

DRAFT

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT



**COMMISSIONER'S NETWORK**  
**TURNAROUND PLAN APPLICATION**

June 2012

Purpose: Public Act 12-116 establishes a Commissioner's Network to provide new resources and flexibilities to improve student achievement in the state's lowest performing schools.

**Application is due on a date in July, 2012 to be specified by the Commissioner of Education**

DRAFT

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**STEFAN PRYOR  
COMMISSIONER OF EDUCATION**

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Levy Gillespie  
Equal Employment Opportunity Director  
State of Connecticut Department of Education  
25 Industrial Park Road  
Middletown, CT 06457  
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## Part One. Submission Instructions

### A. Turnaround Plan Application Completion

1. Review and follow all directions carefully when completing this Turnaround Plan application.
2. Clearly label all attachments as specified in the Turnaround Plan application.

### B. Turnaround Plan Application Deadline

Turnaround Plan applications must be received on a date to be specified by the Commissioner. All submissions must include one original and three (3) additional copies.

In the event that a district determines that it will not or cannot meet this deadline, the district should notify the Department immediately.

PLEASE NOTE: All applications become the property of the Connecticut State Department of Education (CSDE) and are subject to the rules of the Freedom of Information Act.

### C. Mailing and Delivery Information

|   |   |
|---|---|
| <p style="text-align: center;"><u>Mailing Address:</u></p> <p>Connecticut State Department of Education<br/>Bureau of Accountability and Improvement<br/>P.O. Box 2219, Room 222<br/>Hartford, CT 06145-2219<br/>Attention: Michelle Rosado</p> | <p style="text-align: center;"><u>Overnight Mailing and Hand Delivery Address:</u></p> <p>Connecticut State Department of Education<br/>Bureau of Accountability and Improvement<br/>165 Capitol Avenue, Room 222<br/>Hartford, CT 06106<br/>Attention: Michelle Rosado</p> |
|---|---|

**D. Timeline Summary**

| Process  | Date  |
|--|---|
| CSDE notifies districts that have eligible schools   | May 25, 2012  |
| Districts submit expression of interest to CSDE  | June 1, 2012  |
| CSDE confirms that schools identified by districts in expression of interest are eligible            | June 5, 2012  |
| Connecticut State Board of Education approval of guidelines  | June 6, 2012  |
| Initial selection of schools by the Commissioner for participation in the Network                    | Week of June 18, 2012                               |
| CSDE initiates operations and instructional audit  | Week of June 18, 2012                               |
| Turnaround Plan submission deadline  | Mid- to Late July, 2012 (specific date TBD)         |
| Notification of selection, modification, or rejection -or- creation of a Commissioner-developed plan | Late July or Early August, 2012 (specific date TBD) |

**E. Questions**

All questions regarding the Commissioner’s Network should be directed to:

Michelle Rosado  
 Education Consultant  
 Bureau of Accountability and Improvement  
 Connecticut State Department of Education  
 Telephone: (860) 713-6748  
 Email: [michelle.rosado@ct.gov](mailto:michelle.rosado@ct.gov)

## **Part Two. Commissioner's Network Background Information**

### **A. General Information**

Public Act 12-116 establishes a Commissioner's Network to provide new resources and flexibilities to improve student achievement in the state's lowest performing schools. The Commissioner's Network is designed as a partnership between local stakeholders and the state and will serve as a vehicle for innovative initiatives, a platform for sharing effective practices, and a model for other schools and districts throughout the state.

Each school in the Commissioner's Network will operate pursuant to the terms of a Turnaround Plan developed locally by a turnaround committee or by the Department. To be selected and approved, Turnaround Plans must include intensive and transformative strategies that are necessary to turn around schools that, to date, have been unsuccessful in their improvement efforts. These plans must reach beyond surface reforms to achieve dramatic and transformative outcomes. These Turnaround Plans should address past turnaround efforts and to provide an explanation as to how the proposed interventions will succeed where previous efforts have failed.

Statute permits the Commissioner to select up to 25 schools for the Network over the next three years: most schools will be selected to join the Network for the 2013-14 and 2014-15 school years, but a limited number of schools will be considered to join the Network for 2012-13.

## **Eligibility Requirements**

1. Eligible schools are those classified at the time of selection as Category 4 schools or Category 5 schools, pursuant to the state's classification system.
2. Preference may be given to schools that (1) volunteer to participate in the Commissioner's Network on the basis of a mutual agreement between the local or regional board of education for such school and the representatives of the exclusive bargaining unit for certified employees for such school or (2) in which an existing collective bargaining agreement between the local or regional board of education for such school and the representatives of the exclusive bargaining unit for certified employees chosen pursuant to section 10-153b of the general statutes will have expired for the school year in which a Turnaround Plan will be implemented.
3. The Commissioner may consider other factors in selecting or not selecting schools for the network including performance level, trends in performance, student populations, current interventions, and district capacity.

## **C. Requirements**

### **1. Turnaround Committee**

#### **a. Composition**

Upon selection by the Commissioner of Education of a school for participation in the Commissioner's Network of schools, the local or regional board of education for such school shall establish a turnaround committee for the school district. The turnaround committee shall consist of the following members:

- i. two appointed by the local or regional board of education, at least one of whom shall be an administrator employed by such board of education and at least one of whom shall be the parent or guardian of a student enrolled in the school district for such board of education;
- ii. three appointed by the exclusive bargaining unit for teachers chosen pursuant to section 10-153b of the general statutes, at least two of whom shall be teachers employed by such board of education and at least one of whom shall be the parent or guardian of a student enrolled in the school district for such board of education;
- iii. the Commissioner of Education or the Commissioner's designee; and
- iv. the superintendent of schools for the district, or the superintendent's designee, where such school is located, as a nonvoting ex-officio member who will serve as the chairperson of the turnaround committee. As necessary, the committee may involve other non-voting participants to assist in their work and deliberations.

#### **b. Qualifications**

In selecting members, the local or regional board of education or the local bargaining unit should ensure that the members they respectively select have sufficient and relevant expertise and experience such that the Turnaround Plan is likely to be well-designed and effective in improving student performance. Pursuant to the timeline established by the CSDE, the district shall send the names, addresses, resumes, and other relevant credentials of the committee to the CSDE to demonstrate that the members have sufficient and relevant expertise and experience.

#### **c. Duties of the Turnaround Committee**

The turnaround committee, in consultation with the school governance council for the school selected to participate in the Commissioner's Network, shall:

- i. assist the CSDE in conducting the operations and instructional audit of the turnaround school;
- ii. develop a Turnaround Plan for such school in accordance with the relevant provisions of Public Act 12-116 and guidelines issued by the Commissioner; and
- iii. monitor the implementation of such Turnaround Plan.



## **2. Responsibilities of Approved Applicants**

Each approved applicant must:

1. Work cooperatively with the CSDE team.
2. Provide any information that the CSDE requests in a timely manner.
3. Cooperate with the fiscal and programmatic compliance reviews that the CSDE will conduct.
4. Report annual progress against goals in an annual report format to be established by the CSDE.
5. Annually review, update, and revise the Turnaround Plan, if necessary and on the basis of implementation activities and in consultation with and pursuant to approval from the CSDE.

