

Opportunity Title:	Office of Elementary and Secondary Education (OESE): Te
Offering Agency:	U.S. Department of Education
CFDA Number:	84.374
CFDA Description:	Teacher Incentive Fund
Opportunity Number:	ED-GRANTS-061412-001
Competition ID:	84-374A2012-1
Opportunity Open Date:	06/14/2012
Opportunity Close Date:	07/27/2012
Agency Contact:	Miriam Lund Program Officer E-mail: TIF4@ED.gov Phone: 202-205-5224

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

* Application Filing Name:

Mandatory Documents

Move Form to Complete

Move Form to Delete

Mandatory Documents for Submission

Application for Federal Assistance (SF-424)
 Dept of Education Supplemental Information for
 U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION
 ED Abstract Form
 Project Narrative Attachment Form
 Budget Narrative Attachment Form
 Other Attachments Form

Optional Documents

Move Form to Submission List

Move Form to Delete

Optional Documents for Submission

Instructions

- 1** Enter a name for the application in the Application Filing Name field.

 - This application can be completed in its entirety offline; however, you will need to login to the Grants.gov website during the submission process.
 - You can save your application at any time by clicking the "Save" button at the top of your screen.
 - The "Save & Submit" button will not be functional until all required data fields in the application are completed and you clicked on the "Check Package for Errors" button and confirmed all data required data fields are completed.
- 2** Open and complete all of the documents listed in the "Mandatory Documents" box. Complete the SF-424 form first.

 - It is recommended that the SF-424 form be the first form completed for the application package. Data entered on the SF-424 will populate data fields in other mandatory and optional forms and the user cannot enter data in these fields.
 - The forms listed in the "Mandatory Documents" box and "Optional Documents" may be predefined forms, such as SF-424, forms where a document needs to be attached, such as the Project Narrative or a combination of both. "Mandatory Documents" are required for this application. "Optional Documents" can be used to provide additional support for this application or may be required for specific types of grant activity. Reference the application package instructions for more information regarding "Optional Documents".
 - To open and complete a form, simply click on the form's name to select the item and then click on the => button. This will move the document to the appropriate "Documents for Submission" box and the form will be automatically added to your application package. To view the form, scroll down the screen or select the form name and click on the "Open Form" button to begin completing the required data fields. To remove a form/document from the "Documents for Submission" box, click the document name to select it, and then click the <= button. This will return the form/document to the "Mandatory Documents" or "Optional Documents" box.
 - All documents listed in the "Mandatory Documents" box must be moved to the "Mandatory Documents for Submission" box. When you open a required form, the fields which must be completed are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message.
- 3** Click the "Save & Submit" button to submit your application to Grants.gov.

 - Once you have properly completed all required documents and attached any required or optional documentation, save the completed application by clicking on the "Save" button.
 - Click on the "Check Package for Errors" button to ensure that you have completed all required data fields. Correct any errors or if none are found, save the application package.
 - The "Save & Submit" button will become active; click on the "Save & Submit" button to begin the application submission process.
 - You will be taken to the applicant login page to enter your Grants.gov username and password. Follow all onscreen instructions for submission.

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="Completed by Grants.gov upon submission."/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
B. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="New Haven, City of (Inc.) DBA New Haven Public School System"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="06-6001876"/>	* c. Organizational DUNS: <input type="text" value="1849825850000"/>	
d. Address:		
* Street1: <input type="text" value="54 Meadow Street"/>	Street2: <input type="text"/>	
* City: <input type="text" value="New Haven"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="CT: Connecticut"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="06519-1719"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Performance Management"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Garth"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Harries"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Assistant Superintendent"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="203-691-2678"/>	Fax Number: <input type="text" value="203-946-7107"/>	
* Email: <input type="text" value="garth.harries@new-haven.k12.ct.us"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

C: City or Township Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

*** 11. Catalog of Federal Domestic Assistance Number:**

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-061412-001

* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF General Competition CFDA Number 84.374A

13. Competition Identification Number:

84-374A2012-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Areas.pdf

View Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

The New Haven Professional Educator Program-New Haven Public Schools

Attach supporting documents as specified in agency instructions.

Add Attachments

1 of 1 Attachments

1 of 1 Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

New Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="53,403,250.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="53,403,250.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

- Yes
- No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

New Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	New Haven, City of (Inc.) DBA New Haven Public School System
Applicant's DUNS Name:	1849825850000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	84.374

- Has the applicant ever received a grant or contract from the Federal government?
 Yes No
- Is the applicant a faith-based organization?
 Yes No
- Is the applicant a secular organization?
 Yes No
- Does the applicant have 501(c)(3) status?
 Yes No
- Is the applicant a local affiliate of a national organization?
 Yes No
- How many full-time equivalent employees does the applicant have? (Check only one box).
 3 or Fewer 15-50
 4-5 51-100
 6-14 over 100
- What is the size of the applicant's annual budget? (Check only one box.)
 Less Than \$150,000
 \$150,000 - \$299,999
 \$300,000 - \$499,999
 \$500,000 - \$999,999
 \$1,000,000 - \$4,999,999
 \$5,000,000 or more

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Completed on submission to Grants.gov</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>New Haven, City of (Inc.) DBA New Haven Public School System</p>	<p>* DATE SUBMITTED</p> <p>Completed on submission to Grants.gov</p>

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

*** APPLICANT'S ORGANIZATION**

New Haven, City of (Inc.) DBA New Haven Public School System

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Dr. * First Name: Reginald Middle Name:

* Last Name: Mayo Suffix:

* Title: Superintendent

* SIGNATURE: Completed on submission to Grants.gov

* DATE: Completed on submission to Grants.gov

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee *Name: N/A *Street 1: N/A Street 2: _____ *City: N/A State: CT: Connecticut Zip: _____ Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.374	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____ 0.00	
10. a. Name and Address of Lobbying Registrant: Prefix: _____ *First Name: N/A Middle Name: _____ *Last Name: N/A Suffix: _____ *Street 1: N/A Street 2: _____ *City: N/A State: CT: Connecticut Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix: _____ *First Name: N/A Middle Name: _____ *Last Name: N/A Suffix: _____ *Street 1: _____ Street 2: _____ *City: _____ State: _____ Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		
* Signature: Completed on submission to Grants.gov		
* Name: Prefix: Dr. *First Name: Reginald Middle Name: _____ *Last Name: Mayo Suffix: _____		
Title: Superintendent Telephone No.: 203-946-8888 Date: Completed on submission to Grants.gov		
Federal Use Only:		Authorized for Local Reproduction Standard Form - 111, (Rev. 7-97)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.**

Optional - You may attach 1 file to this page.

NHPS_T1E_GEPA_Assurance.pdf

1 of 1

Delete Attachment

View Attachment

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Garth		Harries	

Address:

* Street1:	54 Meadow Street
Street2:	
* City:	New Haven
County:	
* State:	CT: Connecticut
* Zip Code:	06519
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

203-691-2678	203-946-7207
--------------	--------------

Email Address:

garth.harries@new-haven.k12.ct.us

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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GEPA Assurance

New Haven Public Schools

Application for Teacher Incentive Fund CDEA 84.374A

July 26, 2012

Steps the New Haven proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

In this grant proposal, New Haven Public Schools, is applying for federal assistance to develop a human capital management system to impact teachers. Participation in the program will be open to all teachers in the district. Some components of the program will be only open to teachers rated effective through the district's performance evaluation system. These ratings are conducted by multiple raters based upon factors that are not correlated with gender, race, national origin, color, disability, or age. Thus we do not expect ratings to be anything other than randomly correlated with gender, race, national origin, color, disability, or age. However, in order to ensure this criterion is not a barrier to equitable participation in the program, evaluation data will be monitored for any pattern that could lead to a disparate impacts related to gender, race, national origin, color, disability, or age. If patterns in the data are detected, rater training will be adjusted.

Project Abstract: New Haven Public Schools Professional Educator Program

Investment from the General Teacher Incentive Fund (TIF, CDFA 84.374A, Design Model 1) competition in New Haven Public Schools (NHPS or New Haven) will be used to develop the New Haven Professional Educator Program. NHPS is the sole applicant. NHPS is an urban school district (LEA) with 20,703 students. The district manages 47 PK-12 schools, 46 of which meet the federal definition of high needs with 50% or more free and reduced lunch students. All 46 of the high needs schools will be served by the proposed human capital management system (HCMS) and performance-based compensation system (PBCS).

Since launching its School Change Initiative in 2009, New Haven has developed and implemented a nationally recognized reform effort in collaboration with the district's teachers and administrators. A central pillar of this collaborative strategy has been educator evaluation and development systems, as well as a comprehensive trajectory of leadership development programs. These systems share two focal points: first, an explicit emphasis on any educator's impact on student learning and school organization; and second, a clear delineation of professional competencies for both teachers and leaders. In addition, the district has already attracted teachers to turnaround schools through work place and financial incentives. Two years of successful implementation show the viability and rigor of these programs both in increasing the effectiveness of the educators and in improving student learning.

New Haven proposes to use TIF over five years to build from its current foundation to create a comprehensive and coherent career development program, with the following elements:

Individualized Evaluation and Coaching: Through TIF, NHPS will strengthen the calibration of evaluators, broaden the resources and exemplars available as guides to good

instruction, and refine the student learning objective process to strengthen appropriateness and validity of goals.

Individualized Professional Learning: Through TIF, NHPS will strengthen the culture and systems of professional learning by creating a cadre of expert teachers with clearly designated skill areas, by expanding the opportunity for inter-visitation and peer-based learning, and by improving the use of the data embedded in the districts new TalentEd Perform platform.

Differentiated Career Opportunities: Through TIF, NHPS will expand career opportunities for strong and exemplary educators, positioning them to shape their fellow professionals through expert teacher and mentor principal roles aligned to their particular competencies, as well as school leadership positions. NHPS will also strengthen its selection point at the start of a teacher career, by applying educator evaluation and development systems to pre-service candidates with student teaching assignments or interviews in the district.

Differentiated Compensation: Through TIF, NHPS and the bargaining units will explore and extend differentiation under the current and future contracts, including for differentiated career opportunities, for placements in the highest need schools, and for sustained and demonstrated excellence as a professional. The stakeholders are explicitly interested in transforming the teacher salary schedule to one based on effectiveness and the feasibility – along with the – implications will be explored through the grant (Priority 5).

Consistent with New Haven's dedication and track-record of collaborative and persistent reform, the governing board of the New Haven PEP Grant will be a Talent Council of three administrators and three teachers with explicit shared decision-making in overseeing the grant. In addition, the grant will strengthen talent organization and systems within the central office, as a key point of coordination in a district ideally sized for a comprehensive HCMS system.

NEW HAVEN PUBLIC SCHOOLS:
PROFESSIONAL EDUCATOR PROGRAM
(PEP)

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STRATEGIC PRIORITY 1 – DISTRICT-WIDE HUMAN CAPITAL MANAGEMENT SYSTEM (HCMS)
WITH EDUCATOR EVALUATION SYSTEMS AT THE CENTER

A. A COHERENT AND COMPREHENSIVE HCMS

Investment from the General Teacher Incentive Fund (CDEA 84.374A, Design Model 1 in year 3, with Design Model 2 in place before year 3) competition in New Haven Public Schools will be used to develop the New Haven Public Schools Professional Educator Program, building from a track record of collaboration with local bargaining units in building and two years of implementation of a nationally recognized educator evaluation and development system.

NEW HAVEN'S VISION OF INSTRUCTIONAL IMPROVEMENT

Over the past three years New Haven has implemented a comprehensive, collaborative, and persistent School Change Initiative, centered in the goal of instructional improvement in all the district's 47 schools that will close the achievement gap with the state, cut the dropout rate in half, and ensure that every student is ready and able to be successful in college and career. From the outset of School Change, a central pillar has been a Talent Strategy, with the explicit vision that, "Adults in the system will be managed as professionals to encourage collaboration, empowerment, and responsibility for outcomes – and this will enable us to attract, develop, and retain the highest caliber staff."

The successful design and implementation of strategies consistent with this vision has placed New Haven at the forefront of the national conversations on school reform broadly, and on educator evaluation and development specifically. These innovations were developed collaboratively between district leadership and the New Haven Federation of Teachers (NHFT) and the School Administrators Association (SAA), and have been fully implemented in all 47 schools for the last two school years. The central features implemented thus far, as they relate to instructional improvement, include:

- A clear emphasis on the relationship between professional competencies and professional impact, represented in the twin emphasis on, first, the development and application of powerful rubrics of professional competence (instructional practice for teachers, leadership competencies for leaders) and second, on the tracking and professional responsibility of educators for growth in student learning and, for school leaders, school performance including culture and climate. This twin emphasis is at the heart of New Haven’s multiple measure evaluation process, which is designed for meaningful developmental feedback for all teachers and for consequential career decisions (see sections B and C).
-

- Intense focus on schools that have the greatest need to improve their performance through a contractual turnaround process, that rebuilds school-level collaboration and instructional focus that rehires teachers in in turnaround schools through a mutual consent rehiring process, and providing work rule flexibility and extra compensation for teachers in turnaround schools.

Furthermore, the School Change initiative in New Haven embodies a core value of collaboration, not for its own sake, but for outcomes – so that the strengthening of the District and our educators will be done with the District’s educators. This collaboration is reflected not only in contract language strongly supported by educators, but is also reflected in the regular interactions of collective responsibility for outcome in the district, through the districts Reform Committee and other interactions (See Educator Involvement Section). This labor-management collaboration and innovation has been recognized at the national level. The White House recognized New Haven’s work early in the process:

New Haven, CT recently ratified a new four-year contract for their teachers, including a new teacher evaluation system that considers student learning gains in the assessment of teacher performance and that identifies and provides interventions for struggling teachers through a peer-assistance and review program.¹

In May 2012, Secretary of Education Duncan visited New Haven to reinforce his interest in learning from New Haven's during his visit he said "New Haven is at the forefront of tough-minded collaboration, not collaboration around the status-quo, but collaboration around closing the achievement gap."² Union leadership has also lauded New Haven's work. In 2012, Randi Weingarten, President of the American Federation of Teachers, wrote about New Haven:

The first-year results of New Haven's evaluation system, which focused both on teacher practice and student learning and which provided genuine assistance and support for teachers needing improvement, show a positive effect on teacher quality. While much of the media attention was on the teachers who didn't make the grade, the real story was that this collaboratively negotiated approach focused on continuous improvement for all teachers in the district.³

This systemic change of instructional focus is beginning to work: in 2012 the proportion of students who are proficient on the ELA Connecticut Mastery test (grades 3-8) was 65.5%, which was 17.5 percentage points less than the state average of 84%, reflecting a steady decline

¹ White House (July 24, 2009). Fact Sheet on Race to the Top. Retrieved July 22, 2012 from: <http://www.whitehouse.gov/the-press-office/fact-sheet-race-top>

² Alexandra Sanders, (May 30, 2012). "Education Secretary Arne Duncan discusses school reform at New Haven roundtable; Connecticut approved for No Child Left Behind waiver". *New Haven Register*. Retrieved July 22, 2012 from http://www.nhregister.com/articles/2012/05/30/news/new_haven/doc4fc58475597b1801866324.txt?viewmode=fullstory

³ Randi Weingarten, (January 1, 2012). "Calling the Right Plays to Help Teachers Succeed". *Huffington Post*. Retrieved July 22, 2012 from: http://www.huffingtonpost.com/randi-weingarten/calling-the-right-plays-t_b_1210812.html

from 23 percentage points in 2008. In each of the last three years, New Haven has doubled the states rate of grown on Mastery Tests overall, and the City has seen significant improvement in graduation rates – but much work remains to be done.

AN HCMS SYSTEM LIKELY TO INCREASE THE NUMBER OF EFFECTIVE EDUCATORS

Investment by the Teacher Incentive Fund (TIF) would enable transformative change in New Haven by translating these foundational efforts into a more comprehensive Professional Educator Program, which will touch more aspects of each teacher’s professional life beyond the annual evaluation process, and build the culture and systems of professional excellence in the district. The Professional Educator Program will be a comprehensive human capital

management system that builds collaboration, empowerment, and responsibility for outcomes, touching not only individualized evaluation systems already in place in New Haven, but also individualized professional learning/development, targeted pre-service screening and sourcing (including training, selection, and placement), differentiated career opportunities, and differentiated compensation, with evaluation and development of both professional competencies and student and school growth consistently at the core.

Resources from TIF will be used to improve current systems to prepare, select, hire, place, retain and compensate effective educators. It will build capacity to provide career differentiation and job-embedded professional development such as coaching, mentoring, Instructional Rounds; it will deepen a culture of collaboration, empowerment and responsibility for outcomes. While New Haven’s infrastructure is reinforced, the district will identify strategies for reallocating resources within the district to sustain the Professional Educator Program. The Professional Educator Program will increase the number of effective educators and improve student outcomes through the leverage points described below

THE RANGE OF HUMAN CAPITAL DECISION MAKING IMPACTED BY EDUCATOR EFFECTIVENESS

The Human Capital Management System that New Haven has built since 2009 is already **increasing the number of effective educators** in our high needs schools, as evidenced by instructional improvements, by separation from material numbers of low performing teachers and principals, and by the re-staffing of 10% of the district's schools through contractually enabled turnaround. This existing system provides an ideal foundation to construct and strengthen additional components through the PEP program. This section provides an overview of the current and future human capital decision-making system, and the strong and strengthening relationship to the core educator evaluation system.

NHPS agrees with the USDOE that the core of a Human Capital Management system must be an effective evaluation system, and has invested in that developing and implementing that engine over the last three years. The New Haven evaluation and development systems for both teachers and principals were developed through collaborative process, are rooted in an annual professional feedback and conference process, and result in one of five annual summative ratings (Exemplary, Strong, Effective, Developing, Needs Improvement) based on professional competencies and student and school growth outcomes. The evaluation systems have been implemented for all teachers and principals in the district over the last two school years, and are described in full in Section B; Professional Development, both through the embedded coaching of the evaluation process and more generally through other coaching and professional learning opportunities, is described in full in Section B and C respectively. The remainder of this section deals with the other elements of the district's current and proposed Human Capital management systems. With TIF support, New Haven can implement an immediate series of immediate activities during Year 1 (2012-13) of the project on the basis of existing bargaining agreements.



Refinement and deepening can happen for Year 2 (2013-2014). Additional future activities will be the result of negotiations with the NHFT and SAA, which are scheduled to occur in the summer of 2013 to create new contracts beginning Year 3 of the grant (2014-15).

Teacher Pre-Service (including teaching training, selection, and initial placement and support): The district has already expanded beyond traditional routes to recruit and support effective new teachers. One source for New Haven is Teach For America (TFA), with particular emphasis on minority and shortage area hiring. The district also participates in several innovative preparation programs with local colleges or universities that seek to place student teachers and interns, taking steps to integrate their university and school-based experiences.

New Haven Public Schools has also has an established teacher mentoring program – it is required by the state, but New Haven has invested particular energy in effective implementation, and in alignment of the mentoring process to the TEVAL competencies and development process in order to transition teachers from pre-service to in-service.

In order to strengthen the effectiveness of teachers entering district classrooms, New Haven will expand its efforts in selective sourcing from multiple educator preparation models (alternative, lab, co-located and Professional Development Schools). This selective sourcing will be rooted in the TEVAL system, expanding the use of TEVAL competencies and effective teachers to screen and select candidates. First, New Haven will maximize the “pre-teaching” experience of candidates within New Haven schools, and the rigor of screening conducted in that “pre-teaching.” By ensuring placement with effective teachers, and by empowering those educators and their managers to utilize the educator effectiveness evaluations as a screening tool, the district will project educator evaluation into teacher pre-service – and enable early and strategic hiring of those pre-teachers who are rated highly on the educator evaluation system. To

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accomplish this New Haven will replicate its current work with Albertus Magnus College (AMC), where students take their applied method courses as interns within New Haven Public Schools, and will screen those interns using the TEVAL competencies. In addition, New Haven will expand the University Lab programs for student teachers conducted by Southern Connecticut State University (SCSU) and Quinnipiac University, again, ensuring screening of student teachers using the TEVAL framework, and building a system to deliver early offers to students scoring highly as student teachers on the TEVAL rubric.

To support the strategic selection of teachers, by the end of the grant period, the Talent Office will have the capacity for strategic and accelerated teacher hiring. This will include projecting how many new positions are needed, and strategic hiring for the highest-needs schools in the district (Peer Group C), which will enable early offers to highest potential teachers, as identified through the Pre-Service work of the Talent Office.

Under the Professional Educator Program, New Haven will use the TalentEd system to capture and utilize information about teacher effectiveness to:

- Ensure that the supervising teachers supporting student teacher are effective teachers
- Identify promising pre-service teachers and make job offers to those teachers early in the hiring cycle.
- Provide feedback to teacher preparation programs based on the TEVAL ratings of new teachers produced by those programs.
- Identify and increase strong teacher preparation programs identified by the effectiveness of teachers produced by those programs and their district retention.
- Encourage effective and strong teachers to work in New Haven's highest need schools.

These multiple strategies, grounded in the TEVAL system, will increase the effectiveness of new teachers hired into New Haven, with emphasis on the highest needs schools.

Teacher Differentiated Career Opportunities: Currently, career development for teachers is ad hoc. Those teachers who are interested in school leadership can enter the leadership development pipeline, described below. But otherwise, although teachers may take on different forms of teaching roles, including different coaching and out-of-classroom roles, those roles are not managed through connection to educator effectiveness, and there is not material evolution of teacher's career through conscientious selection, targeted evaluation, and differentiated

compensation. The systems built through TIF and the PEP program will create meaningful career differentiation, starting with the foundation of individualized development built in the TEVAL system in order to focus on career differentiation opportunities for effective teachers.

This career differentiation is intended to better utilize the skills of New Haven's effective teachers, to improve overall instruction, and to increase teacher satisfaction leading to improved retention of effective teachers. In Year 1 New Haven will work in collaboration with the Talent Council (see the Project Management Section) to:

- a) Modify the existing TEVAL systems to encourage career planning for strong and exemplary teachers, to explicitly consider the ways to support the professional learning of other teachers.
- b) Identify additional *Expert Teacher* roles for exemplary and strong teachers, with extended duties, as enabled by the current language of the NHFT contract (From NHFT Contract, Appendix B section 3b: "Compensation Enhancements for Differentiated Roles and Other Activities. Compensation enhancements may be proposed in connection with various roles, including but not limited to the peer assistant/evaluator. Such roles shall be

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made available to those teachers who demonstrate the highest levels of validated performance per the District's evaluation system, irrespective of seniority. Enhancements may also be offered in connection with other activities, including but not limited to agreeing to teach in certain schools, such as reconstituted schools.") Exemplary and strong teachers would be eligible for these positions, with appropriate selection including verification of instructional expertise and support from peer professionals. Supervisors could make the final selections from the eligible pool. This position will include extra duties for teachers –including formal responsibility to support individual and professional growth of teachers - and would include a stipend of up to \$5,000. Duties for Expert Teachers will depend on the particularly strong aspects of their practice, as identified by the NHPS instructional practice continuum of TEVAL. These duties could include:

- i) Curriculum/Assessment Specialist, with responsibility to support individual teacher planning and district curriculum and assessment design (For teachers with strength in planning and assessment dimensions of TEVAL).
- ii) Instructional Delivery Specialist, with responsibility for supervising student teachers, new teacher mentorship, and various ways of serving additional students (Summer School, tutoring, distance learning) (for teachers with strength in classroom instruction dimensions of TEVAL).
- iii) Youth Development Specialist, with responsibility for supporting colleagues in youth development activities, including organizing advisory and de-escalation of students (for teachers with strength in supportive instruction and relationships of TEVAL).

Expert Teachers may also be designated as Instructional Coaches or as Instructional Managers (IM). As an IM the Expert Teacher evaluate, teachers who have are willing to be

evaluated by their peers. The existing TEVAL system allows for IM, and through the Professional Educator Program, New Haven expects this practice to expand, reducing the burden on administrators.

Teacher Differential Compensation: Another foundational component of the current human capital system is the effort to attract effective teachers to turnaround schools. This component supports active steps to improve the effectiveness of teachers in these schools through selective placement and compensation. All teachers in turnaround schools re-apply for their jobs, which resulted in the transfer of teachers who were not expected to effectively work within the turnaround context. The district and the NHFT have already negotiated and implemented differentiated compensation for educators who work in high-needs schools, and turnaround schools, in particular (See Optional Attachment OA1 and OA2).

NHPS will accelerate efforts to retain effective, strong, and exemplary teachers through compensation. The negotiations with the NHFT will occur the summer of 2013 to be implemented in Year 3 of the grant (2014-15). The differentiated compensation budget for TIF was created to allow for additional compensation of up to \$1,000 for those rated Effective (2), up to \$5,000 for those rated Strong (4) and up to \$10,000 for Exemplary (5). This budget is significant enough to be used to leverage changing the salary schedule, which would be preferred, and these decisions will be discussed throughout Year 1 of the grant period. In addition, New Haven will seek to expand the stipends (up to \$3,000 per teacher) available to effective teachers in the highest-needs schools in the district (Peer Group C, with the highest percentages of mobility, special education, and ELL). This effort is targeted for implementation in Year 2 of the grant, based on use of the existing NHFT contract language.

Principal Pre-service (including leadership training, selection, and initial placement

and support): Since the launch of school change in 2009, the systems of pre-service and leadership development have been a priority for the district. Leaders are recruited and developed in several voluntary leadership pre-development programs, including Future Leaders (for Exemplary classroom teachers; new coaches or team leaders), Emerging Leaders (for Exemplary teacher-leaders or coaches ready for AP positions or residencies), the NHPS & Achievement First Residency (an ARC Certification Program in partnership with the local high performing charter school network, designed to accelerate future and exemplary leaders all the way to school leadership positions), and High Potential Leaders (APs and other leaders ready for principal positions). PEVAL competencies are used to select promising leaders for leadership opportunities and pre-leadership training programs. The training provided focuses on the Instructional Rounds process, described in Section C, where leaders in pre-development programs collaboratively visit schools with experienced leaders to grow instructional and culture leadership skills. These interns are included in leadership professional development, evaluated using leadership framework, and can be used as instructional managers. The selection process for principals and APs was adjusted in the spring of 2012 to focus intensely on demonstrated competencies, including in an experiential interview process. During the summer of 2012, a New Leader “Bootcamp” based on PEVAL competencies was provided to new principals, including the opportunity to work with their new teams. New Haven has existing plans and funding to work through the Connecticut Center for School Change to use the New York City Leadership Academy (NYCLA) model for to train coaches for newly hired leaders. A cohort model is used currently for new leader training and support and for training and support for the coaches.

As it develops a more comprehensive pre-service HCMS for leaders, New Haven will build from its current trajectory for new leader development. For leaders grown from within the district, New Haven will use TEVAL and PEVAL evaluations to identify leadership program candidates. When recruiting from outside the district, New Haven will screen for effectiveness and key emerging leadership competencies such as people management. By the end of the grant period, the Talent Office will strengthen the new leader pipeline including activities such as:

- 1) Develop on-going tracking of all developing leaders, their competencies, and ideal succession opportunities. This will include, by December of each year, a confidential list of those internal candidates with the highest potential to move into principal positions.
- 2) Accelerate principal hiring schedule to attract higher caliber candidates, allow for more effective planning.

Principal Differentiated Career Opportunities: As with teachers, the career development of principals is currently relative ad hoc: some may become central office administrators, some may be tapped for discrete projects, but the district has not taken a systematic view to how to provide career opportunities and additional opportunities for leverage for the District's strongest leaders. Under the PEP program, the district will focus on self-conscious designation of mentor leaders, selected from among strong and exemplary teachers and with clear differentiation in responsibility and additional compensation (up to \$5,000). New principals have and will continue to receive mentoring and support from these mentor principals, with greater structure and focus. Principals will have designated responsibilities to support the professional learning of colleagues such as mentoring new principals and Emerging Teacher Leaders, and facilitating instructional rounds. These roles will be developed during Year 1 of the grant and rolled out in Years 2-5.

Among Assistant Principals, NHPS will pursue career differentiation for those assistant principals who are in long-term building management positions, and those who are on a trajectory for a principal position. Career planning and differentiated development opportunities will begin this effort. In Year 2, Assistant Principals who are on an effective management track, i.e. those who will remain in that role, will have career differentiation opportunities in mentoring other Assistant Principals in duties such as operations management, student discipline and parent outreach. Those who are on the leadership track to become instructional leaders will have career differentiation opportunities focused on training, coaching, and organizational management. More formal differentiation of roles will be discussed in the throughout Year 1 and in SAA negotiation of 2013. Additional mentorship responsibilities could come with stipends (as with teachers and principals) of up to \$5,000. Ultimately, by the end of the grant period, some assistant principals will be in the management track, with differential accountability related to their actual role, whereas others will be in an instructional leadership career track, with clear and individual 360 degree accountability.

Comprehensive human capital management of the school leader workforce will also build from the existing progress in New Haven, including the PEVAL system and the extensive network of leadership development programs. The capacity and strength of the Talent Office, working in partnership with the Directors of Instruction, will enable individual career planning for New Haven's administrators. In addition to managing data from the PEVAL process, the Talent Office will use an assessment to map the administrator's current leadership skill set, including 360 feedback, and identify a pathway for growth within the New Haven leadership framework. This information will be used to plan for both new hiring to and development of the leader workforce.

Principal Differential Compensation: Currently in New Haven, the salary scale for principals is tied to the size and level of the school. Under the PEP program, in addition to the mentor principalship compensation described above, the district will focus on incentives for effective leaders to work in higher needs (Tier II and III) schools. New Haven has demonstrated its ability to replace principals (the four who left after receiving low ratings) with high potential internal and external candidates. New principals were supported with a new principal cohort, focusing on development of leadership competencies as well as logistical support for their transition. Through negotiation with the SAA in 2013, effective leaders (rated Strong (4) or Exemplary (5)) could receive bonuses of up to \$5,000 for working in high-needs schools. This seems to be a particularly important tool for increasing the equitable distribution of effective educators given Milanowski et al's findings (July 20, 2007) "...a principal with a reputation for being supportive increases the likelihood of job acceptance by over 19 percent (16.85+2.43). To get this effect with a higher base salary would require an increase of over \$25,000..."

Performance incentive and retention tools for leaders will mirror those for teachers, and will be negotiated in 2013, to be implemented in the 2014-15 school year. This is designed to include differentiated compensation for strong and effective leaders. The current plans envision differentiated compensation of up to \$10,000 for exemplary principals, and \$5,000 for strong.

WEIGHT GIVEN TO EDUCATOR EFFECTIVENESS

Over the last few years, New Haven has built the core engine of an evaluation and development system – but used it primarily only for separation decisions (described in section B), and to encourage individual professional feedback and development (described in sections B and C). Under the new PEP program, New Haven's educator effectiveness will become a more pervasive influence through the human capital management system. Effectiveness ratings will

continue to be the determinant in retention decisions, and will become the major component for career alternatives, compensation, and pre-service selection. Being rated effective will be necessary for additional duties and compensation in high needs schools. Being rated effective will be a screening device for educator career differentiation. Effective ratings will be necessary for receiving the performance/retention incentives to be negotiated in 2013. Effective ratings will be associated with recruitment bonuses for hard to staff positions to be negotiated in 2013. Performance evaluations will continue to be a central data source in identifying individual professional learning opportunities.

FEASIBILITY OF HUMAN CAPITAL MANAGEMENT SYSTEM

New Haven has already implemented a high quality evaluation system, as described in section B. This foundation makes the rest of the human capital system highly feasible, particularly with the investment of TIF resources to support the transition to a fully embedded human capital management system. The implementation of both the evaluation development system and the planned human capital management system has been staged to build confidence in the evaluation and development system, and to lead to the most effective implementation of subsequent components of the human capital management system.

In order for educator evaluation to shape human capital system broadly, the district must not only have a rigorous, valid, and reliable individual educator evaluation system – the district must have the ability to efficiently extract and use information from that evaluation, both to inform individual human capital management systems and to inform overall system and policy development. The district took a key step in future integrating human capital management systems by purchasing the TalentEd online platform for performance evaluations in January 2012. The platform was adopted in order to streamline paperwork and tracking between

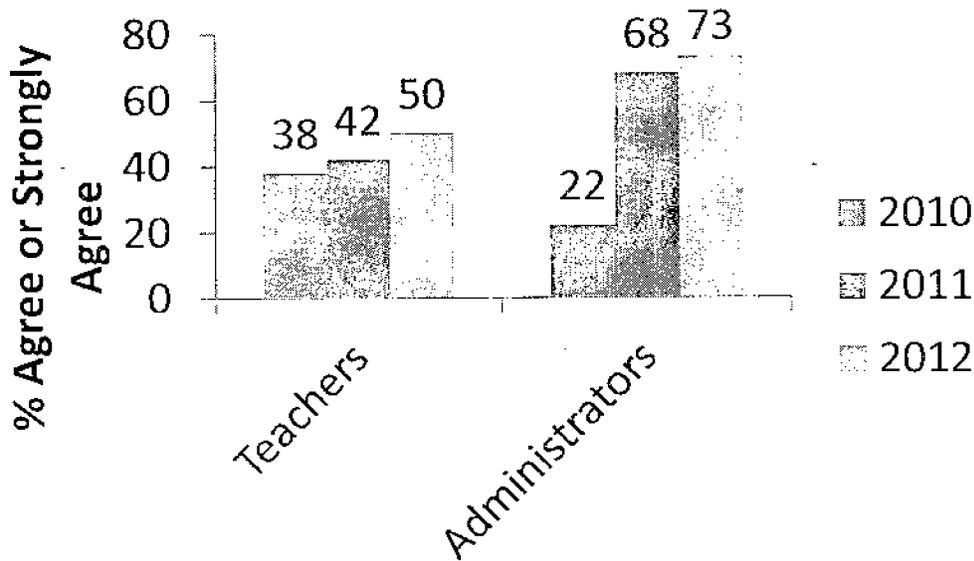
teachers and instructional managers. More powerfully, the new platform will enable leaders to engage in deeper analyses of teacher competencies across schools and across the system, to targeting professional development and otherwise ensure that district priorities reflect the actual details of teacher evaluations. The district is already tracking student learning at the classroom level in ways that can inform the HCMS, and the TalentEd Perform platform can be mapped to the student growth data in SchoolNet and other sources, as described in Section B on Educator Evaluations.

The commitment of district union and administrative leaders, the proposed governance structure of the Professional Educator Program, the resources provided by New Haven, the proposed implementation timeline and the TIF grant all further reinforce the feasibility of the PEP program moving forward. The leadership at the district and union level has demonstrated its commitment to negotiating reforms to improve human capital systems in New Haven. A proposed governance structure for the grant, the “Talent Council,” builds off of the Reform Council used to negotiate prior human capital innovations. A significant majority of the members of the Talent Council are union appointed signifying both their engagement and voice in the process for developing the Professional Educator Program (see Mandatory Attachment (MA) 3). The implementation timeline for the proposal provides time and support for the Talent Council to learn about and prepare for the 2013 negotiations which will finalize the Professional Educator Program. The Professional Educator Program will improve the overall effectiveness and equitable distribution of teachers in New Haven.

COMMITMENT OF NEW HAVEN LEADERSHIP

New Haven’s commitment to talent development and a viable human capital management system is demonstrated by the progress made so far in developing the evaluation and development system. School system, union, and city leaders are not only committed – they have already delivered on the idea that Talent is a core feature of school change, and have followed that commitment with the persistence to design and delivery a model evaluation and development system. Many of the hard battles have been fought, several of the key components in a culture shift to using evaluation data do make decisions are working and student achievement is improving. Educators are also supportive and committed: Administration, principals, and union leaders engage regularly in discussions about next steps, and educators continue to express satisfaction with the progress as illustrated in Figure 1 below.

Figure 1: Response to the question “Overall, I am satisfied with the teacher evaluation process



This chart shows satisfaction with the evaluation systems has increased over time. By 2012 the majority of teachers and three out of four administrators are satisfied with the teacher evaluation system.

ADEQUACY OF FINANCIAL AND NON-FINANCIAL INCENTIVES

New Haven's PEP system will use both financial and non-financial incentives that will be adequate to build the culture and systems of coherent human capital management. First, the non-financial incentives are significant: the intrinsic reward of recognition from colleagues as an expert teacher, as well as the ability to extend the profession in the areas of particular competence, will be significant for many educators. The Super-Sub program will significantly increase the ability of expert teachers to free time to contribute to professional growth, meaningfully reducing the obstacles to participation.

~~In addition to the non-financial incentives, the financial incentives are also significant, for~~
a range of different differentiated compensation alternatives under PEP:

- 1) Compensation for extra duties for selected educators that have been rated effective.
 - a) For effective Principals, all extra duties will be on-top of existing duties. For effective Teachers, there will be two tracks of duties. First, will be extra duties on top of existing duties. Teachers in these roles will be called *Expert Teacher*.
 - b) A second group of teachers, called *Emerging Leaders*, whose extra duties temporarily (up to three years) take them out of the classroom as they provide teacher leadership.
- 2) Bonuses for teachers and principals who are rated effective on the TEVAL and PEVAL systems.
- 3) Compensation for effective and above educators who work in high-needs schools (identified as Peer group C schools with the highest mobility, Special education, and ELL populations).

For both teachers and leaders, the estimated size of these bonuses and stipends are appropriate for the purposes of significantly increasing the effectiveness of the educator workforce through recruitment and retention and increasing the equitable distribution of effective

educators. Proctor et al (2011) suggests incentives of \$2,400 were adequate to marginally increase recruitment of highly qualified teachers within context of a reformed human capital system. Clotfelter, Glennie, Ladd, and Vigdor's (2006) had similar conclusion that a relatively small bonus (\$1,800 per year) for math, science, and special education teachers teaching in high poverty or struggling schools reduced turnover by 12%. Research on stipends for only student growth does not show an effect (Springer, 2010), however, the research is limited on systems that both reward and support teachers in their professional learning. New Haven is prepared to continue to be a trailblazer.

ABSOLUTE PRIORITY 2 – LEA-WIDE EDUCATOR EVALUATION SYSTEMS BASED IN SIGNIFICANT PART ON STUDENT GROWTH

B. RIGOROUS, VALID, AND RELIABLE EDUCATOR EVALUATION SYSTEMS

The heart of New Haven's HCMS is an educator evaluation system that includes both professional competencies and student growth and individualized professional learning plans. These education evaluation systems were designed for both teachers and principals/assistant principals in 2009-10 and fully implemented in the 2010-11 and 2011-12 school years, each step in collaboration with the NHFT and the SAA. The system is designed to be fair, developmental, and consequential, providing high quality feedback to all educators and allowing struggling teachers to receive the intensive support to improve, and fair decisions about those who cannot improve and must separate from the school system. Two years of actual data from system-wide implementation demonstrate that the system is achieving these goals. Through this nationally recognized teacher evaluation and development system, as well as through its recruitment and selection, New Haven aims to ensure that there is an effective teacher in every classroom. The key design features of the evaluation systems are illustrated in Figure 2.

Figure 2: Design Features of the New Haven Educator Evaluation Systems

<u>Design Feature</u>	<u>Summary</u>
Professional Feedback Process	<ul style="list-style-type: none"> • The heart of evaluation and development system are periodic conferences, designed to pull together different sources of information and allow for frank and professional learning conversations. • This requires work *both* on instructional eye *and* on adult leadership & coaching techniques
Evaluation Components	<ul style="list-style-type: none"> • Evaluation includes multiple measures: student learning growth (defined through goal setting conference), instructional or leadership practices (teacher-developed rubric) and professional values (teacher-developed rubric) • Professional staff evaluated using a 5 part scale, from needs improvement to exemplary, on each component • Relative weighting of factors in final evaluation depends on how clear and consistent the student learning growth is over time and across assessments
Fair and consequential decisions	<ul style="list-style-type: none"> • For exemplary and needs improvement teachers, instructional practice observations are validated by 3rd party evaluations • Climate survey includes 360 feedback on leadership practices, including fairness of evaluation

To enable adults to be managed as professionals, in October 2009, New Haven and the New Haven Federation of Teachers (NHFT) signed a landmark teachers' contract. The contract was an important step in laying the groundwork for *School Change*. It established a new teacher evaluation and development system (TEVAL) created collaboratively by New Haven and the NHFT. The agreement also gave the district new flexibility to make significant changes in staffing and structure at low-performing schools. The design of the TEVAL system was finalized in 2009-10 school year and deployed throughout the district in 2010-11.

HIGH-QUALITY RUBRICS

The evaluation system in place in New Haven since the 2010-2011 school year for all educators in New Haven assigns a single annual summative rating, from among a 5 part of scale spanning from exemplary to needs improvement. For both teachers and for principals, the

evaluation synthesizes student learning outcomes (described below under growth) and observed professional competencies, using high quality rubrics for both. The overall structure is illustrated for teachers in *Error! Reference source not found.*, and is exactly the same for leaders with the replacement of Leadership Practice for Teacher Instructional Practice, and the incorporation of school level growth in addition to school learning outcomes:

Figure 3: Components of the Teacher Evaluation System

Teacher Evaluation and Development Focuses in 3 Areas

<u>Component</u>	<u>Measured By</u>	<u>Materials</u>
Student learning outcomes	Growth in student learning (i.e., growth on state, district, or other assessments) and attainment of academic goals that are rigorous and aligned to standards	Conference Goal Setting Materials
Teacher instructional practice	Instructional manager judgments of observed teacher performance in the domains of Planning and Preparation, Classroom Practice, and Reflection	Instructional Practice Performance Continuum
Teacher professional values	Instructional manager judgments of observed teacher behavior that address a set of characteristics including professionalism, collegiality and high expectations for students.	Professional Values Performance Continuum

At the end of each year, all teachers will be assigned a rating that indicates their level of performance for each component on the following scale:

Exemplary (5)	Strong (4)	Effective (3)	Developing (2)	Needs Improvement (1)
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The instructional practice continuum applied to teachers, like the other parts of the evaluation, was designed in deep partnership with committees of teachers. The framework includes three steps of instruction in planning, classroom practice, and reflection, and in each part of the process, the teacher is evaluated and coached on the elements of purposefulness, supportiveness, and meaningfulness of the instruction. Within classroom practice, for example,

there are 4 indicators under purposeful instruction, 3 indicators under supportive instruction, and 3 indicators under meaningful instruction, and there are 19 indicators overall: the teacher instructional practice framework is backed by a detailed continuum that defines each element in greater detail, as well as observational frequency expected for any given component (see optional appendix for detail). An area of further implementation throughout the TIF supported Talent Office is to use the tracking of these individual component ratings to support individualized professional development, including in identification of expert teachers with strengths in the same component areas.

Similarly, principals have 5 domains of professional competency undergirding their evaluation and development, synthesized from high quality rubrics gathered by the PEVAL committee of administrators and teachers, and each with sub-elements. These are as follows:

- (1) Vision: Set clear direction for the school community; identify and address strategic opportunities and challenges; plan for and manage change
- (2) Instructional Practice: Prioritize instruction and student learning; support good curriculum, assessment, and pedagogy (including infusing technology across the curriculum); use data to inform instructional decisions
- (3) Culture: create standards of excellence; build and maintain a focus on student learning; engage families and other stakeholders, and maintain stakeholder commitment
- (4) People Leadership: lead teams and delegate responsibility; develop instructional and leadership talent; and effectively manage staff (i.e. TEVAL process)

- (5) Operational/Organizational Leadership: build effective organizational structures; build effective organizational systems; maximize available resources, including finances and time

The PEVAL and TEVAL process ensures that teachers and leaders are rated and receive coaching and feedback across each aspect of the leadership competencies. For both teachers and leaders, these frameworks not only form the basis of observations, but also provide structure to pre-service development and leader professional development.

STUDENT GROWTH MEASURES

Beyond professional competencies, the other aspect of evaluation is the demonstrated impact on student learning (for teachers) and student learning and school impact (for principals). Importantly, all elements of student learning included in evaluation and development emphasize growth – that is, the advancement of learning relative to peers with a similar academic history. This is important because it enables some control for environmental factors, so that like students are compared to each other, and because it better reflects the actual contributions of individual teachers over the course of the year.

Student learning growth is measured by the actual student progress for students taught by a given teacher, relative to goals established at the beginning of the year by a teacher and an Instructional Manager (IM) (i.e. a Student Learning Objective, or SLO, methodology). At the goal setting conference each teacher, along with the IM, selects at least two student-learning measures and develops rigorous goals for each measure. During the mid-year conference student learning measures and progress are reviewed and adjusted as appropriate. Growth level ratings are assigned at the end-of-year conference for each goal based on student learning progress.

Teachers are responsible for bringing as much data as is feasible and appropriate to their goals to

the mid-year and end-of-year conference. This methodology is designed both to allow for flexibility in different classes and situations, and also to increase the degree to which teachers take responsibility for the learning goals – and results – accomplished by their students.

Student-learning measures include both tested knowledge (state tests, district assessments) and demonstrated skills (e.g. student work/portfolios) and will vary depending on content area, grade, and teacher. Student performance on the Connecticut Mastery Test (CMT) should be included as a student learning measure for teachers who teach CMT-assessed subjects in grades 4-8. A framework of relevant assessments by grade level and content area is included in the Goal Setting Worksheet.

The IM assigns a student-learning growth rating based on review of the available interim data and information discussed at the mid- and end-of-year conferences. Ratings are assigned based on district-wide guidelines, using multiple years of student growth compared to academic peers and across measures, in a system designed to capture clear and consistent trends in student learning, and not year-to-year or instrument-to-instrument variation:

- Exemplary (5): Consistent (i.e. 2 out of 3 years) top growth for students
- Strong (4): A preponderance of evidence points to above average learning growth,
- Effective (3): A preponderance of evidence reflects average student learning growth, and/or mixed results
- Developing (2): A preponderance of evidence points to below average student learning,
- Needs Improvement (1): Consistent (i.e. 2 out of 3 years) low growth for students

The goal setting guidance chart in **Error! Reference source not found.** shows the assessments used in the process and further illustrates how teachers of non-standardized tested subjects measure student growth.

Figure 4: Growth Setting Guidance for the TEVAL

Teacher by Subject (K-12)	Growth Measures to Be Used in 2010-2011	Growth Measures to Be Used in 2011-2012
General Ed (including Bilingual) (K-3)	<ul style="list-style-type: none"> Teacher and IM selected (2+) 	<ul style="list-style-type: none"> District-wide assessment aligned to guiding principles Portfolio-based assessment of 21st Century Competencies Teacher and IM selected (as needed)
General Ed (including Bilingual) (4-6)	<ul style="list-style-type: none"> CMT (Reading, Math, Writing) Teacher and IM selected (1+) 	<ul style="list-style-type: none"> CMT (Reading, Math, Writing) District-wide assessment aligned to guiding principles Portfolio-based assessment of 21st Century Competencies Teacher and IM selected (as needed)
English & Math (7-8)	<ul style="list-style-type: none"> CMT (Reading, Math, Writing) Teacher and IM selected (1+) 	<ul style="list-style-type: none"> Teacher and IM selected (as needed)
Social Studies, Science, & World Languages (7-8)	<ul style="list-style-type: none"> Teacher and IM selected (2+) 	<ul style="list-style-type: none"> District-wide assessment aligned to guiding principles Portfolio-based assessment of 21st Century Competencies Teacher and IM selected (as needed)
English, Math, Social Studies, Science, & World Languages (9-12)	<ul style="list-style-type: none"> Teacher and IM selected (2+) 	<ul style="list-style-type: none"> Teacher and IM selected (as needed)
Specials/Electives (e.g. Art, PE, Music, Tech Ed) (K-12)	<ul style="list-style-type: none"> Teacher and IM selected (2+) 	<ul style="list-style-type: none"> Portfolio-based assessment of 21st Century Competencies Teacher and IM selected (1+)
ESL (K-12)	<ul style="list-style-type: none"> CMT (Reading, Writing) where appropriate / applicable by grade Teacher and IM selected (1-2+) 	<ul style="list-style-type: none"> CMT (Reading, Writing) where applicable by grade District-wide LA assessment aligned to guiding principles, where appropriate Portfolio-based assessment of 21st Century Competencies Teacher and IM selected (as needed)
Special Education (K-12)	<ul style="list-style-type: none"> CMT or MAS (Reading, Math, Writing) where appropriate / applicable by grade and student inclusion Teacher and IM selected, based on IEP (1-2+) 	<ul style="list-style-type: none"> CMT or MAS (Reading, Math, Writing) where appropriate and applicable by grade District-wide assessment aligned to guiding principles, where appropriate Portfolio-based assessment of 21st Century Competencies Teacher and IM selected, based on IEP (as needed)

For principals, the goal setting process is the same, with principals setting goals with the Director of Instruction who manages and coaches them, and APs setting goals with the Principals who manage them. However, for principals and APs, the goal setting options include, in addition to improvement in student learning, as reflected in summative growth in academic performance, the ability to add additional goals which speak to school growth and improvement. Typically, these measures are drawn from New Haven’s annual school learning environment survey, recently implemented for the 3rd time and including upward feedback for administration each time. In this second category, specific feedback goals can be set to reinforce the leadership

competencies described above, including to measure improvement in the five domains of the survey (academic expectations, collaboration, communication, engagement, and safety & respect), and/or to measure change in specific questions in the survey, several of which provide specific feedback on the principal (i.e. teachers asked their degree of agreement with the statement “I feel supported by my principal”). See a sample learning environment survey in the appendix. Furthermore, principals may select other school performance goals beyond standardized assessments and climate surveys, including student retention and success indicators and student, teacher and administrator attendance rates

Future plans under the Professional Educator Program are to strengthen the Student Growth component of the evaluation system during implementation of the Professional Educator Program include improving training on Student Learning Objectives. Objectives of this training include maintaining equal rigor across leaders and improving IM feedback to teachers. The TalentEd system will be used to track goals to ensure rigor across the district. As discussed in the prior section Teacher Leaders will be used to provide timely feedback and support. Emerging Teacher Leaders are expected to help with the validation of observation and growth measures when there is a contested score. In addition, moving forward with the support of the TIF grant, the district plans to develop more explicit upward feedback on all IM's, so that a condition of evaluating and coaching teachers is to be included in an annual feedback surveys of the specific teachers managed by any IM, whether principal, AP, or teacher IM, on the quality of the of evaluation and coaching provided.

The innovative Colorado Growth Model is currently provided as data to support the goal setting process for both teachers and schools. This statistical tool uses longitudinal student assessment data to calculate valid and reliable measures of student growth relative to similar

students. Data produced from the Colorado Growth Model is used in tiering and its use in the student learning goal setting process can be expanded as teachers and leaders become more comfortable with the calculation. New Haven is the only district in Connecticut that uses this innovative methodology, which is also used in Colorado and at least thirteen other states.

HIGH QUALITY PLAN FOR EDUCATOR OBSERVATIONS, INCLUDING TEACHER AND PRINCIPAL SPECIFIC ELEMENTS

The centerpiece of conducting the evaluation and development process are required regular, substantive and collegial discussions between a teacher and that teacher's Instructional Manager (IM), or between a principal and the Director of Instruction. The IM may be the Principal, Assistant Principal, or other administrative leadership. In an innovative development, the IM may also be a teacher in an out-of-classroom role, when the individual teacher agrees to have their evaluation in the hands of that person. To maintain the professional learning orientation in the TEVAL, each educator has a single manager who is responsible for his or her evaluation and development – those managers have been mapped to be sure that all educators have someone who is evaluating and coaching them. The manager, at his or her discretion, can bring other administrators into the process to gather as complete and accurate a set of information as possible and to provide a full range of support – but the professional conferences must always be between the manager and the educator.

Each conference includes discussions of professional goals and steps for teachers to accomplish those goals. School leaders believe the system has supported development. The goal of these evaluation and development conferences is to provide comprehensive and constructive feedback to each teacher, including all the elements of teacher evaluation, and to set a defined plan of development opportunities for the teacher. The conferences anchor the rest of the

evaluation and development process, and the foundation of the professional relationship between teacher and IM. The ratings for the three evaluation components are synthesized into a final summative rating at the end of each year based on the matrix of performance provided below.

New Haven has already implemented two years of evaluation calling for multiple educator observations. Currently, at least 2 observations are conducted for all teachers, with at least one required to inform each conference – with additional observations and validation for teachers who are on the trajectory to be rated needs improvement (1) and exemplary (5). Rather than an exclusive emphasis on formal observations, Instructional Managers have the authority to conduct more frequent, informal observations. Teachers may request a formal classroom observation for the classroom portion, if they prefer, though that would not preclude IMs from making additional instructional rounds. Observations are not limited to classroom observations, but include diagnostic and planning sessions, and other professional interactions that contribute to learning and the school community.

If, through the goal setting process and early observations, an IM believes a teacher has the potential to be rated either needs improvement (1) or exemplary (5) at the end of the year, then they must notify the teacher and the central office. This kicks off an innovative validation process, whereby mutually agreed third party validators accompany the IM for three subsequent formal observations, including one announced and two unannounced. The ratings of the IM and validator are compared at the end of the year, to assess the fairness and calibration of the IMs ratings. Where there is a discrepancy, that discrepancy is accounted for in the final evaluation rating assigned by the district and the positive and negative consequential decisions which follow from the rating.

Principal observations are conducted primarily by the Director of Instruction, though at least two school visits a year. Curriculum Supervisors, consultants, and others who interact with the principal may provide input through the Director of Instruction. The Learning Environment surveys described above can also provide input on the leadership competencies, as can a wide range of other qualitative information. Over the last several years, Cambridge Associates have worked with the Curriculum Supervisors and the Directors of Instruction to strengthen and calibrate school observations and feedback mechanisms.

Future improvement of the system under the Professional Educator Program will include improving inter-rater reliability and improving the process for validating ratings, including training and using Teacher Leaders and Emerging Teacher Leaders as validators. This will build capacity within the district to identify and measure excellence in teaching and leading. It will also expand the number of possible validations, enabling validations to extend to strong and developing ratings as needed. Future improvements to the leadership evaluation system are focused on differentiation of rubrics for the different roles consistent with the differentiated career opportunities described earlier. Also, New Haven will increase the role of Directors of Instruction in Assistant Principal Evaluations, in order to ensure the rigor of those evaluations – the distribution is similar to the distribution for principals.

Educator's final ratings are a combination of the three evaluation elements: Instructional or Leadership Practice, Professional Values and Student Learning Growth. First, the IM arrives at a rating that combines the Instructional Practice and Professional Values ratings based on observations of practice. The Instructional Practices rating accounts for 80% of this observational rating. As discussed above, the IM also assigns a Student Learning Growth rating is arrived at through a process of conferences and goal setting. The final rating is assigned using

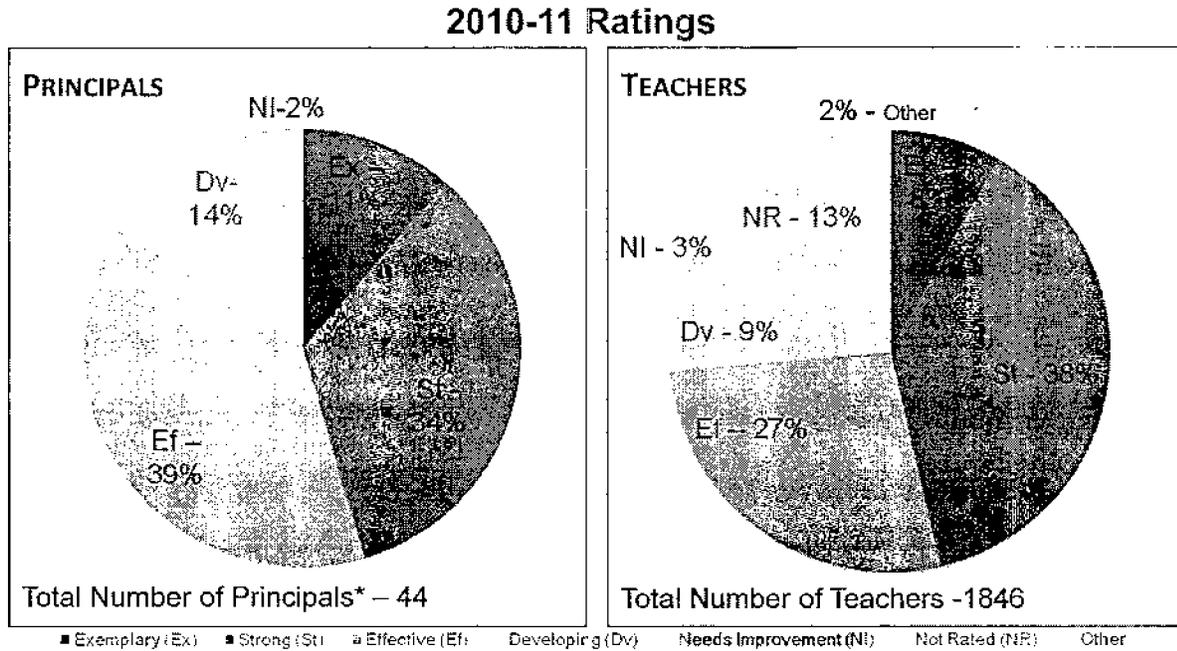
the matrix in Figure 5 (this matrix is also used to arrive at final PEVAL ratings). The matrix shows the intersection of these observation and growth components and how they translate to a final rating. For example, a teacher with a Student Learning Growth rating of 5 (Exemplary) and a combined Instructional Practice/Professional Values rating of 3 (Effective) will receive a final rating of 5 (Exemplary). In practice, the weight of the student learning growth varies by the clarity and consistency of the student growth that a teacher or leader has produced, in some cases accounting for more than 50%, and it is significant in all instances.

Figure 5: Matrix for Determination of Final TEVAL and PEVAL Ratings

		Student Learning Growth				
		1	2	3	4	5
Instructional Practice and Professional Values	1	1	1	2	3*	3*
	2	1	2	2	3	4*
	3	1	2	3	4	5
	4	2*	3	4	4	5
	5	3*	3*	4	5	5

The TEVAL and PEVAL systems are able to differentiate between teachers and identify effective teachers and are tied to development, consequences, and continuous improvement. Figure 6 below illustrates the distribution of scores on the PEVAL in its first year of implementation. The student growth component of the TEVAL system uses multiple years of data for students, this method was shown by Rockoff and Sprooni (2009) to be a more reliable predictor of student growth. It shows that the system differentiated among teachers with 2% scoring at the lowest level and 11% of principals scoring at the highest level. A similar distribution was produced by the TEVAL system.

Figure 6: Distribution of TEVAL and PEVAL scores in 2010



The New Haven TEVAL and PEVAL systems are already rigorous enough to produce consequences. High performing teachers are recognized: after the 2010-11 school year there were 36 teachers validated as exemplary using the new teacher evaluation system. Teachers identified as Needing Improvement and Developing receive intensive support. This support was effective at raising the performance of 39% of the teachers identified as Needing Improvement in 2010. Additionally, low performing educators have been identified and separated. Teachers who remain at the Needs Improvement (1) level for an entire year can be separated at the end of that year. Teachers who are at the Developing (2) level for two years can be separated at the end of the second year. The focus of the TEVAL system on talent development, rather than punishment, is a core reason why these consequences can be applied on either side of the tenure line. After the 2010-11 school year, 34 teachers (including 16 tenured teachers) did not return. Four principals did not return between the 2009-10 and 2010-11 school year (8% of the total

principal workforce). Final consequential decisions are currently in process for the 2011-12 school year, but a comparable number of consequential decisions are expected; 17 needs improvement teachers have already resigned under performance pressure through the course of the year, at least one developing principal has separated from the district, and final evaluation decisions are still pending.

EXPERIENCE MEASURING STUDENT GROWTH AND IMPLEMENTING EVALUATION

As described, the district is just completing the second year of implementation of the evaluation system described in this section. As such, the district already has the capacity to ~~measure and track individual student growth as linked to teachers, and is already using it to~~ inform the student learning goal setting described above. In addition, the district has implemented the Colorado growth model through the Center for Innovative Assessment to provide growth measures both at the school and at the teacher level. Finally the Talent Office will consolidate the administrative functions needed to implement this grant, minimizing internal administrative conflicts and maximizing the coordination of human capital development efforts in the district

C. PROFESSIONAL DEVELOPMENT SYSTEMS TO SUPPORT THE NEEDS OF TEACHERS AND PRINCIPALS IDENTIFIED THROUGH THE EVALUATION PROCESS.

A primary focus of TIF grant activities in the Professional Educator Program will be to refine and expand New Haven's current professional development systems to better meet the needs of Teachers and Principals. This expansion will focus on three strategies: empowerment through use of data, collaboration to improve practice, and the responsibility of educators to improve their own practice.

New Haven uses the term Professional Learning, to imply the range of experiences that can drive improve practice for an educator, ranging from formal training to informal interaction

with peers in the teacher's lounge. For purposes of the TIF application we will use the term professional development, but reviewers should recognize that our goal in New Haven is for that term to indicate a wide breadth of professional experiences that requires an educator's active role in learning, rather than passive position of being developed.

CURRENT PROFESSIONAL DEVELOPMENT SYSTEMS

The TEVAL and PEVAL competences frameworks evaluation systems are the centerpiece of New Haven's current and future professional development systems. Through the evaluation process, teachers and leaders must create individual development plans that drive their professional development throughout the year. The PEVAL and TEVAL documents include explicit focus, and therefore explicit discussion with the manager, on both areas for development and opportunities and resources to support that development. Resources for development can include the manager themselves, through classroom observation and other coaching, but it can also include other school resources (such as coaches, other teachers, and grade teams) and other out-of-school resources (such as district-delivered PD and local training programs). All of New Haven's elementary-middle schools have at least one literacy coach, to provide support in literacy instruction. Many schools also have mathematics coaches, to provide support in mathematics instruction.

Formal professional time is a part of the NHFT contract, allowing for three formal after-school sessions a month. As a district, the New Haven provides six formal professional development sessions a year for teachers within their content areas. Starting in 2010-2011, the district has begun to systematically survey teachers for their feedback on training in each subject area, and to utilize that data to strengthen the professional development. In addition, starting in 2009-10, the district organized six of the remaining professional development times as school-

based Data Days, a practice borrowed from Achievement First to accomplish embedded professional development and collaboration in the assessment of data, the diagnosis of student need, and action planning for the next instructional cycle.

Whenever possible, New Haven attempts to use a cohort model of professional learning. For example, a new principal cohort was formed from the four new principals hired to replace those who left after receiving low ratings. Teachers are regularly trained in new curriculum, including common core, in cohorts.

In the area of leadership development the district has implemented a scaffold for leadership program, stretching from teachers who have energy and attention to spend outside the classroom to high potential assistant principals preparing to be school leaders. To support this leadership development trajectory, the district has developed partnerships with innovative and high-quality outside professional development providers. A key component of the leadership development in the district is the practice of Instructional Rounds. Instructional Rounds use inter-visitation between schools to collaboratively build instructional leadership skills (City, Elmore, Fairman & Teitel, 2009). This leadership development activity has been lead through New Haven's partnership with the Connecticut Center for School Change.

In the area of teacher development, the district has a long standing a mentorship program that is aligned with the TEVAL rubric. The mentoring program is based upon the state's TEAM (formerly BEST) program but uses locally developed tools to better support new teachers in the New Haven environment. Teachers work with experienced mentor teachers, and goals established through BEST are aligned to the TEVAL framework. In the future these Teacher Leaders identified through their high ratings and strength within the TEVAL framework will provide this support.

Teachers who are on track to receive Needs Improvement rating (1) receive focused support. The district has a track record of helping these teachers improve: in November 2010, 75 teachers were identified as potentially receiving a Needs Improvement rating. These teachers received a formal plan for improvement and 39% of them finished the year with higher evaluations, including 12 who were rated as Effective (3) or Strong (4) teachers.

FUTURE PROFESSIONAL DEVELOPMENT SYSTEM

TEVAL and PEVAL have the potential to generate significant data, including feedback from teachers on both school PD and district PD, tracking of staff progress in different competencies through the TalentEd platform, and tracking of educator retention and promotion data. With the capacity of the Talent Office created by the Professional Educator Program, these data will be used more systematically to evaluate professional development for its effectiveness. Data from the TalentEd program will be examined to understand if current efforts are meeting the development needs of the district in a cost effective way.

The professional development system will focus on using effective teachers identified as either Expert Teachers to collaborate with colleagues to provide professional learning opportunities, as described above in the HCMS section. Part of the Expert Teacher's incremental responsibility will be to embed support and coaching for other teachers, particularly teachers rated less than effective (needs improvement and developing). To enable this work to be embedded, the Professional Educator program will invest in creating a core substitutes, tentatively named "Super Subs." These full-time substitutes will be managed by the Talent Office to free teacher leaders and teachers needing support for joint professional learning opportunities, with clear advance scheduling and lesson planning to maximize the learning in the

Expert Teacher's class while they are out, and maximize the impact of the Expert Teacher in working with other teachers for that period.

A second component of the future professional development system is expansion of Instructional Rounds. Working in partnership with the Connecticut Center for School Change, New Haven will expand its capacity to conduct these activities by training members of the Talent Office to facilitate these activities. Instructional Rounds are structured inter-visitations between schools for school leaders. They sharpen practice and collaboratively prompt reflection while develop instructional managers through practice at critically and constructively viewing instructional activities (City, et. al., 2009). Central to the development of instructional and school leaders will be training and coaching as part of New Haven's on-going relationship with the New York City Leadership Academy (NYCLA). Some Emerging Teacher Leaders and all new principals will participate in training and coaching from NYCLA.

USING DISAGGREGATED DATA TO IDENTIFY NEEDS

New Haven has the capacity to use disaggregated data to identify and respond to problems. New Haven has been implementing Data Days for several years and New Haven has been featured in state Data Team training videos. With the advent of the TEVAL and PEVAL systems, employing data on student growth in the classroom in combination with observational data educators have become accustomed to using disaggregated data to inform their individual professional growth.

In January 2012, these new evaluation systems migrated to an electronic platform called TalentEd. This electronic system provides teachers and leaders with expanded data (e.g. student achievement, student growth, and teacher observations) to plan instructional needs and educator strengths and weakness. Within the Professional Educator Program, TalentEd will manage and

consolidate information on individual skill needs. It is intended to help leaders identify specific areas of need to make decisions about continued performance and professional development, discussed in the next section. The planned professional development under the TIF grant will strengthen the ability of New Haven to build upon disaggregated data produced by TalentEd. This will streamline efforts to develop individualized professional development plans and by providing teachers with longitudinal data on their practice.

The Talent Office will employ Talent Associates with significant analytic capacity to support directors of instruction, principals, and schools in disaggregating data to identify professional learning needs and plan professional development activities. Data from TalentEd will empower leaders with evaluation data dashboards that will help leaders plan and manage Professional Development within their schools and across the district. They will be better able to identify common needs within schools and match those teachers with Teacher Leaders or other training opportunities to meet those needs. This data will be used by the Talent Office to identify capacity needs within the district and to prepare Teacher Leaders and Emerging Teacher Leaders to meet those needs.

PROVIDING PROFESSIONAL DEVELOPMENT IN AN INDIVIDUALIZED TIMELY WAY THROUGH JOB-EMBEDDED OPPORTUNITIES

Job-embedded professional development (JEPD) is described as “Evaluating and solving problems of practice in order to improve a teacher’s practice, which is at the heart of JEPD, is usually best accomplished through sustained collaboration in identifying and supporting the implementation of evidence-based instructional practices” (Coft, Coggshall, Dolan, and Powers, 2010). Examples of job-embedded professional development can include mentoring, coaching, lesson study, and class visitations (Coft, et.al, 2010). New Haven already has in-place many

JEPD structures including coaches in all elementary and middle schools and strong mentoring programs for new teachers and principals. Many or all of these programs are expected to remain in place during the implementation of the Professional Educator Program. Equally important, a core value behind the Professional Educator Program, collaboration, is a hallmark of JEPD.

As noted earlier, for the past two years New Haven has implemented a system of providing individualized professional development through the Individual Development Plans created yearly during the evaluation processes. These individualized plans will continue. However, under the Professional Educator Program, educators will have access to more

resources to meet their individualized needs. The development of Teacher Leaders, Emerging Leaders and Principal Mentors are a central activity of the Professional Educator Program and are all aimed developing the capacity within the district for educators to collaborative work to improve practice. Educators in these new roles will receive training on adult learning and collaboration, and be expected to use those skills to support their colleagues. Building both the culture and the systems for a shared responsibility to collaborate to improve practice is a key cultural change to occur through the investment in the Professional Educator Program.

A two-pronged strategy will be employed to meet teacher provide professional development in a timely and job-embedded manner. The first prong is within schools, where all teachers will be expected to work with their colleagues to help identify instructional needs and resources to meet those needs. Teacher Leaders, coaches and other IMs will be expected to broker these needs with resources to help teachers improve their practice.

The second prong will be the Talent Office. The Talent Office will use data from TalentEd to quickly identify teacher needs and to match teachers with Teacher Leaders and other resources to meet those needs. The Talent Office will be able to analyze TEVAL and PEVAL

data to organize, manage and coordinate job-embedded professional development activities in a timely manner. A core value the Talent Office will manage the supports provided by effective teachers who are identified for additional job-embedded professional develop through the Teacher Leaders and Emerging Teacher Leader roles. These activities will include coaching, mentoring, visitation, and observation of model lessons.

The work and roles of the existing literacy and math coaches in the district will be revisited to ensure implementation of job-embedded professional development best practices. These effective teachers will be a source professional support within the school buildings providing timely professional development. The “Super Subs” will be managed to free teachers from classroom duties to allow for timely professional development within their own buildings.

