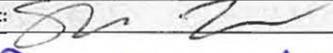
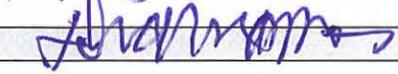


2015-16 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2015-16 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Naugatuck Public Schools	
FY 16 Alliance District Allocation:	FY 16 PSD Allocation (if applicable):
	Not applicable
Contact Person:	Contact Title:
Christopher Montini	Assistant Superintendent of Schools
Telephone:	Email Address:
203.720.5265	montinic@naugy.net
Name of Superintendent:	
Sharon Locke	
Signature of Superintendent:	Date:
	8.13.15
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
David Heller	Yes
Signature of Board Chair:	Date:
	8.13.15

2015-16 Talent Priorities

Step 1: Please note that all Alliance Districts must have an educator evaluation plan approved by the CSDE's Talent Office in order to become eligible for AD/PSD plan approval. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2015-16 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Please indicate whether the CSDE's Talent Office has approved the district's 2015-16 educator evaluation plan? (Y/N)

<input type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input type="checkbox"/>	Retention of top talent
<input checked="" type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1.	<p>Embedded Instructional Coaching: NPS will staff one instructional coach in two intermediate and one middle school. Coaches will work with the Assistant Superintendent of Schools, the Director of Curriculum and school principals to create and implement coaching cycles to ensure that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, PD, model lessons, and co-taught lessons. All coaches will receive training beginning in the summer 2015 and lasting throughout the year.</p>	<p>Increase the percentage of students scoring at or above the national norm on the end-of-year NWEA reading assessment from 64.3% in 2015 to 70% in 2016. Decrease the number of students scoring substantially below grade level on the end-of-year NWEA reading assessment from 18.2% in 2015 to 14% in 2016. 70% of students will meet or exceed their NWEA individual growth goals in math and reading.</p>

1.2.	<p>Embedded Literacy Coaching and Student Intervention: Reading Consultants provide both intervention to students in need of remediation and support as determined through the district's SRBI process and literacy coaching to teachers and staff. Each 1.0 FTE Reading Consultant works as a .5 FTE Interventionist and a .5 FTE Literacy Coach. NPS will staff 5 Reading Consultants throughout the district who will work with the Assistant Superintendent of Schools, the Director of Curriculum and school principals on an ongoing basis to analyze data, plan and deliver explicit and targeted instruction to students in need of Tier 2 and 3 intervention, and monitor and assess progress over time. Consultants will also implement coaching cycles to ensure that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, PD, model lessons, and co-taught lessons. All coaches will receive training beginning in the summer 2015 and lasting throughout the year.</p>	<p>Increase the percentage of students scoring at or above the national norm on the end-of-year NWEA math assessment from 53.3% in 2015 to 58% in 2016. Decrease the number of students scoring substantially below grade level on the end-of-year NWEA math assessment from 24.2% in 2015 to 20% in 2016. 70% of students will meet or exceed their NWEA individual growth goals in math and reading.</p>
1.3.	<p>Embedded Calibration and Training for Coaches: NPS will continue to partner with CAS Executive Coaches and ReVision Learning to facilitate the ongoing calibration of our teacher practice rubric. Through small PLCs teacher evaluators will collectively review practice and debrief interpretations of our practice rubric. Debriefs will focus on continued calibration of the behaviors associated with the rubric and evaluating and improving the quality of high leverage feedback provided to teachers. ReVision learning will provide training to all instructional coaches, reading consultants, and a subgroup of the PDEC Committee who will engage in peer observations/critical friends with their colleagues. In addition, NPS has partnered with Learning Forward to provide training and coaching to all coaches and consultants throughout the year (funded with carry over money)</p>	<p>Increase the number of teachers who score exemplary on the teacher practice rating by 10% from 81 educators in 2015 to -to 90 teachers in 2016.</p>
1.4.	<p>Evaluation Platform and Data Management System: NPS will continue to use Netchemia Perform TalentEd as its online evaluation platform for all certified staff. A subgroup of the PDEC will analyze year-end data from the teacher practice rubric to identify trends, strengths, and areas for growth at the district, school, grade level or team, and individual teacher level. The analysis will be used to inform professional learning and the development the district and school level PD plans.</p>	<p>100% of active NPS staff will complete the timelines and action steps articulated in the educator evaluation plans. 100% of schools will include as a part of their school's strategic plan, a professional development plan based on the teacher practice data and analysis at the end of the 2014-2015 school year.</p>
1.5.	<p>Teacher Leadership and Recognition: NPS will continue the talent development strategy of the Administrative Internship Program. The program provides teachers who aspire a leadership position to leave the classroom for a year to serve as the 1 District Administrator Intern. In addition, NPS will participate for the first time, in the CSDE Teacher of the Year Program in the summer of 2015.</p>	<p>1.4 Continued: Increase the percentage of teachers who respond favorably (strongly agree or agree) to the related district wide survey question from 50% in 2015 to 66% in 2017. (Question from Panorama Survey: Teachers are provided meaningful opportunities for professional development.)</p>

Step 3: Directions: Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
3 Instructional Coaches	1.1	1.0 FTE for 3 schools for a total of 3.0 FTE. Anticipated salary of \$75,000/FTE.	\$ 225,000.00
2.5 Reading Consultants (Literacy Coaches)	1.2	2.5 FTE (half of the 5.0 FTE Reading Consultants) Salary estimate of \$75,000/FTE	\$ 187,500.00
1.0 FTE Administrator Intern	1.5	1.0 FTE. Anticipated Salary \$85,000	\$ 85,000.00
100: Personnel Services - Salaries Subtotal:			\$ 497,500.00
200: Personnel Services - Benefits			
Medicare Reimbursement	1.1, 1.2., and 1.5	\$497,500 in total salary for Talent Personnel multiplied by the Medicare rate of 0.0145	\$ 7,213.75
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 7,213.75
300: Purchased Professional and Technical Services			
ReVision	1.3	25 days of calibrated collegial calibrations and conversations at \$2,000 a day	\$ 50,000.00
CAS Executive Coach	1.3	40 days of executive coaching at \$472.50 a day	\$ 18,900.00
300: Purchased Professional and Technical Services Subtotal:			\$ 68,900.00
400: Purchased Property Services			

			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
Netchemia TalentEd	1.4	The anticipated cost for the district's annual renewal.	\$ 10,000.00
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ 10,000.00
600: Supplies			
			\$ -
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
			\$ -

700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ 583,613.75

2015-16 Academic Priorities

Step 1: Place an "X" beside the district's 2015-16 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input checked="" type="checkbox"/>	Common Core-aligned curriculum transition	<input type="checkbox"/>	Alternative/Transitional programs
<input checked="" type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Supports for special populations	<input type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Pre-K - Grade 3 literacy
<input type="checkbox"/>	College and career access	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	<p>Embedded Literacy Coaching and Student Intervention: Reading Consultants provide both intervention to students in need of remediation and support as determined through the district's SRBI process and literacy coaching to teachers and staff. Each 1.0 FTE Reading Consultant works as a .5 FTE Interventionist and a .5 FTE Literacy Coach. NPS will staff 5 Reading Consultants throughout the district who will work with the Assistant Superintendent of Schools, the Director of Curriculum and school principals on an ongoing basis to analyze data, plan and deliver explicit and targeted instruction to students in need intervention, and monitor and assess progress over time. Consultants will also implement coaching cycles to ensure that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, PD, model lessons, and co-taught lessons. All coaches will receive training beginning in the summer 2015 and lasting throughout the year.</p>	<p>Increase the percentage of students scoring at or above the national norm on the end-of-year NWEA reading assessment from 64.3% in 2015 to 70% in 2016. Decrease the number of students scoring substantially below grade level on the end-of-year NWEA reading assessment from 18.2% in 2015 to 14% in 2016. 70% of students will meet or exceed their NWEA individual growth goals in math and reading.</p>

2.2.	Curriculum Development: Focus on K-8 Math. NPS will implement a new core math program in grades K-8 in the 2015-2016 school. NPS will continue to fund 1.0 FTE Curriculum Director to provide district leadership for development and implementation of the academic program. Develop a philosophy of curriculum and a district curriculum template using BYOC, our new electronic curriculum management system; Use a collaborative process to develop and implement vertically and CCSS aligned curricula, including embedded assessments and performance tasks in math K-8 during the 2015-2016 school year. Provide stipends for release time and work outside of the school day for teachers to participate in curriculum development.	Increase the percentage of students scoring at or above the national norm on the end-of-year NWEA math assessment from 53.3% in 2015 to 58% in 2016. Decrease the number of students scoring substantially below grade level on the end-of-year NWEA math assessment from 24.2% in 2015 to 20% in 2016. 70% of students will meet or exceed their NWEA individual growth goals in math and reading.
2.3.	Assessment Systems: mClass and NWEA. NWEA and mClass are used as a means to assesses teacher progress towards student learning objectives and to inform instruction. NPS will continue to utilize the assessment results to plan targeted instruction through core instruction and our intervention programs. Compass Learning is a computer-based instruction program that creates individual learning plans based on student's individual NWEA RIT score. Compass Learning is used as part of the summer and extended learning programs.	Increase the percentage of students scoring at or above grade level on the end-of-year mClass assessment by 10%.
2.4.	Common Core Curriculum Materials and Supplies: Provide appropriate complex texts and materials to support the transition to CCSS-aligned curricula. As curricula is developed, teachers require the materials and resources to implement the new curricula with fidelity.	Increase the percentage of teachers who respond favorably (strongly agree or agree) to the related district wide survey question from 59% in 2015 to 70% in 2017. (Question from Panorama Survey: I have access to the resources and materials I need for my class(es).
2.5.		

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				

2.5 Reading Consultants (Reading Interventionists)	2.1	2.5 FTE (half of the 5.0 FTE Reading Consultants) Salary estimate of \$75,000/FTE	\$ 187,500.00	\$ -
Director of Curriculum	2.2	1.0 FTE for the Director of Curriculum with a salary of \$133,457.	\$ 133,457.00	\$ -
Stipends for curriculum work	2.2	600 hours at the contractual hourly rate of \$38.10	\$ 22,860.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 343,817.00	\$ -
200: Personnel Services - Benefits				
Medicare Reimbursement	2.1, 2.2, and 2.3	\$340,007.00 total salary for Academic Personnel multiplied by the Medicare rate of 0.0145	\$ 4,985.35	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 4,985.35	\$ -
300: Purchased Professional and Technical Services				
				\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
mClass Assessment System	2.3	mClass Assessment System One-Year Renewal for 5 elementary schools, \$45,000	\$ 45,000.00	\$ -
Compass Learning Instruction System	2.3	One year subscription for Compass Learning for students participating in summer school and extended learning.	\$ 25,388.00	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 70,388.00	\$ -
600: Supplies				
Common Core Curriculum Materials			\$ 200,770.95	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 200,770.95	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -

			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 619,961.30	\$ -

2015-16 Culture and Climate Priorities

Step 1: Place an “X” beside the district’s 2015-16 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2013-14 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/> Attendance/Chronic absenteeism	<input type="checkbox"/> Graduation/Dropout prevention
<input type="checkbox"/> Behavior management	<input type="checkbox"/> Family engagement
<input type="checkbox"/> Wraparound services	<input type="checkbox"/> Other: _____

Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	School Counselors: NPS will continue to fund through the Alliance Grant 3 elementary school counselors to provide counseling services to our 5 elementary schools. This enables all of our 9 schools to have a minimum of .5 FTE School Counselor. School counselors help implement our PBIS Programs, provide developmental guidance lessons, and help to remove the barriers to learning in effort to increase instructional time, improving attendance, and decrease disciplinary incidents.	During the 2014-2015 school year, NPS reported 759 disciplinary offenses to the CT SDE. For the 2015-2016 school year, we will reduce that number to less than 725.
3.1	Same as above with an additional SMART Goal	During the 2014-2015 school year, 92 students had 3 or more reportable offenses to the CT SDE. For the 2015-2016 school year, we will reduce that number to less than 84.

3.2	Continue Implementation of school based attendance teams at all schools to address chronic absenteeism. To address chronic absenteeism, schools will continue to implement site based teams to track data on an ongoing basis. In effort to create increased alignment between initiatives, counselors will focus on chronic absenteeism as part of the evaluation process. The team will monitor attendance data, specifically, those students who are close to the 10% threshold and will increase contact with the family and student through phone calls, face to face meetings, and home visits. By increasing the amount of “contacts” and interaction with frequently absent students and their families we improve communication, relationship, and attendance rates. 2 part-time (.5 FTE) Attendance Officers will support attendance teams and will assist with home visits.	Decrease the percentage of students chronically absent from 14.1% in 2015 to 12% in 2016.
3.4.		

Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
School Counselors	3.1	3.0 FTE school counselors at a salary of \$57,811	\$ 171,186.00	\$ -
Attendance Officers	3.2	2 .5 FTE Attendance Officers for a total of 1.0 FTE. Estimated salary \$15,000 each.	\$ 30,000.00	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 201,186.00	\$ -
200: Personnel Services - Benefits				
Medicare Reimbursement	3.1	\$171,186 total salary for counselors multiplied by the Medicare rate of 0.0145	\$ 2,482.20	\$ -

FICA Reimbursement	3.2	FICA Reimbursement for Attendance Officers \$30,000 multiplied	\$ 2,295.00	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 4,777.20	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				

			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 205,963.20	\$ -

2015-16 Operations Priorities

Step 1: Place an "X" beside the district's 2015-16 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<input type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input type="checkbox"/>	Technology integration	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.	Extended Learning Time: Summer School. Continue to provide identified students in grades K-8 extended learning opportunities through a reading and mathematics based summer school program. The program will serve approximately 360 students for 20 days during the month of July. Summer School will be staffed by 28 people four hours a day for 25 days at the contractual hourly rate. Staff will be trained at the end of June 2014.	75% of the students who participate in summer school will increase their fall 2015 NWEA RIT score when compared to their spring 2015 NWEA RIT score thereby eliminating summer loss.
4.2.	Transportation for Summer School. Provide 21 buses for 20 days to transport students to and from the summer school program.	Same as above

4.3.	<p>Extended Learning Time: High School Intervention. Continue to provide high school students who are failing courses or who are in need of intervention based upon NWEA with extended learning opportunities. A certified teacher will be paid hourly to facilitate an academic lab and provide remediation as needed. Students will be grouped according to specific needs. Certified teachers will collaborate with regular education teachers to pre-teach and reteach skills and concepts including academic vocabulary. The tutor will provide specific instruction in reading and numeracy skills as well as executive functioning skills. Students who score in the lowest band as evidenced by MAP testing will receive online remediation during the school day. Students will enroll in the Edgenuity, My Plan program to target prerequisite skills. A certified tutor will monitor student progress and use the Edgenuity program to generate weekly progress reports. Hourly stipends for 2 teachers to provide intervention after school and hiring a .5 FTE tutor at the hourly rate of \$38.10 is required to support these programs.</p>	<p>Increase the percentage of students scoring at or above the national norm on the end-of-year NWEA reading assessment and math assessments by 5% and decrease the number of students scoring substantially below grade level by 5% on the end-of-year NWEA reading and math assessments (Specific percentages are communicated in the academic and talent sections). 65% of students who participate in the extended day program will meet or exceed their NWEA individual growth goals in math and or reading.</p>
4.4.	<p>Transportation: High School Intervention. Provide 2 buses twice a week to transport students home after the after-school extended learning.</p>	<p>Same as above</p>

Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Summer School Personnel	4.1	28 staff working 4 hours a day at the rate of \$38.10 for 25 days.	\$ 106,680.00	\$ -
Extended Learning Personnel	4.3	1 .5 FTE Tutor 20 hours a week at \$38.10 per hour for 40 weeks and 80 hours at \$38.10	\$ 33,528.00	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 140,208.00	\$ -

200: Personnel Services - Benefits				
Medicare Reimbursement	4.1	\$106,680 total salary for summer school staff multiplied by the Medicare rate of 0.0145	\$ 1,546.86	\$ -
FICA Reimbursement	4.3	FICA Reimbursement for Tutors \$33,528 multiplied time FICA rate of 0.0765	\$ 2,564.89	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 4,111.75	\$ -
300: Purchased Professional and Technical Services				
				\$ -
				\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
				\$ -
				\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Transportation for Summer School	4.2	Cost for 24 buses a day is \$2465.40 for 20 days	\$ 56,352.00	\$ -
Transportation for Extended Learning	4.4	Cost for 4 buses a week at \$117.40 for 40 weeks.	\$ 9,392.00	\$ -

			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 65,744.00	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 210,063.75	\$ -

Non-Reform Budget - Optional Section

Directions: In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
			\$ -
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ -
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -

300: Purchased Professional and Technical Services Subtotal:				\$	-
400: Purchased Property Services					
				\$	-
				\$	-
				\$	-
400: Purchased Property Services Subtotal:				\$	-
500: Other Purchased Services					
				\$	-
				\$	-
				\$	-
500: Other Purchased Services Subtotal:				\$	-
600: Supplies					
				\$	-
				\$	-
				\$	-
600: Supplies Subtotal:				\$	-
700: Property					
				\$	-
				\$	-

			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-
Talent Subtotal:			\$	-

Directions: Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 497,500.00	\$ 343,817.00	\$ -	\$ 201,186.00	\$ -	\$ 140,208.00	\$ -	\$ -	\$ 1,182,711.00	\$ -
200: Personnel Services - Benefits	\$ 7,213.75	\$ 4,985.35	\$ -	\$ 4,777.20	\$ -	\$ 4,111.75	\$ -	\$ -	\$ 21,088.05	\$ -
300: Purchased Professional and Technical Services	\$ 68,900.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 68,900.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ 10,000.00	\$ 70,388.00	\$ -	\$ -	\$ -	\$ 65,744.00	\$ -	\$ -	\$ 146,132.00	\$ -
600: Supplies	\$ -	\$ 200,770.95	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,770.95	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 583,613.75	\$ 619,961.30	\$ -	\$ 205,963.20	\$ -	\$ 210,063.75	\$ -	\$ -	\$ 1,619,602.00	\$ -



Appendix A. Statement of Assurances

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS**

PROJECT TITLE: 2015-16 Alliance and Priority School District Consolidated Application
THE APPLICANT: Sharon Locke HEREBY ASSURES THAT:
Naugatuck Public Schools
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education 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. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;



L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
- iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "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;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

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

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



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

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual



orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

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

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

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

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

Superintendent Signature: 

 Sharon Locke
 Name: *(typed)* _____
 Superintendent, Naugatuck Public Schools
 Title: *(typed)* _____
 April 24, 2015
 Date: _____