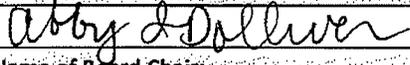
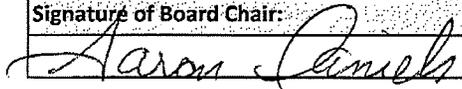


2016-17 Consolidated Alliance and Priority School District Application

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:	
Norwich Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
\$4,078,536	\$988,371
Contact Person:	Contact Title:
Kaitlyn O'Leary	Director of Strategic Initiatives
Telephone:	E-mail Address:
860-823-6284 X2013	koleary@norwichpublicschools.org
Name of Superintendent:	
Abby I. Dolliver	
Signature of Superintendent:	Date:
	10/6/16
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Aaron Daniels	Yes
Signature of Board Chair:	Date:
	10/6/16

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 type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input checked="" type="checkbox"/>	Hiring and placement processes	<input checked="" 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.	<p>Professional Development Coordination: District will staff an administrative literacy specialist for talent (092) at central office to oversee district talent initiatives. With an ongoing analysis of student data and teacher evaluation feedback, the ALS will ensure all professional learning is turn-keyed to appropriate district staff. This will happen through the coordination of professional learning, ongoing meetings with instructional specialists, and coordination with the Teacher Leadership program, with a focus on turn-keying professional learning to teachers. The administrative literacy specialist will be responsible for facilitating opportunities to utilize expertise within the district so teacher leaders provide support to their peers, including: co-teaching opportunities and observations. Based on feedback from the administrative team and PDEC, professional learning provided by outside consultants will be limited to implementation of Math (Tier I and Tier II), supporting students who have been affected by trauma, and evaluation and coaching for administrators. The administrative literacy specialist will facilitate the development of the 2016-17 professional learning plan linked to teacher evaluation; appropriate professional learning evaluations; and a revised teacher evaluation. ALSs will support the development of data teams for extended core and special education teachers, and Professional Learning Communities focused on culture, climate and behavior, and the grade 5 Social Studies curriculum roll out in Fall 2016. The district will ensure, whenever possible, opportunities are available for self-selected professional learning opportunities. Professional learning topics will be aligned to teacher evaluations, results of student data, and identified needs as seen during observations.</p>	As measured by the 2016-17 NPS Teacher Survey, teacher perception of the quality of professional learning session will increase by 20% from a score of 3/5 to a score of 4/5.
1.2.	<p>Hiring and Placement Processes: District will enter year 3 of implementation of an upgraded employment application software to refine hiring processes.</p>	As measured by Applitrack software, there will be a 25% increase in highly qualified applicants for comparable positions since year one of implementation.

1.3.	<p>Instructional Coaching: Instructional specialists will meet regularly with the administrative literacy specialists overseeing Talent and Academics to ensure consistent messages, and to ensure fidelity to established coaching cycles which will ensure that all teachers receive in-class support throughout the year. The primary responsibility for instructional specialists is to observe and provide feedback to teachers focused on their individual goal plans. In addition, instructional specialists will support their assigned schools through the facilitation of data team meetings and PLCs. Instructional specialists will support instruction by offering model lessons, and support in the development of differentiated lesson plans. Instructional specialists will also deliver building wide and grade level professional development and assist in curriculum development. Instructional specialist will be provided with opportunities for professional learning by attending in-district and out of district professional development opportunities, as well as remaining informed of current research based practices that create a highly effective classroom environment.</p>	<p>End of year evaluations, using the NPS Teacher Evaluation, will note ratings of proficient or above in 75% of all observed indicators in the area of "Planning and Preparation for Learning", up from 50% in 2015-16.</p>
1.4.	<p>School Leadership Development: For year 3 of the NPS Teacher Leadership Team, The NPS Teacher Leadership Team will continue to provide a structure and process for classroom teachers to influence colleagues, administrators and the school community to improve teaching and learning practices, inform curriculum and assessment practices and increase student learning and achievement. Teacher leaders will work collaboratively with instructional specialists to support the work of data teams and PLCs in their schools. The major shift for the 2016-17 school year will be that two separate leadership programs will be formed, one to focus on Humanities (ELA and Social Studies) and one for STEM. New teachers must apply in June 2016 for the 2016-17 school year, attend 3 after school teacher leadership collaborative meetings, facilitate 2 after school professional learning sessions, and identify additional modes of communication with their school communities (i.e. IDTs SWDT, PLCs and staff meetings).</p>	<p>Thirty-two teachers will participate in leadership development offerings and each participant will provide two after school professional learning sessions throughout the 2016-17 school year. End of year evaluations, using the NPS Teacher Evaluation, will note ratings of proficient or above in 75% of all observed indicators in the area of "Planning and Preparation for Learning", up from 50% in 2015-16.</p>

