

## 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.

<b>Local Education Agency:</b>	
Putnam Public Schools	
<b>FY 16 Alliance District Allocation:</b>	<b>FY 16 PSD Allocation (if applicable):</b>
\$426,409	\$921,068
<b>Contact Person:</b>	<b>Contact Title:</b>
William Hull	Superintendent of Schools
<b>Telephone:</b>	<b>Email Address:</b>
860-963-6900	<a href="mailto:hullw@putnam.k12.ct.us">hullw@putnam.k12.ct.us</a>
<b>Name of Superintendent:</b>	
William Hull	
<b>Signature of Superintendent:</b>	<b>Date:</b>
	Revised: September 18, 2015
<b>Name of Board Chair:</b>	<b>Local Board Approval of Plan (Yes/No):</b>
Michael Morrill	Yes
<b>Signature of Board Chair:</b>	<b>Date:</b>
	October 5, 2015

## 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 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	Training and professional development for teachers, paraprofessionals and administrators involving Common Core and SRBI interventions provided by building administrators. Substitutes will be provided for teachers attending these sessions.	Students' achievement will increase by 10% as measured by STAR math and reading fall to spring assessments.
1.2	Training and professional development for teachers and administrators in Common Core, SRBI interventions provided by outside vendors. (SERC, EASTCONN CREC and State Department of Education). Substitutes will be provided for teachers attending these workshops.	Students' achievement will increase by 10% as measured by STAR math and reading fall to spring assessments.
1.3	Continue and expand Leadership Academy. Nine meetings of the Leadership Academy will take place during the 2015/16 school year. Topics will include: effective classroom strategies, SRBI and data assessments.	Membership in the Leadership Academy will increase by 10% for the 2015/16 school year. Students' achievement will increase by 10% as measured by STAR math and reading fall to spring assessments.
1.4	Based on a needs assessment conducted by EASTCONN and the district, professional development will be provided to support and implement PBIS and standards based grading. Substitutes will be provided for teachers attending these workshops.	Student end of the year assessment on climate will show 15% increase in students identifying a safe climate in their school. Students' achievement will increase by 10% as measured by STAR math and reading fall to spring assessments.
1.5	Fund Department Heads at Putnam High School. Improve Professional Learning Communities at the high school as well as provide oversight of assessment and curricula development. Increase the number of PLCs that focus on data to improve student instruction by 20%.	Students' achievement will increase by 10% as measured by STAR math and reading fall to spring assessments.

**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:
<b>100: Personnel Services - Salaries</b>			
Substitutes	1.1, 1.2, 1.4,	Professional development for Common Core, SRBI, curriculum implementation, data driven decision making and teacher evaluation	\$ 9,600.00
20 Teachers	1.3	1 FTE x 20 Teachers stipends x \$750 for Leadership Academy	\$ 15,000.00
2 Department Heads for Math and Social Studies	1.5	1.0 FTE x 2 Department Heads; Math and Social Studies	\$ 8,820.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 33,420.00</b>
<b>200: Personnel Services - Benefits</b>			
20 Teachers	1.3	FICA, Medicare and Workers Compensation	\$ 1,500.00
Substitutes	1.1, 1.2, 1.4,	FICA, Medicare and Workers Compensation	\$ 400.00
Department Heads	1.5	FICA, Medicare and Workers Compensation	\$ 700.00
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 2,600.00</b>
<b>300: Purchased Professional and Technical Services</b>			
Professional development for teachers, administrators and paraprofessionals	1.1, 1.2, 1.4	Common Core, PBIS, interventions, instruction, data driven instruction and evaluation, effective teaching strategies	\$ 5,750.00
Workshops SERC, CREC, EASTCONN, etc	1.2	Professional development for Common Core, SRBI, curriculum implementation, data driven decision making and teacher evaluation	\$ 20,000.00
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 25,750.00</b>
<b>400: Purchased Property Services</b>			
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>
<b>500: Other Purchased Services</b>			
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ -</b>
<b>600: Supplies</b>			
			\$ -
<b>600: Supplies Subtotal:</b>			<b>\$ -</b>
<b>700: Property</b>			
			\$ -
<b>700: Property Subtotal:</b>			<b>\$ -</b>
<b>800: Other Objects</b>			
			\$ -
<b>800: Other Objects Subtotal:</b>			<b>\$ -</b>
<b>Talent Subtotal:</b>			<b>\$ 61,770.00</b>

## 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 checked="" 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	Supply paraprofessionals and SRBI interventionists to all schools and programs to provide remedial instruction in reading, ELA, and mathematics. Maintain three interventionists and teacher coaches at the elementary and middle school for reading and mathematics.	A 10% decrease in the number of students who require interventions due to not achieving district benchmarks. Maintain the number of interventionists providing SRBI instruction. Students' achievement will increase by 10% as measured by STAR math and reading fall to spring assessments
2.2	Continue to write and align all district curricula to Common Core state standards. Develop and implement formative and summative assessments in each curricular area. Continue to develop district-wide rubrics for standards based grading as well as summative and formative assessments. Embed Common Core strategies and instruction into additional areas of the curricula.	Double the amount of formative and summative assessments in the district. Increase the number of district rubrics by 20%. Students' achievement will increase by 10% as measured by STAR math and reading fall to spring assessments
2.3	Embed Common Core strategies and instruction into additional areas of the curricula. Maintain 1.4 social studies teachers at Putnam Middle School. The goal of these instructors is to incorporate non-fiction reading into writing assignments and activities. These instructors work collaboratively with ELA instructors.	Increase the amount of student authentic writing as measured by students' portfolios. Students' achievement will increase by 10% as measured by STAR reading fall to spring assessments. Number of students achieving proficient on district rubrics in writing will increase by 10%

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:
<b>100: Personnel Services - Salaries</b>				
Curriculum Writing and Assessments	2.2	Align curricular to Common Core state standards; develop assessments	\$ 10,000.00	\$ 7,500.00
2.0 Reading Resource Specialists	2.1	1.0 FTE x 2 Reading Resource Specialists		\$ 153,300.00
1.0 Math Resource Specialist	2.1	1.0 FTE Math Resource Specialist		\$ 62,600.00
1.4 Social Studies Teachers	2.3	1.4 FTE Social Studies Teachers		\$ 79,800.00
19.0 Paraprofessionals	2.1	1.0 FTE x 19 Paraprofessionals		\$ 369,550.00
SRBI Interventionists and Interns	2.1	For all school programs	\$ 20,000.00	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 30,000.00</b>	<b>\$ 672,750.00</b>
<b>200: Personnel Services - Benefits</b>				
Curriculum Writing	2.2	FICA, Medicare and Workers Compensation	\$ 1,600.00	\$ 1,700.00
Teachers and Paraprofessionals	2.1, 2.3	Fringe Benefits, Health Insurance, FICA, Medicare and Workers Compensation	\$ -	\$ 130,000.00
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 1,600.00</b>	<b>\$ 131,700.00</b>
<b>300: Purchased Professional and Technical Services</b>				
Professional Development	2.2, 2.3	Assessments, Curriculum, etc.	\$ -	\$ 3,473.00
Technology Support	2.2, 2.3	Assessments, Curriculum, etc.	\$ 32,000.00	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 32,000.00</b>	<b>\$ 3,473.00</b>
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>500: Other Purchased Services</b>				
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>600: Supplies</b>				
SRBI and Curriculum Materials	2.1, 2.2, 2.3	Supplies to support curriculum program and SRBI	\$ 30,000.00	\$ 12,700.00
<b>600: Supplies Subtotal:</b>			<b>\$ 30,000.00</b>	<b>\$ 12,700.00</b>
<b>700: Property</b>				
			\$ -	\$ -
<b>700: Property Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>800: Other Objects</b>				
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>Talent Subtotal:</b>			<b>\$ 93,600.00</b>	<b>\$ 820,623.00</b>

## 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 checked="" type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input checked="" type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services		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	Fund a Social Worker in the district's preschool and Family Resource Center. Social worker provides in home interventions, conducts parenting classes and professional development for outside child care providers.	Decrease by 10% the number of families requiring DCF interventions.
3.2	Develop and implement a systemwide approach to climate and PBIS. Provide incentives for students and progress monitoring. Align PBIS to the district SRBI process.	Increase family engagement by 10% as measured by survey.
3.3	Print and distribute district brochures to families to provide valuable information on the district and services provided to families.	Increase family engagement by 10% as measured by survey.
3.4	Monitor absenteeism at all three schools utilizing software to track students' attendance and late arrivals.	Chronic absenteeism at all three schools will drop below 10% during the 2015-16 school year.
3.5	Utilize a paraprofessional in the district's PALS (alternative high school educational setting) to provide SRBI interventions and school-to-career opportunities.	The percentage of students graduating from high school after 4 years will increase by 10%.

**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:
<b>100: Personnel Services - Salaries</b>				
1 Social Worker	3.1	1.0 FTE x 1 Social Worker for the preschool program	\$ 54,800.00	\$ -
1 Paraprofessional	3.5	1.0 FTE x 1 Paraprofessional for the PALS program		\$ 19,450.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 54,800.00</b>	<b>\$ 19,450.00</b>
<b>200: Personnel Services - Benefits</b>				
Social Worker and Paraprofessional	3.1, 3.5	Fringe Benefits, Health Insurance, FICA, Medicare and Workers Compensation	\$ 23,300.00	\$ 10,000.00
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 23,300.00</b>	<b>\$ 10,000.00</b>
<b>300: Purchased Professional and Technical Services</b>				
Technology Support	3.2, 3.3	PBIS, SWIS, Progress Monitoring, Technology	\$ 2,000.00	\$ -
District Brochures	3.3	Print and distribute district brochures	\$ 2,500.00	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 4,500.00</b>	<b>\$ -</b>
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>500: Other Purchased Services</b>				
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>600: Supplies</b>				
PBIS Supports	3.2	Supplies to support PBIS	\$ 5,000.00	\$ -
Preschool Program	3.1	Supplies for social worker to support preschool programs	\$ 1,000.00	\$ -
<b>600: Supplies Subtotal:</b>			<b>\$ 6,000.00</b>	<b>\$ -</b>
<b>700: Property</b>				
			\$ -	\$ -
<b>700: Property Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>800: Other Objects</b>				
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>Talent Subtotal:</b>			<b>\$ 88,600.00</b>	<b>\$ 29,450.00</b>

## 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 checked="" type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input checked="" 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.	To provide summer school for students not meeting district benchmarks including credit recovery at the high school. To provide a transition program, Kindergarten Academy, for students entering Kindergarten who have not had a high quality pre-school experience.	Increase the number of students by 10% who reach district benchmarks.
4.2.	To provide after school learning activities for students in all three schools not meeting district benchmarks.	Increase the number of students by 10% who reach district benchmarks.
4.3.	To provide enrichment classes during the summer and afterschool for students in all three schools. This includes field trips to build background knowledge for students in all three schools.	Increase the number of students by 10% who reach district benchmarks.
4.4	Wire both Putnam Elementary School and Putnam Middle School with CAT 6 fiber as well as other technology infrastructure.	Increase band width for Wi-Fi connections at Putnam Elementary and Middle Schools.
4.5	Improve technology in the elementary and middle schools by supplying Ipads, new computes, smartboards and other technologies	Increase the number of students by 10% who reach district benchmarks.
4.6	Upgrade technology in Putnam Elementary and Middle Schools based on the district's technology plan. Integrate technology equipment into classroom instruction. Administrators will observe technology integration in classroom observations per the teacher evaluation plan.	Increase the number of students by 10% who reach district benchmarks.

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:
<b>100: Personnel Services - Salaries</b>				
Summer School Teachers	4.1	Teachers for Summer School Programs	\$ 25,000.00	
Summer School Nurse	4.1	Nurse for Summer School Programs		\$ 5,000.00
Kindergarten Academy	4.1	Teachers and Paraprofessionals for Kindergarten Academy		\$ 2,500.00
Bus Drivers	4.1, 4.3	Bus Drivers for Summer School Programs and Field Trips	\$ 10,000.00	\$ 4,000.00
Enrichment and After School Programs	4.2, 4.3	Teachers for Enrichment and After School Programs	\$ 20,000.00	\$ 17,000.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 55,000.00</b>	<b>\$ 28,500.00</b>
<b>200: Personnel Services - Benefits</b>				
Summer School Programs and Field Trips	4.1, 4.3	FICA, Medicare and Workers Compensation	\$ 2,500.00	
Enrichment and After School Programs	4.2, 4.3	FICA, Medicare and Workers Compensation	\$ 1,600.00	\$ 1,600.00
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 4,100.00</b>	<b>\$ 1,600.00</b>
<b>300: Purchased Professional and Technical Services</b>				
Technology Support	4.1	Credit Recovery	\$ 8,000.00	\$ -
Technology Support	4.4, 4.5, 4.6	Upgrade the wiring for the elementary and middle schools	\$ 10,000.00	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 18,000.00</b>	<b>\$ -</b>
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>500: Other Purchased Services</b>				
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>600: Supplies</b>				
Technology Support	4.4	Upgrade the wiring for the elementary and middle schools	\$ 20,000.00	\$ -
Technology Support	4.5, 4.6	Computers, projectors, tablets, Smartboards	\$ 65,339.00	\$ 40,895.00
<b>600: Supplies Subtotal:</b>			<b>\$ 85,339.00</b>	<b>\$ 40,895.00</b>
<b>700: Property</b>				
			\$ -	\$ -
<b>700: Property Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>800: Other Objects</b>				
Field Trips	4.3	Fees for students for field trips	\$ 20,000.00	\$ -
<b>800: Other Objects Subtotal:</b>			<b>\$ 20,000.00</b>	<b>\$ -</b>
<b>Talent Subtotal:</b>			<b>\$ 182,439.00</b>	<b>\$ 70,995.00</b>

**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	A.D. Investment
<b>100: Personnel Services - Salaries</b>			
			\$ -
			\$ -
			\$ -
		<b>100: Personnel Services - Salaries Subtotal:</b>	\$ -
<b>200: Personnel Services - Benefits</b>			
			\$ -
			\$ -
			\$ -
		<b>200: Personnel Services - Benefits Subtotal:</b>	\$ -
<b>300: Purchased Professional and Technical Services</b>			
			\$ -
			\$ -
			\$ -
		<b>300: Purchased Professional and Technical Services Subtotal:</b>	\$ -
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -
		<b>400: Purchased Property Services Subtotal:</b>	\$ -
<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
			\$ -
		<b>500: Other Purchased Services Subtotal:</b>	\$ -
<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
		<b>600: Supplies Subtotal:</b>	\$ -
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
		<b>700: Property Subtotal:</b>	\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
		<b>800: Other Objects Subtotal:</b>	\$ -
		<b>Talent Subtotal:</b>	\$ -

**FY 16 AD and PSD Budget Summary**

**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	\$ 33,420.00	\$ 30,000.00	\$ 672,750.00	\$ 54,800.00	\$ 19,450.00	\$ 55,000.00	\$ 28,500.00	\$ -	\$ 173,220.00	\$ 720,700.00
200: Personnel Services - Benefits	\$ 2,600.00	\$ 1,600.00	\$ 131,700.00	\$ 23,300.00	\$ 10,000.00	\$ 4,100.00	\$ 1,600.00	\$ -	\$ 31,600.00	\$ 143,300.00
300: Purchased Professional and Technical Services	\$ 25,750.00	\$ 32,000.00	\$ 3,473.00	\$ 4,500.00	\$ -	\$ 18,000.00	\$ -	\$ -	\$ 80,250.00	\$ 3,473.00
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ -	\$ 30,000.00	\$ 12,700.00	\$ 6,000.00	\$ -	\$ 85,339.00	\$ 40,895.00	\$ -	\$ 121,339.00	\$ 53,595.00
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000.00	\$ -	\$ -	\$ 20,000.00	\$ -
<b>TOTALS:</b>	<b>\$ 61,770.00</b>	<b>\$ 93,600.00</b>	<b>\$ 820,623.00</b>	<b>\$ 88,600.00</b>	<b>\$ 29,450.00</b>	<b>\$ 182,439.00</b>	<b>\$ 70,995.00</b>	<b>\$ -</b>	<b>\$ 426,409.00</b>	<b>\$ 921,068.00</b>



## 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:** Putnam Public Schools **HEREBY ASSURES THAT:**

(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:

Name: *(typed)*

William J. Hull

Title: *(typed)*

Superintendent of Schools

Date:

October 7, 2015