy/instructional coaches and high school coordinators will document implementation of coaching and professional development to improve instruction on a monthly basis, as described in the <u>Art of Coaching</u> by Aguilar. 3) As a result of coaching and new professional learning and materials, on average the percent of elementary, middle school and high school students scoring on the Average, High Average and High bands of the NWEA MAP Test in Reading will increase by 10 percent points from Fall 2016 to Spring 2017, from 55% to 65%. 4) In math, on average the percent of elementary, middle school and high school students scoring in the Average, Hi Average, and High bands of the NWEA MAP Test in Math will increase by 10 percent points Fall 2016 to Spring 2017, from 44% to 54%. 5) At the high school, all English Language Arts and Mathematics Units of study will be completed, while units in other subject areas will continue to be developed.</p>
1.2.	<p>Targeted Professional Learning to Roll Out NEW Teacher Eval Rubric: NLPS will roll-out a new Teacher Evaluation Rubric that will become the standard for measuring instructional practice in the 2017-2018 school year and beyond. The draft of the rubric will be available by October 2016 and training for administrators and teachers will begin in November of 2016. To that end, all principals, coaches, coordinators and teachers will be involved in professional learning regarding the rubric to ensure that the tool is used to evaluate instruction and support teachers to improve instruction districtwide.</p>	<p>All certified staff, including teachers and administrators, will attend Teacher Evaluation Rubric Training, consisting of a minimum of three professional learning session on New London's New Rubric during 2016-2017.</p>
1.3.	<p>Capacity Building of Principals: This year, an Executive Director of Schools has been hired to train principals on the operations of schools. The need for this position is due to the fact that NLPS building leaders' roles have shifted dramatically over the last two years as the district has made large strides to become an all magnet district with greater ethnic and racial diversity. Specifically, building leaders must bring together stakeholders with broader representation across socio-economic demographics and localities. The principals must be savvy about recruitment and retention of adult talent that mirror the interests and demographics of the communities it serves. The building leaders have to manage monies from multiple sources to develop their magnet themes and cover the cost of expanded enrollment. Building leaders are now required to guide the work of stakeholder groups in developing and maintaining a mission and vision unique to their theme that guides decisions regarding curriculum, professional learning, afterschool enrichment and all while, completing the everyday functions of a public school. In addition, the Executive Director of Schools will work closely with the Talent Office and building leaders to attract and hire more teachers of color to mirror the diversity of the student population. The success of these efforts will be measured by the ability for building administrators to raise the level of instruction for students in classrooms through sound leadership decisions.</p>	<p>1) 100% of administrators will achieve a rating of 3 or 4 on their locally determined SLOs. Note that an exemplary score (4) requires that the administrator meet all three objectives and substantially exceed at least two targets. A goal score (3) requires that the administrator meet two objectives and make substantial progress on the third OR meet all three objectives. 2) NLPS will increase the number of communities that enroll students from 17 to a minimum of 28 in 2016-2017, and 2) NLPS will increase the percentage of certified educators of color from 16% in 2015-2016 to 19% in 2015-2016.</p>
1.4.	<p>School Quality and Leadership Standards: The work of developing NLPS specific standards will continue for a second year. To date, NLPS has developed the first of its School Quality Standards. The first standard is on School Culture. A self assessment tool in the form of a rubric on School Culture will be administered by every NLPS school in the Fall 2016 and Spring 2017. In the Fall of 2016, NLPS will develop the second and third School Quality Standards, to include a standard on Student Engagement and another standard yet to be identified. New London is partnering with two outside partners, 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. These standards will guide the School Improvement process.</p>	<p>1) Establish baseline data in 2016-2017, at each NLPS, using the new locally developed School Quality Standard Rubric on School Culture. All four elementary, three middle school pathways and both high schools will use the rubric as a self assessment in September 2016 and May 2017. 2) Two other standards will be drafted in 2016-2017 in addition to the standard on School Culture.</p>

