



**NEW HAVEN PUBLIC SCHOOLS**  
New Haven, Connecticut

**NEW HAVEN BOARD OF EDUCATION FINANCE AND OPERATIONS COMMITTEE MEETING**

**Monday, November 18, 2019**

**4:30 p.m.**

**Gateway Center – 2<sup>nd</sup> Floor Board Room**

**Chair: Ms. Yesenia Rivera**

**Action Items**

**A. INFORMATION ONLY**

1. The Superintendent approved an Agreement by and between the New Haven Board of Education and Donna Lillis, to provide an EMT and EMR certification course for seniors at Hillhouse High School, from November 25, 2019 to June 30, 2020, in an amount not to exceed \$13,000.00.

**Funding Source: 2019-2020 Operating Budget**  
**Acct. # 190-43362-56694**

**(Pages #5-17)**

**B. ABSTRACTS**

1. To approve the Abstract, New Haven Lexinome Project, in the amount of \$527,611.25 for 2019 –2020.

**Funding Source: Yale University School of Medicine**

**Presenter: Ms. Lynn Brantley**

**(Pages #18-22)**

2. To approve the Abstract, Alliance Grant, in the amount of \$15,301,995.00 for 2019-2020.

**Funding Source: State Department of Education**

**Presenter: Dr. Iline Tracey**

**(Pages #23-28)**

3. To approve the Abstract, Priority Schools Grant, in the amount of \$4,471,266.00 for 2019-2020.

**Funding Source: State Department of Education**

**Presenter: Dr. Iline Tracey**

**(Pages #29-33)**

4. To approve the Abstract, Title III – English Language Enhancement Elementary & Secondary Education Act Grant, in the amount of \$482,385.00 for 2019-2020.

**Funding Source: State Department of Education**

**Presenter: Mr. Pedro Mendia**

**(Pages #34-38)**

5. To approve the Abstract, Title IIA Grant, in the amount of \$1,006,233 for 2019-2020.

**Funding Source: CT State Department of Education**

**Presenter: Dr. Paul Whyte/Ms. Keisha Hannans**

**(Pages #39-45)**

6. To approve the Abstract, Title I Part A Grant, in the amount of \$10,266,663.00 for 2019-2020.  
**Funding Source:** CT State Department of Education  
**Presenter:** Ms. Keisha Hannans/Dr. Paul Whyte  
**(Pages #46-55)**
7. To approve the Abstract, Title IVA – Student Support and Academic Enrichment Grant, in the amount of \$750,081.00 for 2019-2020.  
**Funding Source:** CT State Department of Education  
**Presenter:** Ms. Jessica Haxhi  
**(Pages #56-67)**
8. To approve the Abstract, School Improvement Grant – Hillhouse, in the amount of \$505,655.00 for 2019-2020.  
**Funding Source:** CT State Department of Education  
**Presenter:** Mr. Glen Worthy  
**(Pages #68-72)**

### C. AGREEMENTS

1. To approve an Agreement by and between the New Haven Board of Education and Area Cooperative Educational Services, (ACES), to provide Alternative Route to Certification for Teachers of English Learners, (ACRTELL), from November 26, 2019 to June 30, 2020, in an amount not to \$75,000.00.  
**Funding Source:** Title III Program  
**Acct. #2518-5679-56694**  
**Presenter:** Mr. Pedro Mendia  
**(Pages #73-89)**
2. To approve an Agreement by and between the New Haven Board of Education and Justice Education Center, to provide a program of study for a career in the construction industry, for students at Hillhouse High School, from November 25, 2019 to June 20, 2020, in an amount not to exceed \$60,000.  
**Funding Source:** School Improvement Grant (SIG Hillhouse) Program  
**Acct. #2546-6265-56694-0060**  
**Presenter:** Mr. Glen Worthy  
**(Pages #90-104)**
3. To approve an Amendment #1 to the Agreement by and between the New Haven Board of Education and Go To Commercial Cleaning Services, LLC, 118 Kendall St., New Haven, CT for Facilities Maintenance, Custodial Management and Energy Management increasing the compensation amount from \$1,470,030.63 by \$117,920.00 to \$1,587,950.63 for additional scope of services to cover duties from retired district supervisor for FY 2019-20.  
**Funding Source:** 2019-2020 Operating Budget  
**Acct. #190-47000-56694**  
**Presenter:** Mr. Michael Pinto  
**(Pages #105-109)**

**D. CONTRACTS**

1. To approve an Award of Contract #21665 to Boisvert Plumbing, LLC, 1165 Main Street, Suite 300, East Hartford, CT for the removal and replacement of boilers at Truman School, in an amount not to exceed \$225,142.

**Funding Source:** 2019-2020 Capital Projects  
**Acct #3C20-2074-58101**

**Presenter:** Mr. Michael Pinto  
**(Pages #110-116)**

2. To approve an Award of Contract #21665 to Boisvert Plumbing, LLC, 1165 Main Street, Suite 300, East Hartford, CT for the removal and replacement of boilers at Celentano School, in an amount not to exceed \$232,328.

**Funding Source:** 2019-2020 Capital Projects  
**Acct #3C20-2074-58101**

**Presenter:** Mr. Michael Pinto  
**(Pages #117-123)**

**E. CHANGE ORDER**

1. To approve Change Order #1 to Contract #21568-2-2 for On Call Gym Equipment Repairs to Sports Construction Supplies, LLC, 61 East Street, Plainville, CT for bleacher repair at Cross High School; basketball backboard motor replacement at Career; and gym curtain repair and basketball hoops replacement at Riverside Academy.

Original Amount of Contract	\$25,000.00
<b>Change Order #1</b>	<b>\$75,000.00</b>
<b>Total Amount of Contract</b>	<b>\$100,000.00</b>

**Funding Source:** 2019-2020 Capital Projects  
**Acct. #3C20-2071-58101**

**Presenter:** Mr. Michael Pinto  
**(Pages #124-126)**







NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee

**From:** Glen Worthy

**Date:** October 18, 2019

**Re:** Donna Lillis

**Proposed Board Meeting Date:** November 25, 2019.

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**Executive Summary/ Statement:** Hillhouse will use General funds to provide EMT training

**Amount of Agreement and the Daily, Hourly or per Session Cost: \$ 13,000 for 20 students; 650 per student**

**Funding Source & Account #:** General funds Account # 19043362-56694-0062

**Key Questions:**

1. Please describe how this **service is strategically aligned** with school or District goals:  
In order to have all students college and career ready Hillhouse is providing a pathway for our students to be employable upon graduation.
2. What **specific need** will this contractor address?  
This program is intended to prepare a medically competent EMT-Basic to operate in the field. Enrichment programs and continuing education will help fulfill other specific needs for the EMT-Basic's education. It is recognized that there is additional specific education that will be required of EMT-Basics who operate in the field, i.e. ambulance driver training, heavy and light rescue, basic extrication, special needs, and so on.
3. **Contractor selection:** quotes, RFP, or Sole Source? Please describe: This is a continuation of service.
4. What **specific skill set** does this contractor bring to the project?

This course is one of a series of courses making up a National EMS training program for prehospital care. Create an internal accountability system.

## AGREEMENT

**By And Between**  
**The New Haven Board of Education**  
**AND**  
**Donna Lillis**

**FOR DEPARTMENT/PROGRAM:**

**James Hillhouse**

This Agreement entered into on the 18<sup>th</sup> day of November, 2019 effective (no sooner than the day after Board of Education Approval), the 25<sup>th</sup> day of November, 2019, by and between the New Haven Board of Education (herein referred to as the "Board") and, Donna Lillas located at 44 Ferry Court, Stratford, Connecticut 06615 (herein referred to as the "Contractor").

**SCOPE OF SERVICE:** *Brief description of service deliverables. In addition, please attach a detailed Scope of Service that describes all deliverables, locations and costs for service, including supplies, materials and travel, if applicable:*

Donna Lillas will conduct an Emergency Medical Technical (EMT) and Emergency Medical Response EMR certification course for seniors. The EMT course will take place at Hillhouse from September to December.

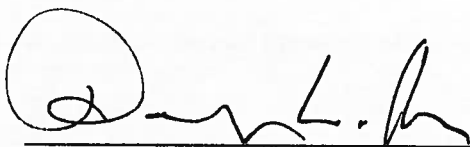
**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of **\$13,000 for 10 months, 4 days a week serving approximately 25 students(s)**. The maximum amount the contractor shall be paid under this agreement: \$13,000. Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by General Funds Program of the New Haven Board of Education, Account Number: 19043362-56694 -0062 This agreement shall remain in effect from November 25, 2019 to June 20, 2020

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education prior to service start date. Contactors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.



Contractor Signature

10/25/19

Date

Darnell Goldson, President  
New Haven Board of Education

Date

Donna Lillis

Contractor Name Printed or Typed

Revised: 10/16



**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT B**

**STUDENT DATA PRIVACY AGREEMENT  
SPECIAL TERMS AND CONDITIONS**

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student-generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

Revised: 10/2/18

## **Course Design**

### **MODULE 1 PREPARATORY**

#### **Lesson 1-1 Introduction to Emergency Medical Care**

Familiarizes the EMT-Basic candidate with the introductory aspects of emergency medical care. Topics covered include the Emergency Medical Services system, roles and responsibilities of the EMT-Basic, quality improvement, and medical direction.

#### **Lesson 1-2 Well-Being of the EMT-Basic**

Covers the emotional aspects of emergency care, stress management, introduction to Critical Incident Stress Debriefing (CISD), scene safety, body substance isolation (BSI), personal protection equipment (PPE), and safety precautions that can be taken prior to performing the role of an EMT-Basic.

#### **Lesson 1-3 Medical/Legal and Ethical Issues**

Explores the scope of practice, ethical responsibilities, advance directives, consent, refusals, abandonment, negligence, duty to act, confidentiality, and special situations such as organ donors and crime scenes. Medical/legal and ethical issues are vital elements of the EMT-Basic's daily life.

#### **Lesson 1-4 The Human Body**

Enhances the EMT-Basic's knowledge of the human body. A brief overview of body systems, anatomy, physiology and topographic anatomy will be given in this session.

#### **Lesson 1-5 Baseline Vital Signs and SAMPLE History**

Teaches assessing and recording of a patient's vital signs and a SAMPLE history.

#### **Lesson 1-6 Lifting and Moving Patients**

Provides students with knowledge of body mechanics, lifting and carrying techniques, principles of moving patients, and an overview of equipment. Practical skills of lifting and moving will also be developed during this lesson.

#### **Lesson 1-7 Evaluation: Preparatory Module**

Conduct a written and skills evaluation to determine the student's level of achievement of the cognitive, psychomotor and affective objectives from this module of instruction.

## **MODULE 2 AIRWAY**

### **Lesson 2-1 Airway**

Teaches airway anatomy and physiology, how to maintain an open airway, pulmonary resuscitation, variations for infants and children and patients with laryngectomies. The use of airways, suction equipment, oxygen equipment and delivery systems, and resuscitation devices will be discussed in this lesson.

### **Lesson 2-2 Practical Skills Lab: Airway**

Provides supervised practice for students to develop the psychomotor skills of airway care. The use of airways, suction equipment, oxygen equipment and delivery systems, and resuscitation devices will be included in this lesson.

### **Lesson 2-3 Evaluation: Airway Module**

Conduct a written and skills evaluation to determine the student's level of achievement of the cognitive, psychomotor and affective objectives from this module of instruction.

## **MODULE 3 PATIENT ASSESSMENT**

### **Lesson 3-1 Scene Size-Up**

Enhance the EMT-Basic's ability to evaluate a scene for potential hazards, determine by the number of patients if additional help is necessary, and evaluate mechanism of injury or nature of illness. This lesson draws on the knowledge of Lesson 1-2.

### **Lesson 3-2 Initial Assessment**

Provides the knowledge and skills to properly perform the initial assessment. In this session, the student will learn about forming a general impression, determining responsiveness, assessment of the airway, breathing and circulation. Students will also discuss how to determine priorities of patient care.

### **Lesson 3-3 Focused History and Physical Exam - Trauma Patients**

Describes and demonstrates the method of assessing patients' traumatic injuries. A rapid approach to the trauma patient will be the focus of this lesson.

### **Lesson 3-4 Focused History and Physical Exam - Medical Patients**

Describes and demonstrates the method of assessing patients with medical complaints or signs and symptoms. This lesson will also serve as an introduction to the care of the medical patient.

### **Lesson 3-5 Detailed Physical Exam**

Teaches the knowledge and skills required to continue the assessment and treatment of the patient.

### **Lesson 3-6 On-Going Assessment**

Stresses the importance of trending, recording changes in the patient's condition, and reassessment of interventions to assure appropriate care.

### **Lesson 3-7 Communications**

Discusses the components of a communication system, radio communications, communication with medical direction, verbal communication, interpersonal communication, and quality improvement.

### **Lesson 3-8 Documentation**

Assists the EMT-Basic in understanding the components of the written report, special considerations regarding patient refusal, the legal implications of the report, and special reporting situations. Reports are an important aspect of prehospital care. This skill will be integrated into all student practices.

### **Lesson 3-9 Practical Skills Lab: Patient Assessment**

Integrates the knowledge and skills learned thus far to assure that the student has the knowledge and skills of assessment necessary to continue with the management of patients with medical complaints and traumatic injuries.

### **Lesson 3-10 Evaluation: Patient Assessment Module**

Conduct written and skills evaluation to determine the student's level of achievement of the cognitive, psychomotor and affective objectives from this module of instruction.

## **MODULE 4 MEDICAL/BEHAVIORAL EMERGENCIES AND**

## **OBSTETRICS/GYNECOLOGY**

### **Lesson 4-1 General Pharmacology**

Provides the student with a basic knowledge of pharmacology, providing a foundation for the administration of medications given by the EMT-Basic and those used to assist a patient with self-administration.

### **Lesson 4-2 Respiratory Emergencies**



Reviews components of the lesson on respiratory anatomy and physiology. It will also provide instruction on assessment of respiratory difficulty and emergency medical care of respiratory problems, and the administration of prescribed inhalers.

#### **Lesson 4-3 Cardiovascular Emergencies**

Reviews of the cardiovascular system, an introduction to the signs and symptoms of cardiovascular disease, administration of a patient's prescribed nitroglycerin, and use of the automated external defibrillator.

#### **Lesson 4-4 Diabetes/Altered Mental Status**

Reviews of the signs and symptoms of altered level of consciousness, the emergency medical care of a patient with signs and symptoms of altered mental status and a history of diabetes, and the administration of oral glucose.

#### **Lesson 4-5 Allergies**

Teaches the student to recognize the signs and symptoms of an allergic reaction, and to assist the patient with a prescribed epinephrine auto-injector.

#### **Lesson 4-6 Poisoning/Overdose**

Teaches the student to recognize the signs and symptoms of poisoning and overdose. Information on the administration of activated charcoal is also included in this section.

#### **Lesson 4-7 Environmental Emergencies**

Covers recognizing the signs and symptoms of heat and cold exposure, as well as the emergency medical care of these conditions. Information on aquatic emergencies and bites and stings will also be included in this lesson.

#### **Lesson 4-8 Behavioral Emergencies**

Develops the student's awareness of behavioral emergencies and the management of the disturbed patient. Restraining the combative patient will also be taught in this lesson.

#### **Lesson 4-9 Obstetrics/Gynecology**

Reviews the anatomical and physiological changes that occur during pregnancy, demonstrate normal and abnormal deliveries, summarize signs and symptoms of common gynecological emergencies, and neonatal resuscitation.

#### **Lesson 4-10 Practical Skills Lab: Medical/Behavioral Emergencies and**

**Obstetrics/Gynecology** Draws on the knowledge and skills learned thus far in this practical lab. Students will be given the opportunity to assess and treat a variety of patients with various medical complaints.

#### **Lesson 4-11 Evaluation: Medical/Behavioral Emergencies and**

##### **Obstetrics/Gynecology**

Conducts a written and skills evaluation to determine the student's level of achievement of the cognitive, psychomotor and affective objectives from this module of instruction.

### **MODULE 5 TRAUMA**

#### **Lesson 5-1 Bleeding and Shock**

Reviews the cardiovascular system, describes the care of the patient with internal and external bleeding, signs and symptoms of shock (hypoperfusion), and the emergency medical care of shock (hypoperfusion).

#### **Lesson 5-2 Soft Tissue Injuries**

Continues with the information taught in Bleeding and Shock, discussing the anatomy of the skin and the management of soft tissue injuries and the management of burns. Techniques of dressing and bandaging wounds will also be taught in this lesson.

#### **Lesson 5-3 Musculoskeletal Care**

Reviews of the musculoskeletal system before recognition of signs and symptoms of a painful, swollen, deformed extremity and splinting are taught in this section.

#### **Lesson 5-4 Injuries to the Head and Spine**

Reviews the anatomy of the nervous system and the skeletal system. Injuries to the spine and head, including mechanism of injury, signs and symptoms of injury, and assessment. Emergency medical care, including the use of cervical immobilization devices and short and long back boards will also be discussed and demonstrated by the instructor and students. Other topics include helmet removal and infant and child considerations.

#### **Lesson 5-5 Practical Skills Lab: Trauma**

Provides practice of the assessment and management of patients with traumatic injuries.

### **Lesson 5-6 Evaluation: Trauma Module**

Conducts a written and skills evaluation to determine the student's level of achievement of the cognitive, psychomotor and affective objectives from this module of instruction.

## **MODULE 6 INFANTS AND CHILDREN**

### **Lesson 6-1 Infants and Children**

Presents information concerning the developmental and anatomical differences in infants and children, discuss common medical and trauma situations, and also covered are infants children dependent on special technology. Dealing with an ill or injured infant or child patient has always been a challenge for EMS providers.

### **Lesson 6-2 Practical Skills Lab: Infants and Children**

Provides the EMT-Basic student with the opportunity to interact with infants and children, and to practice the knowledge and skills learned thus far concerning this special population.

### **Lesson 6-3 Evaluation: Infants and Children**

Conduct a written and skills evaluation to determine the student's level of achievement of the cognitive, psychomotor and affective objectives from this module of instruction.

## **MODULE 7 OPERATIONS**

### **Lesson 7-1 Ambulance Operations**

Presents an overview of the knowledge needed to function in the prehospital environment. Topics covered include responding to a call, emergency vehicle operations, transferring patients, and the phases of an ambulance call.

### **Lesson 7-2 Gaining Access**

Provides the EMT-Basic student with an overview of rescue operations. Topics covered include roles and responsibilities at a crash scene, equipment, gaining access, and removing the patient.

### **Lesson 7-3 Overviews**

Provides the EMT-Basic student with information on hazardous materials, incident management systems, mass casualty situations, and basic triage.

#### **Lesson 7-4 Evaluation: Operations**

Conduct a written and skills evaluation will be done to determine the student's level of achievement of the cognitive, psychomotor and affective objectives from this module of instruction.

#### **MODULE 8 ADVANCED AIRWAY (Elective)**

The course coordinator should consult with state EMS office prior to establishing course outline to determine if this module of instruction may be included.

#### **Lesson 8-1 Advanced Airway**

Instructs students on how to maintain an airway by means of orotracheal intubation. Included is a review of basic airway skills, nasogastric tube insertion for decompression of the stomach of an infant or child patient, and orotracheal intubation of adults, infants and children. This lesson should be presented prior to the medical and trauma modules.

#### **Lesson 8-2 Practical Skills Lab: Advanced Airway**

Demonstrates the skills of advanced airway techniques for the EMT-Basic. This includes insertion of the nasogastric tube in infant and child patients and orotracheal intubation of adults, infants and children.

#### **Lesson 8-3 Evaluation: Advanced Airway**

Conduct a written and skills evaluation to determine the student's level of achievement of the cognitive, psychomotor and affective objectives from this module of instruction. Whenever possible, supervised clinical experience will be provided to the students.

# Donna M. Lillis

44 Ferry Court, Stratford, CT 06615, 203-373-9129, [donna\\_m\\_lillis@sbcglobal.net](mailto:donna_m_lillis@sbcglobal.net)

## Objective:

To secure a Full-time position as an employee

## Summary of Qualifications:

Over 30 year's experience in telecommunications for a private service, a regional dispatch center and a university public safety department. 15 Year's teaching experience EMS and CPR classes.

## Work Experience:

Southwestern Regional Communication center 1989 to 2017

- 911 Dispatch for 6 towns with in Region
- Dispatch Fire for 3 towns with in Region
- Track all Ambulances in region
- Coordination of all units in region with hospitals during MCI's

Fairfield University Public Safety Department 1993 to 2013

- Patrol and secure University property
- Respond to Fire alarms
- Sexually assault responds team
- Respond to medical calls
- Investigate all security issues
- Backup 1<sup>st</sup> responders for the town of Fairfield
- Dispatch as needed

Danbury/Nelson Ambulance Service 1978 to 1990

- EMT/ Ambulance Driver
- Dispatcher/Call taker
- Supervisor

## Education:

- Classes toward B. S. in Management From Fairfield University 2003
- EMSI For the State of CT 2002
- EMD from THE National Academy 1990
- Associates Degree in recreations from Northwestern CT community College 1979
- EMT 1978
- CPR/First Aid Instructor 1978

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

**Proposed Project Title:** New Haven Lexinome Project

**Grant Source and Agency:** Yale University School of Medicine

**Total Amount Requested:** \$ 527,611.38 **Due Date of Application:**  
N/A

**System Contact:**  
Lynn Brantley

**Telephone #:** (475) 220-1212

**Description of Project:** NHPS has five full time teachers to participate in the study, one teacher left the district this year. Teachers are trained in Reading Recovery and PHAST interventions, to be implemented in classrooms, and carry out agreed upon research plan. Teachers will administer PHAST intervention to fourth and fifth graders enrolled in the study and Reading Recovery to first

**TARGET: Schools/Unit:** Strong School, Celentano School, Christopher Columbus Family Academy, Bishop-Woods School


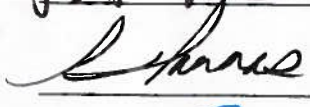
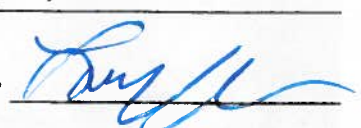

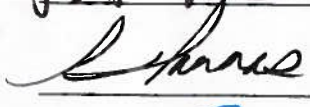
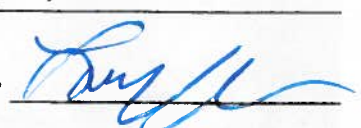

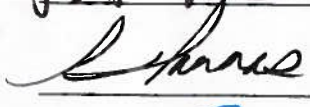
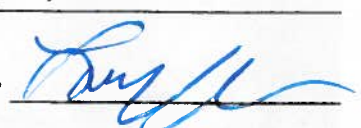
**No. of Students:** TBD

**Grade Level(s):** 1, 4, and 5

<b>GRANT PERIOD:</b>	
From: (mm/dd/year): 7/1/2019	
To: (mm/dd/year): 6/30/2020	
<input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation	
<b>Previous Bd. of Ed. Approval:</b>	
<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Operational	
<b>Bd. of Ed. Information</b>	
<input checked="" type="checkbox"/> Action <input type="checkbox"/> Information <input type="checkbox"/> Support <input type="checkbox"/> Competitive <input type="checkbox"/> Entitlement <input checked="" type="checkbox"/> Grant	

**PROPOSAL DEVELOPERS:**  
Lynn Brantley

### CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE	REVIEW						
<b>Return to:</b> _____	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>Grants Manager</b></td> <td style="width: 50%; text-align: center;"></td> </tr> <tr> <td><b>Finance Manager</b></td> <td style="text-align: center;"></td> </tr> <tr> <td><b>Human Resource Manager</b></td> <td style="text-align: center;"></td> </tr> </table>	<b>Grants Manager</b>		<b>Finance Manager</b>		<b>Human Resource Manager</b>	
<b>Grants Manager</b>							
<b>Finance Manager</b>							
<b>Human Resource Manager</b>							
<b>Received:</b> _____							
<b>Board of Education FINANCE &amp; OPERATIONS Meeting Date</b> <u>11/18/19</u>							
<b>Board of Education Meeting Date:</b> <u>11/25/19</u>							
<b>Due Date to Grantor:</b> _____							

**Proposed Project Title:** New Haven Lexinome Project

**Total Amount Requested:** \$ 527,611.38

**Proposed Grant Receiving Agency:** New Haven Public Schools

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
		Administrators	\$
5		Teachers	\$ 368,763.00
		Paraprofessionals	\$
		Clerks	\$
		Stipends	\$
		Others	\$
		Longevity	\$
		<b>SUBTOTAL</b>	<b>\$ 368,763.00</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$
Equipment	\$
Other	\$
Indirect Costs, if allowed	\$
<b>TOTAL</b>	<b>\$</b>
<b>NON- PERSONEL</b>	

**FIXED COSTS:**

Health Benefits	\$
	\$ 151,192.78
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$ 5,211.56
Workmen's Compensation	\$ 2,444.04
<b>TOTAL PERSONNEL</b>	<b>\$ 527,611.38</b>

**Notes:**

- 1) **Total Personnel and Non Personnel columns must equal grant total.**
- 2) **The Abstract budget must be aligned with the Grant Application budget/ED114.**
- 3) **All applications should budget for staff development (stipends) and evaluation wherever appropriate.**

**SECTION IIA: BUDGET EXPLANATION**

Please describe **stipends, contracted services, equipment, other** items and **Salary**: if the grant pays a percent of salary and benefits, please describe below, explaining percentages and **amounts to be paid by grant and by NHPS**. If additional space is needed, continue to next page:

Grant will reimburse New Haven Public School District for 100% salaries and fringe benefits for five certified teachers hired for the duration of the grant, 7/1/15-6/30/20. The number was previously six, but one teacher has left the district. District will invoice Yale University School of Medicine on a quarterly basis for the duration of the grant.

