

## 2015-16 Consolidated Alliance and Priority School District Application

**Directions:** Using the space provided below, please identify a main point of contact for the 2015-16 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

<b>Local Education Agency: East Haven Public Schools</b>	
<b>FY 16 Alliance District Allocation: 1,240,108.00</b>	<b>FY 16 PSD Allocation (if applicable):</b>
<b>Contact Person: Erica Forti</b>	<b>Contact Title: Assistant Superintendent of Curriculum &amp; Instruction</b>
<b>Telephone: 203-468-3860</b>	<b>Email Address: eforti@east-haven.k12.ct.us</b>
<b>Name of Superintendent: Dr. Portia S. Bonner</b>	
<b>Signature of Superintendent:</b>	<b>Date:</b>
<b>Name of Board Chair: Mr. John Finkle</b>	<b>Local Board Approval of Plan (Yes/No):</b>
<b>Signature of Board Chair:</b>	<b>Date:</b>

**2015-16 Talent Priorities**

**Step 1:** Please note that all Alliance Districts must have an educator evaluation plan approved by the CSDE's Talent Office in order to become eligible for AD/PSD plan approval. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2015-16 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Please indicate whether the CSDE's Talent Office has approved the district's 2015-16 educator evaluation plan? (Y/N) N

<input checked="" type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input checked="" type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input checked="" type="checkbox"/>	Retention of top talent
<input checked="" type="checkbox"/>	Evaluation		Other: _____

**Step 2:** Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1	Continued utilization of the TeachScope evaluation platform to: 1. manage and archive teacher and administrator evaluations 2. Provide opportunities for administrator calibration, effective strategies and practices for observation evidence collection, and ability to provide teacher's with high quality feedback for improved practice 3. collect and analyze domain data and evidence to inform district, school, and teacher-based professional learning needs. Math Coaches, reading teachers, and principals will provide professional learning in response to the evaluation data outcomes.	Increase the percentage of teachers scoring at the effective level in 3b and 3c by 10% moving from 76% in 2015 to 86% in 2016. 85% of teachers (at mid-conference) adequately progressing towards IAGDs using related classroom assessments.
1.2	Hire human resources coordinator to provide administrative support for the management of human resources/systems to identify and retain high performing teacher; 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.	100% of vacancies posted within 3 days of being vacant and filled with high quality teachers within 15 business days. Individualized support plans for teachers who do not meet proficiency guidelines under the teacher evaluation plan.
1.3	Continue to employ Reading Teachers and Math Coaches to ensure every K-5 school has access to a full time reading teacher and math coach. Reading teachers and math coaches will monitor and support the professional growth and instructional capacity of classroom teachers. Math Coaches and reading teachers will support the the instructional shifts required by the CT Core standards, facilitate teacher curriculum writing teams and build teacher capacity around formative assessment practices.	100% quarterly classroom walkthroughs focused on fidelity to core curriculum implementation and effective instructional practices. Increase the percentage of evidence in domains 2 and 3 scored at the effective level from 73% in 2015 to 86% in 2016.
1.4	Empower principals to provide school specific Professional Development based on individual school and teacher needs identified through the analysis of evaluation observation data collected in TeachScope.	100% of PD topics aligned to teacher evaluation data and needs identified from walkthroughs, culture, and climate surveys and student achievement data. Decrease the percentage of the evidence scored at the developing level for the component 3b from 13% in 2015 to 8% in 2016 and decrease the evidence collected and scored at the developping level for component 3c from 11% in 2015 to 6% in 2016.
1.5	Provide Math Coaches and Reading teachers with Carol Simoneau's Cognitive Coaching training. This training will build math coaches and reading teachers abilities to become more resourceful, think in more complex ways, collaborate more effectively and increase teacher efficacy.	A minimum of 35 Student Growth Percentage for Math and Reading in those classrooms where the math coach or reading teacher are practicing cognitive coaching. This will be progress monitored using STAR Math progress monitoring results between benchmark periods.

**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:
<b>100: Personnel Services - Salaries</b>			
(1) Human Resources Coordinator	1.2	1 FTE HR Coordinator for talent recruitment, retention and development	\$ 65,000.00
(3) K-3 Reading Teachers	1.3	Three ( .5) expansion of reading specialist role to provide embedded-coaching continued from Year 3	\$ 125,000.00
(2) K-5 Math Coaches	1.3	Two full time math coaches continued from Year 3	\$ 101,000.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 291,000.00</b>
<b>200: Personnel Services - Benefits</b>			

			\$	-
			\$	-
			\$	-
<b>200: Personnel Services - Benefits Subtotal:</b>			\$	-
<b>300: Purchased Professional and Technical Services</b>				
School-Based PD	1.4	Payment for school-based PD to support academic priorities	\$	25,000.00
Cognitive Coaching	1.5	Payment for 4 coaches to attend 8 days of Cognitive Coaching workshops	\$	6,000.00
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$	<b>31,000.00</b>
<b>400: Purchased Property Services</b>				
TeachScape Evaluation Platform	1.1	Evaluation management and data platform with Video modules for professional learning and growth development	\$	11,000.00
			\$	-
			\$	-
<b>400: Purchased Property Services Subtotal:</b>			\$	<b>11,000.00</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 Subtotal:</b>			\$	<b>333,000.00</b>

**2015-16 Academic Priorities**

**Step 1:** Place an "X" beside the district's 2015-16 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input 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 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 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	Students in grades K-3 will utilize Wilson Foundations to develop their reading knowledge and skills so that they improve their fluency and independence while reading.	Increase the percentage of K-3 students meeting the end of the year DIBELS benchmark up from 69% in the spring of 2015 to 80% in the spring of 2016.
2.2.	Strengthen the literacy core instructional block through the implementation of Readers and Writers Workshop Model. K-5 teams will attend a Teacher's College Readers' Workshop Institute hosted in East Haven during Summer of 2015. Model classrooms will be constructed to be used as demonstration sites for the development of the model district-wide for all K-5 classrooms in 2017-2018.	Increase the percentage of K-5 students meeting the end of the year TRC grade-level benchmark up 10% from 57% in the spring of 2015 to 67% in the Spring of 2016.
2.3.	Increase student access to technology by using Chromebooks for K-12 students to access computer adaptive benchmark assessments and promote continued technology integration to further develop embedded technology skills required by SBAC. Increased student access to technology will also assist in progress monitoring rates for students receiving tiered interventions.	Increase STAR benchmark assessment completion from 89% in 2015 to 95% in 2016. Increase the percentage of students who are progress monitored at expected rate from 75% in 2015 to 85% in 2016.
2.4.	Recruit and train curriculum K-12 writing teams (2 teachers at each grade level) to develop/revise ELA, Math and SS curriculum inclusive of comprehensive system of balanced assessment practices. Train Curriculum writing teams on how to utilize the ATLAS curriculum software to manage units, lessons and run reports to ensure equitable standards representation and alignment.	Minimum of two 2 teachers per grade-level to participate in summer curriculum writing. 10% Increase in the number of ELA, SS, and Math units created/revise in ATLAS from 928 in 2015 to 1048 by the end of summer 2016.
2.5.	Effectively benchmark, progress monitor, and analyze student math, reading achievement, and growth through Amplify reading 3D, Circle PreK software, and STAR assessment systems.	Increase DIBELS benchmark assessment completion from 89% in 2015 to 95% in 2016. Increase the percentage of students being progress monitored at expected DIBELS rate from 68% in 2015 to 75% in 2016. Increase the percentage of student that are well below DIBELS benchmark from 17% in June 2015 to 27% by June 2016. Increase the percentage of students achieving STAR math proficiency from 65% in June of 2015 to 75% in June of 2016. Increase the percentage of students achieving STAR reading proficiency from 53% in June of 2015 to 63% in June of 2016.
2.6.	Utilize Kelly Services substitutes and UNH/Quinnipiac interns to provide consistent high-quality substitute coverage for teachers participating in District, school and individual PD and job-embedded professional growth opportunities aligned to district priorities. We use interns to substitute for teachers when they participate in district-led professional learning and workshops. This provides all teachers across a grade-level the opportunity to meet with each other to learn, collaborate, develop, and dialogue about instructional practices related to East Haven's evaluation framework data in Domains 2 and 3. This professional learning includes developing common assessments, reviewing student's common misconceptions relative to unit content, and using curriculum units to engage in lesson planning and preparation with clear strategies for increasing the level of questioning and elevating the critical thinking students are required to engage in. We also train interns so they can continue the classroom learning and curriculum implementation in the teacher's absence.	A minimum of one (1) intern per school building by October 2015. 100% of classrooms covered with high-quality substitutes during teacher participation at PD.
2.7.	Utilize Lexia intervention software to provide K-5 students with sequential and targeted reading interventions based on individualized student need.	Increase the percentage of students in the low-risk category at EOY from 59% in May 2015 to 69% in May of 2016. Decrease the percent of students categorized as High Risk at EOY from 35% in June of 2015 to 20% in June of 2016.

**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:
<b>100: Personnel Services - Salaries</b>				
Curriculum Writing	2.4	Payment to individuals writing curriculum summer 2016.	\$ 85,000.00	\$ -
				\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ 85,000.00	\$ -
<b>200: Personnel Services - Benefits</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -	\$ -
<b>300: Purchased Professional and Technical Services</b>				
Wilson Foundations PD	2.1	Wilson Foundations PD day workshops and embedded classroom coaching to support implementation of program	\$ 20,000.00	\$ -
Columbia Teacher College	2.2	Payment for Columbia Teacher College presenters conducting summer reading workshop institutes and follow-up coaching at school sites	\$ 30,000.00	\$ -
				\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ 50,000.00	\$ -
<b>400: Purchased Property Services</b>				
Lexia		Lexia Intervention Software	\$ 80,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ 80,000.00	\$ -
<b>500: Other Purchased Services</b>				
UNH/Quinnipiac Interns	2.6	12 Interns at 12,500 per intern for 180 days 6.5 hours per day to provide coverage to teachers attending district PD	\$ 157,000.00	\$ -
Kelly Services	2.6	Payment to Kelly Services for substitute coverage needed for teachers attending Wilson PD, ACES lesson study	\$ 75,000.00	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ 232,000.00	\$ -
<b>600: Supplies</b>				
Wilson Foundations	2.1	Wilson Foundations Program materials for K-2 teachers	\$ 35,000.00	\$ -
Teachers College	2.2	Columbia Teacher's College Reading/Writing Units for K-5 teachers	\$ 30,000.00	\$ -
Instructional Materials/Resources	2.4	The purchase of instructional materials and resources to support unit development and implementation	\$ 5,000.00	\$ -
<b>600: Supplies Subtotal:</b>			\$ 70,000.00	\$ -
<b>700: Property</b>				
STAR	2.5	STAR K-12 ELA and Math Benchmarking System	\$ 30,000.00	\$ -
Ampify Reading 3D	2.5	K-5 Amplify Reading 3D Benchmarking and Progress Monitoring System	\$ 25,000.00	\$ -
ATLAS	2.4	ATLAS Curriculum Development Software	\$ 12,000.00	\$ -
Chromebook	2.3	Purchasing of Technology for greater student access	\$ 30,000.00	\$ -
Amplify Circle	2.5	Amplify PreK-Circle Benchmarking System	\$ 3,000.00	\$ -
<b>700: Property Subtotal:</b>			\$ 100,000.00	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -

			\$ -	\$ -
			\$ -	\$ -
		800: Other Objects Subtotal:	\$ -	\$ -
		Talent Subtotal:	\$ 617,000.00	\$ -

**2015-16 Culture and Climate Priorities**

**Step 1:** Place an "X" beside the district's 2015-16 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2013-14 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/> Attendance/Chronic absenteeism	<input type="checkbox"/> Graduation/Dropout prevention
<input type="checkbox"/> Behavior management	<input type="checkbox"/> Family engagement
<input type="checkbox"/> Wraparound services	<input type="checkbox"/> Other: _____

**Step 2:** Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:	Aligned SMART Goals:
3.1. Hire a Truancy Officer to decrease chronic absenteeism rate district-wide.	Decrease District chronic absenteeism rate from 12% in June 2015 to 8% in June of 2016.

**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:
<b>100: Personnel Services - Salaries</b>				
Truancy Officer		Salary for district-wide truancy officer	\$ 50,000.00	\$ -
				\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 50,000.00</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>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</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>\$ -</b>	<b>\$ -</b>

600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Talent Subtotal:</b>			\$ 50,000.00	\$ -



**2015-16 Operations Priorities**

**Step 1:** Place an "X" beside the district's 2015-16 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<input type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input 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 strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.	All schools providing extended-day and extended-year opportunities through a before/afterschool or summer school program. Program adequately staffed with hired personnel to work with students. Teachers utilizing necessary instructional materials, software, and resources to support student needs. 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	An established extended-day/year program in each of our nine (9) schools staffed with a coordinator by November 2015. Increase the percentage of students (in regular attendance) who make academic growth based on pre/post assessment data from 75% to 85% during the 2015-2016 school year. Quarterly meetings between EIT team and extended-day coordinator.
4.2.	Maximize the number of students in attendance through offering transportation for before/after school and summer program	Increase the participation of students attending the extended day program by 10%. Attendance will increase from 80% in 2015 to 90% in 2016.
4.3.	Technology Integration Specialist to support the effective use of Google docs/apps for education technology within the teaching and learning process. Manage assessment and student intervention software systems.	Increase the percentage of BOY, MOY and EOY student assessment benchmark completion from 89% in 2015 to 95% in 2016. Increase the number of Google documents supporting the integration of technology into instruction from 511,517 in June of 2015 to 750,000 in June of 2016.

**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:
<b>100: Personnel Services - Salaries</b>				
Extended-Day/-Year Staff	4.1	Payment for personnel working in extended-day programs across nine (9) schools	\$ 140,000.00	\$ -
Technology Integration Specialist	4.4	One (1) part-time Tech Integration Specialist	\$ 30,000.00	\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 170,000.00</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>				
Extended-Day Transportation	4.2	Transportation services for students participating in the extended-day and summer school programs	\$ 45,000.00	\$ -
Extended-Day Publications	4.1	Cost to print brochures, flyers and documents for extended-day programs	\$ 2,108.00	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 47,108.00</b>	<b>\$ -</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>					
Extended-Day Snacks	4.1	Snacks for students participating in the extended-day programs	\$	3,000.00	\$ -
Instructional Materials	4.1	Instructional materials for extended-day program	\$	5,000.00	\$ -
			\$	-	\$ -
<b>600: Supplies Subtotal:</b>				\$	8,000.00
<b>700: Property</b>					
Software	4.1	Software to support afterschool programming (study island, membean vocabulary, scholastic e-readers/core clicks)	\$	15,000.00	\$ -
			\$	-	\$ -
			\$	-	\$ -
<b>700: Property Subtotal:</b>				\$	15,000.00
<b>800: Other Objects</b>					
			\$	-	\$ -
			\$	-	\$ -
			\$	-	\$ -
<b>800: Other Objects Subtotal:</b>				\$	-
<b>Talent Subtotal:</b>				\$	240,108.00

**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:
<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>Talent Subtotal:</b>			\$ -

**FY 16 AD and PSD Budget Summary**

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

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 291,000.00	\$ 85,000.00	\$ -	\$ 50,000.00	\$ -	\$ 170,000.00	\$ -	\$ -	\$ 596,000.00	\$ -
200: Personnel Services - Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300: Purchased Professional and Technical Services	\$ 31,000.00	\$ 50,000.00	\$ -	\$ -	\$ -	\$ 47,108.00	\$ -	\$ -	\$ 128,108.00	\$ -
400: Purchased Property Services	\$ 11,000.00	\$ 80,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 91,000.00	\$ -
500: Other Purchased Services	\$ -	\$ 232,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 232,000.00	\$ -
600: Supplies	\$ -	\$ 70,000.00	\$ -	\$ -	\$ -	\$ 8,000.00	\$ -	\$ -	\$ 78,000.00	\$ -
700: Property	\$ -	\$ 100,000.00	\$ -	\$ -	\$ -	\$ 15,000.00	\$ -	\$ -	\$ 115,000.00	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTALS:</b>	<b>\$ 333,000.00</b>	<b>\$ 617,000.00</b>	<b>\$ -</b>	<b>\$ 50,000.00</b>	<b>\$ -</b>	<b>\$ 240,108.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,240,108.00</b>	<b>\$ -</b>



**Appendix A. Statement of Assurances**

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

**PROJECT TITLE:** 2015-16 Alliance and Priority School District Consolidated Application

**THE APPLICANT:** East Haven Public Schools **HEREBY ASSURES THAT:**

\_\_\_\_\_  
(insert Agency/School/CBO Name)

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



## L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
- iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is



shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual




orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature: 

Name: *(typed)* Dr. Portia S. Bonner

Title: *(typed)* Superintendent of Schools

Date: April 21, 2015