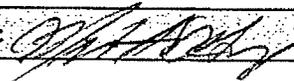


2017-18 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2017-18 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency: EAST HAVEN PUBLIC SCHOOLS	
FY 2018 Alliance District Allocation: \$831,290	FY 2018 PSD Allocation (if applicable):
Contact Person: Erica Forti	Contact Title: Superintendent
Telephone: 203-468-3262	E-mail Address: eforti@east-haven.k12.ct.us
Name of Superintendent: Erica Forti	
Signature of Superintendent: 	Date: 1/23/18
Name of Board Chair: Michele DeLucia	Local Board Approval of Plan (Yes/No): No
Signature of Board Chair: 	Date: 1/23/18

I. 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 2017-18 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 checked="" type="checkbox"/>	Hiring and placement processes	<input type="checkbox"/>	District/school leadership development
<input type="checkbox"/>	Professional learning	<input type="checkbox"/>	Retention of top talent
<input type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of no more than three 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 (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Talent Priorities:		Aligned SMART Goals:
1.1.	Employ Human Resources Coordinator to provide administrative support for the management of human resources/systems to identify and retain high-performing teachers, coaches and specialists; securing highly-qualified teachers in physics, languages, trades, and other shortage areas; management of onboarding, induction, and orientation for new teachers; and, the development of a system for talent recruitment and retention. This may include the HR coordinator being part of negotiating committees to ensure competitive language and salary structures, designing leadership and mentoring programs for aspiring teacher leaders and/or administrators, and opportunities for compensated extended-day and/or year opportunities.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 62.2 in 2016-17 to 63.2 in 2017-18. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 56.1 in 2016-17 to 57.2 in 2017-18. Decrease the percentage of the evidence scored at the developing level for component 3b from 15% in 2017 to 10% in 2018 and decrease the evidence collected and scored at the developing level for component 3c from 12% in 2017 to 8% in 2018. 85% of teachers (at mid-conference) adequately progressing towards IAGDs using related classroom assessments.
1.2.	Employ Reading Specialists at Tuttle, Deer Run, and Momauguin so all classroom teachers have access to job embedded professional learning on effective reading instruction. Reading specialists will monitor and support the professional growth and instructional capacity of classroom teachers. Reading specialists will support the implementation of the reading curriculum while building the capacity of classroom teachers to provide interventions and supports in the general educational setting. They will facilitate curriculum review and revision, and writing teams to align units to IBAs and common formative reading assessment practices.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 62.2 in 2016-17 to 63.2 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 47.5 in 2016-17 to 51.5 in 2017-18.
1.3.	Employ math coach at Momauguin so all classroom teachers have access to job embedded professional learning on effective math instruction. Math coaches will monitor and support the professional growth and instructional capacity of classroom teachers, support the implementation of the math curriculum while building the capacity of classroom teachers to provide interventions and supports in the general educational setting. They will facilitate curriculum review and revision, and writing teams to align units to IBAs and common formative math assessment practices.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 56.1 in 2016-17 to 57.6 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 51 in 2016-17 to 54.8 in 2017-18.

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. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Step 2; (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			
Reading Specialist	1.2	1 FTE reading specialists at Tuttle, Deer Run, Momauguin. Anticipated salary of \$68,000/FTE	\$ 204,000.00
HR Coordinator	1.1	1 FTE HR Coordinator for Talent Recruitment and Retention. Anticipated salary of \$85,000	\$ 85,000.00
Math Coach	1.3	1 FTE Math Coach at Momauguin School. Anticipated salary of \$60,000.	\$ 60,000.00
100: Personnel Services - Salaries Subtotal:			\$ 349,000.00
200: Personnel Services - Benefits			
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
500: Other Purchased Services Subtotal:			\$ -
600: Supplies			
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
700: Property Subtotal:			\$ -

800: Other Objects			
			\$ -
800: Other Objects Subtotal:			\$ -
TALENT SUB-TOTAL:			\$349,000.00

II. 2017-18 Academic Priorities

East Haven

Step 1: Place an "X" beside the district's 2017-18 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input type="checkbox"/>	Common Core-aligned curriculum	<input type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Pre-Kindergarten
<input checked="" type="checkbox"/>	Supports for special populations (eg., EL, SPED)	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	College and career access	<input type="checkbox"/>	Other: _____
<input type="checkbox"/>	Alternative/transitional programs	<input type="checkbox"/>	