**Proposed Project Title:** New Haven Lexinome Project

**Total Amount Requested:** \$ 527,611.38

**Proposed Grant Receiving Agency:** New Haven Public Schools

**SECTION III: SYSTEM OBLIGATIONS**

**Project support from other programs:**  None  Yes **Explain:**

**Linkage with other programs:**  None  Yes **Explain:**

**Local Fiscal costs, (include renovation):**  None  Yes **Explain:**

**Future local personnel obligations:**  None  Yes **Explain:**

**PROJECT OR GRANT REQUIREMENTS**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Local Maintenance          | <input type="checkbox"/> Replication        | <input type="checkbox"/> Parent Involvement       |
| <input type="checkbox"/> In-Service Training        | <input type="checkbox"/> Advisory Committee | <input type="checkbox"/> Linkage w/other Programs |
| <input type="checkbox"/> Non-Public School Involved |   | <input type="checkbox"/> Dissemination            |

**ADDITIONAL RESTRICTIONS OR CONCERNS**

**SUBMITTING ADMINISTRATOR:** *Lynn Brantley* 11/11/19  
Signature Date



**Proposed Project Title:** New Haven Public Schools

**Total Amount Requested:** \$ 527,611.38

**Proposed Grant Receiving Agency:** New Haven Public Schools

**SECTION IV: PROPOSED PERSONNEL**

List, **individually**, each position proposed by this grant application. **If no personnel**, please indicate **N/A** in the chart below

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
5		Teacher	Implement strategies of Reading Recovery Intervention program and PHAST Intervention Programs	7/1/19-6/30/2020	Gina Algliani Tina Montone Patrick Heenan Ericka Melton Paula Garon	Y	

**V. PROPOSED CONTRACTS**

List **individually**, each contract that will be prepared by this proposed project. **If contractors will not be utilized**, please indicate **N/A** in the chart below.

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
N/A			

**VI. ADDITIONAL INFORMATION:**

**Please Answer All Questions -- Use Additional Pages if Necessary**

1. **Please state specific goals for this grant or the grant period.**  
 Teachers will participate in a longitudinal study of the genetics of dyslexia and response to intervention. Teachers trained in PHAST intervention program, will administer the intervention to students enrolled NHLP and in fourth and fifth grades during the 2019-2020 school year. Teachers will administer Reading Recovery to first graders across the four schools. These students will be chosen according to Reading Recovery inclusion criteria, as well as with consultation with the classroom and reading interventionists at each school.
  - a. **If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:**  
  
 In the last grant year all Reading Recovery goals were met. PHAST enrollment was reduced due to eligibility of students.
  
2. **How does this grant address School Reform goals?**  
  
 Participation in the study and implementation of new strategies will ultimately improve reading and comprehensive skills, particularly for students with dyslexia.
  
3. **Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant:**  
 District involvement in the study will provide new insight and direction for teaching students with dyslexia.

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

**Proposed Project Title:** Alliance District Grant  
(Consolidated Alliance & Priority School District)

**Grant Source and Agency:** CT State Department of Education

**Total Amount Requested:** \$15,301,995      **Due Date of Application:**  
November 8, 2019

**System Contact:** Dr. Iline Tracey

**Telephone #:** 475-220-1000

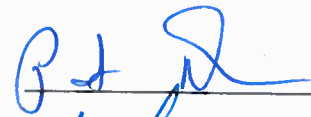

**Description of Project:** Provide a brief description below. Use Section VI to outline specific objectives and strategies relating to goals described in the application.

This grant is intended to provide a talent strategy designed to promote and bolster the performance of staff and management, including allowable stipends for mentor teachers; improve student achievement in literacy and math; provide a tiered system of intervention; increase the number of graduates who are college and career ready; improve attendance and decrease chronic absenteeism; provide coordination of student support and wraparound services; and improve the central office structures to support schools.

**TARGET: Schools/Unit:** All  
**No. of Students:** All      **Grade Level(s):** Prek-12  
**Eligibility Criteria:** At Risk Students

<b>GRANT PERIOD:</b>	
From: (mm/dd/year): 7/1/19	
To: (mm/dd/year): 6/30/20	
<input type="checkbox"/> New	
<input checked="" type="checkbox"/> Continuation	
<b>Previous Bd. of Ed. Approval:</b>	
<input type="checkbox"/> Planning	
<input checked="" type="checkbox"/> Operational	
<b>Bd. of Ed. Information</b>	
<input checked="" type="checkbox"/> Action	
<input type="checkbox"/> Information	
<input type="checkbox"/> Support	
<input type="checkbox"/> Competitive	
<input type="checkbox"/> Entitlement	
<input checked="" type="checkbox"/> Grant	

**PROPOSAL DEVELOPERS:**  
Dr. Iline Tracey  
Jessica Haxhi

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1	
<p style="text-align: center;"><b>ABSTRACT TIMETABLE</b></p> <p><b>Return to:</b> _____</p> <p><b>Received:</b> _____</p> <p><b>Board of Education FINANCE &amp; OPERATIONS Meeting Date:</b> <u>11/18/19</u></p> <p><b>Board of Education Meeting Date:</b> <u>11/25/19</u></p> <p><b>Due Date to Grantor:</b> _____</p>	<p style="text-align: center;"><b>REVIEW</b></p> <p><b>Grants Manager</b> <u></u></p> <p><b>Finance Manager</b> <u></u></p> <p><b>Human Resource Manager</b> _____</p>

Proposed Project Title: Alliance District Grant

Total Amount Requested: \$15,301,995

Proposed Grant Receiving Agency: New Haven Public Schools

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
3		Administrators	\$417,276
127		Teachers	\$9,582,757
13		Management	\$743,393
11		Paraprofessionals	\$302,704
		Clerks	\$
		Others <i>Curr. Writers</i>	\$100,000
		Stipend	\$20,000
		Longevity	\$4,522
		<b>SUBTOTAL</b>	<b>\$11,170,652</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$95,600
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent contractor	\$2,209,421
Equipment	\$
Other (Purchased Services)	\$106,250
Indirect Costs, if allowed	\$
<b>TOTAL NON- PERSONEL</b>	<b>\$2,411,271</b>

**FIXED COSTS:**

Health Benefits	\$1,549,254
Pension (Paras & Mgmt.)	\$24,358
FICA/Medicare	\$119,949
Workmen's Compensation	\$26,511
<b>SUBTOTAL</b>	<b>\$1,720,072</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$12,890,724</b>

**Notes:**

- 1) Total Personnel and Non Personnel columns must equal grant total.
- 2) The Abstract budget must be aligned with the Grant Application budget/ED114.
- 3) All applications should budget for staff development (stipends) and evaluation wherever appropriate.

**SECTION IIA: BUDGET EXPLANATION**

The following categories must be explained:

**All Personnel:** explain positions; **Salary:** if the grant pays a percent of salary and fixed costs, please describe below, breaking down **percentages and amounts to be paid by grant and by NHPS**. **Other;** and **All Non- Personnel items**. If additional space is needed, continue to next page.

**Stipends for Professional Learning Academies and Curriculum Writing.**

**Contracted services are to support professional development and continuous cycle of improvement.**

**Proposed Project Title:** Alliance District Grant

**Total Amount Requested:** \$15,301,995

**Proposed Grant Receiving Agency:** New Haven Public Schools

**SECTION III: SYSTEM OBLIGATIONS**

**Project support from other programs:**     None     Yes    **Explain:**

**Linkage with other programs:**                     None     Yes    **Explain:** This proposal directs resources to all four of the district's focus areas and supports curriculum implementation, differentiated instruction, and meaningful assessment, through a combination of professional developments.

**Local Fiscal costs, (include renovation):**     None     Yes    **Explain:**

**Future local personnel obligations:**             None     Yes    **Explain:**

**PROJECT OR GRANT REQUIREMENTS**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Local Maintenance              | <input type="checkbox"/> Replication        | <input checked="" type="checkbox"/> Parent Involvement       |
| <input checked="" type="checkbox"/> In-Service Training | <input type="checkbox"/> Advisory Committee | <input checked="" type="checkbox"/> Linkage w/other Programs |
| <input type="checkbox"/> Non-Public School Involved     |   | <input type="checkbox"/> Dissemination                       |

**ADDITIONAL RESTRICTIONS OR CONCERNS**

**SUBMITTING ADMINISTRATOR:**

  
\_\_\_\_\_  
Signature

11-13-19  
\_\_\_\_\_  
Date

Proposed Project Title: Alliance District Grant

Total Amount Requested: \$15,301,995

Proposed Grant Receiving Agency: New Haven Public Schools

**SECTION IV: PROPOSED PERSONNEL**

List, **individually**, each position proposed by this grant application. If no personnel, please indicate N/A in the chart below

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
3		Adm/Supervisor	1 - Dir. Curr& Ins 1 - Professional Learning Adm 1 - College & Career Supervisor	7/1/19-6/30/20	TBD TBD TBD	No No No	
127		Teachers	14 Curriculum Facilitators 10 Teacher Leaders 1 SRBI Coach 11-Lit. & Math Coaches 5-Inst. Coaches 1-Science Coach 5-Reading Support Teachers 4 - EL/SPED Reading Support teachers 2-Early Childhood Coaches 3-College & Coaches 10-SEL Specialist 35 - Behavior Interventionist 1-Restorative Practice Coach 1-SEL Coordinator 1 - Therapeutic Teacher 7 - H&W Teachers 21 LMS/Tech Faciliators		Staff Roster	Yes	
13		Other	1-Recruitment Specialist 1 - Recruitment Specialist Support Staff 1-Academic Support Staff 1 - College & Career Support Staff 1-Alternative School Case Manager 1-Climate Specialist 1 - Health Coordinator 4 - Behavior Tech 1 - Manager of Data & Analytics 1 - Data Support Staff	7/1/19-6/30/20	Staff Roster	Yes	
11		Paraprofessional	2-Therapeutic Paras 7 - H&W Aides 5 - Parent Liasons	7/1/19-6/30/20	Staff Roster	Yes	

**V. PROPOSED CONTRACTS**

List **individually**, each contract that will be prepared by this proposed project. If contractors will not be utilized, please indicate **N/A** in the chart below.

<b>Proposed Independent Contractor</b>	<b>Brief Description of Service</b>	<b>Proposed Pay Rate</b>	<b>Proposed Total</b>
3 Prime Web	Assessment portal/SRBI Website		18,300
Naviance	Platform for college and career planning		66,238
ACES	High risk students (ACES) Urban Youth Program		250,000
Gateway to College Program	Engages overaged under credited students in getting their HS diploma while earning college credits		312,116
SEL Agencies	Implementation of restorative practices and integration of NHPS SEL		50,000
ACES (Building Bridges)	Elementary Alternative Classroom		275,000
ASPIRE	Therapeutic middle school program-Alternative programming for students with significant academic and behavioral challenges		1,237,767

**VI. ADDITIONAL INFORMATION:**

**Please Answer All Questions -- Use Additional Pages if Necessary**

- Please state specific goals for this grant or the grant period.**

In alignment with ESSA goal targets, the District DPI for EL will increase from 57.8% in 2017-18 to 61% in 2019-20. The District DPI for Math will increase from 50.3 in 2017-18 to 55.7% in 2019-20. Under the Smarter Balanced Growth Model, the District will improve the Acreage percentage of target achieved for ELA from 58.3% in 2018-18 to 63.8% in 2019-20 and improve the average percentage of target achieved for mathematics from 53.6% in 2017-18 to 63.8 in 2019-20.

In alignment with ESSA goal targets, the four year adjusted graduation rate will increase from 80% in 2017-18 to 81.3% in 2018-19 and 82.6% in 2019-20. The Six year adjusted graduation rate will increase from 80.5% in 2015-16 to 86.7% in 2019-20.

In alignment with ESSA goal targets, Chronic Absenteeism will decrease from 19.9% in 2017-18 to 15.3% in 2019-20.

- If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:**

2. **How does this grant address School Reform goals?**

The priorities targeted in the grant align with school reform goals to increase academic achievement in ELA and Mathematics, reduce chronic absenteeism, reduce the dropout rate, and increase graduation rates.

3. **Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)**

This proposal is significant to improving student and staff performance. Training will be provided for staff to improve student achievement and instruction in literacy and mathematics, support will be provided to ensure all students' graduate college and career ready, teachers will be given opportunities to expand their sphere of influence beyond the classroom, and mentoring support will be provided for teachers. In addition, support will be provided to improve attendance rates and decrease chronic absenteeism; improved social-emotional and behavioral supports; and improved health and wellness support will be provided for staff, students and families. In addition, there will be efforts to strengthen the central office structure to support the instructional core via coaching, professional development and improved focus on data. Lastly, the structure for utilizing a data-driven cycle of continuous improvement will be improved and implemented, along with enhancement of technology integrating through media and information literacy instruction.

**REQUIRED:**

**A COPY OF THE GRANT APPLICATION MUST BE ATTACHED TO THE ABSTRACT.**



# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

**Proposed Project Title:** Priority School District  
(Consolidated Alliance & Priority School District)

**Grant Source and Agency:** CT State Department of Education

**Total Amount Requested:** \$4,471,266      **Due Date of Application:**

**System Contact:**  
Dr. Iline Tracey

**Telephone #:** 475-220-1000

**Description of Project:** Provide a brief description below. Use Section VI to outline specific objectives and strategies relating to goals described in the application.

The grant is intended to provide programs related to dropout prevention; provide alternative and transitional program; expand extended-day kindergarten programs; expand early reading intervention programs; enhance the use of technology to support instruction; strengthen parent and community involvement; academic enrichment; and obtain accreditation of elementary and middle schools from NEASC.

**TARGET: Schools/Unit:** All  
**No. of Students:** All      **Grade Level(s):** Prek-12  
**Eligibility Criteria:** At Risk Students

**GRANT PERIOD:**

From: (mm/dd/year):  
7/1/19  
To: (mm/dd/year):  
6/30/19

- New  
 Continuation

**Previous Bd. of Ed. Approval:**



- Planning  
 Operational

**Bd. of Ed. Information**

- Action  
 Information  
 Support  
 Competitive  
 Entitlement  
 Grant

**PROPOSAL DEVELOPERS:**  
Dr. Iline Tracey

**CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1**

ABSTRACT TIMETABLE	REVIEW
<p><b>Return to:</b> _____</p> <p><b>Received:</b> _____</p> <p><b>Board of Education FINANCE &amp; OPERATIONS Meeting Date:</b> <u>11/18/19</u></p> <p><b>Board of Education Meeting Date:</b> <u>11/25/19</u></p> <p><b>Due Date to Grantor:</b> _____</p>	<p><b>Grants Manager:</b> <u></u></p> <p><b>Finance Manager:</b> <u></u></p> <p><b>Human Resource Manager:</b> _____</p>

Proposed Project Title: Priority School District

\$4,471,266

Total Amount Requested: \_\_\_\_\_

Proposed Grant Receiving Agency: New Haven Public Schools

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
1		Administrators	\$117,100
12		Teachers	\$783,925
21		Management*	\$1,047,514
10		Paraprofessionals	\$337,016
6		Clerks	\$265,081
	5	Others – Tutors	\$68,837
		Stipend	\$
		Longevity(Incorporated into Salaries)	*
		<b>SUBTOTAL</b>	<b>\$2,619,473</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$521,080
Equipment	\$
Other	\$
Indirect Costs, if allowed	\$197,753
<b>TOTAL NON- PERSONEL</b>	<b>\$718,833</b>

**FIXED COSTS:**

Health Benefits	\$949,302
Pension (Paras & Mgmt.)	\$41,536
FICA/Medicare	\$126,917
Workmen’s Compensation	\$15,205
<b>SUBTOTAL</b>	<b>\$1,132,960</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$3,752,433</b>

Notes:

- 1) Total Personnel and Non Personnel columns must equal grant total.
- 2) The Abstract budget must be aligned with the Grant Application budget/ED114.
- 3) All applications should budget for staff development (stipends) and evaluation wherever appropriate.

**SECTION IIA: BUDGET EXPLANATION**

The following categories must be explained:

**All Personnel:** explain positions; **Salary:** if the grant pays a percent of salary and fixed costs, please describe below, breaking down **percentages and amounts to be paid by grant and by NHPS**. **Other;** and **All Non- Personnel items**. If additional space is needed, continue to next page.

Contracted services will be used for mentoring, professional development, SRBI data, curriculum revision writing, NEASC accreditation, and alternative student program (Urban Youth and Student Parents’ daycare)

**Proposed Project Title:** Priority School District  
\$4,471,266  
**Total Amount Requested:** \_\_\_\_\_  
**Proposed Grant Receiving Agency:** New Haven Public Schools

**SECTION III: SYSTEM OBLIGATIONS**

**Project support from other programs:**  None  Yes **Explain:**

**Linkage with other programs:**  None  Yes **Explain:** This proposal directs resources to all four of the district's focus areas and supports curriculum implementation, differentiated instruction, and meaningful assessment, through a combination of professional developments.

**Local Fiscal costs, (include renovation):**  None  Yes **Explain:**

**Future local personnel obligations:**  None  Yes **Explain:**

**PROJECT OR GRANT REQUIREMENTS**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Local Maintenance              | <input type="checkbox"/> Replication        | <input checked="" type="checkbox"/> Parent Involvement       |
| <input checked="" type="checkbox"/> In-Service Training | <input type="checkbox"/> Advisory Committee | <input checked="" type="checkbox"/> Linkage w/other Programs |
| <input type="checkbox"/> Non-Public School Involved     |   | <input type="checkbox"/> Dissemination                       |

**ADDITIONAL RESTRICTIONS OR CONCERNS**

**SUBMITTING ADMINISTRATOR:**  11-15-19  
**Signature** **Date**

**Proposed Project Title:** Priority School District

\$4,471,266

**Total Amount Requested:** \_\_\_\_\_

**Proposed Grant Receiving Agency:** New Haven Public Schools

**SECTION IV: PROPOSED PERSONNEL**

List, **individually**, each position proposed by this grant application. **If no personnel**, please indicate **N/A** in the chart below

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
1		Administrator	1-Early Childhood	7/1/19-6/30/20	Staff Roster	Yes	
12		Teachers	Early Childhood Intervention Montessorri	7/1/19-6/30/20	Staff Roster	Yes	
	5	PT Teachers	PT Tutors to support PSD	7/1/19-6/30/20	Staff Roster	Yes	
21		Management	Support Staff for PSD	7/1/19-6/30/20	Staff Roster	Yes	
10		Paraprofessional	Parent Liasons to support PSD	7/1/19-6/30/20	Staff Roster	Yes	
6		(Clerk) - AA	Support for PSD	7/1/19-6/30/20	Staff Roster	Yes	

**V. PROPOSED CONTRACTS**

List **individually**, each contract that will be prepared by this proposed project. If contractors will not be utilized, please indicate **N/A** in the chart below.

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
Foundation of Greater NH of Commerce	Mentors to work with Science Fair Student Participants		28,000
ACES	Computer Consulting		68,040
Elizabeth Celotto Child Day Care	Student parent daycare		55,000
ACES	High risk students (ACES) Urban Youth Program		250,000
NEASC	Accreditation Process		12,320
Gateway to College Program	Engages overage under credited students in getting their HS diploma while earning college credits		107,720

**VI. ADDITIONAL INFORMATION:**  
**Please Answer All Questions -- Use Additional Pages if Necessary**

**1. Please state specific goals for this grant or the grant period.**

In alignment with ESSA goal targets, the District DPI for EL will increase from 57.8% in 2017-18 to 61% in 2019-20. The District DPI for Math will increase from 50.3 in 2017-18 to 55.7% in 2019-20. Under the Smarter Balanced Growth Model, the District will improve the Acreage percentage of target achieved for ELA from 58.3% in 2018-18 to 63.8% in 2019-20 and improve the average percentage of target achieved for mathematics from 53.6% in 2017-18 to 63.8 in 2019-20.

In alignment with ESSA goal targets, the four year adjusted graduation rate will increase from 80% in 2017-18 to 81.3% in 2018-19 and 82.6% in 2019-20. The Six year adjusted graduation rate will increase from 80.5% in 2015-16 to 86.7% in 2019-20.

In alignment with ESSA goal targets, Chronic Absenteeism will decrease from 19.9% in 2017-18 to 15.3% in 2019-20.

**2. How does this grant address School Reform goals?**

The priorities targeted in the grant align with school reform goals to reduce chronic absenteeism, reduce the dropout rate, and increase graduation rates.

