

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:	
Manchester Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
\$4,245,648	
Contact Person:	Contact Title:
Amy Radikas	Assistant Superintendent for Curriculum and Instruction
Telephone:	E-mail Address:
860-647-3441	aradikas@mpspride.org
Name of Superintendent:	
Matthew Geary	
Signature of Superintendent:	Date:
	15-Apr-16
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Christopher Pattacini	Pending
Signature of Board Chair:	Date:
	15-Apr-16

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 checked="" type="checkbox"/>	Recruitment and human capital pipelines	<input type="checkbox"/>	Instructional coaching
<input checked="" 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 checked="" type="checkbox"/>	Other: Innovative Teaching Practices

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.	Recruit and retain talented teachers and administrators that are representative of the student population by encouraging reflective practice, collaboration, and professional learning through the implementation of Professional Learning Communities and Learning Walks.	3% increase in the number of certified minority staff 90% of new teachers demonstrate Growth in Instructional Practice as measured by evaluation data 85% of new teachers and administrators report positive response to PLC work and professional learning opportunities
1.2.	Strengthen student-centered learning experiences, supported by the use of technology (chromebooks) at the middle and high school level.	70% of teachers report using technology (chromebooks) to support student-centered learning practices at least 3X per semester (survey) 70% of students report using technology (chromebooks) to engage in student-centered learning practices at least 3X per semester (survey)
1.3.	Provide support for teachers seeking to integrate creative and innovative practices in classrooms across the district including but not limited to K Play, Enrichment, and Personalized Learning Experiences which are funded through Creativity Grants	90% of students in classrooms / schools supported by Creativity funding engaged in student-centered or project - based learning as demonstrated by student products from planned activities 80% of teachers district-wide are implementing desired strategies that indicate robust student centered learning activities as indicated by our district "look-for" indicators.

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			
1.0 FTE Supervisor of Student Development (Central Office)	1.3	Oversee and Support Student-Centered Learning and Innovative Instructional Strategies	\$ 112,516.00
1.0 Salary for Principal in Residence Program (Robertson and MHS)	1.1	Half of each of 2 Principals in Residence Salaries	\$90,000
2.0 FTE Instructional Resource Coordinator (MHS and Washington)	1.2	Instructional Tresource Coordinator (Support student-centered learning at the school level)	\$ 182,000.00
1.0 FTE Instructional Technology Support Person (Waddell)	1.2	Instructional Technology Facilitator (Support implementation of 1:1 chromebook initiative)	\$ 28,617.00
100: Personnel Services - Salaries Subtotal:			\$ 413,133.00
200: Personnel Services - Benefits			
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
700 Chromebooks to support 1:1 at Illing Middle School	1.2	Utilize technology to support student-centered learning	\$ 108,074.00
			\$ -
			\$ -

400: Purchased Property Services Subtotal:			\$ 108,074.00
500: Other Purchased Services			
Purchased Services to support Creativity Grants	1.5	innovative, research-based instructional strategies or other pilot reform efforts	\$ 18,250.00
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ 18,250.00
600: Supplies			
Supplies to support Creativity Grants	1.5	innovative, research-based instructional strategies or other pilot reform efforts	\$ 18,250.00
			\$ -
			\$ -
600: Supplies Subtotal:			\$ 18,250.00
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			

2016-17 Academic Priorities

Step 1: Place an "X" beside the district's 2016-17 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input checked="" type="checkbox"/>	Common Core-aligned curriculum transition	<input type="checkbox"/>	Alternative/Transitional programs
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input 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 checked="" type="checkbox"/>	College and career access	<input type="checkbox"/>	Instructional technology
<input checked="" 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.	Ensure that all students have access to quality science instruction through the integration of Science Specialists to support integration of the Next Generation Science Standards and inquiry based learning at the elementary level	90% of students engaged in inquiry-based learning at least twice per week (survey) 75% of students report a favorable experience in Science – Technology – Engineering – and Math programming (survey) 75% of teachers reporting increased student engagement in inquiry based tasks
2.2.	Strengthen intervention programming in the areas of mathematics and language arts K – 5 through the use of web-based programs and additional personnel	20% of students who qualify for tier II intervention will exit the program within one school year 70% of students reading at grade level by the end of 2016-17. District will analyze how students are performing 3 times per year using district assessments according to Manchester's assessment calendar.

