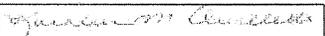
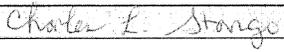


2015-16 Consolidated Alliance and Priority School District Application

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:	
Waterbury Public Schools	
FY 16 Alliance District Allocation:	FY 16 PSD Allocation (if applicable):
20,911,528.00	2,474,918.00
Contact Person:	Contact Title:
Louise Allen Brown	Grant Writer
Telephone:	Email Address:
(203) 346-3506	lbrown@waterbury.k12.ct.us
Name of Superintendent:	
Dr. Kathleen M. Ouellette	
Signature of Superintendent:	Date: 10/2/2015
	
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Charles L. Stango	
Signature of Board Chair:	Date: 10/2/2015
	

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 2015-2016 educator evaluation plan? (Y/N)

<input checked="" type="checkbox"/>	Recruitment and human capital pipelines
<input checked="" type="checkbox"/>	Hiring and placement processes
<input checked="" type="checkbox"/>	Professional development
<input checked="" type="checkbox"/>	Evaluation

<input checked="" type="checkbox"/>	Instructional coaching
<input checked="" type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Retention of top talent
<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>Improve Instructional Leadership Effectiveness</p> <p>a. Provide school leaders with differentiated job embedded professional development to meet their needs as identified by adult (CCL rubric, ILD site visits, focus walks) and student measures (discipline data, chronic absenteeism data, assessment results)</p> <p>b. Train new administrators on the teacher evaluation systems and how to leverage BloomBoard technology to improve educator effectiveness in areas aligned to the Common Core of Teaching Rubric</p> <p>c. Train and implement new Administrator Evaluation Plan (2015-2016 Common Core of Leading Rubric)</p> <p>d. Develop comprehensive three-year professional development plan for school administrators (network meetings, principal reform meetings and focus walks) that align with district priorities and goals</p> <p>e. Conduct monthly Focus Walks with administrative teams to provide instructional coaching aligned to the CCT Rubric, including calibration and effective feedback strategies</p> <p>f. Identify top leadership talent and develop pathways for shared leadership based on the Common Core of Leadership Rubric and provide opportunities to share/develop expertise districtwide during network meetings</p>	<p>*For the 2015-2016 school year, ILDs will maintain the 2014-2015 average of 22 monthly school/administrator site visits to provide job embedded differentiated training and support</p> <p>*By June 2016, 90% of school administrators will report an improvement in instructional leadership as a direct result of job-embedded differentiated support (baseline data)</p> <p>*By June 2016, 90% of administrators will meet deadlines established in the administrators' and teachers evaluation plan for the 2015-2016 school year. This is an increase of 12% over the prior year (average 78%)</p> <p>*By June 2016, 85% of administrators will demonstrate proficiency on written and verbal feedback rubrics aligned to evaluations (baseline data)</p> <p>*By June 2016, 85% of administrators who have two or more years experience will be rated proficient or higher on the performance and practice area of the evaluation. (baseline data for the new Common Core of Leading Rubric)</p>

1.2	Improve Teacher Effectiveness a. Design district-wide and school specific professional development offerings for 2015-2016 identified by multiple adult and student data measures aligned to the CCT Rubric b. Provide professional development around CT Core Standards aligned curricula c. Provide non-tenured PD retreat and follow up sessions throughout the year focused on classroom environment, classroom management, transitions and also effective assesement for learning strategies d. Identify top teacher talent and develop opportunities to share/develop expertise districtwide in regards to the Common Core of Teaching in 2C and 3C	<ul style="list-style-type: none"> •By June 2016, non-tenured teachers who score proficient or higher in 3C on the CCT Rubric will improve from 84% to 88%. •By June 2016, the teacher attendance rate will improve from 93% to 95%.
1.3	Improve Special Populations Services/Management a. Provide training in differentiated instruction for all new teachers b. Provide job-embedded and after-school Sheltered Instruction Strategies Training for Bilingual/ESL department teachers c. Provide all new teachers Sheltered Instruction Strategies Training with follow-up sessions in Fall and Spring d. Conduct Quarterly collaborative meetings with elementary Bilingual teachers to discuss student performance and strategies e. Conduct Monthly collaborative meetings with elementary ESL teachers to discuss student performance and strategies f. Conduct Monthly collaborative meetings with Principals, ILDs and Bilingual Supervisor at each elementary Bilingual center	Baseline data: <ul style="list-style-type: none"> • By June 2016, 85% of Bilingual/ESOL teachers will report daily use of sheltered instruction strategies as measured by the SIOP self-assessment rubric (baseline) • By June 2016, 85% of Bilingual/ESOL teachers observed will score at least proficient or higher on the SIOP protocol rubric by June 2016 (baseline)
1.4	Recruitment, Retention & Professional Development Processes a. Recruitment – Participate in recruitment fairs within the tri-state area, with a specific focus on urban education programs. Continue to work with ACES and focus on strategies to attract minority candidates to our district b. Devise and Implement a program to increase the student interest in education (Black & Latino) and focus on the current minority teachers within the district surrounding retention c. TEAM – All new teachers are assigned mentors and will complete prescribed modules	<ul style="list-style-type: none"> •By June 2016, there will be a 5% minimum increase in minority applicants for the 2015-2016 year as measured by the Applitrak system •By June 2016, 85% of surveys returned from the program (b) will indicate student interest in pursuing a career in education •By June 2016, new teachers completing TEAM modules for the 2015-2016 school year will improve from 95 to 98%.