**3. Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)**

This proposal is significant to improving student performance and staff performance because training will be provided for staff to improve early childhood education; mentors will work with students to improve academics, specifically science. In addition, alternative programming will be provided for the most at-risk youth as well as a daycare for high school teenage parents to take their students so their education will not be interrupted. The schools will go through the accreditation process to ensure they are performing to the appropriate standards. Lastly, the grant will be evaluated to ensure it is meeting its programmatic goals.

**REQUIRED:**

**A COPY OF THE GRANT APPLICATION MUST BE ATTACHED TO THE ABSTRACT.**

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

**Proposed Project Title:** Title III – English Language Enhancement  
Elementary and Secondary Education Act

**Grant Source and Agency:** CSDE – ESEA Grant

**Total Amount Requested:** \$482,385

**Due Date of Application:**  
11/1/2019

**System Contact:**  
Pedro Mendia-Landa

**Telephone #:** 475-220-1130

**Description of Project:** Provide a brief description below. Use Section VI to outline specific objectives and strategies relating to goals described in the application.

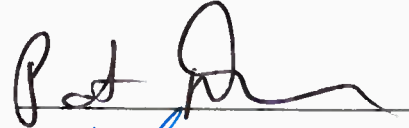

- Improve academic achievement
- Improve English proficiency rates for Connecticut’s English Learners
- Increase 4 and 6 year Cohort Graduation rates for all students
- Provide effective language instruction programs that meet the needs of ELs
- Provide effective professional development to classroom teachers and administrators
- Will promote effective activities which shall include family and community engagement

**TARGET: Schools/Unit:** All NHPS schools  
**No. of Students:** 3549      **Grade Level(s):** PreK-12  
**Eligibility Criteria:** Non English Proficient

<b>GRANT PERIOD:</b>	
From: (7/1/2019)	
To: (6/30/2020)	
<input checked="" type="checkbox"/> New	
<input type="checkbox"/> Continuation	
<b>Previous Bd. of Ed. Approval:</b>	
<input type="checkbox"/> Planning	
<input checked="" type="checkbox"/> Operational	
<b>Bd. of Ed. Information</b>	
<input checked="" type="checkbox"/> Action	
<input type="checkbox"/> Information	
<input type="checkbox"/> Support	
<input type="checkbox"/> Competitive	
<input checked="" type="checkbox"/> Entitlement	
<input checked="" type="checkbox"/> Grant	

**PROPOSAL DEVELOPERS:**

Pedro Mendia-Landa

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1	
ABSTRACT TIMETABLE	REVIEW
<p><b>Return to:</b> _____</p> <p><b>Received:</b> _____</p> <p><b>Board of Education FINANCE &amp; OPERATIONS Meeting Date</b> <u>11/18/19</u></p> <p><b>Board of Education Meeting Date:</b> <u>11/20/19</u></p> <p><b>Due Date to Grantor:</b> _____</p>	<p><b>Grants Manager</b> <u></u></p> <p><b>Finance Manager</b> <u></u></p> <p><b>Human Resource Manager</b> _____</p>

**Proposed Project Title:** Title III English Language Enhancement Elementary and Secondary Education

**Total Amount Requested:** \$482,385

**Proposed Grant Receiving Agency:** New Haven Public Schools

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
		Administrators	\$
		Teachers	\$
		Paraprofessionals	\$
		Clerks	\$
		Stipends	\$
	9	Others (Tutors)	\$190,944
		Longevity	\$
	6	Summer Program (4wks)	\$15,000
	1	Non Public Tutor	3,500
		<b>SUBTOTAL</b>	<b>\$209,444</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$122,571
Other Purchased Services	\$5,000
Staff Travel	\$5,000
Parent Activities	\$10,000
Professional Development	\$10,000
Independent Contractors	\$75,000
Equipment	\$2,500
Indirect Costs, if allowed	\$25,422
<b>TOTAL NON- PERSONEL</b>	<b>\$255,493</b>

**FIXED COSTS:**

Health Benefits	\$ -0-
Pension (Paras & Mgmt.)	\$ -0-
FICA/Medicare	\$16,023
Workmen's Compensation	\$1,425
<b>Fixed Cost Total</b>	<b>\$17,448</b>
<b>TOTAL PERSONNEL</b>	<b>\$226,892</b>

**Notes:**

- 1) Total Personnel and Non Personnel columns must equal grant total.
- 2) The Abstract budget must be aligned with the Grant Application budget/ED114.
- 3) All applications should budget for staff development (stipends) and evaluation wherever appropriate.

**SECTION IIA: BUDGET EXPLANATION**

Please describe **stipends**, **contracted services**, **equipment**, **other** items and **Salary**: if the grant pays a percent of salary and benefits, please describe below, explaining percentages and amounts to be paid by grant and by NHPS. If additional space is needed, continue to next page:

**Summer Program: (\$15,000) 6 PT Tutors @ \$32.00 Per Hour 19.5 hours (4 weeks)**

**FICA \$1,148 W/C \$102**

**Tutors: (\$190,944) 9 PT Tutors 19.5 hours per week/34weeks**

**FICA \$14,607 W/C \$1,298**

**Other: (\$3,792) 1 PT Tutor for St. Francis/St. Rose Non Public School**

**1 PT Tutor @\$15 per hour = \$3,500**

**FICA \$268 W/C \$25**

**Contracted Service: (\$75,000) ACES Cohort Year 5 (\$5,000) Staff Travel, (\$10,000) Parent Activities including refreshments (\$10,000) PD Workshops/Teacher Training**

**Other Purchased: (\$5,000) Fees and Subscriptions**

**Equipment: (\$2,500) Technology needs for EL students, parents and classrooms**



**Proposed Project Title:** Title III English Language Enhancement Elementary and Secondary Education

**Total Amount Requested:** \$482,385

**Proposed Grant Receiving Agency:** New Haven Public Schools

**SECTION III: SYSTEM OBLIGATIONS**

**Project support from other programs:**     None     Yes    **Explain: Regular Education**

**Linkage with other programs:**             None     Yes    **Explain: Regular Education**

**Local Fiscal costs, (include renovation):**     None     Yes    **Explain:**

**Future local personnel obligations:**         None     Yes    **Explain: 1 Full Time EL Inst. Coach**

**PROJECT OR GRANT REQUIREMENTS**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Local Maintenance                     | <input type="checkbox"/> Replication        | <input checked="" type="checkbox"/> Parent Involvement       |
| <input checked="" type="checkbox"/> In-Service Training        | <input type="checkbox"/> Advisory Committee | <input checked="" type="checkbox"/> Linkage w/other Programs |
| <input checked="" type="checkbox"/> Non-Public School Involved |   | <input type="checkbox"/> Dissemination                       |

**ADDITIONAL RESTRICTIONS OR CONCERNS**

**SUBMITTING ADMINISTRATOR:**

  
Signature

11/1/19  
Date



**Proposed Project Title:** Title III English Language Enhancement Elementary and Secondary Education

**Total Amount Requested:** \$482,385

**Proposed Grant Receiving Agency:** New Haven Public Schools

**SECTION IV: PROPOSED PERSONNEL**

List, **individually**, each position proposed by this grant application. **If no personnel**, please indicate N/A in the chart below

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
	9	Cert/Non Cert	PT ESL Tutors	10 Months	TBD	TBD	N/A
	6	Cert/Non Cert	PT ESL Tutors	Summer Program	TBD	TBD	N/A
	1	Non Cert. Instructor	PT ESL Tutor	Non Public	TBD	TBD	N/A

**V. PROPOSED CONTRACTS**

List **individually**, each contract that will be prepared by this proposed project. **If contractors will not be utilized**, please indicate **N/A** in the chart below.

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
ACES	Teacher Cohort Program Year 5	N/A	75,000

**VI. ADDITIONAL INFORMATION:**

**Please Answer All Questions -- Use Additional Pages if Necessary**

**1. Please state specific goals for this grant or the grant period.**

The Title III English Language Acquisition grant will monitor the data on the achievement gap, truancy and the high school drop rates. By conducting Professional Development, we will foster parent and community involvement to help EL students and families integrate into the school culture and access academic curriculum. Creating a level of confidence, which will decrease the achievement gap and increase student attendance as well as ELs graduating from High school.

**a. If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:**

**2. How does this grant address School Reform goals?**

In accordance with the district's curriculum framework and CCSS, academic achievement for students in the program includes two components: 1) what the students are to know and be able to do in the various content areas in their native language and English; and 2) acquisition of English proficiency, including literacy and English for communication and academic learning. Program goals and curriculum standards include those established for all students enrolled in the New Haven Public Schools, with subject matter instruction offered with English as a Second Language support.

**3. Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)**

By providing PD to general education content area teachers we will be able to better address the educational needs of English learners and decrease the achievement gap with the state; increase the graduation rate; and ensure all graduates have the tools and knowledge to succeed in college, career and life.

**REQUIRED:**

**A COPY OF THE GRANT APPLICATION MUST BE ATTACHED TO THE ABSTRACT.**

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

**Proposed Project Title:** TITLE IIA

**Grant Source and Agency:** CT STATE Dept of Ed

**Total Amount Requested:**  
\$1,006,233.00 (Public- \$916,399.96,  
Non-Public \$89,833.04)

**Due Date of Application:**  
November 1, 2019

**System Contact:** Mrs. Keisha Hannans  
Dr. Paul Whyte

**Telephone #:** 475-220-1016

**Description of Project:**  
Provide a brief description below. Use Section VI to outline specific objectives and strategies relating to goals described in the application.

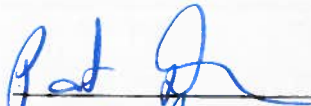

- 1) To provide embedded professional training that builds teacher and leader capacity for content to support student achievement aligned to the District's priority for Academic achievement and the School's School Improvement Plan for literacy and math.
- 2) To align to ESSA guidelines professional learning.
- 3) To enhance data-driven instruction for continuous improvement.
- 4) To support non -public schools in literacy, math, and professional learning.

**TARGET:** Schools/Unit: 20  
**No. of Students:** 10233 **Grade Level(s):** PK-12  
**Eligibility Criteria:** At-risk, Title I criteria (low income) School-wide

**PROPOSAL DEVELOPERS:**  
Mrs. Keisha Hannans  
Dr. Paul Whyte

<b>GRANT PERIOD:</b>	
From: (mm/dd/year): 07/01/2019	
To: (mm/dd/year): 06/30/2020	
<input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation	
<b>Previous Bd. of Ed. Approval:</b>	
<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Operational	
<b>Bd. of Ed. Information</b>	
<input checked="" type="checkbox"/> Action <input type="checkbox"/> Information <input type="checkbox"/> Support <input type="checkbox"/> Competitive <input checked="" type="checkbox"/> Entitlement <input type="checkbox"/> Grant	

### CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE	REVIEW
<b>Return to:</b> _____	<b>Grants Manager</b>  <b>Finance Manager</b>  <b>Human Resource Manager</b> _____
<b>Received:</b> _____	
<b>Board of Education FINANCE &amp; OPERATIONS Meeting Date</b> <u>11/18/19</u>	
<b>Board of Education Meeting Date:</b> <u>11/25/19</u>	
<b>Due Date to Grantor:</b> _____	

**Proposed Project Title:** TITLE IIA

Proposed Project Title: TITLE IIA

Total Amount Requested: \$1,006,233.00 (Public \$916,399.96, Non Public \$89,833.04)

Proposed Grant Receiving Agency: CT STATE Dept of Ed

## SECTION II: FISCAL INFORMATION

### PERSONNEL

# FT	#PT		COST
		Administrators	\$
8		Teachers	\$643,552.00
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
		Others	\$
		Stipend	\$
		Longevity	
		<b>SUBTOTAL</b>	<b>\$643,552.00</b>

### NON PERSONNEL

	COST
Supplies & Materials	\$
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$
Equipment	\$
Other	\$
Indirect Costs, if allowed	\$
<b>TOTAL NON- PERSONEL</b>	

### **FIXED COSTS:**

Health Benefits	\$259,139.96
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$9,332.00
Workmen's Compensation	\$4,376.00
<b>SUBTOTAL</b>	<b>\$272,847.96</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$916,399.96</b>

### Notes:

- 1) **Total Personnel and Non Personnel columns must equal grant total.**
- 2) **The Abstract budget must be aligned with the Grant Application budget/ED114.**
- 3) **All applications should budget for staff development (stipends) and evaluation wherever appropriate.**

## SECTION IIA: BUDGET EXPLANATION

The following categories must be explained:

**All Personnel:** explain positions; **Salary:** if the grant pays a percent of salary and fixed costs, please describe below, breaking down **percentages and amounts to be paid by grant and by NHPS.** **Other;** and **All Non- Personnel items.** If additional space is needed, continue to next page.

Salary for 8 Literacy/math coaches to provide embedded coaching to build teachers' math and literacy capacity in low performing schools. 100 % of these positions are paid by the grant

Proposed Project Title: TITLE IIA Non Public

Total Amount Requested: \$1,006,233.00 (Public \$916,399.96, Non Public \$89,833.04)

Proposed Grant Receiving Agency: NHPS

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
		Administrators	\$
		Teachers	\$
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
		Others	\$
		Stipend	\$2,995.99
		Longevity	
		<b>SUBTOTAL</b>	<b>\$2995.99</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$18,641.37
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$52,686.53
Equipment	\$15,509.15
Other	\$
Indirect Costs, if allowed	\$
<b>TOTAL NON- PERSONEL</b>	<b>\$86,837.05</b>

**FIXED COSTS:**

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$
Workmen's Compensation	\$
<b>SUBTOTAL</b>	<b>\$</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$2,995.99</b>

**Notes:**

- 1) **Total Personnel and Non Personnel columns must equal grant total.**
- 2) **The Abstract budget must be aligned with the Grant Application budget/ED114.**
- 3) **All applications should budget for staff development (stipends) and evaluation wherever appropriate.**

**SECTION IIA: BUDGET EXPLANATION**

The following categories must be explained:

**All Personnel:** explain positions; **Salary:** if the grant pays a percent of salary and fixed costs, please describe below, breaking down **percentages and amounts to be paid by grant and by NHPS**. **Other;** and **All Non- Personnel items.** If additional space is needed, continue to next page.

- **Independent Contractors:** professional development programs
- **Supplies:** books, journals, subscriptions, computer supplies/software
- **Equipment:** upgrade technology for teacher resource rooms and training programs

Proposed Project Title: TITLE IIA

Total Amount Requested: \$1,006,233.00 (Public \$916,399.96, Non Public \$89,833.04)

Proposed Grant Receiving Agency: CT STATE Dept of Ed

**SECTION III: SYSTEM OBLIGATIONS**

Project support from other programs:  None  Yes Explain:

Linkage with other programs:  None  Yes Explain: PD Support for Teachers

Local Fiscal costs, (include renovation):  None  Yes Explain:

Future local personnel obligations:  None  Yes Explain:

**PROJECT OR GRANT REQUIREMENTS**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Local Maintenance                     | <input type="checkbox"/> Replication        | <input type="checkbox"/> Parent Involvement       |
| <input checked="" type="checkbox"/> In-Service Training        | <input type="checkbox"/> Advisory Committee | <input type="checkbox"/> Linkage w/other Programs |
| <input checked="" type="checkbox"/> Non-Public School Involved |   | <input type="checkbox"/> Dissemination            |

**ADDITIONAL RESTRICTIONS OR CONCERNS**

SUBMITTING ADMINISTRATOR:

PLAWfe

Signature

11-15-19

Date

Proposed Project Title: TITLE IIA

Total Amount Requested: \$1,006,233.00 (Public \$916,399.96, Non Public \$89,833.04)

Proposed Grant Receiving Agency: CT STATE Dept of Ed

**SECTION IV: PROPOSED PERSONNEL**

List, **individually**, each position proposed by this grant application. If no personnel, please indicate N/A in the chart below

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
8		Teacher coaches	Literacy/math coaches provide embedded coaching to build teachers' math and literacy capacity in low performing schools. Teachers will do this by way of cognitive coaching in math and literacy through professional development in and out of the classroom in order to impact student achievement.	8/29/2019 - 6/30/2020	Prema Vora Shelley Kasbarian Lauren Canalori Aimee Dill Lori Kozlowski Krista Morgan Audrey Poklemba Montesi Megan Solli	Yes	41600 19968 25737 23980 17318 10009 15178 649

**V. PROPOSED CONTRACTS**

List **individually**, each contract that will be prepared by this proposed project. If contractors will not be utilized, please indicate N/A in the chart below.

**Harcourt Mifflin Harcourt (HMH)  
Literacy How**

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
TBD	Professional Development for Math and Literacy instruction		\$52,686.53


**VI. ADDITIONAL INFORMATION:**

**Please Answer All Questions -- Use Additional Pages if Necessary**

**1. Please state specific goals for this grant or the grant period.**

- 1) To provide embedded professional training that builds teacher and leader capacity for content to support student achievement aligned to the District's priority for Academic achievement and the School's School Improvement Plan for literacy and math.
- 2) To align to ESSA guidelines professional learning.
- 3) To enhance data-driven instruction for continuous improvement.
- 4) To support non -public schools in literacy, math, and professional learning.

**a. If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:**

In 2018-2019, the District's goals and outcomes for reading, math and chronic absenteeism were as follows:

Key Indicators of Success	Actual Index 2017-2018	Goals 2018-2019	2018-2019 Reported
English Language Arts District Performance Index	57.8%	59.6%	57.8%
Mathematics District Performance Index	50.3%	53.7%	50.6%
English Language Arts Growth Model (Average Target Achieved)	58.3%	60.2%	55.2%
Mathematics Growth Model (Average Target Achieved)	53.6%	60.2%	53.6%



2. **How does this grant address School Reform goals?**  
This grant addresses the goal by providing students with research-based strategies and interventions to help them to be able to access learning via a focus on literacy and math skills. Staff provides research based instructional strategies and intervention based on ESSA guidelines. The intent of all training and programs is to raise student achievement by focusing on continuous improvement.
  
3. **Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)**

This proposal is significant to improving student achievement and staff performance. Teachers and leaders are trained by coaches to implement identified literacy and math strategies to support students learning and acquisition of skills. All activities and contracts are aligned to the goals of the Opportunity District/Alliance Plan.

**REQUIRED:**

**A COPY OF THE GRANT APPLICATION MUST BE ATTACHED TO THE ABSTRACT.**

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

**Proposed Project Title:** Title I Part A

**Grant Source and Agency:** CSDE from the US Department of Education

**Total Amount Requested:** \$ 10,266,663.00  
 \$10,185,034 - Public  
 \$81,629 - Non-Public

**Due Date of Application:** November 1, 2019

**System Contact:** Dr. Iline Tracey

**Telephone #:** 475-220-1000

**Description of Project:** Provide a brief description below. Use Section VI to outline specific objectives and strategies relating to goals described in the application.



The Title I Grant will be utilized to provide additional (not supplanting) services, personnel, and resources (including supplies and professional learning to the 20 schools identified as having at-risk, low-income students with the specific focus of addressing Federal Goals, State Mandates (Focus and Turnaround) and NHPS goals.

**TARGET: Schools/Unit:** 20  
**No. of Students:** \_\_\_\_\_ **Grade Level(s):** PK-12  
**Eligibility Criteria:** At-risk, Title I criteria (low income) School-wide

<b>GRANT PERIOD:</b>	
<b>From:</b> (mm/dd/year): 07/01/2019	
<b>To:</b> (mm/dd/year): 06/30/2020	
<input type="checkbox"/> New	
<input checked="" type="checkbox"/> Continuation	
<b>Previous Bd. of Ed. Approval:</b>	
<input type="checkbox"/> Planning	
<input checked="" type="checkbox"/> Operational	
<b>Bd. of Ed. Information</b>	
<input checked="" type="checkbox"/> Action	
<input type="checkbox"/> Information	
<input type="checkbox"/> Support	
<input type="checkbox"/> Competitive	
<input checked="" type="checkbox"/> Entitlement	
<input type="checkbox"/> Grant	

**PROPOSAL DEVELOPERS:**  
 Mrs. Keisha Redd-Hannans  
 Dr. Paul Whyte  
 \*Staff with programs

### CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE	REVIEW
<p><b>Return to:</b> _____</p> <p><b>Received:</b> _____</p> <p><b>Board of Education FINANCE &amp; OPERATIONS Meeting Date:</b> <u>11/18/19</u></p> <p><b>Board of Education Meeting Date:</b> <u>11/25/19</u></p> <p><b>Due Date to Grantor:</b> _____</p>	<p><b>Grants Manager</b> _____ </p> <p><b>Finance Manager</b> _____ </p> <p><b>Human Resource Manager</b> _____</p>

**Proposed Project Title:** Title I/Consolidates Federal Application

**Total Amount Requested:** \$10,266,663.00 (Public – 10,185,034: Non- Public \$81,629)

**Proposed Grant Receiving Agency:** New Haven Public Schools

**SECTION II: FISCAL INFORMATION**

# FT	#PT		COST
	4	Administrators	\$
55	33	Teachers	\$3,474,290.18
		Management	\$224,125.00
67	28	Paraprofessionals	\$1,930,835.00
4	4	Clerks	\$127,482.70
12	3	Others	\$470,127.00
		Stipend	\$
		Longevity	\$42,380.00
		<b>SUBTOTAL</b>	<b>\$6,269,239.88</b>

	COST
Supplies & Materials	\$ 195,990.00
Student Transportation	\$ 156,000.00
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$ 470,000.00
Equipment	\$ 125,000.00
Other	\$ 11,000
Indirect Costs, if allowed	\$ 358,100.00
<b>TOTAL NON- PERSONEL</b>	<b>\$ 1,316,090.00</b>

**FIXED COSTS:**

Health Benefits	\$2,288,846.60
Pension (Paras & Mgmt.)	\$48,162.19
FICA/Medicare	\$223,707.53
Workmen's Compensation	\$38,988.11
<b>SUBTOTAL</b>	<b>\$2,599,703.43</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$8,868,976.43</b>

**Notes:**

- 1) **Total Personnel and Non Personnel columns must equal grant total.**
- 2) **The Abstract budget must be aligned with the Grant Application budget/ED114.**
- 3) **All applications should budget for staff development (stipends) and evaluation wherever appropriate.**

## SECTION IIA: BUDGET EXPLANATION

The following categories must be explained:

**All Personnel:** explain positions; **Salary:** if the grant pays a percent of salary and fixed costs, please describe below, breaking down **percentages and amounts to be paid by grant and by NHPS**. **Other;** and **All Non- Personnel items**. If additional space is needed, continue to next page.

### 1. General Education FTE positions will support students across the District as follows:

4 FTEs Clerical  
16 FTEs Bilingual Assistant Teachers  
43 FTEs Assistant Teachers in General Ed 1st Grade/Kindergarten  
1 FTE Assistant Teacher in General Education High School  
7 FTEs Assistant Teachers in Preschool  
4 FTEs Drop Out Prevention Specialist  
2 FTE Family Educators  
6 FTEs Teachers in Preschool Head Start/School Readiness  
3 FTEs Parent Liaison Workers  
1 FTE Student Retention Specialist  
22 FTEs Literacy Coaches  
21 FTEs Math Coaches  
1 FTE Early Learning Coach  
1 FTE Teacher of Integrated Language Arts  
1 FTE Intervention Teacher - Read 180  
1 FTE Bilingual Coach  
2 FTEs Teachers of ESOL  
2 Youth Development Coordinators  
Part-Time Extended Day Tutors

### 2. Part-Time Hourly FTE positions for Saturday Academy:

28 Certified Teachers  
4 Certified Administrators  
2 Certified Coaches  
3 Certified Reading/Math Interventionist  
2 Tutors  
28 Paraprofessionals  
2 Drop-out Prevention Workers  
4 Clerks  
1 Technology Support  
2 Cafeteria Workers

### 3. Non-Personnel

- Agreements to enhance student learning experiences for parents and families
- Professional learning activities to provide on-site coaching to support the academic and social-emotional needs of students aligned with the Opportunity District/Alliance Plan
- Transportation for students on field trips and to support homeless families

Proposed Project Title: Title I Consolidates Federal Application

Total Amount Requested: - \$81,629 Non-Public

Proposed Grant Receiving Agency: New Haven Public Schools

**SECTION II: FISCAL INFORMATION**

# FT	#PT		COST
		Administrators	\$0
	6.5	Teachers	\$69,000.69
		Management	\$0
		Paraprofessionals	\$0
		Clerks	\$0
		Others	\$0
		Stipend	\$0
		Longevity	\$0
		<b>SUBTOTAL</b>	<b>\$69,000.69</b>

	COST
Supplies & Materials	\$ 4,529.00
Student Transportation	\$0
Staff Travel	\$0
Internal Evaluation	\$0
External Evaluation	\$0
Independent Contractors	\$ 1,000.00
Equipment	\$ 1,000.00
Other	\$0
Indirect Costs, if allowed	\$0
<b>TOTAL NON- PERSONEL</b>	<b>\$ 6,529.00</b>

**FIXED COSTS:**

Health Benefits	\$0
Pension (Paras & Mgmt.)	\$0
FICA/Medicare	\$5,400
Workmen's Compensation	\$700
<b>SUBTOTAL</b>	<b>\$\$6,100.00</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>75,100.69</b>

**Notes:**

- 1) **Total Personnel and Non Personnel columns must equal grant total.**
- 2) **The Abstract budget must be aligned with the Grant Application budget/ED114.**
- 3) **All applications should budget for staff development (stipends) and evaluation wherever appropriate.**

**SECTION IIA: BUDGET EXPLANATION**

The following categories must be explained:

**All Personnel:** explain positions; **Salary:** if the grant pays a percent of salary and fixed costs, please describe below, breaking down **percentages and amounts to be paid by grant and by NHPS**. **Other;** and **All Non- Personnel items**. If additional space is needed, continue to next page.

1. General Education PT Teachers

- 6.5 part-time teachers

2. Non-Personnel

- In-service costs to support training/parent activities
- Maintenance and replacement of computer equipment

**SECTION III: SYSTEM OBLIGATIONS**

**Project support from other programs:**     None     Yes    **Explain:**

**Linkage with other programs:**                       None     Yes    **Explain:**

**Local Fiscal costs, (include renovation):**     None     Yes    **Explain:**

**Future local personnel obligations:**             None     Yes    **Explain:**

**PROJECT OR GRANT REQUIREMENTS**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Local Maintenance                     | <input type="checkbox"/> Replication        | <input checked="" type="checkbox"/> Parent Involvement       |
| <input checked="" type="checkbox"/> In-Service Training        | <input type="checkbox"/> Advisory Committee | <input checked="" type="checkbox"/> Linkage w/other Programs |
| <input checked="" type="checkbox"/> Non-Public School Involved |   | <input checked="" type="checkbox"/> Dissemination            |

**ADDITIONAL RESTRICTIONS OR CONCERNS**

**SUBMITTING ADMINISTRATOR:**

*PJB Wyle*  
Signature

*11-15-19*  
Date

Proposed Project Title: Title I/Consolidated Federal Application

Total Amount Requested: \$10,266,663.00 (Public – 10,185,034.31 / Private - \$81,628.69)

Proposed Grant Receiving Agency: New Haven Public Schools

**SECTION IV: PROPOSED PERSONNEL**

List, **individually**, each position proposed by this grant application. **If no personnel**, please indicate N/A in the chart below

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
4		Clerical	Clerical	10 months	Staff Roster	Yes	
16		Paraprofessional	Bilingual Assistant Teacher	10 months	Staff Roster	Yes	
43		Paraprofessional	Assistant Teacher in General Ed. First Grade/ Kindergarten	10 months	Staff Roster	Yes	
1		Paraprofessional	Assistant Teacher in General Education High School	10 months	Staff Roster	Yes	
7		Paraprofessional	Assistant Teacher in Preschool	10 months	Staff Roster	Yes	
4		Other	Drop Out Prevention Specialist	10 months	Staff Roster	Yes	
2		Other	Family Educator	10 months	Staff Roster	Yes	
6		Paraprofessional	Teacher in Preschool/Head Start	10 months	Staff Roster	Yes	
3		Other	Parent Liaison Worker	10 months	Staff Roster	Yes	
1		Other	Student Retention Specialist	10 months	Staff Roster	Yes	
22		Teacher	Literacy Coach	10 months	Staff Roster	Yes	
21		Teacher	Math Coach	10 months	Staff Roster	Yes	

1		Teacher	Early Learning Coach	10 months	Staff Roster	Yes	
1		Teacher	Teacher of Integrated Language Arts	10 months	Staff Roster	Yes	
1		Teacher	Intervention Teacher - Read-180	10 months	Staff Roster	Yes	
1		Teacher	Bilingual Coach	10 months	Staff Roster	Yes	
2		Teacher	Teachers of ESOL	10 months	Staff Roster	Yes	
2		Other	Youth Development Coordinator	10 months	Staff Roster	Yes	
	28	Teacher	Certified Teacher	Saturdays Nov - June	TBD	Yes	
	4	Administrator	Certified Administrator	Saturdays	TBD	Yes	
	2	Teacher	Certified Coach	Nov - June	TBD	Yes	
	3	Teacher	Certified reading/Math Interventionist	Saturdays	TBD	Yes	
	2	Tutor	Tutor	Nov - June	TBD	Yes	
	28	Paraprofessional	Paraprofessional	Saturdays	TBD	Yes	
	2	Other	Drop-out Prevention Specialist	Nov - June	TBD	Yes	
	4	Clerical	Clerks	Saturdays	TBD	Yes	
	1	Other	Technology Support	Nov - June	TBD	Yes	
	2	Other	Cafeteria Worker	Saturdays Nov - June	TBD	Yes	
	24	Other	MoRRi Tutors	10 months	TBD	Yes	



**V. PROPOSED CONTRACTS**

List individually, each contract that will be prepared by this proposed project. If contractors will not be utilized, please indicate N/A in the chart below.

<b>Proposed Independent Contractor</b>	<b>Brief Description of Service</b>	<b>Proposed Pay Rate</b>	<b>Proposed Total</b>
Yale University	Professional learning on Adolescent Development, Parent Curriculum, School Planning and Management Teams, Student and Staff Support Teams, and on-going technical assistance		\$175,000
New Haven Reads	Tutorial Services		\$40,000
Clifford Beers Clinic	Program addressing social/interpersonal activities with positive values and behaviors		\$15,000
TBD	Social-emotional supports and interventions		\$150,000
TBD	Saturday Academy Health and Wellness Curriculum		\$30,000
TBD	Saturday Academy Science Education		\$30,000
TBD	Saturday Academy Arts Education		\$30,000

**VI. ADDITIONAL INFORMATION:**

**Please Answer All Questions -- Use Additional Pages if Necessary**

***NOTE: This application is aligned with the Opportunity District /Alliance Goals and includes activities to address the scope of services allowable under Title I***

- Please state specific goals for this grant or the grant period.**

Reference Goals: ESEA federal funds in this application must be used to:

- Narrow the achievement gap and create academic excellence for all students
- Prepare students for success in college and careers
- Support District and school improvement efforts both cognitive and affective
- Support effective teaching and leadership

The New Haven Public School's Title I application and each individual School Continuous Improvement Plan (SCIP) are aligned to the Opportunity District/Alliance Goals which reflect all state and federal requirements. The SCIPs are used as the reference for all planning, professional learning, and TEVAL activities. In addition to the SCIPs, the accountability aspects inferred in all legislation is incorporated in the teacher contract to address non-performance issues. Each school, with its trained Data Teams, instructional coaches, additional supplemental staff (Title I eligible, Focus, and Turnaround schools) and Title II A resources complete the SCIP to address data driven information regarding student performance. Professional development activities are school based and reflect the specific needs of the school and staff.

All Title I activities are aligned and complement the District's Early Childhood Literacy initiatives and the ESSA federal goals and requirements. They recognize the need to enhance curriculum and instructional strategies, appropriately aligned to the early needs of children, support parents in school-related activities, focus on reducing dropouts and include assessment supports which link programs with State/Federal requirements.

The programs funded through Title I contributes to the District's Next Generation System of Accountability Index scores. In 2018-2019, the District's goals and outcomes for reading, math and chronic absenteeism were as follows:

Key Indicators of Success	Baseline	Goals 2019-2020
English Language Arts District Performance Index	57.8%	61%
Mathematics District Performance Index	50.6%	55.7%
English Language Arts Growth Model (Average Target Achieved)	55.2%	63.8%
Mathematics Growth Model (Average Target Achieved)	53.6%	63.8%
Chronic Absenteeism	19.3%	15.2%

**a. If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:**

The programs funded through Title I contributes to the District's Next Generation System of Accountability Index scores. In 2018-2019, the District's goals and outcomes for reading, math and chronic absenteeism were as follows:

Key Indicators of Success	Actual Index 2017-2018	Goals 2018-2019	2018-2019 Reported
English Language Arts District Performance Index	57.8%	59.6%	57.8%
Mathematics District Performance Index	50.3%	53.7%	50.6%
English Language Arts Growth Model (Average Target Achieved)	58.3%	60.2%	55.2%

Mathematics Growth Model (Average Target Achieved)	53.6%	60.2%	53.6%
Chronic Absenteeism	19.9%	16.3%	19.3%

**2. How does this grant address School Reform goals?**

All programs reflect the local, state, and federal standards integrated into assessment vehicles used in the District. Each program, as specified by Federal/CSDE standards, must keep pertinent information and data which shows linkages to improved student performance. Accordingly, different strategies and activities must be included to meet the needs of those involved. Adequate records for all programs are mandated in this proposal, including local, state, and other assessments and include attendance statistics.

**3. Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)**

Please see responses to one and two.

All activities and contracts are aligned to the goals of the Opportunity District/Alliance Plan.

**REQUIRED:**

**A COPY OF THE GRANT APPLICATION MUST BE ATTACHED TO THE ABSTRACT.**

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

**Proposed Project Title:** Title IVA - Student Support and Academic Enrichment Grant 2019-20

**Grant Source and Agency:** Connecticut State Department of Education

**Total Amount Requested:**  
 \$750,081  
 Public  
 \$ 707,023.94  
 Non-Public  
 \$43,057.06

**Due Date of Application:**  
 11/08/2019

**System Contact:** Jessica Haxhi

**Telephone #:** 475  
 -220-1405

**Description of Project:** Provide a brief description below. Use Section VI to outline specific objectives and strategies relating to goals described in the application.

Provide NHPS students with well-rounded educational opportunities, encourage safe & healthy students and schools, and promote the effective use of technology for instruction.

**TARGET: Schools/Unit:** Low-performing schools  
**No. of Students:** All **Grade Level(s):** All  
**Eligibility Criteria:** Low-performing schools

<b>GRANT PERIOD:</b>	
From: (mm/dd/year): 07/1/2019	
To: (mm/dd/year): 06/30/2020	
<input type="checkbox"/> New	
<input checked="" type="checkbox"/> Continuation	
<b>Previous Bd. of Ed. Approval:</b>	
<input type="checkbox"/> Planning	
<input checked="" type="checkbox"/> Operational	
<b>Bd. of Ed. Information</b>	
<input checked="" type="checkbox"/> Action	
<input type="checkbox"/> Information	
<input type="checkbox"/> Support	
<input type="checkbox"/> Competitive	
<input checked="" type="checkbox"/> Entitlement	
<input checked="" type="checkbox"/> Grant	

**PROPOSAL DEVELOPERS:**

Jessica Haxhi  
 Edith Johnson  
 Glen Worthy  
 Matthew Brown  
 Laura Roblee  
 Kermit Carolina  
 Carolyn Ross-Lee  
 Typhanie Jackson  
 Sue Peters  
 Ellen Maust  
 Sandra Clark  
 Ken Mathews

### CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE	REVIEW
<b>Return to:</b> _____	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;"><b>Grants Manager</b> </div> <div style="margin-bottom: 10px;"><b>Finance Manager</b> </div> <div style="margin-bottom: 10px;"><b>Human Resource Manager</b> _____</div> </div>
<b>Received:</b> _____	
<b>Board of Education FINANCE &amp; OPERATIONS Meeting Date</b> <u>11/18/19</u>	
<b>Board of Education Meeting Date:</b> <u>11/25/19</u>	
<b>Due Date to Grantor:</b> _____	

**Proposed Project Title:** Title IVA - Student Support and Academic Enrichment Grant 2019-20

**Total Amount Requested:** \$ 750,081 (Public \$ 707,023.94 Non-Public \$43,057.06)

**Proposed Grant Receiving Agency:** NHPS

**SECTION II: FISCAL INFORMATION – PUBLIC SCHOOLS**

**PERSONNEL**

**NON PERSONNEL**

# FT	#PT		COST
		Administrators	\$
	TBD	Teachers	\$42,088
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
	13	Others	\$176,943
	8	Stipends	\$8,960
		Longevity	
		Students	
		<b>SUBTOTAL</b>	<b>\$227,991.00</b>

	COST
Supplies & Materials	\$172,757.93
Student Transportation	\$23,000.00
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$214,500.00
Equipment	\$720
Other	\$12,700.00
Indirect Costs, if allowed	\$39,529.00
<b>TOTAL NON- PERSONEL</b>	<b>463,206.93</b>

**FIXED COSTS:**

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$14,275.94
Workmen’s Compensation	\$1,550.07
<b>SUBTOTAL</b>	<b>\$15,826.01</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$243,817.01</b>

**Notes:**

- 1) **Total Personnel and Non Personnel columns must equal grant total.**
- 2) **The Abstract budget must be aligned with the Grant Application budget/ED114.**
- 3) **All applications should budget for staff development (stipends) and evaluation wherever appropriate.**

**SECTION IIA: BUDGET EXPLANATION**

The following categories must be explained:

**All Personnel:** explain positions; **Salary:** if the grant pays a percent of salary and fixed costs, please describe below, breaking down **percentages and amounts to be paid by grant and by NHPS**. **Other;** and **All Non- Personnel items**. If additional space is needed, continue to next page.

**Personnel positions**

**PT Teachers**

- PT afterschool hourly rate and benefits for certified NHPS teachers (TBD) to perform needed curriculum revisions according to the revision cycle in performing arts, history/social studies, and world languages in order to continue to improve alignment with standards, update to current best practices, and provide differentiation strategies.
- PT afterschool hourly rate and benefits for certified NHPS teachers (TBD) to perform needed curriculum and assessment revisions in science.

- PT hourly rate and benefits for 12 certified NHPS teachers who created core Google Classroom content to provide training to large group of HS teachers.

### Others

- 100% of a part-time (with benefits) staff or a portion of full-time staff to support the work related to Title IVA grant as part of administrative funds allowed in grant. If FT staff, remaining portion(s) may be paid through other grants TBD.
- Part-time non-certified rate for 4 PT Staff for the Rise and Shine Program (2 for girls, 2 for boys) who will visit each identified middle school to meet with administrator(s) and have student group meetings at least once per week (Feb. 2020-December 2020); there will also be weekly meetings with in-district personnel to plan content for student meetings. Staff would also be responsible for regularly follow-up with individual students and as incidents arise.
- Part-time non-certified rate for 7 College & Career Center staff at James Hillhouse HS, Wilbur Cross HS, and High School in the Community (3 each at Hillhouse/Wilbur Cross, 1 at HSC). Staff will assist students with questions related to all aspects of college/career applications, FAFSA, etc.

### Stipends

- Stipends for 8 teachers to lead Seal of Biliteracy testing and reporting: James Hillhouse HS, Wilbur Cross HS, High School in the Community, Metropolitan Business Academy, Hill Career HS, Cooperative Arts & Humanities HS, ESUMS HS, Sound HS (1 teacher at each high school listed), based on 35 hours of work per teacher.

### **Non-Personnel Items**

#### **Supplies & Materials**

- Digital supplement to the core math curriculum in grades K-5, including grade level intervention and enrichment materials in English and Spanish and access for students and their families 24 hours per day/7 days per week.
- Supplemental resources for NHPS students to be able to access 085 remedial Gateway math course (SY 2020-21) while they are still in high school.
- Online learning licenses (Edgenuity) will continue to be used at high schools for blended academic support with a teacher of record.
- Provide state-approved testing for all students pursuing the Seal of Biliteracy at participating schools in Spring 2020 and retakes for Seniors in Fall 2020.
- Implement student training on bullying prevention by using an online “Safe Schools Training Portal” for students in grades 6-8. This training for students will complement the training for teachers that was included in our Alliance District Grant Application for 2019-20.
- Research and purchase new health curricula and materials for the district, in both English and Spanish.
- Provide textbooks and online licenses for students in College before College dual-enrollment programs at Gateway Community College and/or Southern CT State University in Fall 2020 and Spring 2021.
- Strengthen instruction in world languages for upper levels and native speaker classes by investing in authentic novels and non-fiction books as well as Medical Spanish Coursework for Native Speaker and Level III world language classes.
- Food, supplies, and student election ballots for student meetings to increase student involvement in decision-making.
- Supplies and Food for Meetings of the Rise & Shine Initiative for MS at-risk students.
- Provide actual “Seals of Biliteracy” for diplomas and recognition award pins to graduates receiving the award at all schools to celebrate their accomplishment.
- Provide access to “Pear Deck” Google add-on for a small pilot group of world language teachers to create interactive online presentations that allow students to provide answers, drawings, and feedback in real-time. Teachers will turnkey learning to others in staff meetings and world language department meetings.

### **Student Transportation:**

- Support college counseling with bus trips for students to various colleges in the Northeast.
- Transportation for Rise and Shine Initiative for at-risk middle school boys and girls to go to conferences and trips.
- Transportation for students in world language classes and native/heritage speakers from NHPS to participate in the Connecticut COLT Poetry Contest for grades 6-12 in spring 2020 and students in K-6 to participate in the CT COLT Rhyme Celebration in spring 2020.

### **Independent Contractors**

- Google Classroom training for a large group of high school educators in order to assist them in utilizing content created in the 2019-20 school year in their own Google Classroom blended learning models for regular and credit-recovery instruction in SY 2020-21. Also offer training to SPED and TAG teachers.
- CBITS (Cognitive Behavior Interventions for Trauma in Schools) and Bounce Back curriculum for more staff and schools.
- Climate Survey (Spring 2020 Survey). Parent survey topics include; barriers to engagement, school safety, school climate and school fit, including new, SEL-specific questions. Includes interactive reports, and actionable strategies to build their students' SEL skills.
- Nurse Practitioner (Consultant - Spring 2020 and Fall 2020) Provide a nurse practitioner at Riverside Academy.
- Continue to use HealthX, a health data management system to provide real-time information about student health and allow us to generate comparisons and impact of services on student health and emotional outcomes across all 17 clinic sites and dental clinic districtwide.
- Discovering Amistad Program - DA provides programming that uses the history of the Amistad rebellion as a lens to examine current day issues of social justice and equity within the United States. PD for the teachers continuing in the partnership, 3 in-person in-school classes per participating class (multiplied by the # of classes that year in the grade level) aligned to CT Frameworks for the Social Studies, and the actual field experience of each participating class going out on the Schooner for a sail and hands-on lesson on board the ship.
- Implement a vocational program at Riverside Academy with job coaching available for students.
- Provide AP training for teachers to receive initial training and re-certification in June/July 2020.
- Phone-In and document Translation - Promote parent involvement at schools and central office through the use of a phone-In translation service in 200+ languages, with document services available as well.

### **Equipment**

- Headphones to be shared by new high schools who will test for the Seal of Biliteracy.

### **Other**

- Entry Fees for Rise and Shine Conferences and Trips
- Entry fees for students in world language classes and native/heritage speakers from NHPS to participate in the Connecticut COLT Poetry Contest for grades 6-12 in spring 2020 and students in K-6 to participate in the CT COLT Rhyme Celebration in spring 2020.
- Non-Public  
Cold Spring - Conference Fee to provide training for the Director of Cold Spring school in school culture-building, reducing bias, and mindfulness in education.

## SECTION II: FISCAL INFORMATION – NON-PUBLIC SCHOOLS

### PERSONNEL

# FT	#PT		COST
		Administrators	\$
	1	Teachers	\$3,263.06
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
		Others	\$
		Stipends	\$
		Longevity	
		Students	
		<b>SUBTOTAL</b>	<b>\$3,263.00</b>

### NON PERSONNEL

	COST
Supplies & Materials	\$26,140.73
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$7,175.00
Equipment	\$4,281.27
Other	\$1,925.00
Indirect Costs, if allowed	\$
<b>TOTAL</b>	<b>\$39,522.00</b>
<b>NON- PERSONEL</b>	

### **FIXED COSTS:**

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$249.00
Workmen's Compensation	\$23.00
<b>SUBTOTAL</b>	<b>\$272.00</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$3,535.06</b>

### Notes:

- 1) **Total Personnel and Non Personnel columns must equal grant total.**
- 2) **The Abstract budget must be aligned with the Grant Application budget/ED114.**
- 3) **All applications should budget for staff development (stipends) and evaluation wherever appropriate.**

## SECTION IIA: BUDGET EXPLANATION- Non-Public Schools

The following categories must be explained:

**All Personnel:** explain positions; **Salary:** if the grant pays a percent of salary and fixed costs, please describe below, breaking down **percentages and amounts to be paid by grant and by NHPS**. **Other;** and **All Non- Personnel items**. If additional space is needed, continue to next page.

### **Personnel positions – Non-Public**

#### PT Teachers

- PT afterschool hourly rate and benefits for non-certified PT teacher of Hebrew, max 19.5 hours/week at Yeshiva Gedolah Rabbinical Institute of New England.

### **Supplies & Materials – Non-Public**

- Cold Spring - Licenses for Big Brainz, (SY 2020-21), a supplemental online math program that helps students develop math fluency (from Imagine Learning) to supplement and support STEM instruction.
- Foote - Project Invention Modules Licenses (SY 2020-21) to supplement and support school-year STEM instruction.
- Foote - DefinedSTEM subscription - Improve instruction using technology (SY 2020-21) with an online platform that provides teachers with the tools to implement and assess project-based learning in STEM.
- Foote - Camp Invention licenses to supplement and support summer camp STEM instruction (Summer 2020) in K-6.
- St. Bernadette Moby Max iPad app that covers all subject areas and includes the whole school under a site license.