PROVIDING PROFESSIONAL DEVELOPMENT THAT IS LIKELY TO IMPROVE INSTRUCTIONAL AND LEADERSHIP PRACTICES

Currently, there is district level focused professional development for needs improvement teachers on classroom management, as that is the issue struggling teachers have. During the 2011-12 school year, there was a strong correlation between those who attended training and those who improved. Furthermore, there are a variety of school-based tools, as determined by teacher and IM to be useful: frequent observations and feedback from principals and coaches, model lessons performed by coaches, release time to observe other teachers, and weekly coaching on lesson plans.

The Talent Office will continue to calibrate the needs of New Haven’s teachers and leaders with professional learning opportunities (aka. professional development). The heart of the professional learning system described above is embedded coaching, both through managers and through teacher and principal experts created through the PEP program. According to the

research of Joyce and Showers (1987), only 25% of learners will transfer a new skill into practice as a result of theory, demonstration, practice, and corrective feedback during training – but 90% will make the transfer when job-embedded coaching is included.

There is a wide range of innovative interventions that improve student outcomes that will be pursued by the Talent office. For example, in the *Art and Science of Teaching*, the authors argue that there are three components necessary for effective classroom pedagogy: (1) sustained use of research-based effective instructional strategies; (2) ongoing use of effective management strategies to promote a true community of learning within the classroom; and (3) use of effective classroom curriculum design strategies (Marzano, Frontier & Livingston. 2011). Hattie (2007) conducted a meta-analysis of over 50,000 studies to understand the effect sizes in a variety of education reforms. With regard to improved instruction, he found that the following strategies affected student outcomes the most:

Rank	Strategy	Number of Studies	Number of Students	Effect Size
1	Student expectations	209	305	1.44
3	Providing formative evaluation	30	78	.90
5	Acceleration	37	24	.88
6	Classroom behavioral	160	942	.80
8	Teacher clarity	na	na	.75
9	Reciprocal teaching	38	53	.74
10	Feedback	1287	2050	.73

There are several opportunities that will be explored and provided by the Talent Office.

INVOLVEMENT OF EDUCATORS

EVIDENCE OF EDUCATOR INVOLVEMENT IN DESIGN AND IMPLEMENTATION

The Talent agenda in New Haven is a product of deep collaboration between the district, the unions, and individual teachers. The process launched in October 2009, when New Haven NHFT agreed in the contract to provide recommendations to the Board on the creation of a new teacher evaluation process that included student growth as a significant factor, and which would be both developmental and consequential. The contract also included provisions on turnaround designed to attract teachers to the most difficult schools (work rule flexibility, new team-building, and additional compensation) and the potential for differentiated teacher roles, selected only on the basis of educator evaluation, including for additional teaching leadership responsibilities or difficult assignments. The contract was approved by an overwhelming margin, 842 to 39. The SAA contract, which followed, incorporated by reference the elements of the NHFT contract, acknowledging and accepting the impact of reform for school administrators.

After the contract ratification, teachers and administrators met in working groups throughout 2009-10, and several committees continuously to today, to craft, monitor and refine the key elements of the committee. The overarching steering committee has been the Reform Committee of 3 teachers, 3 administrators, and 2 parents, with a non-voting chair, that was established by the NHFT contract and which is charged with providing input on overall reform, with primary responsibility for recommending student performance metrics for use in performance management systems. PEVAL and TEVAL committees, both of which included teachers and principals, were established for the 2009-10 school years to design the details of the evaluation process described in section B. The reform committee has assumed responsibility for ongoing monitoring of PEVAL and TEVAL. In addition, a climate survey committee of parents, teachers, and administrators designed the learning environment survey, and has continued to meet to refine the survey and monitor the process.

The Professional Educator Program is an outgrowth of ongoing discussions between educators and the administration, particularly through the Reform Committee. Issues of differentiated career opportunities for educators, retention of high potential educators, and building a cohort of respected and acknowledged expert teachers have all emerged from Reform Committee meetings.

EVIDENCE THAT EDUCATORS SUPPORT THE PROFESSIONAL EDUCATOR PROGRAM

The support of New Haven Educators is reflected in the bargaining agreements already signed, the work already underway, the support and involvement letters provided for this grant, and the commitment to continue to engage in the questions of human capital management

through a formal Talent council. As described above, the 2009 NHFT contract already includes key elements of the PEP program, including the educator evaluation system, Teacher Expert's drawn from the ranks of strong and exemplary teachers, and compensation to be paid to teachers in the hardest to serve schools. The letter of support from the NHFT, attached as a mandatory attachment, reflects a willingness to rethink professional careers more broadly: as NHFT president Dave Cicarella writes in that letter, "We believe it is appropriate to implement differentiated career and compensation opportunities that are fair and celebrate the professional educators who dedicate their life to the teaching craft and to student learning."

The SAA support has been fully supportive for the implementation of School Change so far, including for educator evaluation and school turnaround. This is reflected in their work in designing, implementing, and in many cases leading the work of New Haven School Change thus far – again, which has been fully implemented over the last two years. Their support for the forward going PCBS is more limited, but they are engaged. As the letter from the SAA executive board indicates, they welcome the opportunity to participate in the Talent Council, and

they explicitly acknowledge the district vision to support development, innovation and adaptation.

Both the NHFT and the SAA have agreed to participate in the Talent Council, with the explicit goal of shaping and implementing a comprehensive human capital management system in New Haven. The Talent Council will serve as the governing board for the New Haven Professional Educators Grant, and is a natural extension of the district's successful experience with a citywide Reform Committee, and with Teacher and Administrator committees that created TEVAL, PEVAL and the NHPS climate survey. The Talent Council will include 3 Teachers selected by the NHFT and 3 School Administrators selected by the SAA, with the Assistant Superintendent acting as the Superintendent's non-voting designee and chair of the committee. Ad hoc members may be involved, and sub-committees on specific topics will be created as needed, with the approval of all groups. The Talent Council will make all decisions about grant policy, including financial disbursements.

The next contract negotiation will be summer of 2013, and will be informed by the work of the Talent Council. At the bargaining table, New Haven's teachers and administrators will address and develop explicit priorities for the Human Capital Management System improvements described throughout this proposal, many of which will be implemented in 2014.

Please see Mandatory Attachment (MA) 3 for letters of support from NHFT and SAA.

PROJECT MANAGEMENT

The center of the expanded professional learning program will be the establishment and development of a Talent Office within the District's central office. The Talent Office will merge and tightly couple current central office practices from human resources, recruiting, labor relations, professional development, leadership development, evaluation, and instruction

(Elmore, 2000), which are currently dispersed through within at least three disparate parts of the NHPS central office. The Talent Office's guiding principles will be twofold: (1) to serve as New Haven's "lead learners" (in schools this factor's impact on student outcomes was twice that of any other) (Robinson et al., 2009) and (2) to sustain learning gains year after year, schools must have effective leaders *and* teachers (Kane & Staiger, 2008). The Talent Office will be charged with guiding and implementing the continuous improvement of the TEVAL and PEVAL, including both professional competency and student/school impact. Its staff members will use these tools to impact the effectiveness of educators throughout their career continuum (pre-service, selection and placement, in-service, exiting and retention).

ROLES AND RESPONSIBILITIES OF KEY PERSONNEL

The Talent Office Director will report to Project Director and Assistant Superintendent Garth Harries. The office will synthesize the various dimensions of the professional educators program, including evaluation and development functions, professional learning functions, and career development functions including recruiting. Specifically, the work of Gemma Joseph Lumpkin, the current director of Leadership Development; Michelle Sherban-Kline, the current leader of the TEVAL implementation (and insuring fidelity to the NHFT contract); and Donna Aiello, the current supervisor in the Office of Staff and Organizational Development will be synthesized in through the Talent Office team. In addition, current and future staff responsible for recruiting will be located within the talent office.

With this core in place, the Talent Office will add district capacity for management and use of the TEVAL and PEVAL systems to inform teacher and leadership development. Eleven new professional positions will be added through Talent Office: three Talent Associates, a Data Analyst, six Super-Subs, and an administrative assistant position. With the core existing team in

place, described above, and the grant awarded, they will work to develop thoughtful job descriptions for the additional members of the team: the Talent Office Director, Talent Associates, the Super Subs, the administrator and the additional Junior recruiter.

Several roles are of particular note. First, the Talent Associates. Currently, principals are supervised by one of the three district Directors of Instruction that will work with the Talent Office. Each Director of Instruction oversees a network of approximately 15 schools. The Talent office will add three Talent Associates that will work with the Directors of Instruction to:

1. Support the further use of TEVAL data to inform professional development
2. Work to improve identification and hiring of effective educators
3. Manage the expanded duties and teacher leadership activities in schools.

Each Talent Associate will have designated areas of expertise such as projecting and responding to hiring needs, scheduling and managing teacher collaborative time, working with teacher preparers to identify talent and solidify connections with the TEVAL framework, and/or central office professional development (e.g. common core, curriculum, mandatory bullying training, etc.). The administrative assistant will support these activities.

Second, the Talent Office will also include an additional data analyst. This position will be charged with managing the newly implemented TalentEd system and extracting data from the TalentEd system for use in organizing professional learning opportunities. The Data Analyst will coordinate with the information technology office and support Instructional Directors and the Principals as they work together to access data. Talent Office staff will identify a structure through which it will reflect upon these data, identify options for improvement, test the options, and implement mid-course corrections to the Human Capital Management System.

Third, the Super-Subs will be full-time substitutes that are used to free teacher leaders and teachers for professional development activities. This is further discussed in the Professional Development in Section C above.

SUFFICIENT HUMAN RESOURCES

By the second year of the grant, the Talent Office Team will be comprised of existing (10 FTE) and new (11 FTE) position, as described in the previous section. This, coupled with the cadre of expert teachers and mentor principals whose work will be coordinated across the system, is sufficient to build an effective culture and systems of human capital management.

Furthermore, New Haven will seek the short-term assistance of consultants to assist with the development and growth of its current systems as shown in Figure 7:

Figure 7: Contractors Used to Support Implementation of the Professional Educator Program

<p>EVALUATION: New Haven will contract with current evaluators from UCONN to strengthen real time, formative evaluation design, to provide the Talent Office meaningful and neutral 3rd party feedback</p>
<p>STRATEGIC BUDGET REPRIORITIZATION: New Haven will contract with a consultant with financial management expertise to assist with identifying savings throughout the district budget in order to build fiscal sustainability for the program.</p>
<p>PCBS CONSTRUCTION: Whether with the above consultant or with an alternate provide, New Haven will contract for consultants to support PBCS development, which could include, but not be limited to cost model development and facilitated discussions about the potential stipend levels and/or salary schedule reform.</p>
<p>PEER ENABLED LEARNING: NHPS will contract with a consultant or consultants to build the capacity of Expert Teachers to influence adult development, and to build protocols and capacity for peer-enabled inter-vistation between classrooms and schools</p>

TEVAL AND PEVAL CALIBERATION: Calibration efforts will continue and expand as needed to strengthen inter-rater reliability and improve feedback skills, likely with ReVision Learning Partnership, LLC and Cambridge Associates respectively
TALENT TECHNOLOGY: New Haven will seek to strengthen the technology enabling evaluation and coaching, including the creation of apps for its evaluation systems.
DEEPENING OF EVALUATION SYSTEMS: Additional materials for implementation of TEVAL and PEVAL including, but not limited to individual 360 feedback survey costs (i.e., Val-Ed types of systems).

PROJECT OBJECTIVES AND PERFORMANCE MEASURES

Project objectives and performance measures mirror the strategic categories of intervention within TIF:

Pre-Service:

Improved alignment of preparation with New Haven teaching framework	<ol style="list-style-type: none"> 1. Alignment within programs 2. Number of graduates from program 3. Number of graduates with experience in NII
Improved identification and training of leaders to meet New Haven’s needs	<ol style="list-style-type: none"> 4. Number of graduates from above hire 5. Systems to identify effective trainee 6. Effectiveness of new hires

Selection and Placement

Entering the market early	<ol style="list-style-type: none"> 7. Early and accurate projection of needs 8. Timing of vacancy announcements 9. Timing of hires
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Identifying talent	10. Number of new hires trained in NHI 11. Number of new hires with experience
Placing talent in needed schools	12. New Hires with experience in high need schools 13. Early hires in high needs schools
Transfers of effective teachers towards need	14. Transfers between schools 15. Transfers leading to increased pay 16. Transfers into and from high needs schools

In-Service

Improved training to meet individual needs	17. Satisfaction with training 18. Consistency of growth in schools
Career differentiation leading to improved satisfaction	19. Satisfaction with career 20. Improved retention
Identification of leaders	21. Number of leaders identified 22. Satisfaction of leaders with training 23. New leaders placed in slots 24. Effectiveness of leaders

Exiting

Removal of in-effective teachers	25. Number of teachers identified as ineffective 26. Number of teacher who improved after initial identification 27. Number removed 28. Relationship of removal to school performance
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Retention of effective teachers	29. Number of highly effective teachers retained 30. Distribution of effective teachers
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EFFECTIVE PROJECT EVALUATION PLAN

The Evaluation Plan for the Professional Educator Program is intended to support program implementation, monitoring and understanding of the ultimate program impact and factors associated with that impact has three components:

- Internal performance metrics and program monitoring to ensure near-term goals of the project are accomplished and to inform midcourse correction
- External monitoring and support of the TEVAL and PEVAL evaluation systems. These systems are the keystone to the rest of the Professional Educator Program.
- External evaluation of New Haven’s School Change. This evaluation will connect the strategies for change with student achievement outcome goals.

The internal evaluation will be led by the Talent Office, which will create a management system to monitor whether the activities within the grant have been accomplished resulting in an improved comprehensive human capital management system that improves educator effectiveness throughout their career continuum. New Haven will monitor all formative metrics possible from the project objectives above, including alternate variables which may indicate change.

An independent team of experts will examine the implementation of the proposed program. The evaluation will examine changes within each dimension of NHPS’s human capital management system (pre-service, hiring, professional development, evaluation, retention, and compensation) as a result of the proposed program and educators’ views of these changes. The

process evaluation will serve three purposes. First, it will monitor whether changes are implemented with fidelity to the proposal. Second, it will provide regular feedback to NHPS about how personnel at the center of the reforms—teachers and school leaders—view these changes. Third, it will provide formative information for improvement of the program. The evaluation team will meet a minimum of three times each year with district leaders to provide evaluative feedback (see Optional Attachment OA 9).

RAND has been already been contracted to design an evaluation plan and reporting system for the New Haven School Change reform to help gauge how well the reform effort is meeting its goals and has agreed to include the Professional Educator Program in that evaluation. This evaluation will focus on the overall reform effort and its outcomes, but also includes focus on each of the School Changes Efforts three main pillars, of which the Talent Agenda is one. The RAND evaluation team has experience connecting reform efforts to student learning outcomes (see Optional Attachment (OA) 10).

The Talent Office team will track the Government Performance and Results Act (GPRA) measures as listed in the TIF application.

A REALISTIC AND ACHIEVABLE TIMELINE

The proposed Professional Educator Program has components that will be implemented immediately upon implementation of the grant (i.e. Year 1 or 20012-13), components that will be implemented in gradually and not completely until Year 2 based on time needed to implement effectively, and components that will be negotiated with the appropriate unions during the normally scheduled negotiations in the summer of 2013. Compensation changes negotiated in the summer 2013 will not be fully implemented until the 2014-15 school year (Year 3) as show in

Figure 8. As with the implementation of the TEVAL and PEVAL systems, the year following negotiations will be spent developing, testing and piloting new systems.

Figure 8: Compensation components of the Professional Educator Program and Implementation Schedule

	Immediate implementation	Phased implementation over Year 1	Negotiated in the summer of 2013, implemented in 2014- 15 (Year 3)
1. Bonuses For Effective Performance			X
2a. Compensation For Extra Duties (Principals and Teacher Leaders)	X		
2b. Compensation for Emerging Teacher Leaders	X		
3a. Bonuses for Teachers Working In High Needs Schools		X	
3a. Bonuses for Leaders Working In High Needs Schools			X

The NIIFT has already introduced an alternative compensation system in the current contract language, targeted to additional responsibilities and particular assignments. Their letter of support expresses an appetite to consider for wider professional and compensation differentiation. A Talent Council with district, teacher and administrator representation will be formed as part of this grant to provide governance to the development of the Professional Educator Program, including decision-making about grant resources. See the section on Educator Involvement for more detail.

The timeline for the project is year 1 is in Figure 9:

Figure 9: Project Timeline

Year	Task	Lead contact
12-13	Establish Talent Office	Garth Harries
	Establish Talent Council; hold monthly meetings; focus on shared values for negotiation	Garth Harries
	Create RFPs for contract work:	
	<ul style="list-style-type: none"> • Budget analysis • Continued Calibration of TEVAL • Continued Calibration of PEVAL • Create apps for TEVAL and PEVAL • Project management of PBCS creation 	Garth Harries Michelle Sherman-Kline Gemma Joseph Lumpkin Gemma & Michelle Talent Office Director
	Pilot Super Sub corps – hire 2 to be deployed into up to 12 schools for the first ½ of the year; focus on scheduling of Professional Learning accordingly	Hired by Talent Office Director

Hire remaining Super Subs in Spring

Talent Office Director

Plan for the 13-14 school year

Team

SUSTAINABILITY

As demonstrated throughout this proposal, New Haven has existing leadership commitments to dramatically improve student performance and prepare New Haven public school students to attend and succeed in college. Superintendent Mayo's willingness to make the changes needed over the past three years to realize this vision is remarkable. This commitment is demonstrated through the significant time (human capital) and resources (financial capital) needed to develop a vision for and implementing School Change. Furthermore the district has secured philanthropic resources to support the reform efforts, and expects to continue to do so.

The district recognizes that a key component of sustainability is financial sustainability. As part of the TIF grant, New Haven will hire outside support to analyze current expenditures to identify resources that can be reallocated in order to sustain Professional Educator Program, assessing not only the existing salary scale, but also school structures, non-school spending, and other sources of existing funds that can and should be re-directed to the priority of a human capital management system, including differentiated compensation. New Haven will go through its normal procurement processes to identify the appropriate consultant for these services, drawing from preliminary conversations with ERS and the District Management Council. This contractor will work with district in Year 1 to identify "low hanging fruit" that can easily be reallocated to support the long term sustainability of the Professional Educator Program. In Year 2 the contractor will assist with implementation of these plans. The contractor will return in

Year 4 to revisit and if appropriate assist with additional reallocation to sustain the program past Year 5 of the grant.

To illustrate the feasibility of long term fiscal sustainability, and to set targets for funding to be reallocated through strategic budgeting over the course of the grant, consider the following: Total compensation for teachers in high needs schools in Year 3 (first year of full implementation) is estimated to be \$121,000,000. The estimated TIF funding for additional compensation for addition responsibilities and extra duties in Year 3 is approximately \$431,000 which is 8% of total teacher compensation.

COMPETITIVE PREFERENCE PRIORITY 4 - NEW AND RURAL APPLICANTS TO THE TEACHER INCENTIVE FUND

New Haven is a new applicant to the Teacher Incentive Fund.

COMPETITIVE PREFERENCE PRIORITY 5 - AN EDUCATOR SALARY STRUCTURE BASED ON EFFECTIVENESS

New Haven will work with the NHFT and SAA through the Talent Council to negotiate a revised salary structure based on effectiveness. The current teacher salary schedule is shown in **Error! Reference source not found.** and it follows the traditional steps for increased experience and lanes for increased education.

As reflected in the letter of support from the NHFT, the starting point for the negotiations will be working to add to or replace the salary increases associated with increased education with increases tied to effectiveness ratings on the TEVAL. The Talent Council will examine the technical issues implementing a new structure. They will examine the cost implications of the new system, impacts of the new system on current employees, voluntary methods of transferring employees from one system to another. The goal for the system will to be to tie all significant increases to effectiveness.

REQUIREMENT 1 – PERFORMANCE-BASED COMPENSATION FOR TEACHERS, PRINCIPALS, AND OTHER PERSONNEL

New Haven is proposing a Performance Based Compensation System (PBCS) that will fit with Design Model 1. We emphasize, however, that based on exiting contract language; we will begin the TIF grant within Option 2, focused on career ladders. This system is called the Professional Educator Program and it has three basic components (amounts given are estimates):

1. Bonuses for teachers and principals who are rated effective on the TEVAL and PEVAL systems. In the case of teachers, effective is defined as ratings of Effective (3) (up to a \$1,000 bonus), Strong (4) (up to a \$5,000 bonus), or Exemplary (5) (up to a \$10,000 bonus). In the case of principals, effective is defined as a rating of Strong (4), or Exemplary (5) (each rating receives up to a \$10,000 bonus). Educators will only receive bonuses for the year(s) they are rated effective.
2. Compensation for extra duties for teachers and principals rated above effective (strong and exemplary), and selected as Expert or Mentor Educators. These extra duties are intended to utilize these effective educators to raise the effectiveness of other educators across the district and provide career differentiation for effective educators.
 - a. For effective Principals, all extra duties will be on-top of existing duties. For effective Teachers, there will be two tracks of duties. First, will be extra duties on top of existing duties. Teachers in these roles will be called *Teacher Leaders*. Principals and Teachers performing these extra duties can be compensated up to \$5,000. Not all effective principals or teachers are expected to perform these extra duties. Educators will be selected by the Talent Office for these duties based upon services needed as identified by the Talent Office, the skills and ability of educators to perform those

services, and interest in the educator in performing those services. It is anticipated that 10% of eligible teachers and up to 50% of eligible principals will participate in these extra duties in any one year.

- b. Second will be teachers, called *Emerging Teacher Leaders*, whose extra duties temporarily take them out of the classroom as they provide teacher leadership. Part of the supporting teacher leadership will be the development of a cohort of three to six full-time substitutes (called Super-Subs) who will free teachers and Teacher Leaders to participate in professional learning. Emerging Teacher Leaders will be temporarily (up to three years) moved out of the classroom to the Talent office to serve provide teacher leadership throughout the school and will receive up to \$5,000 stipends for additional duties beyond contractual duties. TIF grant funds will be used to hire replacement teachers. The Talent Office will write job descriptions for the Emerging Teacher Leader positions. Job descriptions will vary depending on needs for professional development as identified by the Talent Office. It is anticipated that 10 to 15 effective teachers will serve as Emerging Teacher Leaders per year.
3. Compensation for effective teachers and principals who working in high-needs schools (tentatively identified as Peer Group C schools, or those schools with the highest percentages of mobility, special education, and ELL learners). It is anticipated that eligible educators participating working in Tier III schools will receive up to \$5,000 bonuses per year.

The proposed Professional Educator Program has components that will be implemented immediately upon implementation of the grant (i.e. Year 1 or 20012-13), components that will be implemented in gradually and not completely until Year 2 based on time needed to implement effectively, and components that will be negotiated with the appropriate unions during the

normally scheduled negotiations in the summer of 2013. Compensation changes negotiated in the summer 2013 will not be fully implemented until the 2014-15 school year (Year 3). Figure 3 shows the relationship between compensation components of the Professional Educator Program and timing of implementation.

REQUIREMENT 2 – INVOLVEMENT AND SUPPORT OF TEACHERS AND PRINCIPALS

The New Haven Federation of Teachers (NHFT) is the sole representative of teachers in New Haven. The School Administrators Association (SAA) is the sole representative of principals and assistant principals. The involvement of these organization representing teachers and administrators in the design and on-going implementation of New Haven's Professional Educator Program is indicated in three ways. First, is their engagement in developing the core components of School Change embodied in the TEVAL, and PEVAL systems as well as the landmark NHFT contract, and the SAA contract which referenced and accepted that NHFT contract (see Optional Attachment (OA) 1 and 2). Second is the engagement of the SAA and NHFT in the Talent Council which will be the governance committee for the grant. Talent Council membership will be three Teachers appointed by the NHFT, three administrators appointed by the SAA, and one non-voting chair designated by the superintendent. Finally, see Mandatory Attachment (MA) 3 for letters of support from the NHFT and SAA.

REQUIREMENT 3 – DOCUMENTATION OF HIGH-NEED SCHOOLS

Attachment 2 uses the most recent data available to describe the 48 K-12 schools in New Haven Public Schools (not including charter schools). These schools are the potential pool of schools for participating in the New Haven Professional Educator Program. For the purpose of TIF eligibility, high-needs schools are defined as having free and reduced lunch eligibility of 50% or more. Of the 47 potential schools, 46 have free and reduced proportions above 50%. The

one school that does not have free and reduced lunch proportions above 50% is Worthington Hooker School and New Haven will support the system there with local funds.

The proposed New Haven Professional Educator Program also includes bonuses for educators working in high-needs schools. For the purpose eligibility for the High Needs bonus, these schools are defined by New Haven through its Tiering process, which, in addition to classifying school performance, also identifies the peer group of each school based on the mobility rate of students, the percentage of special education students, and the percentage of ELL students. Schools in Peer Group C serve the most difficult population, and would be the target for differentiated compensation.

REQUIREMENT 6 – USE OF TIF FUNDS TO SUPPORT THE PBCS

The budget narrative details the use of TIF funds for the New Haven Professional Educator Program. All educators who receive TIF funds will be rated effective or higher.

Funds will be used for the district wide improvements to systems and tools through the Talent Office. Work will include coordinating and streamlining human capital systems, improving the evaluation systems (TEVAL and PEVAL), building capacity for use of data in providing professional development and other human capital decisions. Contractual support will be provided to improve the PEVAL and TEVAL systems, identifying potential funds for the sustainability of the program, technical support to PBCS reform development.

Funds will be used for performance based compensation and professional development. The performance based compensation elements are outlined under requirement 1. Performance based bonuses tied to evaluation ratings will be negotiated and implemented in Year 3.

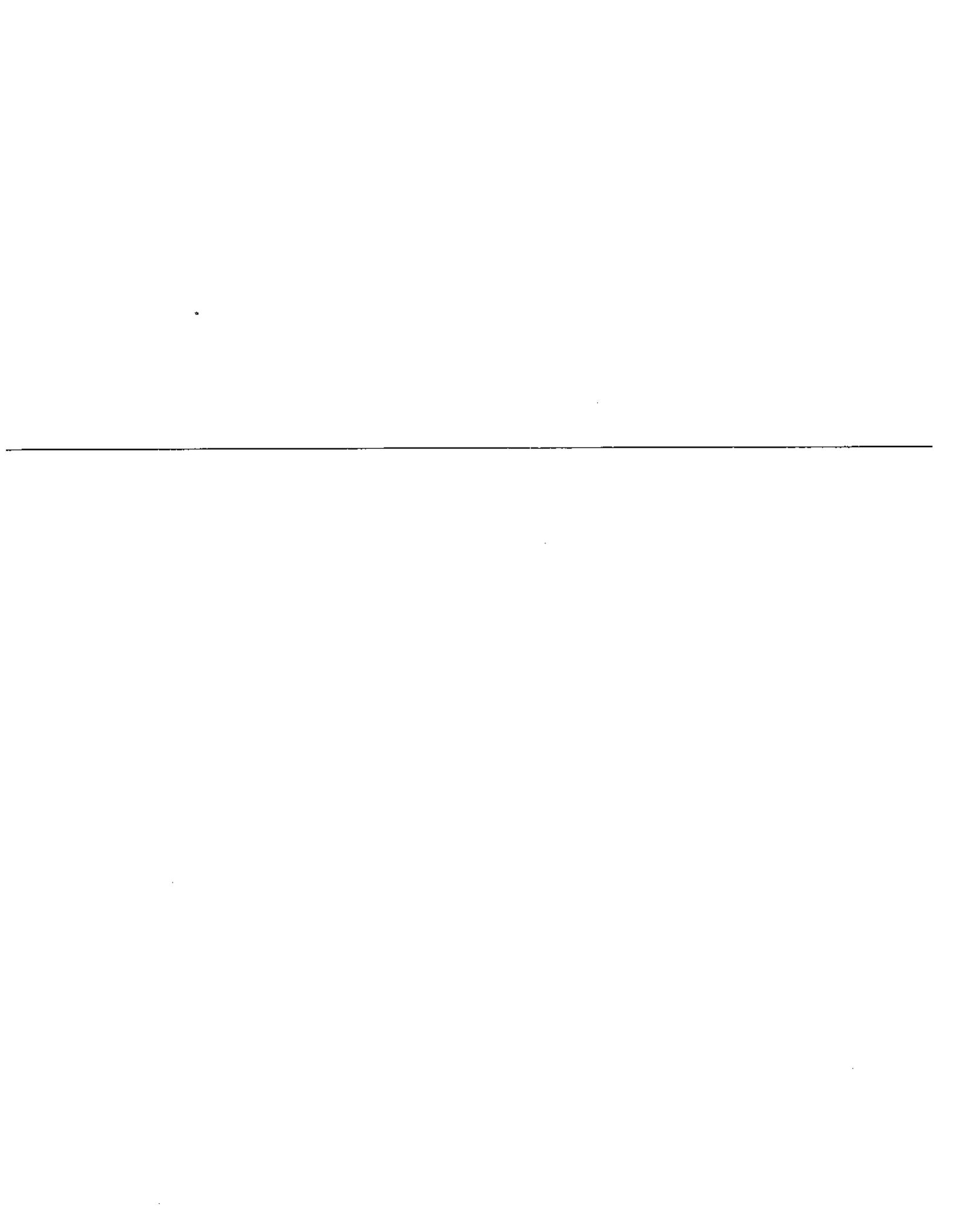
Teachers and leaders will be compensated for additional duties as Teacher Leaders, Emerging Teacher Leaders, Principal mentors and additional duties in Tier III schools. Funds

will be used to augment salaries for Teacher Leaders and principal mentors who take on extra duties. Funds will be used to augment salaries for Teachers extra duties working in Tier III schools and negotiated augmentation to principal salaries. Full salaries for replacement teachers for Emerging Teacher Leaders will be paid. These additional duties include providing professional development and mentoring to educators and improving LEA-wide systems and tools. The total funding for additional responsibilities and leadership roles is less than 1/12th of the total teacher salary cost of teachers in the 39 high needs schools described in Requirement 3.

TIF funds will be used for additional contractual professional development on implementing the evaluation systems including inter-rater reliability, instructional rounds and leadership development. TIF funds will be used for travel and supplies in implementation.

REQUIREMENT 7 – LIMITATION ON USING TIF FUNDS IN HIGH-NEED SCHOOLS SERVED BY EXISTING TIF GRANTS

New Haven does not currently have a TIF grant. All of the additional compensation described under Requirement 1 will be paid for using the TIF grant funds, with the exception of additional compensation for educators working in Worthington Hooker School. Bonuses paid to effective educators and compensation for extra duties for effective educators in Worthington Hooker School will come from the New Haven Public Schools general fund and not TIF grant funds.



Mandatory Attachments

Mandatory Attachment 1: Application Reference Chart

Application Reference Charts

Instructions: These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to <http://www2.ed.gov/programs/teacherincentive/applicant.html> to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:

In the case of a single applicant that is an LEA, check this box.

LEA

Group Applications:

Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

2 or more LEAs

One or more SEAs and one or more LEAs

One or more nonprofit organizations and one or more LEAs (no SEA)

One or more nonprofit organizations and one or more LEAs and one or more SEAs

Instructions

Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.

Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.

Absolute Priority 1

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p>	<p>The Range Of Human Capital Decision Making Impacted By Educator Effectiveness</p>	<p>5 - 15</p>	<p>Optional Attachments 1, 2, (contracts) and Optional Attachments 3-7 (evaluation system materials)</p>
<p>(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;</p>	<p>New Haven's Vision Of Instructional Improvement, and The Range Of Human Capital Decision Making Impacted By Educator Effectiveness</p>	<p>1-5</p>	
<p>(2) How the LEA uses or will use the information generated by the evaluation</p>	<p>The Range Of Human Capital Decision Making</p>	<p>5 - 15</p>	

<p>systems it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p>	<p>Impacted By Educator Effectiveness</p>		
<p>(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators</p>	<p>The Range Of Human Capital Decision Making Impacted By Educator Effectiveness</p>	<p>5 - 15</p>	<p>Optional Attachments 1 and 2</p>

<p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant's proposed PBCS in high-need schools begins no later than the third year of the grant's project period in the high-need schools listed in response to paragraph (a) of Requirement 3--<u>Documentation of High-Need Schools</u>.</p>	<p>The district does not need modifications to implement an HCMS that includes features in paragraphs (1), (2), and (3). However it will pursue changes</p>	<p>See Figure 2 for timeline</p>	<p>Documentation of contracts that allow features described in paragraphs (1), (2), and (3) in Optional Attachments 1 and 2.</p> <p>Documentation of High Needs schools is in Mandatory Attachment 2</p>
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Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed

<p>Absolute Priority 2: Educator Evaluation Systems</p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>	<p>Absolute priority 2 – LEA-wide educator evaluation systems based, in significant part, on student growth</p>	<p>22-33</p>
<p>(1) The frequency of evaluations, which must be at least annually;</p>	<p>Rigorous, Valid, and Reliable Educator Evaluation Systems</p>	<p>20-21</p>
<p>(2) The evaluation rubric for educators that includes at least three performance levels and the following--</p>	<p>High-Quality Rubrics</p>	<p>21-24</p>

Optional Attachment
3: TEVAL
Conference Form

Optional Attachment
4: TEVAL
Performance
Framework

Optional Attachment
5: PEVAL
Conference Form

Optional Attachment
6: PEVAL
Performance
Framework

Optional Attachment
4: TEVAL
Performance
Framework

Optional Attachment
6: PEVAL
Performance

				Framework Optional Attachment 7: School Climate Example
(i) Two or more observations during each evaluation period;	High-Quality Rubrics	21-24		Optional Attachment 7: School Climate Example
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	Student Growth Measures	24-28		Optional Attachment 3: TEVAL Conference Form Optional Attachment 4: TEVAL Performance Framework Optional Attachment 5: PEVAL Conference Form Optional Attachment 6: PEVAL Performance Framework Optional Attachment 7: School Climate Example
(iii) Additional factors determined by the				Optional Attachment

<p>LEA;</p>		<p>3: TEVAL Conference Form</p> <p>Optional Attachment 4: TEVAL Performance Framework</p> <p>Optional Attachment 5: PEVAL Conference Form</p> <p>Optional Attachment 6: PEVAL Performance Framework</p> <p>Optional Attachment 7: School Climate Example</p>
<p>(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and</p>	<p>High quality plan for educator Observations, including teacher and principal specific elements</p>	<p>28-32</p> <p>Optional Attachment 3: TEVAL Conference Form</p> <p>Optional Attachment 4: TEVAL Performance Framework</p> <p>Optional Attachment 5: PEVAL Conference Form</p>

				Optional Attachment 6: PEVAL Performance Framework Optional Attachment 7: School Climate Example
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Experience measuring student growth and implementing evaluation	33		The system has been implemented.

Competitive Preference Priority 4				
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed	
Competitive Preference Priority 4: New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts: (a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project. (b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).				

Competitive Preference Priority 5

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable)</p> <p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant's project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p>	<p>An HCMS System Likely to Increase Effective Educators: Teacher Differentiated Compensation and Principal Differentiated Compensation</p> <p>Competitive Preference Priority 5 – An educator Salary Structure based on Effectiveness</p>	<p>Page 11- page 15</p> <p>Page 55-58</p>	<p>Attachment 3: Commitment Letters, NHFT Commitment Letter</p>
<p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p>	<p>An HCMS System Likely to Increase Effective Educators: Teacher Differentiated Compensation and Principal Differentiated Compensation</p> <p>Competitive Preference Priority 5 – An educator Salary Structure based on Effectiveness</p>	<p>Page 11- page 15</p> <p>Page 55-56</p>	
<p>(b) How each LEA will use TIF funds to support the salary structure based on</p>	<p>Competitive Preference Priority 5 – An educator</p>	<p>Page 55-56</p>	

effectiveness in the high-need schools listed in response to Requirement 3(a); and	Salary Structure based on Effectiveness		
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	Competitive Preference Priority 5 – An educator Salary Structure based on Effectiveness	Page 55-56	

Requirement 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	REQUIREMENT 1 – PERFORMANCE-BASED COMPENSATION FOR TEACHERS, PRINCIPALS, AND OTHER PERSONNEL	Page 56-58	OA 1: NHFT Contract
<ul style="list-style-type: none"> • Design Model 1 or 2 • PBCS Optional Features 		Page 56-58	OA 1: NHFT Contract

Requirement 2

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 2: Involvement and Support of Teachers and Principals In its application, the applicant must include-- (a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;</p>	<p>REQUIREMENT 2 – INVOLVEMENT AND SUPPORT OF TEACHERS AND PRINCIPALS</p>	<p>Page 58-59</p>	<p>MA 3 commitment Letters OA 1,2: NHFT and SAA contracts</p>
<p>(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and</p>	<p>REQUIREMENT 2 – INVOLVEMENT AND SUPPORT OF TEACHERS AND PRINCIPALS</p>	<p>Page 58-59</p>	<p>MA 3 commitment Letters OA 1,2: NHFT and SAA contracts</p>
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>	<p>REQUIREMENT 2 – INVOLVEMENT AND SUPPORT OF TEACHERS AND PRINCIPALS</p>	<p>Page 58</p>	

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 3: Documentation of High-Need Schools</p> <p>Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--</p> <p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p> <p>(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). <i>[Data provided to demonstrate eligibility as a high-poverty school must be</i></p>	<p>REQUIREMENT 3 – HIGH-NEED SCHOOLS</p>	<p>Page 59</p>	<p>MA 2: High Needs Documentation</p>
			<p>MA 2: High Needs Documentation</p>
			<p>MA 2: High Needs Documentation</p>

<p><i>school-level data; the Department will not accept IEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and</i></p>			
<p>(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>			

Mandatory Attachment 2: High Needs Documentation

Attachment 2: High Needs Documentation

The following table provides the most recent data to describe the schools in New Haven.

School	Level	Grades	Prof. Group	Total Count	Principal	Enrollment	High Needs %	High Needs Count
Barnard Magnet School	Elm/Ms	3	A	52	2	537	74%	X
Beecher School	Elm/Ms	3	A	39	2	456	68%	X
Betsy Ross Arts Magnet School	Elm/Ms	1	B	49	2	475	68%	X
Bishop Woods	Elm/Ms	2	C	41	1	495	84%	X
Brennan-Rogers	Elm/Ms	3	B	49	2	330	86%	X
Celentano Museum Academy	Elm/Ms	3	C	51	2	465	75%	X
Clemente Leadership Academy	Elm/Ms	3	C	44	0	574	84%	X
Clinton Avenue School	Elm/Ms	2	C	46	2	530	93%	X
Columbus Family Academy	Elm/Ms	2	C	39	2	460	85%	X
Conte West Hills Magnet School	Elm/Ms	2	A	56	2	590	78%	X
Cooperative Arts & Humanities High School	HS	2	A	63	1	634	77%	X
Davis Street Magnet School	Elm/Ms	1	A	41	1	498	81%	X
Dixwell New Light High School	Transition at	3	D	6	0	31	94%	X
Domus Academy	Elm/Ms	N/A	D	13	0	49	92%	X
Early Learning Center	Headstart			14	0	125	95%	X
East Rock Magnet School	Elm/Ms	2	C	46	3	409	93%	X
Edgewood Magnet School	Elm/Ms	1	A	33	2	437	71%	X
Engineering & Science University Magnet School	Elm/Ms			34	1	298	67%	X
Fair Haven School	Elm/Ms	2	C	73	3	691	83%	X
Helene Grant Head St High School In The Community	Headstart			21	0	276	90%	X
Hill Central Music Academy	HS	3	B	37	0	243	87%	X
Hill Regional Career High School	Elm/Ms	3	C	51	2	422	89%	X
Hyde School of Health Sciences and Sports Medicine	HS	2	A	68	3	679	86%	X
James Hillhouse High School	HS	2	B	23	1	199	78%	X
Jepson Magnet School (PreK-8)	HS	3	C	94	7	905	81%	X
John C. Daniels Magnet School (PreK-8)	Elm/Ms	2	B	48	2	550	78%	X
John S. Martinez Magnet School (K-8)	Elm/Ms	2	B	52	2	516	78%	X
King-Robinson Magnet School (PreK-8)	Elm/Ms	3	C	44	2	525	94%	X
Lincoln - Bassett School (K-8)	Elm/Ms	2	A	51	2	550	88%	X
Mauro-Sheridan Magnet	Elm/Ms	2	C	38	1	398	79%	X
	Elm/Ms	2	B	56	2	548	86%	X

City of Seattle School (PreK-8)	Elementary HS only	Number of Schools	Group	Number of Students	Number of Teachers	Total Enrollment	Passing Rate	PN
Metropolitan Business Academy	HS	2	A	40	2	324	81%	X
MicroSociety Magnet	Elm/Ms	3	B	29	1	239	77%	X
Nathan Hale School (PreK-8)	Elm/Ms	1	B	46	1	560	75%	X
New Haven Academy	HS	2	A	29	1	244	80%	X
New Horizons School For Higher Achievement	Transition al	3	D	15	1	70	93%	X
Polly T. McCabe	Transition al			9	1	35	89%	X
Riverside Education Academy	Transition al	2	D	22	1	121	88%	X
Ross / Woodward School (PreK-8)	Elm/Ms	2	B	52	2	551	84%	X
Sound School	HS	1	A	52	2	329	57%	X
Strong Kindergarten	Elm/Ms		C	30	2	424	73%	X
Troup Magnet School	Elm/Ms	3	C	47	2	516	91%	X
Truman School	Elm/Ms	3	C	47	3	526	95%	X
Wexler - Grant School (PreK-8)	Elm/Ms	3	C	42	2	405	84%	X
Wilbur Cross High School	HS	3	C	125	8	1200	79%	X
Worthington Hooker	Elm/Ms	1	A	35	2	385	48%	
Zigler Headstart	Headstart			9	0	125	100%	X

Mandatory Attachment 3: Commitment Letters

Secretary Duncan,

July 27, 2012

As you know, New Haven School Change and the collaboration between the New Haven Public Schools and the New Haven Federation of Teachers has been a national model. We have done the difficult work of designing and implementing an evaluation and development system for teachers, principals, and central office staff system. We have engaged turnaround schools, and we have sought to strengthen the school climates that our teachers and other stakeholders experience.

In implementing New Haven School Change, we have crossed the conventional lines of conflict in management-labor interactions, and operated more as partners in improving both student and adult experience in the district. Collaboration is neither simple nor easy. We do not always agree. But with the New Haven Public Schools administration, we have proven again and again not only that we can work together on behalf of students, but that we are stronger working together.

The TIF grant will introduce the next chapter of our collaboration. We are excited by the potential for individualized professional learning for our teachers, in addition to the individualized evaluation system we have already conducted, and we believe it is appropriate to implement differentiated career and compensation opportunities that are fair and that celebrate the professional educators who dedicate their life to their teaching craft and to student learning. Ultimately, if we are a union of professionals, both our management and our contracts must treat us as professionals – and our hope and expectation is that the Professional Learning program funded by TIF will enable that movement.

Our current contract, supported overwhelmingly by the membership, includes language that enables the district to create differentiated roles and salary enhancements for teachers in collaboration with the NHFT. We support the TIF grant because it affords us the opportunity to make good on those roles – and to make further change long term that builds to true professional management of teachers. As we look forward to our next contract negotiation, we know that both we and the district will look to solidify the strengths of the last contract, and to extend beyond those issues to move closer to our vision of a system where we attract, develop, and retain the highest caliber educators.

We are eager to participate in the Talent Council as equal partners in directing and steering the future of human capital management in the district. By focusing on building a comprehensive human capital management system with educator effectiveness at the core, as the New Haven program does, we are confident we will not only improve the career of teachers, but also strengthen student learning dramatically.

Sincerely,

(b)(6)

David Cicarella
President
New Haven Federation of Teachers



A Union of Professionals

American Federation
of Teachers, AFL-CIO

AFT Teachers
AFT PSRP
AFT Higher Education
AFT Public Employees
AFT Healthcare

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Phillip H. Smith
John Tarka
Christine Trujillo
Ann Twomey
Adam Urbanski

July 28, 2012

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Ave. S.W.
Washington, DC 20202

Dear Secretary Duncan:

On behalf the American Federation of Teachers (AFT), I write to express our strong support for the New Haven Public Schools' application for a U.S. Department of Education Teacher Incentive Fund (TIF) award. This TIF proposal, which builds on the groundbreaking 2009 contract in New Haven, Conn., will ensure the partnership between the teachers' union and the school district will continue to generate systemic reform that is good for students and fair to teachers.

Using the results from the high-quality evaluation system collaboratively developed by the New Haven Federation of Teachers and New Haven Public Schools, this grant will help create, implement and refine a comprehensive human capital system that supports the career growth of effective educators and promotes student learning. The AFT applauds this bold proposal.

The AFT is pleased to support this TIF proposal and is proud to count New Haven as a partner in our ongoing work to provide educators with the guidance and resources they need to ensure their—and their students'—success.

I urge you to support their TIF application.

Sincerely,

(b)(6)



Randi Weingarten
President
American Federation of Teachers.



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



July 26, 2012

Arne Duncan
Secretary of Education
U.S. Department of Education
600 Independence Ave
Washington, D.C. 20597

Dear Secretary Duncan:

Through numerous conversations and visits with district and school leaders and teachers in New Haven Public Schools, I have been able to experience first-hand their commitment to teaching and learning for all students. I am proud to serve the students, teachers, and families in the State of Connecticut as the Commissioner of Education, and I am pleased to write this letter of ⁵⁻¹⁻²⁰¹² support for New Haven Public Schools' Teacher Incentive Fund grant application.

If approved, funds from this grant would be used to build upon the success of the nationally recognized reform effort in New Haven in collaboration with the City's teachers and administrators. Ultimately, this grant will lead to increased effectiveness of educators and schools by allowing for greater individualization and differentiation of the educator evaluation and development system currently in place. This implementation will provide differentiated professional learning opportunities for educators based upon the demonstrated professional competencies, the teaching and leading capabilities, and the professional interests of New Haven Educators. Recently, Connecticut passed Senate Bill 458, a landmark education reform bill, affecting early childhood education, school finance, and teacher and school administrator qualification, evaluation, tenure, and termination. Key elements of the reform bill were informed by the work occurring in New Haven. The New Haven example is emerging as a critical reference point and is precedent-setting in our state and beyond.

Some of the elements that distinguish the development of New Haven Public Schools' reform effort from others in the nation are the capacity to individualize and differentiate teacher and leader evaluation and coaching, professional learning, compensation, and career opportunities for the educators of New Haven. These efforts build the capacity necessary for success and have greatly strengthened the quality of the reform effort overall, including the lessons learned—both positive and negative—from the past two years of initial implementation in New Haven schools. The model that New Haven continues to provide is one of true collaboration and sustainability. Through these key levers, it is evident that these programs are viable and rigorous, attesting to the fact that the New Haven Public Schools is ripe for sustaining its reform efforts—and for becoming a true leader in transforming the education landscape in this state and the country.

Thank you for your full and fair consideration of New Haven Public Schools' Teacher Incentive Fund grant application.

Sincerely,

Stefan Pryor
Connecticut Commissioner of Education

OFFICE OF THE MAYOR

165 CHURCH STREET • NEW HAVEN • CONNECTICUT 06510



JOHN DESTEFANO, JR.
Mayor



*The vision of New Haven's children
is our city's greatest resource!*

July 27, 2012

Arne Duncan
Secretary of Education
U.S. Department of Education
600 Independence Ave
Washington, D.C. 20597

Dear Secretary Duncan: *Arne*

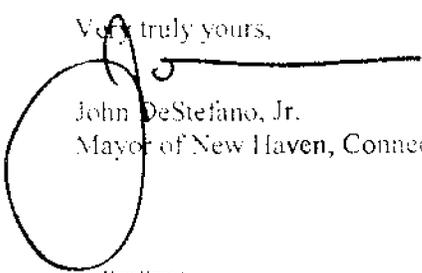
As the person responsible for appointing my fellow New Haven Board of Education members and as the Mayor of the City of New Haven, I have worked closely with district and school leaders and teachers in New Haven Public Schools. I have witnessed their dedication to collaboration and improving their practice to lead to better educational outcomes for the students of New Haven. As the Mayor of the City of New Haven, and I am honored to write this letter of support for New Haven Public Schools' Teacher Incentive Fund grant application.

We at New Haven Public Schools have a firm belief and clear vision of creating a comprehensive and coherent human capital management system to reach three goals, including: expanding on our ambitious three-pronged approach to reform, extending reform to multiple levels within the district, and continuing our ongoing collaboration and vision of reform to continue closing the achievement gap. Our students deserve a district that is self-reflective, willing to grow professionally, and one that has the capacity to bring about transformative change for the lives of its students. New Haven is a district that is ripe for exponential change at all levels and is willing to put what is best for students first.

If their grant is supported, I have no doubt that New Haven Public Schools will create the systems and structures necessary to continue to build upon the existing frameworks that lead to higher levels of student-learning. Specifically, this grant will help us create the Professional Educator Program, which will lead to systems, for example, for greater levels of individualized and targeted professional development as indicated by the needs presented in the professional competencies.

I am committed to our ongoing collaboration and vision of reform in New Haven and support the future fiscal sustainability of the Professional Educator Program. Thank you for your full and fair consideration of New Haven Public Schools' Teacher Incentive Fund grant application.

Very truly yours,


John DeStefano, Jr.
Mayor of New Haven, Connecticut

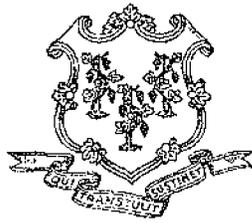


phone 203.946.8200 fax 203.946.7683

This creative impression is the work of Rhianna Bennett, a student of Davis St. School

SENATOR MARTIN M. LOONEY
MAJORITY LEADER

Eleventh District
New Haven & Hamden



State of Connecticut
SENATE

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July 25, 2012

Hon. Arne Duncan
Secretary of Education
U.S. Department of Education
600 Independence Ave
Washington, D.C. 20597

Dear Secretary Duncan:

Through numerous conversations and visits with district and school leaders and teachers in New Haven Public Schools, I have been able to experience first-hand their commitment to teaching and learning for all students. I am proud to represent the students, teachers, and families in New Haven and am pleased to write this letter of support for New Haven Public Schools' Teacher Incentive Fund grant application.

School reform is difficult, and almost never happens collaboratively, however, in New Haven, it does. I've been proud of our City's work in education, and have called on it to be an example for the state. I support the Learning Career Program in New Haven Public Schools, which seeks to attract, develop, and retain the best educators both in the classroom and in leadership roles.

If approved, funds from this grant would be used to build upon the success of the nationally recognized reform effort in New Haven in collaboration with the City's teachers and administrators. Ultimately, this grant will lead to increased effectiveness of educators and schools by allowing for greater individualization and differentiation of the educator evaluation and development system currently in place. This implementation will provide differentiated professional learning opportunities for educators based upon the demonstrated professional competencies, the teaching and leading capabilities, and the professional interests of New Haven Educators.

I am an advocate for New Haven and for the vital mission of its public schools. New Haven represents a model for collaborative reform and accountability. I am committed to the future fiscal sustainability of the changes proposed and support the reform efforts of New Haven Public Schools.

Thank you for your full and fair consideration of New Haven Public Schools' Teacher Incentive Fund grant application.

Sincerely,

A handwritten signature in cursive script that reads "Martin M. Looney".
Martin M. Looney
Majority Leader



State of Connecticut
HOUSE OF REPRESENTATIVES
STATE CAPITOL
HARTFORD, CONNECTICUT 06106-1591

REPRESENTATIVE ROLAND J. LEMAR
NINETY-SIXTH ASSEMBLY DISTRICT

LEGISLATIVE OFFICE BUILDING
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MEMBER
FINANCE, REVENUE AND BONDING COMMITTEE
PLANNING AND DEVELOPMENT COMMITTEE
TRANSPORTATION COMMITTEE

Arne Duncan
Secretary of Education
U.S. Department of Education
600 Independence Ave
Washington, D.C. 20597

Dear Secretary Duncan:

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If approved, funds from this grant would be used to build upon the success of the nationally recognized reform effort in New Haven in collaboration with the City's teachers and administrators. Ultimately, this grant will lead to increased effectiveness of educators and schools by allowing for greater individualization and differentiation of the educator evaluation and development system currently in place. This implementation will provide differentiated professional learning opportunities for educators based upon the demonstrated professional competencies, the teaching and leading capabilities, and the professional interests of New Haven Educators.

I have supported New Haven, and will support the Learning Career Program. New Haven Public Schools is a model program that creates potential for a new state and national model for

education reform. I am committed to the future fiscal sustainability of the changes proposed and support the reform efforts of New Haven Public Schools.

Thank you for your full and fair consideration of New Haven Public Schools' Teacher Incentive Fund grant application.

Sincerely,

A handwritten signature in black ink, appearing to read "Roland Lemar". The signature is written in a cursive style with a large, stylized initial "R".

Roland Lemar
State Representative



State of Connecticut
HOUSE OF REPRESENTATIVES
STATE CAPITOL
HARTFORD, CONNECTICUT 06106-1591

REPRESENTATIVE JUAN CANDELARIA
NINETY FIFTH ASSEMBLY DISTRICT

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FAX: 860-240-0206
E-MAIL: Juan.Candelaria@cga.ct.gov

DEPUTY MAJORITY WHIP

VICE CHAIRMAN
HIGHER EDUCATION COMMITTEE

MEMBER
APPROPRIATIONS COMMITTEE
SELECT COMMITTEE ON CHILDREN

July 26, 2012

Arne Duncan
Secretary of Education
U.S. Department of Education
600 Independence Ave
Washington, D.C. 20597

Dear Secretary Duncan:

Through numerous conversations and visits with district and school leaders and teachers in New Haven Public Schools, I have been able to experience first-hand their commitment to teaching and learning for all students. I am proud to represent the students, teachers, and families in New Haven and am pleased to write this letter of support for New Haven Public Schools' Teacher Incentive Fund grant application.

School reform is difficult, and almost never happens collaboratively, however, in New Haven, it does. I've been proud of our City's work in education, and have called on it to be an example for the state. I support the Learning Career Program in New Haven Public Schools, which seeks to attract, develop, and retain the best educators both in the classroom and in leadership roles.

If approved, funds from this grant would be used to build upon the success of the nationally recognized reform effort in New Haven in collaboration with the City's teachers and administrators. Ultimately, this grant will lead to increased effectiveness of educators and schools by allowing for greater individualization and differentiation of the educator evaluation and development system currently in place. This implementation will provide differentiated professional learning opportunities for educators based upon the demonstrated professional competencies, the teaching and leading capabilities, and the professional interests of New Haven Educators.

I have supported New Haven, and will support the Learning Career Program. New Haven Public Schools is a model program that creates potential for a new state and national model for education reform. I am committed to the future fiscal sustainability of the changes proposed and support the reform efforts of New Haven Public Schools.

Thank you for your full and fair consideration of New Haven Public Schools' Teacher Incentive Fund grant application.

Sincerely,


Juan Candelaria



State of Connecticut
HOUSE OF REPRESENTATIVES
STATE CAPITOL
HARTFORD, CONNECTICUT 06106-1591

REPRESENTATIVE PATRICIA A. DILLON
NINETY SECOND ASSEMBLY DISTRICT

LEGISLATIVE OFFICE BUILDING
ROOM 4019
HARTFORD, CT 06106-1591
HOME: (203) 387-6159
CAPITOL: (860) 240-8585
TOLL FREE: (800) 842-8267
FAX: (860) 240-0067
E-MAIL: Patricia.Dillon@cga.ct.gov

MEMBER
APPROPRIATIONS COMMITTEE
HIGHER EDUCATION AND EMPLOYMENT
ADVANCEMENT COMMITTEE
JUDICIARY COMMITTEE

July 24, 2012

Arne Duncan
Secretary of Education
U.S. Department of Education
600 Independence Ave
Washington, D.C. 20597

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Sincerely,

Patricia A. Dillon
State Representative

SERVING NEW HAVEN



BOARD OF DIRECTORS

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Dr. Dorsey L. Kendrick
President
Gateway Community College

New Haven Promise (NHP), a visionary scholarship and support program, pledges its support for the New Haven Public Schools' 2012 Teacher Incentive Fund (TIF) grant application. NHP is a unique community partnership with significant investment by major city stakeholders — the City of New Haven, Yale University, Yale-New Haven Hospital, Wells Fargo Bank and The Community Foundation for Greater New Haven.

The mission of NHP is to improve the school district by complementing and promoting New Haven School— the district reform initiative — launched in 2009. Although there are a number of Promise programs across the country, NHP is distinct in its support system to help as many students take advantage of the Promise scholarship as possible and the explicit agenda to support and evaluate School Change, the school district's reform initiative.

An important accountability measure for NHP and New Haven School Change is a comprehensive evaluation currently in design by RAND Corporation. That evaluation's purpose is to determine the success of the goals of both programs. Educator effectiveness and the district's Talent agenda will be an integral part of the evaluation design. We agree with the District that it makes sense to align the RAND-designed evaluation with the TIF grant, if necessary deepening the Talent component of the evaluation to reflect the full range of measures under investigation in the TIF program. If New Haven wins the TIF grant, the Promise board will work with New Haven as needed to adjust the RAND-designed evaluation to incorporate any additional elements of the New Haven Talent program, including differentiated compensation and career paths.

NHP helps reinforce the values that make cities great. The TIF grant will strengthen the fabric of New Haven by investing in youth committed to their future and committed to the city. We pledge our support and hope you will find our efforts worthy of your support.

Thank you.

(b)(6)

Richard C. Levin
 President, Yale University



Mandatory Attachment 4: Indirect Cost Agreement



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



March 27, 2012

Dr. Reginald Mayo
Superintendent
New Haven Public Schools
54 Meadow Street
New Haven, CT 06519-1743

Dear Dr. Mayo:

The Connecticut State Department of Education (CSDE) has developed a process for determining maximum allowable indirect cost rates for federal grant funds. This process, which has been approved by the federal government, has been extended by the CSDE to state and private grants as well. The CSDE shall annually review and approve, if appropriate, each local education agency (LEA) application for establishing both a maximum restricted and unrestricted indirect cost rate. Certain United States Department of Education (USDE) programs have a statutory requirement prohibiting the use of federal funds to supplant non-federal funds. These programs require the use of the *restricted* indirect cost rate, as referenced under 34CFR76.564-76.569. By statute the state "adult education" (SID 17030) program is *not* eligible for indirect charges. Therefore, this program shall not be allowed the use of the ED 114 budget line 940 (indirect costs).

The application of an *unrestricted* indirect rate to programs outside the above references must be consistent with the specific laws, regulations and requirements that govern these programs and are subject to audit.

Based upon the information you have provided, the CSDE, in accordance with the July, 2009 LEA Indirect Cost Handbook, approves the following maximum allowable indirect cost rates for the period of July 1, 2012 through June 30, 2013.

<u>Restricted rate</u>	<u>Unrestricted rate</u>
4.66%	10.73%

The authority of selecting an indirect cost rate (restricted, unrestricted, zero or no rate allowed) resides with the CSDE. Attachment A lists the selected indirect cost rates to be used with each federal, state or private program granted to an LEA.

If you should have any questions on any aspect of this process, please call David St Laurent at (860) 713-6646.

Sincerely
(b)(6)

Bruce Ellefsen, Chief
Bureau of Fiscal Services

cc: Brian Mahoney
Gary Pescosolido
Jeffery Lindgren
David St Laurent

Attachments

Mandatory Attachment 5: Resumes and Biographies

Experience

NEW HAVEN PUBLIC SCHOOLS, New Haven CT 2009 to present
Assistant Superintendent for Portfolio and Performance Management. Responsible for designing and implementing New Haven's School Change reform plan, including a nationally recognized model for professional and consequential educator evaluation. Direct management responsibility for the district's 47 schools, principal and teacher talent, and school accountability/performance management. Launched the district's Boost! wrap-around initiative. Since 2009 district standardized test scores have doubled the rate of growth of Connecticut, and in first year of implementation graduation rate improved 2%.

NEW YORK CITY DEPARTMENT OF EDUCATION, New York, NY 2003 to 2009
Senior Coordinator for Special Education (Jan. 2009 to July 2009). Drafted recommendations to reform the approach to Special Education in New York City. Member of Senior Leadership Team from 2005 to 2009.

Chief Executive for Portfolio Development (2007 to 2009). Developed portfolio planning functions for the New York City schools. Program responsibility for new schools, charter schools, career and technical education, and small learning communities. Led mayoral taskforce on career and technical education. Managed school closure decision-making and implementation for 15 to 20 schools a year. In late 2008, led significant district-wide cost-cutting and realignment initiative.

Chief Executive (2005 to 2007) and Chief Operating Officer (2004 to 2005), Office of New Schools. Led new school creation, a core pillar of New York City's Children First reform, including the creation of 333 new DOE schools and 63 new public charter schools. The four-year graduation rate for the first class of seniors in new high schools was 76% in 2007, compared to 60% citywide and 35% in the comprehensive high schools that had been replaced -- and rigorous evaluations by MDRC have established substantial and sustained impact for the small high school initiative. Supported the launch of the Autonomy Zone and the creation of School Support Organizations, major steps in refocusing the relationship between schools and central office.

Project Manager, Office of the Chief of Staff (2003 to 2004). Led cross functional planning for school opening in September 2004. Coordinated strategic planning for secondary school reform.

MCKINSEY & COMPANY, New York, NY 2000 to 2003 and Summer 1999
Engagement Manager. Managed teams of consultants and on-site contact with clients. Emphasis in financial services, including retail banking, insurance, and private equity.

Nonprofit activities. Co-leader of the New York Office Nonprofit Leadership Committee. Directed teams of consultants in pro bono strategic planning for the Robin Hood Foundation's grantees.

PHILADELPHIA EMPOWERMENT ZONE, Philadelphia, PA. *Special Projects Coordinator* 1997

PENNSYLVANIA DEMOCRATIC COORDINATED CAMPAIGN, Scranton, PA. *Field Coordinator* 1996

VAIL MOUNTAIN SCHOOL, Vail, CO. *Teacher* 1995-1996

Education

STANFORD LAW SCHOOL, Stanford, CA Graduated 2000
 Juris Doctor, graduated with distinction.

Activities: East Palo Alto Community Law Project (Board Member). Stanford Law Review. Task Force on the Mission of Stanford Law School (Dean's appointment). Student Liaison to the Faculty Hiring Committee (elected). Co-founder, Shaking the Foundations Conference.

Summer 99: U.S. Dept. of Justice, Civil Rights Division, Housing and Civil Enforcement, Washington, DC.

Summer 98: Brancart & Brancart, Pescadero, CA. Litigation of federal fair housing cases.

YALE UNIVERSITY, New Haven, CT Graduated 1995

B.A. in Ethics, Politics and Economics, *Summa Cum Laude.*

Honors: Phi Beta Kappa (junior year). Heinz Fellow for Public Interest (summer 1994).

Activities: Men's Varsity Soccer (1991-1994). Ultimate Frisbee, North-east regional champions (1995).

&

Broad Academy Fellow 2009 (executive training program for leadership in urban public education).
 Weekend work at my wife's organic farm in Ridgefield Connecticut.



Reginald Mayo, Ph.D
Superintendent of Schools
New Haven, Connecticut

Dr. Reginald Mayo, Superintendent of the New Haven Public Schools, is a seasoned leader whose 36 years as an educator have culminated in remarkable growth for the New Haven Public Schools.

Dr. Mayo was appointed Superintendent of New Haven Public Schools in 1992 and has devoted most of his professional career to the district. He started out in 1967 as a science teacher at Troup Middle School, and subsequently chaired the mathematics and science department at Troup. In 1973, Dr. Mayo was appointed Assistant Principal of Troup, then was promoted to principal of Jackie Robinson Middle School. In 1980, he continued his professional development as a post-doctorate fellow at Yale University. In 1981, he was promoted to K-8 Director of Schools, and in 1984, Executive Director of School Operations, a post he retained until his superintendency appointment in 1992.

Through his leadership, New Haven became the first district in the State of Connecticut to craft a policy effectively ending the practice of social promotion. New Haven's retention policy, its mandatory summer school and its Saturday Academies have garnered national press attention and praise from key leaders. The summer school program has emerged as one of the most successful in the State of Connecticut.

At a time when the State of Connecticut is rocked by the school desegregation case known as Sheff vs. O'Neill, Dr. Mayo's school district has quietly and effectively built the largest interdistrict magnet program in the State of Connecticut, with 1,300 suburban students enrolled and a model program of urban-suburban exchange.

As many school districts are just coming to grips with the deterioration of neighborhood schools built decades ago, Mayor John DeStefano Jr. has created one of the largest and most innovative school construction programs in the country, administered through the Board of Education. To date, as a result of this program, the first phase of the building program has resulted in renovations and reconstruction for 14 schools. Another six schools are in construction and 9 are in design. A new master plan completed in 2001 charts the rebuilding of every remaining school in the district, with a budget exceeding \$1.1 billion.

The New Haven Public Schools also oversees an early childhood initiative that has expanded the quality and quantity of child care available in the City of New Haven. The City's school readiness program is one of the most ambitious, with nearly 2,000 new child care slots created just in the past few years for children ages 3 and 4. The district also has the highest percentage of children attending preschool programs of the urban districts in the State of Connecticut.

Dr. Mayo has created several other innovative programs to help families succeed with school. At school events, he noted that grandparents often were the primary caregivers. As a grandparent contributing to his grandson's care, he sympathized. He asked his Social Development Department to look into the trend. The result was a monthly forum for grandparents who are raising their grandchildren that has involved 1,000 grandparents.

Dr. Mayo is an effective advocate and champion who recently was honored by Dr. James Comer, founder of the Yale University School Development Program, with an award for his "tireless work on behalf of America's children, especially the most disadvantaged."

Educational Background:

Doctor of Philosophy, **University of Connecticut**
Post-Doctoral Study, **Yale University** School Development Program
Doctor of Education, **Nova University**, Fort Lauderdale, FL
Master of Science, **Southern Connecticut State University**
Bachelor of Science, **Virginia Union University**, Richmond, Virginia

Professional Activities

Member, Horace Mann League of the U.S.A.
Fellow for Calhoun College, Yale University
Fellow for Yale Bush Center
Student Advisor, Union Graduate School
Adjunct Professor, Southern Connecticut State University
Research Affiliate, Yale Child Study Center

Awards

2009 Outstanding Educator, National Council of Negro Women
2009 100 Influential Blacks in Connecticut, NAACP, State of CT
2009 Lifetime Achievement Award, Holla Back Gospel Music Awards
2008 Philip Rawlins Award, Honorary Board Member, Special Olympics of CT
2007 Recipient of the Year, St. Jude Children's Research Hospital, New Haven Chapter
2005 Educational Service Award, Bennett College National Alumnae Assoc.
2005 Leadership Award, Connecticut Martin Luther King, Jr., Holiday Commission
2004 Connecticut Yankee Council, Boy Scouts of America "Good Scout Award"
2004 Seal of the City, New Haven Colony Historical Society
2004 Finalist, 2004 National Superintendent of the Year, American Assoc. of School Administrators
2003 Connecticut 2004 Superintendent of the Year, CT Association of Public School Superintendents
2003 Thirman L. Milner Outstanding Civic Leadership Award, Greater New Haven NAACP
2003 Educational Leader of the Year, Southern CT State Univ. Department of Educational Leadership
2003 Casa Otonal, Man of the Year
2003 Farnham Neighborhood House, Community Leader Award
2002 The Gan School, Community Leadership Award
2001 Community Service Award for Education, Greater New Haven Black History Committee
2000 Outstanding Superintendent Award, Neag School of Education Alumni Society
University of Connecticut
2000 "Rebuilding Urban Schools for the 21st Century," presentation to 60th Annual Conference, National School Boards Association.

Awards (cont'd.)

- 1999 American Association of School Administrators' Judge, Architectural Jury
- 1999 Yale University School Development Program
- 1999 Gateway Community College Foundation Man of the Year
- 1999 Positive Image Award, Opportunities and Industrialization Center
- 1999 Service Award, Connecticut Council of Boy Scouts of America
- 1998 W.E.B. DuBois Service Award
- 1998 Elm City Nation Outstanding Achievement
- 1998 Distinguished Educational Service, NAACP
- 1996 Al Haray Service Award
- 1993 Head Start Children and Families Service Award



Gemma Joseph Lumpkin is a dynamic leader with over 10 years experience in leadership, organizational and business development. Gemma received her Master's of Business Administration from Rensselaer Polytechnic Institute- Lally School of Management and Technology. Currently working as the Executive Manager for Leadership Development in New Haven, CT Public Schools, Gemma is responsible for the design and implementation of a comprehensive and sustainable Leadership Development System (Pipeline) to strengthen caliber and quality of high-potential school leaders. Gemma manages, coordinates, and integrates the district's leadership development opportunities for existing school leaders.

What's more, Gemma founded High Performance Education Group, which supports urban school districts with services that emphasize school leadership in accountability and monitoring of academic progress of students at the individual student, classroom and whole school levels. Gemma has also served as Vice President of Business Development and Director of Urban Technical Assistance for CT Academy for Math, Science & Technology; Director of Public Affairs, Community Affairs Manager /TV Host and Reporter, and Community Affairs Administrator for WTIC-TV Fox Affiliate in Hartford, CT. In addition to Gemma's professional accomplishments, she has also volunteered her time for the following organizations: New Haven Reads; Montessori School on Edgewood; Online Journalism Project; Government Affairs Committee— Greater New Haven Chamber of Commerce, United Way of the Capitol Area; Child Advocate-Hartford Superior Court; and Minority Organ Donor Project-National Kidney Foundation of Connecticut.

