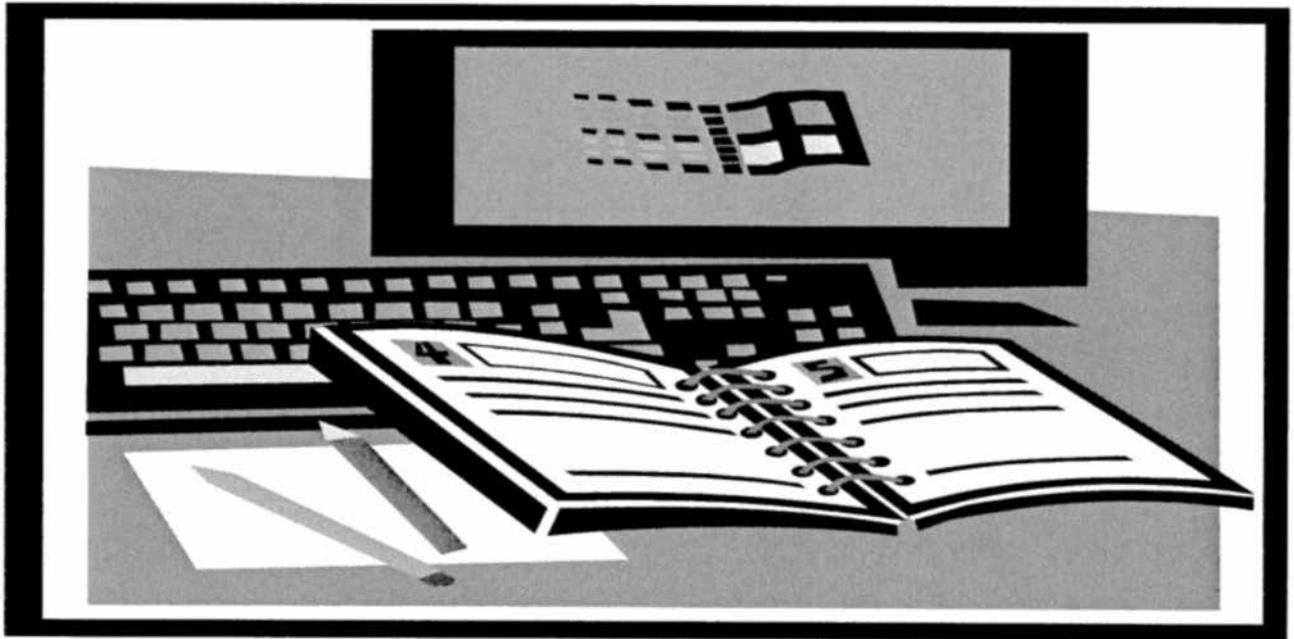




MicroSociety Magnet School

Annual Report



2013-2014



**MicroSociety
Magnet School
Annual Report
2013-2014**

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Participating (formally) School Districts

Ansonia
Beacon Falls
Bethany
Branford
Bridgeport
Cheshire
Clinton
Derby
East Haven
Guilford
Hamden
Madison
Meriden
Milford
Naugatuck
New Haven
North Branford
North Haven
Orange
Oxford
Seymour
Shelton
Stratford
Wallingford
West Haven
Westbrook
Wolcott
Woodbridge



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Information for Statewide Policymakers

2013-14 continued to be a year of unprecedented inquiry into statewide interdistrict magnet schools by a range of policy groups and those holding the ultimate legislative and budgetary authority over our statewide program. The Connecticut General Assembly continues to require the CSDE to produce a Results-based Accountability template for determining program effectiveness and a comprehensive magnet school plan with specific recommendations for supporting and sustaining the program. In order for the CSDE to be able to answer specific questions to ensure the program's long-term viability, we request information on the following objectives:

- 1) Describe the methods used to ensure recruitment and retention of a diverse student body, and how the demand for your program translates into sustained interest in the school. Please include any specific efforts in reaching families that may not yet be familiar with school choice programs. (Note: not applicable for those schools who were required to submit an enrollment management plan in the spring of 2014 due to non-compliance)**