- St. Bernadette - IXL supplementary licenses for Math, ELA, and Social Studies.
- St. Bernadette - Spelling City supplemental ELA iPad app with 60 subscriptions to support differentiation and blended learning.
- St. Bernadette - Second Step Anti-Bullying Kits, -Implement practices to prevent bullying at St. Bernadette with anti-bullying curriculum.
- St. Bernadette - Instructional P.E. supplies to promote healthy lifestyle.
- St. Bernadette - WR.3. Texts to enhance for history, geography, government, environmental education & STEM instruction.
- Yale Child Study Center - Instructional supplies and pamphlets related to healthy lifestyle to Improve outcomes for students with psychiatric needs.
- St. Francis/St. Rose - Supplies for supplemental programming to extend lessons learned in the “Little Scientists” live in-class lessons program.
- St. Martins to purchase Music Instructional Supplies for SY 2020-21 instrumental music sheet music books.
- Catholic Academy (St. Aedan/St.Brendan) SEL curriculum materials for implementation in all grades.
- Catholic Academy (St. Aedan-St. Brendan) instructional supplies for Makerspace (videography supplies, creativity supplies, etc.)
- Liberty Educational Service Center - Provide ink for color printer to print STEM-related instructional materials.

### **Independent Contractors – Non-Public**

- Cold Spring - Consulting fee for presenter (child psychiatrist) to provide education forums on wellness topics and parenting.
- St. Francis/St. Rose - Supplemental programming in STEM by the “Little Scientists” live in-class lessons program.
- Catholic Academy (St. Aedan/St.Brendan) training for teachers on using purchased SEL curriculum materials.

### **Equipment – Non-Public**

- St. Thomas' - 3D Printers and Lego Robotics Kits to extend STEM instruction to practical applications.
- Catholic Academy (St. Aedan-St. Brendan). STEM learning through Makerspace - Laser cutting machine.

### **Other – Non-Public**

- St. Martin de Porres Academy - Entry Fees for students to attend an adjudicated music festival.
- Cold Spring - Conference Fee to provide training for the Director of Cold Spring school in school culture-building, reducing bias, and mindfulness in education.

**Proposed Project Title:** Title IVA - Student Support and Academic Enrichment Grant 2019-20

**Total Amount Requested:** \$ 750,081 (Public \$ 707,023.94 Non-Public \$43,057.06)

**Proposed Grant Receiving Agency:** NHPS

**SECTION III: SYSTEM OBLIGATIONS**

**Project support from other programs:**  None  Yes **Explain:**

**Linkage with other programs:**  None  Yes **Explain:**

**Local Fiscal costs, (include renovation):**  None  Yes **Explain:**

**Future local personnel obligations:**  None  Yes

**PROJECT OR GRANT REQUIREMENTS**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Local Maintenance                     | <input type="checkbox"/> Replication        | <input type="checkbox"/> Parent Involvement       |
| <input type="checkbox"/> In-Service Training                   | <input type="checkbox"/> Advisory Committee | <input type="checkbox"/> Linkage w/other Programs |
| <input checked="" type="checkbox"/> Non-Public School Involved |   | <input type="checkbox"/> Dissemination            |

**ADDITIONAL RESTRICTIONS OR CONCERNS**

**SUBMITTING ADMINISTRATOR:** Jessica Heen 11/13/19  
**Signature** **Date**

**Proposed Project Title:** Title IVA - Student Support and Academic Enrichment Grant 2019-20

**Total Amount Requested:** \$ 750,081 (Public \$ 707,023.94 Non-Public \$43,057.06)

**Proposed Grant Receiving Agency:** NHPS

**SECTION IV: PROPOSED PERSONNEL**

List, **individually**, each position proposed by this grant application. If no personnel, please indicate N/A in the chart below

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
	TBA	PT after-school, certified teachers	PT Curriculum writers for history/social studies, performing arts, and world languages	2/1/2020-6/30/2020 and 8/30/2020-12/30/2020	TBA	Yes, TBA	
	TBA	PT after-school, certified teachers	PT Curriculum writers for curriculum and assessment in science.	2/1/2020-6/30/2020 and 8/30/2020-12/30/2020	TBA	Yes, TBA	
	12	PT after-school, certified teachers	PT Curriculum writers who created core Google Classroom content will provide training to larger group of HS teachers.	8/20/20-9/15/19	TBA	Yes, TBA	
	8	Stipend, PT certified teachers	PT Seal of Biliteracy Coordinators to lead Seal of Biliteracy testing and reporting at their high schools.	2/1/2020-6/30/2020 and 8/30/2020-12/30/2020	TBA	Yes, TBA	
	1	Part-Time Grant Support non-certified non-instructional	Part-time (with benefits) staff or a portion of full-time staff to support the Title IVA grant as part of administrative funds allowed in grant. If FT staff, remaining portion(s) may be paid through other grants TBD.	2/1/2020-6/30/2020 and 8/30/2020-12/30/2020	TBA	No TBA	

	7	PT Instructional Non-certified	7 College & Career Center staff (3 each at Hillhouse and Wilbur Cross, 1 at HSC)	2/1/2020-6/30/2020 and 8/30/2020-12/30/2020	TBA	No	
	4	PT College Student/Non-certified	4 PT Staff for the Rise and Shine Program (2 for girls, 2 for boys groups)	2/1/2020-6/30/2020 and 8/30/2020-12/30/2020	TBA	No	

### Non-Public Personnel

	1	PT Instructional Non-certified	Non-Public PT Hebrew Instructor for Yeshiva Gebolah Rabinnical Institute	2/1/2020-6/30/2020 and 8/30/2020-12/30/2020	TBA	No	
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### V. PROPOSED CONTRACTS

List **individually**, each contract that will be prepared by this proposed project. If contractors will not be utilized, please indicate **N/A** in the chart below.

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
Eduscape	Google Classroom training for a large group of high school educators, SPED, and TAG teachers.	\$2,250/day	\$9,000
Clifford Beers	CBITS (Cognitive Behavior Interventions for Trauma in Schools) and Bounce Back curriculum for more staff and schools.		\$18,000
Panorama	Climate Survey (Spring 2020 Survey). Parent survey topics include; barriers to engagement, school safety, school climate and school fit, including new, SEL-specific questions. Includes interactive reports, and actionable strategies to build their students' SEL skills.		\$80,000
TBD	Nurse Practitioner (Consultant - Spring 2020 and Fall 2020) Provide a nurse practitioner at Riverside Academy.	\$57/hour for 2 days/week, plus W/C and FICA.	\$25,000
HealthX	HealthX (SY 2020-21), a health data management system to provide real-time information about student health and allow us to generate comparisons and impact of services on student health and emotional outcomes across all 17 clinic sites and dental clinic districtwide		\$30,000

Discovering Amistad	PD for the teachers, 3 in-person in-school classes per participating class (multiplied by the # of classes that year in the grade level) and the actual field experience of each participating class/school going out on the Schooner for a sail and hands-on lesson on board the ship.		\$14,500
TBD	Implement a vocational program at Riverside Academy with job coaching available for students.		\$20,000
Taft Education Center	AP Training for 10 Teachers	\$1,000/teacher	10,000
Voiance	Phone-based real-time interpretation service, document translation services	\$0.61-0.71/minute	\$8,000

### Non-Public Proposed Contracts

TBD	Cold Spring - Consulting fee for presenter (child psychiatrist) to provide education forums on wellness topics and parenting.		\$2,000
Little Scientists	St. Francis/St. Rose - Supplemental programming in STEM by the "Little Scientists" live in-class lessons program.		\$4,375
TBD	Catholic Academy - training for teachers on using purchased SEL curriculum materials.		\$800

## VI. ADDITIONAL INFORMATION:

### Please Answer All Questions -- Use Additional Pages if Necessary

#### 1. Please state specific goals for this grant or the grant period.

##### **Well-Rounded Educational Opportunities**

1. Support the transition from high school to college/career districtwide and increase access to accelerated learning opportunities including Advanced Placement, dual-enrollment, College Before College opportunities, Seal of Biliteracy awards, and credit recovery.
2. Support the transition from high school to college/career and increase access to accelerated learning opportunities at identified schools by establishing college and career centers at James Hillhouse HS, Wilbur Cross HS, and High School in the Community. Centers will provide one-stop assistance with college and FAFSA applications, AP testing, SAT/PSAT/ACT, college visits, dual-enrollment, College Before College opportunities, Seal of Biliteracy awards, and credit recovery. In addition, a vocational training program for Riverside Academy Alternative High School will be established.
3. Improve access and quality of programming districtwide for STEM, world languages, arts, music, and American history through targeted programs, technology integration, supplies, and improved curricula.

##### **Safe & Healthy Students**

1. Promote a supportive school climate at all schools districtwide by focusing on bullying prevention, restorative practices, student civic involvement, social-emotional learning, trauma-informed practices, and increased parent involvement.
2. Improve student engagement of the most at-risk middle school students by developing their relationship-building skills, connections to schools, and academic achievement through a specialized in-school program at identified schools: Troup, Brennan/Rogers, Barnard, Ross-Woodward, King/Robinson, Clemente, LW Beecher, and Betsy Ross.
3. Promote student health, decrease chronic absenteeism, and implement programs that support a healthy lifestyle districtwide through student health services, health tracking, and new health education curriculum and materials.

### **Effective Use of Technology**

1. Utilize innovative blended learning options and infrastructure to promote student engagement, support STEM instruction, differentiation of content, and credit recovery for struggling students.
2. Support high-quality professional development for educators to implement blended learning using Google classroom, especially high school core content teachers, TAG, and special education teachers.

**a. If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed: This is a continuation grant**

### **Well-Rounded Education**

- Curriculum revisions in world languages, social studies, and science were completed for the 2018-19 revision cycle.
- College tours were supported for high school students across the district.
- Students at 5 middle schools participated in the Discovering Amistad program.
- Seal of Biliteracy testing was begun and fully implemented for juniors and seniors at James Hillhouse and Wilbur Cross.
- Music education was enhanced through new world drumming sets and accompanying PD for teachers.

### **Safe & Healthy**

- An English Learner Services brochure in English, Spanish, Arabic, Pashto was created to improve parent understanding of services offered.
- Parents who speak languages other than English were encouraged to interact more with schools through a phone-in translation service used by administrators and teachers.
- The Climate Survey was given and the data analyzed for use by schools. It was also translated into various languages.
- Social workers were given training on trauma-informed practices.
- Student groups met to discuss SEL and other relevant districtwide school climate topics.
- The newly-created Rise and Shine Initiative offered in-school support, a leadership conference, and trips to build esteem and connections with school for at-risk middle school boys in the most high-need schools.
- Student health and physical education supplies were purchased for schools/clinics in need.
- Student health needs were tracked and data analyzed with an online platform

### **Technology**

- Google classroom training was provided for 18 teachers in summer 2019. Now, 12 of those teachers are creating Google classroom content for the most-taught core content classes in the district.
- Edgenuity licenses for online credit recovery are being utilized in high schools.
- High quality instruction along with teacher narrative was captured on video for use in professional development.
- Seal of Biliteracy headphones were purchased to ensure high quality audio recordings for all students taking the test (and the headphones were used in March, May and September for testing.)

**2. How does this grant address School Reform goals?**

From the CSDE Program Guidance for this grant: “The Student Support and Academic Enrichment (SSAE) grant is specifically directed toward improving the lowest-performing schools and providing each and every student with:

- a well-rounded education;
- school conditions that ensure learning in safe and healthy school environments; and
- technology that improves academic achievement and digital learning.”

This application addresses the NHPS goal areas of academic achievement by improving the instruction of science, mathematics, social studies, performing arts and world languages with curriculum writing, professional development, and instructional resources for these areas. Google classroom content and training for high school, SPED, and TAG teachers also addresses instructional engagement and differentiation for the purpose of improving student achievement.

This application addresses the NHPS goal areas of academic achievement and chronic absenteeism by addressing districtwide bullying prevention, restorative practices, student civic involvement, social-emotional learning, trauma-informed practices, and increased parent involvement. It also seeks to improve chronic absenteeism by providing targeted health and behavioral services, materials, and tracking. It specifically addresses the needs of at-risk middle school students at the schools identified as most in need.

Finally, the grant addresses the NextGen Accountability measure of college and career readiness through establishment of College and Career Centers at James Hillhouse HS, Wilbur Cross HS, and High School in the Community, as well as a vocational program for Riverside students. Districtwide, it promotes the AP program, College before College courses, the Seal of Biliteracy, college tours for students, and credit recovery.

**3. Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)**

Many aspects of this grant relate directly to the improvement of student performance. It includes funds to create better-aligned, engaging, and culturally-responsive curriculum and assessments. It provides professional development to improve instruction with technology. It expands or enhances programs that relate directly to student engagement in school, such as the Rise and Shine program for at-risk middle school boys and girls, instruction with digital content, experiential learning in social studies, and the Seal of Biliteracy for students who learn or already speak world languages. The safe and healthy section of this grant also impacts student performance by addressing their physical and social-emotional needs. Greater parent engagement through the Climate Survey, and available translation in 200+ languages also has the potential to effect on student performance in school.

This grant will lead to improved staff performance via professional development and/or curriculum writing in science, social studies, performing arts, and world languages. It expands training and use of Google classroom districtwide. The grant also builds capacity of staff to implement the Seal of Biliteracy in their own schools.

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

**Proposed Project Title:** School Improvement Grant Hillhouse

**Grant Source and Agency:** Federal Grant through Connecticut State Department of Education – SIG 1003g

**Total Amount Requested:** \$ 505,655 (Year 3 of 3 Year Award – Total Award \$1,566,966)

**System Contact:** Glen Worthy, Principal – Hillhouse High School

**Telephone #:**  
475-220-7500

**Description of Project:** This grant is a school improvement grant designed to improve overall academic achievement for all students and provide professional development.

**GRANT PERIOD:**

**From:** 10/1/19

**To:** 6/30/20

New

Continuation

**Previous Bd. of Ed. Approval:**

Planning

Operational

**Bd. of Ed. Information**

Action Information

Support

Competitive

Entitlement

Grant

**PROPOSAL DEVELOPERS:**

Glen Worthy, Principal  
Hillhouse High School

**TARGET: Schools/Unit:** Hillhouse High School  
**No. of Students:** 1012      **Grade Level(s):** 9 - 12  
**Eligibility Criteria:** All students

**CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1**

**ABSTRACT TIMETABLE**

**Return to:** \_\_\_\_\_

**Received:** \_\_\_\_\_

**Board of Education FINANCE & OPERATIONS Meeting**

**Date**

11/18/19

**Board of Education Meeting Date:**

11/25/19

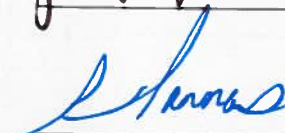
**Due Date to Grantor:** \_\_\_\_\_

**REVIEW**

**Grants Manager**



**Finance Manager**



**Human Resource Manager** \_\_\_\_\_



Proposed Project Title: School Improvement

Total Amount Requested: \$ 505,655

Proposed Grant Receiving Agency: Hillhouse High School

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
		Administrators	\$
1		Teachers	\$ 85,000
		Paraprofessionals	\$
		Clerks	\$
	TBD	Stipends	\$ 72,500
		Others	\$
		Longevity	\$
	4	Tutors – PT intervention	\$ 67,288
		<b>SUBTOTAL</b>	<b>\$ 289,788</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$174,917
Equipment	\$
Indirect Costs, if allowed	\$
<b>TOTAL NON- PERSONEL</b>	<b>\$ 174,917</b>

**FIXED COSTS:**

Health Benefits	\$ 38,950
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$ 500
Workmen's Compensation	\$ 1,500
<b>TOTAL PERSONNEL</b>	<b>\$ 330,738</b>

Notes:

- 1) Total Personnel and Non Personnel columns must equal grant total.
- 2) The Abstract budget must be aligned with the Grant Application budget/ED114.
- 3) All applications should budget for staff development (stipends) and evaluation wherever appropriate.

**SECTION IIA: BUDGET EXPLANATION**

Please describe **stipends**, **contracted services**, **equipment** and **other** items. If the grant pays a percent of salary and benefits, please describe below, explaining percentages and amounts to be paid by grant and by NHPS. If additional space is needed, continue to next page:

**Department leaders will receive stipends for running professional development, running PLC's, Curriculum Development and leading academic programs for their departments.**

**Contracted services will be provided to support school leadership, support the creation of career pathways, and provide PD in SRBI and Data Team Process.**

**Proposed Project Title:** School Improvement

**Total Amount Requested:** \$ 505,655

**Proposed Grant Receiving Agency:** Hillhouse High School

**SECTION III: SYSTEM OBLIGATIONS**

**Project support from other programs:**  None  x-yes **Explain:** Title 1

**Linkage with other programs:**  None  x- Yes **Explain:** Title 1, Priority, Alliance

**Local Fiscal costs, (include renovation):**  x- None  Yes **Explain:**

**Future local personnel obligations:**  x- None  Yes **Explain:**


**PROJECT OR GRANT REQUIREMENTS**

Local Maintenance  Replication  x- Parent Involvement

X In-Service Training  Advisory Committee  Linkage w/other Programs

Non-Public School Involved  Dissemination

**ADDITIONAL RESTRICTIONS OR CONCERNS**

**SUBMITTING ADMINISTRATOR:** Glen Worthy  10/30/2019  
**Signature** **Date**

Proposed Project Title: School Improvement

Total Amount Requested: \$ 505,655

Proposed Grant Receiving Agency: Hillhouse High School

**SECTION IV: PROPOSED PERSONNEL**

List, individually, each position proposed by this grant application. If no personnel, please indicate N/A in the chart below

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
1		Technology Coordinator	Provide professional development to staff and students on Technology	Duration of the grant	Richard Pizzonia	Yes	38433
	TBD	Staff for Extended Day Program	Part time staff will run an extended day program	Duration of the grant	TBD	TBD	
	TBD	Tutors	Part time tutors will provide intervention support in reading and math	Duration of the grant	TBD	TBD	

**V. PROPOSED CONTRACTS**

List individually, each contract that will be prepared by this proposed project. If contractors will not be utilized, please indicate N/A in the chart below.

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
Focused Schools	Supporting School Leadership	\$ 40,000 for the year of service	\$ 30,600
Justice Center	Supporting the creation of Career Pathways	\$ 60,000 for the year of service	\$ 65,000
Area Cooperative Educational Services	Professional Development for teachers in SRBI process and Data Teams	\$ 33,00 for the year of service	\$ 33,172
Southern Regional Education Board	Math Professional development	\$68427 for the year of service	\$46,145

**VI. ADDITIONAL INFORMATION:**  
**Please Answer All Questions -- Use Additional Pages if Necessary**

**1. a. Please state specific goals for this grant or the grant period.**

- 100% of 9<sup>th</sup> graders will be exposed to an Exploratory Program during their freshman year and identify the pathway of their choice for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade by June 2020
- The percentage of students scoring Level 3 or above in ELA on the SAT will increase from 19.4% to 35% and in Math from 4.9% to 20% on SAT by March 28,2020
- Students in Grade 9 will have a 20% increase (45% to 65%) in proficiency on Comprehension as measured by the Scholastic Reading Inventory (SRI) Spring 2020 assessment
- 100% of teams will score a minimum of a 3 utilizing the Connecticut State Department of Education data team rubric to assess their effectiveness by June 2020
- Hillhouse students taking College and Career Readiness courses will increase from 45% to 65% as measured by the CSDE Next Generation Accountability Report (indicator 5) by June 2020
- Hillhouse students obtaining employment certifications will increase from 45% to 65% and their high school diploma from 70.6% (2017-18 SY) to 82% (2019-20 SY)

**b. If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:**

**2. How does this grant address School Reform goals?**

This grant addresses:

- Talent Priorities – Technology Coordinator and Focused School for School Leadership
- Academic Priorities – SRBI and Data Team Process through ACES, Intervention Tutors, Teacher Leaders
- Climate Priorities – Justice Center to support career pathway program
- Operations Priorities – Extended Learning Time for students and Blended Learning which will include one – to-one technology

**3. Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)**

This grant is significant and important for improving student and staff performance because it will provide staff with the appropriate support and professional development needed for developing school leadership and to support the SRBI and Data Team Process in all disciplines. It will provide students with the necessary supports needed to identify career pathways. It will also move students to blended learning and provide interventions in reading and math for those that need additional support.

Individuals are not being contracted for services. We are working only with companies.

**REQUIRED:**

**A COPY OF THE GRANT APPLICATION MUST BE ATTACHED TO THE ABSTRACT.**

# Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Pedro Mendia-Landa *[Signature]*  
**Re:** ARCTELL – Alternate Route to Certification for Teachers of English Learners  
**Meeting Date:** 11/06/19

---

**Executive Summary:** Approval is requested for an Agreement by and between the New Haven Board of Education and ACES to support the English Learner Programs: to operate one, one-year cohort of the ARCTELL program for New Haven Public Schools certified teachers who are interest in obtaining a TESOL and/or Bilingual Education cross-endorsement. The cohort will consist of no less than 152 instructional hours. The cohort will run from September 2018 through June 2020.

(Detailed outline of ACES one year Cohort with NHPS is attached to the Agreement being submitted)

**Amount of Agreement \$75,000 (Seventy-Five Thousand Dollars), to be invoiced based on proposed budget attached to the agreement.**

**Funding Source: Title III English Language Acquisition  
Account number 2518-900-5679-56694.**

## Key Questions:

**1. How does this project align to the District Continuous Improvement Plan?**

By providing PD to general education content teachers we will be able to better address the educational needs of English learners and decrease the achievement gap with the state; increase the graduation rate; and ensure all graduates have the tools and knowledge to succeed in college, career and life. In addition, at the successful completion of the program, participants will be able to qualify for bilingual and/or TESOL cross-endorsement increasing the pool of certified shortage area candidates.

**2. How was the contractor selected: quotes? RFP? or Sole Source?**

Sole Source.

**3. What specific skill set does this contractor bring to the project? (Attach a copy of the contractor's resume). <http://www.aces.org/professional-development/arctell/arctell-program-of-study/>**

**4. Is this a new or continuation service? If a continuation service, please attach an evaluation of the contractor from previous year.**

This is a continuation of service. Please see attached.

**5. Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?**

Evaluation is based on the number of teachers who successfully complete the program and/or receive cross-endorsement in bilingual and/or TESOL. In addition, ACES has an embedded evaluation program based on CTSDE guidelines of program effectiveness.

**6. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not?**

Only ACCESS is accredited in the state of CT to run this program.

**7. Why do you believe this agreement is fiscally sound?**

The cost of certifying 20 teachers to become TESOL and/or bilingual certified teachers in another institution would be at least five times more expensive.



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**

**ACES**

FOR DEPARTMENT/PROGRAM:

**English Learner Programs**

This Agreement entered into on the **8<sup>th</sup> day of November, 2019**, effective (*no sooner than the day after Board of Education Approval*), the **26<sup>th</sup> day of November, 2019**, by and between the New Haven Board of Education (herein referred to as the “Board” and, ACES located at, 205 Skiff Street, Hamden, CT 06517 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of **\$37,500** Bi-Annually for a total of **two payments**.