2.3.	Strengthen academy model at Manchester High School in order to break the school into smaller learning communities and support personalized learning at scale.	70% of teachers implementing student-centered strategies to support higher order thinking during classroom visits 150 or more students enrolled in each of the six academies in 2016-17 90% of students enrolled remain in their academy for the 2016-17 school year 85% of students reporting high levels of investment in the academy and engagement in academy classes on the survey
2.4.	Examine the current use of EL teachers and tutors and ensure it supports students and schools in an equitable fashion that is also aligned to best practice; Provide additional support for teachers who work with English Learners	70% of teachers working with ELs utilize EL strategies and Culturally Responsive teaching as evidenced through learning walk data 10% improvement in EL graduation rate 20% improvement in number of EL students at grade level in reading (F&P) from fall to spring

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				
1.0 FTE Administrator: Academy Director (MHS)	2.3	Academy Director to support and oversee 2 academies at Manchester High School	\$ 121,824.00	\$ -
18.0 FTE Teacher: Science Specialists (2 at each elementary school)	2.1	2 Science Specialists for each of 9 elementary schools; 18 X \$51025	\$ 1,118,300.00	
4.0 FTE: Reading Interventionists (Highland Park, Buckley, Martin, Keeney)	2.2	Reading Specialists to support Tier 2 and 3 Intervention	\$ 284,776.00	
2.0 FTE: Math Interventionists (Washington, Verplanck)	2.2	Math Interventionists to support Tier 2 and 3 intervention	\$ 143,294.00	
2.7 FTE: Teachers of English Learners (MHS, Illing, Verplanck)	2.4	EL Teachers to support more regular inclusion of ELs in regular classroom settings	\$ 232,893.00	
2.0 FTE Teachers of Chinese (Illing and MHS)	2.3	1/2 Salary for 2 Chinese Teachers (Partnership with Confucius Institute)	\$ 54,500.00	\$ -
Stipends for Personalized Learning Advisors (MHS)	2.3	50 people advising 5 students each @\$1000	\$ 50,000.00	\$ -

100: Personnel Services - Salaries Subtotal:			\$ 2,005,587.00	\$ -
200: Personnel Services - Benefits				
18.0 FTE Teacher: Science Specialists (2 at each elementary school)	2.1	Offset cost of benefits for 2 Science Specialists for each of 9 elementary schools; 18 X \$51025	\$ 100,000.00	
				\$ -
				\$ -
200: Personnel Services - Benefits Subtotal:			\$ 100,000.00	\$ -
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				
Misc Supplies	2.3	Supplies for Manchester High School Academies	\$ 45,000.00	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 45,000.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 2,150,587.00	\$ -

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

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

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Strengthen School-Family Partnerships through the development of Family Resources Centers in each school. Centers provide families with various opportunities to learn through playgroups and family engagement activities. Each FRC is located in a school building, thus the FRC Site Coordinator is part of the staff and works with the staff to establish small groups to support academic and social/emotional learning.	20% increase in the number of families accessing Family Resource Center programming at each location from 346 in SY 2015-16 to 415 in SY 2016-17. At least 85% parent participation in elementary parent conferences (Fall and Spring). District changed formation of the Open House, so 2016-17 will be the first school year.
3.2.	Provide additional substance abuse services and educational programming 6 - 12	The percentage of students reporting a decline in substance abuse as a result of programming will increase from 95% in 2015-16 to 100% in 2016-17. The percentage of students who will avoid committing an additional substance abuse related offense, either suspension, expulsion or arrest, after completing substance abuse counseling, will increase from 85.2% in 2015-16 to 95% in 2016-17.
3.3.	Strengthen school climate at the elementary and middle levels through the implementation of research-based interventions and support.	10% reduction in office referrals 20% decline in the number of in and out of school suspensions of student from underrepresented groups. Black students, from 265 in 2015-2016 to 212 in 2016-17. Hispanic students, from 242 in 2015-16 to 194 in 2016-17.
3.4.	Improve student attendance through enhanced monitoring (monthly) and increased communication about attendance at the elementary level; Research shows that chronic absenteeism begins early in a student's educational career, thus we are increasing our efforts to address frequent absences early on.	4% reduction in students classified as chronically absent from 342 EOY 2015-16 to 328 EOY 2016-17 (monitor monthly) 8% reduction in students in grades K and 1 who are chronically absent (monitor monthly) from 14.2% in 2015-16 to 6.2% in 2016-17

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				
5.0 FTE Family Resource Center Coordinators (Martin, Keeney, Robertson, Waddell, Verplanck)	3.1	Coordinators at Verplanck, Waddell, Robertson, HP/Buckley, and Keeney/Martin (5 @ \$45,000)	\$ 200,000.00	\$ -
2.0 FTE Director of FRCs (Central Office / Bowers)	3.1	Director to oversee and develop all Family Resource Centers	\$ 79,000.00	
2.0 FTE Substance Abuse Counselors (MHS and Illing)	3.2	Substance abuse counselors to support middle and high school students and families	\$ 94,160.00	
6.0 Behavior Interventionists (Verplanck, Robertson, Martin, Keeney, Highland, Bowers)	3.3	Support Social Emotional Learning K - 5	\$ 180,000.00	
2.0 FTE Administrator: Director of Student Support, (Illing, Bowers)	3.3	Director of Student Support (oversight of Climate including Social Thinking, Restorative Practices, and Collaborative Problem Solving)	\$ 246,000.00	\$ -
.6 FTE Administrator Attendance Support (Central Office)	3.4	.5 Administrator to Support improving student attendance	\$ 85,000.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 884,160.00	\$ -
200: Personnel Services - Benefits				
				\$ -
				\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -

			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -

			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 884,160.00	\$ -

2016-17 Operations Priorities

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

<input type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input type="checkbox"/>	Technology integration	<input 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:
4.1.	Strengthen extended school year options for students K-2	85% of students participating in SAAM for at least four full weeks will maintain their F&P level or advance at least one level during the program (Pre and Post Program Assessment) 50% of students participating in SAAM for at least four full weeks will demonstrate growth on F&P from Spring to Fall administration.
4.2.		
4.3.		
4.4.		

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				
40.0 Certified Staff (36 Teachers / 2 School Counselors)	4.1	SAAM Teachers: 40 @ 5.5/hours day for 25 days @35 per hour	\$ 192,500.00	
2.0 Nurses	4.1	SAAM Nurses: 2 @ 5.5/hours day for 20 days @ \$37.37/hour	\$ 8,500.00	
Secretarial Support	4.1	SAAM	\$21,000	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 222,000.00	\$ -
200: Personnel Services - Benefits				
				\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
Program Evaluator	4.1	Contract Program Evaluator to determine whether program is meeting intended goals	\$ 20,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 20,000.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
SAAM Transportation	4.1	SAAM: 10 buses/45 minute runs \$250/day for 20 days	\$ 50,000.00	\$ -
SAAM Recreation	4.1	Projected Cost for Park and Recreation segment of SAAM for Weeks 2-5 only.	\$ 165,000.00	\$ -
500: Other Purchased Services Subtotal:			\$ 215,000.00	\$ -
600: Supplies				
SAAM Supplies	4.1	Supplies to support SAAM Program	\$ 21,870.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 21,870.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 478,870.00	\$ -

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:
			\$ -

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	\$ 413,133.00	\$ 2,005,587.00	\$ -	\$ 884,160.00	\$ -	\$ 222,000.00	\$ -	\$ -	\$ 3,524,880.00	\$ -
200: Personnel Services - Benefits	\$ -	\$ 100,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000.00	\$ -
300: Purchased Professional and Technical Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000.00	\$ -	\$ -	\$ 20,000.00	\$ -
400: Purchased Property Services	\$ 108,074.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 108,074.00	\$ -
500: Other Purchased Services	\$ 18,250.00	\$ -	\$ -	\$ -	\$ -	\$ 215,000.00	\$ -	\$ -	\$ 233,250.00	\$ -
600: Supplies	\$ 18,250.00	\$ 45,000.00	\$ -	\$ -	\$ -	\$ 21,870.00	\$ -	\$ -	\$ 85,120.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 557,707.00	\$ 2,150,587.00	\$ -	\$ 884,160.00	\$ -	\$ 478,870.00	\$ -	\$ -	\$ 4,071,324.00	\$ -

Appendix A. Statement of Assurances

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

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

THE APPLICANT: Manchester Public Schools **HEREBY ASSURES THAT:**
Manchester Board of Education
(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.

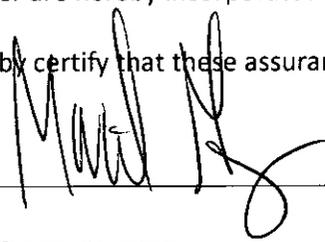
(g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, 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) Matthew Geary
 Title: (typed) Superintendent of Schools
 Date: January 26, 2017