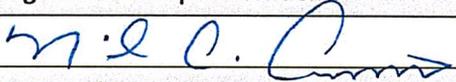


## 2017-18 Consolidated Alliance and Priority School District Application

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.

<b>Local Education Agency:</b>	
West Haven School District	
<b>FY 2018 Alliance District Allocation:</b>	<b>FY 2018 PSD Allocation (if applicable):</b>
\$3,741,184.00	N/A
<b>Contact Person:</b>	<b>Contact Title:</b>
Anne P. Druzolowski	Assistant Superintendent
<b>Telephone:</b>	<b>E-mail Address:</b>
203-937-4322	Anne.Druzolowski@whschools.org
<b>Name of Superintendent:</b>	
Neil. C. Cavallaro	
<b>Signature of Superintendent:</b>	<b>Date:</b>
	1-16-2018
<b>Name of Board Chair:</b>	<b>Local Board Approval of Plan (Yes/No):</b>
Rosemary Russo	Pending Board Approval February 5, 2018
<b>Signature of Board Chair:</b>	<b>Date:</b>
	2.5.18

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 type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	District/school leadership development
<input checked="" type="checkbox"/>	Professional learning	<input checked="" type="checkbox"/>	Retention of top talent
<input checked="" 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 (i.e., 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.	<b>Embedded Literacy/Numeracy Coaching:</b> Reading Consultants, Early Childhood Coordinator, Literacy Teachers & math coaches/facilitators continue to support classroom teachers and students through: (1) development and modeling of lessons within classrooms; (2) instructional application of the CCSS using software products; and (3) continued support of our SRBI efforts to improve Tier 1 classroom instruction, as well as providing assistance to Tier II and III students. These positions have not changed, but rather have grown to be more professional & requested by their peers, thus directly impacting the quality of instruction within our schools.	Increase the DPI for ELA from 63.8 in 2016-17 to 64.7 in 2017-18. Increase the DPI for math from 59.7 in 2016-17 to 60.9 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 55.9 in 2016-17 to 59.3 in 2017-18 and for math from 62.7 in 2016-2017 to 65.6 in 2017-2018.
1.2.	<b>Retention of Top Talent through Embedded Professional Development and Instructional Coaching:</b> Staff in need of targeted PD are supported by an ACES certified trainer and/or district peers/colleagues. Also, we will continue using Curriculum Teacher Leaders (CTL) to develop talent & expertise within the district (curriculum and software products). CTL will support grade and content level teachers in a deeper understanding of the curriculum roadmap (CCSS), software products and ongoing revisions the four major content areas. Identified staff are valued as leaders and support their peers to ensure they are successful in their craft.	Increase the DPI for ELA from 63.8 in 2016-17 to 64.7 in 2017-18. Increase the DPI for math from 59.7 in 2016-17 to 60.9 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 55.9 in 2016-17 to 59.3 in 2017-18 and for math from 62.7 in 2016-2017 to 65.6 in 2017-2018.
1.3.	<b>Evaluation:</b> Instructional leaders continue to receive training in the Danielson Model to better understand specific domains and identify high quality instruction within each domain. Coaching of teacher evaluators will continue relative to: (1) Effective use and application of observation rubrics; (2) Use of learning walks to identify building-level areas of need; (3) Conduct effective collaborative conversations; (4) Development of a reflective leadership practice; (5) Use of peer observation protocols to promote leadership and growth; and (6) Use student/stakeholder data from Frontline to inform leadership decisions and the Evaluation Plan.	Increase the DPI for ELA from 63.8 in 2016-17 to 64.7 in 2017-18. Increase the DPI for math from 59.7 in 2016-17 to 60.9 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 55.9 in 2016-17 to 59.3 in 2017-18 and for math from 62.7 in 2016-2017 to 65.6 in 2017-2018.