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 Administrative Literacy Specialists: Talent	1.1	1 FTE X anticipated salary of \$117,850	\$ 117,850.00
11 Instructional Specialists	1.3	11 FTE X anticipated salary of \$71,838.64	\$ 790,225.04
16 ELA (Humanities) Teacher Leaders +16 STEM Teacher Leaders 22 ELA (Humanities) Teacher Leaders +10 STEM Teacher Leaders	1.4	32 X 1 hour per month X 8 months X \$33.68	\$ 8,622.08
100: Personnel Services - Salaries Subtotal:			\$ 916,697.12
200: Personnel Services - Benefits			

1 Administrative Literacy Specialist: Talent benefits	1.1	1 @ couples benefits	\$	14,009.14
11 Instructional Specialists benefits	1.3	2 @ no benefits, 3 @ single benefits, 2 @ couple benefits, 5 @ family benefits	\$	137,548.59
Certified Staff Payroll Taxes: Medicare	1.1/1.3	1.45%	\$	13,292.11
200: Personnel Services - Benefits Subtotal:			\$	164,849.84
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				
TEVAL Platform	1.1	\$800 X 9 schools	\$	8,800.00
Applitrack	1.2	One year contract \$3,300	\$	3,531.00
500: Other Purchased Services Subtotal:			\$	12,331.00
600: Supplies				
			\$	-
600: Supplies Subtotal:			\$	-
700: Property				
			\$	-
			\$	-
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-
Talent Subtotal:			\$	1,093,877.96

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 checked="" type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input type="checkbox"/>	Pre-kindergarten
<input type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input type="checkbox"/>	College and career access	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input type="checkbox"/>	Other: _____

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

Academic Priorities:		Aligned SMART Goals:
2.1.	<p>Common Core-aligned Curriculum Transition: District will staff an administrative literacy specialist for academics (092) at central office who will contribute to district-wide academic initiatives. This administrative literacy specialist for academics will be responsible for coordinating district wide curriculum development initiatives in all curricular areas. The administrative literacy specialist for academics will guide the implementation of a curriculum revision plan that includes the timeline cycle to ensure ongoing, systematic review and updates to curricular units. Norwich will be undertaking a major review and revision of all curriculum in the district. As such curriculum coordinators will be added for social studies, science and special education. Four media specialists split between the elementary schools and two technology integration teaches working in the two middle schools will be maintained to instruct students in 21st century technology literacy skills. Two world language teachers will be maintained at the middle schools to provide Spanish instruction to all students. SOAR instruction in study skills will also be maintained at the grades 7-8 middle school. To enhance the arts, instrumental instruction will be maintained at both middle schools. To support previous alliance work in academics, the following consumables are still needed: Foundations, and Writer's Workshop. New Science and Social Studies consumables and resources will be ordered as the curricula is developed. Do the Math and Reflex Math intervention materials will be purchased to support the Math curriculum development. Additional STEM instructional materials are also needed, curriculum development funds are also needed to support the writing of curriculum in ELA, Math, and Visual Arts.</p>	<p>Norwich Public Schools will maintain positions for library media, technology integration, world language, and instrumental music. By June 2016, the district will create a framework for instruction and curriculum as well as action plan for the revision of all curricular units in the district.</p>