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

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
.6 Humanities Coordinator	1.1	High School position to continue implementation of 1) new CT Common Core curriculum units and use of relevant assessments to inform instructional decisions; 2) coaching model for technical and adaptive change, 3) rollout of NEW Teacher EVAL Rubric.	\$ 71,365.00
.6 ESL Coordinator	1.1	High School position to continue implementation of 1) new CT Common Core curriculum units and use of relevant assessments to inform instructional decisions; 2) coaching model for technical and adaptive change, 3) rollout of NEW Teacher EVAL Rubric.	\$ 71,365.00
.6 Math Coordinator	1.1	High School position to continue implementation of 1) new CT Common Core curriculum units and use of relevant assessments to inform instructional decisions; 2) coaching model for technical and adaptive change, 3) rollout of NEW Teacher EVAL Rubric.	\$ 71,365.00
.6 RTI Coordinator	1.1	High School position to continue implementation of 1) new CT Common Core curriculum units and use of relevant assessments to inform instructional decisions; 2) coaching model for technical and adaptive change, 3) rollout of NEW Teacher EVAL Rubric.	\$ 71,365.00
1 Instructional Coaches	1.1	High School position to continue implementation of 1) new CT Common Core curriculum units and use of relevant assessments to inform instructional decisions; 2) coaching model for technical and adaptive change, 3) rollout of NEW Teacher EVAL Rubric.	\$ 74,842.00
5.4 Literacy Coaches	1.1	Elementary literacy coaching positions, one at each elementary school, play a vital role in supporting instructional practice in each classroom including, implementation of a balanced literacy framework, content-area literacy, and a new Teacher Eval Rubric	\$ 408,186.00
1 Dual Language Coach	1.1	Jennings had 10 classrooms dedicated to dual language acquisition for over 200 students. The program provides the most effective model of instruction for English and Spanish learners. The coach provides instructional support to the teachers in this model.	\$ 68,766.00
.4 English Teacher	1.1	NLHS teaching position tied to the Humanities Coordinator listed above. This teacher will teach 2 periods of English Language Arts and serve as the Humanities Coordinator the other 60% of the time.	\$ 32,795.00
.4 Math Teacher	1.1	NLHS teaching position tied to the Math Coordinator listed above. This teacher will teach 2 periods of Mathematics and serve as the Math Coordinator the other 60% of the time.	\$ 26,188.00
Executive Director of Schools	1.3	As the district becomes all magnet, this position will build the capacity of principals to be instructional leaders, guide capacity of staff in the area of the pathway theme, budget for programming using multiple sources, and market to and recruit students and families from regional communities.	\$ 146,500.00
TEAM Mentor Stipends	1.1	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)	\$ 16,000.00
100: Personnel Services - Salaries Subtotal:			\$ 1,058,737.00
200: Personnel Services - Benefits			
.6 Humanities Coordinator	1.1	High School position to continue implementation of 1) new CT Common Core curriculum units and use of relevant assessments to inform instructional decisions; 2) coaching model for technical and adaptive change, 3) rollout of NEW Teacher EVAL Rubric.	\$ 25,424.00
.6 ESL Coordinator	1.1	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	\$ 10,396.00
.6 Math Coordinator	1.1	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	\$ 13,721.00

.6 RTI Coordinator	1.1	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	\$	18,990.00
1 Instructional Coaches	1.1	BDJMS instructional coaches, including one full time and one part time position, provide support to all teachers to implement effective instruction across disciplines.	\$	25,432.00
5.4 Literacy Coaches	1.1	Elementary literacy coaching positions, one at each elementary school, play a vital role in supporting instructional practice in each classroom including implementation of a balanced literacy framework, content-area literacy and the new teacher evaluation rubric.	\$	111,093.00
1 Dual Language Coach	1.1	Jennings had 10 classrooms dedicated to dual language acquisition for over 200 students. The program provides the most effective model of instruction for English and Spanish learners. The coach provides instructional support to the teachers in this model.	\$	25,344.00
.4 English Teacher	1.1	NLHS teaching position tied to the Humanities Coordinator listed above. This teacher will teach 2 periods of English Language Arts and serve as the Humanities Coordinator the other 60% of the time.	\$	476.00
.4 Math Teacher	1.1	NLHS teaching position tied to the Math Coordinator listed above. This teacher will teach 2 periods of Mathematics and serve as the Math Coordinator the other 60% of the time.	\$	380.00
Executive Director of Schools	1.3	As the district becomes all magnet, this position will build the capacity of principals to be instructional leaders, guide capacity of staff in the area of the pathway theme, budget for programming using multiple sources, and market to and recruit students and families from regional communities.	\$	27,141.00
TEAM Mentor Stipends	1.1	Support new teachers by adding supplemental stipend for TEAM mentors in the district. Head mentors will gain leadership by working with the principal to coordinate TEAM efforts in a building. (District)	\$	232.00
200: Personnel Services - Benefits Subtotal:			\$	258,629.00
300: Purchased Professional and Technical Services				
School Quality and Leadership Standards	1.4	Work with two consultants on School Quality Standards and Leadership Standards, Regis Shields and NYC Leadership Academy.	\$	62,000.00
Teacher Evaluation Rubric Training	1.2	Training for district administrators and certified teachers on the use of a new teacher evaluation rubric.	\$	15,000.00
300: Purchased Professional and Technical Services Subtotal:			\$	77,000.00
400: Purchased Property Services				
			\$	-
			\$	-
			\$	-
400: Purchased Property Services Subtotal:			\$	-
500: Other Purchased Services				
			\$	-
			\$	-
			\$	-
500: Other Purchased Services Subtotal:			\$	-
600: Supplies				
			\$	-
			\$	-
			\$	-
600: Supplies Subtotal:			\$	-
700: Property				
			\$	-
			\$	-