DRAFT

Connecticut State Department of Education  
Commissioner's Network  
Turnaround Plan Application  
2012-13

COVER SHEET

|  |       |
|--|-------|
| Name of District:                          |       |
| Name of School:                            |       |
| Name of Turnaround Plan Contact Person:    |       |
| Phone:                                     |       |
| Fax:                                       |       |
| Email:                                     |       |
| Address of Turnaround Plan Contact Person: |       |
| Name of Superintendent:                    |       |
| Signature of Superintendent:               | Date: |
| Name of Board Chair:                       |       |
| Signature of Board Chair:                  | Date: |

**Part Three. Commissioner's Network Turnaround Plan**

*Please complete sections I through VIII and respond to all subsections. Please use the same numbering for all responses to all sections and subsections.*

**Section I: Notice of Intent**

Please indicate the authorization you have received from the CSDE regarding this application (check one):

- This application presents a Turnaround Plan for consideration by the CSDE for implementation in 2012-2013 school year.*

*-or-*

- This application describes planning activities that will support the development of a fully responsive Turnaround Plan for consideration by the CSDE for implementation in the 2013-2014 school year.*

## Section II: Executive Summary

In no more than two pages, please provide an executive summary of your *Turnaround Plan* (if applying for participation in the Commissioner's Network for the 2012-2013 school year) or a description of *planning activities* (if you are considering applying for participation in the 2013-2014 school year).

The executive summary should include:

1. A summary description of the school;
2. A summary description of the turnaround team;
3. A summary description of the turnaround strategies in all of the following areas:
  - a. *The family and community connection*
  - b. *school environment, including nonacademic factor*
  - c. *school leadership*
  - d. *teachers and staff*
  - e. *use of time*
  - f. *curriculum and instructional*
  - g. *use of evidence to inform decision-making.*

### **Section III: School Description**

In no more than five pages, please explain why this school is a viable candidate for participation in the Network. In your explanation, please include:

1. A description of the areas of greatest need in this school (subjects, grade levels, subgroups of students). Please note that this description should be informed by assessment data and qualitative assessments;
2. A description of past turnaround strategies undertaken at this school, the outcome of these efforts, and an explanation of why these past efforts have not succeeded or why some components have succeeded while others have not and why. In your description, please make reference to findings from past and current audits of the school including any other evaluations of this school conducted in the past three years. These findings should help to explain why past efforts have not succeeded and why proposed interventions are likely to succeed or, if you are considering participation during the 2013-2014 school year, how planning activities will be informed by these finding;
3. A description of the areas of greatest strength in this school, and how the Turnaround Plan will build on these strengths.

#### **Section IV: The Turnaround Team and Stakeholder Engagement**

In no more than five pages, please describe the members of the school's Turnaround Committee as well as any individuals, partner organizations, or technical assistance providers who developed this Turnaround Plan and who will be responsible for the implementation of the Turnaround Plan (if applying for participation in the Commissioner's Network for the 2012-2013 school year) *or* those individuals and organizations who will assist with planning activities (if you are considering applying for participation in the 2013-2014 school year).

In your description of the turnaround team, please include:

1. Evidence of relevant and sufficient expertise and experience in the proposed components of the Turnaround Plan or planning activities to ensure that the Turnaround Plan will be implemented with fidelity;
2. Short biographies of the individuals who will be responsible for implementation of the Turnaround Plan or who will conduct and support planning activities;
3. Resumes and/or CVs of turnaround committee members as well as any other individuals assisting with the design, planning, or implementation process as well as descriptions of any partner organizations and technical assistance providers (as attachments);
4. A description of consultations with relevant stakeholders in the development of the plan;
5. A letter of support from the stakeholders you engaged (as attachments).

## **Section V: Goals and Objectives**

In no more than two pages, please present the specific, measurable and ambitious goals and objectives that you aim to accomplish in each of the three years of the school's participation in the Commissioner's Network (if applying for participation in the Commissioner's Network for the 2012-2013 school year). These goals and objectives should be set in reference to clear and specific indicators of where the school is now. These goals represent the specific accountability terms against which the Network school's progress will be judged. They provide a dashboard of indicators from which to manage the implementation of the Turnaround Plan. Moreover, these goals and objectives provide the basis for any subsequent, annual revisions to the Turnaround Plan.

Specific, measurable goals and objectives should be provided for each of the major categories of the Turnaround Plan, as presented in the Section VI, providing clear and ambitious indicators of progress and success in the areas of:

1. the family and community connection to the school;
2. the school environment;
3. the quality of the school's leadership;
4. the quality of the school's teachers and support staff;
5. the use of time;
6. the school's curriculum and instructional program;
7. the use of data to inform decision-making.



## **Section VI: The Turnaround Plan**

### **1. The Family and Community Connection**

In no more than five pages, please provide a description of the specific and transformative strategies that you plan to implement at the school to establish a strong family and community connection to the school (if applying for participation in the Commissioner's Network for the 2012-2013 school year) *or* a description of planning activities that you will undertake in order to develop a Turnaround Plan that is wholly responsive to the following plan requirements (if you are considering applying for participation in the 2013-2014 school year).

This description should make specific reference to the ambitious goals and objectives presented in Section V, and provide a concrete explanation as to how the school will make transformative progress over the next three years.

In your description, please indicate:

- a. What strategies you plan to implement and the specific, measurable goals you seek to achieve by implementing this strategy;*
- b. The sequencing of the elements of the strategy to be implemented over the course of the three years in the Network;*
- c. How the planned strategies address deficiencies identified in the operations and instructional audit;*
- d. How this strategy is different from previous, unsuccessful efforts and why you believe that this approach is likely to succeed;*
- e. Any specific governance, legal, operational, staffing or resource constraints that will be addressed, modified, or removed in order to implement this strategy;*
- f. The names, professional backgrounds, and relevant expertise of specific individuals who will be responsible for ensuring the success of this strategy, as indicated by progress towards the stated goals on measurable indicators.*

## 2. The School Environment

In no more than five pages, please provide a description of the specific and transformative strategies that you plan to implement at the school to establish a positive school environment, including a culture of high expectations, a safe and orderly workplace, and attention to nonacademic factors that impact student achievement, such as students' social, emotional, arts, cultural, recreational and health needs (if applying for participation in the Commissioner's Network for the 2012-2013 school year) or a description of planning activities that you will undertake in order to develop a Turnaround Plan that is wholly responsive to the following plan requirements (if you are considering applying for participation in the 2013-2014 school year).

This description should make specific reference to the ambitious goals and objectives presented in Section V, and provide a concrete explanation as to how the school will make transformative progress over the next three years.

In your description, please indicate:

- a. *What strategies you plan to implement and the specific, measurable goals you seek to achieve by implementing this strategy;*
- b. *The sequencing of the elements of the strategy to be implemented over the course of the three years in the Network;*
- c. *How the planned strategies address deficiencies identified in the operations and instructional audit;*
- d. *How this strategy is different from previous, unsuccessful efforts and why you believe that this approach is likely to succeed;*
- e. *Any specific governance, legal, operational, staffing or resource constraints that will be addressed, modified, or removed in order to implement this strategy;*
- f. *The names, professional backgrounds, and relevant expertise, of specific individuals who will be responsible for ensuring the success of this strategy, as indicated by progress towards the stated goals on measurable indicators.*

### 3. Effective Leadership

In no more than five pages, please provide a description of the specific and transformative strategies that you plan to implement at the school to establish effective leadership, as evidenced by the performance appraisal process, track record in improving student achievement, ability to lead turnaround efforts, and managerial skills and authority in the areas of, staff management, curriculum implementation and budgeting (if applying for participation in the Commissioner's Network for the 2012-2013 school year) or a description of planning activities that you will undertake in order to develop a Turnaround Plan that is wholly responsive to the following plan requirements (if you are considering applying for participation in the 2013-2014 school year).