<p>2.2. Supports for Special Populations - Bilingual/ELs & Special Education: English Learners in grades K and 1 will participate in daily tier 1 instruction addressing the reading foundation core standards using the Wilson Foundations program. Teachers that serve a mix of ELs and native English speakers, with coaching from instructional specialists, will implement effective sheltered instruction for their students. Students needing tier 2 instruction will receive it through the SRBI process. Paraeducators will support and reteach under the direction of the classroom teacher.</p> <p>The director of language and translation services will work with staff to institute a district developed progress-monitoring tool for ELs.</p> <p>The district will continue instruction in specialized programs for students with disabilities including: LIPPS and Verbalize and Visualize (including the primer Talkies). Based on feedback from CSDE, there will be a review and revision of the special education/EL intervention model, including monitoring of special populations in tiered interventions. A supervisor of special education will work with special education staff to provide assistance with data review and analysis; develop effective IEP goals and objectives; plan specialized instruction; support students' access to the general education curriculum; facilitate collaboration; and coordinate special education services leading to improved student achievement.</p>	<p>The percentage of Kindergarten through grade 8 English Learner students making progress as measured by the LAS Links Proficiency Test will increase from 80% in Spring 2016 to 82% in Spring 2017. *This goal is based on an increase of two percentage points per year based on a goal of 86% or above in 2018-19.</p> <p>The percentage of Kindergarten through grade 8 English Learner students who meet Proficiency requirements as identified by CSDE and as measured by the LAS Links Proficiency Test will increase from 29% in Spring 2016 to 30% in Spring 2017. *This goal is based on an increase of 1.7 percentage points per year based on a goal of 34% or above in 2018-19.</p> <p>The percentage of EL students in grades 2-8 who meet or exceed their projected RIT as measured by the NWEA MAP Reading test will increase from 62% from Spring 2016 to 68% in the Spring of 2017, based on a percentage increase of 6 percentage points per year for a goal of 80% in Spring 2018-2019. *</p> <p>The percentage of EL students in grades 2-8 who meet or exceed their projected RIT as measured by the NWEA MAP Math test will increase from 49% from spring 2016 to 59.3% in Spring 2017, based on a percentage increase of 10.3 percentage points per year for a goal of 80% in Spring 2018-2019. *</p> <p>The percentage of Special Education students who meet or exceed their projected RIT as measured by the NWEA MAP Reading test will increase from 54.3% in Spring 2015 to 62.9% in Spring 2016. *This goal is based on an increase of 8.6 percentage points per year based on a goal of 80% or above in 2018-19.</p> <p>The percentage of Special Education students who meet or exceed their projected RIT as measured by the NWEA MAP Math test will increase from 54.3% in Spring 2015 to 62.9% in Spring 2016. *This goal is based on an increase of 8.6 percentage points per year based on a goal of 80% or above in 2018-19.</p>
<p>2.3. PreK - Grade 3 Literacy: Academic interventionists will provide direct instruction and monitor student progress using research based interventions in the areas of reading. Staff will provide this support using the following tools: Leveled Literacy Intervention (LLI), Lexia Core 5 Reading, and Wilson Reading Foundations.</p>	<p>The percentage of students receiving tier 2 or 3 intervention, in grades 2-8, who exceed their projected RIT on NWEA MAP Reading will increase from 77.5% in 2015-16 (fall to spring) to 85% in 2016-17 (fall to spring). (With a goal of 100% by 2018-19.)</p> <p>The percentage of students receiving tier 2 or 3 interventions, in grade K, who score at Core on the DIBELS sub test will increase from 67% in 2015-16 (winter to spring) to 78% in 2016-17 (winter to spring). (With a goal of 100% by 2018-19.)</p> <p>The percentage of students receiving tier 2 or 3 interventions, in grade 1, who score at Core on the DIBELS sub test will increase from 57.25% in 2015-16 (fall to spring) to 71.5% in 2016-17 (fall to spring). (With a goal of 100% by 2018-19.)</p>
<p>2.4. Full-day Kindergarten: District will offer a full day kindergarten program district wide for all kindergarten students. As part of this program, and in alignment with the Reading Foundations Common Core State Standards, teachers will implement the Foundations (Wilson Language), a structured, sequential and cumulative phonics/spelling program using multi-sensory teaching techniques.</p>	<p>75% of Norwich Public Schools Kindergarten students will end the 2016-17 school year reading at Running Record Level D/E based on Teacher's College independent reading benchmark criteria.</p>

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 Administrative Literacy Specialist: Academics	2.1	1 FTE X anticipated salary of \$117,850	\$ 117,850.00	\$ -
4 Media Specialists	2.1	4 FTE X anticipated salary of \$49465.70	\$ 197,862.80	\$ -
Science, Social Studies, (2) Special Education Coordinator	2.1	3 Stipends \$ 6,970 4 Stipends \$ 6,970	\$ 27,880.00	
1 SOAR Instructor	2.1	1 FTE X anticipated salary of \$28,318	\$ 28,318.00	
2 World Language Teachers	2.1	2 FTE X anticipated salary of \$39,939	\$ 79,878.00	
0.4 FTE instrumental music teacher	2.1	0.4 FTE X anticipated salary of \$55,200	\$ 22,080.00	
Summer work: Math Curriculum	2.1	8 teachers @ \$33.68/hr. @ 5 days @ 6 hrs./day 13 teachers @ \$33.68/hr. @ 10 days @ 6 hrs./day	\$ 26,270.40	
Summer work: Science ELA Curriculum	2.1	8 teachers @ \$33.68/hr. @ 5 days @ 6 hrs./day 10 teachers @ \$33.68/hr. @ 10 days @ 6 hrs./day	\$ 20,208.00	
Supervisor of Special Education	2.2	1 FTE X anticipated salary of \$111,647	\$ 111,647.00	
7 Bilingual/TSOL Teachers	2.2	7 FTE X anticipated salary of \$71626.21	\$ 501,383.47	\$ -
7 EL Paraeducators	2.2	7 FTE X anticipated salary of \$22,907.68	\$ 160,353.76	
2 Special Education Paraeducators	2.2	2 FTE X anticipated salary of \$25932.50	\$ 51,865.00	
15 ELA Interventionists	2.3	15 interventionists X \$20/hr. X 900 hours (additionally, 30 from Title I) Hu:5, Ma:4, Mo:6, St:5, Un:3, Ve:4, We:3, K:9, T:6		\$ 270,000.00
8 Full Day Kindergarten Teachers	2.4	8 FTE X anticipated salary of \$59,999.38 (10 additional through general fund)	\$ -	\$ 479,995.04
100: Personnel Services - Salaries Subtotal:			\$ 1,345,596.43	\$ 749,995.04
200: Personnel Services - Benefits				
1 Administrative Literacy Specialist: Academics benefits	2.1	1 @ no benefits	\$ -	

4 Media Specialists	2.1	1 @ no benefits, 1 @ single benefits, 1 @ couple benefits, 1 @ family benefits	\$ 40,113.13	\$ -
1 SOAR Instructor	2.1	1 @ no benefits	\$ -	
2 World Language Teachers	2.1	2 @ no benefits	\$ -	
2 Technology Integration Teachers	2.1	1 @ couple benefits of \$18830.76	\$ 18,830.76	
0.4 FTE Instrumental Music Teacher	2.1	1 @ no benefits	\$ -	
1 Supervisor of Special Education	2.2	1 @ couple benefits	\$ 18,830.76	
7 Bilingual/TSOL Teachers	2.2	2 @ no benefits, 1@ single, 1 @ couple benefits, 3 @ family benefits	\$ 74,210.20	
7 EL Paraeducators	2.2	3 @ no benefits, 1 @ single benefits, 3 @ couple benefits	\$ 74,210.20	
2 Special Education Paraeducators	2.2	1 @ couple benefits, 1 @ family benefits	\$ 36,551.21	
8 Full Day Kindergarten Teachers	2.4	2 @ no benefits, 3 @ single benefits, 3 @ family benefits	\$ -	\$ 73,993.02
Certified Staff Payroll Taxes: Medicare	2.1/2.2/2.4	1.45%	\$ 12,582.01	\$ 6,407.93
Non Certified Staff Payroll Taxes: FICA Medicare	2.1/2.2/2.4	7.65%	\$ 18,401.06	\$ 20,655.00
200: Personnel Services - Benefits Subtotal:			\$ 293,729.34	\$ 101,055.95
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -

			\$ -	\$ -
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400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
NWEA MAP	2.1	\$4,400 X 9 one year district license	\$ 28,000.00	\$ -
Reflex Math Digital Fact Fluency	2.1	3 year license per school @ \$3500 X7 district license		\$ 36,100.00
500: Other Purchased Services Subtotal:			\$ 28,000.00	\$ 36,100.00
600: Supplies				
Fundations Consumables	2.1	workbooks/ think markers		\$ 12,000.00
Literacy Workshop Consumables	2.1	notebooks X2, take home bags, chart paper, post it notes, chart markers	\$ 27,700.00	
Science/social studies (lower level content specific books for middle school)	2.1	\$3,660 per middle school		
Math Intervention: Do the Math	2.1	4 sets per school @ 1400 per set, grades 6-8 1 small group set per school each grade @ \$715 per set =	\$ 59,081.00	
STEM Instructional Materials	2.1	Related curricular text and consumable materials Robotics, Makerspace, and other devices	\$ 251,522.00	\$ 69,900.00
Social Studies Instructional Materials	2.1	Related curricular texts and consumable materials		
Special Education Classroom Libraries (hi- low readers) Middle School	2.2	\$2,000 per special education classroom at TMMS and KMS (1 per grade level = 3) \$6,440 per grade level		\$ 19,320.00
600: Supplies Subtotal:			\$ 338,303.00	\$ 101,220.00
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -

			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 2,005,628.77	\$ 988,370.99

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 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.	<p>Attendance/Chronic absenteeism: District will implement a marketing campaign, inclusive of automated phone messaging, web presence and paper communication that ensures clear and shared definitions related to absenteeism and clarifies expectations and procedures to staff, students, families and the community. Each school will ensure attendance reporting is completed daily by 10am. The attendance/behavioral interventionist will call home each day to the family of any absent child. The Director of Strategic Initiatives will provide bi-weekly attendance updates to the attendance team leader at each school and ensure the scheduling of bi-weekly attendance team meetings. Each attendance team will review current data, establish appropriate interventions for both Tier II and Tier III students, and will plan for school-wide (Tier I) interventions such as perfect attendance awards, monthly incentives for the classroom with the highest attendance, and workshops for families. Additionally, the attendance team will work with community partners to provide appropriate supports for students with chronic health issues to ensure students have access to educational supports when out of school. Meetings will collaboratively address issues related to truancy to ensure streamlined communication between the family and the school. Tier II and III interventions may include: individualized family meetings and home visits, "lunch bunch" groups, referrals to local programs and agencies, individualized goal setting, etc. The district will also continue an established partnership between the city mayor, police department, health district, and youth service bureau to review trends related to absenteeism and juvenile offenses.</p>	<p>As measured through bi-weekly PowerSchool reports, no more than 8.7% of each school's student population will be identified as chronically absent for the 2016-17 school year. **This goal is based on a decrease of 1.8 percentage points per year for goal of 5% in 2018-19.</p>

<p>3.2. Behavior Management: The administrative literacy specialist (092) for culture & climate at central office, will develop family engagement strategies to be implemented related to culture and climate initiatives. These strategies will be implemented district wide. The administrative literacy specialist for culture and climate will ensure weekly, tier-I social-emotional curriculum delivery to all students, K-5 in alignment with the newly revised elementary health curriculum, and 6-8 in alignment with health class schedules as arranged by building administrators. Additionally, the administrative literacy specialist, in collaboration with the director of strategic initiatives will ensure a district level review of student survey feedback to guide the revision of behavior management systems at all schools (ensuring a quiet space, grade level partner, visit school psychologist and other appropriate interventions). District will collect and analyze SRBI behavioral data to implement positive interventions. The district will implement a sustainable contextually-and culturally relevant school-wide positive behavioral interventions (PBIS) framework in three schools with the support of the University of Connecticut in order to promote a positive school climate and decrease disproportionate achievement rates including those between minority and white and poor and non-poor students. Additionally the administrative literacy specialists, attendance/behavioral Interventionists, ISS paraeducators, school counselors, and MSW/school psychologists will participate in quarterly meetings of the district climate committee to finalize and implement the district climate plan.</p>	<p>Suspension data shows a 10% decrease per year in the number of suspensions district-wide, as well as a 10% decrease in subgroups including: special education students, and minority students. Based on a 6.5% suspension rate GOAL in 2015-16, the 2016-17 rate will be 5.8% or less.</p>
<p>3.3. Wraparound Services: The city mayor, the police department, the health district, the youth service bureau, UCFS and the district entered into a partnership in the spring of 2015 to analyze data and trends related specifically to attendance and behaviors. This partnership will continue through the 2016-17 school year. Through the analysis of school and city data, these stakeholders will ensure a consistent, effective system of collaboration and referral is in place to support the needs of students and their families. The district's nursing supervisor will ensure consistent messaging between school nurses, school staff, and partnering agencies. The nursing supervisor will have knowledge of the physical, emotional and mental supports available to children and their caregivers through outside community agencies. The supervisor will ensure students have access to dental resources and other health resources not provided through the district. The nursing supervisor additionally will serve as a liaison with state agencies including the Department of Developmental Service and the Department of Children and Families.</p>	<p>As measured through bi-weekly PowerSchool reports, no more than 8.7% of each school's student population will be identified as chronically absent for the 2016-17 school year. **This goal is based on a decrease of 1.8 percentage points per year for goal of 5% in 2018-19.</p>
<p>3.4. Family Engagement: The district will accommodate barriers that may limit parent/family opportunities to participate fully in the education of their child, such as flexible meeting and workshop times, hosting events within the community, and communicating with families in a variety of ways including: good news post cards, phone calls home, and utilization of Classroom Dojo. The district will provide families with informational sessions on curriculum, instruction and assessment at least two times per year including: Math and Technology Curriculum Night, Literacy Curriculum Night, Multi Cultural Night, and/or Extended Core Night. The director of strategic initiatives and the media specialist will meet a minimum of twice per month to ensure family engagement activities and wraparound services are clearly communicated to school staff, families and community members and agencies. The administrative literacy specialist for culture & climate will research and develop a district action plan to transition the district and schools to "partnership schools" as defined by Karen Mapp.</p>	<p>Each school will offer a minimum of two family nights during the 2016-17 school year as measured by the school calendar. By June 2016, the district will develop an action plan to transition to partnership schools.</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:
100: Personnel Services - Salaries				
0.5 Director of Strategic Initiatives	3.1/3.3/3.4	0.5 FTE X anticipated salary of \$71,400	\$ 35,700.00	
9 Attendance/Behavior Interventionists	3.1/ 3.2	8,000 hours (2.4 hrs./student)	\$ 160,000.00	\$ -
1 Administrative Literacy Specialist: Culture & Climate	3.2	1 FTE X anticipated salary of \$111,647	\$ 111,647.00	\$ -
2 ISS Paraeducators	3.2	2 FTE X anticipated salary \$21,930	\$ 43,860.00	
1 Middle School Counselor	3.2	1 FTE X anticipated salary of \$87,085	\$ 87,085.00	
1 MSW/ School Psychologists	3.2	1 FTE X anticipated salary of \$64,950	\$ 64,950.00	
1 Nursing Supervisor	3.3	1 FTE X anticipated salary of \$53,545	\$ 53,545.00	
Director of Media Communications	3.4	1 @ anticipated salary of \$56,100	\$ 56,100.00	
100: Personnel Services - Salaries Subtotal:			\$ 612,887.00	\$ -
200: Personnel Services - Benefits				
0.5 Director of Strategic Initiatives	3.1/3.3/3.4	0.5 @ single	\$ 4,032.77	
1 Administrative Literacy Specialist: Culture & Climate	3.2	1 @ no	\$ -	\$ -
2 ISS Paraeducators	3.2	1 @ single benefits, 1 @ no benefits	\$ 7,875.22	\$ -
1 Middle School Counselor	3.2	1 @ no benefits	\$ -	\$ -
1 MSW/ School Psychologists	3.2	1 @ couple benefits	\$ 18,830.76	
1 Nursing Supervisor	3.3	1 @ couple	\$ 14,470.00	
Director of Media Communications	3.4	1 @ couple benefits	\$ 15,815.22	