			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-
Talent Subtotal:			\$	1,394,366.00

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	<input type="checkbox"/>	Alternative/Transitional programs
<input checked="" type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	College and career access	<input checked="" 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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	Data Systems and Analysis: Collecting and analyzing data to serve as predictive measures in decision making continues to be a priority for the district in order to continue an upward trend in student outcomes. Teacher evaluation data, academic, discipline and attendance data are gathered across all schools with multiple measures. The district will streamline the number of academic assessments, refine the analysis that occurs at the grade, school and district level and track trends to enhance instruction. The district will build on its success this year to further reduce suspensions, expulsions and office discipline referrals by continuing to closely monitor trends from month to month and enhancing the use of dashboards districtwide. Dashboards, letters to parents and early education regarding chronic absenteeism will play a larger role in the coming year as efforts are focused on reducing chronic absenteeism by 3% or more. In addition, the district will implement a new Teacher Evaluation Tool to better assess instructional practice and build capacity in areas of need.	1) By the end of 2016-2017, on average, 5 percentage points more students will score in the Average, HiAverage and High bands in reading as measured by NWEA Map test of Reading, an increase from 55% to 65% ; 2) By the end of 2016-2017, on average, 10 percentage points more students will score in the Average, HiAverage and High bands in math as measured by NWEA Map test of Math, an increase from 44% to 54% ; 3) chronic absenteeism will be reduced, on average, by 3 percentage points across buildings from 19% in Spring of 2016 to 16% in Spring of 2017 ; 4) On average, every school will reduce office discipline referrals by 10 percentage points from a total of 2,378 major behavioral referrals to 2,140 or fewer . 5) Every building will implement data team meetings at every grade level weekly; district data team will convene three times a year to report on district and building level academic and behavioral data.
2.2.	Professional Learning for Improvements in Teaching and Learning: This year the district will continue to invest in professional learning opportunities that support teaching and learning aligned to state standards for writing, math, and science. Besides, districtwide professional development sessions, this year, the district will invest in building based, embedded professional development that includes demonstration lessons, lesson/curriculum planning, and instructional rounds with experts in the fields of writing, math, and science. In addition, the district will support innovative approaches to learning through the position of Supervisor of Innovation and Personalized Learning. This position will work with schools to enhance curriculum and instruction and to use innovative resources to engage and promote student learning, including the use of electronic portfolios and an expansion of Teach To One for mathematics. The following professional learning opportunities will be available throughout the district: 1) BDJMS staff will be involved in 3 days of embedded professional learning in writing; 2) Jennings and Harbor elementary staff will be involved in 3 days of embedded professional development in writing; 3) Nathan Hale elementary staff will be involved in 4 days of embedded PD in mathematics; 4) STM Middle School will be involved in 2 days of embedded PD in mathematics; 5) For the first time, in K-8th, each student will produce three forms of writing (narrative, explanatory, opinion/argument writing) and samples will be scored and compiled in an electronic portfolio for each student; 6) the Teach To One personalized math program at the middle school will be expanded from 7th and 8th grades to include 6th graders and afterschool cohort of sixty 5th graders, increasing participation from approximately 230 to 330 students.	1) By the end of 2016-2017, on average, 10 percentage points more students will score in the Average, HiAverage and High bands in reading as measured by NWEA Map test of Reading, an increase from 55% to 65%; 2) By the end of 2016-2017, on average, 10 percentage points more students will score in the Average, HiAverage and High bands in math as measured by NWEA Map test of Math, an increase from 44% to 54%.
2.3.	Middle School Re-design: In 2016-2017, BDJMS will be in a transition year going from a traditional middle school to a middle school with three distinct pathways. During that transition, the role of the Assistant Principal will be transformed and the title will be changed to include the management of operations and facilities that serve all three pathways, including STM Middle School, Arts Middle School and a developmental pathway that is not yet part of a magnet program. Besides serving as an instructional leader, with a new title, the <i>School Operations and Educational Services Director</i> will coordinate programs with outside partners including enrichment programs during and afterschool. There are three major strategies that this position will address: adequate programming for an increased enrollment in an upgraded facility; scheduling of pathway specific electives; and scheduling of classes and facilities to adequately address tiered interventions across pathways. This third strategy will allow us to maximize the minutes of instruction dedicated to tiered interventions in the area of reading and math.	1) Enrollment at BDJMS, will increase from approximately 615 students in Spring of 2016 to 700 in Spring of 2017; 2) Approximately, 400 students in the STM Middle School and Arts Middle School pathways will be assigned three electives each, including essential electives unique to their pathway.

2.4	<p>Tiered Instructional & Progress Monitoring Strategies to Meet Unique Needs of Students: Through carefully defined tiers of instruction and NLPS's unique teaching programs, such as Renzulli and Teach to One Math, we are able to provide specialized programming with a goal of meeting the needs of all of students. Among the strategies being employed in 2016-2017, is a comprehensive method for identifying, assigning and monitoring the effectiveness of personalized tiered interventions, including the use of math and reading lab teachers, ESL tutors, testing coordinators, gifted and talented staff delivering the Renzulli program, and expanded guidance counselor services. As a result, teams of teachers, including those listed above who target specific needs, along with general education teachers, will meet five times (and often more) during the year in each building to use progress monitoring data to assign students to tiers of instruction and interventions. The interventions will allow students to accelerate at a pace that meets their needs. Each time the teams meet, decisions will be made about exiting students from the intervention, altering the intervention, or considering students for additional supports. All decisions will be documented on progress monitoring spreadsheets that will be submitted to Central Office for analysis of overall effectiveness of tiered instruction. This is the first year that this system of analysis to determine the effectiveness of interventions has been used districtwide. This year's data will establish a baseline against which future goals can be set.</p>	<p>1) Of students who receive interventions during 2016-17, on average, 20% will make adequate progress in the area of Reading and exit from interventions based on the RIT score students achieve on the NWEA tests of Reading appropriate to their grade level; and 2) Of students receiving math interventions during 2016-17, on average, 20% will make adequate progress and exit from interventions based on the RIT score students achieve on the NWEA tests of Math, appropriate to their grade level.</p>
2.5	<p>Engagement of Parents and Families Beyond the Academic Day: In order to impact student performance, NLPS must engage parents and students beyond the academic day through the following strategies: afterschool programming, parent forums, assistance for students and families on how to navigate the college application process and increase college attendance, involvement in school governance and decision making. Specifically, the NLPS will fund the collaborative work of teachers and parents on the Jennings Taskforce to create a long-range plan for the success of Jennings school; the work of Higher Edge for parents and students to complete the common application to college, complete the financial aid application and apply and be accepted to at least one college; and parent information forums, including a second annual Parent Engagement Forum with area partners.</p>	<p>1) Through parent engagement programs, NLPS will increase the number of parents who are knowledgeable about opportunities for students; 2) NLPS will increase participation of parents on Jennings' Taskforce and monthly meetings from one to three during the coming year; and 3) the number of students served by Higher Edge to complete the common application, apply for financial aid, and apply and be accepted to at least one college will increase from approximately 25 students to 30 or more.</p>