Step 2: Identify a core set of no more than three 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 (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Academic Priorities:		Aligned SMART Goals:
2.1.	Students in grades Pre-K - 2 will utilize Wilson Foundations to develop their reading knowledge and skills so that they improve their fluency and independence while reading. Provide four days of Foundations program training for all East Haven PreK through Grade 2 teachers and 8 facilitator-training sessions (including coaching) for reading specialist at Momauguin, Tuttle, Ferrara and EHA. Purchase all necessary materials and resources to support program implementation. Utilize substitutes to cover for classroom teachers attending Foundations professional learning and training. Purchase and utilize ATLAS curriculum software platform for curriculum review, revision, and writing of units, inclusive of key foundational skills and standards outlined in the CT core standards for ELA.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 62.2 in 2016-17 to 63.2 in 2017-18. Increase the percentage of K-2 students meeting the end-of-the year DIBELS benchmark up from 72% in the Spring of 2017 to 80% in the Spring of 2018. Decrease the percentage of students that are well below DIBELS benchmark from 16% in Spring of 2017 to 10% by June 2018.
2.2.	Employ one English Language Teacher at Momauguin School to increase and expand supports for our ELL student population in PreK through Grade 12. Provide more support for non-English speakers in small group settings. ELL teacher will provide classroom teachers with strategies to meet the diverse language needs of all ELL students in general education classrooms.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 62.2 in 2016-17 to 63.2 in 2017-18. Increase number of ELL students advancing one or more levels on a minimum of one subtest of the LAS assessment from 75% in June 2017 to 80% in June 2018.
2.3.	Purchase Amplify Assessment system to effectively benchmark, progress monitor, and analyze K-3 student reading achievement and growth through Amplify reading 3D, assessment system. Purchase touchscreen chrome books for K-2 classrooms to administer assessments to students.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 62.2 in 2016-17 to 63.2 in 2017-18. Increase the percentage of students being progress monitored at expected DIBELSnext rate from 74% in June 2017 to 80% in June 2018.

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to academic strategies outlined in Step 2; (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				
ELL Teacher	2.2	1 ELL teacher at Momauguin school. Anticipated salary of \$68,000.	\$ 68,000.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 68,000.00	\$ -
200: Personnel Services - Benefits				
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
Wilson Foundations Training	2.1	4 Foundations training sessions for classroom teachers and 8 Foundations facilitator coaching sessions	\$ 24,500.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 24,500.00	\$ -
400: Purchased Property Services				
Atlas Curriculum Software	2.1	Rubicon ATLAS curriculum Software for curriculum revision and writing relative to foundational skills and standards in PK-3	\$ 12,290.00	\$ -
Amplify Software System	2.3	Amplify DIBELS Next and Text Reading Comprehension benchmark and progress monitoring software system for students in K-5	\$ 25,000.00	\$ -
400: Purchased Property Services Subtotal:			\$ 37,290.00	\$ -
500: Other Purchased Services				
Substitutes	2.1	Cost for substitute coverage for the training of teachers & reading consultants as facilitators in Wilson Foundations \$200/day (140 days)	\$ 28,000.00	\$ -
500: Other Purchased Services Subtotal:			\$ 28,000.00	\$ -
600: Supplies				
Wilson Foundations	2.1	Cost to purchase Wilson Foundations consumables and resources to support implementation	\$ 28,000.00	\$ -
600: Supplies Subtotal:			\$ 28,000.00	\$ -
700: Property				
Touchscreen Chromebooks	2.3	Cost to purchase 50 touchscreen chromebooks for K-2 classrooms across district. 50 chromebooks @210/chromebook	\$ 10,500.00	\$ -

700: Property Subtotal:	\$ 10,500.00	\$ -
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800: Other Objects			
			\$ - \$ -
800: Other Objects Subtotal:			\$ - \$ -
ACADEMICS SUB-TOTAL:			\$ 196,290.00 \$ -

III. 2017-18 Culture and Climate Priorities

East Haven

Step 1: Place an "X" beside the district's 2017-18 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 2017-18 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/on-track for graduation
<input type="checkbox"/>	Suspension rate	<input type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Continue to employ a K-5 truancy officer for all elementary schools and hire a 6-12 Truancy Officer for JMMS and EHHS to decrease chronic absenteeism rate District-wide. These individuals will meet weekly with all Pre-K - Grade 12 principals to identify, discuss and strategize on any student missing 10% of the school year at any point during the year. Specific strategies will be identified for each case, followed by communication with parents, home visits, and discussions with the students, and meetings with key instructional, social or emotional teams. The truancy officers will pull academic data for each truant student and provide reports to central office who will incorporate information into evaluative site visits with principals.	Decrease District chronic absenteeism rate from 15.7% in the Spring of 2017 to 14.9% in June of 2018.

Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to culture and climate strategies outlined in Step 2; (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				
Truancy Officers	3.1	2 Truancy Officers, one for all K-5 schools and one for 6-12 schools (JMMS and EHHS) Anticipated salary of \$40,000/FTE.	\$ 80,000.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 80,000.00	\$ -
200: Personnel Services - Benefits				
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				

			\$	-	\$	-
800: Other Objects Subtotal:			\$	-	\$	-
CULTURE AND CLIMATE SUB-TOTAL:			\$	80,000.00	\$	-

IV. 2017-18 Operations Priorities

East Haven

Step 1: Place an "X" beside the district's 2017-18 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 checked="" type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district operations strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Operations Priorities:		Aligned SMART Goals:
4.1.	Technology Integration Specialist to support the effective use of Google docs/apps in the K-8 grade levels for education technology within the teaching and learning process. Manage assessment and student intervention software systems.	Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 47.5 in 2016-17 to 51.5 in 2017-18. Improve the Average Percentage of Target Achieved for Math from 51 in 2016-17 to 54.8 in 2017-18. Increase the percentage of BOY, MOY and EOY student assessment benchmark completion from 92% in 2017 to 98% in 2018.
4.2.	All schools providing extended-day and extended-year opportunities through a before/afterschool or summer school program with transportation. This program is an extension of the regular school day, inclusive of the ELA and math curriculum and programing. Program adequately staffed with hired personnel to work with students. Teachers utilizing necessary instructional materials/resources, and software to support student needs and programs. Utilize the work of the Early Intervention Team (EIT) as a resource for identifying students who need more academic or behavioral supports in an extended-day program. Students grouped based on identified need and making academic growth.	Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 47.5 in 2016-17 to 51.5 in 2017-18. Improve the Average Percentage of Target Achieved for Math from 51 in 2016-17 to 54.8 in 2017-18.
4.3.	Integration of Frontline operational platforms such as financial (Payroll, Time & Attendance, Applicant Tracking), employee evaluation (My Learning Plan), Substitute Services (AESOP), and student support services (IEP/504 Direct)	Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 47.5 in 2016-17 to 51.5 in 2017-18. Improve the Average Percentage of Target Achieved for Math from 51 in 2016-17 to 54.8 in 2017-18.

Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to operations 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				
Technology Integration Specialist	4.1	1 FTE Technology Integration Specialist at the K-8 schools	\$ 25,000.00	\$ -
Extended Day Staff	4.2	Payment for personnel for before and after school programs per contractual obligation	\$ 75,000.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 100,000.00	\$ -
200: Personnel Services - Benefits				
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
Frontline Technology Platform	4.3	Purchase and integration of Frontline software systems (AESOP, PHOENIX, IEP DIRECT, APPLITRACK, MY LEARNING PLAN)	\$ 55,000.00	\$ -
IXL, Wowzers, Sumdog,	4.2	Instructional Software for before and after school extended day programs	\$ 8,000.00	\$ -
400: Purchased Property Services Subtotal:			\$ 63,000.00	\$ -
500: Other Purchased Services				
Extended day Transportation	4.2	Bus transportation for before and after school programs at all schools	\$ 25,000.00	\$ -
500: Other Purchased Services Subtotal:			\$ 25,000.00	\$ -
600: Supplies				
Instructional Supplies	4.2	Instructional supplies and resources for before and after school programs at all schools	\$ 18,000.00	\$ -
600: Supplies Subtotal:			\$ 18,000.00	\$ -
700: Property				

			\$	-	\$	-
700: Property Subtotal:			\$	-	\$	-
800: Other Objects						
			\$	-	\$	-
800: Other Objects Subtotal:			\$	-	\$	-
Operations Subtotal:			\$	206,000.00	\$	-

V. 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 SUB-TOTAL:			\$ -

VI. FY '18 AD and PSD Budget Summary

East Haven

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	\$ 349,000.00	\$ 68,000.00	\$ -	\$ 80,000.00	\$ -	\$ 100,000.00	\$ -	\$ -	\$ 597,000.00	\$ -
200: Personnel Services - Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300: Purchased Professional and Technical Services	\$ -	\$ 24,500.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,500.00	\$ -
400: Purchased Property Services	\$ -	\$ 37,290.00	\$ -	\$ -	\$ -	\$ 63,000.00	\$ -	\$ -	\$ 100,290.00	\$ -
500: Other Purchased Services	\$ -	\$ 28,000.00	\$ -	\$ -	\$ -	\$ 25,000.00	\$ -	\$ -	\$ 53,000.00	\$ -
600: Supplies	\$ -	\$ 28,000.00	\$ -	\$ -	\$ -	\$ 18,000.00	\$ -	\$ -	\$ 46,000.00	\$ -
700: Property	\$ -	\$ 10,500.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,500.00	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 349,000.00	\$ 196,290.00	\$ -	\$ 80,000.00	\$ -	\$ 206,000.00	\$ -	\$ -	\$ 831,290.00	\$ -



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: 2017-18 Consolidated Alliance and Priority School District Application

THE APPLICANT: Erica Forti **HEREBY ASSURES THAT:**
East Haven Public Schools
(insert LEA 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, intellectual disability, 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.

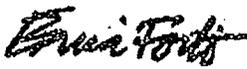
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other 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) Erica Forti

Title: (typed) Superintendent

Date: January 19, 2018