This description should make specific reference to the ambitious goals and objectives presented in Section V, and provide a concrete explanation as to how the school will make transformative progress over the next three years.

In your description, please indicate:

- a. *What strategies you plan to implement and the specific, measurable goals you seek to achieve by implementing this strategy;*
- b. *The sequencing of the elements of the strategy to be implemented over the course of the three years in the Network;*
- c. *How the planned strategies address deficiencies identified in the operations and instructional audit;*
- d. *How this strategy is different from previous, unsuccessful efforts and why you believe that this approach is likely to succeed;*
- e. *Any specific governance, legal, operational, staffing or resource constraints that will be addressed, modified, or removed in order to implement this strategy;*
- f. *The name, professional backgrounds, and relevant expertise s of specific individuals who will be responsible for ensuring the success of this strategy, as indicated by progress towards the stated goals on measurable indicators;*
- g. *The leadership and staffing plan, including areas of responsibility and decision making structures, to ensure that the leadership has appropriate authority to implement the Turnaround Plan.*
- h. *Any Memorandum of Understanding or side letters or other existing negotiated agreements that support the implementation of the Turnaround Plan and any terms and conditions of employment that are different as a result of the plan (as attachments).*

#### 4. Effective Teachers and Support Staff

In no more than five pages, please provide a description of the specific and transformative strategies that you plan to implement at the school to ensure, for example: i. effective teachers and support staff as evidenced by performance evaluations, such as the assignment and reassignment of staff, ii. policies to retain staff determined to be effective and who have the ability to be successful in the turnaround effort, such as financial measures and other non-monetary policies, iii. policies to prevent ineffective teachers from working in or transferring to the schools, such as election to work procedures, and iv. job-embedded, ongoing professional development informed by the teacher evaluation and support programs that are tied to teacher and student needs (if applying for participation in the Commissioner's Network for the 2012-2013 school year) or a description of planning activities that you will undertake in order to develop a Turnaround Plan that is wholly responsive to the following plan requirements (if you are considering applying for participation in the 2013-2014 school year).

This description should make specific reference to the ambitious goals and objectives presented in Section V, and provide a concrete explanation as to how the school will make transformative progress over the next three years.

In your description, please indicate:

- a. *What strategies you plan to implement and the specific, measurable goals you seek to achieve by implementing this strategy;*
- b. *The sequencing of the elements of the strategy to be implemented over the course of the three years in the Network;*
- c. *How the planned strategies address deficiencies identified in the operations and instructional audit;*
- d. *How this strategy is different from previous, unsuccessful efforts and why you believe that this approach is likely to succeed;*
- e. *Any specific governance, legal, operational, staffing or resource constraints that will be addressed, modified, or removed in order to implement this strategy;*
- f. *The names, professional backgrounds, and relevant expertise of specific individuals who will be responsible for ensuring the success of this strategy, as indicated by progress towards the stated goals on measurable indicators;*
- g. *Any Memorandum of Understanding or side letters or other existing negotiated agreements that support the implementation of the Turnaround Plan and any terms and conditions of employment that are different as a result of the plan (as attachments).*

## 5. Effective Use of Time

In no more than five pages, please provide a description of the specific and transformative strategies that you plan to implement at the school to establish effective use of time, as evidenced by the redesign of the school day, week, or year to include additional time for student learning and teacher collaboration (if applying for participation in the Commissioner's Network for the 2012-2013 school year) or a description of planning activities that you will undertake in order to develop a Turnaround Plan that is wholly responsive to the following plan requirements (if you are considering applying for participation in the 2013-2014 school year).

This description should make specific reference to the ambitious goals and objectives presented in Section V, and provide a concrete explanation as to how the school will make transformative progress over the next three years.

In your description, please indicate:

- a. *What strategies you plan to implement and the specific, measurable goals you seek to achieve by implementing this strategy;*
- b. *The sequencing of the elements of the strategy to be implemented over the course of the three years in the Network;*
- c. *How the planned strategies address deficiencies identified in the operations and instructional audit;*
- d. *How this strategy is different from previous, unsuccessful efforts and why you believe that this approach is likely to succeed;*
- e. *Any specific governance, legal, operational, staffing or resource constraints that will be addressed, modified, or removed in order to implement this strategy;*
- f. *The names, professional backgrounds, and relevant expertise of specific individuals who will be responsible for ensuring the success of this strategy, as indicated by progress towards the stated goals on measurable indicators.*

## 6. An Effective Curriculum and Instructional Program

In no more than five pages, please provide a description of the specific and transformative strategies that you plan to implement at the school to establish a curriculum and instructional program that is responsive to student needs, is research-based, rigorous and aligned with state academic content standards including the Common Core, (if applying for participation in the Commissioner's Network for the 2012-2013 school year) or a description of planning activities that you will undertake in order to develop a Turnaround Plan that is wholly responsive to the following plan requirements (if you are considering applying for participation in the 2013-2014 school year).

This description should make specific reference to the ambitious goals and objectives presented in Section V, and provide a concrete explanation as to how the school will make transformative progress over the next three years.

In your description, please indicate:

- a. *What strategies you plan to implement and the specific, measurable goals you seek to achieve by implementing this strategy;*
- b. *The sequencing of the elements of the strategy to be implemented over the course of the three years in the Network;*
- c. *How the planned strategies address deficiencies identified in the operations and instructional audit;*
- d. *How this strategy is different from previous, unsuccessful efforts and why you believe that this approach is likely to succeed;*
- e. *Any specific governance, legal, operational, staffing or resource constraints that will be addressed, modified, or removed in order to implement this strategy;*
- f. *The names, professional backgrounds, and relevant expertise of specific individuals who will be responsible for ensuring the success of this strategy, as indicated by progress towards the stated goals on measurable indicators.*

## **7. Effective Use of Data to Inform Decision-Making and for Continuous Improvement**

In no more than five pages, please provide a description of the specific and transformative strategies that you plan to implement at the school to establish effective use of data to inform instruction as well as decision-making, including by providing time for collaboration on the use of data for continuous improvement (if applying for participation in the Commissioner's Network for the 2012-2013 school year) or a description of planning activities that you will undertake in order to develop a Turnaround Plan that is wholly responsive to the following plan requirements (if you are considering applying for participation in the 2013-2014 school year).

This description should make specific reference to the ambitious goals and objectives presented in Section V, and provide a concrete explanation as to how the school will make transformative progress over the next three years.