The maximum amount the contractor shall be paid under this agreement: **Seventy Five Thousand Dollars (\$75,000)**. Compensation will be made upon submission of **an itemized invoice which includes a detailed description of work performed and date of service.**

**COSTS AND PAYMENT SCHEDULE:** a. the total operating cost of the 2019-20 NHPS ARCTEL cohort is \$95,000.00.  
b. BOE agrees to pay \$75,000.00 of total cost the balance will be covered by direct payments to ACES from selected NHPS participants at the cost of \$1,000.00 each.  
c. ACES will invoice \$75,000.00 to BOE on the following schedule: i. \$37,500.00 by February 28, 2020  
ii. \$37,500.00 by June 30, 2020  
d. NHPS cohort participants are responsible for program application fees as well as any costs related to State of Connecticut certification and standardized testing required for certification.

**Fiscal support** for this Agreement shall be by **Title III English Language Acquisition Grant** of the New Haven Board of Education, **Account Number: 2518-900-5679-56694 Code: 0000**.

This agreement shall remain in effect from **November 26, 2019** to **June, 30<sup>th</sup>, 2020**.

**SCOPE OF SERVICE:** *Describe service deliverables, including, locations and costs for service, including travel and supplies, if applicable. A detailed Scope of Service with pricing is attached).*

ARCTEL is an advanced educator preparation program approved by the CT State Board of Education developed by ACES in response to the statewide shortage of qualified, certified PK-12 teachers in the areas of Bilingual Education and Teaching English to Speakers of Other Languages (TESOL) in CT. Teachers who complete the program of study, as well as CT standardized testing requirements, will earn cross-endorsement #111, TESOL PK-12 and may also be eligible to earn a bilingual education cross-endorsement in their content area.

***(Please note a complete list of Duties and Responsibilities of both NHPS and ACES are in the documents attached.)***

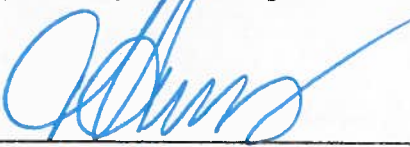
***Exhibit A: Scope of Service: Please attach contractor's detailed Scope of Service with all costs for services including travel and supplies, if applicable.***

***Exhibit B: Student Data and Privacy Agreement: Attached***

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education *prior to service start date*. Contractors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

  
\_\_\_\_\_  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

11/7/19  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Timothy Hayes Assistant Exec Dir  
\_\_\_\_\_  
Contractor Printed Name & Title

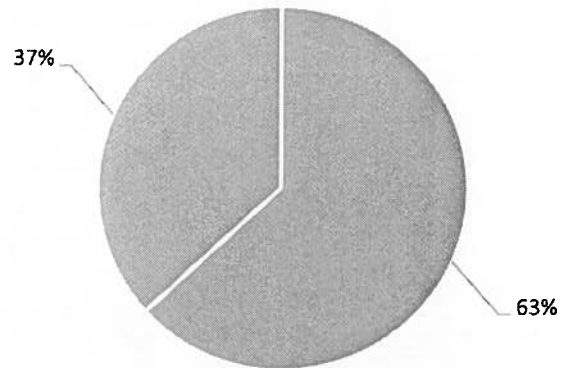
Revised: 10/2/18



## 2018-19 ARCTEL NHPS Update

### **2018-19 Program Completion/Certification**

- 74 New Haven Public Schools teachers have participated in the program overall since the first district-wide cohort in 2015.
- 19 New Haven Public Schools teachers participated in the 2018-19 ARCTEL program year
- 2 participants were deferred mid-year to the 2019-20 cohort
- 14 teachers will earn CT certification #111, TESOL, PK-12 and are also eligible for the CT adult education endorsement, 088-Non-English Speaking Adults
- 5 teachers will receive a bilingual Spanish cross-endorsement in their content area



### **Praxis II** (passing score = 155)

- Low – 170
- High – 196
- Median – 185
- National Median – 177

### **Participant Feedback**

#### **What do you consider to be the strengths of this program?**

- “The instructors are supportive and knowledgeable. All assignments are explained and supported with instruction and materials. The rubrics are always a clear guide as to what is expected.”
- “This advanced program prepares teachers to enter the classroom with new strategies for teaching. It includes the discussion of laws and theories that help to reinforce the precise knowledge of the teacher to apply in all his areas in the classroom.”
- “Instruction from Kim and Mary Beth was outstanding. The content and discussions that happened in class helped me understand how to teach ELL students and all of the topics that we covered in class. The online content was well-organized and the readings were on-topic.”
- “I enjoyed the variety of having online and in class sessions. The readings were valuable and the overall structure and pacing of the lessons was good. I learned a lot about theories of language acquisition. Also, the classes were taught in a way that modeled how we should structure our own teaching, which I appreciated.”
- “Connecting the theory to the practice - the actual work of the EL teacher”
- “I came to understand the relationship among the domains and the expectations for ELs at each level. Learning about the LAS Links helped me to understand the CELP standards on a deeper level. When I learned about the LAS Links, I connected to the previous learning when I had shadow my case study student and write what she said to analyze it and to consider the factors that affect her English learning.”
- “The instructional plan allowed us to ensure that we are teaching EL students inclusively.”
- “Writing the EL instructional plan helped me to condense all of my knowledge from SIOP and put it together into actual instruction. It also pushed me to try some strategies that I never would have used like adapting a text. After doing this and using it for my model lesson, I realize how valuable this strategy is and will use it in the future.”
- “Having to actually teach from my instructional plan (and know people were watching) forced me to write a SIOP based lesson that included important aspects of instruction. Also, watching myself teach helped me to notice what I was doing well and what areas I needed to work on that I didn't totally realize during the lesson.”
- “I liked being able to reflect on my school and the population we serve. Being able to identify a need and devise a plan to address it next year only strengthens my ties to my school and community.”



ACES Alternate Route to Certification for  
Teachers of English Learners (ARCTEL)

# PROGRAM OVERVIEW & GUIDELINES

2019-20 PROGRAM YEAR

**aces**

Professional Development  
& School Improvement

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## PROGRAM CONTACTS

### **ACES PROGRAM CONTACTS**

Dr. Mary-Beth Russo, Instructional Coordinator  
John Gustafson, Program Coordinator

### **Phone**

203.407.4451

### **Email**

[mrusso@aces.org](mailto:mrusso@aces.org)

[jgustafson@aces.org](mailto:jgustafson@aces.org)

All communication between instructors and participants will occur within Schoology. Instructors may share personal phone numbers and/or email addresses at their own discretion.

## PROGRAM OF STUDY

ARCTEL is an advanced educator preparation program approved by the CT State Board of Education. It was developed by ACES in response to the statewide shortage of qualified, certified PK-12 teachers in the areas of Bilingual Education and Teaching English to Speakers of Other Languages (TESOL) in CT.

ARCTEL is guided by the *Connecticut English Language Proficiency (CELP) Standards*, which emphasize the language skills necessary for student success in grade level content areas, and college and career readiness. Instruction and assignments are aligned to the *Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs (2018)*, with three program phases organized around the five standards of: (1) Knowledge About Language; (2) ELLs in the Sociocultural Context; (3) Planning and Implementing Instruction; (4) Assessment and Evaluation; and (5) Professionalism and Leadership.

Teachers who complete the program of study, as well as CT standardized testing requirements, will earn cross-endorsement #111, TESOL PK-12 and/or may be eligible to earn a bilingual education cross-endorsement in their content area. In addition, all certified teachers who earn cross-endorsement #111 through the ARCTEL program are eligible for CT adult education endorsement #088, English to Non-English Speaking Adults.

<b>EXPERIENCE</b>	<b>DESCRIPTION</b>	<b>TOTAL HRS</b>
<b>Instruction</b>	Weekly online and collaborative face-to-face sessions	<b>136</b>
<b>Practicum</b>	Application of learning to direct instruction of ELs.	<b>100</b>
<b>Professional Learning</b>	Independent professional learning in an area related to ELs.	<b>20</b>
<b>Embedded Professional Practice</b>	These tasks include reading and research in preparation for class work, written reflections and major assignments as well as collaborative group work and the design and delivery of a model lesson with ELs.  Participants should anticipate spending approximately 4-6 hours per week on program-related work <i>in addition to</i> participating in instructional sessions, and completing practicum and professional learning requirements. <i>Time spent may vary for each learner.</i>	<b>4-6 per week</b>

## INSTRUCTION SCHEDULE

- Online sessions are independent learning. Participants are not required to log in to the course at a specific time. Instructors will inform participants should they need to log in at a specific time for an online session.
- Online sessions represent 4 hours of instruction - materials available by date listed.
- Participants must attend all face-to-face sessions and engage fully as professionals in online session content.
- Should face-to-face sessions be cancelled for any reason, additional online sessions will be added as make-up.

<b>HAMDEN: ACES, 205 Skiff Street, Hamden, CT</b>	
<b>Face-to-Face</b> (Tuesdays, 5:00-9:00 pm)	10/8/2019, 10/15/2019, 10/29/2019, 11/12/2019, 11/26/2019, 12/10/2019, 12/17/2019, 1/7/2020, 1/14/2020, 1/28/2020, 2/11/2020, 3/3/2020, 3/17/2020, 3/24/2020, 4/7/2020, 4/28/2020, 5/12/2020, 5/19/2020, 6/9/2020, 6/16/2020
<b>Online</b> (Materials available by date listed)	10/22/2019, 11/5/2019, 11/19/2019, 12/3/2019, 12/17/2019, 1/21/2020, 2/4/2020, 2/25/2020, 3/10/2020, 3/31/2020, 4/21/2020, 5/5/2020, 5/26/2020, 6/2/2020

## TUTORING SESSIONS

Participants who are absent for a face-to-face session or fall below minimum program scoring/participation standards **will be required** to attend Saturday tutoring sessions.

**All participants are expected to hold these dates:**

**12/7/2019, 2/29/2020, 5/2/2020 - 9:30-1:30 PM (*location TBD*).**

## PROGRAM PHASES

### PHASE 1

**Understanding and application of knowledge related to language learning and cultural identity in the ESL or bilingual classroom.**

#### **Standard 1: Knowledge About Language**

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

#### **Standard 2: ELLs in the Sociocultural Context**

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

### PHASE 2

**Understanding and application of knowledge related to the planning, managing, implementation and assessment of instruction in the ESL or bilingual classroom.**

#### **Standard 3: Planning and Implementing Instruction**

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

#### **Standard 4: Assessment and Evaluation**

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

### **PHASE 3**

#### **Understanding and demonstration of professionalism in and out of the ESL or bilingual classroom.**

##### **Standard 5: Professionalism**

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

- Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.
- Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.
- Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.
- Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.

### **PRACTICUM**

Practicum experiences build on best practice in the professional literature and research. Instructors will direct participants to apply newly learned strategies within each program phase. Participants must complete 100 practicum hours, logged in each program phase (Phase 1 = 40, Phase 2 = 40, Phase 3 = 20).

Participants must submit a proposal describing their overall practicum experience for approval by the Instructional Coordinator. Proposals should include student demographics (number of ELs, grade level) and frequency of targeted instruction.

Participants will complete a case study as part of their practicum hours. The case study is a yearlong, in-depth look at one EL. Participants identify one student that they will work with throughout the year. Participants will be responsible for analyzing student data, implementing strategies, and monitoring the growth and learning of the case study student.

### **PROFESSIONAL LEARNING**

Participants will engage in independent professional learning experiences directly related to ELs and reflect on these experiences, synthesizing the new learning with the knowledge they gain from program instruction. Participants must complete and log 20 professional learning hours. Professional learning experiences can include conferences, workshops, attendance at councils or professional groups, webinars, and district-provided professional development sessions. Additionally, participants will design and implement a professional learning session for non-ARCTEL colleagues incorporating their own new learning.

## STANDARDIZED TESTING REQUIREMENTS

### TESOL

The CT State Board of Education requires the Praxis II English to Speakers of Other Languages (#5362) for TESOL certification (endorsement #111). A minimum score of 155 is required to pass in CT.

### BILINGUAL EDUCATION

Participants pursuing a bilingual education cross-endorsement must demonstrate proficiency in the other language of instruction through passing scores on the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT). The CT State Board of Education requires a score of Advanced Low or higher for bilingual cross-endorsement.

### SCORING

Participants are scored on:

- Primary Assignments – 40%
- Secondary Assignments – 20%
- Practicum and Case Study – 20%
- Professional Learning – 10%
- Online Discussions/Tasks/Quizzes – 10%

Participants are scored based on the following 1-4 scale:

- 4 – Exceeds the Standard
- 3 – Meets the Standard
- 2 – Approaches the Standard
- 1 – Does Not Meet the Standard

## PROGRAM COMPLETION REQUIREMENTS

In order for ACES to sign the application for cross-endorsement, the following requirements must be met:

- Complete all assignments, reflections, and online tasks within minimum scoring requirements
- Participate in all online and face-to-face class sessions
- Earn a minimum score of 3 on all primary assignments, and an overall program score of 3 or higher
- Complete/log 100 practicum hours
- Complete/log 20 professional learning hours
- Complete appropriate standardized testing for CT certification by June 30th:
  - Pass Praxis II #5362, English to Speakers of Other Languages (*TESOL cert.*)
  - Pass ACTFL bilingual proficiency testing (*bilingual cert. candidates only*)
- Full payment of tuition

Participants who are unable to meet these requirements may be removed from the program or offered an opportunity to defer enrollment to the next program year, depending on circumstances. In either case, no tuition will be refunded.

## **GENERAL SUBMISSION GUIDELINES**

All submitted work should be in PDF unless otherwise noted and uploaded into Schoology. All assignments should be written in either Calibri or Times New Roman font size 12, double spaced with 1 inch borders on both sides, except for graphic organizers.

## **PROFESSIONAL RESPONSIBILITY**

Participants are expected to know and observe the Connecticut Code of Professional Responsibility for Teachers.

*"The Code of Professional Responsibility for Teachers is a set of principles which the teaching profession expects its members to honor and follow. These principles set forth, on behalf of the teaching profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.*

*The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the teacher accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the teaching profession, and the community.*

*Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education."*

*Connecticut Code of Professional Responsibility for Teachers  
Regulations of Connecticut State Agencies Section 10145d400a  
Full PDF available at [www.sde.ct.gov](http://www.sde.ct.gov).*

Should concerns regarding professional responsibility and conduct occur, these concerns will be documented and discussed with the participant. If needed, a plan for improvement will be developed by the instructor and Instructional Coordinator with guidance from the program Advisory Board, as needed. If satisfactory progress is not demonstrated, the Instructional Coordinator will consult the Chief of ACES Institute to determine next steps. Participants may be removed from the program or offered an opportunity to defer enrollment to the next program year, depending on circumstances. In either case, no tuition will be refunded.

## **ATTENDANCE POLICY**

All learning experiences (face-to-face and online) are essential in building the requisite knowledge and skills of the participant. In all but the most extenuating of circumstances, it is not possible to "make up" learning missed, and attendance and on-time completion of all assignments is required.



**Regular and prompt attendance is expected of all participants at all sessions. Classwork and online activities contribute to the participant's overall program score, and participation in each session is a requirement for program completion.**

In the event of extenuating circumstances that may prohibit attendance, participants must notify their cohort instructor and the Program Coordinator as early as possible prior to the session. In these extreme situations, absence from class will not excuse a participant from engaging in, and completing, classwork and assignments.

### **LATE WORK POLICY**

ARCTEL is an accelerated program of study; participants are expected to manage their time and competing priorities in order to engage fully with the program and complete all assigned work. Task overviews and dues dates are provided at the first session.

In the event of extenuating circumstances that may prohibit assigned work from being completed by the due date, participants must notify their cohort instructor immediately. If extenuating circumstances warrant, a progressive intervention plan will be implemented as follows:

- First occurrence: Due date will be rescheduled by mutual agreement between instructor and participant, given the specifics of the circumstance.
- Second occurrence: Due date will be rescheduled by mutual agreement between instructor and participant, given the specifics of the circumstance.
- Third occurrence: Due date will not be rescheduled. Participant will be removed from the program or offered an opportunity to defer enrollment to the next program year, depending on circumstances. In either case, no tuition will be refunded.

### **PLAGIARISM**

Plagiarism is using the words and/or ideas that belong to someone else as if they were your own. Whenever you use someone else's words or ideas, you must document and give credit to the source, thus giving credit to that person. If you do not, you are plagiarizing and acting in violation of the Connecticut Code of Professional Responsibility for Teachers.

Penalties for plagiarism:

- If the instructor find that a participant has unintentionally plagiarized, the participant will be required to resubmit the assignment to correct the problem.
- If plagiarism occurs a second time, regardless of intention, the instructor will report the issue to the Instructional Coordinator and Program Coordinator. The Instructional Coordinator will meet with the instructor and the participant, and then render a recommendation to the Chief of ACES Institute regarding program participation.
- If the instructor believes a participant intentionally plagiarized, the instructor will report the issue to the Instructional Coordinator and Program Coordinator. The Instructional Coordinator will meet with the instructor and the participant, and then render a recommendation to the Chief of ACES Institute. Intentional plagiarism will result in removal from the program, and forfeit of any tuition paid as well as any opportunity to enroll in a future cohort.

## **GRIEVANCE PROCEDURES**

Complaints of perceived unfairness or wrongdoing should be reported first to the instructor. Should the grievance need further discussion, the participant must submit their complaint in writing to the Program Coordinator. The Program Coordinator will consult with ACES administration and the program Advisory Board as needed. Participants will receive a response within 5 working days (Monday-Friday) of the reported grievance with a decision or a request for further information. If the matter requires additional consideration, it may be brought to the Chief of ACES Institute, who will work with all parties to bring about resolution.

## **CANCELLATION PROCEDURES**

Should face-to-face sessions be cancelled for any reason, time may be made up as online or independent work. Participants will be informed of the plan for rescheduling or alternate work at the time of cancellation. All efforts will be made to inform participants of class cancellation as soon as possible (see *Inclement Weather Notification* below).

## **INCLEMENT WEATHER**

### **For programs held at ACES:**

Should there be inclement weather on the day of a weeknight session, participants will be notified via Schoology by 12:00 pm on the day of the session. For Saturday sessions, participants will receive cancellation information via Schoology by 4:30 pm on the preceding Friday.

### **For programs held at non-ACES sites:**

Cancellation of weeknight classes due to inclement weather will be determined in conjunction with the school district or site where classes are held. Should there be inclement weather on the day of a weeknight session, participants will be notified via Schoology by 12:00 pm on the day of the session. For Saturday sessions, participants will receive cancellation information via Schoology by 4:30 pm on the preceding Friday.

## **TUITION PAYMENT & REFUND POLICY**

**2019-20 COST SHARE FOR NEW HAVEN PUBLIC SCHOOLS PARTICIPANTS = \$1000.00.**

Participants may pay tuition in two (2) installments of \$500.00 on the following schedule:

1. November 1, 2019
  2. December 1, 2019
- Tuition payments can be made by credit card or check.
  - Credit card payments (Visa, MasterCard, Discover) can be made through the following link: <https://acespdsi.wufoo.com/forms/201920-arctel-nhps-tuition-payment/>
  - Make checks payable to "ACES" and mail to John Gustafson, ACES ARC, 205 Skiff Street, Hamden, CT 06517. Write the program name on the memo/notes line.
  - A late fee of \$25.00 will be charged to any payment received 5 business days after the due date.
  - Checks returned due to insufficient funds will be subject to a \$15.00 fee.
  - Participants who have not paid within 10 business days after any payment deadline will be withdrawn from the program.

Payment is acknowledgement of participation, and signifies your understanding of the terms and requirements of the program. Failure to meet these requirements for any reason (other than the most extenuating of circumstances) may result in your removal from the program and forfeit of tuition paid.

**TUITION REFUND POLICY**

Tuition and application fees are non-refundable. Failure to meet the program terms and requirements will result in forfeiture of any tuition paid.

Should a cohort be cancelled by ACES due to low enrollment, participants will either be offered a spot in a different cohort or will receive a full refund of any tuition paid.



**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT B**

**STUDENT DATA PRIVACY AGREEMENT  
SPECIAL TERMS AND CONDITIONS**

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student-generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

Revised: 10/2/18



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Glen Worthy  
**Date:** November 12, 2019  
**Re:** Justice Education Center

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**Executive Summary/ Statement:** *This program of study will prepare students for a career in the construction industry. They will experience a bit of carpentry, plumbing, welding, and electrical aspects of the industry for both residential and commercial buildings. They will learn to understand blueprints, and gain knowledge of what it takes to be a foreman and manage construction projects.*

**Amount of Agreement and the Daily, Hourly or per Session Cost:** \$60,000 (\$375.00 for two sessions for 160 days)

**Funding Source & Account #:** School Improvement Grant: 25466265-56694 -0062

### Key Questions:

- 1. How does this project align to the District Continuous Improvement Plan?** One of our priorities states that we will establish and maintain well-defined systems to protect time, talent, and funds so that every dollar and every hour is well used and tied to well-understood and tangible outcomes that uphold our core values. Then, all students will achieve at the highest levels and be ready for career, life, and college. Providing our students with OSHA certifications and exposure to the construction trades will allow our students to be employable upon graduation from high school.
- 2. How was the contractor selected? Quotes? RFP? Sole Source designation? This contractor has been with Hillhouse for the last 3 years.**
- 3. What specific skill set does this contractor bring to the project? The contractor is trained to teach our students the construction trades and certify our students in OSHA 10 & 30**
- 4. Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year. Continuation**

5. **Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress? The number of students who finish the course and who get invited to participate in the apprentice program.**
6. **If the service is a professional development program, can the training be provided internally, by district staff? If not, why not? No one in the district is trained to teach construction**
7. **Why do you believe this agreement is fiscally sound? I believe this is fiscally sound because it gives our students a purpose for school and allow our students to be employable upon graduation.**



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**

**(Justice Education Center)**

FOR DEPARTMENT/PROGRAM:

**(James Hillhouse High School)**

This Agreement entered into on the 25th day of November 2019, effective (*no sooner than the day after Board of Education Approval*), the 25th day of November, 2019, by and between the New Haven Board of Education (herein referred to as the “Board” and Justice Education Center located at, 62 LaSalle Road Suite 308, West Hartford, CT 06107 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of **\$\$60,000 (\$375.00 for two sessions for 160 days)**

The maximum amount the contractor shall be paid under this agreement sixty-thousand (\$\_60,000). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by School Improvement Fund Program of the New Haven Board of Education, **Account Number:** 25466265-56694 **Location Code** 0060.

This agreement shall remain in effect from November 25, 2019 to June 20, 2020.

**SCOPE OF SERVICE:** *Describe service deliverables, including, locations and costs for service, including travel and supplies, if applicable. A detailed Scope of Service with pricing is attached).*

*This program of study will prepare students for a career in the construction industry. They will experience a bit of carpentry, plumbing, welding, and electrical aspects of the industry for both residential and commercial buildings. They will learn to understand blueprints, and gain knowledge of what it takes to be a foreman and manage construction projects*



act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contract through the last day of thirty (30) day notice period.

*Sherry Haller*

Contractor Signature

Darnell Goldson, President  
New Haven Board of Education

6.7.19

Date

Date

*Sherry Haller*

Contractor Name Printed or Typed

06-0897199

Federal I.D. or Social Security Number

Revised: 5/13

# Course Outlines

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## **Course Description: Introduction to Construction**

Introduction to Construction emphasizes an overview of construction-related trades, such as carpentry, electrical wiring, masonry, and plumbing. This course gives students' real-world, hands-on practice in these areas. This course should be taken only after students successfully pass Safety and Orientation to Construction (OSHA)

### **Introduction to Construction**

<b>Unit</b>	<b>Title</b>
1	Introduction to Carpentry
2	Introduction to Electrical Wiring
3	Introduction to Masonry
4	Introduction to Plumbing

## Unit 1: Orientation

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### **Competencies and Suggested Objectives**

1. Describe local program and center expectations, policies, and procedures
  - a. Describe local program and career center policies and procedures, including dress code, attendance, academic requirements, discipline, shop/lab rules and regulations, and transportation regulations.
  - b. Give a brief overview of the course. Explain to students what construction technology is, why it is important, and how it will be delivered.
  - c. Compare and contrast local program and school policies to expectations of employers.
  - d. Preview course objectives, program policy, and industry standards.
2. Work-based learning opportunities related to program areas.
  - a. Define work-based learning.
  - b. Explore the opportunities available through the program areas:
    - Job shadowing
    - Apprenticeship programs
    - On-the-job training
    - Etc.

## Unit 2: Employability Skills

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<b>Competencies and Suggested Objectives</b>
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| <ol style="list-style-type: none"><li>1. Describe employment opportunities in the construction industry.<ol style="list-style-type: none"><li>a. Describe employment opportunities, including potential earnings, employee benefits, job availability, working conditions, educational requirements, required technology skills, and continuing education/training.</li><li>b. Discuss the guidelines for developing a proper résumé.</li><li>c. Demonstrate completing job applications.</li></ol></li></ol> |
| <ol style="list-style-type: none"><li>2. Demonstrate appropriate interview skills.<ol style="list-style-type: none"><li>a. Identify interview skills, such as speaking, dress, professionalism, and punctuality.</li><li>b. Simulate a job interview.</li></ol></li></ol>   |
| <ol style="list-style-type: none"><li>3. Describe basic employee responsibilities and appropriate work ethics.<ol style="list-style-type: none"><li>a. Compare and contrast employment responsibilities and expectations to local school and program policies and expectations.</li><li>b. Define effective relationship skills and workplace issues, including but not limited to sexual harassment, stress, and substance abuse.</li></ol></li></ol>  |

## Unit 3: Communication Skills

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<b>Competencies and Suggested Objectives</b>
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| <ol style="list-style-type: none"><li>1. Demonstrate the ability to follow verbal and written instructions and communicate effectively in on-the-job situations.<ol style="list-style-type: none"><li>a. Follow basic written and verbal instructions.</li><li>b. Effectively communicate in on-the-job situations using verbal, written, or electronic communication.</li></ol></li></ol> |
| <ol style="list-style-type: none"><li>2. Discuss the importance of good listening skills in on-the-job situations.<ol style="list-style-type: none"><li>a. Apply the tips for developing good listening skills.</li></ol></li></ol>  |

## Unit 4: Basic Safety

### Competencies and Suggested Objectives

1. Describe, define, and illustrate general safety rules for working in a shop/lab and how they relate to the construction industry.
  - a. Describe how to avoid on-site accidents.
  - b. Explain the relationship between housekeeping and safety.
  - c. Explain the importance of following all safety rules and company safety policies according to OSHA standards.
  - d. Explain the importance of reporting all on-the-job injuries, accidents, and near misses.
  - e. Explain the need for evacuation policies and the importance of following them.
  - f. Explain causes of accidents and the impact of accident costs.
  - g. Compare and contrast shop/lab safety rules to industry safety rules.
3. Display appropriate safety precautions to take around common jobsite hazards.
  - a. Explain the safety requirements for working in confined areas.
  - b. Explain the different barriers and barricades and how they are used.
4. Demonstrate the appropriate use and care of personal protective equipment (PPE).
  - a. Identify commonly used PPE items.
  - b. Understand proper use of PPE.
  - c. Demonstrate appropriate care for PPE.
5. Explain fall protection, ladder, stair, and scaffold procedures and requirements.
  - a. Explain the use of proper fall protection.
  - b. Inspect and safely work with various ladders, stairs, and scaffolds.
6. Explain the safety data sheet (SDS).
  - a. Explain the function of the SDS.
  - b. Interpret the requirements of the SDS.
  - c. Discuss hazardous material exposures.
7. Display appropriate safety procedures related to fires.
  - a. Explain the process by which fires start.
  - b. Explain fire prevention of various flammable liquids.
  - c. Explain the classes of fire and the types of extinguishers.
  - d. Illustrate the proper steps to follow when using a fire extinguisher.
  - e. Demonstrate the proper techniques for putting out a fire.

**Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.**

## Unit 5: Introduction to Construction Math

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### Competencies and Suggested Objectives

1. Apply the four basic math skills using whole numbers, fractions, decimals, and percentages, both with and without a calculator. <sup>DOK 2, ICM</sup>
  - a. Define basic geometric shapes used in the construction industry.
  - b. Add, subtract, multiply, and divide whole numbers, decimals, and fractions with and without a calculator.
  - c. Convert whole numbers to fractions, and convert fractions to whole numbers.
  - d. Convert decimals to percentages, and convert percentages to decimals.
  - e. Convert fractions to decimals.
  - f. Convert fractions to percentages.
  - g. Demonstrate reading a standard and metric ruler and tape measure.
  - h. Recognize and use metric units of length, weight, volume, and temperature.

## Unit 6: Hand and Power Tools

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### **Competencies and Suggested Objectives**

1. Demonstrate the use and maintenance of hand and power tools.
  - a. Identify, visually inspect, and discuss the safe use of common hand and power tools.
  - b. Discuss rules of safety.
  - c. Select and demonstrate the use of tools.
  - d. Explain the procedures for maintenance.

## Unit 7: Introduction to Construction Drawings

### **Competencies and Suggested Objectives**

1. Read, analyze, and understand basic components of a blueprint.
  - a. Recognize and identify terms, components, and symbols commonly used on blueprints.
  - b. Relate information on construction drawings to actual locations on the print.
  - c. Recognize different type of drawings.
  - d. Interpret and use drawing dimensions.

## Unit 8: Introduction to Materials Handling

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### **Competencies and Suggested Objectives**

1. Safely handle and store materials.
  - a. Define a load.
  - b. Establish a pre-task plan prior to moving a load.
  - c. Demonstrate proper materials-handling techniques.
  - d. Choose appropriate materials-handling equipment for the task.
  - e. Recognize hazards and follow safety procedures required for materials handling.
  - f. Identify and demonstrate commonly used knots.

## Unit 9: Introduction to Carpentry

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### Competencies and Suggested Objectives

1. Explain the fundamentals of the carpentry trade.
  - a. Define terms related to the carpentry trade
  - b. Discuss the history of the carpentry trade.
  - c. Describe modern carpentry.
  - d. Describe career ladders, stages of progress, and advancement possibilities in carpentry work.
  - e. Discuss the skills, attitudes, abilities, personal traits, and responsibilities a person needs to work as a successful carpenter.
  - f. Recognize materials used and the importance of safety in the carpentry industry.
2. Demonstrate safety when working in carpentry and with carpentry tools.
  - a. Demonstrate safety procedures related to carpentry and working with carpentry tools.
  - b. Identify hazards related to carpentry and how to avoid or minimize them in the workplace.
3. Correctly identify building materials, fasteners, and adhesives.
  - a. Identify and state the use of various building materials, types of softwoods and hardwoods, and the safety precautions associated with each.
  - b. Identify the different grades and markings of wood building materials and types of engineered lumber.
  - c. Calculate the quantities of building materials using industry-standard methods.
  - d. Identify fasteners, anchors, and adhesives used in construction work and explain their uses.

## Unit 10: Introduction to Electrical Wiring

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### **Competencies and Suggested Objectives**

1. Explain the fundamentals of the electrical trade.
  - a. Describe the apprenticeship/training, career paths/opportunities, and responsibilities for electrical trades.
  - b. Define the various sectors of the electrical industry.
  - c. State the tasks typically performed by an electrician.
2. Demonstrate safety in and around electrical circuits and equipment.
  - a. Define terms related to electrical safety.
  - b. Demonstrate safe working procedures in a construction and shop/lab environment.
  - c. Explain the purpose of OSHA and how it promotes safety on the job.
  - d. Identify electrical hazards and how to avoid or minimize them in the workplace.
  - e. Explain safety issues concerning lock-out/tag-out procedures, personal protection using assured grounding and isolation programs, confined space entry, respiratory protection, and fall protection systems.
  - f. Develop a task plan and a hazard assessment for a given task and select the appropriate PPE and work methods to safely perform the task.
3. Discuss electrical circuits.
  - a. Define voltage and identify the ways in which it can be produced.
  - b. Explain the difference between conductors and insulators.
  - c. Define the units of measurement that are used to measure the properties of electricity.
  - d. Demonstrate the meters used to measure voltage, current, and resistance.
  - e. Explain and construct the basic characteristics of series and parallel circuits.



## Unit 11: Introduction to Masonry

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<b>Competencies and Suggested Objectives</b>
1. Explain the fundamentals of the masonry trade. <ul style="list-style-type: none"><li>a. Review the history of masonry.</li><li>b. Explain modern masonry materials and methods.</li><li>c. Describe career ladders and advancement possibilities in masonry work.</li><li>d. Demonstrate the skills, attitudes, and abilities needed to work as a mason.</li></ul>
2. Identify and discuss safety issues in and around the masonry work site. <ul style="list-style-type: none"><li>a. Identify hazards related to masonry and how to avoid or minimize them in the workplace.</li><li>b. Identify and describe the safe use of tools and equipment by measuring, marking, and cutting brick and block to specifications.</li><li>c. Demonstrate safe working procedures related to masonry.</li><li>d. Demonstrate mixing a batch of mortar by hand.</li></ul>
3. Explain and define terms and materials associated with masonry. <ul style="list-style-type: none"><li>a. Name and label the different types and parts of brick, block, and stone.</li><li>b. Identify the positions of a masonry unit as they appear in a wall.</li></ul>
4. Perform procedures used in masonry trades. <ul style="list-style-type: none"><li>a. Lay out a brick and/or block wall using the dry bond method.</li><li>b. Lay a wall between established leads.</li></ul>

## Unit 12: Introduction to Plumbing

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### Competencies and Suggested Objectives

1. Recognize the fundamentals and use appropriate materials of the plumbing trade.
  - a. Identify terms related to the plumbing trade.
  - b. Describe the historical development of the plumbing trade.
  - c. Describe the importance of plumbers in modern society and career opportunities available.
  - d. Explore leadership skills and personal development opportunities related to plumbing.
  - e. Describe the functions of water supply and sewage treatment systems.
  - f. Explain how the water supply and sewage treatment facilities function.
  - g. Relate the development of plumbing to improvement in public health.
  - h. Identify materials of the plumbing trade.
  - i. Utilize materials of the plumbing trade.
2. Identify tools and safety procedures used in plumbing trades and perform basic plumbing operations using proper tools and safety procedures.
  - a. Identify jobsite hazards specific to the plumbing industry.
  - b. Identify and demonstrate the safe use and selection of basic hand and power tools used in the plumbing trade.
  - c. Demonstrate proper selection of tools for various plumbing tasks.
  - d. Describe the safety requirements for using plumbing tools.



**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT B**

**STUDENT DATA PRIVACY AGREEMENT  
SPECIAL TERMS AND CONDITIONS**

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student- generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

Revised: 10/2/18

## MEMORANDUM

**To:** Finance and Operations Committee

**From:** Michael Pinto, Chief Operating Officer

**Re:** F&O Agenda Item Request/Approval  
Amendment to Agreement for Facilities Management with Go To Services

**Meeting Date:** November 18, 2019

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**Executive Summary:** Approval is requested for an Amendment #1 to the Agreement (A18-0610) by and between the New Haven Board of Education and Go To Commercial Cleaning Services, LLC, 117 Kendall St., New Haven, CT for Facilities Maintenance, Custodial Management and Energy Management for increasing the original compensation amount from \$1,470,030.63 by \$117,920.00 to \$1,587,950.63 for additional scope of services to cover duties from retired district supervisor for FY 2019-20

**Funding Source:** 2019-2020 Operating Budget  
Acct. #190-47000-56694

**Key Questions:**

- 1. Please describe how this service is strategically aligned with school or District goals:**  
GoTo Services was the successful bidder chosen through a competitive process to provide Facility Management, Energy Management, and Custodial Management for the Comprehensive High Schools and Building Use (Permit) Management. Their fees for such services were both the lowest and most responsive to the RFP. Their work helps ensure that our Schools and Facilities are fully functional and operational to serve the students, staff and community of NHPS. They also ensure compliance for all applicable health, environmental, safety and building code regulations. Finally, GOTO provides custodial supervision to both full-time Local 287 building managers and assistant building managers employed by the Board of Education and the part-time contract custodians provided by Urban Eco Pioneers. This amendment will ensure full staffing of the evening custodial supervisor position.
- 2. Please describe the evidence of effectiveness for this contractor. In addition, how is or will the contractor be evaluated? If a continuation service, what are the results of last year's evaluation?**  
Go To Services is evaluated through detailed review of data systems and weekly meeting with the Chief Operating Officer. Work order systems, budgets, project plans and stewardship and life cycle programs are reviewed in order to make sure that goals are being met and that projects remain on target. Inspections of staff performance and attendance are also a consistent topic of review and analysis. Labor Management meetings with applicable Union Leadership are also an element of the review process to confirm good working relationships and communication. Energy management and control of expense while seeking additional efficiencies with systems and operations are also critical items of review. Finally, best practices are continuously evaluated as appropriate value-add services such as collaborating with IT, Security and Food Services among other Divisions as well as the City Facilities team to seek collaborative solutions to common areas of concern. Go to Services is able to leverage and adjust its staffing model to respond to the needs of the District at no additional cost which allows for an extremely tailored solution to our needs.
- 3. Why do you believe this agreement is fiscally sound? Include how the contractor was selected (various quotes vs. RFP vs. Sole Source), whether and why the cost has increased over last year (if continuation), and what an alternative might cost.** GoTo Services was selected via RFP 2019-4-1211. This amendment enables the filling of an evening custodial supervisor position by GoTo Services, backfilling a position previously held by Lisa Hopkins who has been promoted to the daytime custodial supervisor position and warehouse manager left vacant by the retirement of James Bianchi on June 30, 2019.

The proposed amendment will enable the filling of the evening supervisor position under the hybrid custodial plan under which GoTo Services manages the custodial staff.

The June 18, 2009 Settlement Agreement between the City of New Haven and Local 3144, which is incorporated by reference to the current 3144 Contract provides that upon the vacating of the Bianchi position, the City is under no obligation to fill that 3144 position. The long-term savings and cost avoidance of holiday, overtime and pension costs enabled by the hybrid custodial plan more than justify the amendment to the GoTo Services contract.

Corporation Counsel will draft the Amendment upon approval.

**SCOPE OF SERVICES**

GoTo Services agrees to provide a professional, skilled and experienced District Supervisor to fill the existing vacant position.

This individual assists the Custodial Manager to manage custodial personnel district-wide; including the development of work schedules, evaluation of job performance, staffing and responding to grievances. The Custodial Supervisor visits school locations on a daily basis to meet with building administrators to assess building cleanliness and to respond to their requests.

This individual performs the following tasks (but are not limited to):

- Process payroll for city and custodial employees
- Inspects schools and grounds
- Submits reports on findings
- Coordinates repairs and improvements as necessary
- Monitors and approves time cards
- Reports significant issues to Executive Director

**COMPENSATION**

GoTo Services, LLC shall provide one (1) additional District Supervisor position for the New Haven Public Schools for the period of July 1, 2019 through June 30, 2020. At the rate of \$117,920 per year as outlined below.

Previous Cost of Position		Proposed Cost of Position	
Base Salary	\$92,880	Base Salary	\$ 82,000
Benefits	\$27,864	Benefits	\$ 16,400
Overhead/Profit	N/A	Overhead/Profit	\$ 19,520
<b>Total Annual</b>	<b>\$120,745</b>	<b>Total Annual</b>	<b>\$ 117,920</b>

**JOB TITLE:** District Supervisor  
**REPORTS TO:** Executive Director  
**DEPARTMENT:** Facilities Management  
**ACCOUNT(S):** New Haven Public Schools

---

**DEFINED:**

This highly responsible individual will be responsible for the supervision, custodial cleaning, servicing and minor repair and maintenance of public school buildings, grounds, facilities and equipment.

A District Custodial Supervisor exercises direct supervision over a large custodial staff in high, middle or elementary schools within the New Haven Public School District.

**Illustrative Examples of Work**

- Supervises, assigns and reviews the work of a large custodial force, consisting of the following:
  - Building Managers
  - Engineers
  - Vendors
  - Assistant Building Managers
  - Security Persons
  - Maintenance Staff
  - And more...
- Periodically inspects schools and grounds in accordance with priorities and scheduled assigned. They will submit reports on job performance of custodial staff and the condition of buildings and grounds within jurisdiction.
- Schedules and supervises periodic inventory of equipment, supplies and materials, reports overages, deficiencies and replenishment needs
- Coordinates the gathering of data on repairs and improved need in all schools under jurisdiction, insures the initiation of reports or requisitions for necessary repairs, renovation, corrective or preventative maintenance, makes regular inspection tours to insure the accomplishment of minor maintenance and repairs
- Formulates controls and incentives needed to increase job effectiveness of employees, Reviews and signs time cards of employees attesting to the accuracy of work data
- Meets with school and other public officials for inspection of school sites and buildings to insure conformance with State and City codes and ordinances
- At times of emergency, provides whatever supervision or assistance is required, received telephone calls from police, fire or custodial personnel at night or on weekends and holidays concerning break-ins, vandalism and takes appropriate action.

This individual assists the Custodial Manager to manage custodial personnel district-wide; including the development of work schedules, evaluation of job performance, staffing and responding to grievances. The Custodial Supervisor visits school locations on a daily basis to meet with building administrators to assess building cleanliness and to respond to their requests.

This individual performs the following tasks (but are not limited to):

- Process payroll for city and custodial employees
- Inspects schools and grounds
- Submits reports on findings
- Coordinates repairs and improvements as necessary
- Monitors and approves time cards
- Reports significant issues to Executive Director



## **REQUIREMENTS OF WORK**

- Graduation from high school or vocational school and 5-10 years of experience in varied and progressively responsible large-scale building and grounds maintenance, including 3-5 years of continuous supervisory experience or any equivalent combination of training and experience which provides the following knowledge and skills.
- Thorough knowledge of custodial operations, building and ground maintenance
- Thorough knowledge of materials and methods used in cleaning public school buildings and of the use of manual and power-driven cleaning and polishing equipment and chemicals
- Considerable knowledge of low-pressure boilers, compressors, heat exchangers, domestic hot water tanks, fire alarm systems, PA systems and air conditioning systems.
- Considerable knowledge of grounds maintenance, landscaping, snow removal
- Ability to develop long and short-term building assignment schedules
- Ability to understand, interpret, communicate and effectively carry out simple and complex written and oral instructions
- Ability to keep accurate records in order to make periodic inspections of custodial equipment and inventory materials
- Ability to write concise and accurate reports
- Ability to demonstrate management leadership abilities and to maintain an even temperament in times of emergency and in the solution of day-to-day problems
- Ability to work effectively with other employees and the public.

## **REQUIRED KNOWLEDGE, ABILITIES AND SKILLS**

### *Knowledge*

- Knowledge of the methods, and practices used in custodial operations.
- Evaluates and reviews employee performance and documents deficiencies.
- Progressive disciplinary system
- Recordkeeping

### *Abilities*

- Ability to prepare reports.
- Ability to assign and supervise work of Building Managers and custodial staff.
- Ability to train employees in cleaning techniques and other custodial duties.
- Ability to communicate effectively with department staff, trades personnel, school building administrators and the public.
- Ability to review with staff the daily maintenance of custodial equipment.



## MEMORANDUM

Joseph Barbarotta  
Executive Director  
Facilities Services



654 Ferry Street  
New Haven, CT 06513  
Tel. (475) 220-1631  
Fax. (203) 936-5229

**To:** Finance and Operations Committee

**From:** Joseph Barbarotta

**Re:** F&O Agenda Item/For Approval  
Award of Contract for Boisvert Plumbing LLC

**Meeting Date:** November 18, 2019

**cc:** J. Barbarotta, L. Perez, M. Pinto

---

For consideration and approval of Award of Contract #21665 to **Boisvert Plumbing LLC & 1165 Main Street Suite 300 East Hartford, CT. 06108** for removal and replacement of boilers at Truman School

**Amount of Contract: \$225,142.00**

**Funding Source: Capital Budget 3C20-2074-58101**

**Key Questions:**

- 1. Please describe how this service is strategically aligned with school or District goals.**  
The proposed contract is to perform removal and replacement of two failing boilers at Truman School. Properly functioning heating equipment is essential for the safety and comfort of the students and staff. Further, installation of a modern modular boiler system with greater system efficiencies will result in greater lower operational and maintenance costs, greater ease of repair as needed.
- 2. Please describe the evidence of effectiveness for this contractor. In addition, how is or will the contractor be evaluated? If a continuation service, what are the results of last year's evaluation?** The contractor has performed a similar installation at 103 Hallock Avenue. The system has performed as specified while meeting the needs of the school.

The quality and capacity of Boisvert's work is known to the New Haven Public Schools; Boisvert currently manages one of the two on-call HVAC service contracts. Boisvert has proven responsive, reliable and efficient in servicing HVAC equipment across the district. The company is responsive and performs professional work as required by code.

Evaluation of this contract will be based on the contractor's ability to perform the demolition and installation in a timely manner as agreed and scheduled and within budget.

- 3. Why do you believe this agreement is fiscally sound? Include how the contractor was selected (various quotes vs. RFP vs. Sole Source), whether and why the cost has increased over last year (if continuation), and what an alternative might cost.**

The Contractor was selected by competitive bid governed by the City of New Haven Purchasing Department bidding process, bid number #21665. Boisvert Plumbing, LLC was the lowest of three bidders. The Boisvert bid was the lowest by \$20,000.00.

In order to ensure the best replacement options, the New Haven Public Schools engaged HVAC engineering firm Innovative Engineering Services (IES) to evaluate facility needs, to recommend a modern boiler replacement system, and to provide oversight of the installation process.

Truman School currently has two Burnham CV-11 cast iron boilers. One is leaking and nearly inoperable. The second boiler is also leaking, though it remains operable; this is a temporary fix until a replacement boiler is installed.

Further, Burnham will not warranty any replacement of the existing leaking sections. Therefore, the cost of repairing the existing system is not cost effective, as the system has a demonstrated history of developing new leaks after repair.

The replacement Hamilton boiler, recommended by IES, is a modular stainless steel system with multiple smaller boiler sections, connected by piping, rather than one large boiler system. This modular system isolates the individual boiler sections, which creates redundancy, and allows maintenance and repairs to be performed, as needed, without taking the full system offline. The system's high efficiency ratings will also result in operational cost savings.