Certified Staff Payroll Taxes: Medicare	3.2/3.3	1.45%	\$ 4,599.79	
Non Certified Staff Payroll Taxes: FICA Medicare	3.1/3.4	7.65%	\$ 22,617.99	
200: Personnel Services - Benefits Subtotal:			\$ 88,241.75	\$ -
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				
Panorama Parent/Student/Staff Survey	3.4		\$ 7,141.00	
Contracted School Psychologist	3.2	Contracted Services for IRS program	\$ 83,780.76	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 90,921.76	\$ -
600: Supplies				
600: Supplies Subtotal:			\$ -	\$ -

700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 792,050.51	\$ -

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 checked="" type="checkbox"/>	Student enrollment processes
<input checked="" 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:
4.1	Student Enrollment Process: The district will operate a central registration center to enroll new students into the district and facilitate timely transfer of records as students move between schools. The Central Registrar will ensure timely, accurate entry of student data and will facilitate district and state level needs of student data exports. The Registrar will involve guidance department for middle school enrollment to ensure smooth transition and scheduling of appropriate coursework.	Weekly, all student enrollment and transfer data will be updated in PowerSchool and student physical records will be delivered to schools.
4.2	Technology Integration: Over the past 5 years, the district has completed a major infrastructure upgrade in all schools and buildings. This upgrade included significant purchases of end-user technologies. The district will create new positions to ensure effective use of these new technologies to support a virtualized server network, updated switches and replacement cabling (LAN), new student information system (PowerSchool), interactive whiteboards, teacher desktop computers, student laptops, tablets, Chromebooks, and other peripherals. An effective technology department will ensure that these new systems are well-supported. As a result, academic and administrative programs and services can flourish and can utilize all new technologies to the highest capacities. Also, the information technology staff will research and implement cost effective solutions that enhances the district's ability to provide a quality education for students and give administrators and faculty the means to operate successfully.	By June 2017, the district will ensure timely implementation of all strategies related to expanding and improving the technology system and infrastructure to support enhanced needs of the district outlined in the district's 3 Year Technology Plan.

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				
Central Registrar	4.1	1 FTE X anticipated salary of \$45,000	\$ 45,000.00	
Director of Information Technology	4.2	1 FTE X anticipated salary of \$69,000	\$ 69,000.00	
Database Specialist/Network Technician	4.2	1 FTE X anticipated salary of \$45,000	\$ 45,000.00	
100: Personnel Services - Salaries Subtotal:			\$ 159,000.00	\$ -
200: Personnel Services - Benefits				
Central Registrar	4.1	1 @ no benefits		\$ -
Director of Information Technology	4.2	1 @ couple benefits	\$ 15,815.22	
Database Specialist/Network Technician	4.2	1 @ no benefits	\$ -	
Non Certified Staff Payroll Taxes: FICA Medicare	4.1/ 4.2	7.65%	\$ 12,163.50	
200: Personnel Services - Benefits Subtotal:			\$ 27,978.72	\$ -
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:			\$ 186,978.72	\$ -

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	\$ 916,697.12	\$ 1,345,596.43	\$ 749,995.04	\$ 612,887.00	\$ -	\$ 159,000.00	\$ -	\$ -	\$ 3,034,180.55	\$ 749,995.04
200: Personnel Services - Benefits	\$ 164,849.84	\$ 293,729.34	\$ 101,055.95	\$ 88,241.75	\$ -	\$ 27,978.72	\$ -	\$ -	\$ 574,799.65	\$ 101,055.95
300: Purchased Professional and Technical Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ 12,331.00	\$ 28,000.00	\$ 36,100.00	\$ 90,921.76	\$ -	\$ -	\$ -	\$ -	\$ 131,252.76	\$ 36,100.00
600: Supplies	\$ -	\$ 338,303.00	\$ 101,220.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 338,303.00	\$ 101,220.00
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 1,093,877.96	\$ 2,005,628.77	\$ 988,370.99	\$ 792,050.51	\$ -	\$ 186,978.72	\$ -	\$ -	\$ 4,078,535.96	\$ 988,370.99

Appendix A: Statement of Assurances

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

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

THE APPLICANT: Abby I. Dolliver HEREBY ASSURES THAT:

Norwich Public Schools

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
- iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole

or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to ensure 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: Abby I. Dolliver

Name: *(typed)* Abby I. Dolliver

Title: *(typed)* Superintendent

Date: 1/24/17