The methods used to ensure recruitment and retention of a diverse student body and how the demand for our program translates into sustained interest in our school:

- New Haven Public Schools has a comprehensive marketing campaign that supports meeting desegregation goals. (NHPS Documentation)
- Also included but not limited to school recruitment methods/strategies: participation in all district magnet fairs, on site open houses as well as site tours, district created as well as school based magnet brochures/pamphlets, NHPS interdistrict magnet website as well as our interdistrict school specific website, unified school uniform policy including logoed polo shirts, sweatshirts and/or fleece jackets.
 - ***NHPS District Magnet Fairs and District Magnet Brochures*** Both of these recruitment tools give perspective parents prior knowledge of our school's programming not only in print but in person as well. The brochures summarize unique ways a child can learn and grow, onsite open house dates/times and a contact person. This assists parents with a snapshot of our program and whether it's a good fit for their children. There are two magnet fairs the district sponsors that provide two hours for parents to meet with representatives from not only our school but other magnet schools. The principal and magnet coach consistently attend but not teachers as well. This opportunity gives our school time to market and model our program first hand to parents and their children – answering questions regarding district curriculum and its integration with themed programming, highlighting artifacts of student published writing and parent newsletters, themed events, special education services, pre-kindergarten programming, and transportation.
 - ***Interdistrict Magnet Web Site and additional Social Media Sites*** The district has a website that highlights all magnet schools and pertinent information

parents need to know. Currently, our Magnet Coach and Information Technology Facilitator are working on a site specific web site that will be interactive for parents that will provide them with video clips, photographs, quotes, thematic and district curriculum content as well as other pertinent information that promotes and supports our programming – reaching out to a larger audience.

- *School Site Visits and Shadowing Opportunities* are facilitated by the Magnet Coach. Parents make appointments and upon arrival of their tour are given an informational folder that includes community newsletters, our behavioral and social programming (Positive Behavior Intervention Systems), Student Code of Conduct: HEART Code of Pride, behavioral referral system and process, and theme programming overview for reference. The comprehensive tour includes in classroom observations, viewing of student published works of writing, question and answers session at the close of the tour, and a school tour of facilities. Perspective students in grades pre – kindergarten, kindergarten, 1st and 2nd grade have the opportunity to sit in the classroom with parent(s), and magnet coach to spend an hour with current students. Grades 3 – 5 students are provided an opportunity to shadow for the day in a classroom as well as travel with a tour buddy throughout the day. Parents pick up students towards the end of the day.
- *Unified Uniform Policy* supports “Pride in Learning” as well as the school behavioral plan initiatives and promotion of our school. The school utilizes a local vendor who has various clothing that can be purchased at reasonable prices. This strategy enables our school name to be out in surrounding communities as parents and their children shop or visit local municipalities.
- *Parent Team Community Newsletter* promotes and highlights events relating to our theme, classroom activities, community partnerships, academic initiatives, speakers, leadership opportunities, community service initiatives, fundraising, and other related events and/or activities. This newsletter is handed out monthly to existing parents as a community informational tool; while also serving during recruitment season as a key marketing and communication tool/strategy for perspective students and their families.
- *Open Invitations to Themed Events/Activities* during recruitment season. If there is a family event occurring recruitment season; we offer an open invitation to perspective families to see our school community in action. We think using this strategy will allow perspective families to gain valuable insight about our school culture; an important part of the decision making process for a parent choosing a school.

2) Describe your school’s professional development priorities for 2013-14. Be specific as to activities that support your special magnet theme.

ReVision Learning has provided our professional learning community with customized services that have supported our focus of transformative change. The methods they have serviced us with are workshops, coaching and strategic planning. The services we have been provided with are

designed to meet our specific needs, with a particular emphasis placed on nurturing the hearts and minds of policymakers and practitioners charged with supporting students. Aligned with district & school improvement initiatives, **ReVision Learning** personally has worked with the teachers and administrators in large and small group settings as well as one to one – assisting staff with the highest quality services for the best possible outcomes.

We have been supported with two educational consultants, Amy Tepper and retired NHPS principal, Bonnie Pachesa who have been available to support our quest for transformational programming changes. Mrs. Pachesa continues to serve as Mrs. Bannon’s Administrative Leadership Coach.

The following professional development services were provided during the 2013 – 2014 school year:

- 2013 – 2014: Year 1: All teachers participated in onsite training throughout the year
 - SESSIONS # 10
 - TOPICS: visible thinking routines, effective lesson planning, components of TEVAL, CCSS shifts in Literacy and Math, and questioning techniques. She also supported our work through classroom walkthroughs and provided specific feedback with “glows and grows” to teachers.
- Projected for the 2014 – 2015 // Year 2: All certified classroom, enrichment and specialty teachers, as well administration will participate in a two day offsite training and will continue onsite training throughout the remainder of year

Positive Behavioral Interventions Supports (PBIS)

- Year 1 PBIS Implementation (2013 – 2014)
 - We sent the members of the PBIS Team to SERC Year 1 for Training – including the PBIS Coach, classroom teachers, guidance and Principal. The PBIS Team attended five training sessions throughout the school year. The PBIS Coach, Principal and staff member were also provided with training on the School Wide Information System (SWIS) data collection program. This system provides a tracking tool for our school to collect school wide data on student behavior.
 -

To follow is a description of programming and how we have aligned it within our professional and instructional learning community during 2013 – 2014:

Positive Behavior Intervention and Supports (PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. PBIS is for the whole school, it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions. This school-wide systematic approach means that educators support appropriate behavior in classroom and non-classroom (bathrooms, assemblies, hallways) areas. The goal is to create a learning environment that sets up ALL students for success. An important aspect of PBIS is the

understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in PBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in PBIS leads to its effectiveness.

There are four main elements in PBIS *MicroSociety Magnet School* focuses on:

1. Customized practices to support student behavior, such as defining and teaching appropriate behavior
2. Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
3. Data-based decision making, which is the corner stone of the behavior problem-solving process
4. And, the combination of these to enable school-wide outcomes, which promote social proficiency and academic success

One of our top priorities this year was to begin the implementation of PBIS. As part of this implementation process, the School - Wide Behavior and Expectations Matrix was developed. (see appendix) This provided all the students, staff, teachers, parents and the school community with the school wide behavior expectations. PBIS team discussed and planned for lessons on how to effectively implement PBIS in the classroom and all areas around the school. The HEART Code of Pride behavioral expectations are as follows:

H Have Pride In Everything You Do.

E Effort is the Key to Success.

A Attitude Must Be Positive at All Times

R Respect Must Be Given In Order to Be Received.

T Treat Others The Way You Want to Be Treated.

School Wide Implementation & Reward Systems

Morning Announcements – daily the HEART Code of Pride is consistently read aloud by the students

Paw Prints Daily – received individually in classroom/within school community for students displaying positive behaviors. Each student has their own designated slip in a pocket chart where the teacher will place earned paw prints.

Paw Print Bulletin Boards – designated for each grade level; outside each classroom. Student paw prints are displayed for the school community to see and are renewed quarterly.

HEART Code of Pride Raffle Prizes – at random times during the lunch waves student names are called and students receive rewards for displaying the positive/successful character traits

represented in the HEART Code of Pride behavioral/academic expectations

HEART Code of Pride Winners – two students are chosen weekly to participate in a Pride Party (30 minutes of an academic and/or health & wellness activity with a treat)

Pick of the Pride Monthly – (1) a different student is chosen (by his/her teacher) monthly who showed positive behaviors for each individual letter of the HEART code of pride. (2) One student in each classroom receives the honor of getting Pick of the Pride for his/her class – receiving a paw print medal. (3) Additionally, the classroom that earns the most paw prints will receive a classroom reward.

