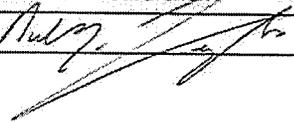


## 2016-17 Consolidated Alliance and Priority School District Application

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

<b>Local Education Agency:</b>	
Winchester Public Schools	
<b>FY 2016 Alliance District Allocation:</b>	<b>FY 2016 PSD Allocation (if applicable):</b>
\$256,099	
<b>Contact Person:</b>	<b>Contact Title:</b>
Robert Travaglini	Receiver
<b>Telephone:</b>	<b>E-mail Address:</b>
860-379-0706 ext 166	Robert.Travaglini@winchesterschools.org
<b>Name of Superintendent:</b>	
Robert Travaglini, Receiver	
<b>Signature of Superintendent:</b>	<b>Date:</b>
	20-Jun-16
<b>Name of Board Chair:</b>	<b>Local Board Approval of Plan (Yes/No):</b>
Robert Travaglini	yes
<b>Signature of Board Chair:</b>	<b>Date:</b>
	20-Jun-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 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.	As a part of the redesign of the Winchester public schools, two critical steps have been taken to advance this work. The district is consolidating three underutilized school sites to two - a preK-2 site and a 3-6 site. Additionally, the district is embarking on a collaborative community model of redesign that focuses its efforts for the coming years in the areas of continuing the work in literacy, enhancing science and math instruction, integrating technology into teaching and learning, and enhancing the climate and culture of each school. To do this effectively, the district is adopting a model that provides embedded coaching in each of the two reconfigured schools in the four areas of focus for the coming year: 1.) to further refine the workshop model in ELA and Math, 2.) introduce inquiry into all curriculum areas with emphasis on science, 3.)effective use of technology for teaching and learning, and 4.)creating an effective three tiered system of social emotional support and education in each of the schools. (Note - Winchester is combining 3 elementary schools into 2 for the coming year. These four priorities reflect the four areas of focus for each of the newly configured schools for the next year. This coaching model builds on some basic work completed this year on implementing the workshop model and expands coaching into every area of focus for one year.)	Baseline measures (winter assessment 2016):Literacy: K - Dibels proficiency - 38%; Grade 1 Dibels proficiency - 53% ; Grade 2 Running Records - at or above goal 44%; Grade 3 NWEA reading - 50.5%; Grade 4 NWEA Reading - 51%; Grade 5 NWEA Reading - 40%; Grade 6 NWEA Reading - 44%. Math: K Dibels benchmark - 10%; Grade 1 Dibels benchmark - 14%; Grade 2 Dibels Concepts - 5.8%; Grade 3 NWEA - 34.1%; Grade 4 NWEA - 4%; Grade 5 NWEA - 40%; Grade 6 NWEA - 24%. Science - Grade 5 2016 71.1% proficient. For the 2016-17 school year, the district will increase its proficiency scores in literacy by 10%, in math by 15% and in science by 5% over this year's baseline measures as measured by NWEA testing in grades K-6.

1.2.	<p>The Model that the district is creating in order to integrate STEM, Civics and the Arts: In accordance with C.G.S. section 10-223h(d) section E, Winchester Public School System (WPS) is embarking on a redesign model for the coming year that blends the recent work on revamping the Tier one model of classroom instruction into a competent instructional framework across all subject areas. This will be supported by a collaborative infrastructure that uniquely blends a model of school-based civic representative government with the infusion of the community strengths and partnerships in the areas of the arts and sciences. The Winchester Public Schools is calling this approach it's Community Collaborative Model for Education. Based on Hinsdale Elementary School closing, Batcheller will start the 2016-17 school year adding grade 2 and becoming a school educating students in grades preK through 2 and Pearson will become a grade 3-6 school. In this model, each school will function as a self-sustaining miniature community complete with representative governments and social constructs such as business, philanthropy, and employment. This model will build from pre-K through grade 6 the civic knowledge and capacity to fully and effectively participate in a democracy. This initiative mirrors the model of government in the town of Winchester, with a storied history of civic development and a citizen government embodied by public vote on each element of town government. The incorporation of these values and practices into the school day encourage higher order thinking on the part of the students, provide real world activities into which standards-based curricula can be applied, and increase the relevance of classroom instruction. Additionally, Winchester sits in the northwest corner of the State, and is a natural partner to myriad community based arts, civics and science centers and professionals. This model proposes to design reciprocal relationships with the community entities to both bring local expertise into the instructional day. This will expand school-based teaching and learning in the often neglected areas of civics, science and the arts, and expand the school walls to integrate student learning into practical community based sites and activities.</p>	see above
1.3.		
1.4.		

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

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
\$80,000	1.1	25% of 5 instructional coaching positions - the job title is Instructional Coach. 25% of the salary for this position is \$16,000.	

			\$	-
			\$	-
<b>100: Personnel Services - Salaries Subtotal:</b>				<b>\$80,000</b>
<b>200: Personnel Services - Benefits</b>				
			\$	-
			\$	-
			\$	-
<b>200: Personnel Services - Benefits Subtotal:</b>			\$	-
<b>300: Purchased Professional and Technical Services</b>				
			\$	-
			\$	-
			\$	-
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$	-
<b>400: Purchased Property Services</b>				
			\$	-
			\$	-
			\$	-

<b>400: Purchased Property Services Subtotal:</b>			\$	-
<b>500: Other Purchased Services</b>				
			\$	-
			\$	-
<b>500: Other Purchased Services Subtotal:</b>				
<b>600: Supplies</b>				
			\$	-
			\$	-
			\$	-
<b>600: Supplies Subtotal:</b>			\$	-
<b>700: Property</b>				
			\$	-
			\$	-
			\$	-
<b>700: Property Subtotal:</b>			\$	-
<b>800: Other Objects</b>				
			\$	-
			\$	-
			\$	-
<b>800: Other Objects Subtotal:</b>			\$	-
<b>Talent Subtotal:</b>				<b>\$80,000</b>

## 2016-17 Academic Priorities

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

<input type="checkbox"/>	Common Core-aligned curriculum transition	<input type="checkbox"/>	Alternative/Transitional programs
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input 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.	The district will provide tier 2 literacy and math interventions using scientifically validated tools through the direct instruction of one reading teacher and 6 interventionists. The interventions being used are: Leveled Literacy Intervention, Foundations, Edmark, Wilson Reading, Road to Reading, Go Math and Do the Math. The district will be using NWEA as its assessment system for all grades K-6 for the coming year.	Baseline measures (winter assessment 2016): Literacy: K - Dibels proficiency - 38%; Grade 1 Dibels proficiency - 53% ; Grade 2 Running Records - at or above goal 44%; Grade 3 NWEA reading - 50.5%; Grade 4 NWEA Reading - 51%; Grade 5 NWEA Reading - 40%; Grade 6 NWEA Reading - 44%. Math: K Dibels benchmark - 10%; Grade 1 Dibels benchmark - 14%; Grade 2 Dibels Concepts - 5.8%; Grade 3 NWEA - 34.1%; Grade 4 NWEA - 4%; Grade 5 NWEA - 40%; Grade 6 NWEA - 24%. Science - Grade 5 2016 71.1% proficient. For the 2016-17 school year, the district will increase its proficiency scores in literacy by 10%, in math by 15% and in science by 5% over this year's baseline measures as measured by NWEA testing in grades K-6.
2.2.		
2.3.		

2.4.		
------	--	--

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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
\$173,000	2A	.25% of reading instructor; 6 intervention instructors The job title for the reading instructor is Teacher. 25% of her salary is \$23,000. The interventionist job title is Interventionist. The positions are paid \$25,000.	\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 173,000.00</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>

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

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

## 2016-17 Culture and Climate Priorities

**Step 1: Place an "X" beside the district's 2016-17 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2014-15 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.**

<input type="checkbox"/>	Attendance/Chronic absenteeism	<input type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input type="checkbox"/>	Family engagement
<input checked="" type="checkbox"/>	Wraparound services	<input checked="" type="checkbox"/>	school security