**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:
<b>100: Personnel Services - Salaries</b>			
Early Childhood Coordinator 1.0 FTE	1.1	Interventions and prof learning opportunities for teachers and admins on PK-2 early literacy in schools.	\$ 80,872.00
9.0 FTE Math Coaches	1.1/1.2	Teaching leaders/mentors in math PK-12. Emphasis on 8 mathematical practices and instructional strategies.	\$ 834,216.00
6.0 FTE Reading Consultants/13.5 Literacy Teachers	1.1/1.2	Teaching leader/mentor reading/language arts in PK-12. Interventions in low performing schools	\$ 1,701,735.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 2,616,823.00</b>
<b>200: Personnel Services - Benefits</b>			
Benefits for Early Childhood Coordinator	1.1	Benefits based on approximately 12% of salary	\$ 6,469.76
Benefits for Math Coaches	1.1/1.2	Benefits based on approximately 12% of salary	\$ 66,737.44
Benefits for Reading Consultants/Literacy Teachers	1.1/1.2	Benefits based on approximately 12% of salary	\$ 136,138.80
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 209,346.00</b>
<b>300: Purchased Professional and Technical Services</b>			
Software Products	1.1/1.2/1.3	Lexia, Read 180, NWEA, Frontline. Supplemental materials to assist in evaluations and classroom teaching.	\$ 225,000.00
			\$ -
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 225,000.00</b>
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>

<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -
<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ -
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>TALENT SUB-TOTAL:</b>			\$ 3,051,169.00

## II. 2017-18 Academic Priorities

## West 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.**

Common Core-aligned curriculum	<input checked="" type="checkbox"/>	Full-day kindergarten
Assessment systems	<input type="checkbox"/>	Pre-Kindergarten
Supports for special populations (eg., EL, SPED)	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
SRBI and academic interventions	<input type="checkbox"/>	Instructional technology
College and career access	<input type="checkbox"/>	Other: _____
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:
<p><b>Common Core-Aligned Curriculum &amp; SRBI and Academic Interventions:</b> Curricula in all four content areas continues to be reviewed and revised to ensure consistent implementation with fidelity. Evaluation data will be aggregated and monitored to identify professional development goals. Also, academic interventions focus on improving student writing across disciplines and continue to be supported through writing labs and embedded professional development. Access to Read 180, NWEA, Lexia, IABs, after school support venues for math/ELA, summer school programming for targeted special education students and embedded programming supports for EL student needs are maintained and monitored by a systemic process.</p>	<p>Increase the DPI for ELA from 63.8 in 2016-17 to 64.7 in 2017-18.            Increase the DPI for math from 59.7 in 2016-17 to 60.9 in 2017-18.            Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 55.9 in 2016-17 to 59.3 in 2017-18 and for math from 62.7 in 2016-2017 to 65.6 in 2017-2018.</p>
<p><b>Pre-K-Grade 3 Literacy:</b> The district maintains this area as a priority to establish a literacy foundation in teaching and learning for all students, regardless of need. All curricula has been established and is aligned with CCSS. Professional development is ongoing and will continue to provide embedded support to classroom teachers. EL teachers, special education teachers, reading consultants, literacy coaches, math facilitators/coaches and science facilitators provide intense support to PK-3. Professional development for math will focus on deepening content knowledge of our classroom teachers, with an emphasis on K-3. Also, the Next Step Guided Reading Assessment is utilized to progress monitor student's growth in the area of early literacy.</p>	<p>Increase the DPI for ELA from 63.8 in 2016-17 to 64.7 in 2017-18.            Increase the DPI for math from 59.7 in 2016-17 to 60.9 in 2017-18.            Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 55.9 in 2016-17 to 59.3 in 2017-18 and for math from 62.7 in 2016-2017 to 65.6 in 2017-2018.</p>
<p><b>Full Day Kindergarten:</b> Maintain full day kindergarten in all six elementary schools. Curriculum has been aligned to CCSS and instructional resources were duplicated across each classroom. Embedded professional development continues to be provided by Literacy How, with a focus on increasing teacher knowledge of phonics instruction and assessment tools. Our writing consultant, Trish D'Amore, provides support to teachers on the writing process. In addition, math coaches/facilitators provide embedded support to classroom teachers by modeling lessons, monitoring student achievement data to identify areas for continued professional growth.</p>	<p>Increase the DPI for ELA from 63.8 in 2016-17 to 64.7 in 2017-18.            Increase the DPI for math from 59.7 in 2016-17 to 60.9 in 2017-18.            Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 55.9 in 2016-17 to 59.3 in 2017-18 and for math from 62.7 in 2016-2017 to 65.6 in 2017-2018.</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. 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.**

<b>Cost:</b>	<b>Alignment:</b>	<b>Description:</b>	<b>AD Investment:</b>	<b>PSD Investment:</b>
<b>100: Personnel Services - Salaries</b>				
6.0 FTE Kindergarten Teachers	2.3	All Day K teachers in all schools	\$ 302,604.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 302,604.00</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				
Benefits for 6.0 Kindergarten Teachers	2.3	Benefits based on approximately 12% of salary	\$ 24,208.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 24,208.00</b>	<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>400: Purchased Property Services</b>				
Professional Development	2.1, 2.2, 2.3	Embedded professional learning for teachers and administrators on early literacy, writing and math.	\$ 80,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ 80,000.00</b>	<b>\$ -</b>