PBIS Pride Days – once a month students have the opportunity to show school pride and community spirit. There is a designated “dress down” activity that relates to the season and/or an upcoming event. I.e: pajama day = Dr. Seuss Family Night, Celebration of Spring & Summer = sunglasses & hat day, Red & Pink Day = Valentine’s Day. Student’s & staff donate \$1.00 towards the PBIS activity/reward fund (this donation collection supports the replenishment of the prizes and rewards monthly)

Tier Process of Program

Prevention Tier	Core Elements
Primary	<ul style="list-style-type: none"> • <i>Behavioral Expectations Defined:</i> see behavioral matrix • <i>Behavioral Expectations Taught:</i> within the entire school community for students, staff has professional development through grade level meetings as well as the PBIS Team who receive ongoing PD off site throughout the year. • <i>Reward system for appropriate behavior:</i> see above • <i>Continuum of consequences for problem behavior:</i> behavioral referrals have been created to reflect our onsite school community needs and are reflected upon and modified as the data is reflected upon • <i>Continuous collection and use of data for decision-making:</i> SWISS data collection systems
Secondary	<ul style="list-style-type: none"> • <i>Universal screening</i> • <i>Progress monitoring for at risk students</i> • <i>System for increasing structure and predictability</i> • <i>System for increasing contingent adult feedback</i> • <i>System for linking academic and behavioral performance</i> • <i>System for increasing home/school communication</i> • <i>Collection and use of data for decision-making</i>
Tertiary	<ul style="list-style-type: none"> • <i>Functional Behavioral Assessment</i> • <i>Team-based comprehensive assessment</i> • <i>Linking of academic and behavior supports</i> • <i>Individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally</i>

equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed.

- *Collection and use of data for decision-making*

Cited from: <https://www.pbis.org/research>

District Wide Professional Development Days

- Literacy and Math K – 5

District Wide New Teacher Training

Curriculum Content/Grade Level Specific CIA Meetings

New Teacher Meetings (Monthly) These meetings were provided for new teachers throughout their first year. The meetings included but were not limited to classroom management, building a classroom community, and a book study on “*Teach Like a Champion*” were PLC topics new teachers were privy to.

Instructional Coaching onsite full time literacy, math and magnet coaches provide professional development for integrating theme into identified math/literacy content areas to improve student achievement on identified curriculum needs.

School Magnet Theme is supported through the revised SIP Goals

3) What does your school do uniquely well (related to your magnet theme) that you think other regular public schools may replicate on the local level or in other public schools.

At MicroSociety Magnet School, during the 2013 – 2014 school year, we served grades Pre Kindergarten – 5th grade. Our school’s theme focus was on hands on experiential learning with real life applications. Experiential learning deepens and reinforces learning through doing; encouraging the use of multiple intelligences.

Moving forward, our present magnet theme was not meeting our magnet diversity percentages and was deemed to have “flat lined.” We were noted as one of twenty - five “failing schools” in Connecticut, our grade level configurations and staffing of support services did not adhere with our secondary student needs and our failing test scores had been on the radar for quite some time.

Therefore, during the summer of 2013 a proposal was made to NHPS Central Office Executive Leaders as well as the State Department of Education to re – theme, re – name, and re - configure grades; later in 2014 NHPSs Executive Team members and Federal Teachers Union agreed upon the “turnaround operational model” where it was required to turnover 50% of current staff/teachers and implement new work rules. In addition, we

also applied for and received the School Improvement Grant (SIG) inherent in the readers and writers workshop model.

Based on the re-operational plan, the following changes were made to MicroSociety Magnet School (to begin in the 2014 – 2015) school year:

- **Name:** *West Rock Author's Academy*
- **Theme:** Author's Academy with a focus on foundation skills in reading and writing
- **Configuration:** Pre Kindergarten – 4th grade (projection of three classrooms of each)

The **proposed name** *West Rock Author's Academy* supports our new theme as described below.

The **proposed theme** would be Author's Academy, with the focus on the importance of foundational skills to develop confident readers, writers, speakers, listeners and critical thinkers. We then celebrate the acquisition of these skills in published form; whether it be written, artistic or in a digital format. This design would be the basis for what our school would do uniquely well as related to other public schools. It would also be the goal to have "expert teachers" in the Reading and Writing Workshop model as supported with the school improvement initiatives as outlined in our *School Improvement Grant Application* (SIG) with the State of Connecticut.

As part of the newly acquired **work rules** it would be required to have **50% of the staff turnover**, as outlined in the "turnaround model" for NHPS schools; existing staff would have the opportunity to reapply for their positions or request a transfer. Additionally, teachers would receive a 10% stipend for the additional time added to their day. Teachers would be required to attend collaborative PLC meetings from 8:00 – 9:00 am daily. These would include: Collaborative Planning, Informational Day, Flex Day (SPMT, PD with consultant, BLDT or PBIS), and two days for SSST/Student Assessment Data Analysis, Portfolios and the RTI Process. These before school meetings would be incorporated to increase student instructional time from 9:15 – 3:30 p.m. daily.

In addition, there would be several positions added to the organizational/instructional plan. A *Reading Lab with a full time Reading Specialist*, a *Safe School Culture and Climate Specialist* who would ensure implementation of school culture/climate goals supporting our behavioral and social emotional initiatives with PBIS, a *Parent/Family Coordinator* and *Family Resource Center* who would support families and assist with monitoring attendance and truancy issues, a *full time social worker*, and two existing positions that would have revised job descriptions: Magnet Resource Teacher as an *Author in Residence* and the Library Media Specialist as *Publisher in Residence*. The Author and Publisher in Residence would collaboratively assist and plan with teachers to "scream our theme" within our professional learning community. The plan would be to create units of study that promote hands on learning area's where small and whole group application and celebration of published works would occur. I.e. West Rock Author's Academy Publishing Department, West Rock Author's Academy Publishing House and West Rock Author's Academy Library Media Center

As noted in our professional development goals, during the 2014 – 2015 school year – beginning the Summer of 2014, administration, 1 classroom teacher and the literacy coach would attend the Summer Reading Institute, centralized the Reading Workshop Model and methods of writing instruction outlined by Lucy Calkins and her colleagues at Teacher’s College, Columbia University in New York City. In year 2, the remainder of staff would be required to attend a mandatory week long homegrown Reading & Writing Workshop Institute, locally in New Haven County, but sponsored by Columbia University.

Therefore, the proposal for **West Rock Author’s Academy**, aligns with NHPS literacy curriculum with Common Core Standards and our new theme proposal is focused on celebrating the process of writing, completed published writing products, using, using performance based tasks to provide students with opportunities to be highly involved in constructing all types of products that would increase their involvement in meaningful learning opportunities which serves as the base for our unique plans for theme implementation. The use of these performance tasks would be relevant and meaningful as related to the information, concepts, and skills being taught and connected to how we relate to the larger world.

In addition, the Author in Residence and the Publisher in Residence would spearhead and collaborate with the Leadership Team, Instructional Coaches, and classroom teachers to develop meaningful units that would include several quarterly performance tasks that would be published by students.

With that said our school believes that students must master the foundational skills in reading and writing and those that are being utilized in the performance tasks before they can become fluent readers and comprehend text. Foundational skills instruction is the first reading instruction that students should and need to receive and must be consistently reinforced. These skills are essential for students to learn in order to know how to read and write - helping them to decode unknown words and use word knowledge to comprehend more complex writing across varying levels and genres is a focus.

As an Author’s Academy, we celebrate the mastery of these skills with authentic performance tasks in published form. What makes our school unique is how we will celebrate with a school wide unified approach the accomplishments of all our students. As mentioned prior, teachers utilize the Reading and Writing Workshop Model and each grade level would have specific units of study tailored to meet developmental and curricular needs. Students are afforded choice in their topic and style of writing. The teacher acts as a mentor author, modeling writing techniques and conferring with students as they move through the writing process. Direct writing instruction takes place in the form of mini-lessons at the beginning of each workshop and followed by a minimum of 45 minutes of active writing time. Each workshop ends with a sharing of student work. This model focuses on process, structure of the Writing Workshop, Mini – Lessons, Conferring, and Writing Workshop Aligned with the Common Core. At the end of each unit of study, students will participate in different forms of celebration of student learning.

When it comes to the completing performance task assessments teachers will utilize the **West Rock** Library Media Center and **West Rock** Publishing Department to support teaching and learning real world applications of being a published writer with resources available to meet these expectations. The WR Publishing House will be the nucleus of where we will celebrate and store Published Pieces of Work.

4) Describe the manner in which you promote replication of your school's best practices with regular public schools.

- **Administration** attends monthly director meetings where they share best practices among fellow administrators, content supervisors, department heads, and their directors. They also receive professional development on a consistent basis that in return is shared with staff.
- **All school staff** receives district professional development in their content areas at weekly staff professional learning community meetings, CIA content meetings, and grade level data analysis meetings. Best practices are exchanged at every opportunity. District PLCs have representation from schools across the district and driven by collaborating on best practices and strategies.
- **Our School Leadership Team** consisting of administration, special education, math, literacy, theme coaches meet weekly to collaborate on both academic and social emotional strategies and operational procedures and protocols.
- **Teachers** share and reflect upon best practices at grade level data meetings with literacy, math and theme coaches where they are provided professional development in areas of need.
- **Participation/Collaboration** in Professional Development opportunities with other schools to collaborate best practices that will meet the social emotional and academic needs of our students.
- **Being an Interdistrict School** we share buses with two other schools. Therefore, we are in constant communication with administration sharing strategies that support the safety of our students.
- **School Planning and Monitoring Team (SPMT) Monthly Meetings** This team designs, monitors, and guides the school improvement plan. It consists of administration, teachers, parents, students and community.
- **Building Level Data Team (BLDT) Monthly Meetings** The BLDT and the Leadership Instructional Team reviews and guides school wide decision making based on the grade – level data team and the SSST recommendations.
- **Positive Behavioral Intervention Systems (PBIS) Meetings** The PBIS team meets monthly to discuss SWISS data about our behavioral and social emotional programming.
- **SSST Bi – Weekly Meetings** This team supports addressing teacher referrals and implementation of RTI strategies.
- **PLCs Monthly Meetings** These meetings deepen understanding and develop teacher leadership with regard to our tier II priorities
- **Instructional Coaching** School based support for building capacity of our entire staff and student body – modeling, coaching and peer teaching providing tools to sustain

- best teaching practices. Coaches help teachers to design intervention groups and programs in order to differentiate instruction. All decision is data driven.
- **Planning & Professional Development** BLDT, SPMT, SSST teams address student behavior and school culture. Ie. GOALS: Reduction of referrals and suspensions, increase student engagement, decrease truancy, faculty meetings 3X per month,
 - **Assessments**
 - District Assessments: Reading, Math & Writing//Quarterly*
 - DCMT Math & Reading
 - DRP Reading
 - Writing
 - State Assessments*
 - SBAC: Smarter Balanced Assessment Continuum
 - Direct Reading Assessment (DRA2)
 - **TEVAL** (teacher evaluation and development)
 - **Parent Team** includes but not limited to a group of parents who assist with parent engagement activities i.e. workshops, events

5) Describe your school’s **two greatest challenges/obstacles** to meeting or exceeding the school-wide student learning goals in 2014-15. Please include ways in which the CSDE may support our school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.

The two greatest challenges/obstacles to meet or exceed for our school – wide student learning goals in 2014 – 2015 would be assisting us to meet immediate needs for upgrades/remodeling our facilities as well as supporting our needs for Wraparound Services.

1. Facilities

Our facilities are **not current, limited for expansion** and **does not have the aesthetic appeal** to retain present students or attain perspective parents touring for the ideal location for their children. **Aesthetics DO MATTER** in the decision making process. This is confirmed by informal conversations during magnet fairs, onsite magnet tours as well as phone conversations with perspective families questioning about the building prior to a visit. We have lost a substantial amount of students who are excited about the theme but are willing to sacrifice its relevance to be in a new, pristine building that is current. We have even had difficulty attracting teachers to join our staff. Prospective teachers often ask why the building has not been “redone like other NHPS schools.”

The building we have been housed in still remains in its original building capacity. Although a new roof has been constructed, it is **not equipped with air conditioning** which is not conducive to a productive learning environment for students, staff or parents during the spring and late summer months. This has been a very big deterrent for parents with children with asthma, other respiratory issues or simply the viewpoint of being comfortable. Our **classroom space**, although classrooms may be larger than other NHPS remodeled schools, they are not updated. With our new configuration of Pre Kindergarten – 4, we do not have enough room to house

additional classrooms to meet our magnet projected numbers. Our **multi – purpose room** serves for lunch, gym classes, dismissal, all school celebrations and school events as well as other activities. We do not have a stage as it's been converted into a classroom. This becomes a logistical nightmare when it comes down to scheduling.

2. **Wraparound Services** We are in desperate need of “community based intervention services” that will emphasize the strengths of the child and his/her family and would include the delivery of coordinated, high individualized unconditional services to address needs and achieve positive outcomes in our students as well as their families’ lives. We need providers who will assist our urban, at risk population, to provide opportunities to engage in unique assessment and treatment planning, natural supports through intensive case management, the availability of an array of therapeutic interventions including behavioral support services, crisis planning and intervention, parent coaching and education, mobile therapy and medication monitoring.

These services are individualized, and thus unique to each child and family. A PDF of detailing specific services has been included for reference.

Cited from:

http://www.youthlaw.org/fileadmin/ncyl/youthlaw/litigation/Katie_A.2/Katie_A_-_Appendix_A.pdf

The CSDE could support our school meeting these challenges by recognizing that we have to meet very specific criteria with our magnet quotas in order to maintain our interdistrict status and its necessary to have an up to date and aesthetically attractive teaching and learning environment in order to meet these needs to attract our suburban population. Although we an inter district school, our inter district students tend to face, equally as our urban students, economic challenges and if the CSDE could recognize that wraparound services would support our school community in ways they could never imagine.

- 6) **Provide the number of applications received by grade and town of residence; as of date of lottery.**

Information will be supplied by NHPS Magnet Registration.

- 7) **Provide the number of students on wait list/pool by grade, race and residence; as of October 1, 2013, (see note)**

Note: Wait list/pool refers to those students not enrolled in your school or another interdistrict magnet school who applied for admission to your school for the 2013-14 year. Example: any student who entered a lottery for admission to your school as a first choice that ultimately not placed in any interdistrict magnet school.

Information will be supplied by NHPS Magnet Registration.



Basic Checklist for Title IX and 504/ADA Compliance

Both Title IX (34 CFR § 106.9) and Section 504 (34 CFR § 104.8) require that educational entities that receive federal funds must have a policy on nondiscrimination and a published statement. The publication of this statement notifies applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex, or disability. Schools and educational agencies that receive federal funds must list the Coordinators of Section 504 and Title IX with their name/title, address and phone number in the notice of nondiscrimination.

The following checklist was prepared to assist you in meeting some minimum requirements of Title IX of the Education Amendments of 1972, Section 504 and the Americans with Disabilities Act. It is not an exhaustive checklist and therefore should not be used as a substitute for careful reading of the regulations themselves.

§ 106.8 Designation of responsible employee and adoption of grievance procedures.

- 1. At least one Title IX coordinator has been designated at the district or school level to coordinate efforts to comply with Title IX, including investigations of any complaints.
- 2. At least one Section 504/ADA coordinator has been designated at the district or school level to coordinate efforts to comply with Section 504/ADA requirements, including investigations of any complaints.
- 3. All students and employees have been notified of the name(s), office address(es), and telephone number(s) of the coordinator(s).
- 4. Grievance procedures for students have been adopted and published.
- 5. Grievance procedures for employees have been adopted and published.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 106.9 Dissemination of policy.

- 6. The following been notified of a policy of nondiscrimination.
 - applicants for admission and employment
 - students and parents of students
 - employees
 - sources of referral of applicants
 - unions, professional organizations
- 7. Notification of a policy of nondiscrimination has been placed in one or more of the following:
 - local newspapers
 - school newspapers and magazines
 - memoranda's or other written communications distributed annually to each student and employee
 - announcements, bulletins, catalogs, student and faculty handbooks
 - application forms
- 8. The above-listed school publications are free of text and illustrations suggesting differential treatment on the basis of sex or disability.
- 9. Admission and recruitment representatives (including counselors or student advisors and personnel officers) have been advised of the nondiscrimination policy and requirements for adherence to the policy.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682); [45 FR 30955, May 9, 1980, as amended at 65 FR 68056, Nov. 13, 2000]

Attachment C-1

Magnet School Name: West Rock Author's Academy

District/School Code: 093/00106

SCHEDULE 1: Total Current Expenditures from All Sources by Function and Object										
Report All Cash Expenditures and Encumbrances from All Sources Regular and Special Education. #										
										OBJECT**
LINE	CODE	FUNCTION (Program Area)***	Total*** (Col.1)	Salaries (Col. 2)	Employee Benefits (Col. 3)	Purchased Services (Col. 4)	Supplies (Col. 7)	Property (Col. 8)	Other (Col. 9)	
1202	1000	Program Expenditures	\$1,917,990	1,442,016	310,518	60,314	45,507	59,635	0	
1203	2100	Support Services - Students	\$129,545	90,629	36,252	2,370	287	7	0	
1204	2200	Improvement of Instructional Services	\$365,600	255,739	102,296	7,111	353	101	0	
1205	2300	Support Services - General Admin.	\$32,708	18,180	7,272	7,256	0	0	0	
1206	2400	School Based Administration	\$213,076	152,674	60,103	0	299	0	0	
1207	2600	Operation and Maintenance of Plant Svc.	\$337,170	96,321	38,528	89,675	112,593	53	0	
1208	2700	Student Transportation Services	\$7,634	2,642	1,057	3,921	14	0	0	
1209	2500	Support Services	\$90,884	27,891	11,156	51,405	167	265	0	
1210	3100	Net Expenditures for Food Services	\$0	0	0	0	0	0	0	
1211	3200	Net Expenditures for Enterprise Operations	\$0	0	0	0	0	0	0	
1212		Indirect Overhead	\$0							
1213		TOTAL	\$3,094,607	2,086,092	567,182	222,052	159,220	60,061	0	

**Do not include transportations costs associated with home to school and back home or the excess cost of special education services

***Definitions of objects and functions are to be consistent with those on expenditure report ED001.

SCHEDULE 2: Revenue by Source		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxx Other State Grants	\$317,523
	State Magnet Operating Grant	\$919,270
	Alliance	
	Priority	
	Bilingual	
	After School	
	School Based Clinic	
	Science Improvement for Reform Districts	
221	xxx Other Federal Grants	\$234,103
	Magnet School Assistance Grant	
	Title 1, Title II, Title III	
	Teacher Incentive Fund	
	Perkins Career and Technical Education	
	IDEA	
	ARRA	
	Common Core Implementation	
	Low Performing Schools	
	Extended Day	
222	1920 Contributions	\$1,607,965
	Local Contributions	
226	xxxx Other Sources of Revenue (list below , include tuition if applicable)	\$15,746
	Private - Buck Grant, 1st Niagra, Gates Foundation, Nellie Mae	
299	Total	\$3,094,607

Final fy 2013-2014