Michele M. Sherban-Kline, Ed.D.

(b)(6)

QUALIFICATIONS

Connecticut Intermediate Administrator and Supervisor Certificate
Connecticut Professional Educator Certificate with endorsements in Biology, Chemistry,
Physics, and General Science

EMPLOYMENT

2010-present **Assistant Principal, Assigned to Teacher Evaluation & Development,**
New Haven Public Schools

2005-2010 **Assistant Principal,** Wilbur Cross High School, New Haven, CT

2002-2005 **Administrative Intern,** Wilbur Cross High School, New Haven, CT
Responsibilities: supervision of Mathematics and Science departments,
coordination of testing – CAPT and SAT, development of master schedule

1988-2002 **Science Teacher,** Wilbur Cross High School, New Haven, CT

EDUCATION

Southern Connecticut State University, New Haven, CT
Doctor of Education, Educational Leadership, December 2010
Sixth Year Professional Diploma of Advanced Studies in Educational
Leadership, January 1999

Wesleyan University, Middletown, CT
Master of Arts Liberal Studies, Concentration: Science, May 1997

University of Connecticut Health Center, Farmington, CT
Graduate Program in Biomedical Studies

Boston College, Chestnut Hill, MA
Bachelor of Science in Chemistry, May 1985

Donna L. Aiello

(b)(6)

Education

Southern Connecticut State University

- Certification: Administrators Certificate (092)
- 6th Year Diploma Educational Leadership

Leadership
Experience

New Haven Public Schools – Office of Staff and Organizational
Development - **Central Office Supervisor**

Sept 2007- Present

Responsibilities:

- Report directly to the Assistant Superintendent of Curriculum and Instruction
- Attend monthly state meetings and conferences
- District Improvement Planning and member of the DDT
- Teacher Quality and Data Management Committee Co-Chair
- School Improvement Planning and monitoring
- Monitor and support Building Leadership Data Teams
- Conduct needs assessment surveys for staff development on a regular basis
- Meet regularly with Directors of Instruction, Personnel, Content Supervisors, administrators and teachers to identify district training needs
- New teacher induction and support; TEVAL Needs Improvement
- Future Leaders and Aspiring Administrator Programs
- Establish and manage district Professional Development Calendar
- Coordinate student teacher/internship placements
- Evaluate professional development training and program effectiveness
- Prepare reports and presentations to school and district personnel
- District grant managing and writing
- Manage ProTraxx CEU system
- Review and approve district professional development requests
- Coordinate Paraprofessional training and highly qualified testing
- District Facilitator Teacher Education and Mentoring Program, TEAM

Office of Staff and Organizational Development **District Coach**
Beginning Teacher Induction and Support

Sept 2002 – June 2007

Classroom Teacher Grades 2, 3, 4, 5;
Grade 6 Special Education Inclusion Model

Aug 1992 – June 2002

Connecticut Center for School Change

Andrew Lachman, Executive Director

The Center's Executive Director, Andrew Lachman, came to the Center after serving for 13 years as one of the senior advisors on policy and program development and director of external affairs to former superintendents Anthony J. Alvarado and Elaine Fink in Manhattan's Community School District 2. He played a key role in that district's implementation of standards-based education reform. Mr. Lachman assisted the superintendent in developing and managing innovative educational programs, professional development initiatives for improving teaching and learning, and strategies for enhancing school leadership. Mr. Lachman has overall responsibility for the Center and its operations and programs. He authored the foreword to *Instructional Rounds: A Network Approach to Improving Teaching and Learning* and articles in *Kappan* and *JSD* magazines.

Biography

Patrick W. Flynn

Patrick W. Flynn, Founder and Executive Director of ReVision Learning Partnership

During his 17 years of educational service, Patrick Flynn has worked as a teacher, teacher leader, curriculum director and executive program director in K-12 settings in over ten different states. As the Executive Director of High Schools for Edison Schools and the Chief Academic Officer for Great Schools Workshop in Sacramento, CA, Patrick worked with building and district administrations in nine states to implement systemic high school reform. Patrick currently leads ReVision Learning Partnership, LLC, providing professional development and support to districts and educational organizations in CT, NY, and LA and has consulted on school improvement initiatives internationally in the United Arab Emirates with the Abu Dhabi Education Council. As the Executive Director of ReVision Learning Partnership, Patrick has been working with New Haven Public Schools on the implementation of its nationally recognized Teacher Evaluation system. In this role he has trained district's administrators in calibration and implementation of their teaching framework and rubric and continues to manage the independent team of validators charged with providing inter-rater reliability on all classroom observations for *Needs Improvement* and *Exemplary* teachers within the system. Patrick also works extensively with school districts in the formation of frameworks for teaching and learning and provides on-going support to administrators in supervision and evaluation techniques through one-one coaching and system wide professional development. He also serves as Executive Director for the Connecticut Association of Supervision and Curriculum Development (CASCD).

Patrick is also a proud husband of 15 years and lives in Colchester, CT with his wife Shelly and his son Galen.

Linked-In:

http://www.linkedin.com/myprofile?locale=en_US&goback=%2Eenmp_*1_*1&trk=spm_pic

PATRICK W. FLYNN

(b)(6)

OVERVIEW

Advanced experience in school design and program implementation at both a local and national level with high aptitude for facilitation of school reform as well as recruitment and training of teachers and principals. Combination of theoretical and practical application of K-12 practice with exemplary skills in curriculum, instruction and assessment.

EDUCATION/CERTIFICATIONS

Southern Connecticut State University, New Haven, CT
Initial Superintendent Certificate (093), projected May 2013
Connecticut licensure for employment as Superintendent of schools.

Intermediate Administrator's Certificate (092), April 2005 - GPA 3.98
Connecticut licensure for employment as assistant principal, principal, staff developer, supervisor of instruction, curriculum coordinator, assistant superintendent of schools, department chairperson, and/or supervisor in special subject areas. Concentration on organizational leadership.

M.S. Education, August 2002 - GPA 3.98
Concentration in elementary and middle level education to balance secondary level experience. Study included methodologies and modalities associated with curriculum, instruction and assessment.

Western Connecticut State University, Danbury, CT
Connecticut Certification in History/Social Science 7 – 12 (026), May 1994
State certification in Social Sciences to allow professional application of Bachelor's in American Studies.

B.A. American Studies, May 1991
Study of history and the arts in America including literature, music, government and other socio-cultural elements.

ADMINISTRATIVE/LEADERSHIP EXPERIENCE

ReVision Learning Partnership, LLC
Executive Director/Owner, June 2011 – Present
Executive leadership, management of school improvement consulting group providing support services and program development for school districts and educational organizations in CT, NY, and LA

- Creation and delivery of teacher effectiveness and performance evaluation model to support districts and schools in transition to new state and federal guidelines for teacher evaluation.
- Content development for alternative route program for school leadership in partnership with Louisiana State University and Advance Baton Rouge.
- Management of teacher effectiveness Validator Program supplying over 23 classroom observers for New Haven Public Schools in support of new teacher evaluation model.

Connecticut Association of Supervision and Curriculum Development
Executive Director, June 2010 – Present
Leadership of Affiliate organization to International ASCD including management of volunteer Board supporting State educational initiatives and professional development

- Sponsorship and management of three state and regional conferences for over 750 CASCD members.

PATRICK W. FLYNN

Area Cooperative Educational Resource Center, North Haven, CT

Director of Professional Development and School Improvement, December 2008 – June 2011

Leadership and management of school improvement services for non-profit education service center supporting greater New Haven, CT.

- Development of service contracts with International agency providing school improvement and professional development services in United Arab Emirates.
- Development of school transformation program to support High School specific school reform from comprehensive designs to Small Learning Community design.
- Supervision of team of Educational Specialists and external consultants servicing district PD needs.
- Design and leadership of programs and services designed to improve administrative quality in areas of supervision, culture-climate, and teaching and learning.
- PD for principals and central office staff in instructional leadership and school improvement.
- Coordination with the Bureau of School Improvement and the Bureau of District Accountability in the implementation of programming for the Connecticut Accountability for Learning Initiative (CALI).

State Education Resource Center, Middletown, CT

Consultant, December 2007 – December 2008

Facilitation, development and implementation of school improvement programming for non-profit arm of the Connecticut State Department of Education.

- Strategic and technical assistance for Needs Improvement Schools in over seven Connecticut Title I school districts.
- Program coordination for Vanguard Schools Best Practice Initiative for Connecticut State Department of Education.
- Professional development for teachers, principals, and central office in teaching and learning, school improvement, curriculum and assessment.
- Coordination with the Bureau of School Improvement and the Bureau of District Accountability in the implementation of programming for the Connecticut Accountability for Learning Initiative (CALI).

Great School Workshop Inc., Sacramento, CA

Chief Academic Officer, July 2007 – December 2007

Development and implementation of academic programming for national educational reform organization.

- Strategic and technical assistance for schools in key areas of school reform including teaching and learning, relationships, budget, scheduling, staffing, and school organizational design.
- Leadership performance coaching for principals and administrative teams including school redesign teams.
- Professional development for teachers, principals, and central office to support school and district office transformation.
- Product development for teacher performance coaching and high school advisory programs.

Edison Schools Inc., New York, NY

Director of Secondary Teaching and Learning, December, 2006 – July 2007

VP, Executive Director of High Schools, January 2005 – December 2006

Oversight of the development and implementation of all high school educational programs.

- Collaboration with high school principals in concert with general managers/superintendents in meeting state accountability goals in five states and the District of Columbia.
- Guidance in progress towards meeting AYP goals in all Edison high schools.
- Direct oversight of all academic programs and coordination of all central support programs including teacher support and professional development, student management, student information and scheduling in Edison high schools including indirect oversight of those central staff guiding high school support programs.

PATRICK W. FLYNN

VP of Social Sciences/VP of High School Curriculum, October 2002 - January 2005

Director of Social Science, July 2001 - October 2002

National Curriculum Coordinator of Social Science 6-12, July 2000 - July 2001

Promotions during tenure in Curriculum and Instruction Department. Working collaboratively with curriculum directors/VP's and achievement VP's in various functional areas to improve teaching and learning.

- Development of instructional support model for school personnel including on-going professional development in curriculum and instruction
- Development and implementation of professional development services in classroom management, multiple intelligences, differentiated instruction, standards driven instruction and aligning and embedding state standards.
- Development of new teacher induction module designed to support novice teachers.
- Co-Facilitated the creation of strategic plan for low achieving high school in Chester, PA including complete analysis of curriculum and instruction, state assessment data (PSSA and SAT-9), and teacher quality to assist in the process of transitioning school into a successful school design.

Area Cooperative Education Services (ACES)

Wintergreen Interdistrict Magnet School ACES-Edison Partnership School Hamden, CT

Lead Teacher, August 1999 - July 2000

Member of K-8 Leadership Team developing and implementing important school initiatives.

- Assigned to Leadership Team and charged with establishing essential policy for school and strategies for improving school environment.
- Shared results of successfully implemented programs and activities for collaborative purposes.

Social Studies Curriculum Coordinator, August 1999 - July 2000

Subject area specialist supporting classroom instruction in the area of social studies.

- Provided support to staff members, including on-going professional development, in implementing Edison Social Studies curriculum.
- Received, recorded, and maintained inventory on K-8 social studies materials.

TEACHING EXPERIENCE

Area Cooperative Education Services

Wintergreen Interdistrict Magnet School, Hamden, CT

Social Studies Teacher, August 1999 - July 2000

Teacher on 7th and 8th grade House Team facilitating learning for 100 students.

- Chairperson/Facilitator for the *Committee on Discipline K-8* to establish policy for student management program.
- Served as Lead Teacher for 7th /8th grade House Team.
- Facilitated House Team meetings for student data review and professional development.

Ledyard Board of Education

Ledyard Middle School, Ledyard, CT

Social Studies Teacher, January 1995 - June 1999

Teacher in 8th grade Cluster facilitating the learning for 125 Students.

- Committee member on *Instructional Council* from September 1997 - June 1999 leading district initiative to improve the quality of teaching and learning.
- Committee member on *Professional Development Committee* Ledyard from September 1995 to June 1999 working to design professional development programming for Ledyard Middle School.
- Co-Creator and co-chairperson of *Advisor/Advisee Committee* from September 1995 to June 1999 to develop programming for student character

PATRICK W. FLYNN

RELATED EXPERIENCE

Leadership Committee Member – Edison Leadership Institute, September 2002 – July 2007

Original committee member for the development of the Edison Leadership Institute for school leaders including the co-development and delivery of over 36 hours of workshops in curriculum and instruction, differentiation, teacher efficacy, instructional planning, and educational leadership attributes.

Curriculum Consultant - Connecticut Historical Society, Hartford, CT, January 1999 - June 2000

Creation of lesson plans for on-line curriculum project. See sample lessons on-line @
http://www.cthistoryonline.org/classrm_lessonplan_menwom.html
http://www.cthistoryonline.org/classrm_lessonplan_family.html

Curriculum Consultant/Writer/Pilot - LEARN, Old Lyme, CT, July 1999 - May 2000

*Research consultant, writer and pilot teacher for the **Voices of Freedom Amistad Curriculum** developed in a collaborative between the Connecticut Historical Society and LEARN in an effort to increase awareness of this significant event in American history.*

AFFILIATED SCHOOLS

Collaboration and consultation in various capacities with each of the identified schools through Edison partnership providing direct educational services to school in organizational leadership, curriculum, instruction and assessment.

Friendship Edison Collegiate Academy 9-12, Friendship Public Charter Schools, Washington, DC

Information about school available at http://www.friendshipedison.org/our_schools/collegiate_overview.asp

Renaissance Academy Charter School K-12, Phoenixville, PA

Information about school available at <http://www.rak12.org/>

Chicago International Charter School, Longwood Campus K-12, Chicago Charter School Foundation, Chicago, IL

Information about school available at http://www.ccsfonline.org/cics/ci_2.htm

Charter School for Applied Technologies, K-10, Buffalo, NY

Information about school available at <http://www.newyorkcharters.org/proCharterAppTech.htm>

PUBLICATIONS

Flynn, P. (2007). *Finding our purpose: Renewing levels of personal efficacy in the classroom*. Inside the Workshop, 1(2).

TRAININGS/WORKSHOPS/PROFESSIONAL DEVELOPMENT

List of Certifications from the Leadership for Learning Center for the Connecticut State Department of Education's Connecticut Accountability for Learning Initiative (CALI)

Common Formative Assessment, Certified April, 2008

Data Driven Decision Making and Data Teams, Certified May, 2008

List of trainings developed and delivered at various national and regional conferences for Edison Schools.

Efficacy and Student Achievement: Five Part Series to Improving Your Leadership, Independent contract, 2010

Planning for All Learners, Fall Edison Leadership Development Academy, 2006

SAT preparation and support: Developing a plan, Friendship Edison Collegiate Academy, 2006

PATRICK W. FLYNN

Curriculum and instruction: Differentiating instruction, Edison Leadership Institute, 2005
Developing instructional leaders: Using leadership rubrics to improve leadership capacity, Principals Leadership Conference, 2004 Re-Designed, 2011
Curriculum and instruction: Creating a world-class education, Edison Leadership Institute, 2003, 2004
Creating a positive classroom environment, Summer Teaching Academy, 2002, 2003, 2004
Constructivism: Using performance based assessment, Summer Teaching Academy, 2001, 2002, 2003, 2004
Multiple intelligence theory: Classroom learning for all, Summer Teaching Academy, 2001, 2002, 2003
Leadership styles: Becoming a curriculum leader, Achievement Academy, 2002, 2003, 2004
Unit planning: Using understanding by design, Achievement Academy, 2002, 2003, 2004
Aligning and embedding in social science, Achievement Academy, 2002, 2003, 2004
Building a future for our urban schools, Rutgers University Conference on Urban School Reform, 2002

PROFESSIONAL AFFILIATIONS

Advisory Board for LSU/Advance Innovation Education RLRP Program, Baton Rouge, LA
Advisory Board for Celebration of Teaching and Learning Conference, Ch-13 New York, NY
Association for Supervision and Curriculum Development - August 2000 - Present
NCSS – National Council for Social Studies - August 2000 - Present
Connecticut Education Association - September 1993 - July 2000

AWARDS AND HONORS

Teacher of the Year Nominee, ACES - 1999 - 2000

Nominated for commitment to students, parents, and school staff for the ACES school system including nine (9) schools in greater New Haven area of Connecticut.

JOHN B. ENGBERG

(b)(6)

EDUCATION

Ph.D., Economics, University of Wisconsin—Madison, 1990
Dissertation: “Structural Estimation of the Impact of Unemployment Benefits on Job Search”
M.S., Economics, University of Wisconsin—Madison, 1985
A.B., magna cum laude, Economics, Harvard University, 1980

SPECIALIZATION

Ph.D. Fields
Labor Economics, Econometrics, Economic Theory
Research Interests
Education Evaluation, Long Term Care Health Services Research

EMPLOYMENT

Senior Economist, RAND, 2006-present.
Economist, RAND, 2002-2006.
Associate Professor of Economics, H. John Heinz III School of Public Policy and Management, Carnegie Mellon University, 1997-2002.
Assistant Professor of Economics, H. John Heinz III School of Public Policy and Management, Carnegie Mellon University, 1988-1997.

PUBLISHED RESEARCH

Gottschalk P, Danziger S, Engberg J. “Decomposing Changes in the Black White Earnings Gap,” *Research on Economic Inequality*, 1989, 1:311-326.
Engberg J, Gottschalk P, Wolf D. “A Random-Effects Logit Model of Work-Welfare Transitions,” *Journal of Econometrics*, Jan 1990, 43: 63-75.
Engberg JB. “Employment Policy and Urban Economic Development,” *Housing Policy Debate*, 1996, 7: 695-714.
Shiffman S, Engberg JB, Paty JA, Perz WG, Gnys M, Kassel JD, Hickox M. “A Day at a Time: Predicting Smoking Relapse from Daily Urge,” *Journal of Abnormal Psychology*, 1996, 106: 104-116.
Wholey D, Feldman R, Christianson JB, Engberg J. “Scale and Scope Economics among Health Maintenance Organizations,” *Journal of Health Economics*, 1996, 15: 657-684.

- Engberg J, Kim T. "Intra-urban Earnings Differences: Spatial Mismatch or Selective Migration?" *Korean Journal of Policy Studies*, 1996, 11: 105-127.
- Babcock LC, Engberg JB. "A Dynamic Model of Collective Bargaining and Turnover in the Public Sector," *Journal of Labor Research*, 1997, 18: 265-286.
- Babcock LC, Engberg J, Glazer A. "Wages and Employment in Public Sector Unions," *Economic Inquiry*, 1997, 35: 532-543.
- Wholey DR, Christianson JB, Engberg J, Bryce C. "HMO Market Structure and Performance: 1985 to 1995," *Health Affairs*, 1997, 16: 75-84.
- Babcock L, Benedict MF, Engberg J. "Structural Change in Western Pennsylvania: How Have Dislocated and Non-dislocated Workers Fared?," *Journal of Urban Affairs*, 1998, 20: 53-68.
- Cohen J, Cork D, Engberg J, Tita G. "The Role of Drug Markets and Gangs in Local Homicide Rates," *Homicide Studies*, 1998, 2: 241-262.
- Babcock L, Engberg J. "Bargaining Unit Composition and the Returns to Education and Tenure," *Industrial and Labor Relations Review*, 1999, 52: 163-178.
- Engberg J, Greenbaum R. "State Enterprise Zones and Local Housing Markets," *Journal of Housing Research*, 1999, 10: 163-187.
- Bryce CL, Engberg JB, Wholey DR. "Comparing the Agreement among Alternative Models in Evaluating HMO Efficiency," *Health Services Research*, 2000, 35: 509-528.
- Bondonio D, Engberg J. "States' Enterprise Zone Policies and Local Employment: What Lessons Can Be Learned?" *Regional Science and Urban Economics*, 2000, 30: 519-549.
- Greenbaum R, Engberg J. "An Evaluation of State Enterprise Zone Policies," *Policy Studies Review*, 2000, 17: 29-46.
- Shiffman S, Balabanis MH, Paty JA, Engberg J, Gwaltney CJ, Gnys M, Hickcox M. "Dynamic Effects of Self-efficacy on Smoking Lapse and Relapse," *Health Psychology*, 2000, 19(4): 315-323.
- Greenbaum R, Engberg J. "An Evaluation of State Enterprise Zone Policies: Measuring the Impact on Urban Housing Market Outcomes," In *Public Policies for Distressed Communities Revisited*, 33-64; F. Stevens Redburn and Terry F. Buss, eds., Lexington Books, 2002.
- Engberg JB. "Variation in the Impact of Benefit Exhaustion on Unemployment Duration," in *Search Theory and Unemployment: Theory, Empiricism, and Policy*. C. Davidson and S. Woodbury, eds., Kluwer Press, 2002.
- Greenbaum R, Engberg J. "The Impact of State Enterprise Zones on Urban Manufacturing Establishments," *Journal of Policy Analysis and Management*, 2004, 23(2): 315-339.
- Castle N, Engberg J. "Response Scales and Satisfaction Surveys for Elders," *The Gerontologist*, 2004, 44(3): 358-367.
- Engberg J, Wholey D, Feldman R, Christianson JB. "The Effect of Mergers on Firms' Costs: Evidence from the HMO Industry," *The Quarterly Review of Economics and Finance*, 2004, 44(4): 574-600.

- Zheng K, Padman R, Johnson M, Engberg J, Diamond H. "An Adoption Study of a Clinical Reminder System in Ambulatory Care Using a Developmental Trajectory Approach," *MEDINFO 2004: Proceedings of Eleventh World Congress on Medical Informatics*, 2004, 1115-1120.
- Figuroa R, Harman J, Engberg J. "The Impact of Length of Stay for Inpatient Psychiatric Treatment on Readmission Rate," *Psychiatric Services*, 2004, 55(5): 560-565.
- Tita G, Cohen J, Engberg J. "An Ecological Study of Gang Location: The Social Organization of 'Set Space,'" *Social Problems*, 2005, 52(2): 272-299.
- Castle N, Engberg J. "Staff Turnover and Quality of Care in Nursing Homes," *Medical Care*, Jun 2005, 43(6): 616-626.
- Babcock L, Engberg J, Greenbaum R. "Wage Spillovers in Public Sector Contract Negotiations: The Importance of Social Comparisons," *Regional Science and Urban Economics*, 2005, 35(4): 395-416.
- Castle N, Degenholtz H, Engberg J. "State Variability in Indicators of Quality of Care in Nursing Facilities," *The Journals of Gerontology*. 2005, 60(9): 1173-1179.
- Castle N, Engberg J. "Organizational Characteristics Associated with Staff Turnover In Nursing Homes," *The Gerontologist*, 2006, 46(1): 62-73.
- Wholey DR, Engberg JB, Bryce CL. "A Descriptive Analysis of Average Productivity Among Health Maintenance Organizations, 1985 to 2001," *Health Care and Management Science*, 2006, 9: 189-206.
- Engberg J, Morral A. "Reducing Substance Use Improves Adolescents' School Attendance," *Addiction*, 2006, 101: 1741-1751.
- Castle NG, Men A, Engberg J. "Downsizing in the Nursing Home Industry," *Health Care Management Review*, Jul-Sep 2006, 31(3): 231-240.
- Castle NG, Engberg J, Anderson R. "Job Satisfaction of Nursing Home Administrators and Turnover," *Medical Care Research and Review*, 2006, 64(2): 191-211.
- Castle NG, Engberg J. "Nursing Home Deficiency Citations for Medication Use," *Journal of Applied Gerontology*, 2007, 26(2): 208-232.
- Castle NG, Handler S, Engberg J, Sonon K. "Nursing Home Administrators' Opinions of the Resident Safety Culture in Nursing Homes," *Health Care Management Review*, Jan-Mar 2007, 32(1): 66-76.
- Castle NG, Engberg J, Anderson R, Men A. "Job Satisfaction of Nurse Aides in Nursing Homes: Intent to Leave and Turnover," *Gerontologist*, Apr 2007, 47(2): 193-204.
- Castle NG, Engberg J, Liu D. "Have Nursing Home Compare Quality Measure Scores Changed Over Time in Response to Competition?" *Quality & Safety in Health Care*, Jun 2007, 16(3): 185-191.
- Castle NG, Engberg J. "The Influence of Staffing Factors on Quality of Care in Nursing Homes," *Health Services Research*, Oct 2007, 42(5): 1822-1847.

- Castle NG, Engberg J, Men A. "Nursing Home Staff Turnover: Impact on Nursing Home Compare Quality Measures," *The Gerontologist*, Oct 2007, 47(5): 650-661.
- Castle NG, Men A, Engberg J. "Variation in Use of Nursing Home Deficiency Citations," *Journal for Healthcare Quality*, Nov-Dec 2007, 29(6): 12-23.
- Castle NG, Liu D, Engberg J. "The Association of Nursing Home Compare Quality Measures with Market Competition and Occupancy Rates," *Journal for Healthcare Quality*, Mar-Apr 2008, 30(2): 4-14.
- Castle NG, Engberg J, Men A. "Nurse Aide Agency Staffing and Quality of Care in Nursing Homes," *Medical Care Research and Review*, Apr 2008, 65(2): 232-52.
- Engberg J, Castle NG, McCaffrey D. "Physical Restraint Initiation in Nursing Homes and Subsequent Resident Health," *The Gerontologist*, 2008, 48(4): 442-452.
- Castle NG, Engberg J. "Further Examination of the Influence of Caregiver Staffing Levels on Nursing Home Quality," *The Gerontologist*, 2008, 48(4): 464-476.
- Castle NG, Engberg J. "The influence of agency staffing on quality of care in nursing homes," *Journal of Aging & Social Policy*, 2008, 20(4): 437-457.
- Castle NG, Engberg J, Mendeloff J, Burns R. "A national view of workplace injuries in nursing homes," *Health Care Management Review*, January/March 2009, 34(10): 92-103.
- Castle NG, Engberg J, Lave JR. "Factors Associated with Increasing Nursing Home Closures," *Health Services Research*, June 2009, 44(3): 1088-1109.
- Castle, N.G., Engberg, J., "The Health Consequences of Using Physical Restraints in Nursing Homes," *Medical Care*, Nov 2009, 47(11), 1164-1173.
- Patterson PD, Jones CB, Hubble MW, Carr M, Weaver MD, Engberg J, Castle N. "The Longitudinal Study of Turnover and the Cost of Turnover in Emergency Medical Services." *Prehospital Emergency Care*, April 6, 2010, 14(2):209-221.
- Castle, NG, Engberg, J. "An Examination of Special Focus Facility Nursing Homes," *The Gerontologist*. 2010, 50(3), 400-407.
- Castle, NG, Engberg, J. "The Health Consequences for Nursing Home Residents of Relocation Following Hurricane Katrina," *Research on Aging*, 2011 33(6) 661-687.
- Yu H, Scharf D, Engberg J, Schultz D. "The Effects of Arkansas Master Settlement Spending on Disparities in Smoking," *American Journal of Public Health*, 2012 102(4) 732-738..
- Engberg J, Gill B, Zamarro G, Zimmer R. "Closing Schools in a Shrinking District: Do Student Outcomes Depend on Which Schools are Closed?" *Journal of Urban Economics*, 2012 1:189-203
- Castle, N.G., Engberg, J., & Krackhardt, D. Consistent assignment of nurse aides: Association with turnover and absenteeism. *Journal of Aging and Social Policy* (in press).

RAND REPORTS

Gill B, Engberg J. *Student Achievement in the Pittsburgh Public Schools*, RAND WR-204, 2004.

Farley D, Chinman M, D'Amico E, Dausey D, Engberg J, Hunter S, Shugarman L, Sorbero M. *Evaluation of the Arkansas Tobacco Settlement Program: Progress from Program Inception to 2004*, RAND TR-221, 2005.

Engberg J, Fitzmartin C, Gatune J, Karam R, DaVanzo J, Goldman C. *Qatar National Education Data System: From Concept to Reality*, RAND ET239-4003. (Restricted Distribution), 2005.

Gill B, Engberg J. *Pittsburgh Public Schools' Data Systems: Opportunities for Analysis in Support of Data-Driven Decisionmaking*, RAND WR-281, 2005.

Farley D, Chinman M, D'Amico E, Dausey D, Engberg J, Hunter S, Lovejoy S, Schultz D, Shugarman L. *Evaluation of the Arkansas Tobacco Settlement Program: Program Advancement in 2005*, RAND WR-272-1, 2005.

Gill B, Engberg J, Booker K. *Assessing the Performance of Public Schools in Pittsburgh*, RAND WR-315, 2005.

Engberg J, Gill B. *Estimating Graduation and Dropout Rates with Longitudinal Data: A Case Study in the Pittsburgh Public Schools*, RAND WR-372, 2006.

Ridgely MS, Engberg J, Greenberg M, Turner S, DeMartini C, Dembosky J. *Justice, Treatment, and Cost: An Evaluation of the Fiscal Impact of Allegheny County Mental Health Court*, RAND TR-439, 2007.

Farley D, Engberg J, Carroll B, Chinman M, D'Amico E, Hunter S, Lovejoy S, Shugarman L, Yu H, Kahan J. *Evaluation of the Arkansas Tobacco Settlement Program: Progress During 2004 and 2005*, RAND TR-397, 2007.

Schultz D, Dubowitz T, Lovejoy S, Tharp-Taylor S, Yu H, Engberg J. *Evaluation of the Arkansas Tobacco Settlement Program: Progress During 2006 and 2007*, RAND TR-611, 2008.

Engberg J, Castle N, Hunter S, Steighner L, Maggio E. *National Evaluation of the Demonstration to Improve the Recruitment and Retention of the Direct Service Community Workforce*, RAND TR-699, 2009.

Schultz D, Tharp-Taylor S, Dubowitz T, Yu H, Lovejoy S, Phillips A, Engberg J. *Evaluation of the Arkansas Tobacco Settlement Program: Progress during 2008 and 2009*. RAND TR-834, 2010.

Hamilton, LS, Engberg J, Steiner ES, Nelson CA, Yuan K. *Improving School Leadership Through Support, Evaluation, and Incentives: The Pittsburgh Principal Incentive Program*. Santa Monica, CA: RAND Corporation, MG-1223-PPS, 2012.

NATIONAL BUREAU OF ECONOMIC RESEARCH WORKING PAPERS

Engberg J, Epple D, Imbrogno J, Sieg H, Zimmer R. *Estimation of Causal Effects in Experiments with Multiple Sources of Noncompliance*. NBER Working Paper No. 14842. 2009.

Davis B, Engberg J, Epple D, Sieg H, Zimmer R. *Evaluating the Gifted Program of an Urban School District using a Modified Regression Discontinuity Design*. NBER Working Paper No. 16414. 2010.

PROFESSIONAL POSITIONS AND ACTIVITIES

Adjunct Faculty, Department of Health Policy and Management, Graduate School of Public Health, University of Pittsburgh, 2007-present.

Adjunct Faculty, Heinz School of Public Policy and Management, Carnegie Mellon University, 2002-2005.

Research Director, Carnegie Mellon Census Research Data Center, 1999-2000.

Post-Doctoral Fellow in Psychiatric Statistics, Statistics Department, Carnegie Mellon University, and Western Psychiatric Institute and Clinic, University of Pittsburgh Medical Center, 1994-96

Memberships (past and current): American Economics Association, Econometric Society, American Statistical Association, American Real Estate and Urban Economics Association, Association for Public Policy and Management, Regional Sciences Association International, Gerontological Society of America.

Affiliations: National Consortium on Violence Research (Consortium Member), University of Pittsburgh Center for Research on Health Care (Affiliated Faculty).

Referee: *American Economic Review*, *Journal of Human Resources*, *Journal of Public Economics*, *Economic Inquiry*, *Industrial and Labor Relations Review*, *Journal of Economic and Business Statistics*, *Review of Economics and Statistics*, *Statistics in Medicine*, *Health Psychology*, *Information Systems Research*, *Journal of Regional Studies*, *National Tax Journal*, *Regional Science and Urban Economics*, and *Economics of Education Review*.

Reviewer: National Science Foundation: Economics Section Geographical Sciences Section. US Census Bureau.

Outreach: Developed and taught "Panel Data Analysis: Theory and Practical Applications," a five day seminar in advanced econometrics for practicing research economists. Sponsored by the Economics Education and Research Consortium and the New Economics School, Moscow, Russia. May, 1998; Pennsylvania Commission on Crime and Delinquency, Homeland Security Advisory Board Member, 2003.

Previous Consulting: Dames & Moore, Allegheny County Department of Public Welfare, Fannie Mae, Pittsburgh Press, Woodland Hills School District, USX, United Steel Workers, Western Pennsylvania Allegheny Health System

GABRIELLA C. GONZALEZ

(b)(6)

EDUCATION

2002 Ph.D. Sociology, Harvard University, Cambridge, MA
1998 M.A. Sociology, Harvard University, Cambridge, MA
1993 B.A. Cum Laude, Sociology, Harvard University, Cambridge, MA

RESEARCH INTERESTS

Disparities in educational opportunity and attainment, labor market access of youth, school-to-work transitions, program evaluation, education reforms in the Middle East

PROFESSIONAL EXPERIENCE

2010-current *Social Scientist*, RAND Corporation, Pittsburgh PA
Recent work includes the analysis of career decision-making of minority Air Force cadets; studies in racial, ethnic, and immigrant disparities in education; design of an evaluation system for New Haven Public School's K-12 education reform; evaluating the early progress of the Pittsburgh Promise post-secondary education scholarship system.

2002-2009 *Associate Social Scientist*, Pittsburgh, PA and RAND-Qatar Policy Institute (2003-2007)
Previous work included evaluating the state role in promoting school leadership; the development of an educational voucher system in the nation of Qatar; analyzing education reforms in the Gulf Arab region; assisting with the implementation of the student assessment system in Qatar; analyzing fertility issues in Abu Dhabi, UAE.

PEER-REVIEWED JOURNAL ARTICLES

2011 Karoly, Lynn and Gabriella Gonzalez, "Early Care and Education for Children in Immigrant Families" *Future of Children*, v. 21, no.1 (71-101).

2010 Constant, L., C. Goldman, G. Zellman, C. Augustine, T. Galama, G. Gonzalez., C.A. Guarino, R. Karam, G. Ryan, H. Salem, "Promoting Quality and Variety Through the Public Financing of Privately Operated Schools in Qatar," *Journal of School Choice*, v. 4, n.4, October (450-473).

2006 Santibañez, L., G. Gonzalez, P. Morrison, and S. Carroll, "Methods for Gauging the Target Populations that Community Colleges Serve." *Population Research and Policy Review*, Vol. 26, No. 1 (51-67).

PEER-REVIEWED REPORTS AND BOOKS

2011 Gonzalez, Gabriella, Robert Bozick, Shannah Tharp-Taylor, and Andrea Phillips, *Fulfilling The Pittsburgh Promise: Early Progress of Pittsburgh's Postsecondary*

Scholarship Program. Santa Monica, CA: RAND. MG-1139-TPP.

- 2011 Weinick, Robin M., Beckjord, Ellen B., Farmer, Carrie M., Martin, Laurie T., Gillen, Emily M., Acosta, Joie, Fisher, Michael, P., Garnett, Jeffrey, Gonzalez, Gabriella C., Helmus, Todd C., Jaycox, Lisa, Reynolds, Kerry, A., Salcedo, Nicholas, Scharf, Deborah M. *Programs Addressing Psychological Health and Traumatic Brain Injury Among U.S. Servicemembers and Their Families*. Santa Monica, CA: RAND. TR-950-OSD.
- 2009 Augustine, Catherine, Gabriella Gonzalez, Gina Ikemoto, Jennifer Russell, Gail Zellman, Louay Constant, Jane Armstrong, Jacob W. Dembosky, *Improving School Leadership: The Promise of Cohesive Leadership Systems*. Santa Monica, CA: RAND. MG-885-WF.
- 2009 Zellman, Gail L, Gery Ryan, Rita Karam, Louay Constant, Hanine Salem, Gabriella Gonzalez, Nate Orr, Charles A. Goldman, Hessa Al-Thani, and Kholode Al-Obaidli, *Implementation of the K-12 Education Reform in Qatar's Schools*, Santa Monica, CA: RAND. MG-880-QATAR.
- 2009 Guarino, Cassandra, Titus Galama, Louay Constant, Gabriella Gonzalez, Jeffrey Tanner, and Charles Goldman. *Development of a Finance System to Support K-12 School Reform in Qatar*. Santa Monica, CA: RAND. MG-839-QATAR.
- 2009 Gonzalez, Gabriella, Vinhuan Le, Markus Broer, Louis T. Mariano, Julie DaVanzo, Charles Goldman, and Enrique Froemel. *Lessons from the Field: The Development of the Qatar Student Assessment System (2002-2006)*. Santa Monica, CA: RAND. TR-620-QATAR.
- 2008 Gonzalez, Gabriella, Lynn Karoly, Louay Constant, Hanine Salem, and Charles Goldman. *Facing Human Capital Challenges of the 21st Century: Education and Labor Market Initiatives in Lebanon, Oman, Qatar, and the United Arab Emirates*. Santa Monica, CA: RAND. MG-786-RC.
- 2005 Gonzalez, Gabriella. *Educational Attainment in Immigrant Families: Community Context and Family Background*. New York, NY: LFB Scholarly Publishing.
- 2004 Santibañez, Lucrecia, Gabriella Gonzalez, Peter Morrison, Steve Carroll. *Effects of Budget Limitations on the Los Angeles Community College District*. Santa Monica, CA: RAND. TR-122-EDU.

BOOK CHAPTERS AND WORKING PAPERS

- 2011 Gonzalez, Gabriella, "Education and Employment in the Private Sector: Addressing Skills Mismatch in the GCC," *Education and the Requirements of the GCC Labor Markets*, Abu Dhabi, UAE: The Emirates Center for Strategic Studies and Research.
- 2004 Gonzalez, G. "The Effects of Family Background, Immigration Status, and Social Context on Latino Children's Educational Attainment" in Raul Ybarra and Nancy Lopez (eds.) *Creating Alternative Discourses in the Education of Latinos*. New York, NY: Peter Lang Press.
- 2003 Stecher, B., Hamilton, L., & G. Gonzalez. *Working Smarter to Leave No Child Behind: Practical Insights for School Leaders*. Santa Monica, CA: RAND. WP-138-EDU

CONTRACTS, GRANTS, AND FELLOWSHIPS

- 2011 Principal investigator. *Development of the Evaluation Design and Communication Plan for New Haven Promise and New Haven School Change Reform Program*. Community Foundation for a Greater New Haven. (\$300,000 for 6 months)
- 2010 Principal investigator. *Evaluation of the Short-term Effectiveness of the Pittsburgh Promise*. The Pittsburgh Promise (\$280,000 for 10 months)
- 2007 Co-principal investigator. *Evaluation of the Wallace Foundation's Cohesive School Leadership System Theory and The State Role in Promoting Principal Leaders*. The Wallace Foundation (\$1.9 million for 18 months)
- 2007 Co-principal investigator. *Assessment of the Feasibility and Assistance with the Implementation of an Educational Voucher Program in the State of Qatar*. Supreme Education Council, Qatar (\$1.4 million for 24 months)
- 2007 Principal investigator. *Evaluating the Qatar Senior Schooling Certificate*. Evaluation Institute, Supreme Education Council, Qatar (\$67,000 for 3 months)
- 2007 Co-principal investigator. *Evaluation of the Academic Bridge Program* Qatar Foundation, Qatar (\$397,000 for 7 months)
- 2000 Spencer Foundation Dissertation Fellowship for Research Related to Education
- 2000 American Educational Research Association Dissertation Writing Grant
- 2000 National Science Foundation Graduate Research Fellowship, Honorable Mention

INVITED TALKS

- 2012 Gonzalez, G. "Immigrants and Immigration: Issues Over the Horizon for Pittsburgh," presented at the Labor and Employment Relations Association (LERA) of Southwestern Pennsylvania, Pittsburgh, PA, March
- 2010 Gonzalez, G. "Comprehensive Immigration Reform: What are the Issues and how Does this Affect Pittsburgh?" roundtable discussant sponsored by Pittsburgh Area Jewish Committee (PAJC), Pittsburgh, PA, January
- 2009 Gonzalez, G. "Millennium Development Goal 2: Discussion of Education Reform Efforts in the Middle East" presented at Global Pittsburgh, Pittsburgh, PA, November
- 2009 Gonzalez, G. "Sustaining and Scaling Up Initiatives to Promote School Leadership." presented at The Wallace Foundation's National Conference, *Education Leadership: An Agenda for School Improvement*, Washington, D.C. October
- 2009 Gonzalez, G. "Promoting Diversity in Corporations: A Review of RAND

Research." presented at the Western Pennsylvania Diversity Initiative *Annual Diversity and Inclusion Conference*, Pittsburgh, PA, October

OTHER EXPERIENCE

- 2012 *Adjunct Instructor*, Education Policy Analysis
Heinz School of Management, Carnegie Mellon University, Pittsburgh, PA
- 2001-present *Reviewer*
Economics of Education
International Journal of Educational Research
International Migration Review
Sociological Perspectives
Condition of Education Statistics 2003
- 2009-present *Executive Committee Member, Board of Directors*, Vibrant Pittsburgh, Pittsburgh, PA. Goal of the Initiative is to spur economic development of the Pittsburgh region by attracting, retaining, and preparing minority and immigrant talent in the region
- 2010 *Program Chair*, Division L, Section 7: International Policy and Politics, Annual Meetings of the American Educational Research Association
- 2009 *Chair*, Annual Meetings of the American Sociological Association, Referred Roundtable of the Section on the Sociology of Education
- 2007 *Chair*, Annual Meetings of the American Educational Research Association Panel Session, "The Impact of Social and Cultural Capital on Educational Outcomes"
- 2005 *Discussant*, Annual Meetings of the American Educational Research Association Panel Session, "Role of Community Context on Education"
- 2001, 2002 *Discussant*, Annual Meetings of the American Sociological Association, Referred Roundtable of the Section on the Sociology of Education
- 2000-2002 *Visiting Lecturer*, Department of Sociology, Harvard University. Lectured on the sociology of education in "Sociology 109: Schooling and Society" and Cuban society in "Foreign Cultures 46: Caribbean Societies"
- 1996-2002 *Instructor, Head Teaching Fellow, Teaching Fellow*. Department of Sociology, Harvard University. "Sociology 135: Immigration and Migration" (1996), "Foreign Cultures 46: Caribbean Societies" (1997, 2001), "Sociology 156: Statistical Analysis for Sociology Concentrators" (1998), "Social Analysis 38: Social Stratification" (1999), and "Sociology 109: Schooling and Society" (2000), Social Analysis 54: American Society & Public Policy (2002)
- 1993-1995 *Adjunct Professor*, Division of Social Sciences, Universidad de Monterrey, Nuevo Leon, Mexico. Courses included United States history, United States

government

LANGUAGE SKILLS

Conversational Spanish

PROFESSIONAL MEMBERSHIPS

American Sociological Association

- Section on the Sociology of Education
- Section on Latino/a Sociology
- Section on Migration and Immigration
- Population Section

American Educational Research Association

- Sociology of Education special interest group

Sociology of Education Association

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Casey D. Cobb
Curriculum Vita

EDUCATION

Ph.D. Arizona State University 1998: Educational Leadership & Policy Studies
M.S. University of Maine 1995: Educational Leadership
A.B. Harvard University 1989: Economics

EXPERIENCE

Head and Associate Professor, Department of Educational Leadership, Neag School of Education, University of Connecticut. *Director*, Center for Education Policy Analysis. 2006-current.

Assistant Professor, Department of Educational Leadership, Neag School of Education, University of Connecticut. 2003-2006.

Assistant Professor, Department of Education, University of New Hampshire. 1998-2003.

SELECT PUBLICATIONS

Editorships

Cobb, C. D., Bifulco, R., & Bell, C. (2009). Special Issue on "Informing the Future of School Choice Policy." *Peabody Journal of Education*, 84(2).

Books

Coladarci, T., Cobb, C. D., Minium, E. W., & Clarke, R. C. (2010, 2008, 2004). *Fundamentals of statistical reasoning in education*. New York, NY: John Wiley/Jossey Bass.

Rallis, S. F., Rossman, G. B., Cobb, C. D., Reagan, T. G., & Kuntz, A. M. (2008). *Leading dynamic schools: How to create and implement ethical policies*. Thousand Oaks, CA: Corwin Press.

Book Chapters

Cobb, C. D., Bifulco, R., & Bell, C. (forthcoming). Legally viable desegregation strategies: The case of Connecticut. *Looking to the Future*. Durham, NC: University of North Carolina Press.

Cobb, C. D., & DeMitchell, T. A. (2006). Fundamental values and policy making. *The Sage encyclopedia of educational leadership and administration*, Vol. 2, 770-772. Thousand Oaks, CA: Sage Publications.

Cobb, C. D., & Rallis, S. F. (2005). Policies for a pluralistic society. In *Language and cultural diversity in U.S. schools*, Osborn, T. A., (Ed.). Westport, CT: Praeger.

Journal Articles

Bifulco, R., Cobb, C. D., & Bell, C. (2009). Can interdistrict choice boost student achievement? The case of Connecticut's interdistrict magnet school program. *Educational Evaluation and Policy Analysis*, 31(4), 323-345.

Cobb, C. D., & Glass, G. V (2009). School choice in a post-desegregation world. *Peabody Journal of Education*, 84(2), 262-278.

Gort, M., De Jong, E. J., & Cobb, C. D. (2008). SEI with a conscience? Structural and ideological context of sheltered English immersion in Massachusetts. *Journal of Educational Research and Policy Studies*, 8(2), 41-67.

Cobb, C. D., & Rallis, S. F. (2008). District responses to NCLB: Where is the justice? *Leadership and Policy in Schools*, 7(2), 178-201.

Andrew, M. D., Cobb, C. D., & Giampietro, P. J. (2005). Verbal ability and teacher effectiveness. *Journal of Teacher Education*, 56(4), 343-354.

De Jong, E. J., Gort, M., Cobb, C. D. (2005). Bilingual education within the context of English-only policies: Three districts' responses to Question 2 in Massachusetts. *Educational Policy*, 19(4), 595-620.

Cobb, C. D. (2004). Looking across the states: Perspectives on school accountability. *Educational Foundations*, 18(3-4), 59-79.

Cobb, C. D. (2003). Geographic methods and policy: Using geographic information systems to inform education policy. *Educational Research Quarterly*, 27(1), 28-39.

Cobb, C. D., & Glass, G. V (2001). U.S. charter schools and ethnic segregation: Inspecting the evidence. *International Journal of Educational Reform*, 10(4), 381-394.

Gam, G., & Cobb, C. D. (2001). A framework for understanding charter school accountability. *Education and Urban Society*, 33(2), 113-128.

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Cobb, C. D. (2008 February). *Voices from the field: The challenges of leading magnet schools*. Presentation at the Magnet Schools of America Legislative Advocacy & Leadership Conference, Washington, DC.

Cobb, C. D., Rallis, S. F., Thompson, A. L., & Levitt, H. A. (2006). *Doing the right thing: Understanding districts' responses to a court-ordered de facto policy*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Gort, M., Cobb, C. D., & DeJong, E. J. (2006). *The shift from TBE to SEI in Massachusetts: An examination of three pro-bilingual districts*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Cobb, C. D., Gort, M., & de Jong, E. J. (2005). *The role of ideology in policy-making: Bilingual philosophies in an English-only era*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

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EVALUATION & RESEARCH MANAGEMENT

PI, Great Schools Partnership & the New England Secondary School Consortium Policy Review project, 2009

Co-PI & Research Director, NEA-sponsored CommPACT Schools Research Project, 2008-

Project Evaluator, History in Perspective professional development grant, Berwick School District, 2008-2010
PI, Magnet Schools of America, 2007-2009
PI, Evaluation of CSDE Bureau of Educational Equity Programs, 2006-2009
Co-PI, Evaluation of the CSDE Interventions in Districts Related to the Settlement Agreement in P.J. et al. v. State of Connecticut et al., 2005
Program Evaluator, Smaller Learning Communities Program, MSAD #60, 2003
Project Evaluator, History in Perspective professional development grant, 2001-2003; 2004-
External Evaluator, Comprehensive School Reform Demonstration grant, Noble High School, 2000-2001
Research Consultant, Project PATH, 2000-2005
Co-Evaluator, Maine NSF Statewide Systemic Initiative, 1993, 1994, 1997

GRANTS

Principal Investigator, Great Schools Partnership Grant (2009) \$53,397
 Co-Principal Investigator, NEA Foundation Research Grant (2008-2012) \$250,000
 Magnet Schools of America (2007-2009) \$15,000
 Evaluation of CSDE Bureau of Educational Equity (2006-2008) \$299,513
 State of Connecticut SAELP II Grant (2005-2007) \$54,000
 Evaluation of the CSDE Interventions in Districts Related to the Settlement Agreement in P.J. et al. v. State of Connecticut et al. (Rallis & Cobb, 2005) \$143,046

HONORS

Invited Keynote, Sidore Lecture Series, 2009
 Invited Member, NEA Foundation Closing the Achievement Gaps Knowledge Group, 2008-
 Magnet Schools of America's Blue Ribbon Panel on Leadership, 2007-

SERVICE ACTIVITIES

Editorial Board	<i>Education Policy Analysis Archives</i>	2005-
Editorial Board	<i>The Professional Educator</i>	2005-
Editorial Board	<i>Journal of Research in Rural Education</i>	1999-
President	NEERO	2004-2006
Institutional Review Board (IRB) Committee Member, UConn		2009-
Large Faculty Grant Social Sciences Review Panel		2009-
Director, UConn Center for Education Policy Analysis		2005-

MORGAEN L. DONALDSON

(b)(6)

EDUCATION

Harvard Graduate School of Education

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Ed. D. in Administration, Planning, and Social Policy; June, 2008.

Ed. M. in Teaching and Curriculum; June, 1997.

Princeton University

Princeton, NJ

A.B. *cum laude* in History; Concentration in American Studies; June, 1994.

EXPERIENCE

Assistant Professor, Department of Educational Leadership, Neag School of Education, University of Connecticut; 2008-present.

Research Associate. Center for Policy Analysis, University of Connecticut; 2008-present.

Research Affiliate, Project on the Next Generation of Teachers (NGT), Harvard University; 2002-present.

Instructor, Harvard Graduate School of Education; Teachers Unions and School Improvement; 2008.

Teaching Fellow, Harvard Graduate School of Education. Courses taught: economics of education (lead teaching fellow); intermediate statistics; and qualitative methods.

Project Director: Coalition of Essential Schools Mentor School Project; 2003-2004.

Founding Teacher: Boston Arts Academy, Boston Public Schools; 1998-2001.

HONORS

Spencer Foundation /National Academy of Education Post-doctoral Fellowship: Semifinalist; 2011.

Outstanding Article: "No More Valentines: Making Teacher Evaluation Matter" *Best of Educational Leadership*, 2009-10.

American Association of University Women Dissertation Fellowship: 2007-2008.

Spencer Foundation Research Training Grant: 2003-2006.

Russell Davis Faculty Tribute Fellowship: Harvard Graduate School of Education; 2002-2003.

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ARTICLES

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Sheckley, B., **Donaldson**, M.L., Lemons, R. & Mayer, A. (2010). “An EdD Program Based on Principles of How Adults Learn Best.” In A. Normore & G. Jean-Marie (eds.). *Educational Leadership Preparation: Innovative and Interdisciplinary Approaches to the Ed.D and Graduate Education*. Palgrave-MacMillan.

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Kolbe, T., **Donaldson**, M.L. & Rice, J.K. (2012). *An Evaluation of Disparities in Instructional Quality Across Connecticut School Districts*. Storrs, CT: Center for Education Policy Analysis.

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INVITED PRESENTATIONS

“Are Teachers Unions History?” Conference on The Future of Teachers Unions and the Teaching Profession. Princeton University, Princeton, NJ. December 15, 2010.

“Using Evaluation to Raise Educator Quality: Barriers and Opportunities.” Connecticut Educator Effectiveness Symposium. Meriden, CT. November 22, 2010.

“Teacher Evaluation.” Economic Policy Institute Research Convening on Teachers. Washington D.C. December 17, 2009.

“Prospects for Teacher Leadership.” Greater Capital Region Teachers’ Center, Albany, NY. October 8, 2008.

RESEARCH

Principal Investigator. *Distribution of Teacher Quality and Instructional Resources Among Connecticut School Districts*. Funded by the CT Coalition for Justice in Education Funding. (2010-2012). \$98,209.

Principal Investigator. *Teachers’ and School Leaders’ Responses to Teacher Evaluation Reform*. Funded by the Center for American Progress. (2012-2013). \$40,000.

Co-Principal Investigator. *The School Organization and Science Achievement Project*. Funded by the National Science Foundation. (2011-2016). \$3,000,000.

Co-Investigator. *CommPACT Schools*. Funded by the National Education Association Foundation. (2008-2012). \$750,000.

Co-Principal Investigator. *Examining High Leverage State and Local Policies for the New England Secondary School Consortium*. Funded by the Nellie Mae Foundation and Gates Foundation. (2009-2011). \$78,380.

Principal Investigator. *Public School Principals’ Approaches to Human Capital Development: Hiring, Assignment, Evaluation, and Professional Development*. Funded by the Neag School of Education. (2008-2010). \$20,000.

Principal Investigator. *Teacher Evaluation in Charter Schools*. Funded by the Center for American Progress. (2009-2010). \$19,000.

Co-Principal Investigator. *Interdistrict Choice and Student Achievement*. Submitted to the Institute for Educational Sciences. (2011-2016). \$4,500,000. *Unfunded*.

SKILLS

ATLSTi, STATA, and SAS; survey development and deployment; longitudinal data analysis; causal methods; CLASS certified classroom observer.

New Haven TIF Grant Proposal: Professional Educators Guide

July 27, 2012

Optional Attachments List

Attachment Number	Attachment name
OA 1	NHFT contract
OA 2	SAA Contract
OA 3	TEVAL Conference Form
OA 4	TEVAL Instructional Practice Performance Continuum
OA 5	PEVAL Conference Form
OA 6	PEVAL Professional Values Framework and Performance Continuum
OA 7	TEVAL Teachers and Administrators Guide
OA 8	School Climate Example
OA 9	Formative Evaluation Plan
OA 10	RAND Evaluation Letter
OA 11	TEVAL 2012 Survey Results
OA 12	Bibliography

Optional Attachment 1: NHFT contract

THE NEW HAVEN BOARD OF EDUCATION

and

THE NEW HAVEN FEDERATION OF TEACHERS,
LOCAL 933, AFT, AFL-CIO

JULY 1, 2010 – JUNE 30, 2014

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PREAMBLE

SECTION 1. This Agreement is made and entered into as of this first day of July, 2010, by and between the New Haven Board of Education (hereinafter referred to as the Board) and the New Haven Federation of Teachers, Local 933, American Federation of Teachers, AFL-CIO (hereinafter referred to as the Federation).

SECTION 2. The parties hereto recognize the benefits available to each hereunder, and the procedures and avenues of communication established herein as a result of these good faith negotiations between them; it being the aim of both the parties here to establish methods by which the public educational system of the City of New Haven may continue to improve so as to meet the needs of the total community. In furtherance of that aim, the parties hereto accept the provisions of this Agreement as their collective and individual commitment actively, cooperatively and in good faith to honor, support and seek to fulfill the obligations, commitments and representations made herein, to the best of their respective abilities for the duration of this Agreement.

ARTICLE I RECOGNITION, RIGHTS AND OBLIGATIONS OF THE PARTIES

SECTION 1. Exclusive Bargaining Representative

Pursuant to Section 10-153 of the Connecticut General Statutes, the Board hereby recognizes the Federation as the exclusive collective bargaining representative for all employees employed by the Board in positions requiring a teaching or special services certificate (which employees shall hereinafter be referred to individually or collectively as "teacher" or "teachers", [respectively], except temporary substitutes). Such recognition is granted in accordance with the Certification of Results of an election held on November 21, 1967, executed by the Supervising Arbitrator, Walter Oberter, the result of which election is specified as "Election #1 (teachers)." Employees occupying positions requiring an administrative or supervisory certificate (which employees shall hereinafter be referred to individually or collectively as "administrator" or "administrators", respectively) shall be excluded from the bargaining unit referred to herein. A teacher engaged in teaching in the adult education or summer school program in a field in which s/he holds a teaching certificate issued by the State Department of Education shall be represented by the Federation in the same manner and to the same degree as any other teacher, as defined herein.

SECTION 2. The Federation agrees to represent equally all members of the above defined unit.

SECTION 3. Nothing in this Agreement shall in any way limit or contravene the authority of the Board as provided in the General Statutes of Connecticut and the Charter of the City of New Haven. The Board shall not, however, exercise any of its authority specified above so as to contravene a specific provision of this Agreement. The Board will also not make any change in any policy, rule or regulation affecting salaries or other conditions of employment of teachers without prior consultation or discussion with the Federation. The Federation may challenge the authority of the Board to make a change in a policy, rule or regulation, by processing a grievance in accordance with the Grievance Procedure hereof.

SECTION 4. Any policy, rule or regulation of the Board, adopted prior to the effective date of this Agreement, which is in conflict with a specific provision or provisions of this Agreement,

shall as of the effective date of this Agreement, be superseded and replaced by the applicable provision or provisions of this Agreement with which it is in conflict. No provision of this Agreement shall be construed or interpreted so as to apply retroactively.

SECTION 5. Non-discrimination

The parties agree to continue to follow the policy of not discriminating against any employee on the basis of race, color, religious creed, age, sex, sexual orientation, marital status, national origin, ancestry, or present or past history of mental disorder, mental retardation, learning disability or physical disability, including, but not limited to, blindness, or membership or partnership in or association with the activities of any employee organization or political party, or on account of membership in a protected classification under Connecticut or Federal equal employment opportunity statutes as they currently exist or as they may be amended from time to time.

SECTION 6. Despite references herein to the Board or the Federation as such, each reserves the right to act hereunder by committee or by designated representative (professional or lay, whether or not a member). Each party will provide to the other satisfactory evidence of authority so to act.

SECTION 7. During the term of this Agreement no member of the bargaining unit or representative of the Federation shall engage in or participate in any refusal to work, mass resignation, slowdown or strike. Engaging in or participating in such activity shall constitute just cause for discipline, including suspension and discharge. Any individual discharged or otherwise disciplined for engaging or participating in such activity shall be entitled to arbitration in accordance with the provisions set forth in Article III hereof but only on the issue of whether he engaged in or participated in such activity, and the Arbitrators authority shall be so limited.

SECTION 8. Nothing contained herein to the contrary notwithstanding, bargaining unit members shall be entitled to Family and Medical Leave as provided for by State and/or Federal Family and Medical Leave laws, as applicable. Leaves provided for in this Agreement shall be included in and shall not be in addition to the period(s) of family and medical leave required by such laws.

ARTICLE II GENERAL WORKING CONDITIONS

SECTION 1. Fair Disciplinary Policy

- (a) No teacher shall be suspended except for just cause.
- (b) Notification of suspension shall be given to the teacher in writing with a copy to the Federation. The reason for such discharge or suspension shall be stated therein.
- (c) The teacher may, if s/he so desires, upon receipt of notification of suspension, file a grievance at the third step of the grievance procedure, provided in this Agreement. If suspension is found to be unjustified at any step of this procedure, the teacher's full pay and benefits shall be restored for the full period of her/his suspension.

SECTION 2. School Year

(a) The work year of all teachers covered by this Agreement shall commence no earlier than the Tuesday after Labor Day, unless mutually agreed upon by the Board and the Federation, and shall terminate no later than June 30 annually if possible under State Law. During such period there shall be scheduled no more than one hundred eighty-two (182) regular teaching days where pupil attendance is required. Similarly, during such period, teachers shall be required to report one day prior to the pupils' first school day and shall be required to be in attendance one day after the last scheduled day for pupil attendance but in no event more than one hundred eighty-six (186) scheduled work days during such period. Teachers who were not employed by the Board during the previous school year may, for orientation and briefing purposes, be required to report four (4) days prior to the date upon which all other teachers are required to report. However, notwithstanding the foregoing, the Board may schedule two non-teaching work days contiguous to the beginning or end of the work year, provided the total length of the work year, including these two days, shall not exceed the overall one hundred eighty-six (186) workday limit.

(b) The following days shall not be scheduled school days:

- (1) Rosh Hashanah (first two days)
- (2) Yom Kippur
- (3) Columbus Day
- (4) Veterans' Day
- (5) Thanksgiving Day and the day following
- (6) Christmas Eve
- (7) Christmas Day
- (8) New Year's Day
- (9) Three Kings' Day
- (10) Martin Luther King's Birthday
- (11) Lincoln's Birthday
- (12) Washington's Birthday
- (13) Good Friday
- (14) Memorial Day

(b) A yearly calendar shall be discussed with the Federation prior to June 1 annually and published.

SECTION 3. Work Day

(a) Classroom teachers and other teachers on the classroom teacher salary schedule shall not be required to report earlier than fifteen (15) minutes before the start of their day's assignment, except in the event of an emergency or unusual circumstance. Teachers may leave the building soon after dismissal provided such teacher has not scheduled a parent and/or student conference or is not scheduled for a faculty meeting or a discussion with the Principal or Department Head. Effective July 1, 2006, the workday for Elementary School teachers shall be extended by twenty (20) minutes of instruction time and ten (10) minutes of preparation time from the 2005-2006 school year. Effective July 1, 2006, the workday for Middle School teachers and K-8 teachers who had a forty-five (45) minute preparation period shall be extended by thirty (30) minutes from the 2005-2006 school year. The workday for all other teachers not referenced herein shall remain the same as the 2005-2006

school year. The length of the workday shall not be changed during the life of this Agreement without the mutual consent of the parties.

(b) The Board may reorganize the schedule of hours so as to fit the requirements of the System, but in so doing the provisions of Section (a) hereof shall be followed. Any such changes in the hourly schedule shall only be after notice to and discussion with the Federation in accordance with the provisions herein. It is understood that advanced classes and special programs (e.g., preschool) may be scheduled at hours different from those for regular classes and programs.

SECTION 4. Lunch Periods

(a) Middle and Senior High School teachers shall be provided a duty free lunch period not less than that provided for their students, but in no event less than thirty (30) minutes. Elementary School teachers shall be given a lunch period consistent with the daily schedule effective in each particular school but such teachers must be prepared to receive students in their classroom at the afternoon session. In the event the Board reduces the length of the lunch period at any particular school, it shall also adjust the end of the teachers' school day at that school by an equal amount of time.

(b) Lunch duty at the Elementary Schools shall be on a voluntary basis and teachers who voluntarily take this duty shall be paid in accordance with present practice. If several teachers volunteer, the duty will be rotated around them. Teachers may leave the school building during their lunch periods.

SECTION 5. Class Size

(a) No class from Grades K-2 shall have more than twenty-six (26) pupils and no class from Grades 3-12 shall have more than twenty-seven (27) pupils, provided that additional numbers may be assigned to K-2 classes, if additional assistance is provided, but in no case in excess of average past practice. The Board shall make a reasonable effort to lower Grades K-2 class size to no more than twenty-five (25) pupils and Grades 3-12 class size to no more than twenty-six (26) pupils.

(b) Class size may exceed the stated maximum in special or experimental teaching situations (it is understood that special teaching situations would include chorale, band, etc.) physical education classes shall not exceed 40 pupils.

(c) The ratio of at least one (1) teacher for every thirty (30) pupils shall be maintained and exceptions shall be made where special teaching programs prevail.

(d) Preference shall be given in the reduction of class size where it is determined by the Board and Federation that there is a high ratio of disadvantaged or disruptive students, as those students are identified by school records and school system standards.

(e) Regardless of class size, no teacher in the departmentalized program shall be assigned more than 125 students. This section, however, shall not require the establishment of a class of fewer than 15 pupils.

(f) Where a particular number of student stations are provided, such as in laboratories, tech ed, computer lab, art rooms, typing rooms, music rooms and similar situations, the number of students assigned shall not exceed the number of student stations already provided.

(g) Special Education classes shall be administered according to Federal and State Laws. In addition, the Board agrees to promptly make every reasonable and responsible effort to maintain Special Education classes at the following levels:

- | | | |
|---------------------------|-----------|--------|
| (1) 10 full time students | 1 teacher | 1 aide |
| (2) 15 part time students | 1 teacher | 1 aide |

(h) Counselors shall not be assigned more than the current student load assigned to counselors of the same type and level during 1986-1987.

(i) Elementary music teachers shall not be assigned a teaching load greater than that in effect for elementary music teachers during 1986-87.

SECTION 6. Teaching Load

(a) Teachers in departmentalized programs shall not generally be required to teach more than two subjects nor to make more than two teaching preparations daily. A subject is herein intended to mean a distinct course of study within a broad classification. For example, Algebra, Trigonometry and Geometry in the field of Mathematics shall be deemed separate subjects. However, this shall in no way limit the institution of new teaching methods. Teachers in departmentalized programs who are assigned more than two subjects or more than two preparations daily shall be given two additional preparation periods per week and such teachers shall be given preference in relief of homeroom assignments. Teachers with four (4) or more preparations per week shall be relieved from all collateral assignment. This section shall not apply in experimental teaching situations, including team teaching, contemporary issues, and general lectures. In these expected areas, assignments inconsistent with the foregoing criteria will be discussed with the Federation.

(b) No teacher shall teach in violation of the certification regulations of the State.

(c) Departmentalized teachers shall be scheduled for no more than five (5) teaching periods per day.

(d) Teachers assigned to non-compensated extracurricular activities during the school hours shall have such assignment considered as a teaching period

SECTION 7. Preparation Periods

(a) All teachers shall have a daily preparation period, except when the format of their schedule (curriculum) requires scheduling which prohibits daily preparation periods. In such cases, at least five (5) preparation periods shall be scheduled for such teacher per week. Teachers shall not be assigned to any other duties during their preparation periods.

(b) All elementary teachers shall be provided with a minimum of five (5) preparation periods of forty (40) minutes in duration per week for a total of two hundred (200) minutes per week. In order to attain this goal, when scheduled by the Superintendent, or her/his designee, the regularly

assigned teacher may be absent from the classroom to prepare during the period when regularly assigned special teachers in art, music and physical education are present, providing instruction to the pupils to whom the regularly assigned teacher is normally assigned and providing such absence from the classroom is agreeable to the principal.

(c) Teachers of split grades must be consulted prior to the scheduling of preparation periods and the results of such consultation will be considered in determining schedules.

SECTION 8. After School Meetings

(a) With the aim of continuing to improve communications and to utilize fully the professional resources of the teaching profession, teachers are required to attend three (3) parent conferences per year to be held after each of the first three report cards, and are encouraged to attend PTA and other parent group meetings.

(b) Teachers may be required to attend not more than three (3) faculty meetings per month, of no more than one and one-half (1 1/2) hours in duration each. Such meetings will be held on Monday, shall be called by an administrator and shall commence immediately upon school dismissal. If Monday is a holiday, the faculty meeting may be scheduled on Tuesday of the same week.

SECTION 9. School Visitors

(a) The Board and the Federation agree that parents or guardians of students attending the school are not only welcome to the New Haven Public Schools but also shall be encouraged to visit such schools. However, such visits should be conducted in such a way so as not to interrupt the school educational program.

(b) The procedure for visits of parents, guardians and/or others in a particular school shall be established by the Area Director of Administration-Supervision and the Principal, in accordance with the Superintendent's general policy.

SECTION 10. Teacher's Notice by Superintendent

(a) Any teacher requested to meet with the Superintendent or her/his designee regarding a disciplinary proceeding shall be given one (1) day's notice of the meeting, be informed in writing of the reason(s) for which her/his presence is requested, and of her/his option to be accompanied by a representative of the Federation. If an interview is not held in accordance with these conditions, no part of it will be put in the teacher's file or used in proceedings against her/him.

(b) Any complaints regarding a teacher made to the administration by any parent, student or other teacher or an administrator will be promptly called to such teacher's attention. The administration shall inform the teacher of the name of the complainant. The teacher shall have the opportunity to answer such complaint.

(c) No member of the Board of Education or the Administration shall orally present or discuss at any public meeting of the Board of Education any complaint or adverse criticism of any teacher until after such adverse criticism or complaint has been discussed with the teacher/or representative designated by the Federation.

SECTION 11. Health and Safety

(a) The Board agrees to provide for adequate facilities and equipment necessary to maintain a high standard of health and safety.

(b) School Administrators will arrange for the repair of malfunctioning equipment both in the educational process and in the maintenance of plant as soon as possible when reported by teachers.

SECTION 12. Non-teaching Duties

(a) It is agreed that the teacher's primary responsibility is to teach and to otherwise supervise the children s/he teaches. Therefore, clerical assistance will be provided for teachers when it is necessary and when the teacher indicates such need at least one (1) day prior to such time assistance is needed.

(b) Elementary school teachers shall not be required to perform playground duty before or after school or during the lunch recess, bus duty, school crossing duty or lunch duty.

(c) The practice of returning insurance monies by direct mail shall be instituted immediately. However, where a child returns the envelope to the teacher, it shall be the responsibility of that teacher to make arrangements within her/his classroom for collection of same.

(d) Teachers shall be responsible for the collection of milk and lunch money. Where the teacher chooses not to collect same, s/he shall make arrangements for the collection of these monies within the classroom.

(e) Teachers shall not be required to correct standardized tests.

(f) The definition of the above duties as "non-teaching duties" shall not in any way be deemed not to require teachers, as part of their regular assignments, to perform normal disciplinary and supervisory functions in whatever portion of the school buildings that such is required. Such discipline and supervision outside the classroom shall be exercised in a manner consistent with administrative policy.

(g) While a teacher's primary responsibility is to teach, s/he is also required to discipline the pupils of the school fairly and equitably.

(h) Assignment of non-teaching duties shall be equitably distributed among teachers in each school. In accordance with the foregoing, building principals shall consider written teacher requests concerning such assignments, provided the request is made before the end of the preceding school year.

SECTION 13. Early Dismissal

Classes will be dismissed by 1:00 p.m. on the days the following recesses commence: Thanksgiving, Christmas and the February, April and June vacations.

SECTION 14. Personal Property

The Board is not responsible for the loss of personal property due to negligence on the part of the employee. Teachers will be equitably compensated for damage to personal property resulting from the performance of duties within the scope of their employment.

SECTION 15. Materials

(a) Each teacher will be provided with the necessary materials, supplies and books with which to adequately function in the classroom. The Board will make every reasonable effort to provide at least one book per pupil per subject or its instructional equivalent.

(b) Supply lists will be made available for reference by teachers when received by the building principal. Typically, that is expected to occur by May of each school year.

SECTION 16. Student Behavior

(a) The schools are established for the benefit of all students. The educational purpose of the schools is accomplished best in a climate of student behavior that is socially acceptable and conducive to the learning and teaching process. Behavior that disrupts this process or that infringes upon the rights of other individuals will not be tolerated.

(b) The Board reaffirms its support of the administrative and teaching staff in taking all steps lawful and necessary to enforce and implement all Board policies and regulations pertaining to control of student behavior. Important among these policies are those in the areas of conduct, suspensions, expulsions, and general learning climate as outlined in the Statement of Students' Rights and Responsibilities. The teachers will at all times follow and enforce the Directives of the Superintendent and/or policies of the Board regarding these matters.

ARTICLE III GRIEVANCE PROCEDURE

The prompt, informal and confidential adjustment and settlement of grievances is encouraged and therefore, the following procedure to accomplish these purposes is hereby established:

SECTION 1. Definition

(a) A grievance shall mean a complaint (1) by a teacher (hereinafter called "grievant") that there has been a violation, misinterpretation or misapplication of a provision of this Agreement, or of an established policy or practice, (2) or that there has been disparate treatment in the administration of established policies or practices of the Board.

(b) As used in this Article, the term "grievant" shall mean (1) an individual grievant, (2) a group of grievants having the same grievance, (3) the Federation or the Board, respectively, when either files a grievance.

SECTION 2. Procedures

STEP 1. A teacher and a Federation representative (if the teacher so desires) shall first discuss the problem with the school official serving as the teacher's immediate administrative superior.

STEP 2. If the matter is not satisfactorily adjusted within two calendar days* after the last discussion, the teacher, with the assistance of a Federation representative, shall submit a request in writing within six (6) calendar days to such teacher's immediate administrative superior, for a satisfactory adjustment. Such written grievance must be filed within thirty (30) calendar days following the act or circumstances giving rise to the grievance. Such immediate superior may request a meeting with the teacher and a Federation representative prior to making her/his decision, but in any event must render her/his decision in writing, with copies to the teacher and the Federation within six (6) calendar days of the written submission to her/him by the teacher.

*In calculating the number of days, school vacations including the summer will be excluded.

STEP 3. Failing satisfactory settlement within such time limit the grievant may, with the assistance of the Federation representative, within six (6) calendar days after receipt of the written decision by her/his superior, appeal in writing to the Superintendent and such writing shall set forth specifically the basis of the grievance. The Superintendent or her/his representative shall meet with the teacher and a Federation representative within six (6) calendar days of receipt by her/him of such appeal, and shall give her/his decision in writing to the teacher and the Federation within twelve (12) calendar days of such meeting. Such decision shall include the specific justification for a denial of the grievance.

STEP 4. If the grievance remains unresolved after STEP 3, the Federation, the grievant and the Superintendent or her/his representative shall meet with a neutral party who shall act in the capacity of a mediator in an effort to resolve the grievance. This step will be used only on a case by case basis when the parties mutually so agree. All discussion at this step will be inadmissible in arbitration.

STEP 5. Arbitration

(a) In the event a grievance shall not have been settled under the procedures above, the grievant may proceed directly to arbitration, which shall be binding, subject to the limitation of the statute.

(b) Notice of intention to request submission to arbitration must be in writing addressed to the Superintendent of Schools, and submission to American Arbitration Association must be made not later than ten (10) calendar days following the decision at Step or the expiration of the time limits for making such decision, whichever shall first occur. A copy of such notice of intention to submit to arbitration shall be sent to the Superintendent by Registered Mail, return receipt requested.

(c) The arbitrator shall hear and decide only one grievance in each case. S/he shall be bound by and must comply with all terms of this Agreement. S/he shall have no power to add to, delete from, or modify in any way, any of the provisions of this Agreement. S/he shall have the power to make appropriate compensatory awards. The decision of the arbitrator shall be binding upon both parties and all teachers during the life of this Agreement, except that such decision shall

not usurp the functions or powers of the Board of Education as provided by statute. Fees and expenses of the arbitrator shall be borne equally by both parties.

The Board will take quick action on solving grievances which concern irremediable situations. The Board will agree to consider with the Federation the use of the new expedited arbitration procedure of the American Arbitration Association as each case arises.

SECTION 3. General Provisions

(a) Any grievance not initiated and/or appealed in accordance with the time limits specified herein shall be deemed waived by the grievant.

(b) Failure at any step of this procedure to communicate a decision within the specified time limits shall permit the grievant to proceed promptly to the next step. The time limits specified at any step may be extended in any particular instance by agreement between the Superintendent or her/his designee and the Federation.

(c) Meetings held under this procedure shall generally be conducted on non-school time at a place which will afford a fair and reasonable opportunity for all persons proper to be present. Persons proper to be present for the purpose of this Article are defined as the grievant, the appropriate Federation and Board representatives and witnesses. Federation and Board counsel shall be permitted at Step 4. If, at the option of the Board, hearings are held during school hours, persons proper to be present shall be excused without loss of pay.

(d) A grievance arising from the action of an official above the rank of principal will first be discussed with that official and if not resolved may be submitted to the Superintendent or her/his designee and processed in accordance with Step 3 above.

(e) The Federation shall have the right to appeal from the disposition of a grievance of any teacher or group of teachers at any step of this procedure in its own behalf.

(f) Nothing in this Agreement shall be construed as compelling the Federation to submit a grievance to arbitration.

(g) No reprisals of any kind shall be taken by either party or by any member of the administration against any participants in the grievance procedure by reason of such participation.

(h) The Superintendent and/or the Board shall have the right to file a grievance in writing with the Federation and such grievance shall thereafter be processed in accordance with Step 3 and the following steps of the grievance procedure. In the event a grievance filed by the Superintendent and/or the Board is submitted to arbitration, the Board shall pay the arbitrator's fees for such arbitration.

ARTICLE IV CONSULTATION

SECTION 1. In order to promote better communications between the administration and the representatives of the Federation, the parties will meet at least once a month during the school year on matters of education policy and development, on any matters which are not covered by the Agreement and on administration of the Agreement. Such consultation shall generally be attended

only by employees of the Board of Education. However, if a particular matter to be discussed requires the expertise of a non-employee, either party may request that such person be permitted to attend the meeting. The parties shall exchange agenda indicating the matters they wish to discuss, including the names and qualifications of non-employees they wish to have in attendance, no later than seven (7) days prior to the scheduled meeting date.

SECTION 2. The principal or other head of each school or her/his representatives and the building steward's committee from the school shall consult at least once a month during the school year on matters of school policy and on the implementation of the Agreement. During September of each year, this principal and steward shall establish a regular meeting schedule.

ARTICLE V FEDERATION RIGHTS

SECTION 1. Use of School Facilities

(a) One (1) bulletin board in each school shall be reserved for the exclusive use of the Federation for the posting of official Federation notices or announcements. Copies of any notice to be posted shall be submitted to the Principal.

(b) The Federation may call meetings in each school before or after school or during the lunch hour whenever necessary, providing such meetings do not conflict with the other scheduled activities or programs.

(c) The Federation shall have the right to place material in the mail boxes of teachers and other professional employees. Placement will be made by the authorized representative of the Federation or her/his designee and such representative may use the public address system for Federation announcements prior to and at the end of each teaching day.

(d) The Federation President shall have access to a telephone in the School Building which s/he shall use only during her/his non-teaching hours.

SECTION 2. Release Time

(a) The New Haven Federation will, during the tenure of the N.H.F.T. as bargaining representative, be permitted to select one officer to teach a reduced teaching load. Such officer shall teach the equivalent of no more than ten (10) teaching periods per week which shall be scheduled during the morning. In the event the selected officer does not teach at a school that is departmentalized, adjustment will be made between the Superintendent and the Federation. Such officer granted such released time shall continue to accrue seniority for salary increments and all other purposes in the same manner as if s/he continued in her/his former capacity.

(b) Each steward will be given access to a telephone.

(c) In the event any building steward or Federation officer is the least senior staff member in her/his school, s/he shall instead be considered the second least senior staff member for purposes of involuntary transfer from the building or layoff.

SECTION 3. General Provisions

- (a) The Board shall make available to the Federation information, statistics and records which the Federation and the Board agree are relevant to negotiations and necessary to the proper enforcement of this Agreement.
- (b) If the Superintendent or the Federation requests a meeting to discuss matters of educational policy and development as well as matters relating to the implementation of this Agreement, such a meeting shall be scheduled at a time mutually convenient to both parties.
- (c) If the Principal of a school or the designated Federation representative for that school requests a meeting to discuss matters of school operation and questions relating to the implementation of this Agreement, such a meeting shall be scheduled at a time mutually convenient to both parties. School operations and policies shall be consistent with this Agreement. The Federation shall inform the Principal of the name of its representatives for that school in writing.
- (d) The Board shall permit the President of the Federation or her/his designated representative to visit the schools to investigate working conditions, teacher complaints or problems, or for any other purpose relating to the terms and conditions of this Agreement. Upon the representative's arrival, s/he shall notify the General Office of her/his presence. If conferences with teachers are necessary, they shall be scheduled so as not to disrupt the teacher's class assignment.
- (e) Whenever the parties mutually agree to schedule meetings during the workday, the teachers required to attend shall suffer no loss of pay.
- (f) The board will distribute a copy of the Board agenda of the Board's public meetings to the Federation by the Friday prior to such public meeting by (1) mail or by (2) making such agenda otherwise available. The Federation shall have an opportunity to speak on any item on such agenda at such public meeting providing its written notice indicating its desire to speak is delivered to the Superintendent's office by Monday noon prior to such public meeting.
- (g) The Federation will be given time for announcements during faculty meetings.

SECTION 4. Dues, Services Fees and Other Deductions

- (a) All bargaining unit employees shall, as a condition of continued employment join the New Haven Federation of Teachers (NHFT) or pay to the NHFT a service representation fee equal to the amount uniformly required of NHFT service representation fee payers to underwrite the costs of collective bargaining, contract administration and grievance adjustment. The Board agrees to deduct dues or service representation fees from the salaries of members of the bargaining unit as authorized by said members. Deductions are to be made from the second of each monthly check from September to June. If dues are not deducted because of clerical error, etc., the Federation will notify the Board and the proper deductions will be made from the next month's check. Said dues and service representation fees are to be determined for each bargaining unit member and specified in dollars by the Federation and notification sent to the Board by August 15 for implementation by September 1, and by January 15 for implementation by February 1.

(b) Income Protection Plan - If a teacher desires to have deductions made for the Teachers of Connecticut Group Income Protection Plan, s/he shall authorize deductions therefore in writing and such authorization shall be honored by the Controller's office.

(c) Upon payment of any deduction by the Controller to any organization or for any purpose specified above, such payment shall release the controller, the City of New Haven and the Board of Education and the officers and agents thereof from all liabilities.

(d) If a teacher who is absent on account of sickness, leave of absence, or for any other reasons has no earnings due her/him for the month, no deductions will be made for that teacher for that month. The Federation will arrange collection of dues for that month directly with the teacher.

(e) When a teacher does not have sufficient money due her/him after deductions have been made for pension, social security, garnishments or any other deductions authorized by the teacher or required by law, the Federation dues for that month will be collected by the Federation directly from the teacher.

(f) The New Haven Federation of Teachers shall hold the Board and the City harmless against any and all claims, demands, liabilities, lawsuits, counsel fees, or other costs which may arise out of, or be by reason of, actions taken against the Board as a result of administration of the provisions of this section.

(g) Deductions may likewise be made upon proper authorization by the teacher for the Teachers' Credit Union.

(h) Deductions will be made upon proper authorization by the teacher, with union dues and transmitted to the union for forwarding to the Federation C.O.P.E. Fund.

SECTION 5. Materials and Information

(a) The Board agrees to give the Federation copies of the collective bargaining agreement for each member of the bargaining unit and a reasonable number for its own use. The Board will also give to the Federation copies of applicable insurance contracts for distribution to each covered teacher. The Board will provide copies of the collective bargaining agreement and copies of applicable insurance contracts directly to new hires.

(b) Copies of all new policies approved by the Board of Education and all minutes of Board meetings, including executive sessions, shall be sent to the Federation office.

ARTICLE VI ABSENCES AND LEAVES OF ABSENCES

SECTION 1. Sick Leave

Sick leave is to be used only for the purposes of compensating a teacher who is unable to attend her/his regular scheduled classes because of bona fide illness which requires her/him to stay home.

(a) So long as the teacher remains in the continuous service of the Board, s/he shall be entitled to sick leave with full pay up to (15) working days for each year of employment, cumulative from year to year, up to a maximum of two hundred fifteen (215) working days.

(b) The Board and/or the Superintendent or her/his designated representative may request a doctor's certificate to be presented by any teacher attesting to illness sufficient to keep the teacher from work for five (5) consecutive days or more. If there exists any reasonable doubt concerning the teacher's illness, the Board or the Superintendent or her/his designee may require such teacher to submit to an examination by an independent physician acceptable to the teacher and the Board at the Board's expense.

(c) Upon retirement (pursuant to the State Teachers' Retirement Fund) or death (but not upon resignation), a teacher will be paid for all accumulated sick days up to, but not to exceed, sixty-four (64) days. Such pay for each day for which payment is going to be made shall be on a per diem basis, pursuant to the salary agreement then in effect between the teacher and the Board.

(d) Membership in the sick leave bank is voluntary on the part of employees after tenure is granted for four (4) years of service completed in the New Haven School System. Each participating employee contributes one (1) day of sick leave per year.

- (1) The Board of Education will cooperate in the establishment of a sick bank on a voluntary basis.
- (2) Each employee enrolling in the bank will donate one (1) day of her/his sick leave to the bank each year until the bank is built up to a maximum of approximately 1500 days. No more days will be added to this maximum until the bank is depleted to approximately 750 days. The bank will be built up to approximately 1500 again and the process repeated.
- (3) Additions will be made to the bank in September or October of each school year according to the above limitations.
- (4) A person withdrawing from membership in the bank will not be able to withdraw the contributed days.
- (5) Withdrawals will be made from the bank according to the following schedule:
 - (i) 0-4 years, inclusive, a person is not eligible.
 - (ii) After the beginning of the 5th year through the 6th year a person must be sick 55 consecutive days before s/he can draw on the bank.
 - (iii) After the beginning of the 7th year a person must be out forty (40) consecutive days before s/he can withdraw.
- (6) A person will not be able to withdraw days from the bank until her/his own sick leave is depleted.

- (7) Persons withdrawing sick leave days from the bank will not have to replace these days except as a regular contributing member to the bank.
- (8) Maximum withdrawal per occurrence is 75 days.
- (9) Sick leave means the leave the teacher has taken for that year plus her/his accumulation.

SECTION 2. Military Leave

Teachers leaving the system for the purpose of serving in the Armed Forces shall be entitled to all rights and privileges afforded them pursuant to the Selective Service Act of 1940, as amended, and the Connecticut Statutes.

SECTION 3. Maternity Leave

(a) A maternity leave of absence shall be granted to female teachers upon application in accordance with the following procedure.

(b) In order that arrangements may be made to staff the school properly, a teacher who becomes pregnant shall, as soon as possible, give notice to the Superintendent, such notice to be accompanied by a physician's statement indicating the expected date of birth, as well as the teacher's requested date for the commencement of maternity leave if such is earlier than her physician's recommendation. Thereafter, the teacher shall provide a physician's certificate if there is a change in her condition which would change the physician's recommendation. The notice shall also contain the date when the teacher requests her maternity leave to terminate.

(c) Maternity leave shall commence on the date the teacher requests or on the date that her physician states she is no longer able to work, whichever is earlier. However, the Board may require the teacher to commence said leave at an earlier date if in the opinion of the Board she is not able to satisfactorily perform her duties, in which event she will be considered disabled for purposes of this section. If the teacher commences maternity leave on a date earlier than her disability she shall subsequently supply the Board with a statement from her physician indicating when she was no longer able to work.

(d) Maternity leave shall terminate on the date the teacher requests or on the date that her physician states that she is no longer disabled, whichever is later. A teacher returning from maternity leave shall provide the Superintendent with a physician's certificate attesting that she is fit to resume her full duties. If the teacher returns from maternity leave after her disability terminated, she shall supply the Board with a physician's statement indicating when she was no longer disabled.

(e) Subject to the provision of this Section, a teacher may commence maternity leave earlier than initially requested upon giving advance notice in writing to the Superintendent, as soon as possible, but not less than two weeks prior to the changed date, and may extend said leave beyond the termination date initially requested upon four weeks' advance notice in writing to the Superintendent. Such notice shall, in either case, be waived in the case of emergency.

(f) The following conditions shall pertain during maternity leave:

(1) Said teacher shall be eligible to receive accumulated sick leave pay during that portion of the maternity leave in which she is disabled and unable to attend school. Teachers claiming sick pay during maternity leave shall submit medical proof of such disability. If there exists any reasonable doubt concerning the teacher's period of disability, the Board may require such teacher to submit to an examination by an independent physician acceptable to the teacher and the Board at the Board's expense.

(2) The Board shall maintain in effect on behalf of said teacher all insurance benefits provided for in this Agreement for the period of disability or for a period of seven (7) weeks, from the start of disability, whichever is longer. In the event a teacher works any part of a month prior to commencing maternity leave, the Board will maintain such benefits in effect for the remainder of the month. The Board will also maintain such benefits in effect for the entire month during which the teacher either commences or terminates a period of paid disability resulting from pregnancy. In the event that maternity leave terminates after the teacher has ended her period of paid disability, the Board will reinstate such benefits as of the first day of the following month except when the return date is at the beginning of the school year, and the teacher has complied with the notice requirements, in which case benefits will be reinstated as of September 1.

(3) Periods of paid maternity leave shall be included in calculating length of service or employment. Any period of maternity leave taken under this Article shall be counted towards eligibility under the Federal Family and Medical Leave Act.

(g) The following conditions shall pertain upon the termination of maternity leave:

(1) If maternity leave terminates during the school year, the teacher shall be reinstated to her previous position or to an equivalent position for which she is qualified, provided such reinstatement does not require the Board to violate any other person's rights under Section 10-151 of the General Statutes or this Agreement.

(2) Maternity leave shall not interrupt continuity of service and such teacher shall be reinstated with accumulated seniority, retirement, fringe benefits and other service credits, including credits accumulated pursuant to subsection f (3) above. In applying this provision to service credits for pay purposes, a full year's credit will be given for service of five (5) months or longer within a school year.

(3) All teachers on maternity leave must apply for reinstatement within eighteen (18) months of the date the leave commenced. Failure to do so shall be considered a resignation.

(h) It is understood that a maternity leave does not interrupt continuity of service for the purpose of acquiring tenure, but periods of unpaid maternity leave shall be excluded in calculating length of employment for purposes of attaining tenure.

(i) Any teacher who has acquired tenure and is expecting a child or whose spouse is expecting a child, or who has firm plans to adopt a child in the immediate future, upon request, may be granted a long-term leave for child rearing purposes. Such leave shall begin either at the start or at the mid-point of the school year, and shall end either one-half or one full school year later. The request for such leave must be made at least thirty (30) days prior to its commencement and must specify whether the request is for leave of one-half or one full year. Such leave requests shall be

granted except for compelling reasons. Leave under this paragraph may be granted to non-tenured teachers in unusual circumstances at the discretion of the Superintendent.

SECTION 4. Sabbatical Leave

Sabbatical leave will be determined by the Board on the basis of the recommendation of the Sabbatical Committee. Such recommendations will be made in accordance with the conditions stipulated herein.

(a) No more than one per cent (1) of the bargaining unit will be granted a sabbatical leave in each school year.

(b) Application for sabbatical leave shall be made on a form provided by the Administration. Such application must be fully completed and all the information shall be supplied if requested. The application shall, upon completion, be submitted to the Director of Personnel and Labor Relations who shall consider if such is intended to improve the New Haven School System and shall be submitted to the Sabbatical Committee. The Committee will review the application and after consideration and discussion the Committee shall make recommendations, in writing (with minority report, if desired) with accompanying reasons either to approve or disapprove application for sabbatical leave and shall forward such to the Superintendent. The Superintendent, if s/he approves the recommendation of the Committee, shall so indicate on the Committee's recommendation. If s/he disapproves the committee's recommendation, s/he shall so indicate and specify the reasons therefore in writing. After the Superintendent has acted on each application, upon which the Committee makes a recommendation, the Committee's recommendation shall be forwarded to the Board for final decision and disposition.

(c) After six (6) years of consecutive service, an applicant may submit an application to the Superintendent no later than December 31 of that school year for sabbatical leave for the following school year.

(d) Sabbatical leaves shall be awarded no later than March 1.

(e) Sabbatical leaves shall be reviewed and/or awarded in the following manner:

(1) A committee composed of three (3) administrators and three (3) appointed by the Federation, plus the Superintendent or her/his designee, shall meet and consider all applications on their merit.

(2) After consideration by the Committee, the Superintendent shall make recommendations with accompanying reasons either to approve or disapprove applications for sabbatical leaves and forward same to the Board for its action, with a copy to the applicant upon request.

(f) Remuneration to the teacher who has been awarded a sabbatical leave shall be three-fourths (3/4) of her/his annual salary and all other benefits provided for in this Agreement shall accrue to the teacher. However, no sick leave shall accumulate during the leave.

(g) Sabbatical leave shall be granted for not more than the period of one (1) year and no less than one full term (September-January; February-June).

(h) Teachers on sabbatical leave will be credited with service in the system for the period of the leave.

(i) Teachers who are awarded a sabbatical leave shall return to the system for at least one (1) school year after the termination of the leave. Teachers who leave before the completion of one such year shall be deemed unprofessional.

(j) Sabbatical leaves are not to be granted if such are aimed at obtaining a Standard Teaching Certificate or to obtain an additional certificate in another area of teaching specialization; preference will be given to applications which fall within the applicant's major field of specialization, or an area designated as an educational priority by the Board.

(k) Those awarded sabbatical leave will upon their return be required to submit to the Board a detailed written report as to the scope of content of the program and application of such to the New Haven School System.

SECTION 5. Federation Leave

(a) A teacher in the System who is an officer of the Federation or who is appointed to the Federation staff shall upon written application filed with the Superintendent prior to July 1 of any year be granted a leave of absence to commence the following September and to terminate on September 1 of the succeeding year. Such leave shall be without pay and may be renewed for one additional year, upon notice to the Superintendent by March 31 of the year of the leave.

(b) Failure of such person to notify the Board in writing of her/his intention to return to work by March 31 of the year in which s/he is on leave, shall result in determination that such teacher has resigned from the system. Any teacher on such leave of absence shall receive credit toward annual salary increments on schedules appropriate to her/his rank.

(c) No more than two (2) teachers in the system shall be on such leave at any one time.

SECTION 6. Miscellaneous Leaves

(a) Personal leave without pay may be granted by the Superintendent to meet serious personal problems.

(b) Bereavement Leave - A leave of absence not to exceed five (5) days immediately following the date of death shall be granted to any teacher whose wife, husband, father, mother, father-in-law, mother-in-law, brother, sister, brother-in-law, sister-in-law, child, grandparent, or grandchild dies. Such leave shall be with pay.

(1) Time off to attend the funeral of aunts and uncles shall be granted. Such leave shall be with pay not to exceed one (1) day.

(2) In the event of the death of a New Haven teacher, the Superintendent shall designate a delegation of teachers from the teacher's school to attend the funeral.

(c) Personal Leave

(1) Teachers will be allowed two (2) days off each year with pay to be used for personal business. These days may be accumulated to four (4). The personal days provided herein are to be used to provide the teacher with necessary time off in order to fulfill bona fide personal needs, such as the performance of legal, household and other business which could not otherwise be legitimately performed during the teaching day. If it is determined that a teacher has misused her/his personal leave, such misuse shall be deemed unprofessional and such teacher shall be subject to reprimand.

(2) Whenever practicable, the request for the personal time off will be filed with the principal at least forty-eight (48) hours prior to the time requested but in any event all applications for such leave shall be in writing. Personal leaves shall not be requested as part of a vacation or taken the day prior to a vacation or holiday or the day following a vacation or holiday. In unusual circumstances where the provisions hereof cannot be met, the Superintendent may waive the conditions hereof.

(d) Quarantine - There shall be no loss of salary or sick leave allowance when a teacher is subject to quarantine by order of the Health Department for reasons other than a personal illness of the teacher.

(e) Subject to the approval of the appropriate administrator, and subject to the availability of funds, teachers may receive time off with pay for the purpose of attending teacher and other professional conferences, or to visit other schools.

SECTION 7. General Provisions

(a) Teachers on leave with pay shall continue to receive all benefits provided by the Board as stated in this Agreement.

(b) Any teacher returning to full time employment in the New Haven schools upon the termination of any leave shall be returned to her/his former assignment, if available, or to her/his previous grade assignment, if available and accumulated sick leave and seniority rights shall be retained.

(c) Credit for time on such leave will be granted for the purpose of the salary schedule hereof, unless otherwise provided herein.

SECTION 8. Court Appearances and Conventions

(a) Teachers shall be allowed the necessary time off with pay to comply with subpoena for court appearance when such teacher is a party or a witness to an action. The teacher shall make every effort to arrange that the time s/he is required to spend in court shall accommodate her/his teaching schedule.

(b) Delegate to Annual Connecticut State AFL-CIO Convention - Two (2) delegates or two (2) alternates - a maximum of two (2) people for the duration of the Convention but not to exceed three (3) days. Such time off will be paid time off.

ARTICLE VII
TRANSFERS AND PROMOTIONS

SECTION 1. Voluntary Transfers

- (a) Notice of all positions which become vacant shall be sent to each Federation building representative for posting. Interested teachers shall apply for the position within ten (10) days.
- (b) During the period from the end of the work year, notice of positions which become vacant shall be handled in the following manner: each Friday, the Personnel Office shall make available a current list of all vacancies. Teachers who come to the office or telephone shall be given all information on the list. The teacher, shall at that time, indicate whether s/he is interested in a particular vacancy.
- (c) In deciding upon an application for a voluntary transfer, the Board will give priority to the systemic requirements of the school system and will, thereafter, respect the following factors: certification, seniority, experience and educational background.
- (d) A complete seniority list shall be given to the Federation by the first payroll date in October annually.
- (e) Seniority is defined as the length of service of any teacher in the system.
- (f) Transfers shall be effective at the commencement of the following school year except where the administration must make a transfer to meet the staffing needs of the system.

SECTION 2. Involuntary Transfers

Whenever it is necessary the Superintendent to Schools may transfer a teacher out of a school if he/she believes it is in the best interest of the school system because of changes in the school organization, such transfers will be handled as follows:

- (a) If there are teachers who wish to be transferred, the Board will give priority to the instructional requirements of the school system and thereafter will give preference on the basis of seniority, qualifications, convenience and wishes of the teacher applicant.
- (b) If teachers are to be transferred involuntarily, the Board will give priority to the instructional requirements of the school system and thereafter they will be transferred on the basis of juniority and qualifications.
- (c) The Federation will be given a listing of all transfers covered by the provisions of this Article upon request.
- (d) Interschool assignment. The Superintendent or his/her designee will provide notification in writing to the teachers of any changes in their school assignment, program, schedules, assignment, grades, subjects or rooms for the following school year as soon as practicable, but, in any event, no later than the close of school annually. However, it is understood that where special conditions arise changes in interschool assignment may be made to fulfill the assignments of a particular situation. Such interschool assignments shall reflect the best interests of the school system.

SECTION 3. Promotions

(a) Promotional positions are defined as follows: positions on the administrator-/supervisory level, including but not limited to the positions of supervisor, assistant supervisor, director, principal, assistant principal, department head, and head counselor.

(b) All teachers are eligible to apply for placement on the promotional eligibility list providing that (1) they submit to the office of the Director of Personnel and Labor Relations certification from the State Education Department for the position or positions at the time the appointment becomes effective; (2) they have filed their college transcripts and completed applications on forms prepared and supplied by the office of the Directors of Personnel and Labor Relations; and (3) they have submitted letters of recommendation from their current principal and current director recommending them for the position for which they have applied, or, if such letter is not submitted, a letter indicating the reasons thereof.

(c) A teacher's name appearing on any list as of January 1 will remain on the Eligibility List for a period of three (3) years unless the teacher chooses to withdraw it. At the end of the third year, the teacher must reapply or her/his name shall be removed from the list. Any renewal must be filed in writing on or before the commencement of the fourth year. In all cases, it shall be the responsibility of the teacher to meet the foregoing requirements.

(d) All teachers shall be permitted to apply for placement on more than one Eligibility List.

(e) When an available position occurs, the teacher on the current Eligibility List shall be asked to supply the following information:

(1) Statement of teaching or educational, administrative experience (verification if required of all experience other than that obtained in the New Haven School System).

(2) Statement of reasons why the teacher considers himself/herself fit for the position.

(3) Pertinent experience in fields related to the position for which the application has been submitted.

(4) If the aforementioned information is satisfactory, s/he may be required to have an interview. The candidate for a school level position shall be interviewed by a committee of the SPMT. The committee shall make recommendations to the Superintendent for a final selection. A statement of reasons why the information is considered unsatisfactory will be given if the teacher is not interviewed, and if such reason is requested by her/him.

(f) The Federation will receive copies of the Promotion Eligibility List semiannually. The copies so provided shall also include a list of those who have notified the administration of their enrollment in planned programs as provided in Article XVI, Section 13, Administrative Interns.

(g) The position need not be filled from within the New Haven School System. However, teachers applying from outside the system must meet the same conditions as specified above. If,

however, two (2) teachers on the promotional eligibility list are equal in fitness and are the most fit of those available for the position, the position shall be filled with the teacher with the most seniority in the New Haven School System.

(h) Posting of Vacancies

(1) All vacancies for promotional positions shall be publicized by posting on the bulletin boards and publication in the Superintendent's Bulletin at least twenty-five (25) days prior to filling the vacancies. All posting shall include job description, salary and certification and other necessary qualifications.

(2) If vacancies occur during the summer, they shall not be filled until the qualified applicants have been notified by a letter of the vacancy, the job description and the qualifications required and all other requirements have been met.

(3) Upon filling a vacancy, the Federation shall be notified as to the position filled, the person accepted, her/his seniority and certification.

(4) The Board shall establish and maintain qualifications for similar positions.

(5) In the event a Head Coaching position is vacated, the Board shall consider and review the qualifications of the Assistant Coach in that sport before considering the applications of others.

SECTION 4. Improved Process for Intra-School Assignment

(a) Notification in writing will be given to the teachers of any changes in their programs, schedules assignments, grades, subject, or rooms, for the following school year as soon as practicable, but in any event no later than one week before the close of school annually. However, it is understood that where special conditions arise changes in assignments may be made to fulfill the assignments of a particular situation, in which event, written notice will be given to the teachers as soon as practical after the change is made.

(b) Conferences should be held no later than June 15 between the appropriate administrator and teacher in order to discuss such teacher's schedule for the forthcoming year.

(c) Before the end of each school year, time shall be devoted at a faculty conference in each elementary and middle school to a discussion of pupil and teacher assignment for the coming year which shall include discussion of plans, goals and needs for school programs.

(d) Building assignments, class assignments, and exemption from homeroom duties shall be made as equitably as possible consistent with sound educational practices. Any teacher desiring to have her/his assignment changed relative to homeroom, building and class assignment shall request such change in writing to the principal, personnel director, and area director no later than March 1. Programming Preference Sheets upon which such requests may be made shall be distributed to all teachers prior to February 15, and their availability shall be announced. All Preference Sheets should be returned no later than March 1 to the principal who shall include in her/his consideration the teacher's preparation, experience and seniority in preparing the Master Schedule.

ARTICLE VIII
PERSONNEL FILES AND EVALUATIONS

SECTION 1. Personnel Files

(a) The teacher's "official personnel file" shall be made up of all of the documents and other materials which are accumulated from the beginning of a teacher's service in the New Haven Public School System.

(b) Teachers shall have the right to inspect their own personnel files, to question or to comment in writing or to reproduce any material therein. The Board agrees to continue its policy of treating personnel files with the highest degree of confidence, to the extent permitted by law.

(c) Before any derogatory material is placed in a teacher's personnel file, a copy will be sent to the teacher and a meeting will be arranged to discuss the contents of such material providing the teacher requests such a meeting in writing within ten (10) school days of receipt of the letter. The teacher and a Federation representative will have an opportunity to comment on the material prior to inclusion in the file. No derogatory material which concerns an incident occurring more than one (1) month previous to a file entry shall be put in a teacher's file. The teacher will have the right to answer any material filed and her/his answer will be attached to the file copy.

(d) Teachers will have the right to inspect any personnel files which may be kept by administrators in the individual schools. Administrators who keep such files shall notify teachers of their existence.

(e) Administrators should enclose in the file information of a positive nature indicating special competencies, achievements, performances or contributions of an academic, professional or civic nature.

SECTION 2. Evaluations

(a) Evaluations shall be signed by the evaluator and then a copy shall be given to the teacher and the original shall be signed by the teacher. A teacher shall be allowed to make a written comment with respect to her/his evaluation and such shall be attached to the evaluation form.

(b) Evaluations which are not signed by the teacher to indicate that s/he has had the opportunity to read the evaluation shall be null and void. Signature shall not be construed to mean agreement with the evaluations.

(c) Public address systems, electronic equipment or any other monitoring or recording devices, will not be used to observe the teacher.

ARTICLE IX
STAFF DEVELOPMENT

SECTION 1. The Board and Federation agree that the joint efforts of teachers and administrators shall be directed towards the development of a meaningful staff development training program. To accomplish this, committees of teachers in each school shall meet monthly with the principal and administrators in each school to develop and determine methods to implement "staff development training programs" meaningful to the teachers of that school. All such meetings

between teacher committees and administrators shall be held in the afternoon on released time when such meetings can be worked into the schedule. The meeting may run up to one (1) hour unless extended by mutual agreement.

SECTION 2. The meetings to implement the above programs will be scheduled by various school committees referred to in Article IV of this Agreement. Such meetings shall be held in the afternoon on released time when such can be worked into the schedule.

SECTION 3. The use of electronic equipment and other types of teaching aides for in-service training is encouraged. If particular teachers in the system are used as examples, then such will be discussed with the individual teacher prior to actual use.

SECTION 4.

(a) There shall be a city-wide Staff Development Committee composed of three (3) teachers appointed by the New Haven Federation of Teachers and three (3) teachers and/or administrators appointed by the Superintendent.

(b) This committee shall be responsible for establishing a minimum of two (2) release time staff development activities for the entire teaching staff.

SECTION 5. The Administration shall not schedule any other after school meeting during the week of a staff development session.

ARTICLE X TEACHER FACILITIES

SECTION 1. The following facilities shall be provided for teachers:

(a) A room containing proper equipment and supplies to aid the teacher in the preparation of educational materials. Such equipment shall include a duplicating machine in good working condition with auxiliary supplies.

(b) Space in each school in which the teachers may safely store instructional materials and supplies.

(c) Well lighted teacher rest rooms, amply supplied with toilet paper, towels and soap.

(d) Lunchroom facilities and a furnished faculty lounge separate from the students in each regular school building and an extension phone may be installed.

(e) A system whereby teachers can expeditiously communicate with the main office in the event of an emergency.

Where the facilities are not now available, and where providing same would not require the redesign of a new or existing building, the administration of the school will work with the teachers in providing such facilities.

(g) If it is possible to arrange parking facilities for the teachers, the Board will do so. Special consideration shall be given to the provision of parking facilities for itinerant personnel.

Where parking problems exist, the Advisory Committee of that school shall consider and submit recommendations for a solution of such problems. Problems that are system-wide may be given to a study committee for investigation. The parties can devise mutually acceptable solutions.

- (h) Teachers will be provided with individual mail boxes.
- (i) The Board agrees to form a joint committee with the Federation to approach the Parking Commission to request parking facilities and/or permission for teachers where conditions warrant.
- (j) All schools shall adhere to State and Board Policy with respect to smoking in the schools.

ARTICLE XI TEACHER PROTECTION

SECTION 1. Negligence

(a) The Board agrees to protect and save harmless any teachers from financial loss and expense, including legal fees and costs, if any, arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to or death of any persons, providing that at the time of the accident resulting in such injury the teacher was acting in the discharge of her/his duties within the scope of her/his employment, it being understood that the Board's obligation hereunder is the same as that required in Section 10-235 of the General Statutes of Connecticut.

(b) Teachers will immediately report incidents of personal or property damage to their immediate supervisor.

(c) In cases of compensable personal injury (excluding assault covered in Section 2 hereof), the teacher may use her/his unused sick leave to make up the difference between the daily Workers' Compensation Benefit and her/his regular daily rate of pay, in which event the charge against her/his accumulated sick leave account shall be prorated in accordance with the portion of the total payment received daily which constitutes sick leave pay. All members of the New Haven Federation of Teachers bargaining unit who are absent from school and entitled to Workers' Compensation will have their sick leave account reimbursed at the rate of two-thirds (2/3) of a day for every day the teacher has been charged with her/his eligible sick days during the compensation period. The reimbursement will occur as soon as the payroll office is notified that the teacher has returned to work.

SECTION 2. Assault

If a teacher while acting in the discharge of her/his duties within the scope of her/his employment is assaulted, then:

(a) The teacher will report the incident to her/his immediate supervisor and the authorities as soon as possible.

(b) A teacher shall receive her/his full salary during any absence from school resulting from an injury due to an assault which results from her/his employment. Such teacher's sick leave

shall not be reduced thereby. The total amount of monies received by such teacher from the Board, in salary, and from the Workers' Compensation insurance carrier shall not be in excess of her/his normal annual salary under this Agreement. In the event a teacher is on an extended absence resulting from an assault, s/he may be required to submit medical evidence from a licensed physician indicating the reason for the extended absence.

(c) In the event a teacher is accused of assault or negligence resulting from action by the teacher while such teacher was acting in the discharge of her/his duties within the scope of her/his employment, then the Board shall provide her/him legal counsel and defend her/him in any proceeding resulting therefrom.

(d) Liability for damages resulting from the negligence of a teacher acting in the discharge of her/his duties within the scope of her/his employment shall be assumed by the Board.

ARTICLE XII SALARIES

SECTION 1. Teachers with advanced degrees beyond the Bachelor's will receive additional compensation by reason of such degrees or additional study as set forth in the salary schedule. Teachers will be placed in the MA salary schedule if they have completed thirty (30) credits beyond the Bachelor's Degree in a planned course of study with prior approval by the college and the Board. Teachers will be placed in the 6th year salary schedule if they have completed thirty (30) credits beyond the Master's Degree in a planned course of study with prior approval by the college and the Board. Such approval must be in writing.

SECTION 2. Individual salaries will be adjusted to conform to the salary schedule upon successful completion of such graduate work as of September 1, and as of February 1, for those who complete such graduate work during the first semester of the institution s/he has attended.

SECTION 3. New teachers will be credited for their previous years of experience if such meet the following requirements:

- (a) If such previous experience is at a public or an acceptable private school;
- (b) If such service is as a full-time teacher; and
- (c) Full-time college teaching experience.

SECTION 4. If such teaching service is for a term or more, it shall be credited as a full year for salary purposes only. Intermittent or short term substitute service will not be credited as previous teaching experience. A teacher hired during the first ten (10) school days of either term shall receive credit for a full term of teaching service for salary purposes only.

SECTION 5. New teachers who participate in a state approved Alternate Route to Certification (ARC) program may receive up to five (5) years on the salary scale for years of service in their prior professions. The Board in its sole discretion shall determine what credit, if any, should be given and may determine what requirements will be considered.

SECTION 6. In the event that the Board determines there is a shortage in a particular specialty, it may offer financial hiring incentives it deems appropriate to effectuate a hire. Such

incentives shall be considered by the Board on a case-by-case basis and may include but shall not be limited to credited years of service or hiring bonuses. Any action taken by the Board under this section shall not constitute a practice or precedent.

SECTION 7. Teaching service in the Peace Corps, Vista or Teachers Corps programs shall be credited for salary purposes only up to a maximum of two (2) years, providing such is continuous for at least a period of a term or more.

SECTION 8. On September 1 annually, teachers shall be slotted into the appropriate step of the Salary Schedules annexed hereto on the basis of each full year of credited service in the System.

SECTION 9. Specialists listed in the schedule below shall receive the following amounts annually pursuant to the salary scale:

Physically Handicapped	\$300.00
Visually Handicapped	300.00
Mentally Retarded	300.00
Emotionally Handicapped	300.00
Neurologically Impaired	300.00
Psychological Examiner	400.00
Associate Social Worker	400.00
Speech and Hearing Therapists	400.00
Counselors	500.00
Reading Consultant	500.00
Certified Social Worker	700.00

(a) Specialists hired after January 1, 1976, will not receive the amounts listed above. All persons who were receiving the differentials prior to January 1, 1976, shall continue to be paid the same differential.

(b) Members of the teaching staff whose certification requires a 60 Credit Master's will be placed on the sixth year Salary Schedule. Members of the teaching staff who are receiving a differential and whose certification requires a 60 Credit Master's have the option to select the economically higher alternative between the differential and the sixth year Salary Schedule, but not both.

SECTION 10.

In the event a head coach or assistant coach starts the season and is injured, disabled or becomes ill while in the act of performing her/his duties as a coach, or is injured or disabled or becomes ill while s/he is traveling to or from her/his home or to or from a scheduled trip, such coach shall accrue the seasonal salary and benefits as if the season had been completed.

SECTION 11. Pay for Travel

The Board of Education shall continue to follow the policy applicable to all other employees in the City of New Haven with respect to pay for travel and reimbursement for conferences and lodging expenses.

SECTION 12. Payroll Procedure

(a) Each employee shall elect in writing at the time s/he executes her/his individual salary agreement whether s/he wishes to be paid on a twenty-one (21) or twenty-six (26) payment schedule. Such election cannot be changed for the duration of the annual salary agreement. Gross salary payments shall be in equal amounts and made on alternate Fridays except if such days fall on a holiday then payments shall be made on the previous day. In the event an employee fails to make the election as specified above, s/he shall be paid on the twenty-one (21) payment schedule.

(b) Teachers on the twenty-six (26) payment schedule shall have the option of collecting all summer checks on the last pay date in June, provided said election is made at the time the individual salary agreement is executed as indicated in paragraph (a) above.

(c) The Board will petition the State Teacher's Retirement Board for permission to make twenty (20) bi-weekly retirement deductions. The Federation will assume responsibility for all shortages that may occur because of this procedure. The Federation will save and hold the Board harmless with respect to any loss which may occur.

SECTION 13. Detention Coverage

It is recommended that the following procedures be followed by the principals in the secondary and middle schools when detention classes are established: The principal shall assign a teacher to regularly covered detention classes and if a teacher shall be regularly assigned, that teacher will be required to teach one less period per day, shall have no homeroom assignment and will be required to report for no more than six and three-quarters (6 3/4) consecutive hours per day. However, a principal may arrange to handle detention classes in another manner.

SECTION 14. Home Bound Compensation

Homebound teachers shall be paid \$28.62 per hour for the first one hundred fifty (150) hours and \$30.15 per hour thereafter. Teachers shall be certified in the area in which they are requested to teach. Such assignments are voluntary.

SECTION 15. Summer School

The Board shall determine annually whether a summer school is to be held. If such is held, the following conditions will prevail:

(a) Teachers from the previous year's summer school shall be given preference in summer school positions in their certified area, if their evaluation shows satisfactory performance.

(b) Teachers from the previous year's regularly appointed teaching staff shall be given an opportunity to fill any vacancies in their certified area which exist in the faculty of the summer school. Seniority and qualifications for the particular vacancy shall determine who is chosen for the vacancy.

(c) The regular teaching staff will be notified of vacancies in the summer school faculty by May 1 of any year. Such notice shall be included in the Superintendent's Bulletin. Teachers selected for summer school will be notified by June 1 annually.

(d) Effective July 1, 2010 through June 30, 2014, teachers teaching in the summer school shall be paid \$23.69 per hour.

(e) A full summer school session shall be thirty (30) working days.

(f) Each workday shall consist of four (4) hours of work.

(g) New Haven teachers shall be given preference in summer school positions where the New Haven teacher is equal to or superior to all other applicants. The determination of relative credentials shall be made by the appropriate administrator.

SECTION 16. Adult Education

Preference in filling open positions in the Adult Education Program shall be given to qualified teachers from the New Haven School System who apply for positions within their areas of certification.

Effective July 1, 2010 through June 30, 2014, adult education teachers shall be paid \$28.62 per hour for the first one hundred fifty (150) hours and \$30.15 per hour thereafter. Teachers shall be certified in the area in which they are requested to teach. Such assignments are voluntary.

SECTION 17. Club Advisors

Annual stipends shall be paid to the following club advisors, according to the following schedule:

(a)	Cheerleading Advisors	\$5,395
(b)	Band Directors	\$5,395
(c)	Yearbook Advisor	\$5,086
(d)	Newspaper Advisor	\$5,086
(e)	Literary Magazine Advisor	\$2,541
(f)	Drama Club Advisors	\$2,696 per major production at the Middle and High Schools

ARTICLE XIII
BENEFIT PROGRAMS

SECTION 1.

(a) The Board shall cover all employees hired before the signing of this agreement and scheduled to work twenty (20) hours per week or more and their eligible dependents under one of three medical care program known as, "CP-2 PPO," "BC-1 POE" and "CPCM." Employees hired after the signing of this agreement and scheduled to work twenty (20) hours per week or more and their eligible dependents shall be covered by the Century Preferred Comp Mix Plan only. Employees hired before the signing of this agreement may choose among the medical plans at the time of enrollment and at the time of the annual open enrollment. These plan summaries are outlined in Appendix E to this Agreement. Complete plan documents shall be maintained in the City of New Haven's Office of Medical Benefits.

Each year at the Board's discretion, prior to July 1, the Board may hold a required re-enrollment for all bargaining unit members and their eligible dependents. At this time all members will be required to re-enroll in their choice of the Board's offered medical benefit plans pursuant to the regulations prescribed by the Medical Benefits Office. Any individual not participating in this re-enrollment will not be eligible for continuation of medical benefits until such time as they re-enroll pursuant to this section. During the course of this Agreement, the Board may require continuing proof of spouse and/or dependent eligibility. New employees shall not be eligible for medical benefits until such time as they provide documentation acceptable to the Medical Benefits Office. Subsequent to re-enrollment or enrollment, any changes in dependent or spouse status must be communicated to the Medical Benefits Office immediately upon such change taking place. The Board reserves the right to recoup claims improperly paid.

(b) Employees must contribute a percentage of the cost of her/his (and the cost of eligible dependents) health and dental benefits based upon the Equivalent Fully Underwritten rates in effect at the time. Their contributions shall be made through weekly payroll deductions as follows:

	<u>CPCM</u>	<u>BC-1 POE</u>	<u>CP-2 PPO</u>
7/1/10-6/30/11	9%	16%	20%
7/1/11-6/30/12	9.5%	16.5%	20.5%
7/1/12-6/30/13	10%	17%	21%
7/1/13-6/30/14	10.5%	17.5%	21.5%

(c) The payroll deductions specified above shall be implemented pursuant to a Section 125 pre-tax wage deduction plan in accordance with the applicable provisions of Section 125 of the Internal Revenue Code (and in accordance with any amendments to said provisions) so long as said provisions allow for such a plan. Said plan will be designed to permit exclusion from taxable income of the employees' share of health insurance premiums for those employees who complete and sign the appropriate wage deduction form. The Board shall incur no obligation to engage in any form of impact bargaining in the event that a change in law reduces or eliminates the tax-exempt status of the employees' insurance premium contributions. Neither the Federation nor any employee covered by this Agreement shall make any claim or demand nor maintain any action against the Board or any of its members or agents for taxes, penalties, interest or other costs or loss arising from the use of the wage deduction form or from a change in law that may reduce or eliminate the employees' tax benefits to be derived from this plan. Further, the parties agree that the health insurance benefits and the administration of those benefits shall continue to be governed by the collective bargaining Agreement and the carrier's insurance plan.

(d) The Board shall also provide a Blue Cross Full Service Dental Plan for individual employees and all eligible dependents, including Rider A (additional basic benefits), Rider B (prosthetics), Rider C (periodontics), Rider D (orthodontia), and unmarried Dependent Child (19-24).

(e) Effective July 1, 1992, the Board shall provide Fifty-five Thousand (\$55,000) life insurance upon the life of each teacher covered by this Agreement, and an equal amount of accidental death and dismemberment coverage shall be provided for each teacher covered by this Agreement.

(f) Teachers who retire may continue health insurance coverage at their own expense at the group rate paid by the Board, so long as they make the necessary payment in a timely fashion.

(g) Teachers who retire pursuant to the Connecticut State Teachers Retirement Fund, with twenty-five (25) years of teaching in the New Haven Public Schools and are below age sixty-five (65) shall have the premiums of all health insurance benefits provided under this agreement at the time of retirement paid by the Board until they reach age sixty-five (65) or sooner qualify for Medicare to the extent that such premiums do not exceed the amount of the group rate paid for the teachers at the time of retirement. At age sixty-five (65), such teachers who are not covered by Medicare, shall be provided, at Board expense, insurance benefits equivalent to those provided by Medicare.

(h) On an annual basis, teachers who have alternate health insurance coverage may choose to waive the above listed health insurance and instead receive an additional lump sum payment in the amount of \$500 single / \$1000 couple / \$1500 family. Teachers who choose to exercise this waiver must so inform the Personnel Department, in writing, by June 15 for the next year beginning July 1. Teachers who have waived, but wish no longer to waive, shall inform the personnel office, in writing, by June 15 for the next year beginning July 1. Waiver payments shall be disbursed on the first pay period following June 1 and only to those Teachers still employed by the Board on that date.

(i) Child and Dependent Care Reimbursement Program. The New Haven Board of Education agrees to reduce the salary of teachers who authorize the same by a designated amount and apply that amount to benefits under the Reimbursement Program for Child and Dependent Care Expenses. The teacher agrees to provide the Board with a qualifying Child and Dependent Care expenses verification in order to be reimbursed. The amount reimbursed will be limited to the amount authorized by the teacher to be deducted and is subject to the limitations and procedures established under the plan. (The total amount deducted may not exceed \$5,000).

(j) Effective September 1, 1994, the Agreement will contain a description of the Workers' Compensation preferred provider plan developed by the Board and approved by the Workers' Compensation Commission in accordance with Connecticut General Statutes Section 31-279 et seq.

SECTION 2. The Board's liability under this Article shall be to pay the premiums required for coverage. Payments shall be in accordance with the conditions stated in the policy which all teachers agree to be bound by.

PRESCRIPTION DRUG PLAN

<u>Annual Maximum Co-Pays</u>	<u>Unlimited</u>
Tier 1 - Generic	\$5
Tier 2 - Listed Brand	\$20
Tier 3 - Non Listed Brand	\$35
<u>Mail Order Co-Pays</u>	
90 Day Supply (Maintenance Medications)	
Mandatory Mail Order for Maintenance Medications	
Generic	1x co-pay
Brand	2x co-pay

<u>Generic Substitution</u>	Mandatory
<u>National Network</u>	Available
<u>Emergencies</u>	Covered
<u>Non Participating Pharmacies</u>	Plan pays 80% of Anthem Allowances
<u>Physician Dispensing</u>	Prescriptions may be written by participating or non participating physicians
<u>Step Therapy</u>	Mandatory
<u>Precision RX Specialty Pharmacy</u>	Mandatory

Tier 1: Generic Drugs refers to a prescription that is considered non-proprietary and is not protected by a Trademark. It is required to meet the same bioequivalency test as the original brand name drug.

Tier 2: Listed Brand Name Drugs - The term “listed brand name” refers to a brand name prescription drug identified as the formulary by the medical provider as a prescription drug with a 2 Tier co-pay.

Tier 3: Non Listed Brand Name Drugs - The term “non listed brand name” refers to a brand name prescription drug not identified on the formulary by the medical provider, Tier 3 copayment applies.

ARTICLE XIV
CONFORMITY TO LAW AND SAVINGS CLAUSE

If any provision to this Agreement is or shall at any time be determined contrary to law by a Court of competent jurisdiction, then such provision shall not be performed or enforced except to the extent permitted by law and any substitute action shall be subject to appropriate consultation and negotiation with the Federation. In the event that any provision of this Agreement is or shall at any time be determined to be contrary to law by a Court of competent jurisdiction, all other provisions of this Agreement shall continue in effect.

ARTICLE XV
LAYOFFS

SECTION 1. If layoffs are carried out, an affected member shall be offered the opportunity to transfer to other positions, in the following order:

- (a) First, to vacant positions for which s/he is certified.

(b) Second, to a position occupied by a bargaining unit member not employed on the date this Agreement is agreed upon, provided the teacher to be transferred is certified for such position.

(c) Third, to any other position within the bargaining unit for which s/he is certified.

(d) Teachers offered a transfer under one of the above orders of priority shall have a right to choose in order of seniority, among positions available in the same order or priority. An affected member's refusal to accept a proper offer to transfer under the above conditions shall result in her/his loss of any further right to transfer.

SECTION 2. The provisions of this Article shall not be construed to permit layoffs or transfers which would:

(a) Deprive any bargaining unit members of tenure or other rights to continued employment;

(b) Result in a non-tenured teacher displacing a tenured teacher;

(c) Result in the layoff or displacement of a more senior teacher in favor of a less senior teacher unless said more senior teacher fails to possess the special qualifications required for the position in question.

(d) Result in the assignment of a teacher to a position which requires special qualifications which such teacher does not possess.

SECTION 3. If any member of the bargaining unit is laid off due to elimination of position, such member shall possess recall rights for a period of two (2) years following the end of the school year in which the layoff occurs. Members on layoff with recall rights shall be recalled in order of seniority to a vacant position for which they are certified before any new employee is hired into such position. If a laid-off member refuses recall to any such position, s/he shall be retained on the recall list.

SECTION 4. In the event of elimination of positions, resulting in the layoff, transfer or subsequent recall of members of the bargaining unit, the Board will discuss with the Federation the special qualifications, if any, which are required of the affected positions before action is taken.

SECTION 5. The Board shall notify the Federation as soon as practicable of proposed elimination of positions under special fund programs. The Federation will be given a list of all layoffs, transfers and recalls resulting from this provision.

ARTICLE XVI
MISCELLANEOUS

SECTION 1. Teacher Directory

(a) Not later than December 1 of the school year, each teacher will be provided with a manual giving the names and addresses of the staff. The Federation shall not hold the Board responsible for any delays by the printer.

(b) As soon after October 15 as such information is available, but in no event later than when it is submitted to the printer, the Board shall provide the Federation with all of the information provided above and the seniority and degree of the members of the staff.

SECTION 2. Sick Leave Statement

Each teacher will be provided, in October and March, with a statement of her/his accumulated sick leave and personal leave.

SECTION 3. Class Interruption

To insure continuity of the learning process, classroom interruptions shall be limited to important announcements once per day according to an established schedule, except for emergencies affecting the health and safety of the occupants of the school.

SECTION 4. Media Services

Problems relating to media services will be submitted to the SPMT and its recommendations shall be followed.

SECTION 5. The Federation shall discourage absenteeism, tardiness and any action by its members, individually or collectively, which shall not conform to the provisions herein, or which will detract from the professional status of one or more of its members, whether such action be of moral, ethical or professional nature and further the Federation shall take all action it deems necessary to fulfill its individual and collective professional obligation and commitment to the pupils and the community.

SECTION 6. The Federation and the Board agree that this Agreement represents the complete agreement between the parties concerning all conditions of employment and salaries of teachers, for the duration of this Agreement.

SECTION 7. If individual contracts with teachers are used in the System, such contracts shall be consistent with the provisions of this Agreement.

SECTION 8. The Board and Federation shall comply with all State and Federal Laws applicable.

SECTION 9. The term "teacher" as used in this Agreement, except where otherwise indicated, is considered to apply to the regular professional certified employees referred to in the Recognition provisions hereof."

SECTION 10. Whenever written notice is required to be given herein, such notice shall be given by letter to the last address of the person as contained in the files of the Board of Education.

SECTION 11. Pupil Grades

(a) The grade given to a pupil for the completion of an assigned task pursuant to the study of a required or elective subject in the curriculum taught by the teacher or an approved

extracurricular activity under the supervision of the teacher is the teacher's indication of the quality of performance by the pupil of this particular task.

(b) The teacher shall be considered to be the expert in evaluating the pupil's work, and the integrity of the teacher shall be respected in grading the work of the pupil.

(c) The grade given by the teacher shall not be changed by another person. However, in the event that the grade should be challenged by the pupil and/or her/his parent(s), and after appropriate conference it appears that all factors involved in the performance of the pupil may not have been known or taken into consideration by the teacher, the teacher has the prerogative and duty to adjust such grade in accordance with all factors involved.

(d) No minimum or maximum limitation shall be set on the number who pass or fail, but every teacher will be expected to give all possible assistance and encouragement to pupils whose work may be below passing standards and to challenge those who may be finding the work too easy.

(e) All instruments of student evaluation shall be formulated by a city-wide committee of equal numbers of teachers, students, parents, and administrators. Two-thirds of the teachers shall be appointed by the Federation.

SECTION 12. Teaching Principal

The Board and the Federation agree that no teacher shall act in the capacity of an administrator as a temporary employee unless compensated for the temporary substitution as an administrator in charge of a school. This provision shall not apply if there is anyone on the eligibility list qualified to fill the vacant position.

SECTION 13. Administrative Intern

Administrative Interns shall be selected from those enrolled in a planned program leading to certification. Maximum period of internship shall be a period of two (2) years unless in the judgment of the appropriate administrator (a) no other qualified applicant is available or (b) removing the incumbent intern would jeopardize the educational program.

SECTION 14. Letters of Recommendation

If an employee requests a letter of recommendation from the administrator or her/his supervisor, and the administrator or her/his supervisor agrees to write one, a copy of such letter shall be placed in her/his personal file upon the teacher's request.

SECTION 15. Specialists

Although every teacher is considered a specialist in her/his own particular area of competence, for the purpose of this Section, Specialists shall be defined as individuals whose general conditions of employment vary from those of the regular classroom teacher in that their position is affected by physical limitation or requires a different atmosphere within which they are required to do their job; further specialized certification, mobility or skills specific to do their particular area of instruction. Such Specialists' condition will be regulated as follows:

(a) Where needed, clerical assistance will be provided when at least one day's notice is given stating such need.

(b) Work load shall not normally exceed that which would necessitate working more than the regular number of hours.

(c) Adequate facilities and materials will be provided when needed if they are properly requisitioned.

SECTION 16. Cancellation of Schools

The Board will make every effort to notify radio stations WELI, WNHC, WAVZ, WYBC, and WPLR by 6:00 a.m. if schools are to be closed due to inclement weather or other emergency conditions.

SECTION 17. The Board affirms its continuing policy of compliance with legal requirements as to the employment of substitutes, and additionally the Board shall not use substitutes in place of teachers solely for economic reasons. The Federation will be given a copy of the substitutes list supplied to the state Board of Education in October of each year.

SECTION 18. Residual Rights

If the work of any teacher is used outside the school system, such will be used only with the consent of the individual teacher.

SECTION 19. Part-Time Teachers

(a) Teachers who are permanently assigned to work twenty (20) hours or more shall be paid a prorata amount based upon the appropriate step of the salary schedule. Such teachers shall receive full insurance benefits and a prorata amount of sick days and personal days.

(b) Teachers who work nineteen (19) hours or less shall be paid the hourly rate specified in Section 14 of Article XII and shall be entitled to no other benefits.

SECTION 20. Job Sharing

The parties recognize the need to retain and attract quality teachers for the school system and that job sharing represents an opportunity to increase the types and flexibility of job offerings available to teachers and is of assistance to the school system in attracting and retaining quality teachers as well as improving instruction. It is in the spirit of this understanding that the parties agree that cooperative efforts should be made between the administration and teachers who request such a job sharing arrangement. The final judgment on whether to grant a job sharing arrangement rests solely with the administration.

ARTICLE XVII COOPERATIVE EDUCATIONAL PLANNING

SECTION 1. The Board and the Federation are dedicated to the principal of the continual improvement of the total educational opportunities for children of the New Haven School System. In

furtherance of this joint objective, the Federation and the Board agree to work toward planning educationally innovative programs geared to the specific needs of the children of New Haven. The implementation of any such programs shall be contingent upon the obtaining of Special Funds or Grants to finance the implementation of such programs.

SECTION 2. A city-wide committee shall be established to which all proposals for changes in curriculum and all proposals for innovative programs shall be submitted for review and comment before requests for funding are made. When feasible, such submissions shall be made prior to the request for funding. This committee shall be composed of ten teachers, seven to be designated by the Federation, and five administrators, not more than five such meetings for this committee shall be held on released time. All proposals shall be implemented first on a trial basis, and final implementation shall include careful consideration of the evaluation of participating teachers. Additionally, proposed changes in school, grade or programmatic organization may be reviewed by this committee.

SECTION 3. In support of Cooperative Educational Planning, the parties hereto presently support the concept of a Teacher Resource Center to be developed at any school and if staffed, shall be staffed by a certified teacher. The Cooperative Educational Planning Committee shall develop in discussions with the Superintendent the schedule the Resource Center will be opened, it being understood that continued support for the Center will be dependent upon use by the teachers.

SECTION 4. An SPMT shall be established in each school to assist in determining and implementing the educational goals for each school. It is understood that as professionals, teachers should be encouraged and expected to participate in a process which will provide opportunities to meaningfully discuss the methods and scope of the educational and programmatic plans for each school and department. In addition to assisting the determination of the educational goals, the SPMT will also assist in the determination of the curriculum needs, budgetary needs and student assignments for each school.

SECTION 5. The SPMT is a representative body consisting of teachers, administrators, parents, and sometimes students. Each constituent group selects its representatives to serve on the SPMT. The SPMT will make recommendations in matters pertaining to the budgetary, programmatic, staffing and curricular needs of the school.

ARTICLE XVIII AMENDMENT TO THIS AGREEMENT

SECTION 1. With regard to matters not covered by this Agreement, the Board agrees to make no change in existing policy affecting mandatory subjects of bargaining without prior consultation with the Federation.

SECTION 2. Negotiations with respect to changes in or additions to the provisions of this contract (except matters relating to the salary schedule and/or the benefit provisions stated herein) shall be initiated at the written request of either party. The negotiating committees shall meet (unless otherwise agreed) within four (4) days of the receipt of such request and shall continue to meet until (1) the matters being negotiated have been resolved by agreement, or (2) an impasse has been reached and mediation procedures under Section 10-153 of the General Statutes of Connecticut have been invoked.

ARTICLE XIX
DURATION

SECTION 1. The parties agree to negotiate in good faith in an effort to secure a successor agreement in accordance with Public Act 76-403, and to commence such negotiations not later than the first of November of the year preceding the termination of this Agreement, upon written request of either party, filed two (2) weeks before the date negotiations are requested to commence.

SECTION 2. This Agreement shall become binding and effective as of July 1, 2010 and shall remain in full force and effect until June 30, 2014.

SECTION 3. In the event that the Board and the Federation fail to secure a successor Agreement as provided in Section 1 of this Article prior to the above expiration date of this Agreement, the parties may mutually agree to extend this Agreement for any period of time provided that any such Agreement reached is retroactive to the expiration date of this agreement.

IN WITNESS WHEREOF, the parties herunto have caused to be executed by their proper officers, herunto duly authorized and their seals affixed hereto as of the date and year first above written.

Witness:

NEW HAVEN FEDERATION OF TEACHERS

By: _____

Its President

Date:

Witness:

NEW HAVEN BOARD OF EDUCATION

By: _____

Dr. Reginald R. Mayo

Date:

By: _____

Mayor John DeStefano

Date:

APPENDIX A

New Haven Public Schools Teachers' Salary
July 1, 2010 – June 30, 2011

STEP	BA	MA	6TH YR	PHID
1	40,535	42,875	45,330	49,393
2	42,174	44,417	46,969	51,034
3	43,945	46,139	48,740	52,804
4	45,948	48,142	50,742	54,806
5	48,051	50,244	52,846	56,910
6	50,208	52,402	55,004	59,068
7	52,426	54,619	57,221	61,284
8	54,705	56,898	59,500	63,562
9	57,047	59,241	61,842	65,906
10	59,458	61,658	64,252	68,334
11	61,887	64,080	66,681	70,744
12	64,865	67,079	69,709	73,815
13	67,670	69,905	72,561	76,707
14	70,564	72,821	75,505	79,692
14.5	73,782	76,049	78,747	82,955
15	77,000	79,276	81,989	86,217

Teachers with 30 or more years of teaching experience shall receive a \$750 longevity added to their salary.

APPENDIX A

New Haven Public Schools Teachers' Salary
 July 1, 2011 - June 30, 2012

STEP	BA	MA	6TH YR	PHD
2	42,174	44,417	46,969	51,034
3	43,759	45,953	48,554	52,618
4	45,738	47,932	50,532	54,596
5	47,830	50,023	52,625	56,689
6	49,982	52,176	54,778	58,842
7	52,193	54,386	56,988	61,051
8	54,466	56,659	59,261	63,323
9	56,801	58,995	61,596	65,660
10	59,205	61,405	63,999	68,081
11	61,632	63,825	66,426	70,489
12	64,552	66,766	69,396	73,502
13	67,375	69,610	72,266	76,412
14	70,260	72,517	75,201	79,388
14.5	73,630	75,897	78,595	82,803
15	77,000	79,276	81,989	86,217
Max1	78,100	80,376	83,089	87,317

Teachers with 30 or more years of teaching experience shall receive a \$750 longevity added to their salary.

APPENDIX A

New Haven Public Schools Teachers' Salary
July 1, 2012 – June 30, 2013

STEP	BA	MA	6TH YR	PHD
3	43,759	45,953	48,554	52,618
4	45,535	47,729	50,329	54,393
5	47,616	49,809	52,411	56,475
6	49,761	51,955	54,557	58,621
7	51,966	54,159	56,761	60,824
8	54,233	56,426	59,028	63,090
9	56,562	58,756	61,357	65,421
10	58,959	61,159	63,753	67,835
11	61,383	63,576	66,177	70,240
12	64,253	66,467	69,097	73,203
13	67,086	69,321	71,977	76,123
14	69,964	72,221	74,905	79,092
14.5	73,482	75,749	78,447	82,655
15	77,000	79,276	81,989	86,217
Max1	78,100	80,376	83,089	87,317
Max2	79,300	81,576	84,289	88,517

Teachers with 30 or more years of teaching experience shall receive a \$750 longevity added to their salary.

APPENDIX A

New Haven Public Schools Teachers' Salary
 July 1, 2013 – June 30, 2014

STEP	BA	MA	6TH YR	PHD
3	43,759	45,953	48,554	52,618
4	45,357	47,551	50,151	54,215
5	47,408	49,601	52,203	56,267
6	49,546	51,740	54,342	58,406
7	51,745	53,938	56,540	60,603
8	54,006	56,199	58,801	62,863
9	56,329	58,523	61,124	65,188
10	58,719	60,919	63,513	67,595
11	61,141	63,334	65,935	69,998
12	63,966	66,180	68,810	72,916
13	66,803	69,038	71,694	75,840
14.0	69,676	71,933	74,617	78,804
14.5	73,338	75,605	78,303	82,511
15.0	77,000	79,276	81,989	86,217
Max1	78,100	80,376	83,089	87,317
Max2	79,300	81,576	84,289	88,517
Max3	80,600	82,876	85,589	89,817

Teachers with 30 or more years of teaching experience shall receive a \$750 longevity added to their salary.

APPENDIX B
COACHES' SALARY SCHEDULE
2010-2014

	1	2	3	4
Football/Basketball Head	\$4,679	\$4,991	\$5,202	\$5,895
Football/Basketball Assistant	\$3,477	\$3,686	\$3,899	\$4,437
Baseball/Softball Track Head	\$4,794	\$4,800	\$5,011	\$5,704
Baseball/Softball/Track Assistant	\$3,284	\$3,495	\$3,708	\$4,205
Hockey Head	\$4,359	\$4,991	\$5,202	\$5,895
Hockey Assistant	\$3,511	\$3,686	\$3,899	\$4,437
Soccer/Tennis/Volleyball Head	\$4,145	\$4,340	\$4,567	\$5,704
Soccer/Tennis/Volleyball Assistant	\$3,284	\$3,495	\$3,708	\$4,195
Trainer/Football	\$2,459	\$2,565	\$2,671	\$3,067
Spring Football Head	\$2,260	\$2,260	\$2,260	\$2,551
Spring Football Assistant	\$2,048	\$2,048	\$2,048	\$2,338
Golf/Swimming Head	\$4,145	\$4,340	\$4,568	\$5,704
Cross Country Head	\$4,461	\$4,800	\$5,001	\$5,704

APPENDIX C
HYDE PROJECT AGREEMENT

WHEREAS, the New Haven Board of Education (the "Board") desires to continue for the students of New Haven and surrounding towns a special magnet school modeled after the Hyde School of Bath, Maine (the "Hyde School"); and

WHEREAS, the Board and the New Haven Federation of Teachers, AFT (the "Federation") desire to set forth their agreements and understandings regarding said school;

NOW, THEREFORE, the parties hereby agree as follows:

1. For the period from July 2010 through June 2014, the compensation and the terms and conditions of employment of teachers who are employed to teach full-time at the Hyde School ("teachers") shall include the following:
 - a. Compensation - In addition to the salary as set forth in the parties' collective bargaining agreement, teachers shall receive an annual stipend, which shall be paid in ten (10) equal installments on the last day of each month from September through June of each school year.

For the 2010-2014 school years, said annual stipend shall be Thirteen Thousand Five Hundred Twenty (\$13,520.00) Dollars.

- b. Summer In-Service Program - Summer training will take place either in Bath, Maine or at a site to be determined in Connecticut, for a period not to exceed three (3) full weeks.
 1. Each teacher shall be paid One Thousand (\$1,000.00) Dollars for each full week of training in which s/he participates.
 2. The Board agrees to provide lodging and meals to teachers while in Maine, and either to provide or to pay teachers' travel expenses at the rate of \$0.30 per mile for travel to and from Bath, Maine.
- c. Work Day - The work day for teachers will be 8:00 am. - to 5:00 p.m.
- d. Student/Parent/Teacher Programs - Teachers shall participate in activities involving students and/or parents and/or other teachers and administrators one (1) evening per month during the regular school year. In addition, Teachers shall participate in school activities on three (3) weekends during the regular school year and one weekend every other year. These weekends shall consist of the following:

Two (2) Family Weekends - every year. Friday - 7:00 p.m. - 9:00 p.m.
Saturday - 9:00 a.m. - 12:00 Noon. No overnight stay.

One (1) Faculty Retreat Weekend - every year. Friday - 7:00 p.m. - 9:00 p.m.
Saturday - 8:00 am. - 5:00 p.m.

This is an overnight retreat, however, teachers may opt not to stay overnight at the retreat site. Teachers will be involved in planning the retreat.

One (1) Parent Retreat Weekend - every two years. Friday - 7:00 p.m. - 9:00 p.m. Saturday - All day Sunday - 12:00 Noon

This is an overnight retreat. Teachers will be involved in planning the retreat.

All teachers will participate in the Advisory Groups which shall be held during the regularly scheduled school day. Once teachers have completed the initial three-week training period, they will participate in a two-day staff development session each year during the summer. For the 1996-97 school year the staff development session shall be one-day and will be held the day before school is scheduled to open.

- e. Athletics Programs - The Athletic Director shall be compensated as is the practice in the comprehensive high schools and shall be released from one teaching class per day. The person who fills this position shall not be in the extended day program.

Coaches for varsity athletics shall be compensated according to the salary schedule in the contract negotiated between the Board and the N.I.F.T. When a teacher is not coaching, s/he may opt to participate in the extended day program. If such option is exercised, the teacher shall be paid one-third or two-thirds of the stipend as the case may be.

- f. Extended Day Program Teachers presently employed at the Hyde School may opt not to participate in the extended day program. If a teacher opts not to participate in the extended day program, such teacher shall participate in all other activities negotiated in this agreement and shall be paid the negotiated hourly rate for the once per month neighborhood meetings, family weekends and summer staff development. Such teachers shall be paid a stipend of Three Hundred Dollars (\$300.00) for attendance at the Faculty Retreat and Four Hundred Dollars (\$400.00) for attendance at the Parent Retreat.

- g. Teaching Load - Teachers shall teach five (5) classes per day. In addition, teachers shall fully participate in the Hyde School sports, performing arts, community service and work-study programs. The parties shall work cooperatively to resolve any disputes which may arise under Section 6 of Article II of the parties' collective bargaining agreement; provided that any such disputes which cannot be resolved at the building level shall be referred to the Labor-Management Committee below.

- h. Preparation Periods and Lunch - Each teacher shall be provided with a preparation period and a duty-free lunch period daily.

- i. Hyde School will have a functioning S.P.M.T. which will be composed of a representative group of teachers, administrators and parents as per Board of Education policy.
2. As part of their negotiations over a successor agreement to their current collective bargaining agreement, the Board and the Federation shall negotiate concerning the compensation and terms and conditions of employment of teachers for the period after June 30, 1999.
3. The Board and the Federation understand that the Hyde School pilot program will be a voluntary one. Therefore, during the period from July, 1996 through June, 1999, the Board and the Federation agree that they shall participate in a Hyde-Project Labor-Management Committee (the "Committee"). The Committee shall meet monthly during said period so that the parties may bring to one another's attention any concerns which they may have concerning the school's program. The Committee shall be composed of three (3) representatives of each party.
4. The Board agrees that this agreement applies solely to the Hyde School and that the compensation and the terms and conditions of employment set forth herein may not be applied to any other school operated by the Board without prior negotiations with the Federation.

APPENDIX D
SOUND SCHOOL CONTRACT AGREEMENT

- I. In accordance with State Board of Education Regulations, Section 10-64-2, Vocational Aquaculture Teachers at the Aquaculture Center of The Sound School shall be hired on a twelve-month basis. For the purposes of description in this Appendix, Agriculture/Aquaculture Teachers shall be those who:
 - A. Teach Agriculture/Aquaculture Science or Agriculture/Aquaculture Technology courses.
 - B. Are certified or certifiable in Vocational Aquaculture under Connecticut State Statute 10-145d-468, or hold a 041 Vocational Agriculture Certificate.
 - C. Have a minimum of three (3) years occupational experience in marine fisheries, natural resources management, or agri/aquaculture/marine trades related to their assigned curriculum/instructional areas.
 - D. Hold a valid grade-level appropriate Connecticut Teacher's Certificate.

- II. For the period from July 1, 2010 through June 30, 2014, the compensation and the terms and conditions of employment of Appendix D Teachers who are employed to teach full-time at the Aquaculture Center (the Teacher(s)) at The Sound School shall include the following:
 - A. Compensation -- In addition to the salary as set forth in the parties' collective bargaining agreement, Teachers shall receive an annual stipend, which shall be paid in ten equal installments on the last day of each month from September through June of each school year.

Effective July 1, 2010 through June 30, 2014 said annual stipend shall be Thirteen Thousand Five Hundred Twenty (\$13,520.00) Dollars.

 - B. Teaching Load/Responsibilities – As per the collective bargaining agreement, with the additional stipulation that Teachers participating in the Appendix D program will:
 1. Participate in the FFA Advisory Program, which shall be held during the regularly scheduled school day.
 2. Create and/or update equipment and supply inventory, as needed for continued operation of programs.
 3. Develop Industry Applications and supporting associated skill-based activities that reference NOCTI standards.
 4. Department Scope and Sequence Working Group: Will meet by department with representatives of industry to review applicability of scope and sequence

of Industry Applications identified above in NOCTI Standards. Encouraged to develop and maintain current applicable industry contacts.

5. Extended Day Activities for Students:

a. FFA subchapter involvement: Will take a lead or supporting role in an FFA subchapter to conduct leadership activities, encouraged to participate in a career development event (CDE).

Or

b. Directed Labs/Site Based SOE: Will take a lead or supporting role in Directed Labs/Site Based SOE programs for students.

One-page Extended-Day forms to be submitted to Career Services office for recording in student portfolios.

6. Perform SOE site visitations of assigned FFA students with job placements. One-page SOE Site Visitation forms to be submitted for student portfolios.

7. Perform recruiting on site, off site at sending institutions or at other locations, and assist the admission process through contact of new students and/or interviews of prospective interested students.

8. Review student expectations with FFA Advisees during Vo-Ag Advisor periods. Will submit signed student performance and expectations sheets.

9. Integrate Career Advisement and Agribusiness concepts into Vo-Ag curriculum.

10. Participate in the set-up and maintenance of labs, shops, and other program/facility equipment in their assigned curriculum/instructional areas.

11. Participate in two (2) Vo Ag in-service training meetings during the period between July 1 and June 30 of every contract year.

C. Summer Program Compensation - Summer Programs will take place on site at the Sound School or at a site to be determined by the Aquaculture Program Coordinator, for a period not to exceed four (4) full weeks.

i. Each teacher shall be paid one thousand (\$1,000.00) for each full week of programming in which they participate.

ii. No lodging and meal expenses will be provided to teachers under this Appendix for the Summer Program.

D. Summer Program -- In accordance with State Board of Education Regulations, Section 10-64-2, Teachers in the Agriculture/Aquaculture program may, subject to the approval of the Aquaculture Program Coordinator, work up to twenty days over

the summer (between the last day of school in June and the first day of school in the fall), for the purposes of:

- Supervising of agricultural/aquacultural Supervised Occupational Experience (SOE) Programs
- Staff development workshops/training
- Curriculum development
- Advising FFA meetings and activities
- Contacting/interviewing new students
- Identification of job shadowing, internships and employment opportunities
- Maintaining program and facility equipment
- Set-up and maintenance of school laboratories and shop spaces
- Conducting teacher training in agricultural/aquacultural curriculum areas

E. Non-School FFA and Vocationally-Related Activities – Teachers may, subject to the approval of the Aquaculture Program Coordinator, participate in up to ten (10) days of non-school-day FFA and vocationally-related training activities. These activities shall occur on weekends or school vacation days, and Teachers will be given sufficient notice as to the dates of the activities. The activities may include, but are not limited to:

- i. State and regional Agriculture/Aquaculture competitions
- ii. FFA Activities/Career Development Events/Competitions
- iii. SOE Program activities/projects
- iv. Job site visits
- v. Adult education/teacher training program instruction
- vi. Overnight field trips/boat trips

Compensation: Paid hourly as based on New Haven’s Certified Teacher hourly rate.

F. The Board agrees that this Appendix D applies solely to the Agriculture Center at The Sound School and the compensation and the terms and conditions of employment set forth herein may not be applied to any other school operated by the Board without prior negotiation with the Federation.

G. Accountability, reporting and Compliance – The employment description for teachers of vocational Agriculture (Aquaculture) accepts certain compliance requirements for State regulation. In order for the Vo Ag Center to remain in statutory compliance it is necessary to take corrective action in providing all required documentation.

1. In the event that required materials and documentation are found to be insufficient, a memo will be sent to the Appendix D Teacher by Career Services.
2. If the supporting documentation and materials supplied in response to such memo still are not satisfactory, a memo with a copy to the Principal may be sent.

3. If after the first two attempts materials are still not satisfactory or are otherwise insufficient, the Teacher will meet with Career Services, Aquaculture Center Coordinator and Principal.
 4. In the event that the meeting with Career Services, Aquaculture Coordinator and Principal does not result in a satisfactory submission of materials and documentation, then a meeting shall be scheduled with the Director of Personnel and Labor Relations.
 5. If after the above referenced attempts to correct the insufficiencies do not resolve the situation, then a letter may be placed in the Teacher's personnel folder.
 6. After step 5, the Teacher may be removed from The Sound School Appendix D stipend.
- H. Aquaculture Extended Day Program - Teachers enrolled in the program prior to July 1, 2006 may, at the beginning of each school year covered by this contract, opt not to participate in the program as here stated. Such decision shall be rendered in writing to the Teacher's administrator by May 1st of the year preceding each school year in question. Decisions to opt out shall not compromise the ability of the school to operate the extended day program and in such instances seniority shall prevail. The workday for teachers who opt out of the program will be in accordance with the Collective Bargaining Agreement. For those teachers in the program, it is understood that the required number of hours per week for the program is 11.25 hours, equating to a 9 hour day, or its equivalent. It is further understood that approved programs may require flexibility of hours during the week to meet the program needs and that daily hours may vary provided approval is granted and provided the weekly hours are maintained.

APPENDIX E
City of New Haven Benefit Matrix

Benefit	Century Preferred (CP2)	Bluecare POE(BC1)	Century Preferred Comp
Cost Shares	<p>In Network services subject to copays</p> <p>Out-of- Network services subject to deductible and coinsurance</p> <p>Copay-\$15 Office Visit, \$100 Emergency Room</p> <p>\$100 Outpatient Surgery, \$250 Hospital Admission</p> <p>Specialist \$20, third year \$25</p>	<p>In Network Services Only Subject to Copays</p> <p>Copay-\$10 PCP Office Visit/ \$15 Specialist OV</p> <p>\$100 Emergency Room</p> <p>\$0 Outpatient Surgery, \$0 Hospital Admission</p> <p>Lifetime Maximum In Network- Unlimited</p>	<p>In Network Deductible-\$250/\$500/\$750</p> <p>Coinsurance-10% up to \$1500/3000/4500 Out of pocket maximum</p> <p>Following Services Deductible Waived -</p> <p>Copay-\$20 Medical Office Visit/\$0 Preventive Care</p> <p>\$100 Emergency Room</p> <p>\$75 Urgent Care</p> <p>Lifetime Max In Network- Unlimited/Out Network \$1,000,000.</p>
Out of Network Benefit	<p>OON Network Deductible-\$500/\$1000/\$1500</p> <p>Coinsurance-30%</p> <p>Out of Pocket Maximum-\$2000/\$4000/\$6000</p> <p>Lifetime Maximum In Network Unlimited or Out of Network-1,000,000</p>	<p>No Out of Network Benefits Members Must Use the Bluecare Provider Network to Receive Payment on Services</p> <p>Lifetime Maximum for In network Services is Unlimited</p>	<p>OON Network Deductible-\$500/\$1000/\$1500</p> <p>Coinsurance-30%</p> <p>Out of Pocket Maximum-\$3000/\$6000/\$9000</p> <p>Lifetime Max for In Network Unlimited/Out Network \$1,000,000.</p>
Out of State Benefit	<p>Uses the National Network and Bluecard PPO</p>	<p>Out of State Benefits are Covered Only in an Emergency or Urgent Situation</p>	<p>Uses the National Network and Bluecard PPO</p>

Benefit	Century Preferred (CP2)	Bluecare POE(BC1)	Century Preferred Comp
In State Network			
	Uses the Cent Preferred Network for In-Network Benefits for any other providers would be an Out of Network Benefit	Members Must Use the Bluecare Provider Network to Receive Payment on Services	Uses the Cent. Preferred Network for In-Network Benefits for any other providers would be an Out of Network Benefit
PREVENTIVE CARE			
Pediatric			
Age based schedule	\$0 Copay Monthly- Birth to 5 months of age Every other month-6 months to 11 months Every three months-12 months to 23 months Every 6 months-24 months to 35 months Once a year-3 to 17 years of age	No Copay 6 exams Birth to One 6 exams 1-5 years 1 exam every 2 years ages 6-10 1 exam every calendar year from 11-21 years	No Copay 6 exams Birth to One 6 exams 1-5 years 1 exam every 2 years ages 6-10 1 exam every calendar year from 11-21 years
Adult			
Age Based Schedule	\$0 Copay Annual Check-ups at 18 years of age	No Copay Annual at 21 years of age	No Copay Annual at 21 years of age
Immunizations	As part of Preventative Exam	As part of Preventative Exam	As part of Preventative Exam
Gynecological/Obstetrics	\$0 Copay for wellness \$20 Copay Specialty; 3rd year \$25 \$20 Copay Maternity-First Visit Only third year \$25	\$0 Copay for wellness \$15 Copay Specialty \$15 Copay Maternity-First Visit Only	\$0 Copay for annual exam \$20 Copay Maternity-First Visit Only
Mammography	Age 35-39 Base Line Screening 40 and over once a year (Add'l Exams Available if Recommended by Doctor)	Age 35-39 Base Line Screening 40 and over once a year (Add'l Exams Available if Recommended by Doctor)	Age 35-39 Base Line Screening 40 and over once a year (Add'l Exams Available if Recommended by Doctor)

Benefit	Century Preferred (CP2)	Bluecare POE(BC1)	Century Preferred Comp
Hearing	\$15 Copay PCP (once a year) \$20 specialist, third year \$25	\$10 by PCP (once a year) \$15 if rendered by a Specialist	\$0 Copay (once every two years)
Vision (NEW PLAN)	\$15 Copay PCP (once a year) \$20 specialist, third year \$25	\$10 (once a year) \$15 by Specialist	\$0 Copay (once every two years)
MEDICAL SERVICES			
Medical office visits	\$15 Copay \$20 specialist, third year \$25 Unlimited Visits	\$10 Copay PCP \$15 Specialist	\$20 Copay Unlimited Visits
Physical or Occupational Therapy	\$20 Copay third year \$25 50 Combined Visits for pt, ot st and chro- Excess Days Covered as OON	\$15 Copay Unlimited Visits	\$20 Copay 30 combined visits for pt,ot,st 20 visits for chiro
Speech Therapy	\$20 Copay third year \$25 50 Combined Visits for pt, ot st and chro- Excess Days Covered as OON	\$15 Copay Unlimited Visits	\$20 Copay 30 combined visits for pt,ot,st 20 visits for chiro
Chiropractic Services	\$20 Copay third year \$25 50 Combined Visits for p4,ot, st and chiro Excess Days Covered as OON	\$15 Copay Unlimited Visits	\$20 Copay 30 combined visits for pt,ot,st 20 visits for chiro
Allergy Services	\$20 Copay third year \$25 80 visits in 3 years	\$15 Copay 60 visits in 2 years	\$20 Copay for office visit Injections-10% after deductible 80 visits in 3 years
Diagnostic, Lab & X-ray	\$20 Copay third year \$25	Covered	10% after deductible
Outpatient Mental Health & Substance Abuse (Biologically Based)	\$20 Copay third year \$25 Unlimited Visits	\$15 Copay Unlimited Visits	\$20 Copay Unlimited Visits

Benefit	Century Preferred (CP2)	Bluecare POE(BCI)	Century Preferred Comp
Outpatient Mental Health & Substance Abuse (Non Biologically Based)	\$20 Copay third year \$25 Unlimited	\$15 Copay Unlimited	\$20 Copay Unlimited Visits
EMERGENCY CARE			
Emergency Room	\$100 Copay (waived if admitted) Non-Emergency Treated as OON	\$100 Copay (waived if admitted)	\$100 Copay (waived if admitted)
Urgent Care	\$75 Copay Not Covered Out of Network	\$75 Copay	\$75 Copay Not Covered Out of Network
Wait-In Centers	\$15 Copay	\$10 Copay	\$20 Copay
Ambulance	Unlimited for Land and Air	Unlimited for Land and Air	10% after deductible in or out of network
INPATIENT HOSPITAL-			
Inpatient-General/Medical/Surgical/ Maternity (Semi-Private)	All Hospital Admissions Require Pre-Cert \$250 Per Admission Copay	All Hospital Admissions Require Pre-Cert No Copay	10% after deductible up to the out of pocket maximum
Ancillary Services-Medications and Supplies	Covered	Covered	10% after deductible up to the out of pocket maximum
Mental Health (Biologically Based)	\$250 Per Admission Copay	No Copay	10% after deductible up to the out of pocket maximum

Benefit	Century Preferred (CP2)	Bluecare POE(BC1)	Century Preferred Copay
Mental Health (Non-Biologically Based)	\$250 Per Admission Copay Unlimited	No Copay Unlimited	10% after deductible up to the out of pocket maximum Unlimited Days
Substance Abuse	\$250 Per Admission Copay 45 Days Per Calendar Year Excess Days Covered as Out of Network	No Copay 45 Days Per Calendar Year	10% after deductible up to the out of pocket maximum Unlimited Days
Rehabilitative Services	\$250 Per Admission Copay 60 Days Per Calendar Year Excess Covered as Out of Network	No Copay 60 Days Per Calendar Year	10% after deductible up to the out of pocket maximum 60 Days Per Calendar Year
Skilled Nursing Facility	\$250 Per Admission Copay 60 Days Per calendar Year Excess Covered as Out of Network	No Copay 90 Days Per calendar Year	10% after deductible up to the out of pocket maximum 120 Days Per calendar Year
Outpatient Surgery (Facility Charges)	Prior Authorization Required \$100 Copay	Prior Authorization Required No Copay	Prior Authorization Required 10% after deductible up to the out of pocket maximum
Pre-Admission Testing	Covered	Covered	Covered
Diagnostic Lab & X-Ray	\$20 Copay \$25 in third year MRI \$75 Copay	Covered	10% after deductible up to the out of pocket maximum
OTHER SERVICES			

Benefit	Century Preferred (CP2)	Bluecare POE(BC1)	Century Preferred Comp
Durable Medical Equipment (Including Prosthetics)	\$100 Deductible then Covered in Full	Covered at 100%	10% after deductible up to the out of pocket maximum
Home Health Care	Covered 200 Visits-Excess Covered as OON OON: \$50 Deductible & 20% Coinsurance	Covered 200 Visits	10% Deductible waived up to the out of pocket maximum
Hospice	Covered up to Last 6 Months of Life	Covered up to Last 6 Months of Life	10% after deductible up to the out of pocket maximum
Acupuncture	20 Visits Per Calendar Year	Not Covered	Not Covered
Orthotics	\$50 Copay	Limited to Specific Items & Diagnosis	Not Covered
TMJ	Not Covered	Not Covered	Not Covered
Infertility	\$25 Office Visit Copay 50% up to a \$5000 Lifetime Maximum Invitro and Artificial Insemination Not Covered	\$15 Office Visit Copay 50% up to a \$5000 Lifetime Maximum Invitro and Artificial Insemination Not Covered	10% after deductible up to the out of pocket maximum State Mandate Level-Prior Auth Required Some Restrictions May Apply
Prescription Rider	5/20/35 unlimited see additional sheet for details	5/20/35 unlimited see additional sheet for details	5/20/35 unlimited see additional sheet for details
Cost Share	20 / 20.5 / 21 / 21.5%	16 / 16.5 / 17 / 17.5%	9 / 9.5 / 10 / 10.5%
Orthodontia	\$1500 to 19 years of age	\$1500 to 19 years of age	\$1500 to 19 years of age
Medical Waiver	\$500 / 1000 / 1500	\$500 / 1000 / 1500	\$500 / 1000 / 1500

Benefit	Century Preferred (CP2)	Bluecare POE(BC1)	Century Preferred Comp
Prescriptions -ALL PLANS	Mandatory Step Therapy / DAW Override Eliminated / 1x Generic, 2x Brand Mail / Mandatory Mail for Maintenance / Mandatory Precision RX Specialty Pharmacy		
Comp Plan			All new hires must take the Comp Plan
Dental Cost Share	20 / 20.5 / 21 / 21.5%	20 / 20.5 / 21 / 21.5%	20 / 20.5 / 21 / 21.5%

*The Student age for all three plans is 25/25.

*This does not constitute the actual health plan or insurance policy. It is only a general description of the plan.

APPENDIX F
Side Letter to the 2006-2010 Contract and Amendment to
the 2010-2014 Contract Regarding Reforms

This Agreement is made this _____ day of February, 2010 by and between The Board of Education of the City of New Haven (the Board) and The New Haven Federation of Teachers, Local 933, NHFT, AFL-CIO (the NHFT or Union) (collectively, the Parties).

WHEREAS the Board and Union have agreed on a statement of shared beliefs about the need for and appropriate direction of reform in the New Haven public schools, a copy of which is appended to and incorporated by reference in this document;

WHEREAS the Parties believe that a sharper focus and greater priority on student performance is needed at all layers of the School District and that meaningful reform requires effective action at all layers;

WHEREAS the School District believes that school and central office administrators as well as teachers are accountable for student and school performance, the District will ensure that the administrator evaluation process reflects this belief;

WHEREAS the Board and Union have engaged in extensive, collaborative discussions regarding steps that could be taken by and between them to improve the education of District students and to make District schools more effective;

WHEREAS the Board and Union have agreed to implement a number of these steps during the 2009-10 school year through the creation and activities of several committees, an agreement that requires a side letter to the 2006-2010 contract;

WHEREAS the Parties have reached additional agreements which are to be included as an amendment to their 2010-2014 collective bargaining agreement;

WHEREAS, the Board and Union agree that these steps can best be understood and effectively implemented if they are collected and recited together in this single document, which will serve both as a side letter to their current contract and an amendment to their successor agreement;

NOW THEREFORE, the Board and Union agree as follows:

1. Transition Steps. The Parties agree that details regarding implementation of several of their conceptual agreements must be developed through the work of joint committees, and that these committees must perform this work promptly during the 2009-10 school year so that agreements can be implemented by the 2010-11 school year.
 - a. Measurement of Student Progress. One task of the Reform Committee (See Paragraph 4, below) shall be to assess and recommend improved measures of

progress in student learning as well as measurement of environmental factors that may impact student learning.

- i. The first meeting of the Committee for this purpose shall be convened prior to November 1, 2009.
 - ii. The Administration shall provide technical assistance to the Committee as requested.
 - iii. The Committee shall make its initial recommendations to the Board no later than January 15, 2010. A copy of these recommendations will be provided to the Union. In addition, the Committee shall make a progress report to the Superintendent and Union no later than November 15, 2009.
- b. Use of Data on Student Progress in Teacher Evaluations. The Parties agree that student progress should be a factor in teacher evaluation and that a joint committee should assess and make recommendations on how progress in student learning can best be incorporated in the teacher evaluation process.
- i. The Teacher Evaluation Committee constituted for the District Improvement Plan, as adjusted, will undertake this task.
 - ii. The Teacher Evaluation Committee will coordinate with the Reform Committee, which is examining measurement of student progress in order to be able promptly to utilize that committee's recommendations.
 - iii. The Committee shall make its initial recommendations to the Board (with a copy to the Union) no later than March 15, 2010, in order to implement any changes for the 2010-11 school year. Prior to that, the Committee will communicate written progress reports to the Board (with a copy to the Union) every month.
 - iv. If the Union objects to any of the Committee's recommendations, the Parties agree promptly to meet and confer to try to resolve any differences.
- c. Peer Assistance and Review. During the 2009-10 school year, the Parties will work collaboratively to design a peer assistance and review program. If the Parties are unable to reach agreement on the details of such a program, either may reject its use.
- i. The Parties direct the Teacher Evaluation Committee to design a program providing for peer review of teacher performance and for peer assistance to teachers in need of improvement.
 - ii. The Committee's recommendations shall be presented to the Board and the Union no later than February 15, 2010.
 - iii. No later than April 1, 2010, the Parties shall meet and confer regarding the availability of resources to support the program and how the uses may best be focused to implement it during the 2010-11 school year.

- d. Differentiated Teacher Ratings. The Parties agree that it would benefit both the District and teachers if teachers were evaluated using a more differentiated set of summative categories than the current choice of satisfactory/unsatisfactory.
 - i. The Parties agree that the Teacher Evaluation Committee shall be charged with the task of devising and recommending a teacher evaluation process that results in the differentiation of teachers and their various strengths and weaknesses across at least 4 categories.
 - ii. The Committee shall make its recommendations on this issue to the Board with a copy to the Union no later than April 15, 2010.
2. Fair and Effective Teacher Evaluation, Assistance and Dismissal. The Parties agree that it shall be appropriate for the Board to terminate as incompetent under the Connecticut Teacher Tenure Act a tenured teacher who is: (a) fairly evaluated, (b) timely notified that he or she has significant deficiencies in his or her teaching performance, (c) provided an opportunity for appropriate assistance, and (d) who nevertheless fails successfully to accomplish an appropriate improvement plan. The Parties further agree that if a teacher is notified of an unsatisfactory evaluation by November 1 of the school year, an appropriate improvement plan need not last longer than 120 calendar days in order to provide the teacher with an adequate opportunity to improve, except when the teacher experiences extraordinary obstacles beyond his or her control or demonstrates improved performance which may, in the judgment of the Board and Union, warrant a second year of improvement. This agreement is not intended to change the fact that evaluations and their consequences are not subject to the grievance procedure of the contract.
3. Special Compensation. The Parties agree that the Board will be permitted to propose a midterm program of compensation enhancements of two types, and that if it does so, the Parties will bargain in good faith over such proposals. If no agreement is reached, the issue(s) shall be resolved through interest arbitration. The two types of enhancements are as follows:
 - a. School-based bonuses recognizing substantial student progress. If such enhancements are proposed, the parties will negotiate the criteria for determining substantial student progress, the amounts of such bonuses and how the distribution of such bonuses would be determined, including the possibility that distribution would be determined by personnel in the designated schools. If such bonuses are proposed, they must be made to schools in all tiers.
 - b. Compensation Enhancements for Differentiated Roles and Other Activities. Compensation enhancements may be proposed in connection with various roles, including but not limited to the peer assistant/evaluator. Such roles shall be made available to those teachers who demonstrate the highest levels of validated performance per the District's evaluation system, irrespective of seniority. Enhancements may also be offered in connection with other activities, including but not limited to agreeing to teach in certain schools, such as reconstituted schools.

4. Work Rules and Variations in Different Schools.

- a. Determination of School Tiers. The Board will consult with and consider any recommendations offered by the NHFT concerning the criteria used for defining tiers and how schools are assigned to tiers. Although the allocation of schools to tiers is recognized by the Parties to be a management right, the Parties acknowledge the Union's right to demand effects bargaining where that decision has an impact on mandatory subjects of bargaining.
- b. Waiver of Work Rules in Tier I and II Schools. Schools in Tier I or Tier II may seek to waive certain school work rules. In order for such a waiver to be effective, the following conditions must apply:
 - i. The waiver must be approved by the teachers in the school. A waiver will be considered approved by the teachers if the following occur:
 1. The terms of the waiver are presented in writing to the teachers at least five working days before a vote of the teachers is taken.
 2. A secret ballot vote will be conducted by the NHFT Building Representative and the Principal during a mandatory meeting of teachers held during work time in the building.
 3. During this meeting and prior to the vote, the Principal, a union representative and any teachers who wish to do so may express their views about the merits of the waiver. Upon request, teachers may also receive time during the meeting to discuss the waiver proposals without administrators present.
 4. Seventy-five or more percent of the teachers voting must vote to approve the waiver.
 - ii. The school Principal must approve the waiver
 - iii. The waiver is subject to review and denial by either the Superintendent/designee or NHFT, if it is determined by either that the waiver is not in the best interests of the students. If either party rejects the waiver, that Party shall be required to explain at the next Board meeting in public session how, in its view, the waiver would not be in the best interest of students.
 - iv. Work rules that may be waived are: Article II, Sections 3-8, 12 and 13.
- c. Board's Right to Make Program Changes In Tier III Schools. In Tier III schools, the Board shall have the right to make programmatic changes and/or restructure duties and assignments during the existing workday that may impact work rules and compensation provided that:
 - i. Any proposed changes shall first be discussed by the Reform Committee or a school committee designated for such purpose by the Reform Committee;

- ii. Proposed changes to the current practice in either the # of hours worked per day or the # of days worked per year shall be presented to the teachers no later than March 15th of the prior school year for implementation the following September:
 - 1. Increases in the amount of time required in a day and/or any increases in the # of work days per year shall be compensated on a pro-rata basis at the rate of the average salary of the impacted teachers or other agreed upon benefit in lieu of compensation.
 - d. Program Flexibility in Turnaround Schools. In any Tier III schools that the Board determines are to be reconstituted, the Board shall have a heightened degree of flexibility in designing and changing instructional programs. These schools shall be subject to Appendix A.
- 5. School Improvement and Continued Collaboration Regarding Reform.
 - a. Joint Reform Committee. A joint “Reform Committee” shall be established for the purpose of monitoring application of this Amendment, resolving collaboratively any issues that may arise in its implementation, and such other tasks as may be assigned by this Document or by the Parties. The Committee shall be composed of eight members, including 3 administrators appointed by the Superintendent, 3 teachers appointed by the Union President, and 2 parents appointed by the Superintendent (one of which is recommended by the Union President). The Committee shall be chaired by the Superintendent/Designee, who shall not have a vote.
 - b. School Climate Surveys. The Board intends to develop surveys to assess how various stakeholders view schools and their leaders, and it agrees to consult with and consider Union recommendations with respect to the design and implementation of such surveys.
- 6. Coordination with the CBA. If this Amendment conflicts in any respect with the CBA, the Parties intend this Amendment to control. The Board retains any management rights not expressly limited by the provisions of this Amendment. The Parties retain all legal rights not expressly limited by the provisions of this Agreement.
- 7. Duration. This agreement shall take effect when signed by the parties. It is intended to remain in effect until termination of the contract currently being negotiated by the Parties.

APPENDIX G
TURNAROUND SCHOOLS

Introduction: The New Haven Board of Education (NHBOE) and The New Haven Federation of Teachers, Local 933, (NHFT) agree that one of the approaches to achieving their mutual goal of ensuring success for all students, and particularly those in low performing schools, is to create "Turnaround Schools." Turnaround Schools are those Tier III schools that are identified for reconstitution and that require both additional supports and flexibility. These schools need to be free to choose their staffs, develop new cultures of successful performance and learning, redesign work rules, modify the length of the instructional day and year, scheduling, instruction programs and pedagogy.

It is expressly agreed that Turnaround Schools shall remain public schools within the District and that employees shall maintain their representation by the New Haven Federation of Teachers. In order to achieve flexibility, the Parties agree that Turnaround Schools must be free from many Board regulations and policies and from many sections of the Parties' collective bargaining agreement. Such schools may be designated for operation by third party managers and may be or have the characteristics of in-district charter schools. To that end, the Parties agree that the Board/Superintendent, through contracts with third party school operators, may delegate its authority to manage and direct teachers in the operation of the school, consistent with this Appendix and the Agreement of which it is a part.

It is the intent of the Parties that teachers and administrators in these schools will work collaboratively to create effective learning environments for students. Teachers, other school staff and parents shall have a voice in designing programs and determining work rules that are likely to be successful in such schools.

- I. Status of NHBOE Employees Who Work in Turnaround Schools:** All teachers who elect and are selected to work in Turnaround Schools shall maintain their full status as members of the NHFT bargaining unit and as employees of the NHBOE.
- A. Teachers shall continue to receive the compensation set forth in Article XII, 1-12, of the Parties collective bargaining agreement (the Agreement) and the benefits set forth in Article XIII of the Agreement, subject to possible adjustment as set forth in IV below.
 - B. Teachers will maintain their status under the Connecticut Teacher Retirement System.
 - C. Teachers will continue to be subject to the rights, protections, obligations and duties applicable to certificated employee under Connecticut Law.
 - D. Teachers will maintain and continue to accrue seniority as teachers within the District.
 - E. When working in a school operated by a third party, teachers shall be subject to the direction and management of the third party operator, consistent with this Appendix and the Agreement of which it is a part.

II. Assignment and Transfer: Teachers shall work in Turnaround Schools on a voluntary basis. When a school is designated as a Turnaround School, existing staff will be invited to apply along with other staff, but the Principal shall have the authority to determine which applicants will be accepted. After completing an initial two-year commitment to the school, teachers who request a transfer shall be transferred to other schools within the District without penalty, except that no teacher who is on a plan of improvement may transfer except with the permission of the Superintendent. After two years, standard transfer rights will apply. Upon transfer to a regular school (non-Turnaround), teacher compensation shall be what is paid at the regular school.

Teachers at a school to be reconstituted who are not selected to staff the Turnaround School shall be transferred to another District teaching position for which the teacher is certified. No NHFT member shall be laid off as a direct result of the creation of Turnaround Schools.

III. Working Conditions in Turnaround Schools

Turnaround Schools shall continue to follow state and federal laws and regulations. They shall be exempt from many School Board regulations and District policies and shall likewise be exempt from many provisions of the Collective Bargaining Agreement. Turnaround Schools shall strive for a model of collaboration and shared decision-making at the school site.

A. As expressly set forth below, certain provisions of the NHBOE-NHFT Collective Bargaining Agreement shall remain in full force and effect at all times during this agreement. In addition to those provisions referred to in Section I above, the following provisions of the Agreement, cannot be waived or in any way modified by the Board or the School, and shall continue to apply with full force to unit members who work in Turnaround Schools.

- Preamble
- Article I (Recognition, Rights and Obligations of the Parties)
- Article II Sections 1(Fair Disciplinary Policy), and 16 (Student Behavior)
- Article II Section 10(Teacher's Notice by Superintendent)
- Article III (Grievance Procedure) – subject to Section B, below.
- Article V (Federation Rights)
- Article VI (Absences and Leaves of Absences)
- Article VIII (Personnel Files and Evaluation)
- Article XI (Teacher Protection)
- Article XIV (Conformity to Law and Savings Clause)
- Article XV (Layoffs)
- Article XVII Sections 1 & 2 (Cooperative Educational Planning)
- Article XIX (Duration)
- Appendices A, B & E, except that compensation is subject to adjustment as specified in Section IV below.

- B. The foregoing Articles shall continue to be subject to the Grievance provisions of the Agreement. All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to the Internal Appeals Process set forth below.
- C. The provisions of this Appendix are not intended to narrow or expand the rights of the District or NHFT to be less or greater than that provided by law, except as specifically set forth in this Appendix. If there is a conflict between a specific provision of this Appendix and legal requirements, all other non-conflicting sections of this Appendix shall remain in full force and effect.

IV. Work Year, Work Day, Etc.

- A. Prior to electing to work at a Turnaround School, teachers shall be informed of plans for the school, including relevant information about working conditions and compensation. Teachers shall sign an Election to Work Agreement, which sets forth the working conditions at their school. The Election to Work Agreement shall include the following information:
- The vision and expected instructional program of the school.
 - The hours of instruction and school day with expected degrees of flexibility.
 - The length of the school year and the school calendar.
 - The expected length of time teachers may be required to be present in the school outside the normal instructional day.
 - The commitment to remain in the school for at least two years.
 - Any compensation programs that apply to the particular school different from the standard compensation schedule.

The Election to Work Agreement shall clearly state that teachers should expect year-to-year, or even intra-year, flexibility in aspects of their duties and program not covered by the agreement, including but not limited to timing/scheduling of faculty meetings to respond to school conditions, and/or scheduling and manner of professional and staff development.

- B. Notwithstanding the provisions of this section, Turnaround Schools shall, at a minimum, provide at least the number of student instructional days and the amount of instructional minutes as other District schools.
- C. The Parties agree that the initial Election to Work Agreement shall be created by school leadership and shall be given to affected staff no later than March 15 of the previous school year. Subsequent modifications shall be made in accordance with the following procedure:
1. The terms of the proposed Agreement will be presented in writing to the teachers at least five working days before a vote of the teachers is taken.

2. A secret ballot vote will be conducted by the NHFT Building Representative and the Principal during a mandatory meeting of teachers held during work time in the building. Teachers unable to be present for the meeting may vote by absentee ballot.
3. During this meeting and prior to the vote, the Principal, a union representative and any teachers who wish to do so may express their views about the merits of the proposed Agreement. Upon request, the teachers will be afforded time to discuss the Agreement without the presence of any administrators.
4. A decision to accept the proposed agreement must be made by at least 2/3rds of the teachers voting.

If the Election to Work Agreement for an upcoming school year has not been approved by March 15, the previous year's Election to Work Agreement shall remain in place.

V. Governance of Turnaround Schools: Each Turnaround School shall be governed by the Principal under the direction of the Superintendent and Board of Education or other designated school leader (under the terms of an RFP or contract approved by the Superintendent and Board of Education, which may not be inconsistent with the provisions of this Agreement). In each school, an Advisory Council, composed of teachers, parents and community leaders, shall be created, and the AC shall make recommendations regarding program, budget and changes to the Election to Work Agreement. For purposes of hiring after the initial year, the School Planning Management Team shall provide input. The Board and Superintendent shall retain their full legal authority to manage these schools except to the extent such authority is expressly limited by this agreement.

VI. Collaborative Review: Review of all Turnaround Schools shall be provided by a Reform Committee, the composition of which is defined in Paragraph 5 of the Side Letter to the 2006-2010 Contract and Amendment to the 2010-2014 Contract Regarding Reforms. This Committee shall review all Turnaround Schools and procedures, including selection of school leaders, school performance, and operational procedures and practices both to encourage success and to identify practices and approaches that should be duplicated or avoided.

VII. Internal Appeals Process

- A. The following internal appeals process shall be made available to teachers at each Turnaround School unless an alternative process has been adopted at the school with the consent of the Reform Committee.
- B. A complaint under the IAP is limited to allegations that the written terms of this Appendix or of an Election to Work Agreement has been violated or misapplied.
- C. Every teacher in a Turnaround School shall receive a copy of the IAP.
- D. Every locally developed IAP shall provide that if a complaint cannot be satisfactorily resolved at the school level, a final decision will be made jointly by the Superintendent of Schools/designee and the President of the Union/designee.
- E. A "day" for purposes of the timelines of this IAP is defined as any day of the calendar year except Saturdays, Sundays, legal or school holidays. The time

limits of this IAP are intentionally expedited to achieve early resolution, and are expected to be adhered to by all parties. Time limits may be extended or waived, but only by mutual written agreement.

The steps of this IAP are as follows:

1. Informal meeting Between the Grievant and School Leader: Within five (5) days after the aggrieved employee became aware (or should have become aware) of the occurrence of the event(s) upon which the grievance complaint is based, the aggrieved employee must request an informal meeting with the school leader to discuss the matter and attempt in good faith to resolve it. The meeting shall be conducted within five (5) days of the request. A representative of the Union may be present upon the request of the grievant.
2. Formal meeting Between the Grievant, School Leader and Other Relevant Individuals: If the grievance is not resolved within five (5) days of the informal meeting in Step 1, the grievant may continue the process by filing a written grievance. The grievance shall state the relevant facts and identify the specific provisions of this document which he or she feels have been violated. The School Leader shall convene a meeting to review and discuss the grievance within five (5) days of receipt of the written grievance. The School Leader and grievant shall invite to the meeting all individuals who have relevant information or who are in a position to meaningfully contribute to prompt resolution of the grievance. If the grievance is not resolved, within five (5) days of this meeting, the School Leader shall issue a written decision regarding the grievance. If the grievance is denied, the School Leader shall explain in writing the full reasons for the denial.
3. Meeting With Superintendent/Designee and Union President/Designee: Within five (5) days of receiving a written denial from the School Leader, the grievant may request a meeting with the Superintendent/Designee and Union President/Designee. They will hear the matter promptly. If they are unable to resolve the grievance, they shall so inform the grievant in writing within five (5) days of the meeting and they shall at the same time refer the matter to the two-member Alternate Claim Panel for final resolution.
4. Submission to Alternate Claim Panel: The assigned members of the Joint Panel shall convene the parties to learn the facts and hear the parties' contentions, and then shall use their mutual best efforts to reach agreement upon the appropriate final decision. It is anticipated that they will be able to do so. However, in the event that they are deadlocked, the Superintendent/Designee and the Union President/Designee shall designate one of the Panel Members as the decision maker (and the other as an advisor), based upon the principle of alternating between which of the parties will make the designation. The designation will not be made until it is necessary to do so.
5. Joint Panels: The Board and the Union shall each designate an equal number of retired District employees to serve as a pool of Joint Panel members. Such appointments shall

be made each March for the ensuing school year. The total number of such appointees shall be determined by the parties each year based on anticipated need, but shall not be fewer than eight (four each). The Board and Union shall each make all reasonable good faith efforts to select their designees on the basis of perceived school experience, reputation for fairness and judicious character. Such appointees shall then be divided into two-member teams to serve together for the remainder of the school year.

Optional Attachment 2: SAA Contract

AGREEMENT
BETWEEN
NEW HAVEN BOARD OF EDUCATION
AND
SCHOOL ADMINISTRATORS ASSOCIATION
OF NEW HAVEN, INC.

JULY 1, 2011-JUNE 30, 2014

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AGREEMENT

THIS AGREEMENT IS MADE AND ENTERED INTO by and between the New Haven Board of Education (hereinafter referred to as the "Board") and the School Administrators Association of New Haven, Inc., (hereinafter referred to as the "Association").

ARTICLE I - General

Section 1

This Agreement is negotiated under Section 10-153b through n of the General Statutes of the State of Connecticut, as amended, in order:

(a) To fix for its term the salaries and all other conditions of employment provided herein, and;

(b) To encourage and abet effective and harmonious working relationships between the Board and the Administrative Staff in order that the cause of public education may best be served.

Section 2

The Board and the Association recognize the importance of responsible participation by the entire professional staff in the education process, planning, development and growth. To this end both parties agree to maintain communication to inform about programs, to guide in development and to assist planning and growth either by committee, individual consultation or designated representatives.

Section 3

This Agreement shall constitute the policy of the Board and the Association in the subject areas covered by the specific provisions of this Agreement for the duration of the Agreement unless changed by the mutual consent of both parties. Previously adopted policies, rules or regulations of the Board of Education in conflict with this Agreement are superseded by this Agreement.

Section 4

The Board and the Association agree to continue their policies of not discriminating against any bargaining unit member on the basis of his or her race, color, religious creed, age, sex, sexual orientation, marital status, national origin, ancestry or present or past history of mental disorder, mental retardation, learning disability or physical disability, including, but not limited to, blindness.

ARTICLE II - Recognition

The Board hereby recognizes the Association as the exclusive representative for purposes of collective bargaining pursuant to Connecticut General Statutes, Section 10-153b-n, as amended, for all certified professional employees employed by the Board in positions requiring an intermediate administrator or supervisor's certificate, or the equivalent thereof, and Department Heads, but excluding the Superintendent of Schools, Assistant Superintendent of Schools, the Director of Staff Placement, Evaluation, and Development, certified professional employees who act for the Board of Education in negotiations with certified professional personnel or are directly responsible to the Board for personnel relations or budget preparations and all non-certified employees of the Board.

ARTICLE III - Board Rights

Section 1

Nothing in this Agreement shall limit or contravene the authority of the Board as provided in the General Statutes of Connecticut and Charter of the City of New Haven. The Board shall not, however, exercise any of this authority so as to contravene a specific provision of this Agreement.

ARTICLE IV - Professional Obligations and Working Rules

Section 1

The Board and the Association recognize and agree that the administrators' responsibility to their students and teachers and their profession generally entails the performance of duties and the expenditure of time beyond the normal working day, but that the administrators are entitled to regular time and work schedules on which they can ordinarily rely to the extent possible throughout the school system. Therefore, in accordance with the above, the following schedules are hereby adopted:

(a) Daily Schedule - Personnel covered by the administrative supervisory's salary schedule shall work at their assigned duties for at least eight (8) hours per day; a duty-free lunch period to be taken at a time agreed to by the Area Director shall be provided.

(b) Yearly schedule - The work year of personnel covered by the administrative supervisory staff salary schedule shall be as follows:

1. Persons covered hereunder on a ten (10) month work year will be in the school (1) week in advance of the date when all members of the staff are required to be on duty, and shall at the end of the year, remain available one (1) week after staff members have left at the close of the school year. In the event the latter five (5) days fall in the new fiscal year, then said ten (10) month administrators will be paid according to the previous salary schedule. Such persons shall

be relieved from duty during all school holidays and all scheduled school vacation periods, provided, however, that the superintendent reserves the right, as the need of the school system may require, to determine the period when such persons may take their holiday and vacation time.

2. Persons on a twelve (12) month work year are required to be on duty at all times, except for a period of four (4) weeks each year and two (2) of the following vacation periods, if applicable, during the school year: one (1) week of the Christmas recess, one (1) week of the winter recess, one (1) week of the spring recess. However, the Superintendent, in his sole discretion, shall determine when a particular administrator shall be permitted to take vacation as noted above. However, each employee is entitled to 29 vacation days during the school year.

ARTICLE V - Promotions

Section 1

All vacancies in promotional positions caused by death, retirement, discharge or resignation and all promotional positions hereafter created, when such positions are to be filled, shall be filled pursuant to the following procedures, except as otherwise provided in Article VI, Section 2 of this Agreement.

(a) Such vacancies shall be adequately publicized, including a notice in every school (through Superintendent's Bulletin or otherwise) for at least ten (10) school days prior to the filling of the vacancy.

(b) Information concerning salary and job descriptions shall be available in the office of each school or may be obtained from the Director of Staff Placement, Evaluation and Development.

(c) Administrators who desire to apply for any such vacancy which is a promotional position for them shall apply in writing and file their applications within the ten day period referred to in Section (a) hereof with the Director of Staff Placement, Evaluation and Development.

(d) Such vacancy shall be filled on the basis of fitness and qualifications for the vacant post, provided, however, that where two or more applicants in the New Haven School System are substantially equal in fitness and qualifications, the applicant with seniority in the New Haven School System shall be given preference.

(e) Promotional positions are defined as follows: Positions paying a salary differential and/or positions on the administrative or supervisory level, including, but not limited to, positions such as assistant superintendent, director, supervisor, assistant supervisor, principal, assistant principal, head counselor, housemaster, and middle and high school department head.

(f) All vacancies (as defined above in the case of promotional positions) for special project administrators shall also be filled pursuant to the procedures set forth in Section I above.

(g) Wherever a given job has certain state certification requirements, all future appointees thereto shall be certified in supervision or administration by the Connecticut Department of Education.

(h) Acting appointments to a vacant position shall, as a general rule, be effective no longer than one (1) year, provided, however, at the time of appointment there are no administrators certified and qualified for such position who have applied therefor or administrators who would be available to fill such vacancy by virtue of their position on the reappointment list, certification and qualifications.

(i) Preference shall be given to qualified administrators currently employed by the Board over applicants of relatively equal qualifications from outside the bargaining unit.

(j) No administrator shall lose step upon promotion.

Section 2

When a new administrative position is created by the Board or a job description is changed, a job description will be prepared by the Superintendent, and the job will be placed ("slotted") in a salary group which requires similar or comparable duties and responsibilities and shall then be presented to the Association. If the Association believes that the position has not been placed in the proper salary group ("slotted") by the Superintendent or believes that a new salary group should be created, it may request a meeting with the Superintendent or his representatives to discuss the placement ("slotting") of the job. If agreement is not reached between the Superintendent and the Association, the Superintendent may make the position and the placement effective, but the Association may process a grievance pursuant to Article XVII (Grievance and Arbitration). If the Arbitrator finds the placement ("slotting") of the position by the Superintendent to be inconsistent with the relative duties and responsibilities, any placement ("slotting") or newly created group and salary subsequently arrived at by the Arbitrator which requires higher pay than the original placement ("slotting") shall be retroactive to the date the grievance claiming an improper slotting was filed.

ARTICLE VI - Transfers and Assignments of Administrators

Section 1. Voluntary Transfer

(a) Administrators may apply for administrative positions which may become open and which the Board intends to fill. All such applications must be filed in writing by the interested administrator with the office of the Director of Staff Placement, Evaluation, and Development by March 1, annually. No application can be made for a position in a higher paid group.

(b) If the administrator wishes to be considered for more than one position, then the administrator shall list his choice of schools and positions requested in the order of his preference.

(c) In deciding upon an application for transfer to an open position, the Superintendent will consider the qualifications, length of the administrator's service in the system as an administrator, whether he has ever been in such position or similar position previously, and if so, his performance when so assigned, the wishes of the administrative applicant, as well as the availability of the position, the needs of the particular school and/or position, and the needs of the system before making his award of the position to any person. No such transfer will be approved if it impairs the right of any other administrator or former administrator then on the reappointment list.

(d) No administrator shall lose step upon transfer.

Section 2. Involuntary Administrative Transfers/Reclassifications

In the event of any change or reclassification by the Board in formulas for determining position differentials or of administrative/supervisory positions or in the event of any transfer or reassignment, the administrator or administrators affected thereby shall be paid the salary called for in the new position as long as it does not result in a reduction in pay, provided that in the event of transfer or reassignment by reason of discontinuance of a position or on grounds of lack of competence or proper qualifications to hold or carry out the duties of the former position, the administrator or administrators affected thereby shall be paid the salary called for in the new position whether or not a reduction. The issue of competence or proper qualifications as aforesaid shall be specifically subject to the grievance procedure provided in Article XVII of the Agreement.

(a) Administrators involuntarily transferred, upon request, should be furnished with a letter to be placed in their personnel files and a copy for their personal files, stating the reason for their transfer.

(b) An administrator involuntarily transferred to a new assignment to begin in September may be paid a pro-rated amount of his ten (10) month annual base salary for one (1) month's time for time spent to prepare for his new assignment during the summer. Such time spent during the summer shall not be paid for by the Board unless the Superintendent gives his prior written approval for the spending of such time.

Section 3. Reduction of Administrative Staff/Elimination of Position

It is understood that it is within the discretion of the Board of Education to reduce the educational program, curriculum, and staff when economic, pupil enrollment decline, and other justifiable reasons dictate.

If, in the Board's opinion, it is necessary to reduce the administrative staff within particular administrative classifications, it shall be on the basis of length of administrative service within the New Haven Public School System, certification and qualifications.

In order to promote an orderly reduction in the administrative personnel, the following procedure will be used.

(a) Any administrator relieved of his/her duties because of reduction of staff or elimination of position shall be offered an administrative opening if one exists, in his/her classification for which he/she is certified, qualified, and had previous experience in the City of New Haven.

(b) If there is no existing administrative opening in his/her classification, the displaced administrator shall be offered the position of an administrator who has the least seniority in his/her present classification.

(c) If there is no existing administrative opening in his/her classification and the displaced administrator has the least seniority in his classification, he/she will be offered an administrative opening, if one exists, in any other administrative classification for which he/she is certified and qualified and in which he/she has had previous acceptable experience.

(d) If there are no existing administrative openings in any administrative classifications, and the displaced administrator has the least seniority in his/her present classification, but has administrative seniority over an administrator in another classification for which the displaced administrator is certified and qualified and in which he/she has had previous experience, the displaced administrator will be offered such position; provided, however, such appointment does not constitute a promotion.

(e) If an administrator is relieved of his/her duties because of a reduction in staff or an elimination of position and another administrative position is not otherwise available as aforesaid, he/she will be offered a teaching position for which he/she is certified.

(f) If an administrator is relieved of his/her duties because of a reduction in staff or an elimination of position and employed as a teacher, she/he will be given the experience credit on the salary schedule according to the teacher contract for his/her administrative and teaching experiences both within and outside the school system, and shall retain all accumulated sick leave.

(g) In the event an administrator is displaced to an administrative classification or teaching position with a salary schedule lower than that which the displaced administrator previously enjoyed, such administrator's salary shall not be reduced more than one thousand dollars (\$1,000) per year until the appropriate level on such salary schedule is reached.

(h) A displaced administrator who receives a position in another administrative classification shall be paid on the same salary step for such position as his/her previous administrative position.

(i) Any administrator who has been displaced as aforesaid shall be placed on a reappointment list for three (3) years for his former administrative position or another similar administrative position of comparable pay and shall remain thereon until reappointed, provided such administrator does not refuse a reappointment. Administrators shall be recalled to positions for which they are certified and qualified and in which they have previous acceptable experience, according to their administrative seniority in the New Haven Public School System. If a reappointment is offered consistent with the above and is refused by the administrator, he/she shall thereupon be removed from the reappointment list.

(j) The classifications referred to above are as follows:

- (1) Executive Directors
- (2) Directors and/or Directors of Instruction
- (3) High School Principals
- (4) Middle School Principals, K-8 Principals, Supervisors (12 month)
- (5) Elementary School Principals
- (6) Assistant Principals
- (7) Supervisors (10 month)
- (8) Assistant Supervisor/Coordinators

Section 4

A 10-month principal assigned to more than one school shall be paid according to Group E of the Administrative Supervisory Salary Schedule for the duration of such assignment. A principal who is assigned to more than one school who subsequently is reassigned as a principal of only one school shall be paid according to the appropriate salary group reflective of the size of the school and number of full-time teachers assigned to that school.

ARTICLE VII - Evaluation Files of Administrators

Section 1

Each administrator shall be evaluated at least once during each year of this Agreement. Administrators shall have the opportunity to review and discuss their evaluation with their Supervisors and shall have the right to receive copies of their individual evaluation reports if they request such. The administrator shall acknowledge that he has read his evaluation report by affixing his signature in the space provided for such purpose and such report shall then be placed in his personnel file. A signature of an administrator only signifies that he has read the report— not that he agrees with its content

Section 2

The administrator shall have the right to answer any material filed in his personnel file and such answer shall be attached to the file copy. Upon reasonable request, an administrator

shall be allowed to examine his personnel file. He shall also be allowed to make one copy of any material in his file upon reasonable notice and at his own expense.

Section 3

Any material in an administrator's personnel file shall be removed therefrom or modified when it is deemed inaccurate, improper or unfair when determined by court order or arbitration award.

Section 4

Administrators shall comply with all directives of the Superintendent concerning the evaluation of tenure and non-tenure teachers and shall evaluate such teachers when required by such directives. Administrators shall sign all evaluations in which they participate.

ARTICLE VIII - Supplies and Office Equipment

Section 1

The Board will insure that each administrative unit shall have all the office equipment and supplies consistent with Board policy necessary to do the work required.

Section 2

The Board will take whatever steps are necessary to attain the goal of uniformity in all records and reports.

Section 3

The Board of Education will provide sufficient clerical help to see to it each administrator's office is properly run and maintained.

ARTICLE IX - Administration

Section 1

The Board recognizes that the principal is charged with the responsibility of the administration of the program within the building to which he is assigned and must make decisions necessary to the proper operation and maintenance of the building, provided such decisions are in keeping with the policy of the Board of Education and the Administrative regulations of the Superintendent.

Section 2

Principals shall be consulted regarding special and federal programs so that such programs may be part of the overall school program in that building.

Section 3

The principal shall be in charge of all disciplinary problems of the school to which he is assigned, but shall handle same in a manner consistent with Board policy and administrative regulations of the Superintendent.

ARTICLE X - Rights of Association

Section 1

The Superintendent agrees to make available to the Association President a copy of the Agenda of the next public meeting of the Board of Education at least one (1) school day prior to the Board's next public meeting.

In the event a public Board meeting is held during a school day, release time will be provided for the President of the Association or his designated alternate to attend the meeting.

Section 2

In the event the Association feels it needs any public information from the Board so as to allow the Association to better negotiate a successor to this Agreement or process any grievance or appeal, the Association will put such request in writing and send it to the Superintendent who shall provide such information within one (1) week after receipt of such written request, unless otherwise prohibited by law or court order.

Section 3

A copy of all master contracts between the Board of Education and all organizations having collective bargaining agreements with the Board of Education shall be made available to the Association upon ratification of said contracts.

Section 4

The Board shall make available the minutes of all official Board meetings (other than those taken in executive session), upon acceptance by Board action, to the President of the Association.

Section 5

The Association President or his designee shall be allowed a maximum of three (3) days release time per year as necessary to conduct Association business outside the district, providing

reasonable notice is given to the Superintendent, and providing adequate coverage of his/her administrative duties can be arranged.

ARTICLE XI - Protection

Section 1

In accordance with the Superintendent's Administrative Directives, all administrators shall promptly report all incidents which occur in their schools or within their area of responsibility. Any administrator involved, or alleged to be involved, in the incident to be reported shall not be required to make such report as aforesaid, but shall promptly delegate the responsibility therefor to another administrator.

Section 2

The Board and the Superintendent shall comply with any reasonable request of the administrator for information in his or the Board's possession not privileged under law and which relates to any incident allegedly involving the administrator.

Section 3

(a) In accordance with the provisions of Section 10-235 of the General Statutes, the Board shall protect and save harmless any administrator from financial loss and expense, including legal fees and court costs, if any, arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to or death of any person, or in accidental damage to or destruction of property within or without the school building, or any other acts resulting in any injury, which acts are not wanton, reckless or malicious provided such administrator, at the time of the acts resulting in such injury, damage or destruction, was acting in the discharge of his duties or within the scope of his employment or under the direction of the Board.

(b) If criminal proceedings are brought against an administrator alleging an assault while acting in the scope of his employment, such administrator may request the Board to furnish legal counsel to defend him in such proceedings. If the Board does not provide such counsel, and the administrator prevails (including a nolle or dismissal) in the proceedings, then the Board shall reimburse the administrator a reasonable attorney's fee in defending the proceeding. The Board shall have no obligation under this paragraph if the administrator is found guilty.

Section 4

(a) Whenever an administrator is absent from school as result of personal injury, compensable under the Connecticut Workers' Compensation Law, and caused by an assault arising out of and in the course of his employment, he shall be paid his full salary for the period of such absence for up to one calendar year without having such absence charged to the annual sick leave or accumulated sick leave as long as he/she is receiving worker's compensation. Any

amount of salary payable pursuant to this Section shall be reduced by the amount of any Workers' Compensation award for temporary disability due to the said assault injury for the period for which such salary is paid. The Board shall have the right to have the administrator examined by a physician selected by the administrator from a list of at least four (4) physicians designated by the Board for the purpose of establishing the length of time during which the administrator is temporarily disabled from performing his duties. In the event there is no adjudication under Workers' Compensation or no physician's examination by a physician selected from the aforesaid Board list, then the opinion of the administrator's own physician as to the period of disability shall control.

(b) The Workers' Compensation Preferred Provider Program shall govern this Section were applicable.

Section 5

Notification of any complaint pertaining to an administrator which is received by the Central Office shall be forwarded promptly to the administrator involved. An official complaint must be in writing and the Superintendent shall make a determination as to the validity of the complaint within six (6) weeks from the date of its receipt. If the complaint against the administrator is determined by the Superintendent to be valid, the administrator against whom the complaint was filed may file a grievance at Step 2 of the Grievance Procedure in this Agreement within the time limits therein specified.

ARTICLE XII - Benefit Program

Section 1. Accident Benefits

(a) Whenever an administrator is absent from school as a result of a personal injury compensable under the Workers' Compensation Law of Connecticut and caused by an accident (other than an assault) arising out of and in the course of his employment, he may elect to charge all or part of such absence during the period of temporary disability due to the accident to the sick leave days to his credit under the Board's rules and regulations pertaining to sick leave, in which event (a) he shall receive the sick leave pay to which he is entitled for the period so charged to his sick leave credits less the amount of any Workers' Compensation award made for temporary disability due to said injury for any period for which such sick leave is paid, and (b) his accumulated sick leave as of the last day worked prior to the said period of absence shall be charged proportionately in the same ratio that the amount of his total daily sick leave benefit less his daily Workers' Compensation benefit bears to his total daily sick leave benefit. All members of the School Administrators Association of New Haven bargaining unit who are absent from school and entitled to Workers' Compensation will have their sick leave account reimbursed at the rate of two-thirds (2/3rds) of a day for every day the administrator has been charged with his/her eligible sick days during the compensation period. The reimbursement will occur as soon as the payroll office is notified that the administrator has returned to work. In the absence of such election, such administrator shall not receive his sick leave payment during the period of his absence for temporary disability due to the accident and his sick leave credits shall not be

reduced by reasons of any Workers' Compensation payments he may receive for temporary disability due to the injury. Acceptance of sick leave payments (other than those made in connection with injury due to an assault) for any period for which the administrator may be entitled to receive temporary disability payment under the Workers' Compensation Law shall constitute an election to charge his absence for such period to the sick leave days to his credit.

(b) Employees shall receive workers' compensation benefits pursuant to the City's Workers' Compensation Preferred Provider Program in accordance with Connecticut General Statutes § 31-279 et al.

Section 2. Health Insurance Benefits

(a) The Board shall cover all employees scheduled to work twenty (20) hours per week or more and their eligible dependents under one of the following four medical care programs, summaries of which are attached as Schedules E-1, E-2, E-3 and E-4 respectively:

1. Lumenos High Deductible/HSA eligible plan ("HDHP")
2. Century Preferred Comp/Mix plan ("CompMix")
3. BlueCare POE ("POE")
4. Century Preferred PPO ("PPO")

Effective 2011-12, the Board shall pay 100% of the cost of the HDHP. Other than applicable deductibles and co-payments provided for in the plan, the employees shall not contribute towards the cost of the HDHP plan. Employees wishing to participate in either the CompMix, POE or PPO, shall pay the difference in cost between the plan selected and the HDHP.

For 2012-13, the Board shall pay an amount equal to its 2011-12 cost for the HDHP;; employees selecting the HDHP plan shall contribute towards the cost of said insurance the difference between the 2011-12 cost and the 2012-13 cost for the HDHP up to 8%; provided, however, to the extent the cost increase for 2012-13 over the 2011-12 cost exceeds 8%, the Board shall pay that portion of the increase in cost which exceeds 8% (Example: 2011-12 cost for HDHP plan (single) - \$6,660, 2012-13 cost \$7,326 (10% increase) employee pays \$532.80, Board pays \$6,793.20). Employees selecting either the CompMix, POE or PPO plan shall pay the difference between the 2012-13 cost for the plan selected and the 2011-12 cost for the HDHP.

For 2013-14, the Board shall pay an amount equal to its 2011-12 cost for the HDHP; employees shall contribute toward the cost of the HDHP plan the difference between the 2011-12 cost and the 2013-14 cost for the HDHP; provided, however, to the extent the cost increase for 2013-14 over the 2012-13 cost exceeds 8%, the Board shall pay that portion of the increase which exceeds 8%. (Example: same assumptions as above plus cost increases 10% for 2013-14: employee pays \$1,118.88, Board pays \$6,939.72)

Employees selecting either the CompMix, POE or PPO plan shall pay the difference between the 2013-14 cost for the plan selected and the 2011-12 cost for the HDHP plan.

Employees may choose between the medical plans at the time of enrollment and at the time of the City's annual open enrollment.

During the course of this agreement the Board may hold a one-time, required reenrollment for all bargaining unit members and their eligible dependents. At this time all members will be required to reenroll in their choice of the Board's offered medical benefit plans pursuant to the regulations prescribed by the Medical Benefits Office. Any individual not participating in this reenrollment will not be eligible for continuation of medical benefits until such time as they reenroll pursuant to this section.

Prescription coverage shall be as stated on the attached Medical Benefits Matrix (Schedule E-5).

(b) The Blue Cross Full Service Dental Plan for individual employee and all eligible dependents, including Rider A (additional basic benefits), Rider B (prosthetics), Rider C (periodontics), Rider D (orthodontia), and unmarried Dependent Child (19-24).

(c) The Board shall adopt and maintain an Internal Revenue Code Section 125 Pre-Tax Premium Conversion Account, also known as a Reimbursement Account Plan ("RA Plan"), for administrators for the purpose of enabling eligible Administrators to divert a portion of their gross salaries, prior to reduction for federal income or social security taxes, by a minimum of \$100 to a maximum of \$3,000 per Plan Year for Health Reimbursement, and by a minimum of \$500 to a maximum of \$5,000 per Plan Year for Dependent Care, into an account from which, during the course of the Plan Year, they can be reimbursed for Health Care costs and Dependent Care costs they or their covered dependents incur which are not covered by the Medical or Dental Plans described in this Article, including, but not limited to, their share of the premium costs for such Plans. The following provisions will apply:

1. Under no circumstances will the Board be required to contribute any monies to the RA plan or to any account established pursuant thereto.
2. Each Administrator desiring to participate in the RA Plan must apply for participation and enroll by submitting completed forms provided by the Board 30 days prior to July 1 of each Plan Year in which he or she desires to participate.
3. Each Administrator accepted as a participant in the RA Plan must, 30 days prior to July 1, inform the Board in writing of the amount he/she wishes to contribute to the Account during the Plan Year (a minimum of \$100 to a maximum of \$3,000 per Plan Year for Health Reimbursement, a minimum of \$500 to a maximum of \$5,000 per Plan Year for Dependent Care), which shall be divided by the number of payroll periods scheduled for the Plan year to determine the amount to be deducted from each paycheck during that Plan Year.

4. As a condition precedent to the establishment of an account under the RA Plan, the Administrator must submit to the RA Plan Administrator, on forms approved by the Board, written authorization for the Board to deduct from his or her salary, the amounts to be diverted to his or her RA Plan Account, which shall be the same amount from each paycheck issued during the Plan Year.

5. If the employment of an Administrator terminates for any reason while he or she is a participant in the RA Plan, the Administrator will be permitted to withdraw the unencumbered balance from his or her RA Plan Account.

6. Unexpended balances in each RA Account at the end of each plan year will be forfeited in accordance with legal requirements. The RA Plan will be governed by the terms of the RA Plan description. It is intended that the RA Plan shall be interpreted, whenever possible, to comply with such terms of the Internal Revenue Code. In the event the RA Plan Administrator determines, before or during any Plan Year, that the RA Plan may fail to satisfy any non-discrimination requirement imposed by the Code or limitation on benefits to certain participants, the RA Plan Administrator shall take such action as he/she deems appropriate under rules uniformly applicable to similarly situated participants. At this time, the RA Plan as outlined meets all code requirements.

Section 3. Term Life Insurance

The Administrators shall receive term life insurance and accidental death and dismemberment benefits in the amount of two times the administrator's salary, rounded off to the nearest \$1,000.00 (inclusive of degree and longevity), so long as such administrator remains employed by the Board in a position covered by this Agreement.

Each administrator is entitled to purchase term life insurance and accidental death and dismemberment benefits in the amount of two times the administrator's salary, rounded off to the nearest \$1,000.00, at the rate paid by the Board of Education. This provision remains in effect as long as the administrator is employed by the Board.

Section 4. Long-Term Disability Insurance

The Board shall provide a standard long-term disability coverage with payment to age sixty-five (65) of sixty (60%) percent of the employee's normal gross earnings after a waiting period of one hundred eighty (180) calendar days. The amount of benefits will be reduced by any remuneration received during the benefit period from the employer, Workers' Compensation benefits, Connecticut Teachers Retirement Fund Benefits, and primary social security offset benefits. The provisions shall include coverage for disability due to psychiatric illness.

The long-term disability policy shall have a social security freeze provision so that the beneficiary will realize any increases in any further social security benefit payments.

Section 5. Right to Change or Substitute Carrier

The Board may change or substitute insurance carriers or managed care organizations for the above-referenced health benefit program as long as the level of benefits are substantially equivalent to or better than the existing program. The "substantially equivalent to or better than" standard shall be applied on a program-wide analysis and shall not be benefit specific.

ARTICLE XIII - Leaves of Absence

Section 1 Sick Leave

(a) 1. Upon the retirement or death of a member of the professional administrative staff, said member or his survivors shall be paid for accumulated sick leave days up to, but not to exceed, the following limits:

10 month administrators: 64 days

12 month administrators: 73 days

2. Upon retirement or death of an employee who is hired on or after July 1, 1994 or who becomes an administrator on or after July 1, 1994, said employee or his/her survivors shall be paid for accumulated sick leave as follows:

10 month administrators: 34% of his/her accumulated sick leave

12 month administrators: 34% of his/her accumulated sick leave

(b) 1. Administrators on a ten (10) month schedule shall be entitled to sixteen (16) sick days each school year which may be accumulated to a total of two hundred fifteen (215) days.

2. Employees who are hired on or after July 1, 1994 or who become administrators on or after July 1, 1994 and who work a ten (10) month schedule shall be entitled to sixteen (16) sick days each school year which may be accumulated to a total of one hundred sixty (160) days.

3. Administrators on a twelve (12) month schedule shall be entitled to nineteen (19) sick days each school year which may be accumulated to a total of two hundred fifteen (215) days.

4. Employees who are hired on or after July 1, 1994 or who become administrators on or after July 1, 1994 and who work a twelve (12) month schedule shall be entitled to nineteen (19) sick days each school year which may be accumulated to a total of one hundred seventy (170) days.

(c) In the event of absence of an administrator for illness in excess of five (5) consecutive working days, the Superintendent may require an examination by an independent physician, such examination to be at the Board's expense.

Section 2. Personal Leave

In addition to present or future Board policies authorizing absences or leaves of absences, each administrator shall be entitled as of right to a maximum of two (2) days leave of absence with pay each year for personal, legal, business, household, or family matters which require absence during the school hours. These days may be accumulated to four (4). Application for such leave shall be made in writing and as far in advance as practicable and ordinarily at least forty-eight (48) hours.

Section 3. Sabbatical Leave

Desiring to reward professional performance and encourage independent research and achievement, the Board hereby initiates the policy of sabbatical leave for administrators to be granted upon the recommendation by the Superintendent for approved scholarly programs whether or not carried on in an academic institution subject to the following conditions:

(a) Request for sabbatical leave must be received by the Superintendent in writing in such form as may be required by the Superintendent no later than December 31 of the year preceding the school year in which the sabbatical leave is requested.

(b) The administrator has completed at least seven (7) consecutive full school years of service in the New Haven Schools.

(c) Administrators on sabbatical leave will be paid at three quarters of their annual salary rate.

(d) The administrators shall agree to return to administrative employment in New Haven for two (2) years in the event of a full year's leave. Upon such return, the administrator shall be placed in the same or comparable administrative position in status and pay and on the appropriate step in the salary schedule as though such administrator had not been on leave.

(e) No more than 2 % of the Administrative staff will be granted a Sabbatical Leave during any school year during the life of this Agreement.

(f) The administrator shall sign a demand note in an amount equal to 3/4 of his/her annual salary and made payable to the Board. The amount stated herein will be paid by the Administrator if he/she fails to return to Administrative employment in New Haven for two (2) years.

Section 4. Funeral Leave

(a) A leave of absence not to exceed five (5) days immediately following the date of death shall be granted to any administrator whose wife, husband, father, mother, father-in-law, mother-in-law, brother, sister, brother-in-law, sister-in-law, child (or grandparent) or grandchild dies. Such leave shall be with pay and shall not be charged to the administrator's sick leave.

(b) Time off to attend the funeral of aunts, or uncles, (or grandchildren) shall be granted. Such leave shall be with pay not to exceed one (1) day and shall not be charged to the administrator's sick leave.

Section 5. Maternity Leave

(a) The Board will not deny reasonable request of an administrator for leave of absence because of the administrator's pregnancy.

(b) Any administrator requesting such a leave shall present to the Superintendent a written statement from her attending physician indicating her present physical condition, the expected date of childbirth, when it would be expected that the administrator's physical condition would allow her to continue to work and any other information relative to her physical condition that the physician feels appropriate. If complications develop and the administrator is not able to return to work when originally planned, the physician shall so indicate in a letter to the Superintendent prior to the original date of expected return. Such additional notice shall contain a date when the physician expects the administrator's physical condition to be such to allow her to return to work.

(c) No leave of absence shall be granted for pregnancy or maternity reasons unless the above conditions are met.

(d) Upon return to work from an authorized leave of absence for the reason of pregnancy, the administrator shall be returned to the position she held prior to the leave, or a comparable position if available. If such is not available, she will have the rights provided under the Involuntary Transfer provisions (Article VI, Section 2) of this Agreement.

Section 6. Jury Duty

(a) All administrators shall fully utilize the exemption from jury duty provided them under Public Act 79-386 and if called for jury duty shall provide the Superintendent with documentation of their effort to claim the exemption so that the Superintendent may take all steps necessary to support the exemption.

(b) Any twelve (12) month administrator ordered to report for jury duty during July or August shall receive a rate of pay equal to the difference between his professional salary and the jury fee for each day he serves as a juror.

Section 7. Conference Leave

The Board agrees that administrators should be encouraged to attend conferences, seminars and conventions which do not detract from their ability to spend the required time to perform their professional services to the satisfaction of the Board. All such leaves for these purposes shall be approved prior to attendance by the Superintendent and, if approved, the administrator's expenses will be paid by the then existing policy of the Board and City of New Haven. Such leave shall be without loss of pay.

Section 8. Family and Medical Leave

Nothing contained herein to the contrary notwithstanding, Administrators shall be entitled to Family and Medical Leave as provided for by State and/or Federal family and medical leave laws, as applicable. All leaves provided for herein shall be included in and shall not be in addition to the period(s) of leave required by such laws.

ARTICLE XIV - Consultation Procedure

Section 1. Generally

In the event either party to this Agreement wishes to propose that a change, addition, modification, correction or deletion in this Agreement be made, the following procedure will be adhered to:

(a) The party proposing the change, addition, modification, or deletion shall reduce such to writing and mail it to the Superintendent or the President of the Administrators Association, as the case may be, within a reasonable time.

(b) Thereafter, and within a two (2) week period, a meeting of representatives of all the parties shall be held to discuss the matter. This time required may be waived upon mutual agreement.

(c) If agreement is reached on the proposal, such will be reduced to writing and referred to the Board and the Administrators Association for ratification, with the recommendation of both parties.

(d) Any agreed upon and ratified change, addition, modification, or correction and/or deletion to this Agreement shall become an addendum hereto and become a part hereof.

(e) Nothing herein shall require either party hereto to agree to any particular proposal submitted pursuant hereto. The obligation of both parties is only to discuss any proposal submitted pursuant to this provision.

Section 2. Superintendent's Council

The Board agrees to the establishment of a Superintendents' Council, which will consist of members of the Administrators Association, the Superintendent and his designees to meet periodically, but at least once a month, to discuss problems facing school administration. Members of the Board may attend any one or all of such Council meetings. This council is designated to create a vehicle for the discussion of methods by which school administration and policy may be implemented so as to provide for the continued improvement of the New Haven School System. No more than five (5) persons shall represent either the Superintendent or the Administrators Association in any such meeting.

ARTICLE XV - Payroll Deductions

Section 1

In addition to those payroll deductions required by law, the following agencies are eligible for payroll deductions:

- (a) All requests for deductions must be in writing on approved, authorized forms, executed by the individual administrator.
- (b) A list of the approved deductions are as follows:
 - 1. The School Administrator Association of New Haven
 - 2. Connecticut Education Association
 - 3. National Education Association
 - 4. Washington National Insurance
 - 5. New Haven Education Association
 - 6. Military Service Time Retirement Fund
 - 7. United Way
 - 8. Tax Sheltered Annuity
 - 9. Voluntary State Retirement Contract
 - 10. Benefit Premium increases pursuant to Article XII, Section 2(c)
 - 11. Other deductions where possible
- (c) Each of the Associations named in paragraph (b), subparagraphs (1), (2), (3), and (5) above shall certify to the Board in writing the current rate of its membership dues. Any Association which shall change the rate of its membership dues shall give the Board thirty (30) days written notice prior to the effective date of such change.
- (d) Deductions referred to in Section 1 above shall be made from any pay due on the first payday of each month. The Board shall not be required to honor for any month any authorizations that are delivered to it later than one (1) week prior to the distribution of payroll from which deductions are to be made.

(e) No later than September 30 of each year, the Board shall provide the Administrators Association with a list of those employees who have voluntarily authorized the Board in writing to deduct dues for any of the Associations named in paragraph (b) above. The Board shall notify the Association monthly of any changes in said list. Any administrator desiring to have the Board discontinue deductions he has previously authorized must notify the Board, the Administrators' Association and the Association or group concerned in writing by September 15 of each year for that school year's dues.

(f) The amount of any deduction may be changed only once in any calendar year.

ARTICLE XVI - Salaries

Section 1

(a) Schedules A, B and C attached hereto reflect salary rates by which all administrators shall be paid during the term of this Agreement as follows:

Effective 7/1/11	no general wage increase; no step movement
Effective 7/1/12	1.5% plus increment
Effective 7/1/13	1.5% plus increment

In addition to the salary rates set forth for the respective classification on Salary Schedules A, B and C, administrators shall receive additional stipends for their length of service and advanced degrees (beyond the Master's Degree) in accordance with the degree and longevity scale contained in Schedule E attached hereto.

(b) An administrator whose performance is less than satisfactory will not be moved to the next higher step until he/she has attained satisfactory performance. Upon attaining satisfactory performance, he/she will receive payment for the withheld step, in addition to payment for whatever other step he/she is entitled under the terms of this Agreement.

(c) Each administrator shall elect in writing whether he/she wishes to be paid in twenty-one (21) or twenty-six (26) equal payments. Such election cannot be changed for the duration of the fiscal year. In the event an administrator fails to make an election as specified above, he/she shall be paid in accordance with his/her previous payment election.

(d) Effective upon the signing of this Agreement, bargaining unit members shall administer the teacher reform side letter and memorandum of understanding. In consideration for any additional duties associated with this provision, on each of July 1, 2012 and July 1, 2013, bargaining unit members shall receive an additional 1% increase in salaries. The wage schedules attached as Schedules B and C reflect this additional compensation. All bargaining unit salaries have been adjusted to reflect these increases, regardless of the level of responsibility for overseeing the teacher reform agreements.

Section 2

The duties or the responsibilities of any position in the bargaining unit will not be altered or increased without prior negotiations with the Association.

Section 3

Any administrator on a ten (10) month schedule, scheduled to work during the summer or two months of recess shall receive a per diem rate (and not an hourly rate) calculated by dividing his salary (according to the salary, degree and longevity schedules then in effect) by 194 and multiplying the quotient by the number of days during which the required work was performed.

Section 4

Any member who is promoted will not take a decrease in pay, if the new position begins at a lower pay, but will be placed on such step as will represent an increase above his previous position.

Section 5

Any administrator who works in an administrative position in a higher salary group than his/her regular salary group for more than seven (7) consecutive school days shall receive, retroactive to the first day of any such work, the pay of the higher salary group in which he/she is working.

ARTICLE XVII - Grievance and Arbitration Procedure

Section 1 Purpose

The purpose of this procedure is to secure, at the lowest possible administration level, equitable solutions to problems which may arise affecting the welfare or working conditions of administrators. Both parties agree that proceedings shall be kept as confidential as appropriate.

Section 2. Definitions

(a) A grievance shall mean a complaint by an employee that (1) he has been treated unfairly or inequitably, or (2) there has been a violation, misinterpretation or misapplication of a specific provision(s) of this Agreement or of established policy or practice.

(b) Administrator shall mean any certified professional employee member of this bargaining unit and may include a group of administrators similarly affected by a grievance.

(c) When "days" are referred to in the time limits hereof, such shall mean school days.

Section 3. Time Limits

(a) Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each step shall be considered as a maximum. The time limits specified may, however, be extended by written agreement of the parties in interest.

(b) If an administrator does not file a grievance in writing within thirty (30) days after he knew or should have known of the act or conditions on which the grievance is based, then the grievance shall be considered to have been waived.

(c) Failure by the aggrieved administrator at any level to appeal a grievance to the next level within the specified time limit shall be deemed to be acceptance of the decision rendered at that level.

Section 4. Informal Procedure

(a) If an administrator feels that he may have a grievance, he shall first discuss the matter with his immediate supervisor or other appropriate administrator in an effort to resolve the problem informally.

(b) If the administrator is not satisfied with such disposition of the matter, he shall have the right to have the Association assist him in further efforts to resolve the problem informally with his supervisor or other appropriate administrator.

Section 5. Formal Procedure

Step I

If the aggrieved administrator is not satisfied with the disposition of his grievance on an informal basis, he may file in writing a grievance with the Association for referral to the Superintendent of schools. Such filing must take place within the thirty (30) day period as set forth in Section 3 (b) above.

(1) The Association shall, within five (5) days after receipt, refer the grievance to the Superintendent, but prior to doing so, the Association shall provide an opportunity for the aggrieved administrator to meet with the appropriate committee to review the grievance.

(2) The Superintendent shall, within ten (10) days after receipt of the written grievance, meet with the aggrieved administrator and with representatives of the Association for the purpose of resolving the grievance. A full and accurate record of such hearing shall be kept.

(3) The Superintendent shall, within five (5) days after the hearing, render his decision and the reasons therefor in writing to the aggrieved administrator with a copy to the Association.

Step 2

If the aggrieved administrator is not satisfied with the disposition of his grievance at Step 1, he may, within three (3) days after the decision or within six (6) days after the hearing, file the grievance again with the Association for appeal to the Board of Education.

(1) The Association shall, within three (3) days after receipt, refer the appeal to the Board of Education.

(2) The Board of Education shall, within fifteen (15) days after receipt of the written appeal, meet with the aggrieved administrators and with representatives of the Association for the purpose of resolving the grievance. A full and accurate record of such hearing shall be kept.

(3) The Board shall, within fifteen (15) days after such meeting, render its decision and the reasons therefor in writing to the aggrieved administrator with a copy to the Association.

Section 6 Arbitration

(a) If the aggrieved administrator is not satisfied with the disposition of his grievance at Step 2, he may, within three (3) days after the decision or within eighteen (18) days after the Board meeting, request in writing to the President of the Association that his grievance be submitted to arbitration.

(b) The Association may, within five (5) days after receipt of such request, submit the grievance to arbitration.

(c) The chairman of the Board and the President of the Association shall, within five (5) days after such written notice, jointly select an arbitrator who is an experienced and impartial person of recognized competence. If the parties are unable to agree on an arbitrator within five (5) days, the matter shall be submitted to the American Arbitration Association under the Voluntary Labor Arbitration Rules of the American Arbitration Association.

(d) The arbitrator so selected shall confer promptly with representatives of the Board and the Association, shall review the record of prior hearings, and shall hold such further hearings with the aggrieved administrator and other parties in interest as he shall deem requisite.

(e) The arbitrator shall render his decision in writing to all parties in interest, setting forth his findings of fact, reasoning and conclusions on the issues submitted. The decision of the arbitrator shall be final and binding upon all parties in interest to the extent permitted by law.

(f) The cost of the services of the arbitrator shall be borne equally by the Board and the Association.

Section 7

The Superintendent and/or the Board shall have the right to file a grievance in writing with the Association, and such grievance shall thereafter be processed beginning with Step 2 of the Grievance Procedure. The Association shall, on its own behalf, have the right to file a grievance alleging a breach of this Agreement affecting the Association as a whole and shall process said grievance beginning with Step 2 of the Grievance Procedure.

Section 8

All grievances must be submitted in writing pursuant to Step 1 above (or Step 2 if filed by either the Board, the Superintendent, or the Association) within thirty (30) days of the date upon which the occurrence giving rise to the grievance occurred. Failure to file such grievance within the time limits specified herein shall be deemed a waiver of the grievance.

Section 9

Any arbitrator acting pursuant to this Agreement shall have power only to construe specific provisions of this Agreement and shall have no authority to add to, delete from, or modify in any way any provision of this Agreement.

Section 10 Representation

(a) No reprisals of any kind shall be taken by either party or by any member of the Administration against any participant in the grievance procedure by reason of such participation.

(b) When an administrator is not represented by the Association, the Association shall have the right to be present and to state its views at all stages of the procedure.

(c) In the event the Association shall not have elected to submit a grievance to arbitration, the aggrieved administrator may submit his grievance to arbitration independently by following the procedure outlined above, in lieu of the Association provided, however, that in such case, the costs for the services of the arbitrator shall be borne by the aggrieved administrator.

(d) The Association or the Board may, if it so desires, call upon the professional services of any person it deems necessary to assist the Association or the Board, respectively, at any stage of the procedure.

Section 11 Miscellaneous

(a) All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.

(b) Forms for filing and processing grievances and other necessary documents, shall be prepared by the Superintendent, with the approval of the Association, and be made available to the Association as to facilitate operation of the grievance procedure.

ARTICLE XVIII - No Strike

During the term of this Agreement, neither the Administrators Association or any officer or representative thereof nor any administrator covered hereby shall engage in any strike, work stoppage, slowdown, or refusal to work or mass resignation. Participation in such activity may result in discipline or discharge to the person or persons involved and such shall not be subject to the Grievance and Arbitration procedure hereof. Only the question of whether a particular employee participated in any such activity as defined above may be submitted to the Grievance and Arbitration Procedure hereof.

ARTICLE XIX - Miscellaneous

Section 1

The Administrators Association and the Board agree that this Agreement represents the complete agreement between the parties concerning all conditions of employment and salaries of administrators for the duration of this Agreement.

Section 2

This Agreement is deemed to be in compliance with all State and Federal laws (including the Constitution of the United States and the Constitution of the State of Connecticut), and the Board and the Association shall comply with all applicable State and Federal laws. If for any reason a provision or provisions of this Agreement are determined by a court of competent jurisdiction to be in violation of any of said laws, then that provision or those provisions shall be automatically stricken from this Agreement, and the balance of this Agreement shall continue in full force and effect.

Section 3

Whenever written notice is required to be given herein, such notice shall be given by letter forwarded to the last address of the person as contained in the files of the Board of Education.

Section 4

(a) Wherever "Superintendent" is used, it shall mean the Superintendent of Schools of the City of New Haven or any administrator designated to act by the Superintendent in accordance with the then effective administrative procedures of the system.

(b) Wherever the term "he" or "she" is used in this Agreement, it is intended to mean either gender and is used for convenience only.

Section 5

The Board agrees to pay for all costs incurred in printing and distribution of this Agreement.

ARTICLE XX - Early Retirement/Regular Retirement

Section 1

Any administrator who applies for, and receives, a full retirement allowance from the State of Connecticut within five (5) years of his/her first eligibility for such full retirement allowance, and who has been a teacher/administrator for at least ten (10) years in New Haven, shall receive an early retirement benefit of \$10,000.00.

Section 2

(a) Administrators who retire within five (5) years of their eligibility for a full retirement allowance from the State of Connecticut shall have the premiums of all health insurance benefits provided to active employees for the administrator and his/her enrolled dependents paid for by the Board for a period of four (4) years to the extent that such premiums do not exceed the amount of the group rate paid for the administrator at the time of retirement.

(b) Thereafter, the Board shall pay seventy-five (75 %) percent of the premium costs of such medical coverage paid for the administrator and his/her enrolled dependents until such administrator dies.

(c) Notwithstanding Section 2(b) above, upon reaching age 65, or such other time as a retiree or spouse becomes eligible for Medicare insurance coverage, the retiree and/or spouse shall be required to apply for and utilize such coverage as primary coverage. The retiree or spouse shall be responsible for all payments and costs related to the application and maintenance of such benefits including, but not limited to, Medicare Parts A and B. The New Haven Board of Education will then provide to the member the plan provided to active members of the Administrators group, except that such plan shall have an exclusion for the portion of services covered under Medicare.

Individuals who are not eligible for such Medicare coverage will be eligible to continue to receive the coverage described above in Section 2. For individuals who are not eligible, the Board of Education may request the Medicare Statement of the individual and spouse to demonstrate the lack of necessary quotas of coverage.

Section 3

(a) In the event of the death of an administrator who has previously retired pursuant to the early retirement provisions of this contract, or who would have qualified for such early retirement benefits at the time of his/her death, the Board shall continue to pay the medical/health insurance premiums for benefits then in effect for the surviving spouse of such administrator for a period of five (5) years or until he/she sooner dies and for any dependent children. The foregoing is contingent upon the unavailability of comparable benefits to the surviving spouse or dependent children through their own employment at no cost to such individuals.

(b) Upon reaching age 65, or such other time as the surviving spouse becomes eligible for Medicare insurance coverage, the surviving spouse shall be required to apply for and utilize such coverage as primary coverage. The surviving spouse shall be responsible for all payments and costs related to the application and maintenance of such benefits including, but not limited to, Medicare Parts A and B. The New Haven Board of Education will then provide to the surviving spouse the plan provided to active members of the Administrators group, except that such plan shall have an exclusion for the portion of services covered under Medicare.

Individuals who are not eligible for such Medicare coverage will be eligible to receive the coverage as described in Section 3(a) above for the period of time described therein. For individuals who are not eligible, the Board of Education may request the Medicare Statement of the individual and spouse to demonstrate the lack of necessary quotas of coverage.

Section 4

Notice of intention to retire under this plan shall be filed with the Superintendent's office as of January 1st for retirement on June 30th of the same school year, as long as such retirement occurs on or before five (5) years from the first eligibility for full retirement from the State of Connecticut, and the applicant has been a teacher/administrator for at least ten (10) years in New Haven.

Section 5

This article specifies only the minimum plan to be provided by the Board, and does not preclude the Board from offering an improved plan at any time during the period of this contract.

Section 6

The parties have attempted to negotiate an Early Retirement Incentive Plan that is in compliance with federal age discrimination laws. However, in light of the complexity and flux of interpretation of such laws, the parties agree to re-open negotiations in the event this Plan is or becomes out of compliance with those laws.

These negotiations shall be subject to mid-term bargaining under the Teacher Negotiation Act, and shall be limited in scope to complying with such discrimination laws without impairing, if possible, the substantive benefits previously negotiated.

Regular Retirement

Administrators who apply for and receive a full retirement allowance from the State of Connecticut and who are not then or at any time thereafter eligible for Medicare insurance coverage, shall be eligible to participate in such medical insurance plan as the Board provides to active employees including the varying premium cost sharing included therein. The cost sharing payment associated with active medical coverage must be made each month in advance. Lack of timely payment will result in the termination of such benefits.

Upon reaching age 65, or such other time as a retiree or spouse becomes eligible for Medicare insurance coverage, the retiree and/or spouse shall be required to apply for and utilize such coverage as primary coverage. The retiree or spouse shall be responsible for all payments and costs related to the application and maintenance of such benefits including, but not limited to, Medicare Parts A and B. The New Haven Board of Education will then provide to the member of the plan provided to active members of the Administrators group, except that such plan shall have an exclusion for the portion of services covered under Medicare.

Individuals who are not eligible for such Medicare coverage will be eligible to continue to receive the same coverage as active employees, including the varying premium cost sharing included therein. For individuals who are not eligible, the Board of Education may request the Medicare Statement of the individual and spouse to demonstrate the lack of necessary quotas of coverage.

ARTICLE XXI - Duration

Section 1

The parties agree to negotiate in good faith in an effort to secure a successor agreement in accordance with Section 10-153d of the Connecticut General Statutes, as amended.

Section 2

This Agreement shall become effective July 1, 2011 and shall remain in full force and effect until June 30, 2014.

New Haven Board of Education

Local #18, School Administrators

By: _____
Dr. Carlos Antonio Torre,
President
New Haven Board of Education

By: _____
Peggy A. Moore, President
Counsel for Local #18

Date: _____

Date: _____

ARTICLE XXII - Agency Shop

Section 1

Within thirty (30) days after employment or the execution of this Agreement, whichever is later, all members of the bargaining unit shall have the opportunity to join the Association and execute an authorization permitting the deduction of union dues and assessments.

Section 2

Any member of the bargaining unit who has not joined the Association during such period, or having joined, has not remained a member shall immediately execute an authorization permitting deduction of a service fee which shall be no greater than the proportion of union dues uniformly required of members to underwrite the costs of collective bargaining, contract administration and grievance adjustment. The Association shall be required to notify the school Board sufficiently in advance of issuance of the first employee paychecks of the amount of such service fee. It is understood that the payment of such sums shall not constitute an agreement to become a member of the Association.

Section 3

In the event that a member of the bargaining unit does not join the Association or pay the required service fee by the thirtieth (30th) day as required, that member shall be terminated. The Personnel Office shall institute the necessary procedures for termination provided the Association has complied with the following:

(a) Sending written notice to the employee (copy to the Personnel Office) that he has not fulfilled his obligations by the requisite date or reasonable period of time thereafter and that a request for his termination was being made to the Board.

(b) By stating in the request for termination that such request is in conformance with the provisions of this Article, that the employee has not complied with his obligations and that it is an official request of the Association.

(c) As a condition of the effectiveness of this Article, the Association agrees to indemnify and save the Board harmless against any and all claims, demands, costs, suits or other forms of liability and all court or administrative agency costs that may arise out of, or by reason of, action taken by the Board for the purpose of complying with this Article.

Section 4

The Board shall deduct the service fee from the salary of non-members of the Association bi-weekly and remit the same to the Association treasurer.

SCHEDULE A
ADMINISTRATIVE - SUPERVISORY SALARY SCHEDULE
JULY 1, 2011 - JUNE 30, 2012

Effective July 1, 2011, each step on the salary schedule in effect on June 30, 2010 shall be frozen
Administrators not on maximum shall not advance on the salary schedule.

Group	Classification	Months	Step 1	Step 2	Step 3
A	Coordinators Assistant Supervisors	10	94,701	96,633	98,602
B		10	98,930	100,122	102,163
C	Elementary Principals Assistant Principals	10	102,503	104,591	106,726
CA	Coordinator	12	104,171	106,296	108,463
D	Elementary Principals (13 to 18 teachers assigned full-time to the school) Assistant Principal(s) assigned to separate buildings	10	105,497	107,648	109,849
E	Elementary Principals (19 or more teachers assigned full-time to the school) Supervisors	10	108,488	110,702	112,961
F	New Haven Academy Principal Assistant Principals Sound School Principal Hyde Leadership School Principal Metropolitan Principal Riverside High School Principal	12	113,359	115,670	118,031
G	Principals (Middle and Elementary Schools) Supervisors K-8 Principals	12	119,344	121,779	124,264
H	Principals (High Schools) Hillhouse, Cross, Career, Cooperative Arts High School Principals	12	124,278	126,816	129,405
I	Directors Directors of Instruction	12	126,407	128,987	131,613
J	Executive Directors	12	132,815	133,995	138,291

*The position of Department Head shall be eliminated from the bargaining unit through attrition. The duties of the position shall be assigned to teachers on an acting as needed basis as determined by the Superintendent. Administrators who are currently in acting Department Head capacities shall be reassigned at the discretion of the Superintendent. Once reassigned, their former acting duties shall be assigned to teachers on an acting and as needed basis. All of the foregoing shall be subject to the terms of this agreement.

SCHEDULE B
ADMINISTRATIVE - SUPERVISORY SALARY SCHEDULE
JULY 1, 2012 - JUNE 30, 2013

Group	Classification	Months	Step 1	Step 2	Step 3
A	Coordinators Assistant Supervisors	10	97,069	99,049	101,067
B		10	101,403	102,625	104,717
C	Elementary Principals Assistant Principals	10	105,066	107,206	109,394
CA	Coordinator	12	106,775	108,953	111,175
D	Elementary Principals (13 to 18 teachers assigned full-time to the school) Assistant Principal(s) assigned to separate buildings	10	108,134	110,339	112,595
E	Elementary Principals (19 or more teachers assigned full-time to the school) Supervisors	10	111,200	113,470	115,785
F	New Haven Academy Principal Assistant Principals Sound School Principal Hyde Leadership School Principal Metropolitan Principal Riverside High School Principal	12	116,193	118,562	120,982
G	Principals (Middle and Elementary Schools) Supervisors K-8 Principals	12	122,328	124,823	127,371
H	Principals (High Schools) Hillhouse, Cross, Career, Cooperative Arts High School Principals	12	127,385	129,986	132,640
I	Directors Directors of Instruction	12	129,567	132,212	134,903
J	Executive Directors	12	136,135	137,345	141,748

*The position of Department Head shall be eliminated from the bargaining unit through attrition. The duties of the position shall be assigned to teachers on an acting as needed basis as determined by the Superintendent. Administrators who are currently in acting Department Head capacities shall be reassigned at the discretion of the Superintendent. Once reassigned, their former acting duties shall be assigned to teachers on an acting and as needed basis. All of the foregoing shall be subject to the terms of this agreement.

SCHEDULE C
ADMINISTRATIVE - SUPERVISORY SALARY SCHEDULE
JULY 1, 2013 - JUNE 30, 2014

Group	Classification	Months	Step 1	Step 2	Step 3
A	Coordinators Assistant Supervisors	10	99,495	101,525	103,594
B		10	103,938	105,191	107,335
C	Elementary Principals Assistant Principals	10	107,692	109,886	112,129
CA	Coordinator	12	109,445	111,677	113,954
D	Elementary Principals (13 to 18 teachers assigned full-time to the school) Assistant Principal(s) assigned to separate buildings	10	110,838	113,098	115,410
E	Elementary Principals (19 or more teachers assigned full-time to the school) Supervisors	10	113,980	116,306	118,680
F	New Haven Academy Principal Assistant Principals Sound School Principal Hyde Leadership School Principal Metropolitan Principal Riverside High School Principal	12	119,098	121,526	124,006
G	Principals (Middle and Elementary Schools) Supervisors K-8 Principals	12	125,386	127,944	130,555
H	Principals (High Schools) Hillhouse, Cross, Career, Cooperative Arts High School Principals	12	130,570	133,236	135,956
I	Directors Directors of Instruction	12	132,806	135,517	138,276
J	Executive Directors	12	139,539	140,778	145,292

*The position of Department Head shall be eliminated from the bargaining unit through attrition. The duties of the position shall be assigned to teachers on an acting as needed basis as determined by the Superintendent. Administrators who are currently in acting Department Head capacities shall be reassigned at the discretion of the Superintendent. Once reassigned, their former acting duties shall be assigned to teachers on an acting and as needed basis. All of the foregoing shall be subject to the terms of this agreement.

SCHEDULE D
DEGREE AND LONGEVITY SCALES
EFFECTIVE JULY 1, 2001

<u>Degree</u>	<u>0-14 Years</u>	<u>15-18 Years</u>	<u>19-25 Years</u>	<u>Over 25</u>
Master	\$ 00.00	\$2,654.00	\$2,774.00	\$3,774.00
6th Year	\$1,995.00	\$4,351.00	\$4,559.00	\$5,559.00
Doctor	\$2,798.00	\$5,096.00	\$5,216.00	\$6,216.00

SCHEDULE E-1



Lumenos HSA Plan Summary

The Lumenos® HSA Plan is designed to empower you to take control of your health, as well as the dollars you spend on your health care. This plan gives you the benefits you would receive from a typical health plan plus health care dollars to spend your way. And you'll have access to prescription services and value tools to help you reduce your health personal

Your Lumenos HSA Plan

<p>First – use your HSA to pay for covered services</p> <p>Health Savings Account With the Lumenos Health Savings Account (HSA), you can contribute pre-tax dollars to your HSA account. Others may also contribute dollars to your account. You can use these dollars to help meet your or your dependent's responsibility. Unused dollars can be saved or invested and accumulate through retirement.</p>	<p>Contributions to Your HSA For 2010, contributions can be made to your HSA up to the following: \$3,000 individual coverage \$6,000 family coverage</p> <p><small>Note: These limits apply to all covered contributors for any given calendar year.</small></p>										
<p>Earn More Money for Your Account What's special about your Lumenos HSA plan is that you may earn additional funds for your health account through the Healthy Rewards incentive program.</p> <p><small>To receive funds earned through the Healthy Rewards program, you must have an active HSA. Use an ATM or another bank through which you can open a checking account.</small></p>	<p>Healthy Rewards If you do this, You can earn this in your HSA:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Complete the Health Assessment online</td> <td style="text-align: right;">\$50</td> </tr> <tr> <td>Enroll in the Personal Health Coach Program</td> <td style="text-align: right;">\$100</td> </tr> <tr> <td>Graduate from the Personal Health Coach Program</td> <td style="text-align: right;">\$200</td> </tr> <tr> <td>Complete our Smoking Cessation Program</td> <td style="text-align: right;">\$50</td> </tr> <tr> <td>Complete our Weight Management Program</td> <td style="text-align: right;">\$50</td> </tr> </table> <p><small>Some eligibility requirements apply. See page 2 for program descriptions.</small></p>	Complete the Health Assessment online	\$50	Enroll in the Personal Health Coach Program	\$100	Graduate from the Personal Health Coach Program	\$200	Complete our Smoking Cessation Program	\$50	Complete our Weight Management Program	\$50
Complete the Health Assessment online	\$50										
Enroll in the Personal Health Coach Program	\$100										
Graduate from the Personal Health Coach Program	\$200										
Complete our Smoking Cessation Program	\$50										
Complete our Weight Management Program	\$50										
<p>Plus – To help you stay healthy, we offer:</p> <p>Preventive Care 100% coverage for nationally recommended services.</p>	<p>Preventive Care No deductions from the HSA or out-of-pocket costs for you as long as you receive your preventive care from an in-network provider. If you choose to go to an out-of-network provider, your deductible or Traditional Health Coverage benefits will apply.</p>										
<p>Then –</p> <p>Your Bridge Responsibility The Bridge is an amount you pay out of your pocket and you meet your annual deductible responsibility. Your bridge amount will vary depending on how many of your HSA dollars, if any, you choose to spend to help you meet your annual deductible responsibility. If you contribute HSA dollars up to the amount of your deductible and use them, your Bridge will equal \$0. HSA dollars for traditional covered services plus your Bridge responsibility help you to your annual deductible responsibility. Health Account + Bridge = Deductible</p>	<p>Bridge Your Bridge responsibility will vary.</p> <p>Annual Deductible Responsibility \$0,000 individual coverage \$4,000 family coverage</p>										
<p>If Needed –</p> <p>Traditional Health Coverage You'll get Traditional Health Coverage begins after you have met your Bridge responsibility.</p>	<p>Traditional Health Coverage After your bridge, the plan pays: 80% for in-network providers 80% for out-of-network providers</p>										
<p>Additional Protection For your protection, the total amount you spend out of your pocket is limited. Once you spend that amount, the plan pays 100% of the cost of covered services for the remainder of the plan year.</p>	<p>Annual Out-of-Pocket Maximum</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>In-Network Providers</td> <td>Out-of-Network Providers</td> </tr> <tr> <td>\$5,000 individual coverage</td> <td>\$10,000 individual coverage</td> </tr> <tr> <td>\$10,000 family coverage</td> <td>\$20,000 family coverage</td> </tr> </table> <p><small>Your annual out-of-pocket maximum is the total amount you spend from your HSA, your Bridge responsibility, and your co-payments.</small></p> <p>If you have questions, please call toll-free 1-866-234-4866.</p> <p style="text-align: right;"><small>GH-5A457 w/HC-07 (Rev 8/10) (PHSA05)</small></p>	In-Network Providers	Out-of-Network Providers	\$5,000 individual coverage	\$10,000 individual coverage	\$10,000 family coverage	\$20,000 family coverage				
In-Network Providers	Out-of-Network Providers										
\$5,000 individual coverage	\$10,000 individual coverage										
\$10,000 family coverage	\$20,000 family coverage										

Healthy Rewards Program

Your annual visit will be up to **five** additional health care dollars in your HSA for the following:

- **Health Assessment:** You and your family members can complete the Health Assessment, our online tool designed to help measure your overall health. One adult family member is eligible to earn \$50 in your HSA per plan year. The health information you provide is strictly confidential.
- **Personal Health Coach:** If you qualify for the Personal Health Coach Program, you'll receive one-on-one assistance from a specially trained registered nurse to help you manage a health condition. Health conditions may include but are not limited to diabetes, asthma, depression, high blood pressure, heart disease and pregnancy. You'll receive \$100 in your account for enrolling in the Personal Health Coach Program (one reward per covered person per year). You'll receive \$200 for achieving your health goals and graduating from the Personal Health Coach Program (one reward per covered person per year).
- **Smoking Cessation Programs:** This program helps you manage withdrawal symptoms, identify triggers and learn new behaviors and skills to remain tobacco-free. Participation is open to you and your covered family members age 13 or older and includes counseling support and tools, including nicotine replacement therapy coverage. You and your spouse are eligible to receive \$50 in your HSA (one reward per person per year) for completing this program.
- **Weight Management Program:** Our Weight Management Program is a personalized phone course designed to help you safely lose weight, if necessary, to lose weight and maintain weight loss. A team of counselors (a registered dietitian and health educator) with expertise in weight management will help you address healthy eating, physical activity and exercise, stress management, and more. You and your covered family members age 18 and older who have a Body Mass Index (BMI) of 25 or higher are eligible for this program. You and your spouse are eligible to receive \$50 in your HSA (one reward per person per year) for completing the program.

To receive benefits through Healthy Rewards, you must be an active member of the Lumenos HSA Plan through which your employer is deducting your HSA.

Summary of Covered Services

Preventive Care

Anthem's Lumenos HSA Plan covers preventive services recommended by the U.S. Preventive Services Task Force, the American Cancer Society, the Advisory Committee on Immunization Practices (ACIP), and the American Academy of Pediatrics. The Preventive Care benefit includes screening tests, immunizations and counseling services designed to detect and treat medical conditions to prevent avoidable premature injury, illness and death.

All preventive services received from an in-network provider are covered at 100% and not deducted from your HSA and do not apply to your deductible. If you see an out-of-network provider, then your deductible or out-of-network coinsurance responsibility will apply.

The following is a list of covered preventive care services:

Well Baby and Well Child Preventive Care

Office Visits through age 18, including preventive vision exams

Screening Tests for vision, hearing, and lead exposure. Also includes eye exam. Protection and contraceptive management for females who are age 12 and have been sexually active.

Immunizations:

- Hepatitis A
- Hepatitis B
- Diphtheria, Tetanus, Pertussis (DTaP)
- Varicella (chicken pox)
- Influenza – flu shot
- Pneumococcal Conjugate (pneumovax)
- Human Papilloma Virus (HPV) – cervical cancer
- H. influenzae type b
- Polio
- Meningococcal, Meningitis (MMV2)

Adult Preventive Care

Office Visits after age 18, including preventive vision exams

Screening Tests for vision and hearing, coronary artery disease, cholesterol, cancer, osteoporosis, diabetes, and osteoarthritis. Also includes mammograms, as well as pelvic exams, Pap test and contraceptive management.

Immunizations:

- Hepatitis A
- Hepatitis B
- Diphtheria, Tetanus, Pertussis (DTaP)
- Varicella (chicken pox)
- Influenza – flu shot
- Pneumococcal Conjugate (pneumovax)
- Human Papilloma Virus (HPV) – cervical cancer

If you have questions, please call toll-free 1-888-224-2806.

GH3A457 v.irc.01, Rev.9/10
(GH3A457)

Summary of Covered Services (Continued)

Medical Care

Anthem's Lumenos HSA plan covers a wide range of medical services to treat an illness or injury. You can use your available HSA funds to pay for these covered services. Once you spend up to your deductible amount for covered services, you will have Traditional Health Coverage available to help pay for additional covered services.

The following is a summary of covered medical services under Anthem's Lumenos HSA plan:

- Physician Office Visits
- Inpatient Hospital Services
- Outpatient Surgery Services
- Diagnostic X-rays/Lab Tests
- Emergency Hospital Services
- Inpatient and Outpatient Mental Health and Substance Abuse Services
- Maternity Care
- Orthostatic Care
- Prescription Drugs
- Home Health care and hospice care
- Physical, Speech and Occupational Therapy Services

Some covered services may have limitations or other restrictions. With Anthem's Lumenos HSA plan, the following services are limited:

- Skilled nursing facility services limited to 100 days per calendar year.
- Home health care services are limited to 100 visits per calendar year.
- Outpatient skilled nursing services limited to 100 days per member per calendar year.
- Outpatient services limited to 60 visits per member per calendar year.
- Physical, speech and occupational therapy services limited to a combined total of \$5,000 per member per calendar year.
- Certain medical equipment is also subject to deductible and copay co-insurance.**
- Some restrictions may apply to in-facility services.
- Inpatient hospitalizations require authorization. Prior authorization required after the first visit for PT and OT.
- Your Lumenos HSA plan includes a lifetime maximum of \$1,000,000 per member for out-of-network services.

* For complete list of exclusions and limitations, see reference your Certificate of Coverage.

** Certain Out-of-Network supplies are limited to a 100% coinsurance for covered services for the remainder of the year.

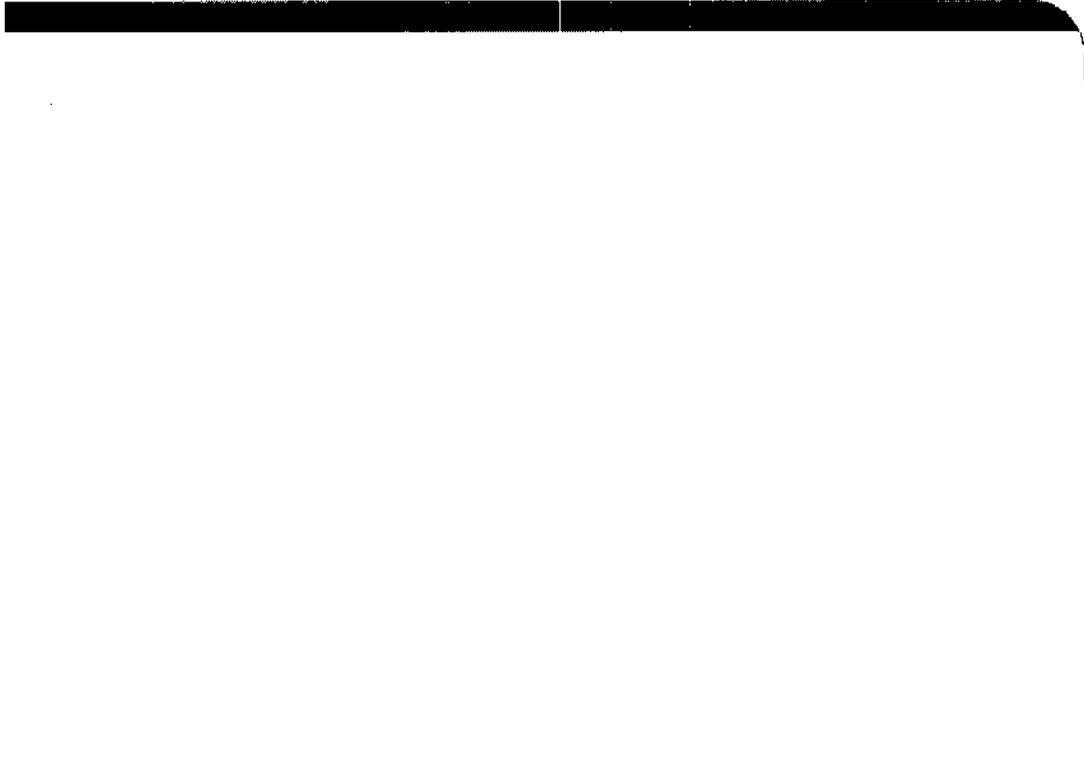
Prescription Drugs – copay after deductible (when purchased from a network pharmacy)*

Retail (30-day supply)	Mail Order (30-day supply)
\$10 Tier 1 copayment	\$10 Tier 1 copayment
\$25 Tier 2 copayment	\$50 Tier 2 copayment
\$40 Tier 3 copayment	\$80 Tier 3 copayment

* For the complete benefits, refer to the Traditional Health Coverage section.

If you have questions, please call toll-free 1-888-224-4896.

GE-2A457 v.1.0 (CT, Rev. 6/10)
(3/2014)



This summary is intended to help you understand the plan. It is not intended to be a contract. The actual terms of the plan are set forth in the plan document. You should refer to the plan document for a complete description of the plan. The summary is not intended to be a contract. The actual terms of the plan are set forth in the plan document. You should refer to the plan document for a complete description of the plan.

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If you have questions, please call toll-free 1-888-224-4896.

GH5457 v.10.07 (Rev 5/10)
(GH5470)

SCHEDULE E-2

City of New Haven-Proposed plan

Century Preferred \$20 Copayment, \$1,000 In-Network / \$2,000 Out-of-Network Annual Deductible / 80-60% COINSURANCE

Century Preferred is a preferred provider organization (PPO) plan.

COST SHARE PROVISIONS	In-Network Member pays:	Out-of-Network Member pays:
Annual Deductible (<i>individual/ family</i>)	\$1,000 / \$2,000	\$2,000 / \$4,000
Coinsurance	20% after deductible up to	40% after deductible up to
Coinsurance Maximum (<i>individual/ family</i>)	\$2,000 / \$4,000	\$4,000 / \$8,000
Cost Share Maximum (<i>individual/ family</i>)	\$3,000 / \$6,000	\$6,000 / \$12,000
Lifetime Maximum	Unlimited	Unlimited

PREVENTIVE CARE - Included are the preventive care services that meet the requirements of federal and state law, including certain screenings, immunizations and physician visits	In-Network After Annual Deductible Member pays:	Out-of-Network After Annual Deductible Member pays:
Well child care	No Charge; Deductible waived	40%
Periodic, routine health examinations		40%
Routine eye exams		40%
Routine OB/GYN visits		40%
Mammography		40%
Hearing screening		40%

MEDICAL CARE		
Office visits	\$20 Copayment, Deductible waived	40%
Outpatient mental health & substance abuse	\$20 Copayment, Deductible waived	40%
OB/GYN care	\$20 Copayment, Deductible waived	40%
Surgical fees of a Physician or Surgeon	\$20 Copayment, Deductible waived	40%
Maternity care	\$20 Copayment, Deductible waived	40%
Diagnostic lab and x-ray	20%	40%
High-cost outpatient diagnostic <i>prior authorization required</i> The following are subject to copay: MRI, MRA, CAT, CTA, PET, SPECT scans Note: \$375 Copayment Maximum per Member per Calendar Year	\$75 Copayment per service, Deductible waived (See note)	40%
Allergy services Office visits/testing <i>Injections--80 visits in 3 years</i>	\$20 Copayment, Deductible waived 20%	40% 40%

HOSPITAL CARE - Prior authorization required		
Semi-private room (<i>General/Medical/Surgical/Maternity</i>)	20%	40%
Inpatient mental health & substance abuse	20%	40%
Skilled nursing facility -- <i>up to 120 days per calendar year</i>	20%	40%

Rehabilitative services – up to 60 days per person per calendar year	20%	40%
Outpatient surgery – in a hospital	20%	40%
Ambulatory surgery – in other than a hospital setting	\$100 Copayment, Deductible waived	40%

EMERGENCY CARE

Walk-in centers	\$20 Copayment, Deductible waived	40%
Urgent care – at participating centers only	\$75 Copayment, Deductible waived	Not Covered
Emergency care – copayment waived if admitted	\$100 Copayment, Deductible waived	\$100 Copayment, Deductible waived
Ambulance	20%	20%

OTHER HEALTH CARE

	In-Network After Annual Deductible <i>Member pays:</i>	Out-of-Network After Annual Deductible <i>Member pays:</i>
Outpatient rehabilitative services – Prior authorization required after the first visit for PT and OT 30 combined visit maximum for PT, OT and ST per year. 20 visit maximum for Chiro. per year.	\$20 Copayment, Deductible waived	40%
Durable medical equipment / Prosthetic devices Unlimited maximum per calendar year	50%	50%
Diabetic supplies, drugs & equipment Diabetic drugs are covered at in-network benefit level.	50%	50%
Infertility – prior authorization required Some restrictions may apply	20%	40%
Home health care 200 visits per member per calendar year	20%, Deductible waived	20%, Deductible waived

PREVENTIVE CARE SCHEDULES

Well Child Care (including immunizations)

- ◆ 6 exams, birth to age 1
- ◆ 6 exams, ages 1 - 5
- ◆ 1 exam every 2 years, ages 6 - 10
- ◆ 1 exam every year, ages 11 - 21

Adult Exams

- ◆ 1 exam every 5 years, ages 22 - 29
- ◆ 1 exam every 3 years, ages 30 - 39
- ◆ 1 exam every 2 years, ages 40 - 49
- ◆ 1 exam every year, ages 50 -

Mammography

- ◆ 1 baseline screening, ages 35-39
- ◆ 1 screening per year, ages 40+
- ◆ Additional exams when medically necessary

Vision Exams: 1 exam every 2 calendar years

Hearing Exams: 1 exam every 2 calendar years

OB/GYN Exams: 1 exam per calendar year

Notes To Benefit Descriptions

- ◆ In situations where the member is responsible for obtaining the necessary prior authorization and fails to do so, benefits may be reduced or denied.
- ◆ Members must utilize participating Blue Quality Centers for Transplant hospitals to receive benefits for Human Organ & Tissue Transplant services. This network of the finest medical transplant programs in the nation is available to members who are candidates for an organ or bone marrow transplant. A nurse consultant trained in case management is dedicated to managing members who require organ and/or tissue transplants.
- ◆ Members are responsible for the balance of charges billed by out-of-network providers after payment for covered services has been made by Anthem Blue Cross and Blue Shield according to the Comprehensive Schedule of Professional Services.

Please refer to the *SpecialOffers@Anthem* brochure in your enrollment kit for information on the discounts we offer on health-related products and services.

This does not constitute your health plan or insurance policy. It is only a general description of the plan. The following are examples of services NOT covered by your Century Preferred Plan. Please refer to your Subscriber Agreement/Certificate of Coverage/Summary Booklet for more details: Cosmetic surgeries and services; custodial care; genetic testing; hearing aids; refractive eye surgery; services and supplies related to, as well as the performance of, sex change operations; surgical and non-surgical services related to TMJ syndrome; travel expenses; vision therapy; services rendered prior to your contract effective date or rendered after your contract termination date; and workers' compensation.

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Revenue Service, we may be required to make additional changes to this summary of benefits.

A product of Anthem Blue Cross and Blue Shield serving residents and businesses in the State of Connecticut.

CENTPRMX

NGF

Effective 10/01/10

SCHEDULE E-3

City of New Haven-Proposed
BlueCare POE

BlueCare is a health maintenance organization (HMO) plan that features a primary care physician (PCP) who works with you to coordinate your health care. PCP referrals are not required to receive care from a specialist provider.

COST SHARE PROVISIONS	In-Network Member pays:
Office Visit (OV) Copayment	\$15 per visit
Specialist Visit (SV) Copayment	\$25 per visit
Hospital (HSP) Copayment	\$250 per admission
Urgent Care (UR) Copayment	\$75
Emergency Room (ER) Copayment – <i>waived if admitted</i>	\$100
Outpatient Surgery (OS) Copayment	\$200
Ambulatory Surgery (ASC) Copayment	\$100
Lifetime Maximum	Unlimited

PREVENTIVE CARE - Included are preventive care services that meet the requirements of federal and state law, including certain screenings, immunizations and physician visits

Well child care <i>Birth to 12 years</i> <i>All others</i>	No Charge No Charge
Periodic, routine health examinations	No Charge
Routine OB/GYN visits	No Charge
Mammography	No Charge
Hearing screening	No Charge

MEDICAL CARE

Office visits <i>PCP</i> <i>Specialist</i>	OV Copayment SV Copayment
Outpatient mental health & substance abuse – <i>prior authorization required</i>	OV Copayment
OB/GYN care	SV Copayment
Surgical fees of a Physician or Surgeon	OV / SV Copayment*
Maternity care – <i>initial visit subject to copayment, no charge thereafter</i>	SV Copayment
Diagnostic lab and x-ray	No Charge
High-cost outpatient diagnostic – <i>prior authorization required</i> <i>The following are subject to copay: MRI, MRA, CAT, CTA, PET, SPECT scans</i>	\$75 Copayment per service \$375 Copayment Maximum per Member per Calendar Year
Allergy services <i>Office visits/testing</i> <i>Injections—80 visits in 3 years</i>	SV Copayment \$25 Copayment

HOSPITAL CARE – Prior authorization required

Semi-private room (<i>General/Medical/Surgical/Maternity</i>)	HSP Copayment
Inpatient mental health & substance abuse	HSP Copayment
Skilled nursing facility – <i>up to 120 days per calendar year</i>	HSP Copayment
Rehabilitative services – <i>up to 60 days per person per calendar year</i>	No Charge
Outpatient surgery – <i>in a hospital</i>	OS Copayment
Ambulatory surgery – <i>in other than a hospital setting</i>	ASC Copayment

EMERGENCY CARE

Walk-in centers	OV Copayment
Urgent care – <i>at participating centers only</i>	UR Copayment

Emergency care – <i>copayment waived if admitted</i>	ER Copayment
Ambulance	No Charge
OTHER HEALTH CARE	In-Network Member pays:
Outpatient rehabilitative services - <i>Prior authorization required after the first visit for PT and OT 30 combined visit maximum for PT, OT and ST per year. 20 visit maximum for Chiro. per year</i>	SV Copayment
Durable medical equipment / Prosthetic devices <i>Unlimited maximum per calendar year</i>	50%
Diabetic supplies, drugs and equipment	50%
Infertility services – <i>prior authorization required Some restrictions may apply</i>	Applicable Copayment
Home health care <i>200 visits per member per calendar year</i>	No Charge

PREVENTIVE CARE SCHEDULES

Well Child Care (including immunizations)

- ◆ 6 exams, birth to age 1
- ◆ 6 exams, ages 1 - 5
- ◆ 1 exam every 2 years, ages 6 - 10
- ◆ 1 exam every year, ages 11 - 21

Adult Exams

- ◆ 1 exam every 5 years, ages 22 - 29
- ◆ 1 exam every 3 years, ages 30 - 39
- ◆ 1 exam every 2 years, ages 40 - 49
- ◆ 1 exam every year, ages 50+

Mammography

- ◆ 1 baseline screening, ages 35 - 39
- ◆ 1 screening per year, ages 40+
- ◆ Additional exams when medically necessary

Vision Exams: 1 exam every 2 calendar years

Hearing Exams: 1 exam per calendar year

OB/GYN Exams: 1 exam per calendar year

Notes To Benefit Descriptions

- ◆ In situations where the member is responsible for obtaining the necessary prior authorization and fails to do so, benefits may be reduced or denied.
 - ◆ Inpatient Hospital Per Admission Copay is waived if readmitted within 30 days for same diagnosis. Maximum of 3 copays per person per year.
 - ◆ Members must utilize participating Blue Quality Centers for Transplant hospitals to receive benefits for Human Organ & Tissue Transplant services. This network of the finest medical transplant programs in the nation is available to members who are candidates for an organ or bone marrow transplant. A nurse consultant trained in case management is dedicated to managing members who require organ and/or tissue transplants.
- * Copayment depends on if provider is PCP or Specialist

Please refer to the SpecialOffers@Anthem brochure in your enrollment kit for information on the discounts we offer on health-related products and services.

This does not constitute your health plan or insurance policy. It is only a general description of the plan. The following are examples of services NOT covered by your BlueCare Health Plan. Please refer to your Subscriber Agreement/Certificate of Coverage/Summary Booklet for more details: Cosmetic surgeries and services; custodial care; genetic testing; hearing aids; refractive eye surgery; services and supplies related to, as well as the performance of, sex change operations; surgical and non-surgical services related to TMJ syndrome; travel expenses; vision therapy; services rendered prior to your contract effective date or rendered after your contract termination date; and workers' compensation.

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Revenue Service, we may be required to make additional changes to this summary of benefits.

A product of Anthem Blue Cross and Blue Shield serving residents and businesses in the State of Connecticut.

NGF
Effective 10/01/10

SCHEDULE E-4

CITY OF NEW HAVEN-PROPOSED PLAN

CENTURY PREFERRED \$15/\$250/\$100/\$200

Century Preferred is a preferred provider organization (PPO) plan.

COST SHARE PROVISIONS	In-Network Member pays:	Out-of-Network Member pays:
Office Visit (OV) Copayment	\$15 per visit	Deductible & Coinsurance
Specialist Visit (SV) Copayment	\$25 per visit	Deductible & Coinsurance
Hospital (HSP) Copayment	\$250 per admission	Deductible & Coinsurance
Urgent Care (UR) Copayment	\$75	Not Covered
Emergency Room (ER) Copayment <i>waived if admitted</i>	\$100	\$100
Outpatient Surgery (OS) Copayment	\$200	Deductible & Coinsurance
Ambulatory Surgery (ASC) Copayment	\$100	Deductible & Coinsurance
Calendar Year Deductible (<i>individual/2-member family/3+ member family</i>)	Not Applicable	\$2000/\$4000
Coinsurance		20% after deductible up to
Coinsurance Maximum (<i>individual/2-member family/3+ member family</i>)		\$4000/\$8000
Cost Share Maximum (<i>individual/2-member family/3+ member family</i>)		\$6000/\$12,000
Lifetime Maximum		Unlimited

PREVENTIVE CARE - *Included are the preventive care services that meet the requirements of federal and state law, including certain screenings, immunizations and physician visits*

Well child care	No Charge	Deductible & Coinsurance
Periodic, routine health examinations	No Charge	
Routine OB/GYN visits	No Charge	
Mammography	No Charge	
Hearing screening	No Charge	

MEDICAL CARE

Office visits <i>Primary Care</i> <i>Specialist</i>	OV Copayment SV Copayment	Deductible & Coinsurance
Outpatient mental health & substance abuse - <i>prior authorization required</i>	OV Copayment	
OB/GYN care	SV Copayment	
Surgical fees of a Physician or Surgeon	OV/SV Copayment*	
Maternity care <i>initial visit subject to copayment, no charge thereafter</i>	SV Copayment	
Diagnostic lab and x-ray	No Charge	
High-cost outpatient diagnostic <i>prior authorization required</i> <i>The following are subject to copay: MRI, MRA, CAT, CTA, PET, SPECT scans</i> Note: \$375 Copayment Maximum per Member per Calendar Year	\$75 Copayment per service (See note)	
Allergy services <i>Office visits/testing</i> <i>Injections 80 visits in 3 years</i>	SV Copayment \$25 Copayment	

HOSPITAL CARE – Prior authorization required

Semi-private room (<i>General/Medical/Surgical/Maternity</i>)	IISP Copayment	Deductible & Coinsurance
Inpatient mental health & substance abuse	HSP Copayment	
Skilled nursing facility – <i>up to 120 days per calendar year</i>	HSP Copayment	
Rehabilitative services -- <i>up to 60 days per person per calendar year</i>	No Charge	
Outpatient surgery - <i>in a hospital</i>	OS Copayment	
Ambulatory surgery - <i>in other than a hospital setting</i>	ASC Copayment	

EMERGENCY CARE

Walk-in centers	OV Copayment	Deductible & Coinsurance
Urgent care – <i>at participating centers only</i>	UR Copayment	Not Covered

Emergency care - copayment waived if admitted	ER Copayment	ER Copayment
Ambulance	No Charge	No Charge
OTHER HEALTH CARE	In-Network Member pays:	Out-of-Network Member pays:
Outpatient rehabilitative services - Prior authorization required after the first visit for PT and OT 30 combined visit maximum for PT, OT and ST per calendar year. 20 visit maximum for Chiro. per calendar year	SV Copayment	Deductible & Coinsurance
Durable medical equipment / Prosthetic devices Unlimited maximum per calendar year	50%	Deductible & 50% Coinsurance
Diabetic supplies, drugs & equipment Diabetic drugs are covered at in-network benefit level.	50%	
Infertility services – prior authorization required Some restrictions may apply	Applicable Copayment	Deductible & Coinsurance
Home health care 200 visits per member per calendar year	No Charge	\$50 Deductible & 20 % Coinsurance

PREVENTIVE CARE SCHEDULES

Well Child Care (including immunizations)

- ◆ 6 exams, birth to age 1
- ◆ 6 exams, ages 1 - 5
- ◆ 1 exam every 2 years, ages 6 - 10
- ◆ 1 exam every year, ages 11 - 21

Adult Exams

- ◆ 1 exam every 5 years, ages 22 - 29
- ◆ 1 exam every 3 years, ages 30 - 39
- ◆ 1 exam every 2 years, ages 40 - 49
- ◆ 1 exam every year, ages 50+

Mammography

- ◆ 1 baseline screening, ages 35-39
- ◆ 1 screening per year, ages 40+
- ◆ Additional exams when medically necessary

Vision Exams: 1 exam every 2 calendar years

Hearing Exams: 1 exam every 2 calendar years

OB/GYN Exams: 1 exam per calendar year

Notes To Benefit Descriptions

- ◆ In situations where the member is responsible for obtaining the necessary prior authorization and fails to do so, benefits may be reduced or denied.
- ◆ Inpatient Hospital Per Admission Copay is waived if readmitted within 30 days for same diagnosis. Maximum of 3 copays per person per year.
- ◆ Members must utilize participating Blue Quality Centers for Transplant hospitals to receive benefits for Human Organ & Tissue Transplant services. This network of the finest medical transplant programs in the nation is available to members who are candidates for an organ or bone marrow transplant. A nurse consultant trained in case management is dedicated to managing members who require organ and/or tissue transplants.
- ◆ Members are responsible for the balance of charges billed by out-of-network providers after payment for covered services has been made by Anthem Blue Cross and Blue Shield according to the Comprehensive Schedule of Professional Services.

* Copayment depends on if the provider is a PCP or Specialist

Please refer to the *Special Offers @ Anthem* brochure in your enrollment kit for information on the discounts we offer on health-related products and services.

This does not constitute your health plan or insurance policy. It is only a general description of the plan. The following are examples of services NOT covered by your Century Preferred Plan. Please refer to your Subscriber Agreement/Certificate of Coverage/Summary Booklet for more details: Cosmetic surgeries and services; custodial care; genetic testing; hearing aids; refractive eye surgery; services and supplies related to, as well as the performance of, sex change operations; surgical and non-surgical services related to TMJ syndrome; travel expenses; vision therapy; services rendered prior to your contract effective date or rendered after your contract termination date; and workers' compensation.

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Revenue Service, we may be required to make additional changes to this summary of benefits.

A product of Anthem Blue Cross and Blue Shield serving residents and businesses in the State of Connecticut.

NGF

Effective 10/01/10

SCHEDULE E-5

*City of New Haven 3 Tier Managed Drug
 \$10 Copayment Tier 1 Drugs
 \$25 Copayment Tier 2 Drugs
 \$40 Copayment Tier 3 Drugs
 Unlimited Annual Maximum*

Description of Benefits

You Pay:

Tier 1	Tier 1 drugs have the lowest copayment. This tier will contain low cost or preferred medications that may be generic, single source brand drugs, or multi-source brand drugs. Tier 1 copayment applies.	\$10
Tier 2	Tier 2 drugs will have a higher copayment than those in Tier 1. This tier will contain preferred medications that may be generic, single source, or multi-source brand drugs. Tier 2 copayment applies.	\$25
Tier 3	Tier 3 drugs will have a higher copayment than those on Tier 2. This tier will contain non-preferred and high cost medications. This tier will include medications considered generic, single source, or multi-source brand drugs. Tier 3 copayment applies.	\$40
Plan Pays:		
Annual Maximum	Per member per calendar year	Unlimited

How To Use The 3-Tier Managed Prescription Drug Program

The 3-Tier Managed Prescription Drug Program incorporates different levels of copayments for three types of prescription drugs as defined in the chart above. The formulary lists generics and brand-name drugs that have been selected for their quality, safety and cost-effectiveness. These preferred drugs have lower member copayments than non-preferred drugs (but may not have a lower overall cost in all instances). You minimize your copayments when you use preferred generic prescriptions and preferred brand-name prescriptions. You'll still have coverage for non-preferred generic and brand-name drugs, but at a higher cost share. **Talk to your provider** about using preferred generic drugs or preferred brand-name drugs included on the formulary. You'll have lower copayments when you use these drugs.

- You will be responsible for **one** copayment when purchasing a **30-day supply** of prescription drugs from a participating retail pharmacy.
- You'll be responsible for **one or two** copayments when purchasing a **31-day to 90-day supply** of maintenance drugs through the mail-order program.

Generic Substitution: Prescriptions may be filled with the generic equivalent when available.

- When you purchase a preferred generic drug at a participating pharmacy, you'll only be responsible for a Tier 1 copayment.
- When a generic equivalent is available and you obtain a preferred or non-preferred brand-name drug, you will be responsible for the applicable Tier copayment *plus* the difference in cost between the generic and preferred or non-preferred brand-name drug. This provision applies unless your provider obtains Prior Authorization. When Prior Authorization is obtained (at the discretion of Anthem Blue Cross and Blue Shield), you will be responsible only for the applicable Tier copayment.

Connection (Concurrent Drug Utilization Review)

Connection works with the retail pharmacy's standard guidelines to provide a **second level of quality and safety checks**. The process, which is provided on-line as part of the electronic claims filing process, helps promote access to safe, appropriate, cost-effective medications for members. Connection involves a series of rules or guidelines, which identify potential medication therapy issues and deliver a message to the pharmacy by computer before the medication is dispensed. The process alerts the pharmacist of potential issues such as drug-to-drug interactions, refills requested too close together, incorrect dosing or drug duplications.

Step therapy

Step therapy means that you may need to use one medication before benefits for the use of another medication can be authorized.

Prior Authorization

A limited number of medications require review and benefit approval before coverage of the medication is authorized.

Pharmacy Programs

Mandatory Mail Order

If you are taking a Prescription Drug that is considered a Maintenance Medication, you may obtain an initial 30 day supply and up to two subsequent 30 day prescription renewals of the same Maintenance Medication at your local Retail Pharmacy. You must then begin using Our Mail Service Pharmacy to purchase Maintenance Medications. If you are not sure whether the Prescription Drug you are taking is considered a Maintenance Medication, please contact Customer Service at the number on the back of your ID card or check our website at www.anthem.com for more information. Ordering Maintenance Medications through Our Mail Service Pharmacy eliminates the need for monthly trips to the pharmacy.

The \$10 Tier 1 /\$25 Tier 2 /\$40 Tier 3 copayment and Unlimited annual maximum apply. When ordering a **31-day to 90-day supply, copayments** will apply as follows: \$10 Tier 1 /\$50 Tier 2 /\$80 Tier 3.

Mandatory Specialty Drug Program

The Precision Rx program offers certain specialty medications and disease specific care coordination to help promote quality, safety and clinical effectiveness for certain conditions and diseases such as cancer, hepatitis C, HIV/AIDS, infertility, multiple sclerosis and more.

National Pharmacy Network

Members also have access to a network of more than 65,000 retail pharmacies throughout the country. Members may call 1-800-962-8192, or go to www.wellpointnextr.com, to locate a participating pharmacy when traveling outside the state.

Non-participating Pharmacies

Members who fill prescriptions at a non-participating pharmacy are responsible for payment at the time the prescription is filled. Members must submit claims to Anthem Blue Cross and Blue Shield for reimbursement, and payment will be sent to the member. Members who use non-participating pharmacies will pay 20% of the in-network allowance, plus the difference between Anthem Blue Cross and Blue Shield's payment and the pharmacist's actual charge. There is not a reimbursement for out of network under the Bluecare plan.

Points to Remember

- Anthem Blue Cross and Blue Shield will provide coverage for prescription drugs dispensed by a participating pharmacy when prescription drugs are deemed medically necessary based on specific criteria and dispensed pursuant to a prescription issued by a participating physician or by a non-participating physician, subject to copayment.
- Anthem Blue Cross and Blue Shield will not be liable for any injury, claim or judgment resulting from the dispensing of any drug covered by this plan. Anthem Blue Cross and Blue Shield will not provide benefits for any drug prescribed or dispensed in a manner contrary to normal medical practice.
- Anthem Blue Cross and Blue Shield reserves the right to apply quantity limits to specified drugs as listed on the formulary. If a member requires a greater supply, the member's provider can follow the prior authorization process.

Prescription Drug Eligibility

Eligible prescription drug benefits are limited to injectable insulin and those drugs, biologicals, and compounded prescriptions that are required to be dispensed only according to a written prescription, and included in the United States Pharmacopoeia, National Formulary, or Accepted Dental Remedies and New Drugs, and which, by law, are required to bear the legend: "Caution—Federal Law prohibits dispensing without a prescription" or which are specifically approved by the Plan.

Limits and Exclusions

Benefits are limited to no more than a 30-day supply for covered drugs purchased at a retail pharmacy, and no more than a 90-day supply for covered drugs purchased by mail order. All prescriptions are subject to the quantity limitations imposed by state and federal statutes.

This drug rider does not provide drugs dispensed by other than a licensed, retail pharmacy or our mail-order service; any drug not required for the treatment or prevention of illness or injury; vaccines or allergenic extracts; devices and appliances; needles and syringes that are not prescribed by a provider for the administration of a covered drug; prescriptions dispensed in a hospital or skilled nursing facility; over-the-counter or non-legend drugs; antibacterial soaps/detergents, shampoos, toothpastes/gels and mouthwashes/rinse.

Benefits for prescription birth control are covered for most groups. However, such coverage is optional if your group is self-insured or a bona fide religious organization. Check with your benefits administrator.

This is not a legal contract. It is only a general description of the \$10 Tier 1 /\$25 Tier 2 /\$40 Tier 3 3-Tier Managed Prescription Drug Program with an unlimited annual maximum.

SCHEDULE F

NEW HAVEN PUBLIC SCHOOL DISTRICT
NEW HAVEN, CONNECTICUT

APPLICATION FOR THE EARLY RETIREMENT INCENTIVE PLAN

Name: _____

School: _____

Age as of June 30, 20__ : _____

Length of service as an
administrator/teacher in
Connecticut as of June 30, 20__ : _____

Length of service as an
administrator/teacher in
New Haven as of June 30, 20__ : _____

WAIVER

By my application to participate in the Early Retirement Incentive Plan, I agree to waive my right to file any claim against the New Haven Public School District ("Board") and/or Local 3.8 American Federation of School Administrators Association ("Association") that in the establishment or implementation of this Plan either party (or both parties) has discriminated against me on the basis of my age in violation of state or federal law, including the Age Discrimination in Employment Act, or has violated any of my other rights, including those arising under state or federal constitutional provisions, statutes, regulations, or case law. Furthermore, I waive my right under application to file any grievance relating to the matter of this Plan under the existing collective bargaining agreement.

I understand that I have had a period of at least forty-five (45) days to consider the Board's offer of early retirement benefits under this Plan as set forth in Article XX. I further understand that this waiver is revocable for a period of seven (7) days following the date upon which I sign it, but that this waiver shall thereafter be irrevocable. Finally, I have been advised to consult an attorney prior to signing this application.

Signature: _____ Date: _____

RESIGNATION

I hereby submit my resignation as an Administrator in the New Haven Public School District effective _____, contingent upon the approval of my application for this Plan by the Board.

Signature: _____ Date: _____

THE TERMS OF THE EARLY RETIREMENT INCENTIVE PLAN ARE FOUND IN ARTICLE XX OF THE 2001-2004 ADMINISTRATORS' CONTRACT AND SHOULD BE READ CAREFULLY BEFORE SIGNING. THIS FORM SHOULD BE PREPARED IN TRIPPLICATE WITH ONE COPY TO THE ADMINISTRATOR, THE SECOND COPY TO THE BOARD, AND THE THIRD COPY TO THE ASSOCIATION.

Optional Attachment 3: TEVAL Conference Form

Teacher Evaluation and Development - Conference Form

The New Haven Public School teacher evaluation and development system is intended primarily to facilitate deep professional conversations between each teacher and their instructional manager. The goal for all teachers – at all points in their career, and whether current performance is exemplary, in need of improvement, or in between – is to provide constructive input and coaching that assists teachers in improving and expanding their teaching skills and methodologies. In addition, the goal is to ensure that teacher evaluation and development aligns to growth in student learning, so that better teaching ensures more student learning, regardless of where students start.

The centerpiece of the new evaluation and development system are regular, substantive and collegial discussions between a teacher and that teacher's instructional manager, which will occur through a series of annual conferences, including the initial goal setting conference, the mid-year conference along with any supplemental mid-years, and the end-of-year conference. This document provides the format and structure for those conversations, and delineates the dimensions of assessment – student learning growth, instructional practice, and professional values. The goal of these evaluation and development conferences is to provide comprehensive feedback to each teacher, and to set a defined plan of development opportunities for the teacher. These conferences should be the anchor of the rest of the evaluation and development process, and the foundation of the professional relationship between teacher and instructional manager.

The teacher conference form includes the following sections, which map to the components of the teacher evaluation and development:

- Section 1: Student Learning Goals: (Goals established at the goal setting conference, focused on student learning growth. Monitored through the year in mid-year conferences as appropriate, and then assessed at the end of the year conference)
- Section 2: Teacher Professional Focus and Development plan (Focus and development plan established in the goal setting conference, and then adjusted through mid-year conference and end of year conference)
- Section 3: Instructional practice feedback – Classroom Practice, Planning and Preparation, and Reflection and Use of Data (Areas of strength and development assessed in mid-year and end of year conferences)
- Section 4: Professional values feedback (Areas of strength and development assessed in mid-year and end of year conferences)
- Section 5: Summary rating sheet and signatures

The performance ratings for teachers fall into the following five categories: exemplary, strong, effective, developing and needs improvement.

The conferencing process depends on regular and meaningful contact and observation between the instructional manager and the teacher, observing classrooms, data teams, and other professional teaching activities. To support the evaluation of instructional practice and professional values, NHPS has developed a detailed performance continuum that defines exemplary, effective, and needs improvement performance for all aspects of instructional practice and professional values. In addition, an observation worksheet provides one optional way for instructional managers to organize and structure both observations and feedback to teachers. These supporting materials, and all other TEVAL materials, are available at in the staff development section of the NHPS Internet and Intranet, as well as in the staff development section of SchoolNet Outreach.

Teacher Evaluation and Development - Conference Form

Please complete this form in MS Word. You will only need to enter the information on the first page once as it will automatically populate corresponding fields in the document. When done save as using the following format: teacher last name.first name2011-12TEVAL

For example if this were John Smith's TEVAL form it would be saved as : smith.john2011-12TEVAL.doc

School Year: 2011-12
School/Department:

Teacher: First Name Last Name Employee Number:

Grade(s):

Subject (if applicable): Specify:

Instructional Manager: First Name Last Name

Potentially Needs Improvement Date Notified:
 Potentially Exemplary

Plan of Improvement Effective Date:
 Teacher Development Plan Effective Date:

Overall Summative Rating 2011-12 : Not Rated

PINK – teachers; PURPLE – IMs, ORANGE – TOGETHER

First Name Last Name

First Name Last Name

Student Learning Measure	Target Learning Growth	Baseline Data	Interim Learning Results (note date and measure)	Final Learning	Growth Level
Which assessment will measure growth?	What will one year's worth of growth look like?	Where did students start?	Which assessment are you using to assess interim growth? Growth so far?	How much did your students grow?	(+++), (++), (+), (-), or (--) N/A
		N=		N=	
Optional		N=		N=	N/A
Optional		N=		N=	N/A
		N=		N=	N/A

Growth Level Guidance: (+++): Exceptional growth; (++): Solid growth; (+): Adequate growth; (-): Insufficient growth, did not meet goal; (--) : Little or no growth, did not meet goal

Comments for Initial Goal-Setting:

- What challenges do you envision to meeting goal?
- How will you meet them?

Comments for Mid-Year Conference:

- Is teacher on track to meet goal? Why or why not?
- Is a mid-year adjustment necessary?

Comments for End-of-Year Conference:

- Why did teacher meet success? What challenges did teacher face?
- What actions led to growth level?

Teacher:**Teacher:****Teacher:****IM:****IM:****IM:**

Exemplary (Ex-5): Consistent (i.e. 2 out of 3 years) top growth (+++) for students in a teacher's class, relative to academic peers and across learning measures

Strong (St-4): A preponderance of evidence points to above average learning growth (++ or ++), across years and measures

Effective (Ef-3): A preponderance of evidence reflects average student learning growth (++ or +), and/or mixed results, across years and measures

Developing (Dv-2): A preponderance of evidence points to below average student learning growth (- or --), across years and measures

Needs Improvement (NI-1): Consistent (i.e. 2 out of 3 years) low growth (- or --) for students in a teacher's class, relative to academic peers and across learning measures

Learning Measure**2010-11 Performance****2011-12 Performance**

- 1.
- 2.
3. Optional
4. Optional

N/A
N/A
N/A
N/A

Not Rated

Note: Teachers who teach CMT-assessed subjects in grades 4 – 8 must include CMT as a learning measure.

First Name Last Name

Professional focus description	Associated domain(s) (e.g. CI)	Teacher:	Teacher:
<p>Designate areas of professional focus for the teacher for the next development cycle (i.e. year). Areas of focus should map to the instructional practices and professional values framework</p>		IM:	IM:

First Name Last Name

Development Activity (including who and when)	Teacher:	Teacher:	Teacher:
<p>Activities designed to address the areas of professional focus for the next development cycle, i.e.:</p> <ul style="list-style-type: none"> - Targeted coaching from manager or coach - Mentorship - Intra and/or Inter-School visitation - Professional Learning Community - District PD opportunities - Out of District PD opportunities 	IM:	IM:	IM:
<p>Resources and support to be made available:</p>	IM:	IM:	IM:

First Name Last Name					
Purposeful	C1: Communicates objectives and lesson content clearly and accurately	Mid-year: Teacher-	Mid-year: Teacher-		
	C2: Employs activities aligned with student knowledge and skills, differentiating as appropriate	IM- End of year: Teacher-	IM- End of year: Teacher-		
	C3: Offers students multiple methods to approach material and to demonstrate learning	IM-	IM-		
	C4: Monitors and assesses student understanding and adjusts as necessary				
	OVERALL PURPOSEFUL CLASSROOM PRACTICE	n/a	n/a	n/a	n/a
Supportive	C5: Develops and maintains standards of conduct that are clear to all students and responds to student needs	Mid-year: Teacher-	Mid-year: Teacher-		
	C6: Engages and includes all students in classroom activities	IM- End of year: Teacher-	IM- End of year: Teacher-		
	C7: Provides opportunities for meaningful student choice	IM-	IM-		
	OVERALL SUPPORTIVE CLASSROOM PRACTICE	n/a	n/a	n/a	n/a
Meaningful	C8: Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	Mid-year: Teacher-	Mid-year: Teacher-		
	C9: Engages students in substantive conversations with purposeful question to promote inquiry and learning	IM- End of year: Teacher-	IM- End of year: Teacher-		

C10: Makes connections to increase relevancy for students, including connections to different lessons, to different content areas, and to each student's world outside of the classroom

IM-

IM-

OVERALL MEANINGFUL CLASSROOM PRACTICE

n/a n/a n/a n/a

First Name Last Name				
P1: Assesses students' prior knowledge and skills	Mid-year: Teacher-			Mid-year: Teacher-
P2: Establishes clearly defined student learning goals and objectives for all students	IM-			IM-
P3: Designs and sequences lessons and activities aligned with student learning goals and objectives	End-of-year: Teacher-			End-of-year: Teacher-
P4: Prepares assessments which align with student learning goals and objectives	IM-			IM-
OVERALL PURPOSEFUL PLANNING AND PREPARATION		n/a	n/a	n/a
P5: Incorporates and addresses the social, emotional and academic needs of individual students	Mid-year: Teacher-			Mid-year: Teacher-
	IM-			IM-
	End-of-year: Teacher-			End-of-year: Teacher-
	IM-			IM-
P6: Develops lessons and units that are challenging, relevant and promote inquiry	Mid-year: Teacher-			Mid-year: Teacher-
	IM-			IM-
	End-of-year: Teacher-			End-of-year: Teacher-
	IM-			IM-

First Name Last Name	Mid year: Teacher-	Mid year: Teacher-	Mid year: Teacher-	Mid year: Teacher-
R1: Uses results from ongoing assessments to evaluate student learning and identify areas for further instruction and planning	IM- End-of-year: Teacher-	IM- End-of-year: Teacher-	IM- End-of-year: Teacher-	IM- End-of-year: Teacher-
R2: Reflects on group and individual dynamics and interactions and identify areas for adjustment or refinement	IM- End-of-year: Teacher-	IM- End-of-year: Teacher-	IM- End-of-year: Teacher-	IM- End-of-year: Teacher-
R3: Evaluates the effectiveness of curriculum and instructional strategies in encouraging meaningful and higher-order learning	IM- End-of-year: Teacher-	IM- End-of-year: Teacher-	IM- End-of-year: Teacher-	IM- End-of-year: Teacher-
Not Rated				

First Name Last Name	Mid-year: Teacher-	Mid-year: Teacher-	Mid-year: Teacher-
Collaboration and Collegiality			
Self improvement			
Reliability			
High expectations			
Respect			
Responsiveness and outreach			
Professionalism and judgment			

	Not Rated
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Additional Comments/Concerns regarding Professional Values:

IM-Add Comments Here

Not Rated

To determine the combined Instructional Practice and Professional Values rating use the Table Combining Instructional Practice and Professional Values which can be found in SchoolNet Outreach on the TEVAL page.

Instructional Practice rating:	Not Rated
Professional Values rating:	Not Rated

Instructional Practice and Professional Values

	Needs Improvement (NI-1)	Developing (Dv-2)	Effective (Ef-3)	Strong (St-4)	Exemplary (Ex-5)
Needs Improvement (NI-1)	NI-1	NI-1	Dv-2	Ef-3*	Ef-3*
Developing (Dv-2)	NI-1	Dv-2	Dv-2	Ef-3	St-4*
Effective (Ef-3)	NI-1	Dv-2	Ef-3	St-4	Ex-5
Strong (St-4)	Dv-2*	Ef-3	St-4	St-4	Ex-5
Exemplary (Ex-5)	Ef-3*	Ef-3*	St-4	Ex-5	Ex-5

*Ratings with this degree of mismatch are subject to review by NHPS central office

Teacher's Signature: _____ Date: _____ Not Rated

First Name Last Name

Instructional Manager's Signature: _____ Date: _____

First Name Last Name

School:

Note: Teachers for whom the CMT/CAPT (or other measure not returned before the end of the school year) is being used as a learning measure will receive a tentative rating at the end of the year pending receipt of results (to be confirmed before the start of the next school year).

Optional Attachment 4: TEVAL Performance Framework

NHPS Teacher Evaluation and Development - Instructional Practice Performance Continuum

Note: Throughout this document, “consistently” indicates frequency of at least 90% of the time, “often” indicates at least 75% of the time, “typically” indicates at least 60% of the time, and “generally” indicates at least 50% of the time. (Note: for very small classes, these percentages may need to be reinterpreted.)

DOMAIN II: PLANNING AND PREPARATION	
<i>P1: Assesses students' prior knowledge and skills</i>	
Exemplary	Needs Improvement
<ul style="list-style-type: none"> Teacher consistently identifies and prioritizes the current skill base of all students, including both gaps and assets in academic development, by utilizing a variety of artifacts (including standardized and classroom specific assessments) and anecdotal evidence. 	<ul style="list-style-type: none"> Teacher rarely identifies and prioritizes the current skill base of all students, including both gaps and assets in academic development, by utilizing a variety of artifacts (including standardized and classroom specific assessments) and anecdotal evidence.
<i>P2: Establishes clearly defined student learning goals and objectives for all students</i>	
Exemplary	Needs Improvement
<ul style="list-style-type: none"> Class and subgroup goals for lessons, units, and annual learning are consistently clear, aligned with standards, and target substantial growth for all students. [Note: “Substantial” to be defined] 	<ul style="list-style-type: none"> Teacher does not generally set class and subgroup goals that are aligned with standards AND/OR goals do not reflect appropriate growth for students [Note: “Appropriate” to be defined in handbook]
<i>P3: Designs and sequences lessons and activities aligned with student goals and objectives</i>	
Exemplary	Needs Improvement
<ul style="list-style-type: none"> Activities and tasks in lesson, unit, and long-term plans are clearly and consistently sequenced to facilitate student progress toward learning goals and objectives. 	<ul style="list-style-type: none"> Activities and tasks in lesson, unit, and long-term plans are rarely sequenced to facilitate student progress toward learning goals and objectives.
<i>P4: Prepares assessments which align with student learning goals and objectives</i>	
Exemplary	Needs Improvement
<ul style="list-style-type: none"> Assessments consistently and clearly challenge students to demonstrate mastery of learning objectives. 	<ul style="list-style-type: none"> Assessments rarely challenge students to demonstrate mastery of learning objectives.
<i>P5: Incorporates and addresses the social, emotional and academic needs of individual students</i>	
Exemplary	Needs Improvement
<ul style="list-style-type: none"> Teacher planning consistently addresses social and emotional needs of all students, and reflects strategies to address those needs. 	<ul style="list-style-type: none"> Teacher planning rarely addresses social and emotional needs of all students, and rarely reflects strategies to address those needs.
<i>P6: Develops lessons and units that are challenging, relevant and promote inquiry</i>	
Exemplary	Needs Improvement
<ul style="list-style-type: none"> Lessons and units consistently challenge students to develop and respond to questions, provide examples, and make connections outside the immediate course work. (Include reference to student questions and teacher to student interactions) 	<ul style="list-style-type: none"> Lessons and units rarely challenge students to ask and respond to questions (including student to student questions), provide examples and demonstrate, and/or make connections outside the immediate course work.

DOMAIN II: CLASSROOM PRACTICE

C1: Communicates objectives and lesson content clearly and accurately

<p>Exemplary</p> <ul style="list-style-type: none"> Teacher consistently presents lesson material accurately and clearly, so that all or nearly all students are able to articulate what learning the class has accomplished for the day, demonstrating mastery of objectives and/or recognizing when additional learning or practice is required for mastery. 	<p>Effective</p> <ul style="list-style-type: none"> Teacher often presents lesson material accurately and clearly, so that students are generally able to articulate what learning the class has accomplished for the day, demonstrating mastery of objectives and/or recognizing when additional learning or practice is required for mastery. 	<p>Needs Improvement</p> <p>Teacher rarely presents lesson material accurately and clearly, so that most students are unable to master or articulate the objectives.</p>
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C2: Employs activities aligned with student knowledge and skills, differentiating as appropriate

<p>Exemplary</p> <ul style="list-style-type: none"> Students consistently participate in scaffolded activities that capitalize on prior learning, knowledge, and skills in order to support and challenge all students to progress toward mastery of new material. 	<p>Effective</p> <ul style="list-style-type: none"> Students often participate in scaffolded activities that reference prior learning, knowledge and skills in order to support and challenge students to progress toward mastery of new material. 	<p>Needs Improvement</p> <ul style="list-style-type: none"> Students rarely participate in scaffolded activities that reference prior learning, knowledge and skills in order to support and challenge students to progress toward mastery of new material.
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C3: Offers students multiple methods to approach material and to demonstrate learning

<p>Exemplary</p> <ul style="list-style-type: none"> Students interact with a variety of materials and approaches to lessons and content, so that they engage the lesson content and demonstrate knowledge in a variety of ways/modalities throughout the lesson and/or unit. (Discuss appropriate variety in handbook - over a unit some is important, but it is not necessary in every lesson) 	<p>Effective</p> <ul style="list-style-type: none"> Teacher offers more than one approach to lesson materials and content, so that students can engage with lesson content and demonstrate knowledge in multiple ways/modalities 	<p>Needs Improvement</p> <ul style="list-style-type: none"> Teacher offers limited or unproductive approaches to lesson materials and content.
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C4: Monitors and assesses student understanding and adjusts as necessary

<p>Exemplary</p> <p>Students consistently produce work or reflections which convey their understanding of learning, providing teacher with information to adjust instruction as necessary.</p>	<p>Effective</p> <ul style="list-style-type: none"> Students often produce work or reflections which convey their understanding of learning, providing teacher with information to adjust instruction as necessary. 	<p>Needs Improvement</p> <ul style="list-style-type: none"> Students rarely produce work or reflections which convey their understanding of learning, and/or teacher rarely adjust instruction to reflect student understanding.
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C5: Develops and maintains standards of conduct that are clear to all students and respond to student needs

<p>Exemplary</p> <ul style="list-style-type: none"> Teacher consistently creates an environment that fosters and supports respectful interaction between and amongst the members of the classroom, intervening constructively when necessary. ("Constructive interventions" and timeliness to be defined in handbook.) 	<p>Effective</p> <ul style="list-style-type: none"> Teacher generally creates an environment that fosters and supports respectful interaction between and amongst the members of the classroom, intervening when necessary to reinforce the standard of conduct. 	<p>Needs Improvement</p> <ul style="list-style-type: none"> Teacher rarely creates an environment that fosters and supports respectful interaction between and amongst the members of the classroom, and/or generally does not intervene to maintain a standard of conduct.
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<i>C6: Engages and includes all students in classroom activities</i>	
Exemplary	Effective
<ul style="list-style-type: none"> Students are consistently engaged in ways that all or nearly all students listen and respond actively to each other, contribute comments, ideas or questions that improve their own and their classmates' understanding, and/or pursue independent class work AND/OR -teacher uses a variety of techniques and strategies to challenge and reengage all or nearly all students as necessary. 	<ul style="list-style-type: none"> Students are often engaged in ways that that most students listen and respond actively to each other, contribute comments, ideas or questions that improve their own and their classmates' understanding, and/or pursue independent class work. AND/OR-teacher uses techniques and strategies to challenge and reengage most students as necessary.
<i>C7: Provides opportunities for meaningful student choice</i>	
Exemplary	Effective
<ul style="list-style-type: none"> Lessons and units often include opportunities for students to make choices regarding classroom materials, topics of exploration, methods of demonstrating understanding, or learning activities. 	<ul style="list-style-type: none"> Lessons and units generally include opportunities for students to make choices about some aspect of the lesson topics of exploration, methods of demonstrating understanding, and or activities
<i>C8: Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills</i>	
Exemplary	Effective
<ul style="list-style-type: none"> Students consistently engage significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. 	<ul style="list-style-type: none"> Students generally engage significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems.
<i>C9: Engages students in substantive conversations with purposeful questions to promote inquiry and learning</i>	
Exemplary	Effective
<ul style="list-style-type: none"> Students often participate in meaningful discussions occurring between and among members of the class, constructively responding to each other's comments, and/or initiating their own questions and inquiry. 	<ul style="list-style-type: none"> Students generally participate in meaningful discussions occurring between and among members of the class, constructively responding to each other's comments with facilitation from the teacher.
<i>C10: Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom</i>	
Exemplary	Effective
<ul style="list-style-type: none"> Students often apply new learning and make connections to other activities that relate their learning to prior knowledge, different content areas, career, and/or the world outside of the classroom. 	<ul style="list-style-type: none"> Students generally apply new learning and make connections to other activities that extend their thinking and understanding of concepts and skills by relating them to prior knowledge, different content areas, career, and/or the world outside of the classroom.
<i>C11: Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom</i>	
Exemplary	Effective
<ul style="list-style-type: none"> Students consistently engage significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. 	<ul style="list-style-type: none"> Students rarely engage significant concepts or do not use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems.
<i>C12: Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom</i>	
Exemplary	Effective
<ul style="list-style-type: none"> Students consistently engage significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. 	<ul style="list-style-type: none"> Students rarely have opportunities to engage in sustained conversations with each other, and are rarely encouraged to do so.
<i>C13: Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom</i>	
Exemplary	Effective
<ul style="list-style-type: none"> Students consistently engage significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. 	<ul style="list-style-type: none"> Students rarely apply new learning and make connections to other activities that extend their thinking and understanding of concepts and skills by relating them to prior knowledge, different content areas, career, and/or the world outside of the classroom.

DOMAIN III: REFLECTION

R1: Uses results from ongoing assessments to evaluate student learning and identify areas for further instruction and planning

Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher consistently and effectively analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. Uses the analysis to identify areas of need and plan future instruction, revising lesson plans on an ongoing basis. (I handbook will reference: inclusion of remediation strategies that target specific errors and misunderstandings; acceleration strategies that respond to particular student strengths.) 	<ul style="list-style-type: none"> Teacher often and effectively analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. Often uses the analysis to identify areas of need and plan future instruction, revising lesson plans on an ongoing basis. (I handbook will reference: inclusion of remediation strategies that target specific errors and misunderstandings; acceleration strategies that respond to particular student strengths.) 	<ul style="list-style-type: none"> Teacher rarely analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. Rarely uses the analysis to identify areas of need and plan future instruction, revising lesson plans on an ongoing basis. (Handbook will reference: inclusion of remediation strategies that target specific errors and misunderstandings; acceleration strategies that respond to particular student strengths.)

R2: Reflects on group and individual dynamics and interactions and identifies areas for adjustment or refinement

Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher consistently analyzes and evaluates classroom interactions, identifying potential areas for improvement and adjusting classroom strategies as a result. 	<ul style="list-style-type: none"> Teacher often analyzes and evaluates classroom interactions, identifying potential areas for improvement and adjusting classroom strategies as a result. 	<ul style="list-style-type: none"> Teacher rarely analyzes and evaluates classroom interactions, identifying potential areas for improvement and adjusting classroom strategies as a result.

R3: Evaluates the effectiveness of curriculum and instructional strategies in encouraging meaningful and higher-order learning

Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher consistently assesses the evidence of relevance, engagement, and connections demonstrated by students, and adjusts instruction accordingly 	<ul style="list-style-type: none"> Teacher generally assesses the evidence of relevance, engagement, and connections demonstrated by students, and adjusts instruction accordingly 	<ul style="list-style-type: none"> Teacher focuses largely on coverage of content or material, and only rarely assesses the evidence of relevance, engagement, and connections demonstrated by students

Optional Attachment 5: PEVAL Conference Form

Leader: _____ School: _____

School Year: _____

Director/Manager: _____

Principal and AP Evaluation and Development - Conference Form

Leadership Evaluation and Development

The backbone of the evaluation and development process for principals and APs is a series of conferences with their supervisor – the Director of Instruction for the Principal, and the Principal for the APs. The process is designed to support a deep professional coaching relationship between the leader and their manager, a relationship that strengthens both the leadership skills and leadership success of participants.

The overall framework for evaluation and development includes the following primary areas:

1. Student Learning and School Performance (Section 1), as indicated by *growth/improvement* on a range of school learning and climate measures set in conversation with the manager
2. Leadership Development Focus and Development Plan (Section 2), to ensure the targeted and differentiated development of all school-based leaders
3. Leadership Competencies (Section 3), to define strengths and weaknesses in the key areas of school-based leadership
4. Professional Values (Section 4), reflecting the underlying professional behaviors important to all educators.

The expectation is for 3 full conferences a year: a goal and context setting conference over the summer or at the start of the year, a mid-year conference, and an end-of-year conference. Insight into all these areas is drawn from both quantitative data (i.e. learning measures, school climate survey, etc) and from observational school visits. Although input may be provided from a variety of sources, ultimately the Director of Instruction is responsible for both the coaching and the evaluation of each principal, and the Principal is responsible for APs.

Goal Setting conference:

The initial goal-setting and context setting conversations are very important and should include substantive conversations about and documentation of specific goals for the Student Learning and School Improvement measures, areas of leadership competency for focus for the year, and data defining key features of the school context, including any special circumstances that will support a realistic snapshot of the school and highlight reasonable supports expected from central office.

Mid-year and End-of-Year conferences:

These are opportunities to assess and discuss progress or challenges in student learning, leadership competencies, and professional values. Ideally, the leader being reviewed should complete a self-assessment, and after the conference there should be a written record of key issues raised. If there are concerns about performance, they should be raised at the mid-year conference, and ideally resolved at the end of the year conference. The mid-year and end-of-year should also review the context materials, particularly the delivery of support from the central office.

Summary Ratings:

Ratings, whether associated with Student Learning, Leadership Competencies, or Professional Values, should be based on multiple years of evidence and multiple variables. Section 5 of this form integrates the ratings from the various areas of analysis into one summative rating. Each leader should be rated each year, and those ratings should be a primary factor in the professional trajectory of leaders in the district, including promotion for exemplary leaders and consequential plans of improvement for needs improvement leaders.

Student/School Growth Measure	Prior Year Results			Current Year Target	Current Year Actual	Comments and discussion of learning results	Growth Level *
	08-09	09-10	10-11 Goal setting notes				
Measure based on school improvement objective			Anticipated concerns, areas of focus, etc			Compare target and results, note unusual circumstances or obstacles, etc	
Goal 1							
Goal 2							
Goal 3 (Optional)							
Additional Goals (Optional)							
Additional Goals (Optional)							
Growth Level Guidance: (+++): Significant growth, exceeded goal; (++): Solid growth, met goal; (+): Adequate growth, met goal; (-): Insufficient growth, did not meet goal; (--): Little or no growth, did not meet goal							
Summative Rating: Based on growth of students and trajectory of improvement; acknowledging the movement and transience of students; Rated as exemplary, strong, effective, developing, or needs improvement, based on review of growth in all measures							

<i>Professional focus description</i>	<i>Associated Competencies(s)</i>
<p>Designate areas of professional focus for the leader for the next development cycle (i.e. year). Areas of focus should map to the leadership competencies skills framework</p>	
<p>Activities designed to address the areas of professional focus for the next development cycle, i.e. :</p> <ul style="list-style-type: none"> - Targeted coaching from Director - Mentorship - Inter-School visitation - Professional Learning Community - District PD opportunities - Out of District PD opportunities - Developmental leadership positions 	<p>Development Activity (including who and when)</p>
	<p>Resources and support to be made available</p>

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V1: Set clear direction for the school community

V2: Identify and address strategic opportunities and challenges

V3: Plan for and manage Change

C1: Create standards of excellence

C2: Build and maintain a focus on students and student learning

C3: Engage families and other stakeholders and maintain commitment

IL1: Prioritize instruction and student learning

IL2: Support good curriculum, assessment, and pedagogy (including infusing technology across the curriculum)

IL3: Use data to inform instructional decisions

Vision

Culture

Instructional Leadership

P1: Lead teams and delegate responsibility

P2: Develop instructional and leadership talent

P3: Effectively manage staff (i.e. TFVAI process)

O1: Build effective organizational structures

O2: Build effective organizational systems

O2: Maximize available resources, including finances and time

People Leadership

Organizational Management

Collaboration and Collegiality

Self-improvement

Reliability

High expectations

Respect

Responsiveness and outreach

Professionalism and judgment



To calculate the Leadership Practice and Professional Values rating, multiply the Leadership Practice rating by .8 and the Professional Values rating by .2 and sum the results.	
Leadership Competencies rating:	x .8 =
Professional Values rating:	x .2 =

	Needs Improvement (NI-1)	Developing (Dv-2)	Effective (Ef-3)	Strong (St-4)	Exemplary (Ex-5)
Needs Improvement (NI-1)	NI-1	NI-1	Dv-2	Ef-3*	Ef-3*
Developing (Dv-2)	NI-1	Dv-2	Dv-2	Ef-3	St-4*
Effective (Ef-3)	NI-1	Dv-2	Ef-3	St-4	Ex-5
Strong (St-4)	Dv-2*	Ef-3	St-4	St-4	Ex-5
Exemplary (Ex-5)	Ef-3*	Ef-3*	St-4	Ex-5	Ex-5



*Ratings with this degree of mismatch are subject to review by NHPS central office

Leader's Signature: _____ Date: _____

Manager's Signature: _____ Date: _____

School: _____

Optional Attachment 6: PEVAL Performance Framework

Professional Values Framework and Performance Continuum - As of August 2010

1	Collaboration and collegiality
2	Self-improvement
3	Reliability
4	High expectations
5	Respect
6	Responsiveness and outreach
7	Professionalism and judgment

NHPS Teacher Evaluation and Development - Professional Value Performance Continuum

Collaboration and collegiality		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher creates and/or leads initiatives to engage colleagues in an effort to drive learning forward in every classroom Teacher actively participates as a leader of school teams and committees, suggesting and leading new initiatives 	<ul style="list-style-type: none"> Teacher shares ideas and new approaches with colleagues in an effort to drive learning forward in every classroom (e.g. in data team meetings and or other similar opportunities) Teacher actively participates as a member of school teams and committees 	<ul style="list-style-type: none"> Teacher rarely shares ideas or approaches Teacher rarely participates as a member of school teams and committees or attends after-school activities, declining invitations

Self-improvement		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher actively consumes best practices from colleagues, administrators, professional development, workshops, reading and other sources Teacher actively prepares and self-assesses in preparation for conferences and drives performance and development conversation 	<ul style="list-style-type: none"> Teacher monitors and digests new ideas or approaches to improving student learning Teacher actively prepares and self-assesses in preparation for conferences and actively participates in performance and development conversation 	<ul style="list-style-type: none"> Teacher rarely monitors for new ideas or approaches to improving student learning Teacher conducts only limited preparation or self-assessment in preparation for conferences and participates only passively in performance and development conversation

Reliability		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher always arrives to school on time and well-prepared Teacher carries out assignments and responsibilities conscientiously and punctually and keeps meticulous and complete records 	<ul style="list-style-type: none"> Teacher arrives to school on time and well prepared in all cases with only rare (once or twice) exceptions Teacher reliably carries out paperwork, duties and assignments, keeps accurate records 	<ul style="list-style-type: none"> Teacher arrives to school on time and well prepared in most cases with a significant number of exceptions (five or more) Teacher frequently misses assignments or other responsibilities, makes errors in records or misses paperwork deadlines

High expectations		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher acts on the belief that all students can learn to the fullest extent of their abilities and pushes students to achieve to that level. 	<ul style="list-style-type: none"> Teacher acts on the belief that all students can learn to the fullest extent of their abilities and frequently pushes students to achieve to that level. 	<ul style="list-style-type: none"> Teacher rarely acts on the belief that all students can learn to the fullest extent of their abilities and rarely pushes students to achieve to that level.

Respect		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Students and teachers interact positively in ways that promote learning, and are encouraged as a result of their interactions Teacher sets expectations for students and colleagues to treat others' opinions, beliefs, questions and responses with respect and dignity and consistently reinforces the expectation Teacher maintains positive substantive relationships with colleagues, the administration, and parents 	<ul style="list-style-type: none"> Students and teachers interact in ways that do not detract from the learning going on in the classroom Teacher sets expectations for students and colleagues to treat others' opinions, beliefs, questions and responses with respect and dignity Teacher maintains cordial relationships with colleagues, the administration, and parents 	<ul style="list-style-type: none"> Students' learning process, self-esteem, and/or motivation is undermined by teacher actions and/or students are rarely shown respect by the teacher Teacher rarely sets expectations for students and colleagues, leading students to put down the abilities or opinions of their classmates or colleagues to be dismissive of collaborative efforts Teacher's relationships with colleague, the administration, and parents are negative and/or self-serving

Responsiveness and outreach		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher nearly always reaches out to parents or guardians to keep them involved in and supportive of their child's performance when appropriate. In return, parents or guardians initiate contact with the teacher with questions, concerns or other issues about their child's performance as they arise Teacher informs parents or guardians when data indicates a change in performance to enlist their help in 	<ul style="list-style-type: none"> Teacher frequently reaches out to parents or guardians to keep them involved in and supportive of their child's performance when appropriate, although they are not always successful Teacher informs parents or guardians when data indicates a drop in performance to enlist their help in supporting students 	<ul style="list-style-type: none"> Teacher rarely reaches out to parents and/or other appropriate adults Teacher rarely informs parents and/or other appropriate adults when data indicates a drop in performance to enlist their help in supporting their students

supporting their students

Professionalism and judgment		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher is always ethical, honest and acts with integrity, uses appropriate judgment and respects confidentiality Teacher nearly always addresses concerns directly and appropriately with administrators seeking help and suggestions as needed Teacher's conduct is always in line with the CT Code of Professional Responsibility for an Educator 	<ul style="list-style-type: none"> Teacher is always ethical, honest and acts with integrity, uses appropriate judgment and maintains confidentiality with student records Teacher frequently keeps administrators informed about concerns and asks for assistance Teacher's conduct is always in line with the CT Code of Professional Responsibility for an Educator 	<ul style="list-style-type: none"> Teacher acts in an unethical manner, exhibits poor judgment or discloses student information in violation of confidentiality Teacher rarely requests assistance, fails to share concerns or complains routinely Teacher's conduct is not always in line with the CT Code of Professional Responsibility for an Educator

Optional Attachment 7: TEVAI. Teachers and Administrators guide

Context: New Haven School Change

New Haven Public Schools have been making steady strides in student learning, but as a system we must grow from incremental to exponential gains to meet the needs of all of our children, in all of our schools and classrooms. The system has established dramatic performance goals: eliminating the gap in performance between student in New Haven and students in the rest of the state, cutting the drop-out rate in half, and ensuring that every graduating student can be successful in college.

In order to accomplish this transformation, we need to transform the way we work as a school system. Students must learn through meaningful and coherent experiences in individual classrooms, among different classrooms, and in the rest of their lives. Schools must consistently be centers for learning, where teams of adults take collective responsibility for students, working separately and together to move students from where ever they start to the highest levels of learning, collaborating without fault. And the district and schools must act to support development, innovation, and adaptation, both by schools and by individuals.

The district is pursuing three strategies toward this vision. We are working to create a portfolio of schools, where each school will be organized and supported on its own unique path to success. We are connecting with the community, aligning the work of the district and schools as closely as possible with the other adults who work on behalf of students, including parents and community organizations. And finally, we are focused on talent, ensuring that adults in the system are managed as professionals to encourage collaboration, empowerment, and responsibility for outcomes. The materials that follow are a component of this talent work, alongside parallel evaluation and development of principals and other staff.

Sections Included in This Guide

- Introduction to Teacher Evaluation and Development in NHPS
- Key Elements of NHPS Teacher Evaluation and Development Process
- How is the teacher evaluation and development system different than what NHPS had in the past?
- What does the process look like over the course of a year?
- Measuring Growth in Student Learning
- How will the final teacher ratings to be determined?
- What do the teacher ratings mean? What happens after a teacher receives a rating?
- What is the role of the 3rd party Validator?

Introduction to Teacher Evaluation and Development Process in NHPS

In October 2009, New Haven Public Schools (NHPS) and the New Haven Federation of Teachers (NHFT) agreed to provide recommendations to the Board of Education on the teacher evaluation process, including how to use student learning growth in the evaluation of teachers. This work was guided by the core motivation of recognizing the professionalism of teaching, including the importance of performance based professional evaluation, and respect for professional voice in the school and district decision-making.

The resulting Teacher Evaluation and Development Process re-crafts evaluation and development to enable deep individualized development for teachers, ensuring that development is aligned to student learning goals, enabling job embedded and professional development and coaching for all teachers, and providing for consequential recognition of both outstanding and poor performance. The Teacher Evaluation and Development Process endeavors to shift the national paradigm of thinking on teacher evaluation to one in which both administrators and teachers approach individual and team-based development as the highest priority to achieve student learning goals.

Key Elements in the NHPS Teacher Evaluation and Development Process:

Evaluation and Development Conferences

The centerpiece of the evaluation and development system are regular, substantive and collegial discussions between a teacher and that teacher's Instructional Manager. The goal of these evaluation and development conferences is to provide comprehensive and constructive feedback to each teacher, including all the elements of teacher evaluation, and to set a defined plan of development opportunities for the teacher. The conferences will be the anchor of the rest of the evaluation and development process, and the foundation of the professional relationship between teacher and Instructional Manager.

Instructional Managers

To ensure consistency in the Teacher Evaluation and Development Process, each teacher should have a single Instructional Manager who is accountable for his or her evaluation and development. The manager, at his or her discretion, will be able to bring other administrators into the process to gather as complete and accurate a set of information as possible and to provide a full range of support.

Shift from Formal to Informal Frequent Observations

Rather than the former emphasis on formal observations, instructional managers will shift toward more frequent informal observations called instructional

rounds. Teachers may request a formal classroom observation if they prefer, though that would not preclude managers from making additional instructional rounds. Observations also are not limited to classroom observations, but include diagnostic and planning sessions, and other professional interactions that contribute to learning and the school community.

Domains of Evaluation and Development for Teachers

In order to ensure the most accurate and complete understanding of each teacher's performance, multiple domains of professional work are included. These domains include: student learning; domains of instructional practice; and professional values. Each of these is described in further detail in the following sections, as well as in the detailed performance continuums.

Student Learning: The first element of teacher evaluation and development is demonstrated impact on student learning. Importantly, all elements of student learning included in teacher evaluation and development will emphasize growth - that is, the advancement of learning relative to peers with a similar academic history. This is important because it enables some control for environmental factors, so that like students are compared to each other, and because it better reflects the actual contributions of individual teachers over the course of the year

Domains of Instructional Practice: Instruction should be purposeful, supportive of student learning, and meaningful. To that end, the Teacher Evaluation and Development Process will include evaluation of teachers in the areas of planning and preparation, classroom practice, and reflection and use of data, assessed through formal and informal classroom observations, and collegial diagnostic sessions such as data teams.

Professional Values: The Professional Values Framework measures seven key competencies which will be measured primarily by observations of different kinds. These competencies include: collaboration and collegiality, self-improvement, reliability, high expectations, respect, responsiveness and outreach, and professionalism and judgment.

How is the teacher evaluation and development system different than what NHPS had in the past?

- All teachers will be evaluated every year. There are no cycles in the new system.
- All teachers will be assigned one Instructional Manager (IM) who is responsible for the evaluation and development of the teacher. The IM may be the Principal, Assistant Principal, or other administrative leadership

- The new evaluation and development system will have three components:
 - 1) Growth in student learning, measured *both* by growth measures on standardized test scores where appropriate, and by academic goals set by teachers in collaboration with their Instructional Manager.
 - 2) Teacher instructional practice in the domains of planning and preparation, classroom practice, and reflection; and
 - 3) Teacher professional values addressing a set of characteristics including professionalism, collegiality, and high expectations for student learning.
- At the end of each year, all teachers will be assigned a rating that indicates their level of performance on a five-point scale based on the three above mentioned components: 5) Exemplary, 4) Strong, 3) Effective, 2) Developing, 1) Needs Improvement

<p>What does the process look like over the course of a year?</p>
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The evaluation and development process will have several important components that occur throughout the year.

- 1) All teachers will have at least 3 conferences per year: a goal-setting conference, a mid-year conference, and an end-of-year conference (see below for description).
- 2) New teachers or teachers in need of improvement will have at least one additional mid-year conference, for a minimum of four conferences per year.
- 3) Teachers will be observed regularly in the normal course of professional interactions in the school. Minimally, for each mid-year and end-of-year conference, at least one full class observation or three instructional rounds should occur. Teachers who are identified as likely to receive a "needs improvement" rating will have three additional observations conducted jointly with a 3rd party validator; exemplary teachers have two additional observations conducted jointly with the validator. In addition, the instructional manager may observe and/or participate in planning meetings and other professional responsibilities.
- 4) In the course of normal professional interactions, including instructional rounds, IM's will provide feedback through whatever mechanism they find most convenient, including verbal, written, or email. Feedback should include observation of practice and, if appropriate, a suggestion for improvement. If a teacher is likely to be a 1 or a 2, then a significant portion

of the feedback should be in writing, available for review at the midyear or end-of-year conference.

Goal Setting Conference:

- Ideally in September, and at least by Oct. 31st, the IM will meet with every teacher in their portfolio to set goals for the school year. This includes at least two goals for the growth in student learning, as measured by assessments or tests. The teacher and the Instructional Manager should agree to these goals jointly. Teachers and IMs will also develop areas of focus for their own teaching, drawing from the Instructional Practice and/or Professional Values frameworks. The pair will develop a teacher development plan for the year that discusses how, what, when, and who will provide development opportunities for the teacher.

Professional Interaction and Data Gathering:

- Throughout the year, IMs will regularly visit the classroom of every teacher and provide on-going situational feedback about what has been observed. That feedback should be based on the Instructional Practice and Professional Values Performance Continuums. The IM may also offer feedback based on document reviews and observations in various school settings, including data teams and other professional settings. Feedback will be given to teachers regularly by the IM, in whatever format is most convenient and conducive to the professional relationship.

Mid-year Conference:

- Ideally by the end of January, and at least by March 1st, a mid-year conference between the IM and teacher will occur. As discussed, some teachers will have more conferences, as needed.
- The conference discussion will be driven by the Teacher Conference Form. To encourage self-reflection, teachers are encouraged to complete the Teacher Evaluation and Development Conference Form as a reflection tool, and provide a copy to the IM at least 2 days before the conference. Similarly, the administrator is encouraged to provide a copy of their version of the form before the meeting.
- During the mid-year conference, the instructional manager and the teacher will review the student learning goals set in the early fall and discuss progress towards accomplishing these goals, for both students and teacher. The teacher and IM will discuss the teacher's instructional practice and professional values, based on the appropriate performance continuum. They may also reassess the teacher's area of professional focus and development plan, making adjustments as needed.

- During the mid-year conference, IM's should inform teachers of the range of ratings they are likely to receive, based on the current data and collegial conversations that have occurred prior to the mid-year conference.

Professional Interaction and Data Gathering:

- Again after the midyear conference, the IM's will continue to regularly visit the classroom of teacher's in their portfolio and provide on-going situational feedback about what has been observed. Data and feedback will also be collected through document reviews and observations of professional meetings and planning sessions.

End of Year Conference:

- Before the end of the school year, an End of Year conference between the IM and the teacher will occur. In this conference, the IM and the teacher will review the final student learning results for students in the teacher's class(es), and the teacher's summative level of performance based on the Student Growth Outcomes, Instructional Practice, and Professional Values.
- Again, teachers are encouraged to self-assess and provide copies to the manager, and the IM is encouraged to provide copies of their final feedback to the teacher in advance of the meeting.
- Based on multiple sources of data, collegial conferences, observations of teacher practice and professional values, student achievement data, and documents reviews, the IM will give the teacher a final summative rating for the year using the *Teacher Evaluation and Development Conference Form*.
- In cases where the IM requires standardized test data to complete the evaluation of a teacher's performance (e.g. CMT scores, CAPT scores), then the end of year rating will be considered tentative pending the growth scores of the standardized tests. A final summative rating would be confirmed in the goal setting conference the next year.

<h3>Measuring Growth in Student Learning</h3>

The first element of teacher evaluation and development is demonstrated impact on student learning. Importantly, all elements of student learning included in teacher evaluation and development will emphasize growth – that is, the advancement of learning relative to peers. This is important because it better reflects both the learning that occurred over the course of the year and the actual contributions of individual teachers.

Student learning growth is measured by the actual student progress relative to goals established at the beginning of the year by a teacher and the IM. At the goal setting conference each teacher, along with the IM, selects at least two student learning

measures and develops rigorous goals for each measure (see the Goal Setting Worksheet for examples). During the mid-year conference student learning measures and progress are reviewed and adjusted as appropriate. Growth level ratings are assigned at the end-of-year conference for each goal based on student learning progress. Teachers are responsible for bringing as much data as is feasible and appropriate to their goals to the mid-year and end-of-year conference.

Student learning measures can include both tested knowledge (state tests, district assessments) and demonstrated skills (e.g. student work/ portfolios) and will vary depending on content area, grade, and teacher. Student performance on the CMT should be included as a student learning measure for teachers who teach CMT-assessed subjects in grades 4-8. A framework of relevant assessments by grade level and content area is included in the Goal Setting Worksheet.

The IM will assign a student learning growth rating based on review of the data and information discussed at the mid- and end-of-year conferences. Ratings should be assigned based on district-wide guidelines, specifically:

- Exemplary (Ex-5): Consistent (i.e. 2 out of 3 years) top growth for students in a teacher's class, relative to academic peers and across learning measures
- Strong (St-4): A preponderance of evidence points to above average learning growth, across years and measures
- Effective (Ef-3): A preponderance of evidence reflects average student learning growth, and/or mixed results over time and across assessments
- Developing (Dv-2): A preponderance of evidence points to below average student learning, across years and measures
- Needs Improvement (NI-1): Consistent (i.e. 2 out of 3 years) low growth for students in a teacher's class, relative to academic peers and across learning measures

How will the final teacher ratings to be determined?

Teachers in the NHPS are assessed based on an evaluation system that includes three evaluation components: student learning outcomes, instructional practice, and professional values. The ratings for the three evaluation components are synthesized into a final summative rating at the end of each year based on the matrix of performance provided below:

Student Learning Outcomes: Growth in student learning (i.e., growth on state, district, or other assessments) and attainment of academic goals that are rigorous and aligned to standards

Teacher Instructional Practice: Instructional Manager judgments of observed teacher performance in the domains of Planning and Preparation, Classroom Practice, and Reflection and Use of Data

Teacher Professional Values: Instructional Manager judgments of observed teacher behavior that address a set of characteristics including professionalism, collegiality and high expectations for students.

Assessment of Teacher Performance (Summative) Matrix

		Teacher Rating				
		1	2	3	4	5
Instructional Practice and Professional Values	1	1	1	2	3*	3*
	2	1	2	2	3	4*
	3	1	2	3	4	5
	4	2*	3	4	4	5
	5	3*	3*	4	5	5

Note: Instructional Practices will make up 80 percent of the combined Instructional Practices and Professional Values rating. Professional Value will account for 20 percent.

*Ratings with this degree of mismatch should be the subject of focused policy review, outside the context of the specific teacher’s evaluation, to determine why such a mismatch is occurring and what, if anything, needs to be corrected. The individual ratings themselves will also be reviewed to ensure that the given rating in these situations is fair and accurate based on the preponderance of evidence shared by the Instructional Manager and teacher. Individual ratings may be adjusted for unfairness or inconsistency.

What do the teacher ratings mean? What happens after a teacher receives a rating?

Teachers receiving an Exemplary (5) rating:

- Teachers receiving a final summative rating of a five are considered to be models of exemplary teaching, and should be sources of inspiration and replication in the district. These teachers are eligible for teacher leadership positions, including modeling and sharing of best practices, supporting other teachers, and leading professional learning communities
- Teachers on track to receive an “exemplary” rating must be notified by **October 31st** and will be observed twice by an external 3rd party ex-teacher as part of the

validation process to ensure fairness and accuracy of the Instructional Manager's judgment

Teachers receiving a Strong (4) or Effective (3) rating:

- In collaboration with their IM, teachers will develop a Professional Development Plan with the intent of developing skills that improve those teacher practices to the point that they reach the highest level of the rating scale (a 5 rating)

Teachers receiving a Developing (2) rating:

- Should receive targeted and focused development opportunities, designed to ensure they reach the effective stage as quickly as possible.
- Although a developing rating may be entirely appropriate at points in a teacher's career, including as a new teacher or working with a substantially new grade level, teachers should not remain developing indefinitely. At the discretion of the IM, a tenured teacher rated developing for two years can be treated as a needs improvement (1) in the third year

Teachers receiving a Needs Improvement (1) rating:

- Will receive immediate and intense development opportunities, including a written Intensive Plan for Improvement and frequent support sessions. The goal of that development is to improve the practice of the teacher and the learning of students in their class.
- Should be notified of the likelihood they will be rated needs improvement by the end of October. If teachers do not improve sufficiently after that notification, even with intense development and support opportunities, they will be subject to sanctions at the end of that school year, including termination.
- Will be observed by an external ex-teacher, a 3rd Party Validator, as part of the validation process to ensure fairness and accuracy of the instructional manager's judgment. Teachers in need of improvement will have three additional observations conducted jointly with the validator. The validator will also assess the plan of improvement to be sure it is reasonable and sufficient.

What is the role of the 3rd party Validator?

To ensure the fairness and accuracy of the IM's judgment, a 3rd party Validator will visit the classrooms of teachers rated as Needs Improvement or Exemplary and observe the teacher with the IM on several occasions, both formally and informally.

- Validators are used as a norming mechanism to validate Instructional Manager judgments for teachers rated as needs improvement or as exemplary

- Teachers rated needs improvement will receive 3 additional observations for teachers by a Validator. Teachers rated Exemplary will receive 2 additional observations
- Validators will be former teachers who have demonstrated effectiveness in the classroom and are not currently affiliated with the district
- The NHPS and NHFT will issue a joint contract to hire Validators. Validators will be selected by the contractor in consultation with the district and the union, pending funding
- If the IM and 3rd party Validator disagree on the teacher rating, the appeal for judgment will be determined by the Assistant Superintendent in collaboration with the President of the NHFT

Optional Attachment 8: School Climate Example

**School Learning
Environment Survey
2011-2012 Report**

Principal: Michael Crocco
School Type: Elementary/Middle School
Enrollment: 549

Dear Members of the School Community,

We are pleased to present the third annual School Learning Environment Survey Report. This report tells you what members of the school community said about the learning environment at your school. This information will continue to support dialogue on how to make the school a better place for learning – an important step in improving our schools. Thank you to all parents, students, teachers and staff who participated this year and to all of you who work year-round to improve student learning.

Dr. Reginald Mayo, Superintendent

What does this mean?

This survey report tells you how parents, students, teachers, and staff at your school feel about important aspects of the school learning environment. Detailed feedback can be found in the question-by-question results that follow. The information on this page is a summary of results for your school. Summary scores represent the aggregate of participant responses to individual survey questions, where 10 is strong agreement with the satisfaction statement, 7.5 is agreement, 5 is neither agreement nor disagreement, 2.5 is disagreement, and a 0 is strong disagreement. Year-to-year change in school performance is shown with an arrow.

Score	Satisfaction Level
8 - 10	Highly Satisfied
6 - 8	Satisfied
4 - 6	Mixed Satisfaction
2 - 4	Dissatisfied
0 - 2	Highly Dissatisfied

How did your school perform on the survey across all participant groups (parents, students, teachers and staff)?

	2009-10 Score out of 10	2010-11 Score out of 10	2011-12 Score out of 10	Change from 2010-11*
Overall (All Categories)	6.5	7.4	7.3	↔
Academic Expectations	7.2	7.9	7.8	↔
Collaboration	6.4	7.4	7.6	↗
Communication	6.8	7.5	7.1	↘
Engagement	6.5	7.2	7.1	↘
Safety & Respect	5.4	7.0	6.8	↘

* "Change" from last year indicates difference of +/- 0.249

What are your school's strengths and areas for improvement?

	Students 		Parents 		Teachers 		Staff	
	2011-12 Score	Change from Last Year	2011-12 Score	Change from Last Year	2011-12 Score	Change from Last Year	2011-12 Score	Change from Last Year
Overall (All Categories)	7.5	↗	8.3	↔	6.1	↘	4.8	↘
Academic Expectations	8.2	↗	8.5	↔	6.9	↗	6.3	↘
Collaboration	8.4	↗	8.1	↘	6.4	↔	3.6	↘
Communication	7.3	↗	8.5	↗	5.4	↘	4.7	↘
Engagement	7.1	↔	8.3	↗	6.0	↘	5.8	↘
Safety & Respect	6.4	↗	8.2	↔	5.9	↔	3.4	↘



Who took the survey at your school?

	Your School (2010-11)		Your School (2011-12)		% Points Change from Last Year
	Percent (%)	Count (#)	Percent (%)	Count (#)	
Students	93.5%	187	92.2%	188	-1.3
 Parents	35.2%	144	28.0%	117	-7.2
 Teachers	55.4%	31	82.4%	42	27.0
 Staff	29.7%	11	23.1%	6	-6.7

How do survey response rates at your school compare to the District overall?

	District Overall (2011-12)		Your School (2011-12)		% Points Difference from District
	Percent (%)	Count (#)	Percent (%)	Count (#)	
Students	87.0%	9453	92.2%	188	5.2
 Parents	33.0%	5571	28.0%	117	-5.0
 Teachers	81.0%	1397	82.4%	42	1.4
 Staff	54.0%	493	23.1%	6	-30.9

For more information about survey methodology and other survey results, go to <http://www.nhps.net>



How your School Community Answered Key Survey Questions:

Percent of students who agreed or strongly agreed that:		2009-10	2010-11	2011-12
S01_07	There is at least one adult in this school that knows me well.	77.5%	76.5%	80.3%
S01_02	I feel safe at my school.	61.8%	70.1%	72.9%
S06_02	My teacher(s) believe I am capable of learning.	90.1%	95.7%	88.8%
S06_05	My teacher(s) inspire me to want to learn.	72.3%	78.6%	71.8%
S01_05	I care about this school.	62.8%	71.1%	59.0%
S11_08	I am treated fairly in this school.	48.4%	62.0%	59.0%
S01_08	Overall I feel good about this school.	59.2%	69.5%	63.8%

Percent of parents who agreed or strongly agreed that:		2009-10	2010-11	2011-12
P02_01	My school communicates well with me.	77.2%	86.8%	83.8%
P01_03	Adults at this school challenge my child to do better.*	76.7%	88.9%	94.8%
P05_01	I feel welcome at my child's school.	91.8%	96.5%	97.4%
P09_01	My child is safe at school.	77.6%	90.1%	87.2%
P14_01	Overall, I am satisfied with my child's education at this school.**	N/A	N/A	88.6%
P14_02	Overall, I would recommend this school to other parents.	77.0%	88.7%	90.4%

Percent of teachers who agreed or strongly agreed that:		2009-10	2010-11	2011-12
T02_02	My school has high academic expectations for all students.	58.8%	83.9%	83.3%
T05_03	Administrators invite teachers to play a meaningful role in setting goals and making decisions for this school.	23.5%	61.3%	61.9%
T05_06	Administrators encourage collaboration among teachers to increase student learning.	57.6%	90.3%	85.7%
T11_01	Order and discipline are consistently maintained at my school.	5.9%	25.8%	21.4%
T13_01	I would recommend this school to friends and colleagues.	29.4%	48.4%	33.3%

Percent of staff who agreed or strongly agreed that:		2009-10*	2010-11	2011-12
SS02_02	My school has high academic expectations for all students.	N/A	90.9%	66.7%
SS05_03	Administrators invite service and support staff to play a meaningful role in setting goals and making decisions for this school.	N/A	63.6%	33.3%
SS09_01	Order and discipline are consistently maintained at my school.	N/A	63.6%	33.3%
SS11_01	I would recommend this school to friends and colleagues.	N/A	81.8%	66.7%

* 2009-10 and 2010-11 Question read: The school has high academic expectations for my child.

**Question not asked in previous years.

***Staff survey not administered in 2009-10

NEW HAVEN PUBLIC SCHOOLS

School Learning Environment Survey

Principal's Report

Your School's Question-by-Question Survey Results:

Barnard Environmental Studies

Principal: Michael Crocco
School Type: Elementary/Middle School
Enrollment: 549

Academic Expectations

How strongly do you agree with the following statements about being successful in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
S02_01 Teachers encourage me to be successful in school.	53.2%	35.6%	6.4%	3.2%	1.6%
S02_02 I need to work hard to get good grades at my school.	70.7%	25.0%	2.7%	0.5%	1.1%
S02_05 My school helps me develop challenging academic goals.	29.8%	45.7%	16.0%	3.2%	5.3%
S02_06 Someone at my school helps me understand the requirements that I need to be promoted.	46.8%	35.6%	11.2%	3.2%	3.2%
S06_02 My teacher(s) believe I am capable of learning.	65.4%	23.4%	8.0%	0.5%	2.7%
S06_04 My teacher(s) are excited about the subjects they teach.	33.5%	34.0%	20.7%	8.0%	3.7%
S05_05 My teacher(s) inspire me to want to learn.	38.8%	33.0%	17.0%	6.9%	4.3%
S11_05 Textbooks and classroom materials are appropriate, up to date, and in good condition.	34.0%	30.9%	20.7%	7.4%	6.9%
S02_03 Students who get good grades in my school are respected by other students.	14.9%	20.2%	33.0%	16.0%	16.0%
S11_06 Computer technology and lab equipment are up to date and in good condition.	48.9%	35.1%	13.3%	0.5%	2.1%
S01_03 Overall, I feel good about this school.	19.7%	44.1%	21.8%	9.0%	5.3%
S02_07 My teacher are usually	A's	B's	C's	D's	Failing
	27.7%	50.0%	19.1%	1.1%	2.1%

Collaboration

How strongly do you agree with the following statements about being successful in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
S03_01 My parents, family/caregiver thinks school is important.	73.4%	19.1%	4.8%	1.6%	1.1%

Your School's Question-by-Question Survey Results

Barnard Environmental Studies

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
S03_02	My parents, family/caregiver helps me to be successful in school.	70.7%	20.2%	6.9%	0.5%	1.6%
S02_04	Students encourage each other to be successful in school.	12.8%	25.0%	26.6%	17.6%	18.1%
	How available to you are teachers and other adults at your school to talk about:	Always Available	Usually Available	Sometimes Available or Unavailable	Usually Unavailable	Never Available
S05_01	An academic problem you are having in class?	25.0%	34.0%	34.0%	3.2%	3.7%
S05_02	A problem with another student or students?	33.5%	20.2%	27.7%	10.6%	8.0%
S05_03	Something else that is bothering you?	27.7%	22.3%	27.7%	5.9%	16.5%

Communication

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
	How strongly do you agree with the following statement about your school?					
S04_01	I have a voice in classroom and/or school decisions.	22.3%	36.7%	26.6%	8.5%	5.9%
S11_04	My school provides information about clubs, sports, and other non-academic activities.	50.0%	32.4%	11.2%	3.2%	3.2%

Engagement

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
	How strongly do you agree with the following statements about student engagement in your school?					
S01_01	I feel welcome in my school.	31.4%	52.7%	11.2%	2.1%	2.7%
S01_07	There is at least one adult in this school that knows me well.	53.7%	26.6%	6.4%	6.9%	6.4%
S01_03	There are activities and programs at my school that I look forward to.	40.4%	34.6%	15.4%	5.9%	3.7%
S01_04	My school has an active student council that makes a positive difference in the school.	20.7%	37.8%	25.0%	12.2%	4.3%
S01_05	I care about this school.	23.4%	35.6%	22.3%	9.0%	9.6%
S03_03	I like to go to school.	19.7%	35.6%	29.3%	5.9%	9.6%
S03_04	I feel good about my future.	74.9%	17.6%	5.3%	1.1%	1.1%

Your School's Question-by-Question Survey Results

Barnard Environmental Studies

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
S04_02 There is at least one adult in this school that I trust.	50.0%	23.9%	9.6%	6.4%	10.1%
How strongly do you agree with the following statements about your teachers?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
S06_03 My teacher(s) are role models.	34.0%	23.9%	22.3%	10.6%	9.0%
S06_06 Teachers give me extra help when I need it.	47.3%	30.3%	14.4%	2.7%	5.3%
S06_07 My teacher(s) connect what I am learning to life outside of the classroom.	27.1%	36.2%	18.1%	10.1%	8.5%
S06_08 My teacher(s) have control of classroom behavior.	28.2%	21.3%	25.5%	12.2%	12.8%
Approximately how often during this school year has/have your teacher(s) asked you to:	Never	Once	Twice	3 or 4 Times	5 or more Times
S07_01 Complete an essay or project using multiple sources of information?	6.4%	15.4%	26.6%	25.0%	26.6%
S07_02 Participate in hands-on activities, projects, or science experiments?	5.3%	9.0%	16.5%	36.7%	32.4%

Safety & Respect

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
How strongly do you agree with the following statements about experiences you have in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
S01_02 I feel safe at my school.	24.5%	48.4%	17.6%	4.8%	4.8%
S01_06 My opinions are respected in this school.	17.6%	29.8%	26.1%	17.6%	9.0%
How strongly do you agree with the following statements about respect?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
S06_01 My teacher(s) respects me.	40.4%	29.8%	19.1%	4.8%	5.85%
S08_01 Teachers in my school treat students with respect.	36.2%	34.6%	18.6%	5.9%	4.8%
S08_02 Students at my school treat teachers with respect.	8.5%	21.8%	29.3%	25.0%	15.4%
S08_03 Adults at my school treat each other with respect.	56.4%	26.6%	15.4%	0.0%	1.6%
S08_04 Students at my school treat other students with respect.	9.0%	18.1%	30.3%	16.5%	26.1%
How often are the following things true about safety in your school this year?	Almost Never	Rarely	Some of the Time	Often	Almost Always
S09_01 Students threaten other students at my school.	12.8%	21.3%	30.3%	19.1%	16.5%

Your School's Question-by-Question Survey Results

Barnard Environmental Studies

	Almost Never	Rarely	Some of the Time	Often	Almost Always
S09_02 Students bully other students at my school.	11.2%	18.1%	29.8%	22.9%	18.1%
S09_03 Students get into physical fights at my school.	11.2%	13.8%	33.5%	27.1%	14.4%
S09_04 Teachers often shout at students.	11.2%	19.1%	22.3%	19.7%	27.7%
S09_05 Students bring alcohol or illegal drugs to school.	85.1%	10.1%	3.7%	1.1%	0.0%
S09_06 There is gang activity in my school.	77.5%	14.4%	6.4%	0.5%	1.1%
S09_07 There is inappropriate physical contact or gestures among students.	39.9%	19.1%	19.7%	11.2%	10.1%
S09_08 The school is safe and accepting regarding race, gender, sexual orientation and disabilities.	28.2%	13.8%	15.4%	13.8%	28.7%
How strongly do you agree or disagree with the following statements about your school?					
	Yes	No			
S10_01 I have been bullied at school this year.	25.0%	75.0%			
S10_02 I have bullied someone at school this year.	13.8%	86.2%			
S10_03 The school has a culture, programs and/or workshops to help to stop bullying.	78.7%	21.3%			
How strongly do you agree or disagree with the following statements about your school?					
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
S11_01 Order and discipline are consistently maintained.	21.3%	39.9%	26.6%	7.4%	4.8%
S11_02 My school is kept clean.	11.7%	31.9%	31.9%	14.9%	9.6%
S11_03 Students know and follow school rules.	9.1%	27.3%	38.5%	15.0%	10.2%
S11_07 There is a person or program in my school that helps students learn to resolve conflicts.	44.1%	30.9%	19.7%	3.2%	2.1%
S11_08 I am treated fairly in this school.	27.1%	31.9%	21.8%	9.0%	10.1%
S11_09 The presence and actions of disciplinary staff help to promote a safe and respectful environment.	35.1%	37.2%	21.8%	2.7%	3.2%

NEW HAVEN PUBLIC SCHOOLS

School Learning Environment Survey

2011-12 Parent/Guardian Survey

Your School's Question-by-Question Survey Results: Parents/Guardians

Barnard Environmental Studies

Principal: Michael Crocco
 School Type: Elementary/Middle School
 Enrollment: 549



Academic Expectations

How strongly do you agree with the following statements about the academic environment in your child's school?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
P01_01 The school environment supports learning.	59.8%	37.6%	1.7%	0.9%	0.0%
P01_02 Good teaching is important at this school.	62.6%	32.2%	4.3%	0.9%	0.0%
P01_03 Adults at this school challenge my child to do better.	56.0%	38.8%	4.3%	0.9%	0.0%
P01_04 I am aware of the educational goals for my child.	60.9%	37.4%	0.0%	1.7%	0.0%
P01_05 My child is learning what he or she needs to know to succeed in later grades or after graduating from high school.	50.9%	38.6%	8.8%	1.8%	0.0%
P01_06 My child receives extra help when needed.	48.2%	39.5%	7.9%	2.6%	1.8%

How strongly do you agree with the following statements about your child's school?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
P14_01 Overall, I am satisfied with my child's education at this school.	56.1%	32.5%	8.8%	1.8%	0.9%
P14_02 Overall, I would recommend this school to other parents.	51.8%	38.6%	6.1%	1.8%	1.8%

How satisfied are you with the following about your child's school this year?

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
P09_01 I am satisfied with the textbooks and classroom materials available to my child.	47.8%	33.0%	13.9%	4.3%	0.9%
P09_03 I am satisfied with the technology and other instructional resources available to my child.	51.3%	35.0%	9.4%	4.3%	0.0%
P12_01 Class size	39.7%	40.5%	7.8%	12.1%	0.0%
P12_02 Number of assigned support staff (guidance counselors, social workers, etc...).	41.6%	36.3%	15.9%	4.4%	1.8%
P12_03 Before school and after-school programs and activities.	43.9%	33.3%	12.3%	7.0%	3.5%



Collaboration

How strongly do you agree with the following statements about your ability to work with your child's school?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
P05_02 The school offers me many ways to be involved in my child's education.	54.7%	38.5%	3.4%	2.6%	0.9%
P05_05 The school administration is available to parents.	46.9%	36.3%	15.0%	0.9%	0.9%
P05_06 The school administration is open to parent suggestions.	37.1%	31.0%	27.6%	4.3%	0.0%
P05_07 The school administration addresses and follows through on student issues.	35.3%	32.8%	24.1%	4.3%	3.4%
P06_02 There is <i>at least one</i> adult at the school that my child trusts and can go to for help with a school problem.	73.0%	18.3%	8.7%	0.0%	0.0%



Communication

How strongly do you agree with the following statements about communication from your child's school?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
P02_01 My school communicates well with me.	44.4%	39.3%	10.3%	4.3%	1.7%
P02_02 My child's teacher(s) give helpful comments on homework, class work, and tests.	55.6%	34.2%	7.7%	1.7%	0.9%
P02_03 The teacher(s)/school tells me about my child's academic progress, challenges and successes.	55.6%	35.9%	4.3%	3.4%	0.9%
P02_04 The teacher(s)/school contact me when they have concerns about my child.	50.9%	33.6%	12.1%	2.6%	0.9%

Thinking about communication, how often during the school year have you:

	Several times a month	Once a month	Once or twice a school year	Never	Don't know
P03_01 Received information about <u>what your child is studying in school</u> ?	53.8%	26.5%	15.4%	1.7%	2.6%
P03_02 Been <u>invited to a program, performance, or other event</u> at your child's school?	52.6%	24.1%	16.4%	6.0%	0.9%

How often do you get involved at the school in the following ways?