In your description, please indicate:

- a. What strategies you plan to implement and the specific, measurable goals you seek to achieve by implementing this strategy;*
- b. The sequencing of the elements of the strategy to be implemented over the course of the three years in the Network;*
- c. How the planned strategies address deficiencies identified in the operations and instructional audit;*
- d. How this strategy is different from previous, unsuccessful efforts and why you believe that this approach is likely to succeed;*
- e. Any specific governance, legal, operational, staffing or resource constraints that will be addressed, modified, or removed in order to implement this strategy;*
- f. The names, professional backgrounds, and relevant expertise of specific individuals who will be responsible for ensuring the success of this strategy, as indicated by progress towards the stated goals on measurable indicators.*

## Section VII: Budget

Please include a proposed budget *narrative* for each of the three years that the school will be in the Network (if applying for participation in the Commissioner's Network for the 2012-2013 school year) *or* a one-year budget *narrative* for planning activities that you will undertake in order to develop a Turnaround Plan that is wholly responsive to the following plan requirements (if you are considering applying for participation in the 2013-2014 school year) that describes:

1. the proposed use of any supplemental funding provided to the school by the CSDE to support the implementation of the Turnaround Plan *or* proposed planning activities, and
2. the re-purposing of existing local, state, or federal dollars to support the Turnaround Plan (e.g., general Title I, Part A; Title II, Part A Teacher Quality; Title III, Part A English Language Acquisition funds; Priority School District appropriations; summer school funds; philanthropic funds) to support the implementation of the Turnaround Plan *or* proposed planning activities.

Note that funding provided by the CSDE to support Turnaround Plan implementation is *supplemental*. It may not supplant local, other state, or federal dollars that are allocated to the school. During the school's inclusion in the Network, the district must fully maintain its financial and operational commitments to the school.

Budget forms are provided in Appendix A.



**Section VIII: Monitoring and Oversight**

In no more than two pages, please indicate how the district will monitor the implementation and progress of the school's Turnaround Plan over the next three years, against proposed goals and objectives.

## **Section IX: Partner Organization Responsibilities and Agreements**

If the Turnaround Plan proposes to assign the management, administration or governance of the Network school to an approved not-for-profit educational management organization, please include the terms of the contract with such approved not-for-profit educational management organization. Such contract terms must include, but are not limited to:

1. a description of the specific services to be provided by such not-for-profit educational management organization;
2. a listing of any and all fees charged by such not-for-profit educational management organization for such services;
3. termination language, including provisions outlining the circumstances in which such board of education is permitted to terminate such contract with such not-for-profit educational management organization;
4. a requirement that such not-for-profit educational management organization annually submit to the Commissioner of Education, and make publicly available, a report on the operations of such school, including but not limited to:
  - a. the educational progress of students in such school as measured against the goals and objectives included in the Turnaround Plan;
  - b. the financial relationship between such approved not-for-profit educational management organization and the school, including a certified audit statement of all revenues from public and private sources and expenditures;
  - c. the time devoted by employees and consultants of such approved not-for-profit educational management organization to the school;
  - d. best practices used by such approved not-for-profit educational management organization at the school that contribute significantly to the academic success of students;
  - e. attrition rates for students and teachers,; and
  - f. annual revenues and expenditures of such approved not-for-profit educational management organization for the school.

## **List of Appendices**

Appendix A- Budget and Budget Narratives

Appendix B – Signature Page

Appendix C – Turnaround Plan Checklist

Appendix D – Commissioner’s Network Guidelines (revised)

Appendix E – Frequently Asked Questions

Appendix F – Commissioner’s Network Legislation, PA-112-16, as amended by section 14, 15, 16, and 17 of unofficial version SB 501.

Appendix G – Statement of Assurances

**Appendix A: Budget and Budget Narratives**

District \_\_\_\_\_ School \_\_\_\_\_

Town Code \_\_\_\_\_

**ED114 DISTRICT SUMMARY BUDGET WORKSHEET  
COMMISSIONER'S NETWORK**

Note: If applying for a planning grant, only FY2013 figures are required for the following tables.

| CODE | OBJECT  | FUND 11000<br>SPID 12457<br>FY 2013<br>(School Year<br>2012-13)<br>Program: (TBD)<br>Chartfield 1: (TBD) | FUND 11000<br>SPID 12457<br>FY 2014<br>(School Year<br>2013-14)<br>Program: (TBD)<br>Chartfield 1: (TBD) | FUND 11000<br>SPID 12457<br>FY 2015<br>(School Year 2014-<br>15)<br>Program: (TBD)<br>Chartfield 1: (TBD) |
|------|---|--|--|---|
| 100  | Personal Services/<br>Salaries                    |  |  |   |
| 200  | Personal Services/<br>Employee Benefits           |  |  |   |
| 300  | Purchased<br>Professional &<br>Technical Services |  |  |   |
| 400  | Purchased Property<br>Services                    |  |  |   |
| 500  | Other Purchased<br>Services                       |  |  |   |
| 600  | Supplies  |  |  |   |
| 700  | Property  |  |  |   |
| 890  | Other Objects                                     |  |  |   |
|      | TOTALS  |  |  |   |

DISTRICT SUMMARY GRANT BUDGET NARRATIVE  
 COMMISSIONER'S NETWORK

DISTRICT: \_\_\_\_\_

TOWN CODE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

**FY: 2013**

| CODE | OBJECT  | Amount |
|------|---|--------|
| 100  | PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.   | \$     |
|      |   |        |
| 200  | PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.  | \$     |
|      |   |        |
| 300  | PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, technical assistance support organizations, school management partners, etc. | \$     |
|      |   |        |
| 400  | PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.   | \$     |
|      |   |        |

| CODE | OBJECT  | Amount |
|------|---|--------|
| 500  | OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | \$     |
|      |   |        |
| 600  | SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.   | \$     |
|      |   |        |
| 700  | PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.  | \$     |
|      |   |        |
| 890  | OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.        | \$     |
|      |   |        |
|      | TOTAL   |        |

DISTRICT SUMMARY GRANT BUDGET NARRATIVE  
 COMMISSIONER'S NETWORK

DISTRICT: \_\_\_\_\_

TOWN CODE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

**FY: 2014**

| CODE | OBJECT  | Amount |
|------|---|--------|
| 100  | PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.   | \$     |
|      |   |        |
| 200  | PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.  | \$     |
|      |   |        |
| 300  | PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, technical assistance support organizations, school management partners, etc. | \$     |
|      |   |        |
| 400  | PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.   | \$     |



| CODE | OBJECT  | Amount |
|------|---|--------|
|      |   |        |
| 500  | OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | \$     |
|      |   |        |
| 600  | SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.   | \$     |
|      |   |        |
| 700  | PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.  | \$     |
|      |   |        |
| 890  | OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.        | \$     |
|      |   |        |
|      | TOTAL   |        |

DISTRICT SUMMARY GRANT BUDGET NARRATIVE  
 COMMISSIONER'S NETWORK

DISTRICT: \_\_\_\_\_

TOWN CODE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

**FY: 2015**

| CODE | OBJECT  | Amount |
|------|---|--------|
| 100  | PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.   | \$     |
|      |   |        |
| 200  | PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.  | \$     |
|      |   |        |
| 300  | PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, technical assistance support organizations, school management partners, etc. | \$     |
|      |   |        |
| 400  | PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.   | \$     |

| CODE | OBJECT  | Amount |
|------|---|--------|
|      |   |        |
| 500  | OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | \$     |
|      |   |        |
| 600  | SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.   | \$     |
|      |   |        |
| 700  | PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.  | \$     |
|      |   |        |
| 890  | OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.        | \$     |
|      |   |        |
|      | TOTAL   |        |

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**Appendix B: Signature Pages**

We, the undersigned members of the turnaround committee, on the basis of a consensus agreement, submit this Turnaround Plan to the CSDE for consideration and for final selection of the school into the Commissioner's Network.

\_\_\_\_\_  
Signature of Superintendent, Non-Voting Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name of Superintendent

\_\_\_\_\_  
Signature of Board of Education-Appointed Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name of Board of Education-Appointed Parent

\_\_\_\_\_  
Signature of Board of Education-Appointed Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name of Board of Education-Appointed Administrator

\_\_\_\_\_  
Signature of Union-Appointed Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name of Union-Appointed Teacher

\_\_\_\_\_  
Signature of Union-Appointed Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name of Union-Appointed Teacher

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\_\_\_\_\_  
Signature of Union-Appointed Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name of Union-Appointed Parent

\_\_\_\_\_  
Signature of State Commissioner of Education or designee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name of State Commissioner of Education or designee

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### **Appendix C: Turnaround Plan Checklist**

The following sections of the Commissioner's Network Turnaround Plan Application must be submitted for your application to be complete. Your application must be attached to this checklist. Please be sure to check each box as you attach the required document.

A completed Application must include:

- Signed Application Cover Page
- Section I: Notice of Intent
- Section II: Executive Summary
- Section III: School Description
- Section IV: The Turnaround Team and Stakeholder Engagement
- Section V: Goals and Objectives
- Section VI: The Turnaround Plan
- Section VII: Budget
- Section VIII: Monitoring and Oversight
- Section IX: Partner Organization Responsibilities and Agreements
- Appendix A: Budget and Budget Narrative Pages
- Appendix B: Signature Pages
- Appendix G: Statement of Assurances
- Letters of Support from Relevant Stakeholders
- Memorandum of Understanding, side letters, existing negotiated agreements, and/or letters of support from the exclusive bargaining representative organizations that support the implementation of the Turnaround Plan

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**Appendix D: Commissioner's Network Guidelines**

(See attached)

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## **Appendix E: Frequently Asked Questions**

(See attached)



## **Appendix F: Commissioner's Network Legislation**

Sec. 19. (Effective from passage) (a) The Commissioner of Education shall establish a Commissioner's Network of schools to improve student academic achievement in low-performing schools. On or before July 1, 2014, the commissioner may select not more than twenty-five schools that have been classified as a category four school or a category five school pursuant to section 10-223e of the general statutes, as amended by this act, to participate in the Commissioner's Network of schools. The commissioner shall issue guidelines regarding the development of Turnaround Plans, and such guidelines shall include, but not be limited to, annual deadlines for the submission or nonsubmission of a Turnaround Plan and annual deadlines for approval or rejection of Turnaround Plans. The commissioner shall give preference for selection in the Commissioner's Network of schools to such schools (1) that volunteer to participate in the Commissioner's Network of schools, provided the local or regional board of education for such school and the representatives of the exclusive bargaining unit for certified employees chosen pursuant to section 10-153b of the general statutes mutually agree to participate in the Commissioner's Network of schools, or (2) in which an existing collective bargaining agreement between the local or regional board of education for such school and the representatives of the exclusive bargaining unit for certified employees chosen pursuant to section 10-153b of the general statutes will have expired for the school year in which a Turnaround Plan will be implemented. The commissioner shall not select more than two schools from a single school district in a single school year and shall not select more than four schools in total from a single district. Each school so selected shall begin implementation of a Turnaround Plan, as described in subsection (d) of this section, not later than the school year commencing July 1, 2014. Each school so selected shall participate in the Commissioner's Network of schools for three school years, and may continue such participation for an additional year, not to exceed two additional years, upon approval from the State Board of Education in accordance with the provisions of subsection (h) of this section. The commissioner shall provide funding, technical assistance and operational support to schools participating in the Commissioner's Network of schools and may provide financial support to teachers and administrators working at a school that is participating in the Commissioner's Network of schools. All costs attributable to developing and implementing a Turnaround Plan in excess of the ordinary operating expenses for such school shall be paid by the State Board of Education.

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(b) (1) Upon the selection by the Commissioner of Education of a school for participation in the Commissioner's Network of schools, the local or regional board of education for such school shall establish a turnaround committee for the school district. The turnaround committee shall consist of the following members: (A) Two appointed by the local or regional board of education, at least one of whom shall be an administrator employed by such board of education and at least one of whom shall be the parent or guardian of a student enrolled in the school district for such board of education; (B) three appointed by the exclusive bargaining unit for teachers chosen pursuant to section 10-153b of the general statutes, at least two of whom shall be teachers employed by such board of education and at least one of whom shall be the parent or guardian of a student enrolled in the school district for such board of education; and (C) the Commissioner of Education, or the commissioner's designee. The superintendent of schools for the district, or the superintendent's designee, where such school is located shall be a nonvoting ex-officio member and serve as the chairperson of the turnaround committee.

(2) The turnaround committee, in consultation with the school governance council, as described in section 23 of this act, for a school selected to participate in the Commissioner's Network of schools, shall (A) assist the Department of Education in conducting the operations and instructional audit pursuant to subsection (c) of this section, (B) develop a Turnaround Plan for such school in accordance with the provisions of subsection (d) of this section and guidelines issued by the commissioner, and (C) monitor the implementation of such Turnaround Plan.

(c) Following the establishment of a turnaround committee, the Department of Education shall conduct, in consultation with the local or regional board of education for a school selected to participate in the Commissioner's Network of schools, the school governance council for such school and such turnaround committee, an operations and instructional audit, as described in subparagraph (A) of subdivision (2) of subsection (e) of section 10-223e of the general statutes, as amended by this act, for such school. Such operations and instructional audit shall be conducted pursuant to guidelines issued by the Department and shall determine the extent to which the school (1) has established a strong family and community connection to the school; (2) has a positive school environment, as evidenced by a culture of high expectations, a safe and orderly workplace, and that address other nonacademic factors that impact student achievement, such as students' social, emotional, arts, cultural, recreational and health needs; (3) has effective leadership, as evidenced by the school principal's performance appraisals, track record in improving student achievement, ability to lead turnaround efforts, and managerial skills and authority in the areas of

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scheduling, staff management, curriculum implementation and budgeting; (4) has effective teachers and support staff as evidenced by performance evaluations, policies to retain staff determined to be effective and who have the ability to be successful in the turnaround effort, policies to prevent ineffective teachers from transferring to the schools, and job-embedded, ongoing professional development informed by the teacher evaluation and support programs that are tied to teacher and student needs; (5) uses time effectively as evidenced by the redesign of the school day, week, or year to include additional time for student learning and teacher collaboration; (6) has a curriculum and instructional program that is based on student needs, is research-based, rigorous and aligned with state academic content standards, and serves all children, including students at every achievement level; and (7) uses evidence to inform decision-making and for continuous improvement, including by providing time for collaboration on the use of data. Such operations and instructional audit shall be informed by an inventory of the following: (A) Before and after school programs, (B) any school-based health centers, family resource centers or other community services offered at the school, including, but not limited to, social services, mental health services and parenting support programs, (C) whether scientific research-based interventions are being fully implemented at the school, (D) resources for scientific research-based interventions during the school year and summer school programs, (E) resources for gifted and talented students, (F) the length of the school day and the school year, (G) summer school programs, (H) the alternative high school, if any, available to students at the school, (I) the number of teachers employed at the school and the number of teachers who have left the school in each of the previous three school years, (J) student mobility, including the number of students who have been enrolled in and left the school, (K) the number of students whose primary language is not English, (L) the number of students receiving special education services, (M) the number of truants, (N) the number of students who are eligible for free or reduced price lunches, (O) the number of students who are eligible for HUSKY Plan, Part A, (P) the curricula used at the school, (Q) the reading curricula and programs for kindergarten to grade three, inclusive, if any, at the school, (R) arts and music programs offered at the school, (S) physical education programs offered and periods for recess or physical activity, (T) the number of school psychologists at the school and the ratio of school psychologists to students at the school, (U) the number of social workers at the school and the ratio of social workers to students at the school, (V) the teacher and administrator performance evaluation program, including the frequency of performance evaluations, how such evaluations are conducted and by whom, the standards for performance ratings and follow-up and remediation plans and the aggregate results of teacher performance evaluation ratings conducted pursuant to section 10-151b of the general statutes, as amended by this act, and

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any other available measures of teacher effectiveness, (W) professional development activities and programs, (X) teacher and student access to technology inside and outside of the classroom, (Y) student access to and enrollment in mastery test preparation programs, (Z) the availability of textbooks, learning materials and other supplies, (AA) student demographics, including race, gender and ethnicity, and (BB) chronic absenteeism, and (CC) preexisting school improvement plans, for the purpose of (i) determining why such school improvement plans have not improved student academic performance, and (ii) identifying governance, legal, operational, staffing or resource constraints that contributed to the lack of student academic performance at such school and should be addressed, modified or removed for such school to improve student academic performance.

(d) Following the operations and instructional audit for the school selected to participate in the Commissioner's Network of schools, the turnaround committee shall develop a Turnaround Plan for such school. The school governance council for each turnaround school may recommend to the turnaround committee for the school district one of the turnaround models described in subparagraphs (A) to (E), inclusive, of subdivision (3) of this subsection. The turnaround committee may accept such recommendation or may choose a different turnaround model for inclusion in the Turnaround Plan submitted under this subsection. The Turnaround Plan for such school shall (1) include a description of how such Turnaround Plan will improve student academic achievement in the school, (2) address deficiencies identified in the operations and instructional audit, and (3) utilize one of the following turnaround models: (A) A CommPACT school, as described in section 10-74g of the general statutes, (B) a social development model, (C) the management, administration or governance of the school to be the responsibility of a regional educational service center, a public or private institution of higher education located in the state, or, subject to the provisions of subsection (e) of this section, an approved educational management organization, (D) a school described in section 10-74f of the general statutes, (E) a model developed by the turnaround committee that utilizes strategies, methods and best practices that have been proven to be effective in improving student academic performance, including, but not limited to, strategies, methods and best practices used at public schools, interdistrict magnet schools and charter schools or collected by the commissioner pursuant to subsection (f) of this section, or (F) a model developed in consultation with the commissioner or by the commissioner subject to the provisions of subsection (e) of this section. The Turnaround Plan shall not assign the management, administration or governance of such school to a (i) for-profit corporation, or (ii) a private not-for-profit organization that is exempt from taxation

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under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, other than a public or private institution of higher education located in the state or, subject to the provisions of subsection (e) of this section, an approved not-for-profit educational management organization, as defined in subsection (e) of this section. Such Turnaround Plan may include proposals changing the hours and schedules of teachers and administrators at such school, the length and schedule of the school day, the length and calendar of the school year, the amount of time teachers shall be present in the school beyond the regular school day and the hiring or reassignment of teachers or administrators at such school. If a turnaround committee does not develop a Turnaround Plan, or if the commissioner determines that a Turnaround Plan developed by a turnaround committee is deficient, the commissioner may develop a Turnaround Plan for such school in accordance with the provisions of this subsection and, if the commissioner deems necessary, the commissioner may appoint a special master for such school to implement the provisions of the Turnaround Plan developed by the commissioner. The Turnaround Plan shall direct all resources and funding to programs and services delivered at such school for the educational benefit of the students enrolled at such school and be transparent and accountable to the local community. The State Board of Education shall approve the Turnaround Plan developed by a turnaround committee before a school may implement such Turnaround Plan.

(e) (1) For the school year commencing July 1, 2012, the Commissioner of Education shall develop one Turnaround Plan for a school selected to participate in the Commissioner's Network of schools. Such Turnaround Plan shall be implemented for the school year commencing July 1, 2012. Such plan may assign the management, administration or governance of such school to an approved not-for-profit educational management organization, and shall negotiate matters relating to such Turnaround Plan in accordance with the provisions of subsection (c) of section 20 of public act 12-116.

(2) For the school year commencing July 1, 2012, the Commissioner of Education may approve a Turnaround Plan for a school selected to participate in the Commissioner's Network of schools that assigns the management, administration or governance of such school to an approved not-for-profit educational management organization, and shall negotiate matters relating to such Turnaround Plan in accordance with the provisions of subsection (c) of section 20 of public act 12-116. Such Turnaround Plan shall be implemented for the school year commencing July 1, 2012.

(3) The commissioner shall permit not more than four total Turnaround Plans for schools

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selected to participate in the Commissioner's Network of schools implementing Turnaround Plans beginning in the school year commencing July 1, 2013, or July 1, 2014, to assign the management, administration or governance of such school to an approved not-for-profit educational management organization, provided the commissioner shall not permit such assignment in a Turnaround Plan to more than three schools in a single school year. If the commissioner does not approve a Turnaround Plan under subdivision (2) of this subsection, the commissioner may approve one additional Turnaround Plan for a school selected to participate in the Commissioner's Network of schools that assigns the management, administration or governance of such school to an approved not-for-profit educational management organization to be implemented in the school year commencing July 1, 2013, or July 1, 2014.

(4) For purposes of this section, and section 22 of public act 12-116, "approved not-for-profit educational management organization" means a not-for-profit organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, that (A) operates a state charter school located in the state that has a record of student academic success for students enrolled in such state charter school, or (B) has experience and a record of success in improving student achievement for low income or low performing students through measures, including, but not limited to, reconstituting schools while, if applicable, respecting existing contracts of employees of such schools.

(f) The Commissioner of Education may partner with any public or private institution of higher education in the state, for a period not to exceed twelve months, to assist the Department of Education in collecting, compiling and replicating strategies, methods and best practices that have been proven to be effective in improving student academic performance in public schools, interdistrict magnet schools and charter schools. The commissioner shall make such strategies, methods and best practices available to local and regional boards of education and turnaround committees for use in developing a turnaround model, pursuant to subsection (d) of this section, and in implementing the Turnaround Plan for a school that is participating in the Commissioner's Network of schools.

(g) Nothing in this section shall alter the collective bargaining agreements applicable to the administrators and teachers employed by the local or regional board of education, subject to the provisions of sections 10-153a to 10-153n, inclusive, of the general statutes, and such collective bargaining agreements shall be considered to be in operation at schools participating in the Commissioner's Network of schools, except to the extent the provisions

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are modified by any memorandum of understanding between the local or regional board of education and the representatives of the exclusive bargaining units for certified employees, chosen pursuant to section 10-153b of the general statutes, or are modified by a Turnaround Plan, including, but not limited to, any election to work agreement pursuant to such Turnaround Plan for such schools and negotiated in accordance with the provisions of section 20 of this act.

(h) Each school participating in the Commissioner's Network of schools shall participate for three school years, and may continue such participation for an additional year, not to exceed two additional years, upon approval from the State Board of Education. Before the end of the third year that a school is participating in the Commissioner's Network of schools, the commissioner shall conduct an evaluation to determine whether such school is prepared to exit the Commissioner's Network of schools. In determining whether such school may exit the Commissioner's Network of schools, the commissioner shall consider whether the local or regional board of education has the capacity to ensure that such school will maintain or improve its student academic performance. If the commissioner determines that such school is ready to exit the Commissioner's Network of schools, the local or regional board of education for such school shall develop, in consultation with the commissioner, a plan, subject to the approval by the State Board of Education, for the transition of such school back to full control by the local or regional board of education. If such school is not ready to exit the Commissioner's Network of schools and participates in the Commissioner's Network of schools for an additional year, the commissioner shall conduct an evaluation in accordance with the provisions of this subsection. Before the end of the fifth year that a school is participating in the Commissioner's Network of schools, the commissioner shall develop, in consultation with the local or regional board of education for such school, a plan, subject to the approval by the State Board of Education, for the transition of such school back to full control by the local or regional board of education.

(i) Not later than thirty days after the approval of the Turnaround Plan for a school selected to participate in the Commissioner's Network of schools by the State Board of Education, the Commissioner of Education shall submit the operations and instructional audit and the Turnaround Plan for such school to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

(j) (1) The Commissioner of Education shall annually submit a report on the academic performance of each school participating in the Commissioner's Network of schools to the

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joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes. Such report shall include, but not be limited to, (A) the school performance index score, as defined in section 10-223e of the general statutes, as amended by this act, for such school, (B) trends for the school performance index scores during the period that such school is participating in the Commissioner's Network of schools, (C) adjustments for subgroups of students at such school, including, but not limited to, students whose primary language is not English, students receiving special education services and students who are eligible for free or reduced price lunches, and (D) performance evaluation results in the aggregate for teachers and administrators at such school.

(2) The Commissioner of Education shall annually submit a report comparing and analyzing the academic performance of all the schools participating in the Commissioner's Network of schools to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes. Such report shall include, but not be limited to, (A) the school performance index scores, as defined in section 10-223e of the general statutes, as amended by this act, for the school, (B) trends for the school performance indices during the period that such schools are participating in the Commissioner's Network of schools, (C) adjustments for subgroups of students at such schools, including, but not limited to, students whose primary language is not English, students receiving special education services and students who are eligible for free or reduced price lunches, and (D) performance evaluation results in the aggregate for teachers and administrators at such schools.

(3) Following the expiration of the Turnaround Plan for each school participating in the Commissioner's Network of schools, the commissioner shall submit a final report that (A) evaluates such Turnaround Plan and the academic performance of such school during the period that such Turnaround Plan was in effect, and (B) makes recommendations for the operation of such school to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

(4) Not later than January 1, 2020, the commissioner shall submit a report (A) evaluating the Commissioner's Network of schools and its effect on improving student academic achievement in participating schools, and (B) making any recommendations for the continued operation of the Commissioner's Network of schools to the joint standing committee of the General Assembly having cognizance of matters relating to education, in



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accordance with the provisions of section 11-4a of the general statutes.

Sec. 20. (Effective from passage) (a) Upon approval of the Turnaround Plan, developed pursuant to subsection (d) of section 19 of this act, by the State Board of Education or, if the Commissioner of Education develops a Turnaround Plan for a school because the turnaround committee (1) is unable to reach consensus on a Turnaround Plan, (2) does not develop a Turnaround Plan, or (3) develops a Turnaround Plan that the commissioner determines is deficient, the local or regional board of education for a school participating in the Commissioner's Network of schools, pursuant to section 19 of this act, shall negotiate with the representatives of the exclusive bargaining unit for certified employees, chosen pursuant to section 10-153b of the general statutes, in accordance with the provisions of this section.

(b) (1) If the turnaround committee, as described in section 19 of this act, is able to reach consensus on the Turnaround Plan, developed pursuant to subsection (c) of section 19 of this act, and such Turnaround Plan is approved by the State Board of Education, the local or regional board of education for a school in which such Turnaround Plan is to be implemented and the exclusive bargaining unit for certified employees, chosen pursuant to section 10-153b of the general statutes, shall negotiate with respect to salaries, hours and other conditions of employment of such Turnaround Plan. Such negotiations shall be completed not later than thirty days from the date when consensus is reached by the turnaround committee.

(2) Any agreement reached by the parties following negotiations, conducted pursuant to subdivision (1) of this subsection, shall be submitted for approval by the members of the exclusive bargaining representative employed by such board of education at such school. Such agreement shall be ratified upon a majority vote of such members. Upon such ratification, such Turnaround Plan shall be implemented at such school.

(3) If (A) the parties reach an impasse on one or more issues following negotiations conducted pursuant to subdivision (1) of this subsection, or (B) the members of the exclusive bargaining representative employed by the local or regional board of education for a school in which such Turnaround Plan is to be implemented fail to ratify the agreement reached by the parties following such negotiations, the parties shall proceed to the expedited arbitration process described in subsection (d) of this section. The decision resulting from such expedited arbitration shall be final and binding and included in the Turnaround Plan. Such Turnaround Plan shall then be implemented at such school.

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(c) (1) If the turnaround committee (A) is unable to reach consensus on a Turnaround Plan, (B) does not develop a Turnaround Plan, or (C) develops a Turnaround Plan that the Commissioner of Education determines is deficient, the commissioner, in consultation with teachers employed at the school in which a Turnaround Plan is to be implemented and parents or guardians of students enrolled in such school, may develop a Turnaround Plan for such school.

(2) (A) If the local or regional board of education for a school in which such Turnaround Plan is to be implemented and the exclusive bargaining unit for certified employees, chosen pursuant to section 10-153b of the general statutes, agree on (i) all components of such Turnaround Plan, or (ii) certain components of such Turnaround Plan, such board of education and such exclusive bargaining unit shall negotiate only the financial impact of such agreed upon components of such Turnaround Plan. Such negotiations shall be completed not later than thirty days from the date when such Turnaround Plan is presented to such board of education and such exclusive bargaining unit.

(B) Any agreement reached by the parties following negotiations, conducted pursuant to subparagraph (A) of subdivision (2) of this subsection, shall be submitted for approval by the members of the exclusive bargaining representative employed by such board of education at such school. Such agreement shall be ratified upon a majority vote of such members. Upon such ratification, such agreed upon components of such Turnaround Plan shall be implemented at such school.

(C) If (i) the parties reach an impasse on one or more issues following negotiations, conducted pursuant to subparagraph (A) of subdivision (2) of this subsection, or (ii) the members of the exclusive bargaining representative employed by the local or regional board of education for a school in which such Turnaround Plan is to be implemented fail to ratify the agreement reached by the parties following such negotiations, pursuant to subparagraph (B) of this subdivision, the parties shall proceed to the expedited arbitration process described in subsection (d) of this section. The decision resulting from such expedited arbitration shall be final and binding and included in the Turnaround Plan. Such components of such Turnaround Plan shall then be implemented at such school.

