

**Connecticut Office of Early Childhood
SMART START APPLICATION**

GRANT PERIOD

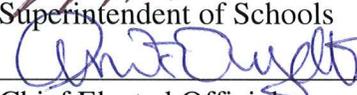
May 1, 2016 to June 30, 2018

GRANT COVER PAGE

School District Derby Public Schools
Contact Name Alison Conway
Address 8 Nutmeg Drive Derby, CT 06418
Telephone Number 203-446-6001
Contact E-mail Address aconway@derbyps.org

It is the responsibility of the grantee to provide up-to-date contact information. In the event of any changes, contact information must be reported to the Smart Start Manager within five business days.

I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.

	<u>10/29/15</u>
Chairperson, Board of Education	Date
	<u>10-29-15</u>
Superintendent of Schools	Date
	<u>10/29/2015</u>
Chief Elected Official	Date

Number of proposed Smart Start classrooms + Indoor Playground	Number of additional children proposed to be served by Smart Start
2	36
Total Funds Requested \$300,000	Capital Improvements \$150,000
	Annual Operating Expenses \$150,000

Program Data

Please complete the following table about proposed Smart Start classrooms.

Note that all Smart Start enrollment **MUST** be in addition to preschool enrollment at the end of the 2015-2016 school year.

Smart Start Program address	Number of Smart Start classrooms	Number of children to be served by Smart Start	Smart Start Hours per day	Smart Start Days per year
8 Nutmeg Drive Derby, CT 06418	2	36	6	183

Accreditation/Head Start Approval Information

Are you accredited by NAEYC or a federal Head Start grantee? If yes, complete the following information:

NAEYC ID#	Date valid until:	Are you aware of and planning to meet NAEYC's renewal timeline?	Have you submitted Intent to Renew? If yes, indicate date.	Have you submitted Renewal Materials? If yes, indicate date.	Has the program been denied candidacy, or deferred or denied accreditation by NAEYC?	Are you a Federal Head Start grantee?	If you are a Federal Head Start grantee in what month do you receive your funding?

If not currently NAEYC accredited or a federal Head Start grantee, complete the following information:

Have you enrolled (Step 1) with NAEYC? If yes, date and NAEYC ID #.	Have you applied (Step 2) for accreditation? If yes, indicate candidacy date.	If not currently enrolled, indicate planned enrollment date?	If not currently enrolled, indicate planned application date?
8/2014 - 728330			

Is full-day kindergarten offered to ALL students? Yes No (check one)
All proposed teachers will have required certification. Yes No (check one)

The district is listed in Appendix D as having an unmet need. Yes No (check one. If no, please be sure to provide significant documentation demonstrating the community's unmet need for additional preschool spaces.)

Capital Improvement Narrative

Derby Public Schools (DPS) is committed to designing and developing an Early Childhood Center - Little Raiders University (LRU) renovated space, located in the existing High School that will meet the needs of the district's families and their children by housing all of its early childhood programs in one location. LRU will function as a center for the district's Three-Five Pre-K program, Integrated Special Education preschool classrooms, the School Readiness program, and two Smart Start classrooms. We will provide a high quality preschool experience for all students that is in direct alignment with NAEYC's standards as well as Connecticut Early Learning and Development Standards (ELDS). (See below chart aligning each capital improvement project and operational service with NAEYC standards.)

LRU will work in partnership with TEAM, Derby Early Childhood Council, the Parent Child Resource Center and area Daycare/Pre-K programs to ensure wrap-around services are available and provided to all children and families as needed. Students from dual-language families and those at or below the poverty line will be specifically sought out to attend the Smart Start program. Currently located in adjacent space is our school readiness program as well as a program to service 4 year olds enrolled through our partner organization TEAM's Preschool readiness Grant program, which provides pre-K services to 17, 4 year olds.

DPS currently offers full day kindergarten programs to all students. Smart Start preschoolers will successfully and seamlessly transition into the elementary grades as they will be a part of the Derby School community.

In an effort to support a high quality program for the two proposed Smart Start classrooms that will open in the fall of 2016, Derby Public Schools seeks capital expenses for renovations to ensure the program has a safe and healthful environment that provides appropriate and well-maintained indoor physical environments.

The environment includes facilities, equipment, and materials to facilitate child and staff learning and development as follows: 9.A.03 b. Equipment, materials, and furnishings are available that provide access for children with disabilities to the program's curriculum and activities. 9.A.05 a. The indoor environment is designed so staff can supervise children by sight and sound at all times without relying on artificial monitoring devices. b. In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area. 9.A.08 a. to facilitate focused individual play or play with peers. b. in sufficient quantities to occupy each child in activities that meet his or her interests. 9.A.09 a. multicultural materials that promote appreciation for diversity while being respectful of the cultural traditions, values, and beliefs of families being served d. places for displaying children's work; and e. features that moderate visual and auditory stimulation. 9.A.10 a. The indoor environment includes washable, soft elements that allow groups of children or adults and children to sit in close proximity for conversations or comforting. 9.A.11 a. Clear pathways are available for children to move from one area to another without disturbing other children's work and play. 9.A.12 a. accommodate children individually, in small groups and in a large group. b. divide space into areas that are supplied with materials organized in a manner to support children's play and learning. c. provide semi-private areas where children can play or work alone or with a friend. d. provide children with disabilities full access (making adaptations as necessary) to the curriculum and activities in the indoor space. 9.A.13 a. support the curriculum, b. meet program goals, and c. foster the achievement of desired outcomes for children. 9.A.14 c. Staff place rocking chairs and glider chairs in locations that will avoid injury to children who may be on the floor

Funds will also be allocated to painting the room, updating walls, lighting and purchasing age appropriate furniture. Furnishing and materials purchased will support the Connecticut ELDS ten domains. An indoor learning and play area will be created for the two Smart Start classrooms to include learning equipment that allows students to safely and playfully learn from the indoor play area (9.B.01, 9.B.06, 9.C.01, 9.C.02, 9.C.03, 9.C.04).

Included in the Capital Improvement Budget is an itemized list of costs associated with the two Smart Start classrooms and Indoor Play area. It should be noted these costs may vary once actual bids are obtained. Provided funds are available for design services by July 2016, Derby Public Schools anticipates renovations would begin the summer of 2016 and be completed by August 2016, so that the school can welcome new preschoolers and their families to LRU at the beginning of the 2016-2017 School Year. Each classroom will be equipped with water tables, dramatic play, music and movement, block area, sensory area, language and literacy area, creative arts, science and exploration areas. ((9.A.04, 9.A.08, 9.A.12, 9.A.13) Each classroom will have large windows to provide visibility from each area and allow for as much natural light to flow into each area. (9.A.05,9.C.04). Each classroom will be equipped with handwash stations. (9.A.01 b., 9.C.05) Each classroom will be equipped with chairs and tables that are appropriate height to allow children to sit comfortably. (9.A.01 c, d).