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			
Chief Academic Officer	1.1, 1.2, 1.3	1 Full time position - 12 mos	\$ 153,750.00
Instructional Leadership Directors	1.1, 1.2	4 Full-time positions - 12 mos	\$ 561,586.00
Director of Special Ed & Pupil Services	1.2, 1.3	1 Full-time position - 12 mos	\$ 141,890.00
Supervisor of Talent & Professional Dev	1.1, 1.2, 1.3	1 Full time position - 12 mos	\$ 111,834.00
Teacher Prep Time	1.2	11 Substitutes \$220,000	\$ 220,000.00
ELA COACH - Middle	1.2	1 Full time Position	\$ 55,000.00
100: Personnel Services - Salaries Subtotal:			\$ 1,244,060.00
200: Personnel Services - Benefits			
Chief Academic Officer	1.1, 1.2, 1.3	1 Full time position - 12 mos @ 51.69%	\$ 79,473.38
Instructional Leadership Directors	1.1, 1.2	4 Full-time positions - 12 mos @ 51.69%	\$ 290,283.80
Director of Special Ed & Pupil Services	1.2, 1.3	1 Full time position - 12 mos @ 51.69%	\$ 73,342.94
Supervisor of Talent & Professional Dev	1.1, 1.2, 1.3	1 Full time position - 12 mos @ 51.69%	\$ 57,806.99
ELA COACH - Middle	1.2	1 Full time Position	\$ 28,430.00
200: Personnel Services - Benefits Subtotal:			\$ 529,337.11
300: Purchased Professional and Technical Services			
Professional Development	1.1, 1.2, 1.3	Administrator and Teacher PD aligned to the Blueprint for Change	\$ 158,800.00
Leadership and Teacher Talent & Development	1.1, 1.2	Leadership and Teacher Talent & Development PreK-12	\$ 35,000.00
300: Purchased Professional and Technical Services Subtotal:			\$ 193,800.00
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				
Staff Time & Attendance Hardware	1.2	To monitor staff attendance , promote improvements in attendance	\$	195,907.00
			\$	-
800: Other Objects Subtotal:			\$	195,907.00
Talent Subtotal:			\$	2,163,104.11

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"/>	CT Core Standards-aligned curriculum transition	<input checked="" type="checkbox"/>	Alternative/Transitional programs (See Climate Section)
<input checked="" type="checkbox"/>	Assessment systems	<input checked="" type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input checked="" type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	College and career access	<input checked="" type="checkbox"/>	Instructional technology
<input checked="" type="checkbox"/>	High school redesign (See Climate & Operations)		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>Continue to Align district curricula and assessments with CT Core Standards (Core State Standards), (NGSS), (Social Studies Frameworks) and all other state standards relevant to the content area.</p> <p>a. Establish a curriculum management cycle to establish a long term plan to update and revise ELA, Math, Science, and Social Studies curricula with CT Core Standards and Smarter Balance Assessments, and CAPT</p> <p>b. Monitor implementation of revised CT Core Standards aligned ELA, Math, Science, and Social Studies curricula</p> <p>c. Customize Local Assessment Plan (LAP) to meet student, school, and district needs</p> <p>d. Conduct nationally normed benchmark assessments in Math and ELA aligned to CT Core Standards in grades 6-8</p> <p>e. Analyze data from assessments at grade/instructional, school and district data team meetings to adjust strategies</p> <p>f. Analyze student results from LAP at grade-level/instructional, school, and district data team meetings and use results to drive instruction</p> <p>g. Grades K to 5 will administer district Math Benchmarks and performance tasks aligned with CT Core Standards in fall, winter and spring of the 2015-2016 school year</p>	<ul style="list-style-type: none"> • By June 2016, 100% of revised units will increase the average score from 1.5 to 3 or higher based on unit development criteria (Equip) • By June 2016, 95% of teachers and administrators demonstrate implementation of revised CT Core Standards aligned Waterbury curricula as evidenced by data team minutes and assessment calendar every month (baseline data) • By October 1, 2015, 100% of schools will continue to submit school wide and instructional data team schedules to ILDs • By June 2016, 75% of schools will score proficient or higher on the school-wide data team rubric (baseline data)

2.2	<p>Pre-K-Grade 3 Literacy (PSD)</p> <p>a. PSD funding (20%) will continue to staff teachers at 8 schools and Supervisors of Reading and Language Arts</p> <p>b. All students in grades K-3 will take mCLASS 3D assessment</p> <p>c. Substantially deficient students will continue to receive an Individual Reading Plan (IRP) and Scientific Research-Based Interventions (SRBI)</p> <p>d. Reading teachers will service students in need of Tier II and Tier III intervention. They will also help provide PD to staff during collaboration days</p> <p>e. Utilize coaching cycles to provide job-embedded training for teachers to support instruction/intervention</p> <p>f. PSD funding (20%) will continue to support salaries for teachers and aides in 5 schools to support the uniform implementation of all-day kindergarten classes in the district</p> <p>g. Contract Literacy How mentor support and professional development to the entire ELA department as well as Bilingual reading staff and administrators on best practices in literacy assessment and instruction</p> <p>h. Provide summer school support for all students who qualify with a rigorous curriculum and ongoing progress monitoring using mCLASS</p> <p>i. Provide sheltered instruction strategies training to Pre-K teachers, teaching classroom assistants and para-professionals</p> <p>j. Purchase and provide training on Foundations for all teachers in grades K and 2 to support teaching of foundational skills outlined in the CT Core Standards</p>	<p>* From BOY 2015 to EOY 2016, 70% of K-3 students will demonstrate growth of a category or remain at benchmark as measured by the mCLASS DIBELS benchmark composite score, which will result in a 3% increase compared to 2014-2015</p> <p>* By June 2016, 90% of teachers will continue to agree/strongly agree with being satisfied with job-embedded coaching and implementation of strategies at the conclusion of each coaching cycle as measured by the quarterly review for the 2015-2016 school year</p> <p>* By May 2016, 85% of teachers will be proficient as measured by the district-wide elementary teacher knowledge survey aligned with the PK-3 ELA goals</p> <p>* By May 2016, reduce by 5% the number of students who qualify for summer school compared to May 2015 (baseline data based on new mCLASS assessment)</p> <p>* By September 31, 2015, 100% of schools will develop school improvement plans that incorporate action plans/next steps based upon data analysis from student assessment results and aligned to district priorities in chronic absenteeism, ELA and math.</p>
2.3	<p>4th - 5th Grade Literacy</p> <p>a. Alliance Literacy funding will continue to staff reading teachers, literacy facilitators, and Supervisor of Reading and Language Arts to support grades 4 and 5</p> <p>b. Funds for staff will continue to support early reading intervention based on mCLASS results at the student level in all K-5 schools</p> <p>c. All students in grades 4 and 5 will take the mCLASS 3D assessment</p> <p>d. Substantially deficient students will continue to receive an Individual Reading Plan (IRP) and Scientific Research-Based Interventions (SRBI)</p> <p>e. Reading teachers will service students in need of Tier II and III intervention. They will also help provide professional development to the staff during collaboration days.</p> <p>f. Utilize coaching cycles to provide job-embedded training to support instruction/intervention</p> <p>g. Employ tutors to address Tier II and III overages</p>	<p>* From BOY 2015 to EOY 2016, 67% of grades 4-5 students will demonstrate growth of a category or remain at benchmark as measured by the mCLASS DIBELS benchmark composite score, which will result in a 3% increase compared to 2014-2015.</p>