**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.	Contract with Dillon Security to complete safety and security plans for both schools and the district coordinating with local law enforcement and fire agencies.	The district will maintain its record of 0 injuries due to security threats or events as measured by critical incident and injury reports over the course of the next school year.
3.2.	<p><b>DEVELOPMENT AND ENHANCEMENT OF TIER ONE STRATEGIES:</b>                      In the first year of implementation, WPS will conduct an intensive reboot of its PBIS system, looking toward fidelity and intensity of implementation across all faculty and staff. The PBIS Teams will meet monthly to assess the fidelity of implementation and effectiveness. Each school will provide professional development to parents and engaged community agencies in the principles of PBIS at this site to encourage cross setting language and practices. In addition, WPS, in partnership with the Turnaround Office, will work to strengthen Tier one practices, and learn the foundation concepts of managing school climate within the framework of the Restorative Practices model. Over the course of the first year, the Turnaround Office will work with the principal and the climate and culture coach to analyze their current practices and lay the foundation for the coming year. In the second year, the schools will enter into a full year-long process of training all school members in Basic and Advanced Climate and Basic Restorative Practices.</p> <p><b>TIER TWO AND THREE INTERVENTIONS:</b>                      The school's certified teams will train all staff in the underlying principles of Life Space Crisis Intervention focusing particularly on breaking the conflict cycle. Trained staff will employ the strategies of this framework as the foundation tier two approach for students who are in crisis or struggling in the school setting. WPS will also participate in the partnership with the school-based health clinic organization beginning work in the district next year to provide medical, dental, and tier three clinical and medical mental health intervention with students.</p>	To reduce chronic absenteeism at Batcheller School from 12.2% to below 5% for the 2016-17 school year.
3.3.		
3.4.		



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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -	\$ -
<b>200: Personnel Services - Benefits</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -	\$ -
<b>300: Purchased Professional and Technical Services</b>				
\$3,099	3.1	Contract with Dillon Security	\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$3,099	\$ -
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -

<b>500: Other Purchased Services</b>						
			\$	-	\$	-
			\$	-	\$	-
			\$	-	\$	-
<b>500: Other Purchased Services Subtotal:</b>			\$	-	\$	-
<b>600: Supplies</b>						
			\$	-	\$	-
			\$	-	\$	-
			\$	-	\$	-
<b>600: Supplies Subtotal:</b>			\$	-	\$	-
<b>700: Property</b>						
			\$	-	\$	-
			\$	-	\$	-
			\$	-	\$	-
<b>700: Property Subtotal:</b>			\$	-	\$	-
<b>800: Other Objects</b>						
			\$	-	\$	-
			\$	-	\$	-
			\$	-	\$	-
<b>800: Other Objects Subtotal:</b>			\$	-	\$	-
<b>Talent Subtotal:</b>			\$	<b>3,099.00</b>	\$	-

## 2016-17 Operations Priorities

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

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

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

Operations Priorities:		Aligned SMART Goals:
4.1.		
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:
<b>100: Personnel Services - Salaries</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -	\$ -
<b>200: Personnel Services - Benefits</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -	\$ -
<b>300: Purchased Professional and Technical Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -	\$ -
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

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

## Non-Reform Budget - Optional Section

**Directions:** In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
			\$ -
			\$ -
			\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -
<b>200: Personnel Services - Benefits</b>			
			\$ -
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -

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

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

**FY 17 AD and PSD Budget Summary**

**Directions:** Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 80,000.00	\$ 173,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 253,000.00	\$ -
200: Personnel Services - Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300: Purchased Professional and Technical Services	\$ -	\$ -	\$ -	\$ 3,099.00	\$ -	\$ -	\$ -	\$ -	\$ 3,099.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTALS:</b>	<b>\$ 80,000.00</b>	<b>\$ 173,000.00</b>	<b>\$ -</b>	<b>\$ 3,099.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 256,099.00</b>	<b>\$ -</b>

**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:** Robert Travaglini **HEREBY ASSURES THAT:**  
Winchester BOE

(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)*

Robert Travaglini  
\_\_\_\_\_

Title: *(typed)*

Receiver  
\_\_\_\_\_

Date:

8/12/2016  
\_\_\_\_\_