As evidenced in Derby Public Schools model early childhood classroom, high quality NAEYC and , OEC standards based play areas have been purposively planned to meet the needs of all students. Special care has gone into planning for indoor climbing areas to address the critical need for physical movement. Our request includes both equipment requests and specialized flooring that is required. (9.A.04, 9.A.05, 9.A.06, 9.B.01). A handicap accessible ramp and access must be constructed to meet ADA Standards in the indoor play area In addition to renovations and accommodations to meet all fire code regulations. (9.A.0, 9.C.03).

<p>disabilities to the program's curriculum and activities.</p> <p>9.A.05</p> <p>a. The indoor environment is designed so staff can supervise children by sight and sound at all times without relying on artificial monitoring devices</p> <p>b. In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area</p> <p>9.A.08</p> <p>a. to facilitate focused individual play or play with peers.</p> <p>b. in sufficient quantities to occupy each child in activities that meet his or her interests.</p> <p>9.A.09</p> <p>a. multicultural materials that promote appreciation for diversity while being respectful of the cultural traditions, values, and beliefs of families being served</p> <p>d. places for displaying children's work; and</p> <p>e. features that moderate visual and auditory stimulation</p>	<ul style="list-style-type: none"> ● Swivel Bridge Train Set ● Hideaway Log Chair with cushion ● Bright pillows set of 6 - 4 ● Dress up unit ● Preschool shelf storage ● Alpha kids 8' x 13'6" rectangle ● Bilingual paint by numero ● Give the plant a hug 8' x 12' ● Go-Go Driving Rug ● Garden Time Rug ● City Rug ● Excellerations Around the Town Wooden Structures, set of 7 ● Excellerations Wooden Cars & Trucks ● Excellerations Wooden Play Trucks, set of 10 ● Excellerations Multicultural Families, set of 32 ● Farm Block Play Set - 25 pieces ● Children Around The Word, set of 18 ● Pretend Play Figures, set of 28 ● Differently Abled Block Play Figures, set of 6 ● Pretend Play Career Figures, set of 6 ● 5 12: Silver Riders Trikes ● Taxi Trike ● 6 Child Trike Helmets ● Traffic Signs, set of 4 ● COR Advantage 1.5 Print Kit - 2 ● Non-Contact Hygienic Forehead Thermometer ● Emergency Response Kit for 25 persons 	
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<p>9.A.10</p> <p>a. The indoor environment includes washable, soft elements that allow groups of children or adults and children to sit in close proximity for conversations or comforting</p> <p>9.A.11</p> <p>a. Clear pathways are available for children to move from one area to another without disturbing other children's work and play</p> <p>9.A.12</p> <p>a. accommodate children individually, in small groups and in a large group.</p> <p>b. divide space into areas that are supplied with materials organized in a manner to support children's play and learning.</p> <p>c. provide semi-private areas where children can play or work alone or with a friend. d. provide children with disabilities full access (making adaptations as necessary) to the curriculum and activities in the indoor space.</p> <p>9.A.13</p> <p>a. support the curriculum,</p> <p>b. meet program goals, and</p> <p>c. foster the achievement of desired outcomes for children.</p>	<ul style="list-style-type: none"> ● HighScope Math Kit ● HighScope Language Kit ● HighScope Science Kit ● Classroom Calendar & Weather Center ● Balancing Bear Scale ● Super Bulletin Board Classroom Pack - 432 pieces ● Double Computer Station ● Cubbie tray 	
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9.A.14

c. Staff place rocking chairs and glider chairs in locations that will avoid injury to children who may be on the floor

9.B.01

- a. motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting or swinging.
- b. activities such as dramatic play, block building, manipulative play, or art activities.
- d. The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities

9.B.06

- a. The outdoor play area protects children from... a injury from falls (resilient surfacing should extend six feet beyond the limits of stationary equipment).
- b. [protects children from] catch points, sharp points, and protruding hardware.
- c. [protects children from] entrapment (openings should measure less than 3.5 inches or more than 9 inches).
- d. [protects children from] tripping hazards

9.C.01

- a. There is a minimum of 35 square feet of usable space per child in each

<p>of the primary indoor activity areas</p> <p>9.C.02</p> <ul style="list-style-type: none"> a. The work environment for staff, including classrooms and staff rooms, is comfortable and clean and is in good repair. The work environment includes: b. a place for adults to take a break from children; c. adult-sized bathroom; d. a secure place for staff to store their personal belongings; and Secure storage means staff's belongings are locked in a closet, locker, or drawer under their personal control. <p>9.C.03</p> <ul style="list-style-type: none"> a. Facilities meet Americans with Disabilities Act (ADA) accessibility requirements. Accessibility includes access to buildings, toilets, sinks, drinking fountains, outdoor play space, and all classroom and therapy areas. <p>9.C.04</p> <ul style="list-style-type: none"> a. The program provides children who attend for more than two hours at a time natural light in at least some of the indoor areas occupied during the course of the day b. drinking water [is within 40 feet of the indoor areas children use], and c. hand-washing facilities are within 40 feet of the indoor areas that children use. 		
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Operations Narrative

Currently, the Derby Public Schools (DPS) offers Preschool to 18 children through our school readiness program. In addition we have a Preschool Development Grant (PDG) School Readiness classroom serving 17 high-need four year olds through our partnership with TEAM. The Summer ESY program serves approximately nine (9) children entering kindergarten the majority of who have not had a previous preschool experience. Smart Start would enable us to expand our preschool programming to serve an additional 36 high-need children at no cost to families. Other funding sources include Title I, Title IIA and the Alliance and Priority School District Grants. Staffing the Smart Start classrooms will include one certified teacher and one para-educators per classroom. This will enable us to maintain the adult-child ratios at all times throughout the school day as required by NAEYC and CT Licensing ratios for Preschool Centers.

Staffing:

Each SmartStart classroom will be staffed with one certified teacher and one teacher aide or para-educators. Our goal is to hire to hire para-educators with an early childhood credential or credits toward that credential. Staff will be paid based on experience in accordance with the teacher and para-educator contractual agreements. The beginning teacher's salary in Derby is \$44,150. The beginning rates for para-educators is \$13.60 per hour. Benefits will be provided by the district.

Derby Public Schools commit to both recruiting and hiring teachers that are fully certified by the Connecticut State Department of Education (i.e. Certificate 112, 113) and will receive the same contract as the other certified educators in the district. Each Smart Start classroom will be staffed with two paraprofessionals who will also be paid according to their contract. Please see the chart below showing proposed staffing aligned to NAEYC Standards and rate of pay. We have also indicated in-kind services to be provided by Derby Public Schools.

All certified staff will receive coaching, professional development and be evaluated using Derby's System for Educator Evaluation and Development (SEED). The Derby SEED is a model evaluation and support system that is aligned to the Connecticut Guidelines for Educator Evaluation (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) in 2012 and revised in 2014, and inform implementation of a model teacher and administrator evaluation and support system which was piloted in 2012-13 school year.

The Derby SEED model was informed by research, including the Gates Foundation's Measures of Effective Teaching (MET) study. The MET study and other research have consistently found that no school-level factor matters more to student success than high-quality teachers. To support teachers, we need to clearly define effective practice, provide strong leadership, develop systems/practices that give accurate, useful information about strengths and development areas, and provide opportunities for growth and recognition throughout the career continuum. Derby's new evaluation and support system is designed to fairly and accurately evaluate teacher and school leader performance in order to help strengthen practice to improve student learning.