	Several times a month	Once a month	Once or twice a school year	Never	Don't know
P04_01 Communicating with my child's teacher(s), whether in person, by phone, or by email, or some other way.	58.6%	28.4%	8.6%	2.6%	1.7%

How strongly do you agree with the following statements about your ability to work with your child's school?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
P05_03 There is a clear vision for how parents can be involved at this school.	48.7%	35.9%	12.0%	2.6%	0.9%

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P11_01	Your child's principal.	56.9%	31.0%	9.5%	2.6%	0.0%
P11_02	Your child's assistant principal.	49.1%	33.6%	15.5%	0.0%	1.7%
P11_03	Your child's teacher(s).	76.7%	19.0%	3.4%	0.0%	0.9%
P11_04	Office and support staff.	46.5%	39.5%	6.1%	6.1%	1.8%



Engagement

How often do you get involved at the school in the following ways?		Several times a month	Once a month	Once or twice a school year	Never	Don't know	
P04_02	Going to meetings at the school.	24.8%	24.8%	38.5%	9.4%	2.6%	
P04_03	Helping out at your child's school.	16.5%	20.0%	29.6%	28.7%	5.2%	
How strongly do you agree with the following statements about <u>your ability to work with your child's school</u> ?		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
P05_01	I feel welcome in my child's school.	70.1%	27.4%	2.6%	0.0%	0.0%	
P05_04	The school makes it easy for me to attend meetings.	49.1%	35.3%	12.9%	1.7%	0.9%	
How strongly do you agree with the following statements about <u>student engagement</u> in your child's school?		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't know
P06_01	My child likes to go to school.	68.4%	22.2%	5.1%	3.4%	0.9%	0.0%
P06_03	The academic class work is interesting to my child.	53.9%	33.9%	10.4%	1.7%	0.0%	0.0%
P06_04	The school offers projects, trips, and other hands-on learning opportunities that interest my child.	64.7%	31.0%	3.4%	0.9%	0.0%	0.0%
P06_05	The arts, gym, and other activities help to engage my child in school.	62.9%	30.2%	6.9%	0.0%	0.0%	0.0%
The following are important for me to attend meetings and events at school:		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
P13_01	Having meetings at different times of the day.	46.6%	37.1%	14.7%	1.7%	0.0%	
P13_02	Having a translator.	27.3%	20.5%	47.3%	3.6%	6.3%	
P13_03	Having childcare.	34.2%	29.8%	32.5%	1.8%	1.8%	
P13_04	Having transportation.	29.8%	23.7%	40.4%	1.8%	4.4%	
P13_05	Having appropriate parking.	42.0%	34.8%	19.6%	2.7%	0.9%	



Safety & Respect-School

How strongly do you agree with the following statements about <u>overall respect</u> at your child's school?		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
P07_01	Adults at this school treat students with respect.	50.4%	40.2%	6.0%	3.4%	0.0%
P07_02	Students at this school treat teachers with respect.	31.6%	39.3%	20.5%	6.0%	2.6%
P07_03	Parents at this school treat teachers with respect.	39.3%	41.9%	18.8%	0.0%	0.0%
How strongly do you agree that the following people treat parents with <u>respect</u> :		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
P08_01	The security staff	44.0%	43.1%	12.1%	0.9%	0.0%
P08_02	The office staff	43.1%	40.5%	9.5%	6.0%	0.9%
P08_03	The support staff (guidance counselors, social worker, etc.)	45.2%	37.4%	15.7%	0.9%	0.9%
P08_04	The teachers	64.7%	31.0%	3.4%	0.9%	0.0%
P08_05	The school administration (principal and assistant principals).	52.6%	38.8%	8.6%	0.0%	0.0%
P08_06	The students	30.2%	44.8%	21.6%	2.6%	0.9%
How strongly do you agree with the following statements about the <u>environment</u> of your child's school?		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
P09_01	My child is safe at school.	47.9%	39.3%	6.8%	4.3%	1.7%
P09_04	My child's school is clean.	51.3%	39.3%	5.1%	3.4%	0.9%
P09_05	Discipline is enforced fairly at my child's school.	30.8%	41.0%	17.9%	7.7%	2.6%
P09_06	Order and discipline are consistently maintained at this school.	34.2%	40.2%	16.2%	7.7%	1.7%
P09_07	The school is sensitive to issues regarding race, gender, sexual orientation and disabilities.	51.7%	37.1%	9.5%	0.0%	1.7%
P09_08	The school helps students learn to resolve conflicts.	40.5%	33.6%	22.4%	2.6%	0.9%
How strongly do you agree that the following are <u>problems</u> at your child's school?		Almost Never	Rarely	Some of the Time	Often	Almost Always
P10_01	Students threaten other students.	30.8%	28.0%	30.8%	8.4%	1.9%
P10_02	Students bully other students.	22.9%	31.2%	32.1%	8.3%	5.5%
P10_03	There is inappropriate physical contact or gestures among students.	40.0%	29.5%	18.1%	9.5%	2.9%



Academic Expectations

How much do you agree with the following statements about the overall climate in your school?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
T02_02 My school has high academic expectations for all students.	26.2%	57.1%	9.5%	7.1%	0.0%
T02_03 The quality of teaching at this school is a high priority.	35.7%	54.8%	9.5%	0.0%	0.0%
T02_05 The learning needs of children are a top priority at this school.	23.8%	47.6%	7.1%	19.0%	2.4%

How much do you agree with the following statements about instructional practice in your school?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
T03_01 Teachers in this school set high standards for student academic work in their classes.	28.6%	66.7%	2.4%	2.4%	0.0%
T03_02 My school has clear measures of progress for student learning throughout the year.	38.1%	54.8%	2.4%	4.8%	0.0%
T03_03 Teachers in this school use student data to improve instructional decisions.	47.6%	45.2%	2.4%	4.8%	0.0%
T03_04 Curriculum, instruction, and assessment are aligned within and across the grade levels at this school.	35.7%	38.1%	9.5%	16.7%	0.0%
T03_05 Functional modern instructional technology is readily available for my use.	14.3%	26.2%	9.5%	23.8%	26.2%
T03_06 My instructional materials are in good condition.	16.7%	52.4%	14.3%	14.3%	2.4%
T03_07 I have the materials I need to teach my classes.	11.9%	42.9%	14.3%	19.0%	11.9%
T03_08 This school makes it a priority to help students develop challenging learning goals.	16.7%	45.2%	28.6%	7.1%	2.4%
T03_09 This school makes it a priority to help students find the best ways to achieve their learning.	14.3%	45.2%	26.2%	11.9%	2.4%
T13_01 I would recommend this school to friends and colleagues.	4.8%	28.6%	38.1%	16.7%	11.9%



Collaboration and Support

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
	How much do you agree with the following statements about <u>leadership practices</u> in your school?					
T05_01	The administrative team has confidence in the expertise of the teachers.	11.9%	42.9%	21.4%	9.5%	14.3%
T05_02	Administrators let staff know what is expected of them.	16.7%	54.8%	16.7%	9.5%	2.4%
T05_03	Administrators invite teachers to play a meaningful role in setting goals and making decisions for this school.	16.7%	45.2%	21.4%	7.1%	9.5%
T05_04	The administrative team visits classrooms to observe the quality of teaching at this school.	11.9%	54.8%	23.8%	9.5%	0.0%
T05_05	Administrators give me regular and helpful feedback about my teaching.	14.3%	26.2%	42.9%	11.9%	4.8%
T05_06	Administrators encourage collaboration among teachers to increase student learning.	31.0%	54.8%	11.9%	0.0%	2.4%
T05_07	School administrators conduct supervision and performance evaluations constructively and respectfully.	16.7%	57.1%	14.3%	7.1%	4.8%
T05_08	The school administration provides for effective communication and positive relationships.	14.3%	31.0%	33.3%	9.5%	11.9%
T05_09	The school administration works cooperatively with parents.	19.0%	54.8%	11.9%	7.1%	7.1%
T05_10	The school administration works cooperatively with students.	21.4%	45.2%	19.0%	7.1%	7.1%
T05_11	The school administration works cooperatively with the community.	21.4%	45.2%	19.0%	9.5%	4.8%
T05_12	The principal ensures the school runs smoothly.	19.0%	33.3%	23.8%	11.9%	11.9%
T05_13	School administrators are open to constructive feedback.	11.9%	31.0%	26.2%	19.0%	11.9%
T05_14	School administrators encourage career development and growth for staff.	19.0%	52.4%	11.9%	7.1%	9.5%
T05_15	I trust the principal.	21.4%	33.3%	14.3%	14.3%	16.7%
	How much do you agree with the following statements about the <u>support you receive</u> in your school?					
T06_01	I feel supported by my principal.	26.2%	31.0%	21.4%	9.5%	11.9%
T06_02	I feel supported by my assistant principal(s).	16.7%	31.0%	28.6%	11.9%	11.9%
T06_03	I feel supported by other teachers at my school.	35.7%	50.0%	14.3%	0.0%	0.0%

Your School's Question-by-Question Survey Results

	How much do you agree with the following statements about the <u>professional community</u> in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
T07_01	Teachers in my school work together to improve their instructional practice.	31.0%	54.8%	7.1%	7.1%	0.0%
T07_02	The professional development I received this year provided me with teaching strategies to better meet the needs of my students.	11.9%	35.7%	21.4%	23.8%	7.1%
T07_03	I have adequate access to my classroom prior to start of the school year.	16.7%	35.7%	21.4%	16.7%	9.5%
T07_04	New teachers receive the support and professional development they need to be successful.	9.5%	33.3%	28.6%	26.2%	2.4%
T07_05	External consultants treat me with respect.	14.3%	57.1%	21.4%	2.4%	4.8%
T07_06	External consultants provide constructive feedback and help to improve instruction.	14.3%	40.5%	40.5%	0.0%	4.8%
T07_07	In this school teachers learn from each other.	31.0%	50.0%	11.9%	7.1%	0.0%
T07_08	Interaction among teachers in this school is constructive and professional.	19.0%	42.9%	21.4%	14.3%	2.4%
T07_09	Teachers in this school trust each other.	11.9%	40.5%	28.6%	16.7%	2.4%
T07_10	I am professionally respected and supported by the school leadership team.	19.0%	50.0%	16.7%	2.4%	11.9%



Communication

	How much do you agree with the following statements about the <u>overall climate</u> in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
T02_01	There is a clear vision for this school.	23.8%	52.4%	14.3%	7.1%	2.4%

	How much do you agree with the following statements about the <u>professional community</u> in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
T02_04	In my school there is open and honest communication on important school issues.	7.1%	33.3%	21.4%	26.2%	11.9%

	Thinking about <u>communication practices</u> , how often <u>during this school year</u> have you:	Very Often	Often	Rarely	Never
T08_01	Received information from a parent that could impact a student's learning?	16.7%	38.1%	40.5%	4.8%
T08_02	Been able to have a conversation with a parent when necessary?	31.0%	61.9%	7.1%	0.0%
T08_03	Communicated with students about their progress in class?	54.8%	38.1%	7.1%	0.0%
T08_04	Communicated with parents about their children's progress in class?	26.2%	61.9%	11.9%	0.0%
T08_05	Sent home information on how parents can help students learn at home?	28.6%	42.9%	26.2%	2.4%

	Very Often	Often	Rarely	Never
T08_06 Sent parents written information on what you are teaching and what students are expected to learn?	28.6%	38.1%	26.2%	7.1%



Engagement

Based on your experiences during the current school year, how much do you agree with the following statements about the engagement of parents in your school?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
T09_01 Teachers and administrators in my school use information from parents to improve instructional practices and meet student learning needs.	7.1%	38.1%	40.5%	9.5%	4.8%
T09_02 My school communicates effectively with parents when students misbehave.	14.3%	28.6%	26.2%	19.0%	11.9%
T09_03 Parents at my school are given the opportunity to become involved in classroom and school functions.	23.8%	59.5%	16.7%	0.0%	0.0%

How much do you agree with the following statements about student engagement in your school?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
T04_01 My school offers a variety of activities to keep students engaged.	14.3%	57.1%	7.1%	19.0%	2.4%
T04_02 My school offers a variety of courses to keep students engaged.	11.9%	35.7%	21.4%	26.2%	4.8%
T04_03 Students are engaged in their classes.	4.8%	50.0%	21.4%	21.4%	2.4%
T04_04 Students at my school are interested in learning new things.	14.3%	50.0%	19.0%	7.1%	9.5%
T04_05 My school inspires a love of learning.	9.5%	42.9%	31.0%	7.1%	9.5%

This year, what percentage of your students had at least one parent attend parent-teacher conferences?

	0% - 25%	26% - 50%	51% - 75%	75% - 100%	Does Not Apply
T10_01	78.0%	0.0%	0.0%	9.8%	12.2%



Safety & Respect

How much do you agree with the following statements about the overall climate in your school?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
T02_06 The school environment is conducive to learning.	7.1%	35.7%	26.2%	16.7%	14.3%

How strongly do you agree with the following statements about you and your school?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
T11_01 Order and discipline are consistently maintained.	2.4%	19.0%	26.2%	26.2%	26.2%

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T11_02	I can get the help I need at my school to address student behavior and discipline problems.	7.1%	31.0%	26.2%	19.0%	16.7%
T11_03	I feel safe at my school.	14.3%	47.6%	21.4%	4.8%	11.9%
T11_04	Adults at my school treat students with respect.	21.4%	57.1%	14.3%	4.8%	2.4%
T11_05	Students at my school treat teachers with respect.	0.0%	16.7%	23.8%	35.7%	23.8%
T11_06	Parents treat teachers at this school with respect.	4.8%	50.0%	31.0%	9.5%	4.8%
T11_07	There is a person or a program in my school that helps students resolve conflicts.	19.0%	50.0%	28.6%	2.4%	0.0%
T11_08	My school is kept clean.	16.7%	54.8%	14.3%	11.9%	2.4%
T11_09	The presence and actions of school resource officers help to promote a safe and respectful learning environment.	7.1%	16.7%	33.3%	14.3%	28.6%
T11_10	The school is safe and accepting regarding race, gender, sexual orientation, and disabilities.	28.6%	47.6%	14.3%	2.4%	7.1%
	How often are the following statements true about your school?	Almost Never	Rarely	Some of the Time	Often	Almost Always
T12_01	Students are often threatened at my school.	4.8%	23.8%	42.9%	19.0%	9.5%
T12_02	Students are often bullied at my school.	2.4%	14.3%	45.2%	28.6%	9.5%
T12_03	Gang activity is a problem in my school.	66.7%	26.2%	4.8%	2.4%	0.0%
T12_04	Crime is a problem at my school.	40.5%	31.0%	21.4%	4.8%	2.4%
T12_05	Violence is a problem at my school.	19.0%	31.0%	26.2%	16.7%	7.1%
T12_06	Students' use of alcohol and illegal drugs in school is a problem at my school.	71.4%	26.2%	2.4%	0.0%	0.0%
T12_07	There is inappropriate physical contact and gestures among students at my school.	7.1%	16.7%	28.6%	31.0%	16.7%

Academic Expectations

	How much do you agree with the following statements about the overall climate in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
SS02_02	My school has high academic expectations for all students.	16.7%	50.0%	16.7%	16.7%	0.0%	0.0%
SS02_03	The quality of teaching at this school is a high priority.	16.7%	33.3%	33.3%	0.0%	16.7%	0.0%
SS02_04	The learning needs of children are a top priority at this school.	16.7%	33.3%	16.7%	33.3%	0.0%	0.0%
SS02_05	The school environment supports and encourages learning.	16.7%	50.0%	0.0%	16.7%	16.7%	0.0%

	How much do you agree with the following statements about instructional practice in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
SS03_01	Teachers and administrators celebrate learning success at this school.	16.7%	50.0%	16.7%	16.7%	0.0%	0.0%

	How much do you agree with the following statement?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
SS11_01	I would recommend this school to friends and colleagues.	16.7%	50.0%	16.7%	16.7%	0.0%	0.0%

Collaboration and Support

	How much do you agree with the following statements about leadership practices in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
SS05_01	The administrative team has confidence in the expertise of the staff.	0.0%	33.3%	33.3%	0.0%	33.3%	0.0%
SS05_02	Administrators let service and support staff know what is expected of them.	0.0%	33.3%	16.7%	16.7%	16.7%	0.0%
SS05_03	Administrators invite service and support staff to play a meaningful role in setting goals and making decisions for this school.	0.0%	33.3%	33.3%	0.0%	33.3%	0.0%
SS05_04	Administrators give me regular and helpful feedback about my teaching.	0.0%	33.3%	33.3%	0.0%	33.3%	0.0%
SS05_05	School administrators conduct supervision and performance evaluations constructively and respectfully.	0.0%	16.7%	33.3%	16.7%	33.3%	0.0%

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		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
SS05_06	The school administration provides for effective communication and positive relationships.	0.0%	33.3%	16.7%	16.7%	33.3%	0.0%
SS05_07	The school administration works cooperatively with parents.	0.0%	33.3%	33.3%	16.7%	16.7%	0.0%
SS05_08	The school administration works cooperatively with students.	0.0%	33.3%	33.3%	16.7%	16.7%	0.0%
SS05_09	The school administration works cooperatively with the community.	0.0%	33.3%	16.7%	0.0%	16.7%	0.0%
SS05_10	The principal ensures the school runs smoothly.	16.7%	33.3%	0.0%	16.7%	33.3%	0.0%
SS05_11	School administrators encourage career development and growth for staff.	0.0%	16.7%	16.7%	16.7%	50.0%	0.0%
	How much do you agree with the following statements about the support you receive in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
SS06_01	I feel supported by staff at my school.	0.0%	33.3%	33.3%	16.7%	16.7%	0.0%
	How much do you agree with the following statements about the professional community in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
SS07_01	In this school staff learn from each other.	0.0%	50.0%	16.7%	33.3%	0.0%	0.0%
SS07_02	Interaction among teachers in this school is constructive and professional.	0.0%	33.3%	16.7%	16.7%	33.3%	0.0%
SS07_03	Staff in this school trust each other.	0.0%	16.7%	16.7%	33.3%	33.3%	0.0%
SS07_04	I am professionally respected and supported by the school leadership team.	0.0%	16.7%	16.7%	16.7%	16.7%	0.0%

Communication

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
	How much do you agree with the following statements about the overall climate in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
SS02_01	There is a clear vision for this school.	16.7%	66.7%	16.7%	0.0%	0.0%	0.0%
	Based on your experiences during the current school year, how much do you agree with the following statements about the engagement of parents in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
SS08_01	My school communicates effectively with parents when students misbehave.	0.0%	0.0%	33.3%	16.7%	16.7%	0.0%
SS08_02	Parents at my school are given the opportunity to become involved in classroom and school functions.	0.0%	33.3%	33.3%	16.7%	16.7%	0.0%



Engagement

	How much do you agree with the following statements about <u>student engagement</u> in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
SS04_01	My school offers a variety of activities to keep students engaged.	16.7%	50.0%	33.3%	0.0%	0.0%	0.0%
SS04_02	My school offers a variety of courses to keep students engaged.	16.7%	33.3%	33.3%	16.7%	0.0%	0.0%
SS04_03	Students are engaged in their classes.	16.7%	16.7%	50.0%	0.0%	16.7%	0.0%
SS04_04	Students at my school are interested in learning new things.	16.7%	33.3%	0.0%	33.3%	16.7%	0.0%
SS04_05	My school inspires a love of learning.	16.7%	16.7%	33.3%	16.7%	16.7%	0.0%



Safety & Respect

	How strongly do you agree with the following statements about you and your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
SS09_01	Order and discipline are consistently maintained at my school.	0.0%	33.3%	16.7%	16.7%	33.3%	0.0%
SS09_02	I can get the help I need at my school to address student behavior and discipline problems.	0.0%	16.7%	33.3%	16.7%	33.3%	0.0%
SS09_03	I feel safe at my school.	0.0%	33.3%	33.3%	0.0%	33.3%	0.0%
SS09_04	Parents treat staff at this school with respect.	0.0%	33.3%	16.7%	16.7%	33.3%	0.0%
SS09_05	Adults at my school treat students with respect.	0.0%	50.0%	16.7%	33.3%	0.0%	0.0%
SS09_06	Students at my school treat staff with respect.	0.0%	16.7%	16.7%	33.3%	33.3%	0.0%
SS09_07	The presence and actions of school resource officers help to promote a safe and respectful learning environment.	0.0%	33.3%	16.7%	16.7%	33.3%	0.0%
SS09_08	There is a person or a program in my school that helps students resolve conflicts.	0.0%	33.3%	16.7%	16.7%	16.7%	0.0%
SS09_09	The school is sensitive to issues regarding race, gender, sexual orientation, and disabilities.	0.0%	16.7%	33.3%	0.0%	16.7%	0.0%
	How strongly do you agree that the following are problems at your school?	Almost Never	Rarely	Some of the Time	Often	Almost Always	Don't Know
SS10_01	Students in my school are often threatened.	0.0%	0.0%	50.0%	16.7%	16.7%	0.0%
SS10_02	Students in my school are often bullied	0.0%	0.0%	66.7%	16.7%	16.7%	0.0%
SS10_03	Students' use of alcohol and illegal drugs in school is a problem at my school.	16.7%	16.7%	16.7%	0.0%	50.0%	0.0%
SS10_04	Gang activity is a problem in my school.	16.7%	0.0%	33.3%	0.0%	50.0%	0.0%

Your School's Question-by-Question Survey Results

Barnard Environmental Studies

	Almost Never	Rarely	Some of the Time	Often	Almost Always	Don't Know
SS10_05 Crime is a problem at my school.	16.7%	0.0%	16.7%	16.7%	50.0%	0.0%
SS10_06 Violence is a problem at my school.	16.7%	0.0%	16.7%	16.7%	33.3%	0.0%
SS10_07 My school is kept clean.	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%
SS10_08 There is inappropriate physical contact and gestures among students at my school.	16.7%	16.7%	16.7%	16.7%	16.7%	0.0%

Optional Attachment 9: Formative Evaluation Plan

Evaluation Plan Summary New Haven Public Schools Professional Educator Program

Morgaen Donaldson
Casey D. Cobb
Center for Education Policy Analysis
Neag School of Education
University of Connecticut
Storrs, CT 06269-3093
860.486.6278

An independent team of experts will examine the implementation of the proposed program. The evaluation will examine changes within each dimension of NHPS's human capital management system (pre-service, hiring, professional development, evaluation, retention, and compensation) as a result of the proposed program and educators' views of these changes. The process evaluation will serve three purposes. First, it will monitor whether changes are implemented with fidelity to the proposal. Second, it will provide regular feedback to NHPS about how personnel at the center of the reforms—teachers and school leaders—view these changes. Third, it will provide formative information for improvement of the program.

The following evaluation questions will be posed in relation to each dimension of the human capital management system:

1. Have NHPS's human capital practices changed?
To what degree is educator effectiveness considered in human capital decisions?
To what degree have human capital practices provided targeted support to high-need schools?
2. How do educators view specific changes to NHPS's human capital practices?

Outcomes will include:

- Data on key changes to human capital elements as measured by analyses of policy documents, secondary data, educator surveys, and interviews.
- Data on the ways in which educator effectiveness is considered in human capital decisions as measured by analyses of policy documents, secondary data, educator surveys, and interviews.
- Attitudes of educators towards key changes to human capital elements as measured by analyses of educator surveys and interviews.

Data sources include: interviews with Talent Office personnel, observations of key meetings with educators, individual and group interviews with samples of school leaders and teachers, surveys of all school leaders and teachers, secondary data collected by NHPS (e.g., application databanks), and key documents related to the proposed changes. Data collection/analysis protocols will be developed by the evaluation team. They will aim to elucidate the nature and extent of the structural changes to NHPS human capital policies and practices and the attitudes of educators towards these changes. Survey dissemination will occur in spring and interviews will occur in fall/winter of each year of

the project. Targeted data collection will occur immediately after a specific change is implemented in order to inform ongoing practices.

The evaluation team will meet a minimum of three times each year with district leaders to provide evaluative feedback. Evaluation reports will be written at the end of each project year and delivered to district leaders and the sponsor. A final report will be produced at the end of year 5.

Optional Attachment 10: RAND Evaluation Letter



GABRIELLA C. GONZALEZ
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July 23, 2012

Garth Harries
Assistant Superintendent, Portfolio and Performance Management
New Haven Public Schools
54 Meadow Street
New Haven, CT 06519

To Whom it May Concern:

I am writing this letter in support of New Haven Public Schools' application to the Teacher Incentive Fund grant opportunity.

In March 2012, RAND Corporation was commissioned to work with the district to design an external evaluation plan for the New Haven School Change reform that includes both process and outcome components. Within that design we are articulating specific methods to evaluate the validity and quality of the Teacher Evaluation and Development System (TEVAL), Principal Evaluation and Development System (PEVAL), and Central Office Evaluation and Development System (CEVAL). The evaluation design also includes metrics to measure whether the TEVAL, PEVAL, and CEVAL are supporting the district in meeting the School Change reform's intended goals.

The design of a multi-pronged evaluation, alongside with a timeline for reporting results to the community, will be delivered to the district and the New Haven Promise Board in September, 2012. It is our understanding that the New Haven Promise Board plans to retain a research organization to implement the design over the coming years.

In the event that the New Haven Public Schools are awarded a TIF grant, the evaluation design can be modified easily to incorporate any new initiatives that are implemented. Although it may not be possible to disentangle the causal impact of each component, we expect that the combination of process and outcome measures will enable the district, the New Haven Promise Board and other interested parties to investigate the role played by staff performance evaluation reform, compensation reform and other components of the reforms.

Sincerely,

(b)(6)

Gabriella C. Gonzalez, Ph.D.
Project Leader

RAND RESEARCH AREAS

- CHILDREN AND FAMILIES
- EDUCATION AND THE ARTS
- ENERGY AND ENVIRONMENT
- HEALTH AND HEALTH CARE
- INFRASTRUCTURE AND TRANSPORTATION
- INTERNATIONAL AFFAIRS
- LAW AND BUSINESS
- NATIONAL SECURITY
- POPULATION AND AGING
- PUBLIC SAFETY
- SCIENCE AND TECHNOLOGY
- TERRESTRIAL AND HOMELAND SECURITY

OFFICES

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- WASHINGTON, DC
- PITTSBURGH, PA
- NEW ORLEANS LA/JACKSON, MS
- BOSTON, MA
- DOHA, QA
- ABU DHABI, AE
- CAMBRIDGE, UK
- MUNICH, DE

REPRESENTATIVE OFFICE
ALEXANDRIA, VA

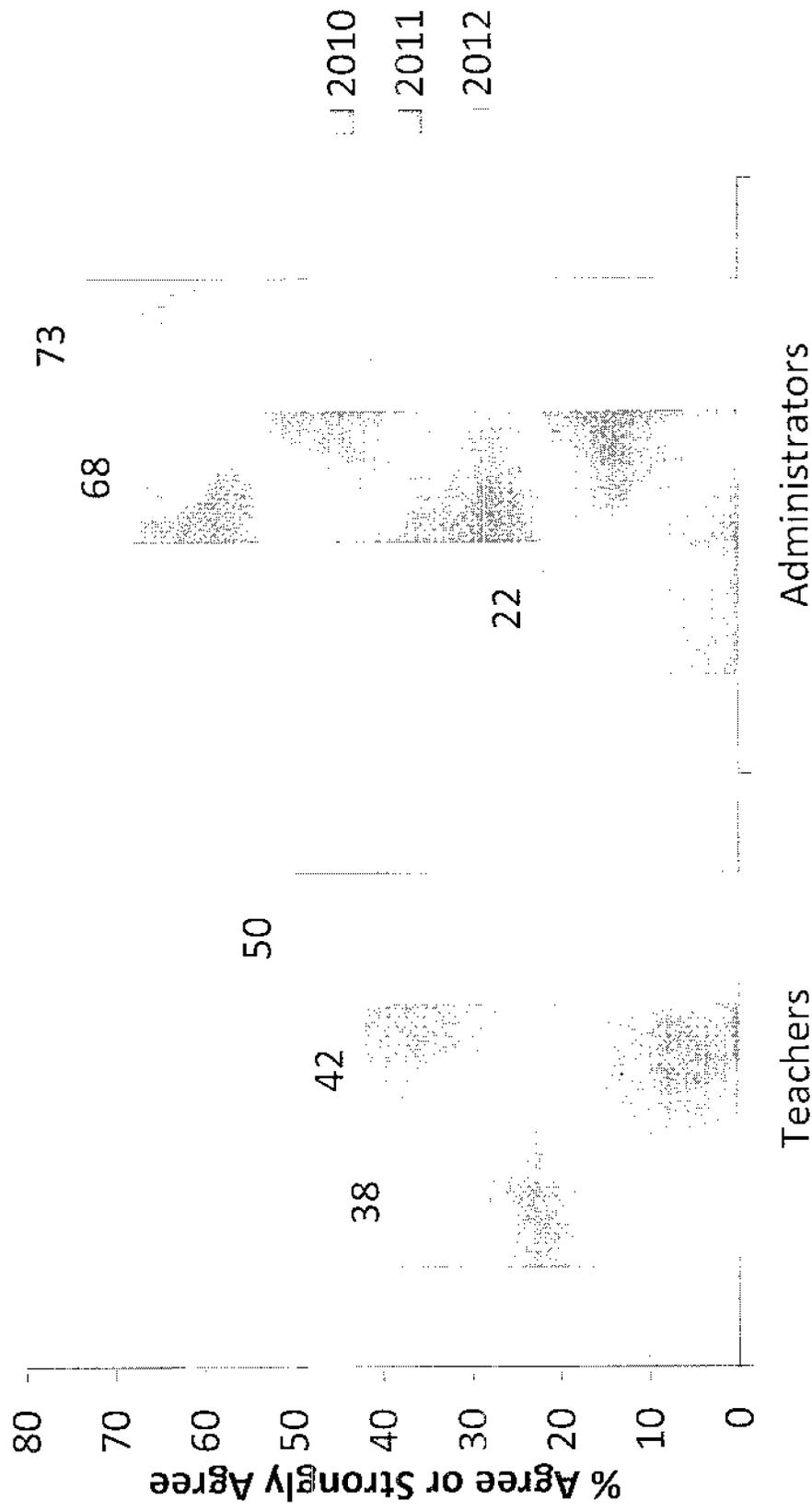
Optional Attachment 11: TEVAL 2012 Survey Results

TEVAL Survey Results

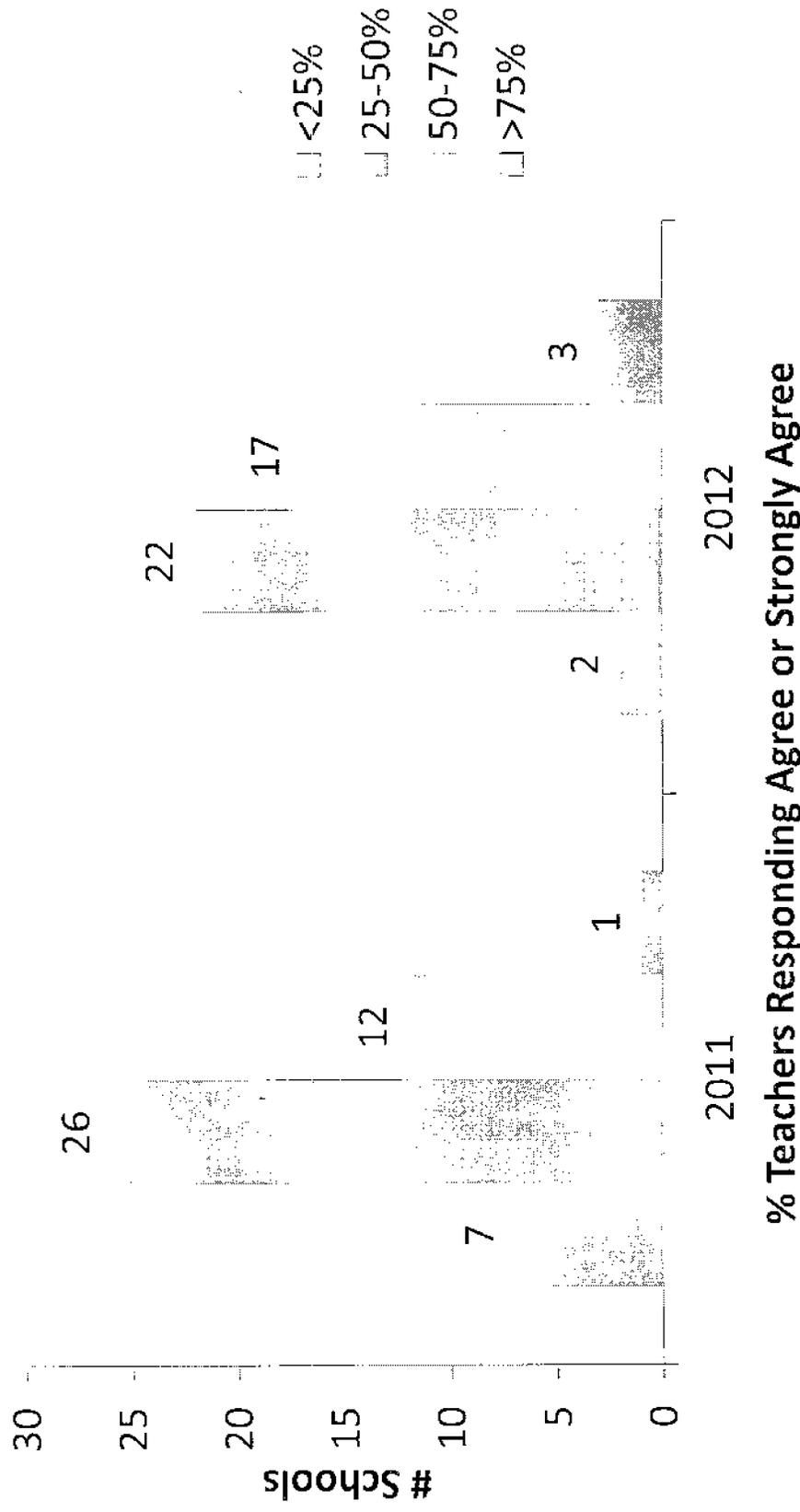
July 28, 2012

Confidential

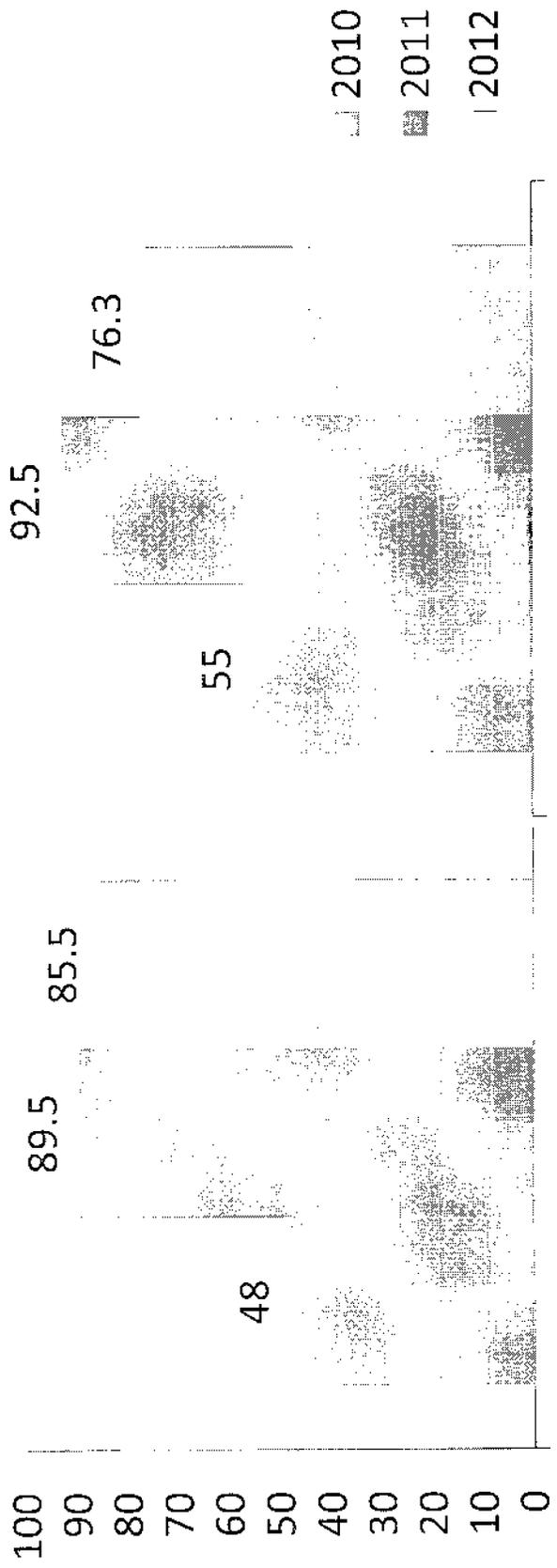
Overall, I am satisfied with the teacher evaluation process.



Overall, I am satisfied with the TEVAL process.

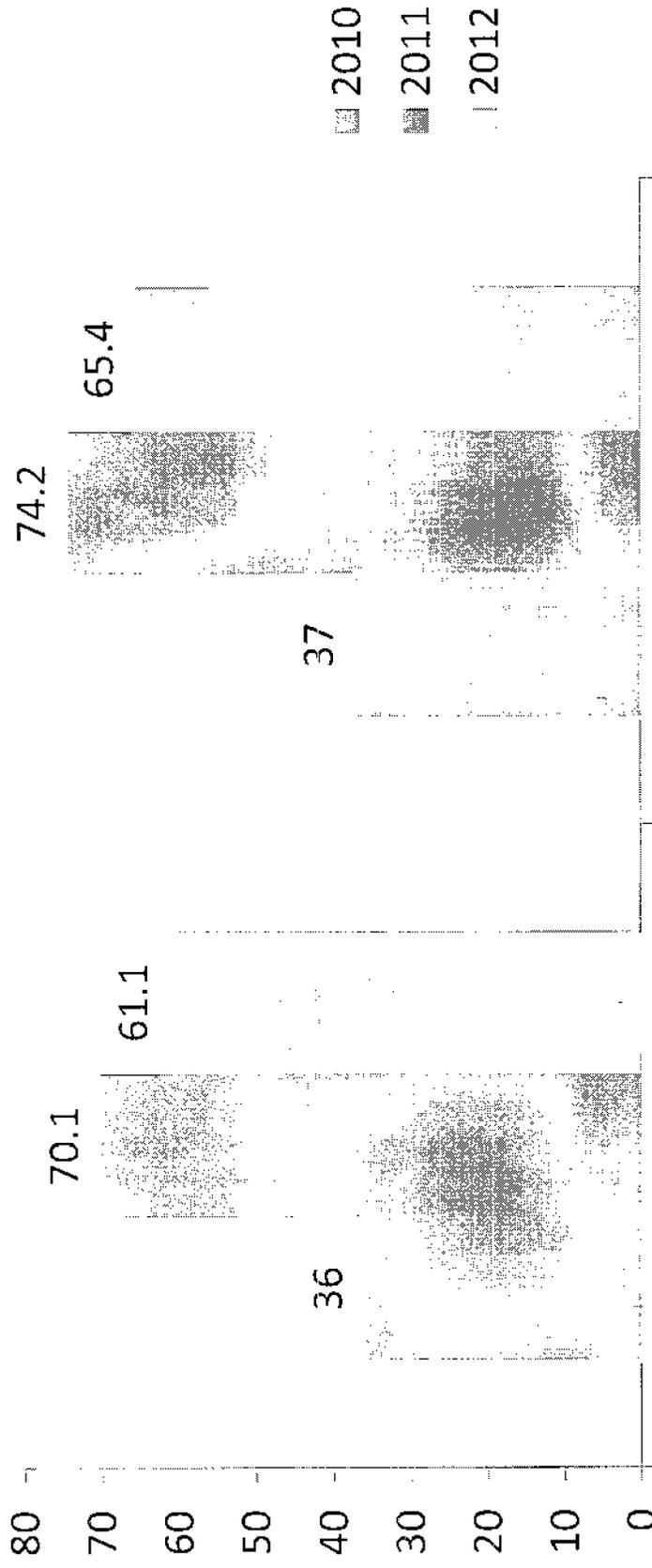


Administrators who “agree” or “strongly agree” that the teacher evaluation system accomplishes the following objectives



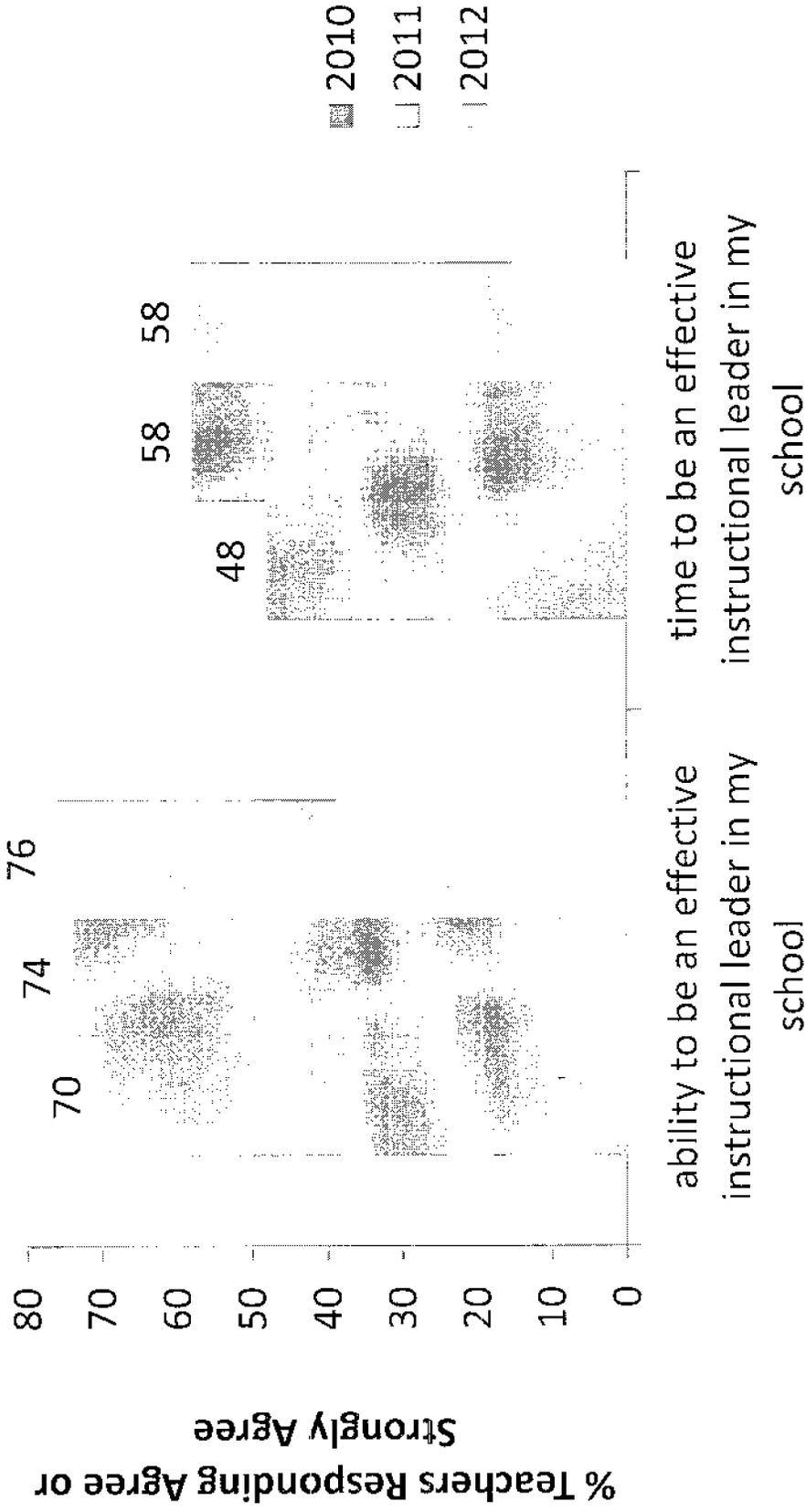
The evaluation process recognizes exemplary performance. The evaluation process helps teachers improve their instructional performance by providing specific and useful feedback.

Administrators who “agree” or “strongly agree” that the teacher evaluation system accomplishes the following objectives

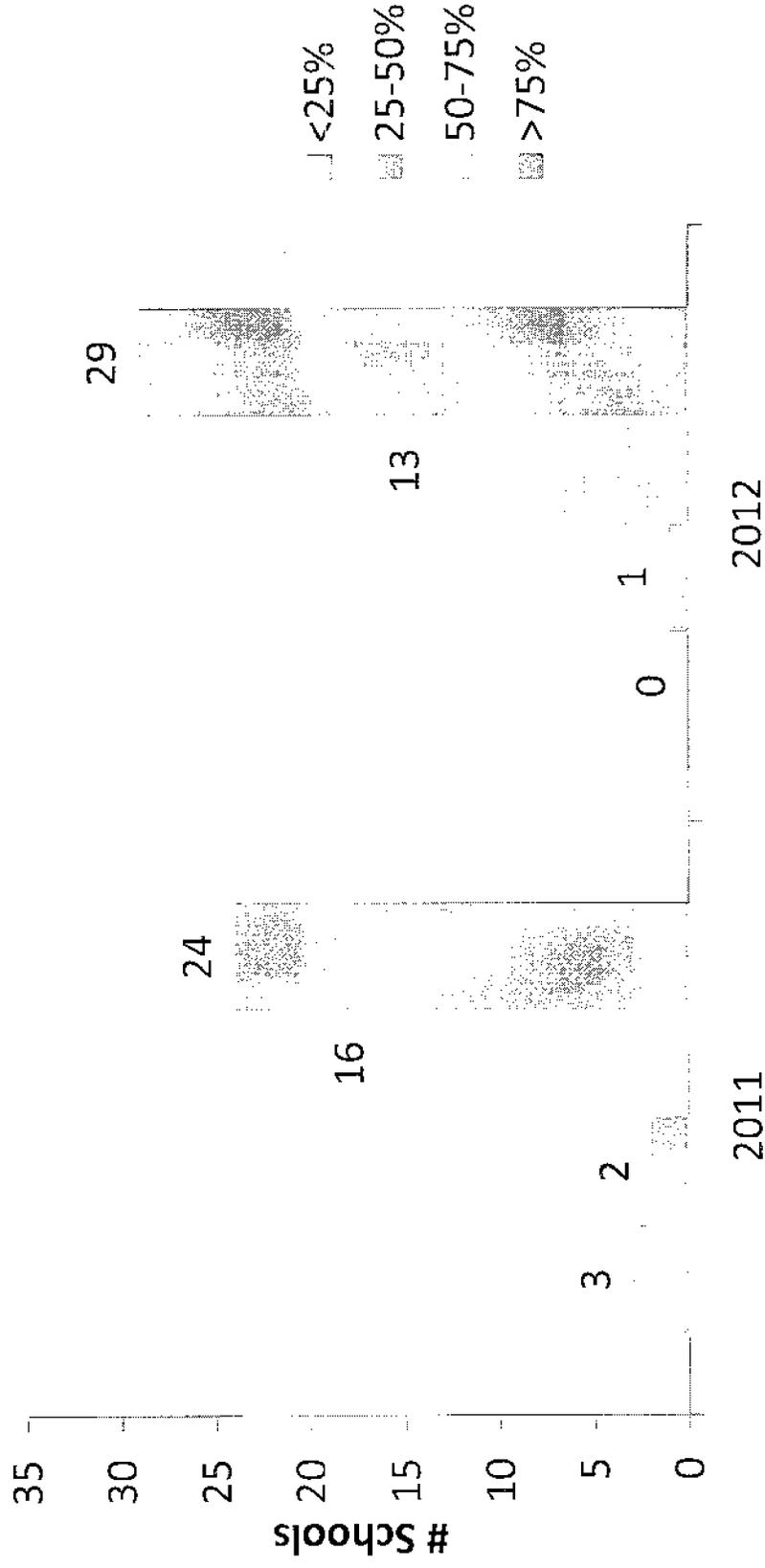


The evaluation process identifies and offers concrete steps to remedy poor performance. The evaluation process promotes student achievement.

My instructional manager has the ...

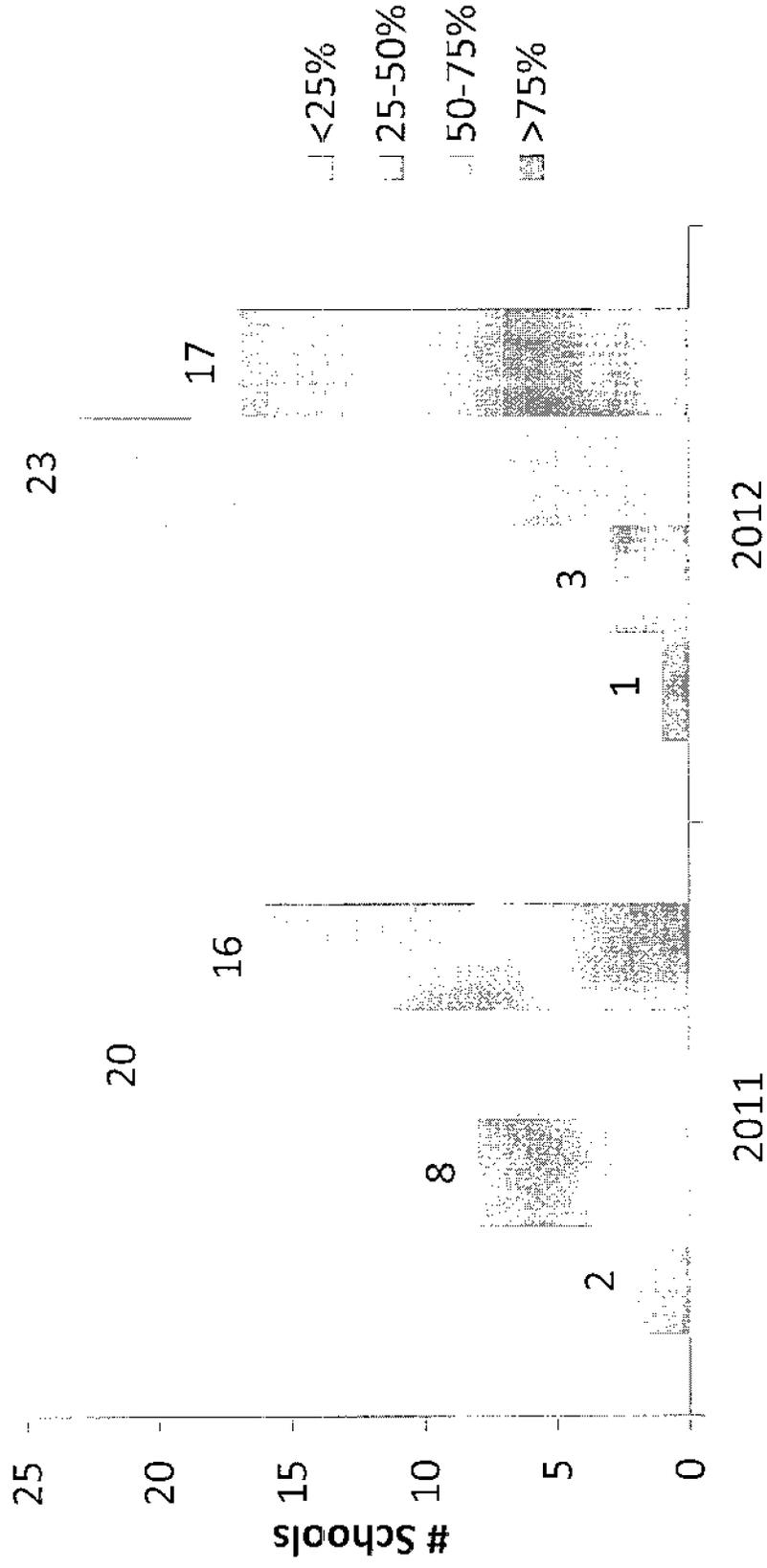


During the goal setting conference my instructional manager and I collaboratively identified student learning growth goals



% Teachers Responding Agree or Strongly Agree

I am confident in the ability of my instructional manager to provide me with a fair and accurate assessment of my teaching performance



% Teachers Responding Confident or Very Confident

I am confident in the ability of my instructional manager to provide me with useful feedback on my teaching performance



% Teachers Responding Confident or Very Confident

Optional Attachment 12: Bibliography

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Budget Narrative for School Change: Professional Educator Program
Submitted as a TIF Grant
by
New Haven Public Schools

1. Personnel

Role	FTE	Year 1	Year 2	Year 3	Year 4	Year 5
Talent Office Director who will staff members who are focused on Human Resources, Professional Development, and Leadership Development will work together in a cross-functional environment. The salary is roughly equivalent to a senior staff position.	1	\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082
Data Analyst who will manage the newly implemented TalentEd system and extracting data from the TalentEd system for use in organizing professional learning opportunities.	1	\$ 110,000	\$ 114,400	\$ 118,976	\$ 123,735	\$ 128,684
Talent Associates who will work with the Directors of Instruction - see page 50 for an explanation of their role. \$75,000 expected annual salary	3	\$ 225,000	\$ 234,000	\$ 243,360	\$ 253,094	\$ 263,218
Junior recruiter to recruit effective teachers. The salary used is equivalent to the current Junior Recruiter.	1	\$ 60,000	\$ 62,400	\$ 64,896	\$ 67,492	\$ 70,192
Super subs full-time substitutes that are used to free teacher leaders and teachers for professional development activities. In year 1, 3 will be hired. All 6 will be hired by year 2. Salary used is the New Haven average teacher salary.	6	\$ 180,000	\$ 360,000	\$ 374,400	\$ 389,376	\$ 404,951
Administrative Assistant at \$50,000 per year.	1	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
TOTAL		\$ 755,000	\$ 785,200	\$ 816,608	\$ 849,272	\$ 883,243

A significant priority of the HCMS and PBCS in New Haven is the creation of differentiated career and compensation opportunities. The following scenario assumes that there are 2,001 teachers in 47 schools (and therefore, there are 47 principals) along with 47 assistant principals in New Haven Public Schools. In later years, New Haven may consider adding other personnel at the discretion of the Talent Council, which includes another three teachers, two administrators and a non-voting central office facilitator. Furthermore, while we used a stipend structure to estimate future costs, the contract negotiations during the summer of 2013 are an opportunity to adjust the current educator salary schedule, linking it to educator effectiveness directly. The estimated costs of this change would be roughly equivalent to the estimated costs of additional stipends, based on research on progressive systems, such as Denver Public Schools' ProComp.

Category	Stipend	2012-13	2013-14	2014-15	2015-16	2016-17
Teacher Leadership	Up to 10% of effective teachers will become teacher leaders and receive a stipend of up to \$5,000	\$ 458,000	\$ 1,000,500	\$ 1,040,520	\$ 1,082,141	\$ 1,125,426
	Up to 15 effective teachers will become Emerging School Leaders and receive up to a \$5,000 stipend	\$ -	\$ 75,000	\$ 78,000	\$ 81,120	\$ 84,365
	Up to 15 effective teachers will be hired to replace the teachers who will become Emerging School Leaders (at an average salary of \$60,000)	\$ -	\$ 900,000	\$ 936,000	\$ 973,440	\$ 1,012,378
Educator Effectiveness	Up to 40% of teachers will earn up to \$1,000 per year	\$ -	\$ -	\$ 583,100	\$ 606,424	\$ 630,681
	Up to 35% of teachers will earn up to \$5,000 per year	\$ -	\$ -	\$ 833,000	\$ 866,320	\$ 900,973
	Up to 10% of teachers will earn up to \$10,000 per year	\$ -	\$ -	\$ 1,666,000	\$ 1,732,640	\$ 1,801,946
High-Need School Incentives	Up to 46% of the up to 85% of effective teachers will receive a stipend of up to \$1,000 for serving in a Peer C or D school	\$ -	\$ 2,347,173	\$ 2,347,173	\$ 2,441,050	\$ 2,538,702
	To be determined	\$ -	\$ -	\$ -	\$ -	\$ -
Total		\$ 458,000	\$ 4,322,673	\$ 7,483,793	\$ 7,783,145	\$ 8,094,471

*Years 2015-16 and 2016-17 are calculated using the 2014-15 school year multiplied by a 4% cost of living increase.

Category	Stipend	2012-13	2013-14	2014-15	2015-16	2016-17
Principal	Up to 40% of principals will earn up to \$10,000 for the PEVAL rating	\$ -	\$ -	\$ 188,000	\$ 195,520	\$ 203,841
	Up to 11% of principals will earn up to \$10,000 for the PEVAL rating			\$ 51,700	\$ 53,768	\$ 55,919
	Up to 51% of effective principals will earn up to \$5,000 for serving as mentors	\$ 119,850	\$ 119,850	\$ 119,850	\$ 124,644	\$ 129,630
	Up to 51% of effective principals will earn up to \$5,000 for serving in a high need school	\$ -	\$ -	\$ 119,850	\$ 124,644	\$ 129,630
	Up to 51% of effective assistant principals will earn up to \$5,000 for serving in a high-need school	\$ -	\$ -	\$ 119,850	\$ 124,644	\$ 129,630
Assistant Principals		\$ 119,850	\$ 359,550	\$ 599,250	\$ 629,220	\$ 648,149
	Total	\$ 119,850	\$ 359,550	\$ 599,250	\$ 629,220	\$ 648,149

2. Fringe Benefits

Fringe Benefits for New Haven personnel are budgeted at 40% of salary. The most significant component of the fringe benefit cost is healthcare. Fringe benefits also include pension contributions, life and disability insurance and mandatory federal and state benefits. The following table provides the annual fringe benefit costs.

Fringe \$ 525,680 \$ 1,144,760 \$ 2,858,883 \$ 2,973,239 \$ 3,092,168

3. Travel

The following travel costs include the costs for three people to attend the annual TIF directors meeting. New Haven also plans to send select Talent Office staff to conferences – or other districts – to gather more information for mid-course corrections to the program.

Topic	Year 1	Year 2	Year 3	Year 4	Year 5
TIF Annual Grantee Meeting: meals, transportation + 4 nights hotel	\$ 1,800	\$ 1,872	\$ 1,947	\$ 2,025	\$ 2,106
TIF Annual Grantee Meeting: meals, transportation + 4 nights hotel	\$ 1,800	\$ 1,872	\$ 1,947	\$ 2,025	\$ 2,106
TIF Annual Grantee Meeting: meals, transportation + 4 nights hotel	\$ 1,800	\$ 1,872	\$ 1,947	\$ 2,025	\$ 2,106
TIF Topical Meeting: meals, transportation + 2 nights hotel	\$ 1,500	\$ 1,560	\$ 1,622	\$ 1,687	\$ 1,755
TIF Topical Meeting: meals, transportation + 2 nights hotel	\$ 1,500	\$ 1,560	\$ 1,622	\$ 1,687	\$ 1,755
National Talent Development Conference: meals, transportation + 2 nights hotel	\$ 1,500	\$ 1,560	\$ 1,622	\$ 1,687	\$ 1,755
National Talent Development Conference: meals, transportation + 2 nights hotel	\$ 1,500	\$ 1,560	\$ 1,622	\$ 1,687	\$ 1,755
National Talent Development Conference: meals, transportation + 2 nights hotel	\$ 1,500	\$ 1,560	\$ 1,622	\$ 1,687	\$ 1,755
Conference fees on average = \$800 (x 3 people)	\$ 2,400	\$ 2,496	\$ 2,596	\$ 2,700	\$ 2,808
TOTAL	\$ 15,300	\$ 15,912	\$ 16,548	\$ 17,210	\$ 17,899

* Years 2-5 assume a 4% cost of living increase each year

4. Equipment

Equipment is defined as tangible, non-expendable, personal property having a useful life of three years and an acquisition cost of \$1,000 or more per unit. Equipment is anticipated to have a three year life, and accordingly will be required only in the first and fourth years of the Project.

Year 1	Number of items	Cost per unit	Total
<i>Laptop Computers and specialized software:</i> Laptop computers are necessary to supply the needs of 13 new employees; laptops will be necessary given the high mobility of all Program staff	13	\$2,000	\$26,000
<i>Observation camera:</i> These will allow personnel to record observations for meetings with educators and for inter-rater reliability trainings.	25	\$500	\$12,500

<i>Tablets:</i> In order to provide program effective teachers with the ability to conduct observations in classrooms inconspicuously, tablets (such as iPads) will be provided.	140	\$500	\$70,000
Total Equipment Year 1			\$108,500

Year 4	Number of items	Cost per unit	Total
<i>Laptop Computers and specialized software:</i> Replacement costs for laptop computers are necessary for the Talent Office staff; laptops will be necessary given the high mobility of all Program staff	13	\$2,000	\$26,000
<i>Observation camera:</i> Replacement costs to allow personnel to have the continued ability to record observations for meetings with educators and for inter-rater reliability trainings.	25	\$500	\$12,500
<i>Tablets:</i> Replacement costs of tablets in order to provide program staff with the continued ability to conduct observations in classrooms inconspicuously, tablets (such as iPads) will be provided.	140	\$500	\$70,000
Total Equipment Year 4			\$108,500

5. Supplies

Standard office supplies (paper, pens, staples, folders, etc.) are necessary for the smooth operation of the Talent Office – especially as it adds staff. This category also includes printing and third-party duplication costs.

Supplies \$ 10,000 \$ 5,000 \$ 2,500 \$ 2,575 \$ 2,652

6. Contractual

There are several short-term areas of need that New Haven will seek the assistance of outside contractors, including:

Contractor	year 1	year 2	year 3	year 4	year 5
EVALUATION: New Haven will contract with current evaluators from UCONN to strengthen real time, formative evaluation design, to provide the Talent Office meaningful and neutral 3rd party feedback	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
STRATEGIC BUDGET REPRIORITIZATION: New Haven will contract with a consultant with financial management expertise to assist with identifying savings throughout the district budget in order to build fiscal sustainability for the program.	\$ 175,000	\$ 200,000	\$ -	\$ 200,000	\$ -
PBCS CONSTRUCTION: Whether with the above consultant or with an alterante provide, New Haven will contract for consultants to support PBCS development, which could include, but not be limited to cost model development and facilitated discussions about the potential stipend levels and/or salary schedule reform.	\$ 250,000	\$ 125,000	\$ 50,000	\$ 50,000	\$ 25,000
PEER ENABLED LEARNING: NHPS will contract with a consultant or consultants to build the capacity of Expert Teachers to influence adult development, and to build protocols and capacity for peer-enabled intervisitation between classrooms and schools	\$ 275,000	\$ 175,000	\$ 75,000	\$ 50,000	\$ 25,000
TEVAL AND PEVAL CALIBERATION: Caliberation efforts will continue and expand as needed to strengthen inter-rater reliability and improve feedback skills, likely with ReVision Learning Partnership, LLC and Cambridge Associates respectively	\$ 200,000	\$ 100,000	\$ -	\$ 50,000	\$ -
TALENT TECHNOLOGY: New Haven will seek to strengthen the technology enabling evaluation and coaching, including the creation of apps for its evaluation systems.	\$ 100,000	\$ 50,000	\$ 25,000	\$ -	\$ -
DEEPING OF EVALUATION SYSTEMS: Additional materials for implementation of TEVAL and PEVAL including, but not limited to individualized 360 feedback survey costs (i.e., Val-Ed types of systems).	\$ 14,400	\$ 14,400	\$ 14,400	\$ 14,400	\$ 14,400
TOTAL	\$ 1,114,400	\$ 764,400	\$ 254,400	\$ 464,400	\$ 154,400

7. Other

New Haven does not have costs that could be categorized as other.

10. Indirect Costs

New Haven has an established indirect cost rate from the U.S. Department of Education. The rate is 4.66% of the total of salaries and benefits. Only the salary and benefit costs of employees of New Haven were included in the calculation.

Indirect costs	\$ 85,738	\$ 186,710	\$ 466,284	\$ 484,935	\$ 504,333
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**Non-Federal Budget Narrative for Professional Educator Program
Submitted as a TIF Grant
by
New Haven Public Schools**

8. Personnel

Title	Amount of time	Salary	12-13	13-14	14-15	15-16	16-17
Garth Harries, Assistant Superintendent, will oversee the Talent Office. He will spend 1/3 of his time on this.	0.33	(b)(4)					
The HR Director will spend 3/4 of their time working to tightly couple New Haven's hiring spectrum to its educator effectiveness work.	0.75						
One current recruiter will work with the newly hired recruiter.	1						
Two processing clerks will work to enter data as needed.	2						
The grievance will work with the talent team to integrate TEVAL and PEVAL data into the grievance process.	0.5						
The Professional Development Director will work to use TEVAL and PEVAL data into targeted professional learning.	1						
Two clerks will support the department.	2						
The Leadership Director will work to tightly couple the PEVAL data into targeted professional learning for leaders.	1						
There is one technology expert who will work with staff to use TalentEd efficiently.	1						
The TEVAL director will spend all of her time working on integrating TEVAL data into HCMS decisions.	1						
The three directors of instruction will work 50% of their time on this integration.	0.5						
The Assistant Superintendent of Curriculum will spend 20% on leading the staff through the integration process.	0.2						
The IT department will work to establish the Talent Office.	0.2						
Current Tier III teacher salaries - up to 10% of salary for	0.1						
TOTAL							

9. Fringe Benefits

Fringe Benefits for New Haven personnel are budgeted at 40% of salary. The most significant component of the fringe benefit cost is healthcare. Fringe benefits also include pension contributions, life and disability insurance and mandatory federal and state benefits. The following table provides the annual fringe benefit costs.

	12-13	13-14	14-15	15-16	16-17
\$	(b)(4)				

10. Travel

The following travel costs include the costs for three people to attend professional conferences that they were scheduled to attend without the TIF opportunity.

National Talent Development Conference: meals, transportation + 2 nights hotel	(b)(4)
National Talent Development Conference: meals, transportation + 2 nights hotel	
National Talent Development Conference: meals, transportation + 2 nights hotel	
Conference fees on average = \$800 (x 3 people)	
TOTAL	

11. Equipment

Equipment is defined as tangible, non-expendable, personal property having a useful life of three years and an acquisition cost of \$1,000 or more per unit. Equipment is anticipated to have a three year life, and accordingly will be required only in the first and fourth years of the Project.

Year 1	Number of items	Cost per unit	Total
<i>Laptop Computers and specialized software:</i> Laptop computers are necessary to supply the needs of 13 new employees; laptops will be necessary given the high mobility of all Program staff	12	(b)(4)	
Total Equipment Year 1			

Year 4	Number of items	Cost per unit	Total
<i>Laptop Computers and specialized software:</i> Replacement costs for laptop computers are necessary for the Talent Office staff; laptops will be necessary given the high mobility of all Program staff	12	(b)(4)	
Total Equipment Year 4			

12. Supplies

Standard office supplies (paper, pens, staples, folders, etc.) are necessary for the smooth operation of a district. Below are the estimated costs to be spent by these individuals as the Talent Office is migrated. This category also includes printing and third-party duplication costs.

Supplies \$ 10,000 \$ 5,000 \$ 2,500 \$ 2,575 \$ 2,652

13. Contractual

There are several that New Haven already receives outside assistance from outside contractors, including:

Contractor	year 1	year 2	year 3	year 4	year 5
Promise Summative - RAND - evaluation design	\$ 500,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 25,000
Cambridge (PEVAL)					
Buck Foundation - gemma's salary (140K); 4 teacher resident leaders; leadership development; NYC Leadership Coaching	\$ 620,000	\$ 570,000	\$ 520,000	\$ 470,000	\$ 420,000
Talent Ed Technology	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000
Buck Foundation - Achievement First around leadership development; instructional rounds; Schlecty Center	\$ 300,000				
First Niagra: leadership development	\$ 500,000	\$ 500,000	\$ 500,000	\$ 250,000	\$ 250,000
Revision Learning; evaluation of PD					
Computing with growth; Damien Betebenner at the National Center for the Improvement Assessment	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
TOTAL	\$ 2,030,000	\$ 1,430,000	\$ 1,380,000	\$ 1,080,000	\$ 805,000

14. Other

New Haven does not have costs that could be categorized as other.

10. Indirect Costs

New Haven has an established indirect cost rate from the U.S. Department of Education. The rate is 4.66% of the total of salaries and benefits. Only the salary and benefit costs of employees of New Haven were included in the calculation.

12-13	13-14	14-15	15-16	16-17
\$ 990,109	\$ 996,555	\$ 1,031,296	\$ 1,057,113	\$ 1,083,405

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

New Haven, City of (Inc.) 53A New Haven Public School System

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	1,332,450.00	5,467,423.00	8,920,631.00	9,173,456.00	9,540,395.00	34,334,754.00
2. Fringe Benefits	533,760.00	2,186,969.00	3,528,252.00	3,669,383.00	3,816,158.00	13,733,901.00
3. Travel	15,300.00	15,912.00	16,546.00	17,210.00	17,893.00	82,869.00
4. Equipment	168,500.00	0.00	0.00	108,500.00	0.00	217,000.00
5. Supplies	10,000.00	5,000.00	2,500.00	2,500.00	2,652.00	22,707.00
6. Contractual	1,114,400.00	764,400.00	364,400.00	464,400.00	164,400.00	2,712,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	3,114,400.00	9,439,794.00	13,632,331.00	13,439,523.00	13,511,503.00	57,163,251.00
10. Indirect Costs*	36,955.00	356,685.00	575,458.00	598,476.00	622,415.00	2,229,999.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	3,231,455.00	9,796,479.00	14,207,789.00	14,037,999.00	14,133,918.00	59,403,250.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 02/01/2011 To: 06/30/2012 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): State of Connecticut, Department of Education

The Indirect Cost Rate is 4.66 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 4.66 %.

Name of Institution/Organization New Haven, City of (Inc.) DBA New Haven Public School System	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)