2.4	<p>Continue to implement a College and Career Ready culture</p> <p>a. Continue to develop and grow Naugatuck Valley Community College (NVCC)/Waterbury Public Schools partnership</p> <p>b. Continue to enroll Waterbury Public Schools' students in high school/college credit program ConnCap</p> <p>c. Establish baseline number of students enrolled in high school/college credit program</p> <p>d. Conduct STEM Afterschool Program for district 7th and 8th graders at the Waterbury Career Academy</p> <p>e. Purchase/continue digital curriculum licenses</p> <p>f. Support student use of digital curriculum including staff for credit retrieval and afterschool credit retrieval programs</p> <p>g. Register high school students to utilize digital curriculum</p> <p>h. Facilitate student use of online learning</p> <p>i. Provide updated technology to facilitate teaching, learning and test taking to accommodate online test taking</p> <p>j. SAT testing materials and scoring for students in grades 9-12</p>	<ul style="list-style-type: none"> • By June 2016, 75% of articulated students will earn dual credits in high school and NVCC (will be adjusted if necessary based on EOY data) • By June 2016, 75% of students in the manufacturing, engineering, health, robotics, math, science and technology after school program in WCA will look to pursue a HS STEM related pathway as measured by a pre/post student survey • By June 2016, 75% of students who enroll in digital learning will successfully recover credit (will be adjusted if necessary based on EOY data)
2.5	<p>Improve Math Outcomes</p> <p>a. Utilize coaching cycles to provide job-embedded support and professional development</p> <p>b. Focus professional development for teachers and administrators on the Standards for Mathematical Practice and the instructional shifts in the CT Core Standards, including use of Exemplars</p> <p>c. Observe and document teacher use of Math content and Instructional strategies addressed in professional development provided by District</p> <p>d. All elementary schools will schedule for small group instruction/ tiered support in mathematics in grades K-5</p>	<ul style="list-style-type: none"> • By June 2016, K-5 students will improve from 60% to 65% on the math benchmark by showing growth of one or two categories or remain at benchmark from spring 2015 to spring 2016 • By June 2016, 90% of teachers will continue to agree/strongly agree with satisfaction with job-embedded coaching and implementation of strategies at the conclusion of each coaching cycle as measured by the quarterly review for the 2015-2016 school year • By September 1, 2015, 100% of elementary schools will develop redesigned school schedules that incorporate additional time for small group instruction in mathematics
2.6	<p>Improve Instruction Technology (PSD)</p> <p>a. Provide web and accurate catalog service at the comprehensive high schools, and additional Bibliomation sites</p> <p>b. Provide the Bibliomation System, a shared integrated library system with a web catalog that has the ability to be easily moved between the public library and schools, for instance during the summer months, and that integrates community resources</p> <p>c. Provide a Computer Tech at the largest elementary school (K to 5) to assist with technology for instruction of programs</p> <p>d. As new staff is hired, funds are allocated for additional laptops, iPads and technological accessories as needed</p> <p>e. Provide automation and online public access catalog to schools</p>	<ul style="list-style-type: none"> • By September 1, 2015, 100 % of students at the comprehensive high schools will continue to have access to library and web resources by virtue of Bibliomation • By March 2016, 100 % of students eligible to participate in computer-based State and local tests/assessments will have access (SBAC) • By November 1, 2015, automation and online public access catalogs will be added to at least 3 elementary schools by November 1, 2015

<p>2.7</p>	<p>Improve Special Populations</p> <p>a. District will provide professional learning opportunities for New teachers, bilingual /ESL teachers, Pre-K Teachers and pre-K classroom assistants to support the delivery of CCSS aligned curriculum to EL students district-wide Offerings will occur monthly for Elementary ESL teachers, and quarterly for new teachers, Secondary ESL teachers, Bilingual teachers, Pre-K teachers and Pre-K classroom assistants. Alliance funding will support attendance when learning opportunities are provided outside of the work day</p> <p>b. Train all special education teachers and supervisors in the K-2 Foundations program so that small group and one on one targeted instruction aligns with the CT Core Standards, classroom practice and IEP goals</p>	<ul style="list-style-type: none"> ♦ By June 2016, 80% of students will show increased fluency in English by the spring annual assessment of LAS Links ♦By June 2016, 30% of students will make proficiency on the LAS Links ♦ By June 2016, students with special needs in grades K-2 will improve the DIBELS Next Composite Score by an average of at least 40 points from BOY to EOY as measured by the mCLASS assessment (2014-2015 average was 34 points)
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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				
Director of Teaching Learning/Assessment	2.1-2.7	1 FT position - 12 mos (prorated 10 mos)	\$ 108,692.00	
Math Supervisor - Elementary	2.5	1 FT position - 12 mos	\$ 97,684.00	
PreK Certified Teachers - PreK	2.2	4 Full time positions - 10 mos	\$ 300,530.00	\$ -
Teaching Assistants (Part-time) PreK	2.2	4 PT positions - 10 mos	\$ 95,284.00	\$ -
Literacy Facilitators	2.2, 2.3	8 Full-time (Elementary) ; 3 Full-time (Middle)	\$ 758,437.00	\$ -
Art/Music Teachers	2.1	7 FT Teachers	\$ 358,742.00	\$ -
Math Coaches	2.4	2 Full-time (1 @ K-8/ 1 @ Middle)	\$ 126,507.00	\$ -
Elementary School Tutors	2.2, 2.3	44 Tutors (Part-time) for elementary school	\$ 450,000.00	\$ -
School Improvement	2.2, 2.3, 2.5	3 (2 literacy & 1 numeracy) positions School Improvement \$226852; After-school Administrators and Teachers \$17,000; Summer school Administrators & Teachers \$90,000; Summer School Transition HS \$55,260; 3 summer computer technicians \$19,115.	\$ 408,227.00	\$ -
Online Learning/Digital Curriculum (Substitutes)	2.4	Fully Implement the use of online learning during the regular school and technology 1 year online system - 3 Full time substitutes (1/high school) & Credit retrieval	\$ 50,000.00	\$ -
WCA STEM	2.4	PT support staff	\$ 33,428.00	\$ -
Extended Day Kindergarten - 20% Early Literacy	2.2, 2.3	8 FT Kindergarten Teachers (7 @ 100%, 1 @ 75%) /4 FT Kindergarten Aides	\$ -	\$ 675,545.00
Early Reading Initiatives - 20% Early Literacy	2.2, 2.3	1 Admin @ 50% salary/4 FT Bilingual Teachers (3 @ 100%, 1 @ 75%) /2 FT Literacy Facilitators/2 FT Reading Teachers/2 Reading Teachers @ 50% salary/1 Literacy Facilitator @ 50% salary	\$ -	\$ 711,550.00
100: Personnel Services - Salaries Subtotal:			\$ 2,787,531.00	\$ 1,387,095.00

200: Personnel Services - Benefits				
Director of Teaching Learning/Assessment	2.1-2.7	1 FT position - 12 mos (prorated 10 mos) @ 51.69%	\$	56,183.00
Math Supervisor	2.5	1 FT position - 12 mos @ 51.69%	\$	50,496.00
PreK Certified Teachers - PreK	2.2	4 Full time positions @ 51.69%	\$	155,343.97
Teaching Assistants (Part-time) PreK	2.2	4 PT positions @ 14.23%	\$	13,558.91
Literacy Facilitators	2.2, 2.3	11 Full time positions @ 51.69%	\$	392,036.09
Art/Music Teachers	2.1	7 Full time positions @ 51.69%	\$	185,433.74
Math Coaches	2.5	2 Full time positions @ 51.69%	\$	65,391.47
Level Funding	2.2, 2.3	Extended Day Kindergarten, Early Reading Initiatives programs level funding benefits	\$	-
200: Personnel Services - Benefits Subtotal:			\$	918,443.17
300: Purchased Professional and Technical Services				
Curriculum Writing PD	2.1	Supervisors training staff in Common Core (Pre-K - 8)	\$	130,000.00
Instructional Technology	2.6	Online Access - Keyboarding Licenses	\$	50,000.00
NVCC Partnership	2.4	NVCC Dual Articulation Courses	\$	60,000.00
300: Purchased Professional and Technical Services Subtotal:			\$	240,000.00
400: Purchased Property Services				
			\$	-
			\$	-
			\$	-
400: Purchased Property Services Subtotal:			\$	-
500: Other Purchased Services				

Pre-K Bussing	2.2	\$307/bus (All Star Pre-K bussing) X 2 busses X 182 days	\$	111,748.00	\$	-
School Improvement Bussing	2.2	Bussing Summer School \$65,000, After School \$11,000	\$	76,000.00	\$	-
WCA Bussing	2.4	Bussing for WCA Stem Program	\$	28,252.00	\$	-
Literacy Initiatives	2.2, 2.3	Literacy How Mentor Support	\$	-	\$	69,000.00
Bibliomation	2.6	Open Source Library System	\$	-	\$	19,288.00
Conn-CAP	2.4	College preparatory activities for high school students	\$	-	\$	15,000.00
500: Other Purchased Services Subtotal:			\$	216,000.00	\$	103,288.00
600: Supplies						
New ELA, Social Studies, Science (K-8) Curriculum Resources, Pre-K	2.1	Leveled rdg books & other resources	\$	300,000.00	\$	-
School Improvement Supplies	2.2, 2.3, 2.5	SI Summer school supplies	\$	1,000.00	\$	-
Online Learning/ Digital Curriculum	2.6	Online learning (regular and extended school day use)	\$	76,490.00	\$	-
WCA Stem supplies	2.4	Middle school transition	\$	14,570.00	\$	-
College Readiness System Solutions	2.4	SAT testing materials & scoring	\$	47,000.00	\$	-
Math Resources	2.5	Math Tier II Kits	\$	118,429.25	\$	-
600: Supplies Subtotal:			\$	557,489.25	\$	-
700: Property						
			\$	-	\$	-
			\$	-	\$	-
700: Property Subtotal:			\$	-	\$	-
800: Other Objects						
Algebra 1 Screeners	2.5	Algebra 1 Screeners	\$	30,000.00	\$	-

M Class 3D Assessment	2.2, 2.3	M Class Elementary Reading 3D Software, Platform and Tools for Student Subscriptions	\$ 153,846.00	\$ -
Math Curricular Resources K-5	2.5	Exemplars Problems Solving for the Common Core: An online resource for grades K-5	\$ 56,560.00	
WCA Stem Snacks	2.4	Middle school transition	\$ 3,750.00	\$ -
.800: Other Objects Subtotal:			\$ 244,156.00	\$ -
Academics Subtotal:			\$ 4,963,619.42	\$ 1,965,280.00

7-10-15

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	<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.	<p>Increase capacity of elementary, middle, and high schools to respond to negative student behavior through:</p> <ul style="list-style-type: none"> a. Utilization of Behavior Technicians and Hall Monitors at middle and high schools b. Utilization of school social workers at all levels Pre-K to 12 c. Enhancing school security/emergency management, e.g., by tasking the Security and School Safety Coordinator with addressing identified safety/security concerns, and with guiding school emergency procedure exercises d. Identify schools to receive culturally-responsive training based on data/need 	<ul style="list-style-type: none"> *By June 2016, there will be a 3% decrease in the suspension rate district-wide, over the same period of the previous school year measured through district dashboard reports. *By June 2016 there will be a 3% decrease in suspension of students with special needs as compared to the previous school year
3.2.	<p>Implement PBIS with Fidelity</p> <ul style="list-style-type: none"> a. Develop and execute action plan based on SRBI, CSCI and SWIS behavioral data b. District will collect and analyze SET and other survey data to promote a positive school climate c. PBIS coaches to provide training to building staff to increase communication and positive behavior support for all middle and high school students 	<ul style="list-style-type: none"> *By June 2016, schools completing the PBIS SET survey will improve from 85% to 90% or better in teaching expectations
3.3	<p>Reduce Chronic Absenteeism</p> <ul style="list-style-type: none"> a. Implement Comprehensive Chronic Absenteeism Plan at each school b. Reorganize Attendance Counselors to focus on students at risk of becoming chronically absent c. Focus on importance of Attendance at Kindergarten orientation d. Provide monthly reports on chronically absent students to Principals e. All schools will establish an Attendance Team to review and act upon absenteeism data f. All schools will develop a three tiered chronic absenteeism plan in their school improvement plan that includes SMART goals and monitoring strategies g. Develop district-wide recognition strategies for improved attendance and attendance below the chronic absenteeism line 	<ul style="list-style-type: none"> *By June 2016, there will continue to be a 3% decrease in chronic absenteeism districtwide as compared to June 2015, including all comparable measures

3.4	Drop Out Prevention (PSD) a. Use district dashboard at risk report in weekly Student Assistance Team Meeting (SAT) to identify potential dropouts 1. Use Tiered Intervention plan to be implemented based on student need indicator 2. Need Indicators – Chronic Absenteeism, Suspensions, Failure in Core Subject(s) b. Increase capacity of middle and secondary schools to respond to negative student behavior by providing Prevention and Truancy Prevention Specialists to work with Behavior Technicians and Hall Monitors c. Increase the capacity of students to respond positively to negative situations, and to increase student attendance d. Survey students as to attitudes toward school at beginning of year e. Increase communication and positive behavior support to be implemented and monitored for all high school students f. Increase capacity of middle and high schools to respond to negative student behavior with additional Prevention and Truancy Prevention Specialists, Behavior Technicians and Hall Monitors g. Implement High School intervention to support students that are over aged and under credited to accelerate credit accumulation in online platform h. Support student use of digital curriculum including staff for credit retrieval and afterschool credit retrieval programs	*By June 2016, there will be a 10 % decrease in number of "at-risk" students at 9th grade level as measured quarterly on the district dashboard "At-Risk" Report
3.5	Ensure targeted high school reforms are carried out a. Continue to implement one-year work plan with clear performance benchmarks and hold quarterly progress monitoring meetings with district and CSDE representatives b. Implement the Crosby Turnaround Plan in collaboration with an external partner with a successful track record in campus planning, high school redesign, and whole-school management, and a proven ability to work with local stakeholders c. Design and implement a comprehensive improvement plan for Kennedy and Wilby that establishes small learning communities and/or independent academies within each school	*By June 2016, freshmen students completing 9th grade "on track status" for graduation as measured by a minimum acquisition of 5.5 credits will increase from 70% to 78%
3.6	Technology and Parent Involvement (PSD) a. Provide learning opportunities for families to attend educational workshops through translator tools b. Use of translator tools at district schools c. Provide Parent Liaison for alternative school programs	*By June 2016, 100% of Elementary Bilingual Centers (3) and additional schools (3) will have translator tools available on site for parent/family use at meetings and workshops
3.7	Continue Middle School/High School Student Success Plan (SSP) a. Coordinator, Part-time Career Aides (3 comp. high schools) b. Use Naviance system to provide college and career exploration, collect data and track progress toward SSP goals	*By June 2016, 100% of middle and high school students will complete SSPs in scheduled class sessions with assistance of SSP Coordinator
3.8	Alternative/Transitional Program (PSD) a. The District will continue to partially staff Enlightenment Alternative School with PSD funds b. The academic teacher is an Excel 1A teacher c. Specialists will d. Continue to provide GEAR UP program Increase the capacity for students to respond positively to negative situations	* By June 2016, there will be a 3% decrease in # of school reported behavior incidents at the alternative middle and high school programs

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.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Social Workers	3.1, 3.2, 3.3, 3.4, 3.7	9 FT (Elementary) 5 FT (Secondary)	\$ 769,926.00	\$ -
Coordinator of Security & School Safety	3.1	1 FT position	\$ 75,380.00	
Behavior Technicians	3.1, 3.2, 3.4	9 FT positions	\$ 373,515.00	\$ -
Hall Monitors	3.1, 3.2, 3.4	5 Substitutes @ \$90/day x 182 days	\$ 81,900.00	\$ -
Student Success Plan Coordinator	3.7	1 Full time position - 12 mos	\$ 57,110.00	
Career Aides	3.7	2 Career Aides (part-time) @ \$16380 ea. (Wilby & Kennedy)	\$ 32,760.00	
Truancy Specialists	3.3, 3.4	3 positions @ 25% assist in Drop Out Prevention with middle school students at the comprehensive Middle Schools	\$ -	\$ 23,354.00
Prevention Specialists	3.3, 3.4	3 positions @ 25% salary assist in Drop Out Prevention with middle school students at the comprehensive Middle Schools	\$ -	\$ 20,952.00
Alternative Programs	3.3, 3.4, 3.8	1 FT Prevention Specialist/1 FT Truancy Specialist/1 FT Clerical/Exit Criteria Stipends/1 PT Computer Technician		\$ 106,960.00
Alternative Programs	3.8	1 FT Alternative Teacher; 1 Hall Monitor	\$ -	\$ 94,895.00
Parent Liaisons	3.6	1 FT positions assist with all Parent Involvement activities @ 2 Alternative Schools and 3 stipend Parent Liaisons @ 3 Comprehensive High Schools	\$ -	\$ 41,877.00
100: Personnel Services - Salaries Subtotal:			\$ 1,390,591.00	\$ 288,038.00
200: Personnel Services - Benefits				
Social Workers	3.1, 3.2, 3.3, 3.4, 3.7	9 FT positions @ 51.69%	\$ 397,974.75	\$ -

Coordinator of Security & School Safety		1 FT position @ 59.34%	\$	44,730.49	
Student Success Plan Coordinator	3.7	1 Full time position @ 51.69%	\$	29,520.16	
Career Aides	3.7	2 PT positions @ 14.23%	\$	4,661.47	
Behavior Technicians	3.1, 3.2, 3.4	9 FT positions @ 59.34%	\$	221,643.80	\$ -
Alternative Programs	3.3, 3.4	1 FT Prevention Specialist/1 FT Truancy Specialist/1 FT Clerical			\$ 47,790.00
Alternative Programs	3.8	1 FT Teacher	\$	-	\$ 46,644.00
Parent Liaison	3.6	1 FT position	\$	-	\$ 9,786.00
200: Personnel Services - Benefits Subtotal:			\$	698,530.67	\$ 104,220.00
300: Purchased Professional and Technical Services					
Attendance Works	3.3	Professional Development for chronic absenteeism	\$	10,000.00	
			\$	-	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$	10,000.00	\$ -
400: Purchased Property Services					
			\$	-	\$ -
			\$	-	\$ -
			\$	-	\$ -
400: Purchased Property Services Subtotal:			\$	-	\$ -
500: Other Purchased Services					
Transportation for CPEP	3.4	After school program for middle school students to advance drop out prevention	\$	-	\$ 19,000.00
500: Other Purchased Services Subtotal:			\$	-	\$ 19,000.00

7-10-15

600: Supplies				
Language Interpretation Systems	3.6	Translation devices for family involvement to provide seamless uninterrupted real time translations in multiple languages	\$	\$ 4,600.00
Materials, supplies and food for district, activities and to promote and increase involvement including the non Title I schools	3.6	Support and expand the role of education in the home and support all parent liaison with supplies for parent activities	\$	\$ 15,009.00
600: Supplies Subtotal:			\$	\$ 19,609.00
700: Property				
			\$	\$ -
			\$	\$ -
700: Property Subtotal:			\$	\$ -
800: Other Objects				
			\$	\$ -
			\$	\$ -
800: Other Objects Subtotal:			\$	\$ -
Climate Subtotal:			\$ 2,099,121.67	\$ 430,867.00

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 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.	Continue Turnaround Office—Continue position of Supervisor of School Turnaround to lead turnaround initiatives at low-performing schools, including Turnaround and Focus schools	<ul style="list-style-type: none"> ♦ 75% of students at Turnaround Schools will demonstrate growth in Reading and Math as measured by mCLASS and/or Local Benchmark Assessment Programs (LAP) from first administration to the next Administration in 2015-2016 ♦ By June 2016, there will be a 50% increase in parent /family involvement as measured by parent attendance data) for all turnaround schools (Crosby and Walsh)
4.2.	<p>Extended School Hours (ESH) (PSD)- Schools conduct afterschool program focused on literacy, and including recreation and enrichment (including math and science) (PSD)</p> <p>a. School leaders participate in internal application process for ESH funds to conduct ESH programs</p> <p>b. ESH staff are selected, students are enrolled, and before/after-school programs are conducted</p> <p>c. Provide a rigorous Summer Extended School Hours program for all students who qualify, based on mCLASS reading assessments</p> <p>d. Twenty ESH staff are selected for ninety students and Before/After-school programs are conducted at two elementary schools. The Before programs begins at seven a.m. and the After program ends at five-thirty. The program supports literacy and science through community involvement and enrichment activities</p>	<ul style="list-style-type: none"> ♦ 80% of ESH and summer school students who are requested to attend will attend the programs for the 2015-2016 school year, an increase of 9% from the previous year ♦ 70% of ESH students will improve a category and/or maintain proficiency as evidenced by mCLASS data (baseline data) ♦ 50% of Summer School students will improve a category in the mCLASS DIBELS Next assessment from EOY 2015 to EOY 2016 (baseline data)

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.

100: Personnel Services - Salaries				
Supervisor of School Turnaround	4.1	1 Full time position - 12 mos	\$	121,526.00
Teacher and Aides	4.2	After school employees at elementary schools assist the students in extended learning for Before and After Program	\$	-
			\$	75,771.00
100: Personnel Services - Salaries Subtotal:			\$	121,526.00
			\$	75,771.00
200: Personnel Services - Benefits				
Supervisor of School Turnaround	4.1	1 Full time position - 12 mos @ 51.69%	\$	62,816.79
			\$	-
			\$	-
			\$	-
200: Personnel Services - Benefits Subtotal:			\$	62,816.79
			\$	-
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			
Enrichment activities for the extended learning Before and After School Program	4.2	local vendors outside of the education department provide enrichment activities in the Before & After programs	\$ - \$ 1,000.00
500: Other Purchased Services Subtotal:			\$ - \$ 1,000.00
600: Supplies			
Instructional supplies and snacks for Before and After School program	4.2	Instructional supplies and a healthy snack for students who have an extended school day	\$ - \$ 2,000.00
600: Supplies Subtotal:			\$ - \$ 2,000.00
700: Property			
			\$ - \$ -
			\$ - \$ -
			\$ - \$ -
700: Property Subtotal:			\$ - \$ -
800: Other Objects			
			\$ - \$ -
			\$ - \$ -
			\$ - \$ -
800: Other Objects Subtotal:			\$ - \$ -
Operations Subtotal:			\$ 184,342.79 \$ 78,771.00

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			
Waterbury Career Academy Faculty	2.4	52 positions + 25 Expansion positions	\$ 4,295,493.00
Content Supervisors	2.1, 2.2, 2.3, 2.4 2.5	5.5 positions	\$ 594,251.00
Guidance Counselors	3.1, 3.2, 3.3, 3.4, 3.5, 3.7	31 positions	\$ 2,006,457.00
Reading Teachers	2.2, 2.3	16 positions	\$ 1,024,413.00
Library Media Specialists	2.2, 2.3, 2.6	20 positions	\$ 1,335,665.00
Walsh Elementary Teachers	4.1	5 positions	\$ 273,975.00
Crosby Administrator	4.1	1 position	\$ 102,874.00
Crosby High Teachers	4.1	9 positions	\$ 590,286.00
Tech Ed Teachers	2.6	17 positions	\$ 1,277,926.00
100: Personnel Services - Salaries Subtotal:			\$ 11,501,340.00
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:			\$ 11,501,340.00

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	\$ 1,244,060.00	\$ 2,787,531.00	\$ 1,387,095.00	\$ 1,390,591.00	\$ 288,038.00	\$ 121,526.00	\$ 75,771.00	\$ 11,501,340.00	\$ 17,045,048.00	\$ 1,750,904.00
200: Personnel Services - Benefits	\$ 529,337.11	\$ 918,443.17	\$ 474,897.00	\$ 698,530.67	\$ 104,220.00	\$ 62,816.79	\$ -	\$ -	\$ 2,209,127.75	\$ 579,117.00
300: Purchased Professional and Technical Services	\$ 193,800.00	\$ 240,000.00	\$ -	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ 443,800.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ 216,000.00	\$ 103,288.00	\$ -	\$ 19,000.00	\$ -	\$ 1,000.00	\$ -	\$ 216,000.00	\$ 123,288.00
600: Supplies	\$ -	\$ 557,489.25	\$ -	\$ -	\$ 19,609.00	\$ -	\$ 2,000.00	\$ -	\$ 557,489.25	\$ 21,609.00
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ 195,907.00	\$ 244,156.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 440,063.00	\$ -
TOTALS:	\$ 2,163,104.11	\$ 4,963,619.42	\$ 1,965,280.00	\$ 2,099,121.67	\$ 430,867.00	\$ 184,342.79	\$ 78,771.00	\$ 11,501,340.00	\$ 20,911,528.00	\$ 2,474,918.00

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: Waterbury Public Schools HEREBY ASSURES THAT:

Waterbury 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

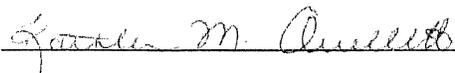
orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has 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:	
Name: <i>(typed)</i>	Dr. Kathleen M. Ouellette
Title: <i>(typed)</i>	Superintendent of Schools
Date:	September 4, 2015