Solicitation Name: Truman Boilers Replacement

Solicitation #: 21665

Closed: 10/09/2019

#	Items	Lowest	Quantity	Unit Price	Total Cost	Boisvert Plumbing LLC	Funk Boiler Works, Inc.	SAV-MOR Cooling & Heating Inc.	
						\$ 225,142.0	\$ 775,000.0	\$ 245,000.0	
						0	0	0	
						\$ 0	\$ 0	\$ 0	
						Unit Price	Total Cost	Unit Price	Total Cost
#1-1	Replace boiler per IES plans and specs Exhibit 3	\$ 225,142.1	1		Lump sum	\$ 225,142.1	\$ 775,000.1	\$ 245,000.1	

July 10, 2019  
Rev1

John Barbarotta, AFB  
New Haven Board of Education  
Facilities Operations  
657 Ferry Street  
New Haven, CT 06613

RE: Truman School Boiler Replacement 114 Truman St New Haven CT

Dear John:

**SCOPE OF SERVICES**

Thank you for the opportunity to provide you with this proposal for our professional engineering services. We understand that the scope of this project is as follows. This is the replacement of an existing Boiler serving the school. The following items shall be considered as the Scope of Services provided by our firm.

**SERVICES INCLUDED**

1. We will field survey the building to determine the conditions of the existing Boiler.
2. We will provide drawings, which will be completed and ready for pricing, and construction. These documents will illustrate the following systems:
  - A. **BOILER SYSTEM**
    - 1) We will replace the existing Boilers and reuse the existing piping per our discussion. The system will include a new boiler, piping and controls.
3. The following construction administration services shall be provided by our firm:
  - A. Answer project scope or contract design questions via phone or fax during the bid period.
  - B. Review shop drawings, equipment submittals and any possible contract substitutions the contractors may propose in order to maintain the integrity and quality of the clients engineered system.
  - C. Prepare a punch list to confirm that the contractors have completed their work.

33 North Plains Industrial Rd. Wallingford, CT 06492  
New York, NY 10003-1502  
T 203.467.4370  
F 203.468.6172

Page 1 of 2

Page 1 of 2

228 Park Ave. S #88637,

T 212.627.5035  
www.lesllc.biz

# HIGH EFFICIENCY WATER HEATING AND HYDRONIC BOILER SYSTEMS



*Designed by Hamilton Engineering,  
manufactured in Michigan*



## INNOVATIVE Condensing Technology

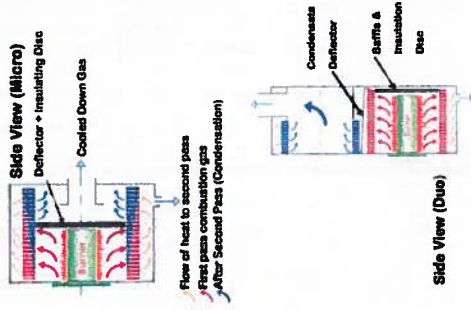


# INNOVATIVE CONDENSING TECHNOLOGY

## How Condensing Technology Works

In the combustion process, a minimum of 11% of the heat generated is latent heat (wet heat, think steam). In non-condensing combustion, only a portion of the sensible heat (dry heat) is transferred to the water; the rest of the dry heat and all of the wet heat is released into the atmosphere through the venting system as wasted energy.

In the EVO condensing system, the products of combustion (some of the wet heat and all of the dry heat) are forced to pass over the portion of the heat exchanger where the coolest water enters the system. At this point, the flue gases condense, releasing trapped heat that is then absorbed into the water through the heat exchanger. Condensate (water) and low temperature flue gases are left behind. The flue gases are so cool, in fact, they can be vented through PVC if desired.



## Rack Mounted and Pre-Plumbed To Your Specifications



Hardware Rack Pack™ Six Pack  
1,000,000 BTU Input as shown

### Modular Heat Exchangers

Model Sizes

136,000 / 180,000 / 199,999 BTUs

300,000 / 399,999 / 630,000 BTUs



### Rack Pack™ Six Pack Features Include:

- **STEEL CONSTRUCTED RACK MOUNTING:** Modular welded steel rack supports the entire system, includes leveling bolts.
- **FACTORY ENGINEERED COMMON VENTING:** Only one inlet air and one exhaust opening required for up to 8 units. AL29-4C stainless steel or PVC (where local jurisdictions allow).
- **COMMON WATER PIPING:** All units are manifolded together with copper and brass plumbing, including individual isolation and drain valves.
- **ELECTRICAL POWER SUPPLY (208/240V-50/60HZ-1PH):** All units and their pumps are pre-wired with breaker panel service disconnects—one field connection.
- **COMMON CONDENSATE NEUTRALIZER:** All condensate runs from individual units to a common drain system filled with The design allows for easy refilling when pH begins to drop from neutral (~7.0) at outlet.
- **GAS MANIFOLD:** Welded black pipe gas manifold providing single point connection, includes individual shutoffs.
- **CASCADE CONTROLS:** A two-wire communication cable between units facilitates the use of this feature, while maintaining independent primary safety controls. In the event of lost communication, control reverts back to the individual units.

## EVO™ Condensing Water Heaters and Boilers

- **EFFICIENCY:** Up to 99.8% depending on incoming water temperature
  - **CONSTRUCTION:** All EVO stainless steel is used for the heat exchanger
  - **CAPACITIES:** Systems from 129,000–5,000,000 BTU/hr
- ### UNIQUE FEATURES
- **COMMON VENTING:** Up to 8 units may be common vented together. EVO's non-return valves and proprietary software make this possible
  - **CASCADING CONTROLS:** Up to 8 units can communicate with each other to operate as one large system, maintaining precise temperature control
  - **MODULATING BURNER:** Up to 51 turndown ratio adjusts to meet demand, further increasing efficiency while reducing cycling
  - **PRE-ASSEMBLED SYSTEMS:** All Rack Packs™ are factory tested and shipped ready to set in place with minimal assembly, reducing labor costs, downtime and installation issues
  - **SCALE MONITORING:** Internal software constantly monitors heat exchanger performance to warn if scale formation is beginning
  - **FREEZE PROTECTION:** Controller starts the pump (and the burner if necessary) to protect against heat exchanger freeze-ups in cold climates.
  - **HEATING CONTROL CONFIGURATIONS:** Outdoor reset, 0-10 VDC, open therm/E-Bus/BMS, remote thermostat, remote sensor, boiler pump, system pump, indirect pump or three-way valve—domestic hot water as priority or not. The EVO product line has a multitude of standard control configurations, all of which are possible without adding expensive boards or external control panels.

**WHY HAMILTON?  
INNOVATIVE CONDENSING TECHNOLOGY!**

Hamilton's EVO line is engineered using technology developed and patented in Europe in 1992. To date, this technology has been installed in more than seven million facilities worldwide. Hamilton has combined the best of this technology with its years of experience in condensing equipment to design and develop a product line that broadens its applications and capacities, and eliminates many of the common mistakes made during installation.



**SOME OF THE INNOVATIVE PRODUCTS BY HAMILTON...**

**COMPANION CWIS™**

This ultra high efficiency, space-saving design incorporates EVO technology and includes a storage tank up to 160 gallons, containing Hamilton's patented Cold Water Injection System™ (CWIS™). The combination of the EVO technology and CWIS™ provides a system with efficiency unmatched by tank type or circulating tank systems.



**HAMILTON ODD WATER™ SYSTEM**

In poor water conditions (combined hardness and TDS of over 25 grains per gallon, or aggressive or acidic water), the Odd Water™ system eliminates scaling and other factors that contribute to premature failure of a conventional water heating system.



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hamiltonengineering.com | LIT91117 | 03/2018







## MEMORANDUM

Joseph Barbarotta  
Executive Director  
Facilities Services



654 Ferry Street  
New Haven, CT 06513  
Tel. (475) 220-1631  
Fax. (203) 936-5229

**To:** Finance and Operations Committee

**From:** Joseph Barbarotta

**Re:** F&O Agenda Item/For Approval  
Award of Contract for Boisvert Plumbing LLC

**Meeting Date:** November 18,2019

**cc:** J. Barbarotta, L. Perez

---

For consideration and approval of Award of Contract #21666 to **Boisvert Plumbing LLC &1166 Main Street Suite 300 East Hartford, CT. 06108** for removal and replacement of boiler at Celentano School.

**Amount of Contract: \$232,328.00**

**Funding Source: Capital Budget 3C20-2074-58101**

**Key Questions:**

- 1. Please describe how this service is strategically aligned with school or District goals.**  
The proposed contract is to perform removal and replacement of two failing boilers at Celentano School. Properly functioning heating equipment is essential for the safety and comfort of the students and staff. Further, installation of a modern modular boiler system with greater system efficiencies will result in greater lower operational and maintenance costs, greater ease of repair as needed.
- 2. Please describe the evidence of effectiveness for this contractor. In addition, how is or will the contractor be evaluated? If a continuation service, what are the results of last year's evaluation?** The contractor has performed a similar installation at 103 Hallock Avenue. The system has performed as specified while meeting the needs of the school.

The quality and capacity of Boisvert's work is known to the New Haven Public Schools; Boisvert currently manages one of the two on-call HVAC service contracts. Boisvert has proven responsive, reliable and efficient in servicing HVAC equipment across the district. The company is responsive and performs professional work as required by code.

Evaluation of this contract will be based on the contractor's ability to perform the demolition and installation in a timely manner as agreed and scheduled and within budget.

- 3. Why do you believe this agreement is fiscally sound? Include how the contractor was selected (various quotes vs. RFP vs. Sole Source), whether and why the cost has increased over last year (if continuation), and what an alternative might cost.**

The Contractor was selected by competitive bid governed by the City of New Haven Purchasing Department bidding process, bid number #21666. Boisvert Plumbing, LLC was the lowest of three bidders. The Boisvert bid was the lowest by more than \$12,000.00.

In order to ensure the best replacement options, the New Haven Public Schools engaged HVAC engineering firm Innovative Engineering Services (IES) to evaluate facility needs, to recommend a modern boiler replacement system, and to provide oversight of the installation process.

Celentano School currently has two Burnham CV-11 cast iron boilers. Both boilers are leaking beyond cost effective long-term repair.

Further, Burnham will not warranty any replacement of the existing leaking sections. Therefore, the cost of repairing the existing system is not cost effective, as the system has a demonstrated history of developing new leaks after repair.

The replacement Hamilton boiler, recommended by IES, is a modular stainless steel system with multiple smaller boiler sections, connected by piping, rather than one large boiler system. This modular system isolates the individual boiler sections, which creates redundancy, and allows maintenance and repairs to be performed, as needed, without taking the full system offline. The system's high efficiency ratings will also result in operational cost savings.

Solicitation Name: Celentano Boilers Replacement  
 Solicitation #: 21666  
 Closed: 10/9/2019

**Boisvert Plumbing LLC**  
 Total Cost \$ 232,328.0  
 Selected # 0  
 Selected (\$) \$ 0

**Funk Boiler Works, Inc.**  
 Total Cost \$ 750,000.0  
 Selected # 0  
 Selected (\$) \$ 0

**SAV-MOR Cooling & Heating Inc.**  
 Total Cost \$ 245,000.0  
 Selected # 0  
 Selected (\$) \$ 0

#	Items	Lowest	Quantity	Unit Price	Total Cost	Unit Price	Total Cost
1	Replace boiler per IES plans and specs Exhibit 3	\$ 232,328.11					
#1-1	Lump Sum	\$ 232,328.11			\$ 232,328.0	\$ 750,000.0	\$ 245,000.0

July 10, 2019

Rev1

John Barbarotta, AFB  
New Haven Board of Education  
Facilities Operations  
657 Ferry Street  
New Haven, CT 06613

RE: Truman School Boiler Replacement 114 Truman St New Haven CT

Dear John:

**SCOPE OF SERVICES**

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2. We will provide drawings, which will be completed and ready for pricing, and construction. These documents will illustrate the following systems:
  - A. **BOILER SYSTEM**
    - 1) We will replace the existing Boilers and reuse the existing piping per our discussion. The system will include a new boiler, piping and controls.
3. The following construction administration services shall be provided by our firm:
  - A. Answer project scope or contract design questions via phone or fax during the bid period.
  - B. Review shop drawings, equipment submittals and any possible contract substitutions the contractors may propose in order to maintain the integrity and quality of the clients engineered system.
  - C. Prepare a punch list to confirm that the contractors have completed their work.

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New York, NY 10003-1502  
T 203.467.4370  
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228 Park Ave. S #88637,

T 212 627 5035  
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# HIGH EFFICIENCY WATER HEATING AND HYDRONIC BOILER SYSTEMS



*Designed by Hamilton Engineering,  
manufactured in Michigan*



## INNOVATIVE Condensing Technology



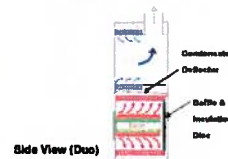
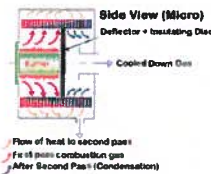


## INNOVATIVE CONDENSING TECHNOLOGY

### How Condensing Technology Works

In the combustion process, a minimum of 11% of the heat generated is latent heat (wet heat, think steam). In non-condensing combustion, only a portion of the sensible heat (dry heat) is transferred to the water; the rest of the dry heat and all of the wet heat is released into the atmosphere through the venting system as wasted energy.

In the EVO condensing system, the products of combustion (some of the wet heat and all of the dry heat) are forced to pass over the portion of the heat exchanger where the coolest water enters the system. At this point, the flue gases condense, releasing trapped heat that is then absorbed into the water through the heat exchanger. Condensate (water) and low temperature flue gases are left behind. The flue gases are so cool, in fact, they can be vented through PVC if desired.



### Rack Mounted and Pre-Plumbed To Your Specifications



Hamilton's Rack Pack™ Six Pack  
1,890,000 BTU input as shown

#### Rack Pack™ Six Pack Features Include:

- **STEEL CONSTRUCTED RACK MOUNTING:** Modular welded steel rack supports the entire system. Includes leveling bolts.
- **FACTORY ENGINEERED COMMON VENTING:** Only one inlet air and one exhaust opening (required for up to 8 units, AL29-4C stainless steel or PVC (where local jurisdictions allow))
- **COMMON WATER PIPING:** All units are manifolded together with copper and brass plumbing, including individual isolation and drain valves.
- **ELECTRICAL POWER SUPPLY (208/240V-50/60HZ-1PH):** All units and their pumps are pre-wired with breaker panel service disconnects—one field connection.
- **COMMON CONDENSATE NEUTRALIZER:** All condensate runs from individual units to a common drain system filled with The design allows for easy refilling when pH begins to drop from neutral (~7.0) at outlet.
- **GAS MANIFOLD:** Welded black pipe gas manifold providing single point connection, includes individual shutoffs.
- **CASCADE CONTROLS:** A two-wire communication cable between units facilitates the use of this feature, while maintaining independent primary safety controls. In the event of lost communication, control reverts back to the individual units.



#### Modular Heat Exchangers

**Model Sizes**  
136,000 / 180,000 / 199,999 BTUs  
300,000 / 399,999 / 630,000 BTUs

## EVO™ Condensing Water Heaters and Boilers

- **EFFICIENCY:** Up to 77.8% depending on incoming water temperature
- **CONSTRUCTION:** All 316L stainless steel is used for the heat exchanger
- **CAPACITIES:** Systems from 129,000–5,000,000 BTU/hr

### UNIQUE FEATURES

- **COMMON VENTING:** Up to 8 units may be common vented together. EVO's non-return valves and proprietary software make this possible.
- **CASCADING CONTROLS:** Up to 8 units can communicate with each other to operate as one large system, maintaining precise temperature control.
- **MODULATING BURNER:** Up to 5:1 turndown ratio adjusts to meet demand, further increasing efficiency while reducing cycling.
- **PRE-ASSEMBLED SYSTEMS:** All Rack Packs are factory tested and shipped ready to set in place with minimal assembly, reducing labor costs, downtime and installation issues.
- **SCALE MONITORING:** Internal software constantly monitors heat exchanger performance to warn if scale formation is beginning.
- **FREEZE PROTECTION:** Controller shuts the pump (and the burner, if necessary) to protect against hot or chiller freeze-ups in cold climates.
- **HEATING CONTROL CONFIGURATIONS:** Outdoor reset, 0–10 VDC, open therm/E-Bus/BAS, remote thermostat, remote sensor, boiler pump or system pump, indirect pump or three-way valve—direct hot water as priority or not. The EVO product line has a multitude of standard control configurations, all of which are possible without adding expensive loads or external control panels.

**WHY HAMILTON?  
INNOVATIVE CONDENSING TECHNOLOGY!**

Hamilton's EVO line is engineered using technology developed and patented in Europe in 1992. To date, this technology has been installed in more than seven million facilities worldwide. Hamilton has combined the best of this technology with its years of experience in condensing equipment to design and develop a product line that broadens its applications and capacities, and eliminates many of the common mistakes made during installation.



**SOME OF THE INNOVATIVE PRODUCTS BY HAMILTON...**

**COMPANION CWIS™**

This ultra high efficiency, space-saving design incorporates EVO technology and includes a storage tank up to 160 gallons, containing Hamilton's patented Cold Water Injection System™ (CWIS™). The combination of the EVO technology and CWIS™ provides a system with efficiency unmatched by tank type or circulating tank systems.



**HAMILTON ODD WATER™ SYSTEM**

In poor water conditions (combined hardness and TDS of over 25 grains per gallon, or aggressive or acidic water), the Odd Water™ system eliminates scaling and other factors that contribute to premature failure of a conventional water heating system.



REPRESENTED BY



*Innovative Hot Water Solutions*

34-000 AUTRY STREET, LIVONIA, MI 48150 | 800.968.5530  
hamiltonengineering.com | LIT91117 | 03/2018





**NEW HAVEN PUBLIC SCHOOLS**


**MEMORANDUM**

Joseph Barbarotta  
Executive Director  
Facilities Services



654 Ferry Street  
New Haven, CT 06513  
Tel. (475) 220-1631  
Fax (203) 936-5229

**To:** Finance and Operations Committee

**From:** Michael J. Pinto, Chief Operating Officer 

**Re:** F&O Agenda Item/For Approval  
Change Order #1 for On Call Gym Equipment Repairs

**Meeting Date:** November 18, 2019

**cc:** John Barbarotta, Luz Perez

For consideration and approval of Change Order #1 to Contract #21568-2-2 for On Call Gym Equipment Repairs for FY 2019-20 to:

**Sports Construction Supplies LLC  
61 East Street  
Plainville, CT**

In the amount of \$75,000 for bleacher repairs at Cross; basketball backboard motor replacements at Career, and gym curtain repair and basketball hoops replacement at Riverside.

Original Amount of Contract:	\$25,000.00
<b>Change Order #1</b>	<b>\$75,000.00</b>
<b>Total Amount of Contract:</b>	<b>\$100,000.00</b>

**Funding Source:** Capital Project  
Acct. #3C20-2071-58101



# CITY OF NEW HAVEN CONTRACT CHANGE ORDER

CONTRACTOR:	Sports Construction & Supplies LLC	VENDOR CODE :	37149
Contractor Address	61 East Street Plainville, Ct. 06062		
CONTRACT No.:	21568-1-2	CHANGE ORDER No:	#1
		Change Order Date	9-23-2019
PROJECT NAME	Gym Equipment & Repairs		PROJECT No.:
CONTRACT START DATE:	July 1, 2019		
CONTRACT END DATE: Prior to CO	June 30, 2020		
FUNDING SOURCE OF CONTRACT:	3C202071-58101	C A P O No.:	702000-22
FUNDING SOURCE OF C. O. :	3C19-1983-58101	C A P O No.:	
COMPANY HOLDING PERFORMANCE BOND:			
CONTRACT AMOUNT PRIOR TO THIS CHANGE ORDER	\$25,000.00	ORIGINAL AMOUNT:	\$25,000.00
AMOUNT OF THIS CHANGE ORDER	\$75,000.00	ACTUAL	<input checked="" type="checkbox"/> ESTIMATE
CONTRACT AMOUNT, INCLUDING THIS C.O.	\$100,000.00	INCREASE	<input checked="" type="checkbox"/> DECREASE

**ALL OTHER TERMS AND CONDITIONS OF ORIGINAL CONTRACT REMAIN IN FULL FORCE AND EFFECT.**

CONTRACTOR'S SIGNATURE:		DATE:
TITLE:		

**FOR USE BY CITY ONLY** ↓

<b>CERTIFIED THAT THIS CHANGE ORDER HAS BEEN REVIEWED AND FOUND TO BE APPROPRIATE AND IN THE BEST INTEREST OF THE CITY OF NEW HAVEN</b>			
REQUESTING AGENCY:			
DEPARTMENT HEAD:	DATE:	PURCHASING AGENT:	DATE:
Department Contact:	Tel:		
OFFICE OF CORPORATION COUNSEL: - APPROVED TO CORRECTNESS AND FORM.	DATE:	CHIEF ADMINISTRATIVE OFFICE	DATE:
CONTROLLER: - CERTIFIED AS TO SUFFICIENCY OF APPROPRIATION OR AVAILABILITY OF FUNDS	DATE:	ACCOUNTS PAYABLE	DATE:

**CITY OF NEW HAVEN**

**CONTRACT CHANGE ORDER**  
**PROVIDE CHANGE ORDER HISTORY FOR THIS CONTRACT**

#21568-1-2

PREVIOUS CHANGE ORDERS: NUMBERS, DATES, & AMOUNTS	AMOUNT INCREASE	AMOUNT ( DECREASE )
<b>SUB TOTALS</b>		
<b>NET INCREASE / ( DECREASE )</b>	<b>\$0</b>	

THIS CHANGE ORDER'S ITEMS	AMOUNT INCREASE	AMOUNT ( DECREASE )
Increase is needed to provide repairs to bleachers ,backboards cables and motors , motorized curtain all life safety issues.	\$75,000.00	
<b>SUB TOTALS</b>	<b>\$75,000.00</b>	
<b>NET INCREASE / (DECREASE)</b>	<b>\$100,000.00</b>	

THE CONTRACT TIME WILL BE UNCHANGED, OR WILL BE    INCREASED    DECREASED BY    DAYS.

- A memo to the City's Change Order Committee explaining the background and need for a Change Order should be submitted prior to the submittal of the present document.
- The Committee must have reviewed and approved the memo prior to preparation of this Change Order.
- A copy of the approved memo must be appended hereto.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1.)	Is this Change Order a final close-out of the Contract?	YES		NO	X
2.)	Has the cost of this contract been increased from the original amount?	YES		NO	X
	(If the answer to #2 above is 'yes', what is the total percentage increase over the original contract, including the current request?)	180%			
3.)	Is any part of this Change Order outside of the scope of the original bid documents?	YES		NO	X
4.)	Has any of the work described in this Change Order been ordered to be done?	YES	X	NO	
5.)	Are there any unit prices or lump-sum amounts in this Change Order that were not taken from the Contractor's original bid for the project?	YES		NO	x
	(If the answer to #5 above is yes, approved quotes and prices, with back-up, must be appended hereto along with certification by the person who approved the reasonableness of the prices.)				

**LIST OF ATTACHMENTS:**

**APPROVAL RECOMMENDED:**

ENGINEER/ARCHITECT:	COMPANY	
TITLE:		DATE:
CITY ENGINEER'S OFFICE:		DATE: