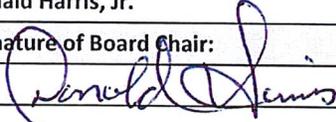


2016-17 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2016-17 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Bloomfield Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
\$877,755	
Contact Person:	Contact Title:
Anne Marie Cullinan	Chief Academic Officer
Telephone:	E-mail Address:
860-769-4214	acullinan@blmfld.org
Name of Superintendent:	
James Thompson, Jr., Ed.D.	
Signature of Superintendent:	Date:
	7/25/2016
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Donald Harris, Jr.	Yes
Signature of Board Chair:	Date:
	8/15/2016

2016-17 Talent Priorities

Step 1: 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 2016-17 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

<input type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input checked="" 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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1.	Instructional Coaching/Professional Development: Staff one Director of Literacy to create professional learning opportunities for teachers and administrators on English Language Arts instructional strategies to implement across all disciplines;	Increase the percentage of teachers implementing ELA instructional strategies across all disciplines as measured by the TEVAL rubrics, increasing from 85.6% to 90.6%. Increase the percentage of students in grades 3-8 scoring at Grade level or higher on the STAR Benchmark Assessments by the end of the school year in Reading by 10 percentage points by the end of the 2016-17 SY. For grades 9-12, increase the percentage of students scoring at or above grade level on the DRP by 9 percentage points by the end of the 2016-17 SY.
1.2.	Instructional Coaching/Professional Development: Staff one Secondary Math Coach to create professional learning opportunities for teachers and administrators on instructional strategies targeting 8 Mathematical Practices to implement across grades 7-12 across all disciplines;	By the end of the 2016-17 school year, Grade 7-12 Math Teachers will demonstrate increased capacity to teach their students using instructional strategies targeting 8 Mathematical Practices as measured by a pre- and post- implementation of the 8 Mathematical Practices Self-Efficacy Survey Instrument, where: <ul style="list-style-type: none"> • 20% more teachers will say that they have increased their knowledge of instructional strategies targeting 8 Mathematical Practices and • 20% of teachers will say that they have increased the frequency with which they implement instructional strategies targeting 8 Mathematical Practices Increase percentage of students who meet the math benchmark on the PSAT Math Mean Score for grades 9-11 by 11.8 percentage points by the end of the 2016-17 SY.

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			
.5 FTE - Director of Literacy	1.1	Director of Literacy to create professional learning opportunities for teachers and administrators on English Language Arts instructional strategies to implement across all disciplines	\$ 72,020.00

1.0 Secondary Math Coach	1.2	Secondary Math Coach to create professional learning opportunities for teachers and administrators on 8 Mathematical Practices instructional strategies to implement across all disciplines.	\$ 72,049.00
100: Personnel Services - Salaries Subtotal:			\$ 144,069.00

200: Personnel Services - Benefits				
Benefits for .3 Director of Literacy	1.1	.25 of total Alliance funded salary	\$	18,005.00
Benefits for 1.0 Secondary Math Coach	1.2	.25 of total Alliance funded salary	\$	18,012.00
200: Personnel Services - Benefits Subtotal:			\$	36,017.00
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:			\$	180,086.00

2016-17 Academic Priorities

Step 1: Place an "X" beside the district's 2016-17 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 type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Pre-K - Grade 3 literacy
<input type="checkbox"/>	College and career access	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1	SRBI and Academic Interventions: Continue (Year Four) Leveled Literacy Intervention for students receiving Tier II and Tier III services by providing continuous professional development.	Increase the percentage of students, including students with IEPs and EL support, in grades 3-8 scoring at Grade level or higher on the STAR Benchmark Assessments by the end of the school year in Reading by 10 percentage points by the end of the 2016-17 SY. For grades 9-12, increase the percentage of students scoring at or above grade level on the DRP by 9 percentage points by the end of the 2016-17 SY.

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				
Tutoring at BHS	2.1	4 FTE - Targeted tutoring services for BHS students - full year	\$ 139,688.00	\$ -
Reading Consultant	2.1	2.0 FTE Reading Consultant to implement and coordinate LLI instruction and Tier II and III support.	\$ 174,678.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 314,366.00	\$ -
200: Personnel Services - Benefits				
Benefits for BHS tutoring Staff	2.1	Benefits for tutors and ELA intervention for BHS	\$ 34,922.00	\$ -
Benefits for Reading Consultants	2.1	Benefits for Reading consultants for LLI instruction and Tier II and III support	\$ 43,670.00	\$ -

200: Personnel Services - Benefits Subtotal:

\$

78,592.00

\$

-

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:			\$	-	\$	-
Academics Subtotal:			\$	392,958.00	\$	-

2016-17 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2016-17 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 2014-15 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input type="checkbox"/>	Attendance/Chronic absenteeism	<input type="checkbox"/>	Graduation/Dropout prevention
<input 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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1	Support Family/Community Engagement: Ensure building level progress for Family and Community Engagement (DAP Priority 4) by supporting increased school and district level communication with families by providing realtime student information through a increased technology capabilities. Information will include student performance data, homework, and attendance data for each student, helping bridge the gap between the classroom and the home and encouraging parent involvement early and more frequently.	Increase perception of positive school climate on the annual district wide Climate Survey by 5 percentage points from a baseline of : 1. 87% of Staff respondents 2. 73% of Student (Grades 5-12) respondents 3. 87% of Family Respondents Reduce chronic absenteeism by 1% per school building as parents are able to track realtime student absences through the Parent Portal.

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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ -	\$ -
200: Personnel Services - Benefits				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -

300: Purchased Professional and Technical Services				
District wide expanded communication	3.1	Consultation fees for expanded communications capabilities to include a Parent Portal allowing parents to access student information, including attendance in realtime.	\$ 3,402.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 3,402.00	\$ -
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				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Climate Subtotal:			\$ 3,402.00	\$ -

2016-17 Operations Priorities

Step 1: Place an "X" beside the district's 2016-17 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

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

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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.	Extended Learning Time: Implement extended school year and provide transportation to students entering grades 1-8 (Early Start) and grades 9-12 (Summer Academy) by providing an additional 20 days of ELA and Math instruction and Co-Curricular Enrichment activities to raise present levels of academic performance for all students;	Utilize pre and post testing data generated prior to the start of the summer program and then again the last two days of the summer program for grades 1-11. There will be an average Scale Score increase of 2 points in Math and 3 points in ELA for summer program participants across all grades.
4.2.	Infrastructure for Assessment: Support and refine key strategies of the District Accountability Plan by providing staff, data systems, technical resources and professional learning resulting in increased academic performance for all students.	Increase staff utilization of Performance Plus software for student performance data analysis from 18 logins per teaching staff to 25 logins per teaching staff. Increase the percentage of teachers who indicate they used STAR data to guide instruction planning from 88% in 2015-16 to 93% in 2016-17 on the STAR Assessment Teacher Satisfaction Survey.

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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Summer School Staffing	4.1	Summer School staffing for Early Start Summer Program for 650 students for 19 days during July 2016.	\$ 150,512.00	\$ -
Data System Manager	4.2	.2 FTE Data and Technology Support for Assessment, Evaluation and Research	\$ 14,833.00	\$ -
Data System Clerk	4.2	1.0 FTE Data and Technology Support for Assessment, Evaluation and Research	\$ 47,411.00	
Accountability and Performance Director	4.2	.25 FTE of District Wide accountability and performance including Evaluation System and student performance Tracking	\$ 42,000.00	\$ -

100: Personnel Services - Salaries Subtotal:

\$

254,756.00

\$

-

200: Personnel Services - Benefits				
Data System Manager	4.2	Benefits - .25 of Alliance funded portion of the salary	\$ 3,708.25	\$ -
Data System Clerk	4.2	Benefits for Data System Clerk	\$ 11,852.75	\$ -
Accountability and Performance Director	4.2	Benefits - .25 of Alliance funded portion of the salary	\$ 10,500.00	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 26,061.00	\$ -
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:			\$ -	\$ -
Operations Subtotal:			\$ 280,817.00	\$ -

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			
District Grant Specialist		.20 FTE of this position, which provides support and monitoring for the implementation of grant activities and reporting requirements.	\$ 20,492.00
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 20,492.00
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:			\$ 20,492.00

FY 17 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	\$ 144,069.00	\$ 314,366.00	\$ -	\$ -	\$ -	\$ 254,756.00	\$ -	\$ 20,492.00	\$ 733,683.00	\$ -
200: Personnel Services - Benefits	\$ 36,017.00	\$ 78,592.00	\$ -	\$ -	\$ -	\$ 26,061.00	\$ -	\$ -	\$ 140,670.00	\$ -
300: Purchased Professional and Technical Services	\$ -	\$ -	\$ -	\$ 3,402.00	\$ -	\$ -	\$ -	\$ -	\$ 3,402.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 180,086.00	\$ 392,958.00	\$ -	\$ 3,402.00	\$ -	\$ 280,817.00	\$ -	\$ 20,492.00	\$ 877,755.00	\$ -

Appendix A. Statement of Assurances

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

PROJECT TITLE: 2016-17 Alliance and Priority School District Consolidated Application

THE APPLICANT: James Thompson, Jr., Ed.D. HEREBY ASSURES THAT:

Bloomfield 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:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
- (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- (4) "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;
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "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;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "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;
- (9) "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
- (10) "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, intellectual disability, 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)*

James Thompson, Jr., Ed.D

Title: *(typed)*

Superintendent of Schools

Date:

7/28/16