(3) (A) If the local or regional board of education for a school in which such Turnaround Plan is to be implemented and the exclusive bargaining unit for certified employees, chosen pursuant to section 10-153b of the general statutes, do not agree (i) on all components of the Turnaround Plan developed by the commissioner, or (ii) on certain components of such

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Turnaround Plan, the parties shall jointly select a Turnaround Plan referee from the list created pursuant to section 21 of this act. Such Turnaround Plan referee shall review the components of such Turnaround Plan that the parties do not agree on to determine whether the parties shall negotiate on such components, pursuant to subparagraph (B) or (C) of this subdivision. Such Turnaround Plan referee shall examine each such component and determine whether such component is comparable to a public school with a record of academic success. If such Turnaround Plan referee determines that such component is comparable to a public school with a record of academic success, the parties shall negotiate such component pursuant to subparagraph (B) of this subdivision. If such Turnaround Plan referee determines that such component is significantly different from what is comparable to a public school with a record of academic success, the parties shall negotiate such component pursuant to subparagraph (C) of this subdivision. Each party shall share equally the cost of the reasonable expenses for such Turnaround Plan referee in implementing the provisions of this subdivision.

(B) If such Turnaround Plan referee determines that such component is comparable to a public school with a record of academic success, such board of education and such exclusive bargaining unit shall negotiate only the financial impact of such component of such Turnaround Plan. Such negotiations shall be completed not later than thirty days from the date when such Turnaround Plan referee determines that such component is comparable to a public school with a record of academic success.

(C) If such Turnaround Plan referee determines that such component is significantly different from what is comparable to a public school with a record of academic success, such board of education and such exclusive bargaining unit shall negotiate with respect to salaries, hours and other conditions of employment of such component of such Turnaround Plan. Such negotiations shall be completed not later than thirty days from the date when such Turnaround Plan referee determines that such component is significantly different from what is comparable to a public school with a record of academic success.

(D) Any agreement reached by the parties following negotiations conducted pursuant to subparagraphs (B) and (C) of this subdivision shall be submitted for approval by the members of the exclusive bargaining representative employed by such board of education at such school. Such agreement shall be ratified upon a majority vote of such members. Upon such ratification, such components of such Turnaround Plan shall be implemented at such school.

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(E) If (i) the parties reach an impasse on one or more issues following negotiations, conducted pursuant to subparagraphs (B) and (C) of this subdivision, or (ii) the members of the exclusive bargaining representative employed by the local or regional board of education for a school in which such Turnaround Plan is to be implemented fail to ratify the agreement reached by the parties following such negotiations, pursuant to subparagraph (D) of this subdivision, the parties shall proceed to the expedited arbitration process described in subsection (d) of this section. The decision resulting from such expedited arbitration shall be final and binding and included in the Turnaround Plan. Such components of such Turnaround Plan shall then be implemented at such school.

(d) Not later than five days after the date the parties reach impasse on one or more issues or the members of the exclusive bargaining representative employed by the local or regional board of education for a school in which such Turnaround Plan is to be implemented fail to ratify an agreement following negotiations, the parties shall select a single impartial arbitrator in accordance with the provisions of subsection (c) of section 10-153f of the general statutes. Not later than ten days after the selection of the single impartial arbitrator, such arbitrator shall conduct a hearing in the town that such school is located. At such hearing, the parties shall submit to such arbitrator their respective positions on each individual issue in dispute between them in the form of a last best offer. The Commissioner of Education, or the commissioner's designee, shall have an opportunity to make a presentation at such hearing. Not later than twenty days following the close of such hearing, such arbitrator shall render a decision, in writing, signed by such arbitrator, which states in detail the nature of the decision and the disposition of the issues by such arbitrator. Such arbitrators shall give the highest priority to the educational interests of the state, pursuant to section 10-4a of the general statutes, as such interests relate to the children enrolled in such school in arriving at a decision and shall consider other factors, pursuant to subdivision (4) of subsection (c) of section 10-153f of the general statutes, in light of such educational interests. Such decision shall be final and binding and included in the Turnaround Plan. Such Turnaround Plan shall then be implemented at such school.

Sec. 21. (Effective from passage) On or before July 1, 2012, the Department of Education shall create a list of Turnaround Plan referees to be used by local or regional boards of education for schools selected to participate in the Commissioner's Network of schools and the exclusive bargaining unit for certified employees chosen pursuant to section 10-153b of the general statutes in implementing the provisions of section 20 of this act. The list shall contain the name of five persons mutually agreed upon by the Commissioner of Education

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and representatives of the exclusive bargaining units for certified employees, chosen pursuant to section 10-153b of the general statutes and such persons shall have expertise in education policy and school operations and administration.

Sec. 22. (Effective from passage) (a) The local or regional board of education for a school participating in the Commissioner's Network of schools, as described in section 19 of this act, that is implementing a Turnaround Plan that assigns the management, administration or governance of such school to a not-for-profit educational management organization, as defined in section 19 of this act, shall include in each contract with such approved not-for-profit educational management organization a requirement that such not-for-profit educational management organization annually submit to the Commissioner of Education, and make publicly available, a report on the operations of such school, including (1) the educational progress of students in such school, (2) the financial relationship between such approved not-for-profit educational management organization and the school, including a certified audit statement of all revenues from public and private sources and expenditures, (3) the time devoted by employees and consultants of such approved not-for-profit educational management organization to the school, (4) best practices used by such approved not-for-profit educational management organization at the school that contribute significantly to the academic success of students, (5) attrition rates for students and teachers, and (6) annual revenues and expenditures of such approved not-for-profit educational management organization for the school.

(b) The contract between a local or regional board of education for a school participating in the Commissioner's Network of schools and a not-for-profit educational management organization shall (1) state the specific services provided by such not-for-profit educational management organization and the fees charged by such not-for-profit educational management organization for such services, and (2) include provisions outlining the circumstances in which such board of education is permitted to terminate such contract with such not-for-profit educational management organization.

(c) Any not-for-profit educational management organization that is assigned the management, administration or governance of a school participating in the Commissioner's Network of schools shall continue the enrollment policies and practices of such school that were in effect prior to such participation in the Commissioner's Network of schools.

(d) The not-for-profit educational management organization that is assigned the management, administration or governance of a school participating in the Commissioner's

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Network of schools shall not be the employer of any person employed at such school.

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**Appendix G: Statement of Assurances**

Statement of Assurances

PROJECT TITLE:

THE APPLICANT: \_\_\_\_\_ HEREBY ASSURES THAT:

The district must assure that as state required—

- A. It 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 State Board of Education (CSBE) and the CSDE;
- 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 reports, as specified, to the CSDE , including information relating to the project records and access thereto as the CSDE may find necessary;
- H. The CSDE reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. The applicant will protect and save harmless the CSBE 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; and
- J. 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 CSDE any monies not expended in accordance with the approved program/operation budget as determined by the audit.

Required Contract Language

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

For the purposes of this section, “Commission” means the Commission on Human Rights and Opportunities.

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For the purposes of this section "minority business enterprise" means any small contractor or supplier of materials fifty-one per cent 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 section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "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.

2) (a) 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, mental retardation 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. 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, mental retardation, 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; (b) 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; (c) 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 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; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) 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 section 46a-56.

3) 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.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above 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 section 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.



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6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) 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 of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) 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; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) 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 section 46a-56.

8) The contractor shall include the provisions of section (7) above 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 section 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.

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

Signature:

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Name (typed):

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Title (typed):

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Date:

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