Hours/Days of Operation:

LRU will operate according to the Derby Public Schools Calendar. Derby Public Schools calendar calls for 183 days. LRU will operate on a 6 hour day according to the below schedule:

Daily Schedule 9:00am – 3:00pm

9:00am – 9:30am Welcome to school

Greet friends, transition to preschool, free play, sensory and small motor activities

9:30am -9:45am Circle time/Greeting time/ Planning time

Introduce daily theme, message board, weather, calendar, story, songs

9:45am – 10:30am Indoor activity time Work time

Arts & crafts, Letter's & pre reading, math activities, writing practice, health & nutrition, science & technology, social studies

10:30am – 11:00am recall time/snack / clean-up/ restrooms

11:00am – 12:00pm Outdoor time

Explore nature, hike, observe, listen, group games, exercise & physical fitness; learn, about science using natural materials

12:00pm – 12:15pm Storytime, bathroom, prepare for lunch

12:15 – 1:00pm Lunch, clean-up

1:00pm – 2:00pm Rest time

2:00pm - 2:15pm Bathroom, snack

2:15pm – 2:50pm Outside time/large group activities

2:50pm – 3:00pm Dismissal

3:00pm School Day Ends

(Using the HighScope philosophy)

Greeting Time (15 – 20 minutes)

Greeting time provides a smooth transition from home to school. Teachers greet children and connect with parents. The message board gives children and teachers a chance to share important information for the day.

Planning Time (10 minutes)

In the small groups, children indicate what they choose to do during work time (typically what they will do first) and the teacher encourages children to extend their plans.

Work Time (45 minutes – 1 hour)

Children carry out their initial and subsequent plans; children can work with any of the materials in any of the interest areas. Teachers observe children and look for opportunities to enter into children's activities to encourage their thinking, extend their play, and help them wrestle with problem solving situations.

Clean Up (10 minutes)

Children and teachers together return materials and equipment to their storage spaces and when appropriate, put away or find display space for their work, personal creations

Recall Time (10 minutes)

Recall brings closure to the planning – work time – recall sequence. In their small group, children reflect on, talk about, and/or show what they have done at work

Snack (20 minutes)

Children and teachers share nutritious food and interesting conversation together in a family style manner

Large Group Time (10 – 15 minutes)

Children and teachers gather together to play games, tell and reenact stories, sing songs, do fingerplays, dance, play musical instruments. This time is an opportunity for each child to participate in a large group, sharing ideas, and learning from ideas of others.

Small Group Time (15 – 20 minutes)

Each teacher meets with their consistent small group of children to work with materials introduced and planned by the teacher. Although the teacher chooses and introduces the materials, each child has control over what he/she will do with them.

Outside Time (50 – 60 minutes)

Children engage in vigorous, noisy outdoor play. Teachers participate in, and support, children's play outdoors

Lunch (30 – 45 minutes)

Children and teachers sit in a relaxed atmosphere eating family style

Teacher Planning (30 – 40 minutes)

Classroom teachers meet together to discuss what they observed and learned about individual children during that day's session. They share and record anecdotal notes, add to the Child Observation Record (COR) assessment, and plan for tomorrow's activities based on what children were doing and learning today. Using Preschool Key Developmental Indicators (KDI) as a guide

Collaboration:

Derby has both the cooperation and coordination with other community programs to provide services during periods when the preschool is not in session. Derby Learning Center, Derby Day Care (NAEYC Accredited) and Ansonia Readiness Program have all committed to providing space for students to attend when Little Raiders University is not in session. These agencies have agreed to make appropriate referrals for other services as needed.

LRU collaborates with the Parent Child Resource Center (PCRC) to provide behavioral services to children identified in need. LRU will refer parents to PCRC as needed. PCRC will visit LRU to observe children in their learning environment to assess the whole child. (8.A.01)

LRU also has partnered with the Derby Early Childhood Council to ensure child, family and educational services are aligned with community programs for families. The Director of LRU is co-chair of the DECC as part of this partnership. (8.C.04)

LRU participates with Valley Council for Health and Human Services on the Derby Early Childhood Task Force (ECTF). The mission of the Early Childhood Task Force (ECTF) is to coordinate and promote early care and education throughout the Valley region by engaging families to ensure that all children enter school ready to learn and succeed. (8.C.04, 8.C.05)

The Superintendent is a member of the statewide Early Childhood Advisory Committee looking at licensing requirements for Preschool Centers located in Public Schools. (8.C.05)

Instruction and Assessment:

Little Raiders University utilizes the following for the purpose of curriculum & assessment.

- HighScope Preschool Curriculum
- Connecticut Early Learning & Development Standards
- Connecticut Preschool Assessment Framework
- Climate Surveys are administered 2 times a year.
- Derby's System for Educator Evaluation and Development (SEED) is a model evaluation and support system that is aligned to the Connecticut Guidelines for Educator Evaluation (Core Requirements),

Children's development of skills, abilities, and progress is implemented and monitored through the use of the Highscope Preschool Curriculum, the Connecticut Early Learning & Development Standards, and the Connecticut Preschool Assessment Portfolios are designed for each child that focuses on twenty-eight (28) school readiness goals and the four domains of development: 1-personal & social development; 2-physical development; 3-cognitive development; 4-creative expression/aesthetic development. The Highscope curriculum and the Connecticut standards are supportive of each child's current level of development, to observe and monitor each child's progress related to the curricular goals and performance standards, and to share information with families and education staff. It becomes an ongoing cycle of planning & implementing, observing, assessing, and then back to planning & implementing based on the recent assessment. See below cross-walk between CTELDS and Highscope Curriculum KDIs.

Climate Surveys are administered 2 times a year. We survey the parents and staff utilizing the District's CSDE adopted parent and staff survey instrument as part of the SEED State Model for educator

evaluation. Districts may administer the surveys at any time during the school year. Surveys are available and administered both electronically and by hard copy. Surveys are translated into Spanish as well.

Staff has received formal training in the use of The Highscope Curriculum, the Connecticut Early Learning & Development Standards, and the Connecticut Preschool Assessment Framework. Little Raiders University is dedicated to ongoing professional development training to include ongoing trainings around early learning standards, curriculum & assessment, and classroom approaches / environments needed to support learning.

Little Raiders University is currently in the self-study process of NAEYC accreditation.

The school also uses HighScope's educational approach which emphasizes "active participatory learning." The Highscope educational approach is consistent with the best practices recommended by NAEYC. Highscope also assesses children's development using comprehensive observation using COR Advantage. These results can also be used to explain children's progress during parent conferences

Little Raiders University teachers also use Brigance testing to identify and meet the needs of our young learners. The testing provides screening of skills that are critical predictors of present and future school success, including physical dev. Language, academic, self-help and social-emotional skills.

Locating and Serving Vulnerable Children:

Strategic outreach to identify, find and include Dual Language Learners, and students with special needs, within our programs has been specifically planned and is already part of the work of Derby. Multiple agency collaboration is well underway with our Early Childhood Director taking the lead on this work.

Our Little Raiders University will prioritize enrollment of children who are dual language learners and students with special needs by reaching Derby families through collaboration with Birth to Three regional coordinators, TEAM, Valley Community Foundation, DECC (Derby Early Childhood Council), Board of Education Servicing the Blind (BESB), Child First, local Department of Family and Services (DCF) and other Derby groups. A strategic plan is in place to reach out to families and bring them into our family of schools through Early Child Find work.

Through common practices already in place, Derby will ensure that monitoring is ongoing and aligned with current implementation practices in Derby. School leaders, teachers and community members will provide feedback through cultural events designed to welcome families, use research-based strategies that collect and analyze data and determine the needs of students as individuals.

Critical, necessary English Language Learners instructional support will be provided by current Derby Public School employees who know our families, their needs and can go beyond the usual services by supporting our outreach methods. Additional staff will be added as needed.

Special education services including OT/PT, Speech and Language, Social Work and School Psychology support will be provided through the work of our current staff. In addition, Derby has strong relationships with local agencies that can provide intensive support for individual students through contracts and/or new hires.

Derby will use the Connecticut Preschool Assessment Framework, Brigance testing, observation, Highscope curriculum and the CTELDS to collect data from classrooms to set up individual education plans for students which may include IEP's and/or instructional goals for English Language Learning

Students and other preschool students in need. Derby will collaborate first and foremost with our families as we clearly understand that parents/families are our students' first teachers.

Family Engagement:

Little Raiders University staff is very aware the families are the student's first teachers and to ensure a well-rounded and complete evaluation of the program as well as the progress of the students a continuous line of communication with families is mandatory. Minimally two times a year the staff holds parent/teacher conferences. (November 18-19, 2015 / March 2016). At this time the teacher will discuss the progress of the student, as well as any concerns the teacher or family may have. The teachers also discuss how the school to classroom transition can work together to ensure a happy, healthy, educational experience. The school also asks families to fill out student questionnaires as well as program evaluations to keep the parent / school connection supported.

Fees: At this time LRU does not charge a fee. We are considering utilizing the OEC recommended sliding scale as well as Care-4-Kids for families who qualify.

Documentation and Evaluation:

The methods and procedures used to evaluate The Little Raiders University is classroom observation and documentation of the children's progress toward early learning goals using Connecticut's Preschool Assessment Framework. Three times a year the teacher's target several key skills for universal screening using Connecticut's Early Learning and Development Standards Using the Preschool Assessment Framework the teachers are able to link their universal screening process to the assessment tool. The teachers set up simple common materials and have a process planned to evoke a specific skill, to enable them to compare their observations through the classrooms. As a result of the universal screening process the teachers are able to identify children who are in need of additional support and supply the student as well as their family with this additional support.

Little Raiders University staff is very aware the families are the student's first teachers and to ensure a well-rounded and complete evaluation of the program as well as the progress of the students a continuous line of communication with families is mandatory.

Minimally three times a year the staff holds parent/teacher conferences. At this time the teacher will discuss the progress of the student, as well as any concern's the teacher or family may have. The teacher's also discuss how the school to classroom transition can work together to ensure a happy, healthy, educational experience. The school also asks families to fill out student questionnaires as well as program evaluations to keep the parent / school connection supported.

Little Raiders University teachers also use Brigance testing to identify and meet the needs of our young learners. The testing provides screening of skills that are critical predictors of present and future school success, including physical dev. Language, academic, self-help and social-emotional skills.

The school also uses HighScope's educational approach which emphasizes "active participatory learning." The HighScope educational approach is consistent with the best practices recommended by NAEYC. HighScope also assesses children's development using comprehensive observation using COR Advantage. These results can also be used to explain children's progress during parent conferences. See below the chart below for a cross-walk between the CT ELDS and High Scope Curriculum KDIs.

NAEYC Standard	Proposed Staff	Rate of Pay
<p>Relationships Program Standard: The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.</p>	<ul style="list-style-type: none"> ● 0.25 Director/teacher - salary ● 0.25 Director - benefits ● 1.0 Full time Early Child certified Teacher to every 18 students (proposed two) ● 1.0 Full time Early Child certified Teacher to every 18 students (proposed two) Benefits ● 1.0 Full time ParaEducator for every 18 students (proposed two) ● 1.0 Full time ParaEducator for every 18 students - Benefits (proposed four) ● Social Worker ● Psychologist ● Translator as needed 	<ul style="list-style-type: none"> ● \$25,500 ● In Kind by DPS ● \$44,150 x 2 classrooms = \$88,300 (salary) ● In Kind by DPS ● \$14,932 X 2 = \$29,866 (includes salary) ● In Kind by DPS
<p>Curriculum Program Standard: The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.</p>	<ul style="list-style-type: none"> ● 0.25 Director/Teacher ● 1.0 Full time Early Child certified Teacher to every 18 students (proposed two) ● 1.0 Full time Early Child certified Teacher to every 18 students (proposed two) Benefits 	<ul style="list-style-type: none"> ● \$25,500 (Salary) ● \$44,150 x 2 = 88,300 (salary) ● In Kind by DPS

	<ul style="list-style-type: none"> ● 1.0 Full time ParaEducator for every 18 students (proposed two) ● 1.0 Full time ParaEducator for every 18 students - Benefits (proposed two) ● Art Teacher 1-½ hr/week ● Art Teacher 1-½ hr/week Benefits ● Music Teacher 1-½ hr/week ● Music Teacher 1-½ hr/week Benefits ● Physical Education Teacher 1-½ hr/week ● Physical Education Teacher 1-½ hr/week Benefits 	<ul style="list-style-type: none"> ● \$14,932 X 2 =\$29,866 (includes salary) ● In-Kind DPS ● In-Kind DPS ● In-Kind DPS ● \$2,100 (salary) ● In Kind by DPS ● In-Kind DPS ● In Kind by DPS
<p>Teaching Program Standard: The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the program’s curriculum goals.</p>	<ul style="list-style-type: none"> ● 1.0 Full time Early Child certified Teacher to every 18 students (proposed two) ● 1.0 Full time Early Child certified Teacher to every 18 students (proposed two) Benefits ● 1.0 Full time ParaEducator for every 18 students (proposed two) 	<ul style="list-style-type: none"> ● \$44,150 x 2 classrooms = \$88,300 (includes salary) ● In-Kind DPS ● \$14,932 X 2 =\$29,866 (salary)

	<ul style="list-style-type: none"> ● 1.0 Full time ParaEducator for every 18 students - Benefits (proposed two) ● Art Teacher 1-½ hr/week Salary ● Art Teacher 1-½ hr/week Benefits ● Music Teacher 1-½ hr/week Salary ● Music Teacher 1-½ hr/week Benefits ● Physical Education Teacher 1-½ hr/week Salary ● Physical Education Teacher 1-½ hr/week Benefits ● Librarian (Salary) ● Librarian (Benefits) ● Technology Director ● Behavior Therapist ● Social Worker ● Psychologist 	<ul style="list-style-type: none"> ● In-Kind DPS ● In-Kind DPS ● In-Kind DPS ● \$2,100 (salary) ● In Kind by DPS ● In-Kind DPS ● In Kind by DPS ● In-Kind DPS ● In Kind by DPS
<p>Assessment of Child Progress Program Standard: The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children’s learning and development. These assessments occur within the context of</p>	<ul style="list-style-type: none"> ● 1.0 Full time Early Child certified Teacher to every 18 students (proposed two) ● 1.0 Full time Early Child certified Teacher to every 18 students (proposed two) Benefits 	<ul style="list-style-type: none"> ● \$44,150 x 2 = \$88,300 (salary) ● In-Kind DPS

<p>reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.</p>	<ul style="list-style-type: none"> ● 1.0 Full time ParaEducator for every 18 students (proposed four) ● 1.0 Full time ParaEducator for every 18 students - Benefits (proposed four) ● Art Teacher 1-½ hr/week Salary ● Art Teacher 1-½ hr/week Benefits ● Music Teacher 1-½ hr/week Salary ● Music Teacher 1-½ hr/week Benefits ● Physical Education Teacher 1-½ hr/week Salary ● Physical Education Teacher 1-½ hr/week Benefits ● Librarian (Salary) ● Librarian (Benefits) ● Technology Director ● Social Worker ● Psychologist 	<ul style="list-style-type: none"> ● \$14,932 X 2 =\$29,866 (includes salary) ● In-Kind DPS ● In-Kind DPS ● In-Kind DPS ● \$2,100 (salary) ● In Kind by DPS ● In-Kind DPS ● In Kind by DPS ● In-Kind DPS ● In Kind by DPS ● In Kind by DPS ● In Kind by DPS
<p>Health Program Standard: The program promotes the nutrition and health of children and protects children and staff from illness</p>	<ul style="list-style-type: none"> ● Health, Wellness & Nutrition Educator ● Nurse 	<ul style="list-style-type: none"> ● In Kind by DPS ● In Kind by DPS

and injury.		
<p>Teachers Program Standard: The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.</p>	<ul style="list-style-type: none"> ● 1.0 Full time Early Child certified Teacher to every 18 students (proposed two) ● 1.0 Full time Early Child certified Teacher to every 18 students (proposed two) Benefits ● 1.0 Full time ParaEducator for every 18 students (proposed four) ● 1.0 Full time ParaEducator for every 18 students - Benefits (proposed four) ● Art Teacher 1-½ hr/week Salary ● Art Teacher 1-½ hr/week Benefits ● Music Teacher 1-½ hr/week Salary ● Music Teacher 1-½ hr/week Benefits ● Physical Education Teacher 1-½ hr/week Salary ● Physical Education Teacher 1-½ hr/week Benefits ● Librarian (Salary) ● Librarian (Benefits) ● Technology Director 	<ul style="list-style-type: none"> ● \$44,150 x 2 = \$88,300 (salary) ● In-Kind DPS ● \$14,932 X 2 = \$29,866 (includes salary) ● In-Kind DPS ● In-Kind DPS ● In-Kind DPS ● \$2,100 (Includes salary) ● In Kind by DPS ● In-Kind DPS ● In Kind by DPS ● In-Kind DPS ● In Kind by DPS ● In Kind by DPS

	<ul style="list-style-type: none"> • Social Worker • Psychologist 	<ul style="list-style-type: none"> • In Kind by DPS • In Kind by DPS
<p>Families Program Standard: The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.</p>	<ul style="list-style-type: none"> • 0.25 Director/Teacher • 1.0 Full time Early Child certified Teacher to every 18 students (proposed two) • 1.0 Full time Early Child certified Teacher to every 18 students (proposed two) Benefits • 1.0 Full time ParaEducator for every 18 students (proposed four) • 1.0 Full time ParaEducator for every 18 students - Benefits (proposed four) • Art Teacher 1-½ hr/week Salary • Art Teacher 1-½ hr/week Benefits • Music Teacher 1-½ hr/week Salary • Music Teacher 1-½ hr/week Benefits • Physical Education Teacher 1-½ hr/week Salary • Physical Education Teacher 1-½ hr/week 	<ul style="list-style-type: none"> • \$25,500 (Includes Salary and Benefits) • \$44,150 x 2 = \$88,300 (includes salary) • In-Kind DPS • \$14,932 X 2 = \$29,866 (includes salary) • In-Kind DPS • In-Kind DPS • In-Kind DPS • \$2,100 (salary) • In Kind by DPS • In-Kind DPS • In Kind by DPS

	<p>Benefits</p> <ul style="list-style-type: none"> ● Librarian (Salary) ● Librarian (Benefits) ● Technology Director ● Social Worker ● Psychologist 	<ul style="list-style-type: none"> ● In-Kind DPS ● In Kind by DPS
<p>Community Relationships Program Standard: The program establishes relationships with and uses the resources of the children’s communities to support the achievement of program goals.</p>	<ul style="list-style-type: none"> ● Collaboration with TEAM, Derby Day Care and Early Childhood Council among Director, teachers, paraeducators and district administrators ● Parent Child Resource Center ● Derby Early Childhood Council ● Derby Public Library ● Boys and Girls Club 	<ul style="list-style-type: none"> ● N/A - already in place
<p>Leadership and Management Program Standard: The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high quality experiences.</p>	<ul style="list-style-type: none"> ● Superintendent ● Special Education Coordinator ● Board of Education Policy Subcommittee ● K-5 Elementary Principals 	<ul style="list-style-type: none"> ● N/A - already in place

The chart below is a cross-walk between the CT ELDS and High Scope Curriculum KDIs.

Cycle of Intentional Teaching

Learning Standards	Curriculum	Assessment	Engagement with Families
<p>Cognition</p> <ul style="list-style-type: none"> ● Support children to develop effective approaches to learning ● Support children to use logic and reasoning ● Support children to strengthen executive function 	<ul style="list-style-type: none"> ● Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. ● Object permanence: Children discover object permanence. ● Exploring same and different: Children explore and notice how things are the same or different. ● Exploring more: Children experience "more." ● One-to-one correspondence: Children experience one-to-one correspondence ● Number: Children experience the number of things. 	<ul style="list-style-type: none"> ● Dibels 	<ul style="list-style-type: none"> ● Results shared with families with strategies to coordinate home and school

	<ul style="list-style-type: none"> ● Locating objects: Children explore and notice the location of objects. ● Filling and emptying: Children fill and empty, put in and take out. ● Taking apart and putting together: Children take things apart and fit them together. ● Seeing from different viewpoints: Children observe people and things from various perspectives. ● Anticipating events: Children anticipate familiar events. ● Time intervals: Children notice the beginning and ending of time intervals. ● Speed: Children experience "fast" and "slow." ● Cause and effect: Children repeat an action to make something 		
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	happen again, experience cause and effect.		
<p>Social & Emotional Development</p> <ul style="list-style-type: none"> • Support children to develop trusting healthy attachments and relationships with primary caregivers • Support children to develop self-regulation • Support children to develop, express, recognize and respond to emotions • Support children to develop self-awareness, self-concept and competence • Support children to develop social relationships 	<ul style="list-style-type: none"> • Distinguishing self and others: Children distinguish themselves from others. • Attachment: Children form an attachment to a primary caregiver. • Relationships with adults: Children build relationships with other adults. • Relationships with peers: Children build relationships with peers. • Emotions: Children express emotions. • Empathy: Children show empathy toward the feelings and needs of others. • Playing with others: Children play with others. • Group participation: Children participate in group routines. 	<ul style="list-style-type: none"> • Emotions: Children recognize, label, and regulate their feelings • Building relationships: Children build relationships with other children and adults • Building relationships: Children build relationships with other children and adults. • Cooperative play: Children engage in cooperative play. • Community: Children participate in the community of the classroom. 14. Moral development: Children develop an internal sense of right and wrong. • Decision making: Children participate in making 	<ul style="list-style-type: none"> • Open House • Parent Informational Sessions on various social and emotional topics • Newsletters • Parent conferences

		<p>classroom decisions.</p> <ul style="list-style-type: none"> ● Ecology: Children understand the importance of taking care of their environment. ● Empathy: Children demonstrate empathy toward others. ● Conflict resolution: Children resolve social conflicts. 	
<p>Physical Health & Development</p> <ul style="list-style-type: none"> ● Support children to develop gross motor skills ● Support children to develop fine motor skills ● Support children to acquire adaptive skills ● Support children to maintain physical health status and well-being 	<ul style="list-style-type: none"> ● Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). ● Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). ● Moving with objects: Children move with objects. ● Steady beat: Children feel and experience steady beat. 	<ul style="list-style-type: none"> ● Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles. ● Body awareness: Children know about their bodies and how to navigate ● Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles them in space. ● Personal care: Children carry out personal care routines on 	<ul style="list-style-type: none"> ● Anytime learning modules available on any device to assist parents in helping their child meet the Early Learning Development Standards ● Access to modules at the Wallingford Public Library and the Spanish Community of Wallingford

		<p>their own.</p> <ul style="list-style-type: none"> ● Healthy behavior: Children engage in healthy practices. 	
<p>Language & Literacy</p> <ul style="list-style-type: none"> ● Support children to understand language (receptive language) ● Support children to understand language (expressive language) ● Support children to use language for social interaction ● Support children to gain book appreciation and knowledge ● Support children to gain knowledge of print and its uses ● Support children to develop phonological awareness ● Support children to convey meaning through drawing, letters and words 	<p>Units of Study:</p> <ul style="list-style-type: none"> ● Listening and responding: Children listen and respond. ● Nonverbal communication: Children communicate nonverbally. ● Two-way communication: Children participate in two-way communication. ● Speaking: Children speak. ● Exploring print: Children explore picture books and magazines. ● Enjoying language: Children enjoy stories, rhymes, and songs. 	<ul style="list-style-type: none"> ● Speaking: Children express themselves using language ● Vocabulary: Children understand and use a variety of words and phrases ● Comprehension : Children understand language. ● Phonological awareness: Children identify distinct sounds in spoken language ● Alphabetic knowledge: Children identify letter names and their sounds. ● Reading: Children read for pleasure and information. ● Concepts about print: Children demonstrate knowledge about environmental print ● Book 	<ul style="list-style-type: none"> ● Anytime learning modules available on any device to assist parents in helping their child meet the Early Learning Development Standards ● Access to modules at the Wallingford Public Library and the Spanish Community of Wallingford

		<p>knowledge: Children demonstrate knowledge about books.</p> <ul style="list-style-type: none"> • Writing: Children write for many different purposes. 	
<p>Creative Arts</p> <ul style="list-style-type: none"> • Support children to engage in and enjoy the arts • Support children to explore and respond to creative works 	<p>Unit of Study:</p> <ul style="list-style-type: none"> • Imitating and pretending: Children imitate and pretend. • Exploring art materials: Children explore building and art materials. • Identifying visual images: Children respond to and identify pictures and photographs. • Listening to music: Children listen to music. • Responding to music: Children respond to music. • Sounds: Children explore and imitate sounds. • Vocal pitch: Children explore vocal pitch sounds. 	<ul style="list-style-type: none"> • Art: Children express and represent what they observe, think, imagine, and feel through two- and three dimensional art. • Appreciating the arts: Children appreciate the creative arts. • Music: Children express and represent what they observe, think, imagine, and feel through music. • Appreciating the arts: Children appreciate the creative arts. • Movement: Children express and represent what they observe, think, imagine, and feel through movement. • Appreciating 	<ul style="list-style-type: none"> • Family Art Nights • Field Trips to area art related facilities (i.e. Yale Center for British Art)

		the arts: Children appreciate the creative arts.	
<p>Mathematics</p> <ul style="list-style-type: none"> ● Support children to understand counting and cardinality ● Support children to understand and describe relationships to solve problems (operations and algebraic) ● Support children to understand the attributes and relative properties of objects (measurement and data) ● Support children to understand shapes and spatial relationships (geometry and spatial sense) 	<p>Units of Study</p> <ul style="list-style-type: none"> ● Number words and symbols: Children recognize and use number words and symbols. ● Counting: Children count things. ● Part-whole relationships: Children combine and separate quantities of objects. ● Shapes: Children identify, name, and describe shapes. ● Spatial awareness: Children recognize spatial relationships among people and objects. ● Measuring: Children measure to describe, compare, and order things. ● Unit: Children understand and 	<ul style="list-style-type: none"> ● Number words and symbols: Children recognize and use number words and symbols. ● Counting: Children count things. ● Part-whole relationships: Children combine and separate quantities of objects. ● Shapes: Children identify, name, and describe shapes. ● Spatial awareness: Children recognize spatial relationships among people and objects. ● Measuring: Children measure to describe, compare, and order things. ● Unit: Children understand and 	<ul style="list-style-type: none"> ● Anytime learning modules available on any device to assist parents in helping their child meet the Early Learning Development Standards ● Access to modules at the Wallingford Public Library and the Spanish Community of Wallingford

	<p>use unit concept.</p> <ul style="list-style-type: none"> ● Patterns: Children identify, describe, copy, complete, and create patterns. ● Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems. 	<p>use unit concept.</p> <ul style="list-style-type: none"> ● Patterns: Children identify, describe, copy, complete, and create patterns ● Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems. 	
<p>Science</p> <ul style="list-style-type: none"> ● Support children to apply scientific practices ● Support children to engage in the process of engineering ● Support children to understand patterns, process and relationships of living things ● Support children to understand physical sciences 	<p>Units of Study</p> <ul style="list-style-type: none"> ● Observing: Children observe the materials and processes in their environment. ● Classifying: Children classify materials, actions, people, and events. ● Experimenting : Children experiment to test their ideas. ● Predicting: Children predict what they expect will 	<ul style="list-style-type: none"> ● Observing: Children observe the materials and processes in their environment. ● Classifying: Children classify materials, actions, people, and events. ● Experimenting: Children experiment to test their ideas. ● Predicting: Children predict what they expect will 	<ul style="list-style-type: none"> ● Anytime learning modules available on any device to assist parents in helping their child meet the Early Learning Development Standards ● Access to modules at the Wallingford Public Library and the Spanish Community of Wallingford ● Take home bags/kits for at home science activities

<ul style="list-style-type: none"> • Support children to understand features of earth 	<p>happen.</p> <ul style="list-style-type: none"> • Drawing conclusions: Children draw conclusions based on their experiences and observations. • Communicating ideas: Children communicate their ideas about the characteristics of things and how they work. • Natural and physical world: Children gather knowledge about the natural and physical world. • Tools and technology: Children explore and use tools and technology. 	<p>happen.</p> <ul style="list-style-type: none"> • Drawing conclusions: Children draw conclusions based on their experiences and observations. • Communicating ideas: Children communicate their ideas about the characteristics of things and how they work. • Natural and physical world: Children gather knowledge about the natural and physical world. • Tools and technology: Children explore and use tools and technology. 	
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<p>Social Studies</p> <ul style="list-style-type: none"> • Support children to understand self-family and a diverse community • Support children to learn about people and the environment • Support children to develop an understanding of economic systems and resources • Support children to understand change over time 	<p>Units of Study</p> <ul style="list-style-type: none"> • Diversity: Children understand that people have diverse characteristics, interests, and abilities. • Community roles: Children recognize that people have different roles and functions in the community. • Decision making: Children participate in making classroom decisions. • Geography: Children recognize and interpret features and locations in their environment. • History: Children understand past, present, and future. • Ecology: Children understand the importance of taking care of their environment. 	<ul style="list-style-type: none"> • Self-identity: Children have a positive self-identity. • Diversity: Children understand that people have diverse characteristics, interests, and abilities. • Community roles: Children recognize that people have different roles and functions in the community. • Geography: Children recognize and interpret features and locations in their environment. • History: Children understand past, present, and future. 	<ul style="list-style-type: none"> • Anytime learning modules available on any device to assist parents in helping their child meet the Early Learning Development Standards • Access to modules at the Wallingford Public Library and the Spanish Community of Wallingford
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SMART START

FISCAL YEARS 2016 & 2017 BUDGET FORM

GRANTEE NAME: Derby Public Schools		TOWN CODE: 037	
GRANT TITLE: CAPITAL IMPROVEMENTS		YEARS: FY 2016	
PROJECT TITLE:			
FUND: 12052 SPID: 43626 YEAR: 2016 PROG: CF1: 170060 CF2:			
GRANT PERIOD: 4/1/16 – 6/30/17 ¹		AUTHORIZED AMOUNT: \$	
CODES	DESCRIPTIONS	BUDGET AMOUNT	
		FY 2016	FY 2017
300	PURCHASED PROFESSIONAL/TECHNICAL SERVICES	\$9,000	
400	PURCHASED PROPERTY SERVICES, INCLUDING CONSTRUCTION	\$109,500	
500	OTHER PURCHASED SERVICES		
600	SUPPLIES		
700	PROPERTY	\$31,500	
800	DEBT SERVICES AND MISCELLANEOUS		
	TOTAL	\$150,000	

_____ ORIGINAL REQUEST DATE

_____ REVISED REQUEST DATE

OFFICE OF EARLY CHILDHOOD
PROGRAM MANAGER AUTHORIZATION

DATE OF
APPROVAL

SMART START

¹ Capital improvements are a one-time award and therefore may only be awarded in one funding year.

FISCAL YEARS 2017 & 2018 BUDGET FORM

GRANTEE NAME: Derby Public Schools		TOWN CODE: 037	
GRANT TITLE: OPERATIONS		YEARS: FY 2017 & 2018	
PROJECT TITLE:			
FUND: 12060 SPID: 35586 YEAR: 2017 PROG: 83004 CF1: 170031 CF2:			
GRANT PERIOD: 7/1/16 -6/30/18 AUTHORIZED AMOUNT: \$			
CODES	DESCRIPTIONS	BUDGET AMOUNT	
		FY 2017	FY 2018
111A	NON-INSTRUCTIONAL SALARIES		
111B	INSTRUCTIONAL SALARIES	\$145,766	\$149,960
200	PERSONAL SERVICES-EMPLOYEE BENEFITS		
322	INSERVICE		
323	PUPIL SERVICES		
324	FIELD TRIPS		
325	PARENTAL ACTIVITIES		
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES		
340	OTHER PROFESSIONAL SERVICES		
400	PURCHASED PROPERTY SERVICES		
510	STUDENT TRANSPORTATION SERVICES		
530	COMMUNICATIONS		
580	TRAVEL		
600	SUPPLIES	\$4,234	\$0
700	PROPERTY		
	TOTAL	\$150,000	\$149,960

____ ORIGINAL REQUEST DATE
 _____ REVISED REQUEST DATE

 OFFICE OF EARLY CHILDHOOD
 PROGRAM MANAGER AUTHORIZATION

 DATE OF
 APPROVAL

OPERATIONS BUDGET JUSTIFICATION

Indicate costs of implementing FY 17 and FY 18 by budget code. Refer to Budget Object Codes in application packet for code descriptions. Use additional pages if needed.

A summary explanation must be provided for each line item expenditure noted in your budget. You are only allowed to use the budget codes that have been assigned. **Please note that budget codes available differ for capital improvements and operating expenses.** You are required to complete a separate budget justification for each funding year and for each funding category (capital improvements and operating expenses).

Code #	Description
111B	0.25 FTE: Early Childhood Development Director/teacher (hands-on, instructional position) = 1/3 of employee salary (\$102,100 *0.25 = \$25,500)
	2.0 FTE: additional classroom teachers (assume BA, step 1 = \$44,150 *2 = \$88,300)
	2.0 FTE: additional paraprofessionals (6 days/week * 183 days * \$13.60/hr = \$29,866)
	Music teacher (1.5 hrs./week * \$35/hr. * 40 weeks) = \$2,100
600	Instructional supplies (based on quotes) = \$4,234
	Total for FY17 = \$150,000
111B	1) 0.25 FTE: Early Childhood Development Director/teacher (hands-on, instructional position) = 25% of employee salary (\$104,000*0.25 = \$26,000)
	2.0 FTE: additional classroom teachers (\$45,475*2 = \$90,950)
	2.0 FTE: additional paraprofessionals (6 days/week * 183 days * \$14.30/hr = \$31,403)
	Music teacher (1.5 hrs./week * \$35.70/hr. * 30 weeks) = \$1,607
	Total for FY18 = \$149,960

IF A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE WITH THE CONNECTICUT OFFICE OF EARLY CHILDHOOD, COMPLETE THE STATEMENT WRITTEN BELOW AND SUBMIT AS PART OF THE PROPOSAL.

IF A CURRENT AFFIRMATIVE ACTION PLAN IS NOT ON FILE, COMPLETE THE AFFIRMATIVE ACTION PACKET AND SUBMIT AS PART OF THE PROPOSAL.

**CERTIFICATION THAT A CURRENT
AFFIRMATIVE ACTION PLAN IS ON FILE**

I, the undersigned authorized official, hereby certify that the current Affirmative Action Plan of the applying organization/agency is on file with the Connecticut Office of Early Childhood. The Affirmative Action Plan is, by reference, part of this application.

NOT REQUIRED PER AFFIRMATIVE ACTION OFFICE

Signature of Authorized Official

Date

Print Name of Authorized Official

STATEMENT OF ASSURANCES

CONNECTICUT OFFICE OF EARLY CHILDHOOD
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Smart Start

THE APPLICANT: Dr. Matthew J. Conway, Jr. **HEREBY ASSURES THAT:**
Derby Public Schools

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut Office of Early Childhood;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut Office of Early Childhood, including

information relating to the project records and access thereto as the Connecticut Office of Early Childhood may find necessary;

- H. The Connecticut Office of Early Childhood reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, narrative, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the Connecticut Office of Early Childhood from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut Office of Early Childhood any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and “contract” include any extension or modification of the Contract or contract;
- (3) "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- (10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

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

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

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

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for

noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

(f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.

(g)

(1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

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

M. The grant award is subject to approval of the Connecticut Office of Early Childhood and availability of state or federal funds.

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

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

Superintendent Signature:



Dr. Matthew J. Conway, Jr.

Name: *(typed)*

Superintendent of Schools

Title: *(typed)*

October 29, 2015

Date:

**SMART START
LICENSE EXEMPT VERIFICATION**

Board of Education: Derby Public Schools

Connecticut General Statutes, Section 19a-77(b)(1)(A) provides that a program administered by a public school system is not required to be licensed to operate. "Administered by" as used in the statute means that a public school system retains ultimate responsibility for the management and oversight of the program and for the program staff and the children served.

Please confirm below that your public school system plans to administer the Smart Start classrooms proposed in this request for funding:

The Derby Public Schools Board of Education plans to administer the Smart Start classrooms proposed in this application and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.



Superintendent of Schools Signature

10-29-15

Date



Board of Education Signature

10/29/15

Date



DERBY PUBLIC SCHOOLS

35 Fifth Street
Derby, Connecticut 06418

(203) 736-5027 • fax (203) 736-5031 • www.derbyps.org

Mark G. Izzo
Business Manager

29 October 2015

Andrea Brinnel, Smart Start Manager
Connecticut Office of Early Childhood
P. O. Box 2219
Hartford, CT 06145-2219

Re: Smart Start Grant Application

Ms. Brinnel:

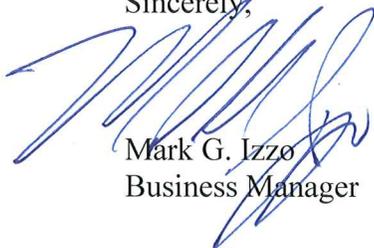
Enclosed please find the following items to support our Smart Start application:

- a) Original application package including completed forms and signature pages
- b) One (1) hard copy of the application package
- c) One (1) copy of the application package on CD-ROM

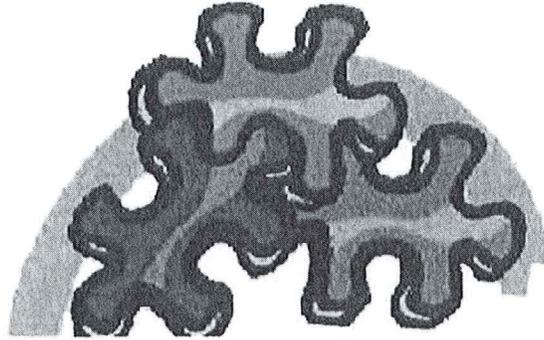
Please contact the undersigned at (203) 446-3933 or mizzo@derbyps.org for any additional information.

Thank you for the consideration of our application.

Sincerely,



Mark G. Izzo
Business Manager



DERBY SCHOOL READINESS

"PUTTING THE PIECES TOGETHER FOR FUTURE SUCCESS"

FAMILY SCHOOL COMMUNITY

December 16, 2014

Andrea Brinnel, Smart Start Manager
State of Connecticut
Office of Early Childhood
165 Capitol Avenue, Room G-17
Hartford, CT 06106

Dear Ms. Brinnel:

On behalf of the Derby Early Childhood Council, we are writing this letter of support for Derby Public Schools to establish and expand its preschool programs via the enclosed *Smart Start* application. The Derby Early Childhood Council will continue to partner and coordinate with Derby Public Schools in order to expand preschool program options that meet the needs of the Derby community.

Derby is well suited to become one of the state's first Smart Start classroom sites evidenced by Derby's existing Early Childhood planning & implementation successes that include meaningful transition planning to Kindergarten, coordination of professional development services across all sectors, and effective outreach to all Derby children, families, providers, and schools.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Beth Colette".

Beth Colette, Chair
Derby Early Childhood Council

A handwritten signature in cursive script, appearing to read "David Morgan".

David Morgan
TEAM Inc.

Carbone, Annette

From: Brinnel, Andrea
Sent: Thursday, October 29, 2015 4:15 PM
To: Mark Izzo
Cc: Matthew Conway; Alison Conway; Carbone, Annette
Subject: Re: Derby Smart Start Application

Hi Mark,

Thank you for alerting us. This really should be a current letter. I will use last years as a placeholder. Please provide an updated letter as soon as possible.

Andrea

Andrea Brinnel, Ed.D.
Education Consultant, CT Office of Early Childhood
860-713-6771

From: Mark Izzo <mizzo@derbyps.org>
Sent: Thursday, October 29, 2015 3:47 PM
To: Brinnel, Andrea
Cc: Matthew Conway; Alison Conway
Subject: RE: Derby Smart Start Application

Andrea:

I was just flipping through the application package and noticed we did NOT include the letter of support from the Derby Early Childhood Council.

Attached please find a copy of the letter (dated 16 December 2014) that was provided with our initial (December 2014) application.

I apologize for not including this with the grant application package that Alison is delivering this afternoon.

Please call me when you get a chance so we can discuss if we need to do anything else to rectify this oversight.

Sorry for any inconvenience this may cause...

Thanks,
Mark G. Izzo

Business Manager
Derby Public Schools
35 Fifth Street
Derby, CT 06418
(w) 203.446.3933
(c) 203.641.4756
Fax 203.736.5030

From: Mark Izzo
Sent: Thursday, October 29, 2015 3:33 PM

To: andrea.brinnel@ct.gov
Cc: Matthew Conway; Alison Conway
Subject: Derby Smart Start Application
Importance: High

Andrea:

Attached please find an electronic copy of our grant application.

Alison Conway is on the way to the CT Office of Early Childhood as I write this to drop off the original copy, a hard copy and the CD-ROM.

Please let us know if you have any questions.

Thank you for the consideration of our application.

Thanks,

Mark G. Izzo

Business Manager
Derby Public Schools
35 Fifth Street
Derby, CT 06418
(w) 203.446.3933
(c) 203.641.4756
Fax 203.736.5030