500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
600: Supplies				
Testing Materials	2.1	Standardized progress monitoring assessment for CCSS (NWEA)	\$ 20,000.00	\$ -
Instructional Supplies	2.1	Daily 5 Literacy word work materials, classroom libraries, fiction/non-fiction books to support math, vocabulary	\$ 238,203.00	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ 258,203.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>ACADEMICS SUB-TOTAL:</b>			\$ 665,015.00	\$ -

**III. 2017-18 Culture and Climate Priorities**

**West 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 (i.e., 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.	<p><b>Attendance/Chronic Absenteeism:</b> Alliance Grant money will fund the district's focus on decreasing chronic absenteeism. District truancy committee continues to meet and collaborate with agencies to support identified students as well as professional collaboration with school support staff. Superintendent continues his "Here Campaign." Utilization of alternative approaches to suspensions (blended learning, Odysseyware programming, after school tutoring programs, SRBI resources during the school day to support students behaviorally, emotionally and educationally). High School Truancy Interventionist will cooperate with community providers to support students and families.</p>	<p>Decrease the DPI for chronic absenteeism from 11.4% in 2016-17 to 10.9% in 2017-18. Increase the DPI for the four-year graduation rate from 77.4% in 2015-2016 to 78.7% in 2016-2017.</p>
3.2.		
3.3.		

**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.**

<b>Cost:</b>	<b>Alignment:</b>	<b>Description:</b>	<b>AD Investment:</b>	<b>PSD Investment:</b>
<b>100: Personnel Services - Salaries</b>				
High School Truancy Interventionist	3.1	Bilingual truancy Interventionist dedicated to the high school to support families as they address chronic absenteeism.	\$ 25,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 25,000.00</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>				
				\$ -
				\$ -
				\$ -
				\$ -
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>

<b>500: Other Purchased Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
				\$ -
				\$ -
				\$ -
				\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>CULTURE AND CLIMATE SUB-TOTAL:</b>			\$ 25,000.00	\$ -

**IV. 2017-18 Operations Priorities**

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

**Step 2: Identify a core set of 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.		
4.2.		
4.3.		

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:
<b>100: Personnel Services - Salaries</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -	\$ -
<b>200: Personnel Services - Benefits</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -	\$ -
<b>300: Purchased Professional and Technical Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -	\$ -
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -

<b>500: Other Purchased Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ -	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>OPERATIONS SUB-TOTAL:</b>			\$ -	\$ -

## 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:
<b>100: Personnel Services - Salaries</b>			
			\$ -
			\$ -
			\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -
<b>200: Personnel Services - Benefits</b>			
			\$ -
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -
<b>300: Purchased Professional and Technical Services</b>			
			\$ -
			\$ -
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -

<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -
<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ -
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>NON-REFORM SUB-TOTAL:</b>			\$ -

**VI. FY '18 AD and PSD Budget Summary**

**West 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	\$ 2,616,823.00	\$ 302,604.00	\$ -	\$ 25,000.00	\$ -	\$ -	\$ -	\$ -	\$ 2,944,427.00	\$ -
200: Personnel Services - Benefits	\$ 209,346.00	\$ 24,208.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 233,554.00	\$ -
300: Purchased Professional and Technical Services	\$ 225,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 225,000.00	\$ -
400: Purchased Property Services	\$ -	\$ 80,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 80,000.00	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ -	\$ 258,203.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 258,203.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTALS:</b>	<b>\$ 3,051,169.00</b>	<b>\$ 665,015.00</b>	<b>\$ -</b>	<b>\$ 25,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,741,184.00</b>	<b>\$ -</b>

**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:** Superintendent Neil Cavallaro                      **HEREBY ASSURES THAT:**

West Haven School District

(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

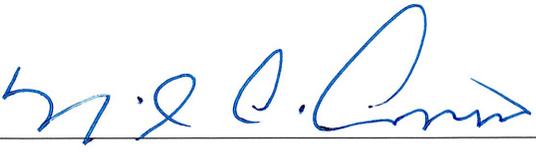
assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

- (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)* Neil C. Cavallaro

Title: *(typed)* Superintendent of West Haven Schools

Date: January 16, 2018