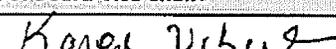


## 2016-17 Consolidated Alliance and Priority School District Application

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: Bristol Public Schools	
FY 2016 Alliance District Allocation: \$3,446,362	FY 2016 PSD Allocation (if applicable):
Contact Person: Susan Kalt Moreau, Ph.D.	Contact Title: Deputy Superintendent of Schools
Telephone: 860.584.7006	E-mail Address: suemoreau@ci.bristol.ct.us
Name of Superintendent: Ellen W. Solek Ed.D.	
Signature of Superintendent:	Date:
	9/20/16
Name of Board Vice Chair: Karen Vibert	Local Board Approval of Plan (Yes/No): May 4, 2016/September 14, 2016
Signature of Board Vice Chair:	Date:
	09-20-2016

## 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.

<b>Local Education Agency:</b>	
Ansonia	
<b>FY 2016 Alliance District Allocation:</b>	<b>FY 2016 PSD Allocation (if applicable):</b>
\$1,526,602	
<b>Contact Person:</b>	<b>Contact Title:</b>
Michael Wilson	
<b>Telephone:</b>	<b>E-mail Address:</b>
(203) 736 - 5095	
<b>Name of Superintendent:</b>	
Carol Merlone Ed.D	
<b>Signature of Superintendent:</b>	<b>Date:</b>
<b>Name of Board Chair:</b>	<b>Local Board Approval of Plan (Yes/No):</b>
William Nimons	
<b>Signature of Board Chair:</b>	<b>Date:</b>

## 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.	Continue with 2 Master Teachers to model, coach, and support the development of various learning activities. Training and individualized coaching to teachers to support and improve teaching and learning through the use of Master Teachers at Ansonia High School. These Master Teachers receive ongoing professional development throughout the year from our ACES affiliate in order to stay abreast of the latest in education so that they can go back and provided trainings to the staff at AHS.	<p>100% of the teachers at Ansonia High School will continue to receive support from the Master Teachers. The Master Teachers will create and adhere to a schedule which ensures that they are indeed meeting with all teachers.</p> <p>90% of those teachers who receive coaching and training will report in the teacher survey that they are satisfied with Master Teachers' training in the end of the year compared to 80% in 2016. Having our teachers at AHS feel comfortable enough to work with the Master Teachers is critical to growth. We are on track, however, we know that there is more to be done this year in order to continue to promote growth amongst our teachers.</p> <p>90% of these teachers will implement new strategies from training as observed during instructional walkthroughs compared to 75% in 2016. This was measured by our building Administrators during their various walkthroughs and observations and documented into Bloomboard. One highlighted strategy that was consistent in the high school was using the gradual release model across all disciplines.</p>

1.2.	<p>Salary of two educational technology teachers to improve students' ability to interact with computer-based tests such as SBAC and STAR Assessment as well as become familiar with Google Docs as an educational tool. This training will make our students more adept at using the technology for both STAR Assessment and SBAC testing as well as to use this technology for their Capstone Project. These educators help to equip our students with 21st century skills which are embedded in our revised curriculum. The use of computers enhances daily lessons through digitization. Science activities and labs are conducted with an online component by or Science Lab Specialists. Social Studies research takes place online and the projects are done on Google Docs. These two teachers will work with students on a variety of technology based Google Projects that enhance the classroom learning experience. For instance, students will learn how to correctly research topics on the Chromebooks as well as to create their projects and assignments on Google Docs. The Ed tech teachers will also train teachers to include technology in their lessons in a monthly fashion. If further training is needed, then the technology teachers will provide one-to-one training for them.</p>	<p>100% of students in grades K – 6 will receive technology training. 100% of teachers in grades K - 6 will work with the two technology teachers in order to ensure that technology is included within their lessons. In order to ensure that our teachers are using this new training, our building Administrators as well as our external evaluators will document use of this platform whenever observed during their frequent classroom observations and walkthroughs. It is our goal that we will see technology integration into daily lessons at least 50% of the time we observe.</p>
1.3.	<p>Continue with two K – 6 level part time evaluators to increase teacher evaluation. The two part time external evaluators are necessary to reduce the current number of teachers that our building administrators currently have to evaluate. Having these additional evaluators makes each administrator's caseload more manageable; and as a result, they are able to have more directed conversations with teachers so as to further promote teacher growth. Our K-6 administrators will now be better able to provide timely feedback to the teachers whom they evaluate. Providing this timely feedback assists in prioritizing the needs for future professional development. This aligns directly with our approved Teacher Evaluation Plan. The part-time evaluators will work with the teachers that they are assigned to evaluate in-order to promote growth just as the other administrators do. Teachers who are in need of support more than the part-time evaluators can provide are directed to the district's Just-In-Time trainings and/or trainings provided by ACES.</p>	<p>100% of K-6 teachers will be evaluated quarterly. Move 20% of the teachers who scored effective in 2016 to the exemplary category in 2017. The effectiveness of these evaluators will be measured through regular observations from the Superintendent and Assistant Superintendent. The Marshall Principal rubric will be used to measure overall proficiency of this person. These external evaluators documented all of their collegial conversations with those teachers which they evaluated and were able to get into classrooms one frequent basis in order to provide timely and meaningful feedback to teachers. While exemplary was not reached, all of those teachers that were evaluated by these two people have shown growth that was documented in their observations and they have been rated effective.</p>
1.4.	<p>Continue with the Implementation of Readers' Workshop, and CCSS. The focus is to support teachers and provide training for teachers in grades K-6 on launching the Readers Workshop, providing a basic overview training of how to implement Reader's Workshop in conjunction with the new elementary Reading curriculum. Implementation of the new Reading Curriculum supports the use of Readers Workshop. All teachers in grades K – 6 have been trained in this model and will continue to receive support from the external consultant. Our consultant also infuses professional development throughout the year on various topics such as assessment and differentiating instruction in the Readers Workshop, whole class mini-lessons and conferring in the Readers Workshop. The consultant also works with administrators so that they are aware of the structure of Reader's Workshop and how it aligns with the Marshall Rubrics for the teacher evaluation. This external consultant works with administrators and teachers on Instructional Rounds so that we can all become well versed in this process and be able to one day carry this out on our own.</p>	<p>Teachers will be observed using Reader's Workshop 100% of the time on classroom walkthroughs. 100% of teacher evaluations conducted during a literacy block will show evidence of using the Readers Workshop model. This model has been very effective and our grade 2 teachers have been acknowledged by the consultant as models for others. She has videotaped several of their lessons and shared with other teachers both within our district and out of our district. Her role next year will be more as a leader of a PLC K - 3 group. She has made great gains with these teachers and has earned their trust. It is our expectation that this continues and that we continue to see our reading scores increase. Our teachers enjoy working with this consultant and have invited her into their classrooms for constructive feedback.</p>

1.5.	Salary of District Wide Mathematics/Science Coordinator. This position was funded through overage funds and has been critical to the success of moving our Math Curriculum development as well as on planning the after school Science STEM activities and the STEM evenings. This person will continue with developing and improving both Mathematics and Science curriculum.	100% of the district’s Mathematics curriculum documents will reflect the rigor and content of the CCSS. 100% of administrative walkthroughs will reflect fidelity to the implementation of the new curriculum as documented on the curriculum walkthrough data form that will be complied by the Math/Science Coordinator and submitted to the Assistant Superintendent for review. 30% increase in student math and reading scores as measured on the STAR Assessment from September 2016 to June 2017.
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**Step 3: Directions:** Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
Salaries for 2 Master Teachers	1.1	Support all teachers at Ansonia High School	\$ 164,000.00
Salary of two educational technology teacher	1.2	Improve students’ ability to interact with computer-based tests such as SBAC and STAR Assessment	\$ 130,000.00
Salary of District Mathematics Coordinator	1.5	Create and improve written Mathematics and Science Curriculum	\$ 113,000.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 407,000.00</b>
<b>200: Personnel Services - Benefits</b>			
Benefits for 2 Master Teachers at AHS	1.1		\$ 24,000.00
Benefits for 2 educational technology teachers as described above	1.2		\$ 24,000.00
Benefits for the District Mathematics Coordinator	1.5		\$ 12,000.00
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 60,000.00</b>
<b>300: Purchased Professional and Technical Services</b>			
Salary for 2 K – 6 Evaluators	1.3	Additional Evaluators are needed at this level in order to provide more growth for our teachers using the Marshall Teacher Evaluation rubric	\$ 54,000.00
External consultant to support implementation of Readers’ Workshop, and	1.4		\$ 16,000.00
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 70,000.00</b>

400: Purchased Property Services			
			\$ -
			\$ -
			\$ -

<b>400: Purchased Property Services Subtotal:</b>			\$ -
<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -
<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ -
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>Talent Subtotal:</b>			

## 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 checked="" type="checkbox"/>	Assessment systems	<input checked="" type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Supports for special populations	<input type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" 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.	Teachers, along with our Math and ELA Curriculum Coordinators will update and improve K – 12 curriculum and assessment documents to align with CCSS. Summative unit assessments will also be created so that we can use the data to drive instruction. Our curriculum writers will create both summative unit assessments as well as performance tasks to be used at the end of each unit of instruction in Math for the 2016 – 2017 school year. This year's STAR Assessment data shows a continual improvement in student scores which indicates that our students not only understand the material, but that they can also apply it. Additionally, STAR Assessments will be given at the end of each 6-8 week unit of instruction and the STAR Assessment will be administered three times throughout the year (Fall, Winter, and Spring). Assessments will be updated at this summer's curriculum writing conference and continually revised at the monthly ELA and Math Committee meetings throughout next year. BURST is actually now TRC and it is administered three times per year in order to identify the reading proficiency levels of students and to inform teacher instruction. This past year we just changed over to Fountas and Pinnell and we are planning on adding kits to the Middle School. We are even planning on adding a Mathematics Intervention program. We also hired consultants from STAR Assessment in order to train our teachers on how to read the classroom reports generated by this program.	<p>100% of the district's curriculum documents will reflect the rigor and content of the CCSS.</p> <p>100% of administrative walkthroughs will reflect fidelity to the implementation of the new curriculum as documented on the curriculum walkthrough data form that will be complied by the Math/Science Coordinator as well as the ELA Coordinator and submitted to the Assistant Superintendent for review. This data will be shared at monthly District Data Team meetings.</p> <p>30% increase in student math and reading scores as measured on the STAR Assessment from September 2016 to June 2017.</p> <p>All of our grade levels from K - 11 have shown an increase from Fall to Spring in all areas of the NWEA Assessment this past year. This is a result of having a more aligned and rigorous curriculum. Since curriculum is truly a living document, it constantly needs upgrading and modifications need to be made in order to ensure that we are preparing our students. Our Curriculum Coordinators have continued to work with staff in order to update and revise all curriculum this past year. Their continued task for next year is to modify all written curriculum as well as to convert the Science Curriculum over to cover the Next Generation Science Standards, There is also a push to update and revise our Social Studies Curriculum.</p>

2.2.	Stipends for work beyond the contractual year for teachers of the Freshman Academy to increase instructional time by 10 days. Personnel are identified and trained prior to the start of the school year. This will assist our students in terms of targeting attendance, academic support, social support, and truancy issues that usually arise during freshmen year. The overall goal of the Freshman Academy is to lower Freshman retention rates and to increase their GPA's. This year's students that have went through the Academy this year and our numbers of retentions have decreased significantly. These 10 additional days are for the students and staff to become better acclimated with one another as well as with the expectations that they will face in high school. These students will work on a series of team building exercises as well as begin working on the first unit of instruction.	Improvement in freshmen attendance from an average of 85% in 2016 to 90% in 2017. Our Freshmen increased this year from a average GPA of 2.29 to an average of 2.4. Our goal is to go from that 2.4 to a 2.5 at the end of 2017. We will also track next years sophomores and set a growth goal of 2.5 as well. 10% increase in freshmen promotion from 90% in 2016 to 100% in 2017.
2.3.	Continue with five full-day kindergarten classroom to double instructional time for kindergarten students. Personnel are hired and trained prior to the start of the school year. The goal of full day Kindergarten is to increase students Reading and Math skills. This year, we have seen an increase in our students' ability to read as a result of this program as evidenced on their STAR Assessment scores. BURST is actually now TRC and it is administered three times per year in order to identify the reading proficiency levels of students and to inform teacher instruction.	20% increase in reading scores as measured by the BURST assessment from September 2016 to June 2017. Our grade K students made great strides and in fact increased 17% as measured by the BURST assessment this past year.
2.4.	Stipends for work beyond the contractual year for teachers of the K - 3 Summer Readiness Program. Personnel are identified and trained prior to the start of the school year. Teachers were asked to apply for the this program by sending in their letter of intent to both building administrators as well as to central office. The interested candidates were then interviewed by a committee of active stakeholders using a rubric. The committee used a variety of questions as well as a writing sample to aide in their decision. Decisions on scheduling as well as other ideas were discussed at a monthly meeting held by building administration leading up to the start of this program. Teachers will use this time to focus their instruction on both literacy and numeracy.	All grade K - 3 students who participate in the program will score 25% higher on the fall administration of the STAR Assessment than those students who do not participate in the program. Last year's Kindergarten students that attended the program have grown slightly higher than those that did not attend. That is why we made the decision to change the model to include more students this year as more of a summer school approach for grades K - 3. Students were invited based on baseline data and then the remaining seats were on a first come, first served basis,
2.5.	Increase reading intervention with the addition of the new Reading Teacher at AMS. This teacher will support middle school students whom are struggling in reading, writing, fluency, and comprehension. These students will be monitored using MCLASS as well as their STAR Assessment reading scores.	35% increase in the number of middle school students who receive intervention services from 50 in 2016 to 63 in 2017. All students who participate in the intervention service will increase 1 scoring band. 75% of Intervention participants will increase reading proficiency as measured by STAR Assessment from the assessment given in September to the assessment administered in May. AMS has increased as follows this past year : 40.22% for Reading in grade 7 and 46.77% for Reading in grade 8 meeting or exceeding National Average.
2.6.	Salary for a Mandarin Teacher at AHS. The benefits of having our students take Mandarin include: 1. It is the most widely spoken language in the world. One out of five people in the world is Chinese; 2. Knowing Chinese will allow our students to compete effectively in the global economy of the future; especially since China is one of America's largest trading partners; 3. Knowing Chinese may be an edge when competing for a job. The demand for business people who know Chinese is skyrocketing.	Our students will have a greater appreciation for Mandarin and its application in the business world. Our students taking Mandarin will complete a business report on the importance of speaking Mandarin in the business world today.

2.7.	Upgrade assessment tools to STAR ASSESSMENT . STAR, TRC, and Dibels Next will replace district-created benchmarks, the DRA2, and Dibels assessments.	Implementing on time benchmark assessments as expected.
2.8.	Continue with Mindplay software to support tier 2 and tier 3 intervention. We have experienced success with this and plan to increase our number of seat licenses for next year. All data and tiers are placed into our in-house triple A data warehouse.	Students in grades K - 6 who are in tiers II and III will improve their reading ability towards the tier I instruction level. 25% of students who are in tier II and tier III in September 2016 will move up a respective tier as a result of using Mindplay software by June 2017. This past year our students grew in Reading from 43% to 69%. Here is the official breakdown(from 0% to 3% in the Exceeding category, from 2% to 10% in the Meeting category, and from 41% to 56% in the Approaching category). Students will be progress monitored through the data entered in our triple A data warehouse.
2.9.	After school Science Enrichment program. The after-school program will parallel the school year. We intend to run the program (October-May) that focuses on Science STEM activities which include LEGO Robotics. Students will be engaged in hands-on activities that bring the subject matter to life. This program will enhance the newly implemented Science Lab class, encourage an interest in STEM based learning, and increase student ability to think critically and to problem solve.	30 students from grades 3 – 6 will participate in the after-school program for 30 weeks two days a week. This program will be Lego robotics based. Our students will learn how to build and program the Lego robots. We will also be forming a Lego robotics team which will compete against other area schools.
2.10.	Saturday Credit Recovery Program at AHS. This program is an online credit recovery that is offered to juniors and seniors who require certain credits needed for matriculation towards graduation. This offers all of our juniors and seniors whom are either failing or are missing credits the opportunity to take this online learning course in-order to receive the appropriate credits for both Math and ELA.	20% of eligible students will participate in this program. 90% of participants will successfully complete a credit recovery class. This year 10 out of the 13 students received credits for courses taken which in turn put them on track to matriculate.

2.11.	Saturday Enrichment at the high school. The teachers will focus instruction around three sections: math, critical reading, and writing. For the math section they will review the basic concepts of algebra and geometry. The critical reading preparation stresses vocabulary, reading comprehension, and grammar skills. They will prepare for the writing section by practicing the 25-minute timed essay and reviewing grammar, usage, and word choice. This program will assist students with the SAT exam as well as to assist those students in gaining credits necessary for graduation. These Saturday sessions will be made available to juniors and seniors. In the past, students in this program have increased on average of 112 points as measured by a pre and post-practice SAT. This program will constantly be monitored by the coordinator that is hired. They will ensure that students are showing progress on the quarterly assessments given.	2.5 or greater increase in participants' Math and ELA grades, as monitored on their STAR Assessment scores from September to June. This year our students showed the following increase in scores from a pre SAT to a post SAT: Total Improvements=123 Reading- 31 Writing- 34 Math- 58
2.12.	Continue to use STEM Initiative Kits for students enrolled in the after school program grades K – 6. The STEM kits will give students the opportunity to work relatively autonomously over extended periods of time and culminate in realistic products or presentations that meaningfully address the driving question. The kits will further the environment to include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, collaborative learning, and reflection.	Students who participate will experience an increase in their enthusiasm for STEM as well as to increase their ability to problem solve. Through experiments, our students will be able hypothesize and to analyze data. This will ultimately increase their Math scores as well.

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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
Stipends to support updating and improving curriculum and assessment documents to align with CCSS	2.1	Stipends to support updating and improving curriculum and assessment documents to align with CCSS . Teachers are payed their hourly rate of \$35 per hour. There will be several teachers working either during the summer or throughout the school year.	\$ 10,000.00	\$ -
Stipends for work beyond the contractual year for teachers of the Freshman Academy	2.2	Increase instructional time by 10 days. There will be 7 to 10 teachers depending upon enrollment and these teachers will receive their daily wage rate as per their salaried contract for these 10 days.	\$ 35,000.00	\$ -
Stipends for school nurse and school counselor to support Freshman Academy	2.2	Stipends for school nurse and school counselor to support Freshman Academy	\$ 3,500.00	\$ -
Salaries for five full-day kindergarten teachers	2.3	Double instructional time for kindergarten students	\$ 275,000.00	\$ -

Hourly pay for classroom aides to support full-day kindergarten	2.3	Hourly pay per contract for 5 classroom aides to support full-day kindergarten for 180 days, 6 hours each day.	\$ 65,000.00	\$ -
Stipends for work beyond the contractual year for teachers of the Summer Readiness Program	2.4	Increase instructional time by 10 days how many teachers, how many hours, and what is the rate of pay ?	\$ 29,000.00	\$ -
Salary for a certified Reading teacher for grades 7 and 8	2.5	One Master level certified ELA/Reading teacher.	\$ 55,000.00	\$ -
Salary for Mandarin Teacher at AHS	2.6	Hired to increase our Foreign Language program at AHS. Our students will also now be given the opportunity to experience	\$ 56,000.00	\$ -
Stipends for teachers of after school Science Enrichment program	2.9	Increase Instruction in the area of Science STEM.	\$ 14,000.00	\$ -
Stipends for teachers and coordinator of credit recovery at AHS Saturday Academy	2.10.	1 coordinator and 4 teachers	\$ 8,000.00	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 550,500.00</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				
Benefits for 5 Full Day Kindergarten Teachers	2.3		\$ 60,000.00	\$ -
Benefits for full-day kindergarten aides as described above:	2.3	Benefits are issued here because the aides work over the district's designated amount of hours, which then qualifies	\$ 7,000.00	
Benefits for Reading Teacher	2.5		\$ 12,000.00	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 79,000.00</b>	<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>				
Upgrade Assessment Tool	2.7	Upgrade assessment tools to STAR	\$ 35,000.00	\$ -
Mindplay	2.8	Software to support tier 2 and tier 3 intervention	\$ 14,000.00	\$ -
Credit Recovery	2.10.	Credit Recovery Program (Online earning Program Purchase)	\$ 3,000.00	\$ -
Stipends for sub contractor of SAT Saturday Prep Course	2.11.	This program is brought in from an outside vendor that specializes in SAT preparation with a proven record of student	\$ 10,000.00	
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 62,000.00</b>	<b>\$ -</b>
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -

			\$	-	\$	-
<b>400: Purchased Property Services Subtotal:</b>			\$	-	\$	-
<b>500: Other Purchased Services</b>						

Busing services for 10 extra instructional days for Freshman Academy: \$12,500	2.2		\$ 16,000.00	\$ -
Busing services for 60 days of after school Science STEM Enrichment.	2.9		\$ 5,000.00	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ 21,000.00	\$ -
<b>600: Supplies</b>				
K-12 ELA/History Content Materials	2.1		\$ 8,859.00	\$ -
K - 12 Math/Science/STEM Content Materials	2.1		\$ 8,858.00	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ 17,717.00	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Talent Subtotal:</b>			\$ 730,217.00	\$ -

## 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 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 checked="" 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.	Continue with the Health education course(life skills) for students in grades K – 6. Ansonia will work within the Connecticut School Reform plan of providing a variety of supports to ensure that all students succeed. In-order to do so, we have identified a need for further intervention at our middle school level. There has been an increase in those students identified with social/emotional disorders.- It is our belief that prevention and intervention measures must occur in the district through a well-developed Life Skills program at our K – 6 building. The Health education's position is critical at the K – 6 level in order to promote a curriculum which embodies healthy living. Some of the units will focus on drug and alcohol prevention, bullying, healthy eating, and healthy minds. This is needed because as stated with state representatives, we are noticing an increase at the middle school in terms of -poor decision making (mental health concerns). The teacher of this class will work closely with both the guidance counselor and the social worker in their assigned schools. The Health Education teacher will be evaluated by the building Principal using our teacher evaluation plan, however, the Assistant Superintendent will ensure that he/she is collaborating with support staff in order to take a pro-active approach to the concerns we see at our middle school.	10% decrease in the number of office behavior referrals at the K-6 level from 60 in 2016 to 52 in 2017. 100% Students will participate in 15 Life Skills lessons. 100% of our students at the K - 6 level participated in Life Skills lessons and there has been a 9% decrease in the number of behavior referrals this past year.
3.2.	Continue the community-based family literacy and numeracy program. This program runs four times throughout the year by teachers at each respective grade level(K-6) in order to train parents on a variety of techniques to assist their children in both literacy and numeracy. A variety of teaching techniques will be shared with parent participants during trainings, workshops, and meetings in-order to demonstrate at home support for their children. This program is essential to the promotion of family/community involvement.	Increase the number of participants from 150 families during 2016 to 200 families in 2017. These events will be held quarterly throughout the year. The overall purpose of these evenings is to get the parents to come out and learn about what is going on within the schools. It is important that we educate them on how they can assist their children at home.This past year, grade Levels have put on Numeracy and Literacy evenings for parents and these nights have had a great turnout. We have held a total of 8 of these evenings this year across our two elementary buildings. This year we were able to have125 families attend.

3.3.	<p>The part-time social worker will be converted into a full time social worker and this person will increase the capacity of working with middle school students who present academic and social problems as a result of problematic behavior in order to deal with both drug use and symptoms of mental illness. There has been an increase in the number of students who have been recognized as engaging in drug use over the last two years. Therefore, we recognize that the part-time social worker at the middle school should be moved to full time; since it is necessary to help provide appropriate services to identified students. This social worker will reach out to those students that are in need and have been brought up at monthly grade level team meetings as those individuals in need of additional support. Additionally, parent newsletters will be created and sent home monthly to provide parents with information on the districts' initiatives, community resources, CCSS expectations in the classroom, information on how parents can support students' social skills, and suggestions on how parents can be active in their child's education. The district realizes that family engagement is critical to student success and district growth; and we recognize the need for families to connect with community resources to support their children's social and academic development.</p>	<p>This person will see at least 45 students per month and hold weekly small group meetings for children expressing problematic behavior. This will be tracked and monitored by the review of the log which the Social Worker will keep and share with Administration.</p> <p>4 parent meetings (two in the fall and two in the spring) will be held and will focus on students' development of social skills and skills given to parents for dealing with students expressing problematics behaviors at home.</p> <p>4 quarterly parent newsletters focused on life skills topics will be sent out by the social worker.</p> <p>This interventions done by this person will also help with the number of referrals. ISS and OSS referrals will decrease by 20% as a result of this persons interventions with students. In an effort to do connect with community resources, we have reached out to the Parent Child Resource Center and the YMCA to develop a working relationship and design a plan for the district to collaborate with local agencies to provide parents with programs to partner with in an effort to develop wrap-around services for students. The part-time social worker has increased our capacity to work with middle school students who present academic and social problems as a result of suspected drug use and symptoms of mental illness this past year. This person will work with the Guidance Counselor in order to address the many needs of children within that building. These positions will ensure that Ansonia tries and implements a variety of strategies to help all students achieve.</p>
3.4.	<p>Continue to provide parent involvement activities several times throughout the year through various evening activities such as the anti-bullying night, STEM night, and our READS night. Our READS program and our STEM nights have been beneficial in bringing the community together to learn a variety of Reading and Math strategies that parents can use at home to work on with their children.</p>	<p>4 parent meetings will be held in October, January, March, and May.</p> <p>2 parent focused trainings in literacy and in math will be held in November and April during the school year.</p>
3.5.	<p>Salary for one Dean of Student Affairs to support school leaders at Ansonia Middle School. The Dean of Student Affairs will continue to help foster positive behavior interventions. The Dean of Student Affairs will collect and analyze student referral data which will be reviewed by building administration in-order to progress monitor this initiative through a review of all of the student referral data held on SWIS. The Dean of student Affairs also supports students and teachers. He coordinates PBIS events monthly throughout the year and responds to problem behavior and students social-emotional needs as they arise. His purpose is to support all of the children within the school. The Dean of Student Affairs has played an integral role in PBIS as well as with increasing the amount of time that the administrators have to work with teachers and to promote growth since they no longer are responsible for dealing with the daily student behavior issues that arise.</p>	<p>50% reduction in the number of student office referrals from 80 in 2016 to 40 in 2017.</p> <p>50% increase in administrator time for classroom walkthroughs from an average of 8 classroom visits by our two co-principals in 2016 to a minimum of 8 in 2017 as evidenced by their data entry into Bloomboard.</p> <p>The eight classroom observations will continue next year as they achieved that goal this current year. It is our expectation that the Administrators will continue to visit these classrooms and provide meaningful feedback to help our teachers grow professionally.</p>



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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
Salary for Health Education Teacher at the K – 6 Level	3.1	Instruct our K - 6 students on a variety of social/emotional topics	\$ 80,385.00	\$ -
Salary for Full-Time Social worker at AMS	3.3	Assist those students with a variety of social emotional issues.	\$ 60,000.00	\$ -
Stipends for teachers of community-based family literacy and numeracy program	3.4	Teach a variety of Reading and STEM Strategies to Parents	\$ 5,000.00	\$ -
Salary for one Dean of Student Affairs at AMS	3.5	Support school leaders and monitor and implement PBIS at Ansonia Middle School as they implement new educator	\$ 87,000.00	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 232,385.00</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				
Benefits of the Health Education Teacher	3.1		\$ 12,000.00	\$ -
Benefits for Dean of Student Affairs as described above	3.5		\$ 12,000.00	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 24,000.00</b>	<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>				
				\$ -
				\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>				\$ -
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -
<b>500: Other Purchased Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
Supplies for community-based family literacy and numeracy program	3.2		\$ 3,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ 3,000.00	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Talent Subtotal:</b>			\$ 259,385.00	\$ -

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

Operations Priorities:		Aligned SMART Goals:

**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**

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

<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -	\$ -
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -
<b>500: Other Purchased Services</b>				

			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ -	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Talent Subtotal:</b>			\$ -	\$ -

## 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:
<b>100: Personnel Services - Salaries</b>			
			\$ -
			\$ -
			\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -
<b>200: Personnel Services - Benefits</b>			
			\$ -
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -

<b>300: Purchased Professional and Technical Services</b>			
			\$ -
			\$ -
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -
<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -

<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ -
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>Talent Subtotal:</b>			\$ -

**FY 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	\$ 407,000.00	\$ 550,500.00	\$ -	\$ 232,385.00	\$ -	\$ -	\$ -	\$ -	\$ 1,189,885.00	\$ -
200: Personnel Services - Benefits	\$ 60,000.00	\$ 79,000.00	\$ -	\$ 24,000.00	\$ -	\$ -	\$ -	\$ -	\$ 163,000.00	\$ -
300: Purchased Professional and Technical Services	\$ 70,000.00	\$ 62,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 132,000.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ 21,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,000.00	\$ -
600: Supplies	\$ -	\$ 17,717.00	\$ -	\$ 3,000.00	\$ -	\$ -	\$ -	\$ -	\$ 20,717.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTALS:</b>	<b>\$ 537,000.00</b>	<b>\$ 730,217.00</b>	<b>\$ -</b>	<b>\$ 259,385.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,526,602.00</b>	<b>\$ -</b>

Standard Statement of Assurance

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

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

**THE APPLICANT:** Carol Merlone, Ed.D. HEREBY ASSURES THAT:  
Ansonia 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:

  
Carol Merlone Ed.D

Name: *(typed)*

Superintendent

Title: *(typed)*

7/29/2016

Date: