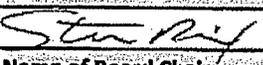
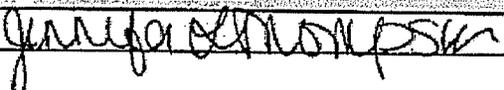


2016-17 Consolidated Alliance and Priority School District Application

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:	
Killingly Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (If applicable):
\$416,492	
Contact Person:	Contact Title:
Steven Rioux	Assistant Superintendent
Telephone:	E-mail Address:
860-779-6600	srioux@killinglyschools.org
Name of Interim Superintendent:	
Steven Rioux	
Signature of Superintendent:	Date:
	7/11/2016
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Jennifer Thompson	No
Signature of Board Chair:	Date:
	7/11/2016

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 type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input type="checkbox"/>	Retention of top talent
<input 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.	KPS will purchase a new math series aligned to the Common Core Standards - <i>Go Math</i> . PD will be facilitated by the district mathematics coordinator with technical services from Houghton Mifflin. The district will offer professional development opportunities to support math instruction in the classroom that is aligned to the CCS. The district is supporting the curriculum with a new text book series. The publisher will provide a two-day summer training for up to 50 teachers to review the resource and instructional techniques associated with the program. During the school year, the math curriculum coordinator will create additional PLC time to support scope, sequence, planning, and assessment needs. Tier II supports will be provided by the math interventionist.	90% of all K-6 teachers will receive four hours of training in implementing the new math series, <i>Go Math</i> , by August 1, 2016. Increase the percentage of students in grades 2-4 scoring at or above grade level on the end-of-the-year STAR math assessment from 70% in May 2016 to 77% in May 2017.
1.2	The district will partner with EASTCONN to engage in professional learning opportunities to develop teachers' behavioral intervention strategies. KPS has conducted a needs based assessment with EASTCONN (Dr. Revit Stein) and identified areas of needed improvement, including data collection, intervention planning, and de-escalation techniques. Teacher supports will be individualized and dependent on the level of intervention required in the classroom. The partnership with EASTCONN will target the entire district grades pre-K through 2. Dr. Revit Stein will conduct observations and provide strategies to decrease undesirable student behaviors	100% of all K-1 classroom teachers will integrate behavior management strategies recommended by Dr. Ravit Stein, as measured by weekly classroom walkthroughs.
1.3	Teachers will attend CCS aligned professional development activities such as ReadConn, AP training, SDE trainings, and EASTCONN offering. The grant will fund substitute pay and registration fees.	Ten teachers will attend ReadConn, two teachers will attend AP training, and 25% of the certified staff will attend CCS professional development opportunities (locally funded)

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			
50 Teachers will be paid \$29 / hour X 4 hours	1.1	KPS will purchase a new math series aligned to the CCS and the district mathematics coordinator along with technical services, to be provided by the publishers (in-kind service). The professional will provide professional development is four hours long during the summer months for elementary teachers.	\$ 5,800.00
Pay for substitute teachers to support teachers attending ReadConn	1.3	Classroom coverage to allow teachers to attend PD	\$ 3,233.00
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 9,033.00
200: Personnel Services - Benefits			
Medicare for summer mathematics PD	1.1	Medicare	\$ 84.00
Medicare for Substitute teachers	1.3	Medicare	\$ 47.00
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 131.00
300: Purchased Professional and Technical Services			
Behavioral Interventions technical services	1.2	Provide KCS with services to implement recommendations from the 2015-16 needs assessment. KPS will contract approximately 10 days of ProTech services with EASTCONN.	\$ 5,000.00
AP Biology Training	1.1	16D01 AP BIOLOGY FOR THE NEW AP TEACHER (2 WEEKS)	\$ 2,300.00

			\$	-
300: Purchased Professional and Technical Services Subtotal:			\$	7,300.00
400: Purchased Property Services				
			\$	-
			\$	-
			\$	-
400: Purchased Property Services Subtotal:			\$	-
500: Other Purchased Services				
			\$	-
500: Other Purchased Services Subtotal:			\$	-
600: Supplies				
Professional Development Supplies	1.3	General supplies, and set aside funds for book studies, video resource, and unintended needs	\$	2,805.00
			\$	-
			\$	-
600: Supplies Subtotal:			\$	2,805.00
700: Property				
			\$	-
			\$	-
			\$	-

700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ 16,464.00

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 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 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 checked="" type="checkbox"/>	Other: ____ Summer School _____

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.	The district will provide additional reading and math intervention for all students in grades K-4 . Reading and math tutors will be hired to support the Title I reading intervention program and the K-4 Math interventions. The building level reading specialist will supervise all reading specialist. The grant provide 80 hours of tutoring for reading and 80 hours of tutoring for mathematics. The district has targeted retired elementary certified teachers to assume the roles of tutors. The tutors work under the supervision of a Math Interventionist (50% grant funded - 50% local funded)	<p>The percentage of students achieving at benchmark (50th percentile) in reading will increase from 54% (Spring 2016 results) to 60% in 2017 as measured by the spring 2017 STAR reading assessment.</p> <p>The percentage of students achieving at benchmark (50th percentile) in math will increase from 64% (Spring 2016 results) to 71% in 2017 as measured by the spring 2017 STAR math assessment.</p>

2.2	<p>Students who struggle academically in math and reading, in grades 3-8, will be offered after school intervention. Students who struggle academically will be identified through STAR reading, STAR math, curriculum base measures, homework completion, and teacher recommendation. The district will continue to offer after school interventions in mathematics and reading for students in grades 3-12. The programs will be offered either 2 or 4 days a week for approximately 1.5 hours a day. Transportation will be provided for students. The program will be offered for 30 weeks in the school year. The number of students that participate will depend on the number of teachers we can hire. We hope to enroll 150 students and have budgeted for 13 teachers. The program will provided reading intervention such as Barton, specify tutoring aligned to classroom activities, homework supports, Accelerated Math program, and academically focused enrichments. Enrichment activities include, stock market simulation, video poetry, young writers club, graphic design, art club, and math madness club.</p>	<p>The average percentile growth of 80% of students' who participate in the after school program in reading will increase 10 percentage points from their baseline STAR reading results administered in the fall of 2016 to the spring of 2017. Also, the average percentile growth of 80% of students' who participate in the after school program in math will increase 10 percentage points from their baseline STAR math results administered in the fall of 2016 to the spring of 2017.</p>
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Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Math Interventionist will be paid per teacher contract, \$74,000 (50% local and 50% grant)	2.1	Math Interventionist and assist grades K-4	\$ 37,000.00	\$ -
Five math tutors will be paid \$29 x 20 hours x 36 weeks.	2.1	Five math tutors will provide math intervention for identified students in grades K-8	\$ 104,400.00	
Four reading tutors will be paid \$29 x 20 hours x 36 weeks.	2.1	Four reading tutors will provide reading intervention for identified students in grades K-4.	\$ 83,520.00	

KMS after school supports 2 teachers x \$29 x 1.5hr x 3 days x 24 weeks. KIS after school supports (which includes some enrichment) 10 teachers \$29 x 2 hours x 4 days x 34 weeks. KIS after school coordinator \$29 x 4 hours x 4 days x 34 weeks. KHS after school coordinator \$29 x 3 hours x 3 days x 34 weeks. KHS after school supports 4 teachers x \$29 x 2 hours x 3 days x 34 weeks. KHS credit recovery 4 teachers x \$29 x 2.5 hours x 3 days x 15 weeks.	2.2	The district's after school intervention program focused on mathematics and reading for students in grades 3-12.	\$	117,856.00	
100: Personnel Services - Salaries Subtotal:			\$	342,776.00	\$ -
200: Personnel Services - Benefits					
Math Interventionist Health Benefits	2.1	Health Benefits (50% grant funded - 50% local funded)	\$	7,500.00	\$ -
Math/Reading Tutoring	2.1	Medicare	\$	2,725.00	
After School Program	2.2	Medicare	\$	1,708.00	\$ -
200: Personnel Services - Benefits Subtotal:			\$	11,933.00	\$ -
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				
Tutoring / Interventionist Supplies	2.1	Supplies, resources, materials, books etc.	\$ 3,000.00	\$ -
After School Program	2.2	General supplies for hands-on activities	\$ 2,000.00	\$ -
				\$ -
600: Supplies Subtotal:			\$ 5,000.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 359,709.00	\$ -

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

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

Culture and Climate Priorities:		Aligned SMART Goals:
3.1	The district will continue to implement comprehensive efforts to reduce the percentage of chronic-non-attenders. The district will continue to utilize the student attendance team, which meets bi-weekly as a team (school resource officer, nurse, admin., social worker, and parents) to address the needs of chronic non-attenders. Each school has an attendance team that meets either weekly or every other week. Additionally, the district will continue to utilize the Kindergarten Parent Liaison (OPM Grant & Alliance Grant) resource that educates, supports, and visits kindergarten parents if their children do not meet expected attendance criteria at school. The parent liaison will the student attendance team meetings and communicate with parents at Killingly Central School.	The percentage of chronic non-attenders at KCS will decrease from 12.2% in May 2016 to 9.9% in May 2017 as measured by average daily attendance.
3.2	Create professional learning opportunities for various stakeholders relating to attendance. Administration and lead teachers will utilize Attendance Works resources to develop informational sessions for parents and policy makers. Information sessions will also be shared with attendance teams and faculty. A stipend will be provided for lead teacher to facilitate all after school information sessions, for parents, community members, and other stakeholders. Information sessions will be advertised and literature/brochures will be made available.	Decrease the district average chronic non-attender rates from 12.5% in the 2015-16 school year to 9.9% in the 2016-17 school year.

3.3	The district will contract with Continental Computer and EASTCONN to support central office efforts to collect, manage, and analyze student achievement and attendance data in an effort to create a monthly report to monitor attendance team efforts. Each month the consultant will download data from our SIS. He will analyze the data to check for inaccuracies. Then he will provide a breakdown by demographic to identify trends among subgroups. The consultant will extract chronic non-attendance data from PowerSchool and send it to each principal who will then share it with the Student Success Program Team.	The data management consultant will produce monthly attendance reports for the district and individual schools. The data management consultant will produce quarterly achievement reports for the district and individual schools. The data management consultant will download STAR data and organize against PPS demographic data. This will result in the creation of a monthly report for each school. Average daily student attendance will increase by 10% from June 2016 to June 2017 .
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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				
Pay for Parent Liaison. The total salary of \$6,000. \$4000 will be supported by an OPM grant	3.1	Communicate with parents at KCS (kindergarten and first grade) regarding the all matters related to attendance	\$ 2,000.00	\$ -
Stipend for Lead Teacher in Attendance Innovation Outreach efforts	3.2	Facilitate informational sessions for all stakeholders	\$ 1,464.00	\$ -
				\$ -
100: Personnel Services - Salaries Subtotal:			\$ 3,464.00	\$ -
200: Personnel Services - Benefits				
Parent Liaison	3.1	Pay for benefits Parent Liaison. Salary will also be supported with an OPM grant	\$ 29.00	\$ -
Attendance Innovations	3.2	Pay for benefits lead teacher. Salary will also be supported with an OPM grant	\$ 21.00	\$ -
				\$ -

200: Personnel Services - Benefits Subtotal:			\$ 50.00	\$ -
300: Purchased Professional and Technical Services				
Continental Computer	3.3	Purchase consultation services to support achievement and attendance management of data	\$ 10,000.00	\$ -
EASTCONN - PowerSchool Tech Support	3.3	Purchase consultation services to support achievement and attendance management of data	\$ 3,000.00	\$ -
Motivational speaker to compliment the efforts of Dr. Ravit Stein.	3.3	Guest speaker for two presentations	\$ 4,000.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 17,000.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
Attendance Innovations	3.4	Supplies for informational sessions, literature, supplies, and books	\$ 2,000.00	\$ -
				\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 2,000.00	\$ -
700: Property				

			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
				\$ -
				\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 22,514.00	\$ -

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 checked="" type="checkbox"/>	School operations	<input type="checkbox"/>	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	<input type="checkbox"/>	Other: Data Management

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.	Killingly Public Schools will purchase the following suite of universal screening assessment tools and intervention software to support academic achievement: STAR Math, STAR reading, FASTT Math, and Accelerated Math. STAR Reading and Math will be administered at three times a year. Accelerated Math and FASTT Math our supplemental resources to support students achieving below benchmark. The annual license is about \$33,000. KPS has begun to partial fund this resource through local funding. Students will be administered the STAR Reading and Math three times a year. Students in middle school will utilize FASTT Math to improve math fact fluency. Students in grades 5-10 will utilize accelerated math in a differentiated approach to remediate skill gaps in mathematics.	We will attain an average 95% participation rate in STAR assessments as measured by attendance in the fall, winter, and spring screens of the STAR math and reading assessment. The percentage of students achieving at benchmark (50th percentile) in math will increase from 64% (Spring 2016 results) to 71% in 2017 as measured by the spring 2017 STAR math assessment.

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				
				\$ -
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ -	\$ -
200: Personnel Services - Benefits				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
STAR Assessments	4.1	STAR Assessments - Program cost \$33,000. Funding sources include local budget, 15-16 Alliance roll over, and 16-17 Alliance.	\$ 15,000.00	\$ -
				\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 15,000.00	\$ -
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:			\$ -	\$ -
Talent Subtotal:			\$ 15,000.00	\$ -

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	\$ 9,033.00	\$ 342,776.00	\$ -	\$ 3,464.00	\$ -	\$ -	\$ -	\$ -	\$ 355,273.00	\$ -
200: Personnel Services - Benefits	\$ 131.00	\$ 11,933.00	\$ -	\$ 50.00	\$ -	\$ -	\$ -	\$ -	\$ 12,114.00	\$ -
300: Purchased Professional and Technical Services	\$ 7,300.00	\$ -	\$ -	\$ 17,000.00	\$ -	\$ 15,000.00	\$ -	\$ -	\$ 39,300.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ 2,805.00	\$ 5,000.00	\$ -	\$ 2,000.00	\$ -	\$ -	\$ -	\$ -	\$ 9,805.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 19,269.00	\$ 359,709.00	\$ -	\$ 22,514.00	\$ -	\$ 15,000.00	\$ -	\$ -	\$ 416,492.00	\$ -

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			
			\$ -
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ -
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -

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

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

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: Steven Rioux **HEREBY ASSURES THAT:**
Killingly 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).

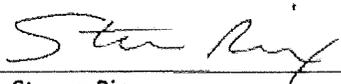
(b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity 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) Steven Rioux
Title: (typed) Interim Superintendent
Date: 5/2/16 8/10/16