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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
1 Data Analysis Manager	2.1	This position is located in central office and provides data analysis services to all schools.	\$ 99,728.00	\$ -
1 Data Entry Assistant	2.1	This position provides critical data entry for online testing and access to academic software critical to areas of greatest needs such as literacy, including DIBELS and Lexia.	\$ 15,392.00	\$ 9,608.00
.5 Supervisor of Innovation and Personalized Learning	2.2	This position is located in central office and provides support on curriculum and instruction with the use of innovative technology and personalized methodologies.	\$ 62,485.00	\$ -
1 School Operations and Educational Services Director	2.3	This position will be located at BDJMS and serve across all three pathways.	\$ 128,987.00	\$ -
Gifted & Talented Teacher	2.4	This position is at BDJMS in the Renzulli program. The additional teacher will allow the program to serve 5th to 8th grade.	\$ 62,721.00	\$ -
Math Lab Teacher	2.4	This position is at BDJMS and will allow one teacher to serve as a math interventionist.	\$ -	\$ 62,721.00
1.6 Reading Lab Teacher	2.4	These positions are at BDJMS and will allow 1.6 teachers to serve as a reading interventionists.	\$ -	\$ 100,354.00
Bilingual Tutors (1 Jennings, .5 NH, 1.5 Win, 2 MS)	2.4	These bilingual tutors serve on teams with ESOL teachers who plan and coordinate lessons for English Learners. They deliver critical instruction to students within classrooms.	\$ -	\$ 105,777.00
1 Instructional Coach	2.4	This position at BDJMS supports teachers to develop content rich instruction, to use data effectively, and to learn new approaches that expand their capacity.	\$ 55,464.00	\$ 31,710.00
3.5 ESL Teachers (2 MS, 1.5 HS)	2.4	These positions at BDJMS and NLHS are critical to the continuum of supports in place to meet the needs of all ELS across content areas.	\$ -	\$ 243,259.00
1 Guidance Counselor	2.4	This position is at NLHS and will enable the school counseling team to have one person per grade level, allowing for more personalization of services.	\$ -	\$ 52,837.00
2 NLHS Job Coaches	2.4	NLHS Job Coaches support work experience opportunities for special education students by maintaining liaisons with community businesses and organizations and developing pre-employment and employment skills for students with IEPs.	\$ -	\$ 59,916.00
Jennings Task Force Committee	2.5	The Taskforce is charged with developing a plan that will adopt and implement a Dual Language and IB program starting in 2017-2018. This will cover hourly pay for work beyond the school day.	\$ -	\$ 11,764.00
Testing Coordinators Stipends	2.1	Support the district in coordinating all Smarter Balanced Testing protocols	\$ -	\$ 9,000.00

100: Personnel Services - Salaries Subtotal:			\$ 424,777.00	\$ 686,946.00
200: Personnel Services - Benefits				
1 Data Analysis Manager	2.1	This position is located in central office and provides data analysis services to all schools.	\$ 42,491.00	\$ -
1 Data Entry Assistant	2.1	This position provides critical data entry for online testing and access to academic software critical to areas of greatest needs such as literacy, including DIBELS and Lexia.	\$ 1,178.00	\$ 735.00
.5 Supervisor of Innovation and Personalized Learning	2.2	This position is located in central office and provides support on curriculum and instruction with the use of innovative technology and personalized methodologies.	\$ 7,249.00	\$ -
1 School Operations and Educational Services Director	2.3	This position will be located at BDJMS and serve across all three pathways.	\$ 26,259.00	\$ -
Gifted & Talented Teacher	2.4	This position is at BDJMS in the Renzulli program. The additional teacher will allow the program to serve 5th to 8th grade.	\$ 22,711.00	\$ -
Math Lab Teacher	2.4	This position is at BDJMS and will allow one teacher to serve as a math interventionist.	\$ -	\$ 18,816.00
1.6 Reading Lab Teacher	2.4	These positions are at BDJMS and will allow 1.6 teachers to serve as a reading interventionists.	\$ -	\$ 19,317.00
Bilingual Tutors (1 Jennings, .5 NH, 1.5 Win, 2 MS, 2 HS)	2.4	These bilingual tutors serve on teams with ESOL teachers who plan and coordinate lessons for English Learners. They deliver critical instruction to students within classrooms.	\$ -	\$ 8,088.00
1 Instructional Coach	2.4	This position at BDJMS supports teachers to develop content rich instruction, to use data effectively, and to learn new approaches that expand their capacity.	\$ 10,718.00	\$ 460.00
3.5 ESL Teachers (2 MS, 1.5 HS)	2.4	These positions at BDJMS and NLHS are critical to the continuum of supports in place to meet the needs of all ELS across content areas.	\$ -	\$ 74,792.00
1 Guidance Counselor	2.4	This position is at NLHS and will enable the school counseling team to have one person per grade level, allowing for more personalization of services.	\$ -	\$ 7,152.00
2 NLHS Job Coaches	2.4	NLHS Job Coaches support work experience opportunities for special education students by maintaining liaisons with community businesses and organizations and developing pre-employment and employment skills for students with IEPs.	\$ -	\$ 27,368.00
Jennings Task Force Committee	2.5	The Taskforce is charged with developing a plan that will adopt and implement a Dual Language and IB program starting in 2017-2018. This will cover hourly pay for work beyond the school day.	\$ -	\$ 170.00
Testing Coordinators	2.1	FICA	\$ -	\$ 130.00
200: Personnel Services - Benefits Subtotal:			\$ 110,606.00	\$ 157,028.00
300: Purchased Professional and Technical Services				
PD in Writing, Science, Math and Strategies to Decrease Absenteeism	2.2	Professional learning opportunities will be provided in writing, science, math instruction, and strategies to reduce chronic absenteeism preschool to 12th grade.	\$ 30,000.00	\$ -
Parent Engagement Programs	2.5	Parent engagement forums and events will be held during the year.	\$ -	\$ 8,000.00
Jennings After-school Enrichment Clusters	2.4	This will cover the cost of a one hour enrichment program, modeled after Renzulli Learnings' Enrichment Clusters, for students in K-5th grade at Jennings.	\$ 97,780.00	\$ 14,220.00
Higher Edge	2.5	The program at NLHS will provide supports to high school seniors and their families to prepare the common application for college and seek financial aid.	\$ -	\$ 87,177.00
			\$ 127,780.00	\$ 109,397.00
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				
Technology	2.2	Instructional software and technology will be used throughout the district to enhance student outcomes, including but not limited to Lexia, ST Math, MyOn, teacher evaluation and credit recovery software.	\$ 37,137.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ 37,137.00	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Academic Subtotal:			\$ 700,300.00	\$ 953,371.00

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.	Positive Behavioral Supports and Interventions for Improved Behavioral and Attendance Outcomes for Students: In 2016-2017, NLPS will be in its third year of implementation of Positive Behavioral Supports and Intervention and implementation of strategies that include: 1) training for all staff on how to use behavioral interventions at Tiers 1, 2 and 3 to teach and reteach schoolwide behavioral expectations; 2) use of the SWIS database to identify and analyze major and minor behaviors resulting in office discipline referrals; 3) action planning to address areas in the facility with greatest concern (i.e. the hallways, bus, cafeteria, etc.); 4) implementing a system to involve parents in the decisions for tiered interventions for students with persistent behaviors; and 5) continued implementation of behavioral incentives and communication regarding consistent behavioral expectations to students, parents and partners.	1) On average, every school will reduce office discipline referrals by 10 percent from a total of 2,378 major behavioral referrals to 2,140 or fewer, 2) on average, NLPS will reduce suspensions by 10 percentage points from 1028 to 925 by Spring 2017.
3.2.	Educating Stakeholders about Attendance & Action Planning to Reduce Absenteeism: NLPS will address chronic absenteeism more systematically at each school through a targeted approach that includes student/family education about attendance and on-going engagement on how to address barriers to attendance (Attendance Works is a potential partner). At the elementary schools, these efforts will be spearheaded by the Dean of Students serving at Jennings, Nathan Hale, and Winthrop Elementary schools. At the high school, leadership and a truancy officer will focus on data to identify early patterns of absenteeism before they become chronic.	NLPS will reduce chronic absenteeism, on average, by 3 percentage points across buildings from 19% in Spring of 2016 to 16% in Spring of 2017.
3.3.		
3.4.		

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				
2.45 Dean of Students	3.1	Deans will serve in three elementary schools. Alliance funds will cover 1 Dean at Jennings, 0.75 at Nathan Hale, and 0.7 at Winthrop.	\$ 311,109.00	\$ -
Truancy Officer	3.2	This position will serve as the liaison between families and school and community agencies to improve student attendance.	\$ 31,082.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 342,191.00	\$ -
200: Personnel Services - Benefits				
2.45 Dean of Students	3.1	Deans will serve in three elementary schools. Alliance funds will cover 1 Dean at Jennings, 0.75 at Nathan Hale, and 0.7 at Winthrop.	\$ 39,330.00	\$ -
Truancy Officer	3.2	This position will serve as the liaison between families and school and community agencies to improve student attendance.	\$ 15,098.00	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 54,428.00	\$ -
300: Purchased Professional and Technical Services				
Consultant on Chronic Absenteeism (potential partner: Attendance Works)	3.2		\$ 3,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 3,000.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Climate Subtotal:			\$ 399,619.00	\$ -

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 checked="" type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input checked="" type="checkbox"/>	School operations	<input type="checkbox"/>	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	<input checked="" type="checkbox"/>	Other: <u>Afterschool Enrichment Program</u>

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	Identifying and Reducing Overpayment of Employee Wages/Benefits. NLPs will establish a time and attendance system to more accurately record employees' time worked and paid time off requests. This will result in 1) more adequate/appropriate staffing in schools due to an electronic system for approving time off, and 2) a cost savings through greater accuracy in payment for time worked. To this end, NLPs will hire a human resource, insurance and benefits specialist who will implement the time and attendance system.	During the 2016-2017 academic year, NLPs estimates a cost savings of \$150,000 as a result of the electronic time and attendance system.
4.2	Communications to all Parents, Students, Partners, Sending Districts and Stakeholders: The district has increased its need to provide outreach to parents and community leaders in order to expand its programs and avoid any barriers to registering students into the NLPs all magnet system. Again this year, sending districts into NLPs magnet programs increased, from 17 communities last year to 33 communities for 2016-2017 (as of July 8, 2016). The Communications Manager assists every department in maintaining clear and timely communications regarding student enrollment, partnerships, special opportunities for families and new programs. A newly designed Welcome Center will have a secretary trained in customer service and the latest registration software and magnet school protocols, including information for students who may need testing as English Learners. In addition, the NLPs leadership and BOE are systematically reviewing and revising all NLPs policies to better represent critical functions in an all-magnet district. This policy work is ongoing and will be led by a central office administrator.	1) 10 monthly Newsletters will be published for each elementary, the three pathways at the middle school, STM High School and New London High School; 2) NLPs social media sites will be established with multiple online sites to market the accomplishments of students at all schools; and 3) Two school enrollment events will be held to market NLPs inter-district and intra-district magnet schools. 4) Parent survey information will be collected at the Welcome Center to include "customer service" satisfaction data.
4.3	Jennings Operational Improvements including Increased Parent Involvement, Afterschool Programming and Improved Access to Technology: The district continues to use Alliance funds to support the operations at Jennings and the district's school with the largest population of language learners and students of color. Funding will support positions that facilitate parent communication, afterschool enrichment programs and a technology/media positions. Specifically, this funding will ensure Spanish and English communication regarding all school operations to all stakeholders, partnerships with Connecticut College and area providers for afterschool enrichment programs, and greater access to technology resources for learning through a dedicated position serving as a Library Media Technician.	1) Jennings will provide one hour of afterschool programs for students in grades 3-5 starting in October through the end of the year with a goal of serving 250 or more students; 2) All afterschool providers at Jennings will receive training on the Renzulli Enrichment Model (number of providers to be determined based on student and parent interest).

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				
Communications Manager	4.2	The Communications Manager assist every department in maintaining clear and timely communications regarding student enrollment, partnerships, special opportunities for families and new programs.	\$ 54,737.00	\$ -
Welcome Center Secretary	4.2	This position will be critical to maintaining the functions of the Welcome Center including clerical and reception duties and inform parents of the protocols for registering and choosing pathway programs.	\$ 51,813.00	\$ -
Insurance and Benefits Specialist	4.1	NLPS will hire an insurance and benefits specialist that will monitor costs of insurance and identify cost-savings measures for the district each year.	\$ 60,887.00	\$ -
Operations Manager at Jennings	4.3	The operations manager at Jennings coordinates the Extended Learning Time program that next year will adopt the Renzulli enrichment model.	\$ 57,166.00	\$ -
Secretary at Jennings	4.3	This position is an additional secretarial position at Jennings that will allow the school to maintain consistent communication with parents and coverage during extended hours of operations.	\$ 33,560.00	\$ -
.5 Library Media Technician at Jennings	4.3	This position at Jennings supports students and teachers to find rich instructional resources.	\$ 17,517.00	\$ -
0.2 Policy and Project Manager	4.2	These resources will allow NLPS to work with LEARN in seeking out new partnerships that will enhance programs for students districtwide.	\$ -	\$ 26,854.00
Technology Specialist at Jennings	4.3	This position will allow students and teachers to integrate technology across disciplines.	\$ 41,575.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 317,255.00	\$ 26,854.00
200: Personnel Services - Benefits				
Communications Manager	4.2	The Communications Manager assist every department in maintaining clear and timely communications regarding student enrollment, partnerships, special opportunities for families and new programs.	\$ 19,608.00	\$ -
Welcome Center Secretary	4.2	This position will be critical to maintaining the functions of the Welcome Center including clerical and reception duties.	\$ 35,287.00	\$ -
Insurance and Benefits Specialist	4.1	NLPS will hire an insurance and benefits specialist that will monitor costs of insurance and identify cost-savings measures for the district each year.	\$ 21,217.00	\$ -
Operations Manager at Jennings	4.3	The operations manager at Jennings coordinates the Extended Learning Time program that next year will adopt the Renzulli enrichment model.	\$ 27,561.00	\$ -
Secretary at Jennings	4.3	This position is an additional secretarial position at Jennings that will allow the school to maintain consistent communication with parents and coverage during extended hours of operations.	\$ 15,826.00	\$ -
.5 Library Media Technician at Jennings	4.3	This position at Jennings supports students and teachers to find rich instructional resources.	\$ 24,136.00	\$ -
0.2 Policy and Project Manager	4.2	These resources will allow NLPS to work with LEARN in seeking out new partnerships that will enhance programs for students districtwide.		\$ 8,146.00
Technology Specialist at Jennings	4.3	This position will allow students and teachers to integrated technology across disciplines.	\$ 32,769.00	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 176,404.00	\$ 8,146.00
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:			\$ -	\$ -
Operations Subtotal:			\$ 493,659.00	\$ 35,000.00

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			
			\$ -
			\$ -
			\$ -
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:			\$	-
Non-Reform Subtotal:			\$	-

FY 17 AD and PSD Budget Summary

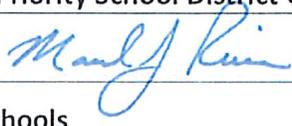
Directions: Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	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	\$ 1,058,737.00	\$ 424,777.00	\$ 686,946.00	\$ 342,191.00	\$ -	\$ 317,255.00	\$ 26,854.00	\$ -	\$ 2,142,960.00	\$ 713,800.00
200: Personnel Services - Benefits	\$ 258,629.00	\$ 110,606.00	\$ 157,028.00	\$ 54,428.00	\$ -	\$ 176,404.00	\$ 8,146.00	\$ -	\$ 600,067.00	\$ 165,174.00
300: Purchased Professional and Technical Services	\$ 77,000.00	\$ 127,780.00	\$ 109,397.00	\$ 3,000.00	\$ -	\$ -	\$ -	\$ -	\$ 207,780.00	\$ 109,397.00
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700: Property	\$ -	\$ 37,137.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 37,137.00	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 1,394,366.00	\$ 700,300.00	\$ 953,371.00	\$ 399,619.00	\$ -	\$ 493,659.00	\$ 35,000.00	\$ -	\$ 2,987,944.00	\$ 988,371.00

Appendix A. Statement of Assurances

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

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

THE APPLICANT: Dr. Manuel J. Rivera  **HEREBY ASSURES THAT:**

New London Public Schools

(insert Agency/School/CBO Name)

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



applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

- (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)*

Dr. Manuel J. Rivera

Title: *(typed)*

Superintendent of Schools

Date:

September 29, 2016