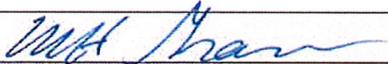
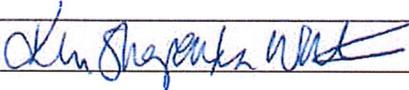


2017-18 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2017-18 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Groton Public Schools	
FY 2018 Alliance District Allocation:	FY 2018 PSD Allocation (if applicable):
\$600,000	
Contact Person:	Contact Title:
Susan Austin	Assistant Superintendent of Schools
Telephone:	E-mail Address:
(860) 572-2125	saustin@groton.k12.ct.us
Name of Superintendent:	
Michael H. Graner	
Signature of Superintendent:	Date:
	1/16/18
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Kim Shepardson Watson	Yes
Signature of Board Chair:	Date:
	1/16/18

I. 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 2017-18 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

<input checked="" type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input checked="" type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	District/school leadership development
<input checked="" type="checkbox"/>	Professional learning	<input checked="" type="checkbox"/>	Retention of top talent
<input checked="" type="checkbox"/>	Evaluation		Other: _____

Step 2: Identify a core set of no more than three 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 (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Talent Priorities:		Aligned SMART Goals:
1.1.	<p>Literacy and Math Specialists provide embedded Coaching for teachers and intervention for students through SRBI process: Groton Public Schools (GPS) will staff these specialists, who will report to the principal and work with the Assistant Superintendent, and be members of the math and literacy task forces. Specialists will work with the district data team, Curriculum and Instruction Council and school principals to create and implement coaching cycle, ensuring that English Language Arts (ELA) and Math teachers receive coaching thru out the school year. Specialists will provide instructional coaching, professional development, model lessons, and co-taught lessons, and also provide intervention during the Literacy and Math workshop model.</p>	<p>In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 68.1% in 2016-17 to 68.6% in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 60% in 2016-17 to 63.1% in '17-18 DPI math: 63.3% to 64.2%; Growth math 58.7% to 61.9%</p>
1.2.	<p>Recruitment of highly qualified staff; increase of minority hires: Groton Public Schools will utilize different strategies to recruit a diversified staff, including "grown your own" program and scholarship for paraprofessionals to become certified teachers.</p>	<p>In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 68.1% in 2016-17 to 68.6% in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 60% in 2016-17 to 63.1% in '17-18 DPI math: 63.3% to 64.2%; Growth math 58.7% to 61.9%. Increase minority teacher and administrator hires from 8.4% in 2016-17 to 9.4% in 2017-18.</p>
1.3.	<p>Attract, retain and bolster the performance of staff per TEAM stipends and EASTCONN TEAM dashboard. Teacher Leadership development and coaching model supported by professional development for sustainability, including mentor training.</p>	<p>In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 68.1% in 2016-17 to 68.6% in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 60% in 2016-17 to 63.1% in '17-18 DPI math: 63.3% to 64.2%; Growth math 58.7% to 61.9%. 100% of mentor teachers will have updated training in TEAM. 100% of mentor teachers will maintain an end of year evaluation rating of Effective (level 3) or better.</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. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Step 2; (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			
Literacy Specialist for Middle School	1.1	1.0 FTE for half year estimated \$65,000/2	\$ 32,500.00
Math specialist for Middle School	1.1	1.0 FTE for half year estimated \$65,000/2	\$ 32,500.00
Teacher Stipends TEAM and dashboard	1.3	TEAM stipends = \$500 x 20 = \$10,000; Dashboard @ \$3,000	\$ 13,000.00
			\$ 78,000.00
200: Personnel Services - Benefits			
Benefits for 2 specialists	1.1	2.0 FTE half year benefits @ \$5,000 x 2 positions	\$ 10,000.00
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 10,000.00
300: Purchased Professional and Technical Services			
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -

500: Other Purchased Services			
Professional Development and Travel - Collaborate with the CT Science Center and state literacy and math workshops around Inquiry-based instruction.	1.3	In-state Professional Development and Travel: Growing teacher leaders and training literacy and math specialists; sustainability train-trainer (12 specialists x \$500 = \$6,000)	\$ 6,000.00
Minority Teacher Recruitment	1.3	Minority recruitment, including scholarships for paraprofessionals to become certified teachers and scholarships for high school seniors to attend teacher prep programs	\$ 5,000.00
Mentor training, TEAM PD	1.3	Teacher leadership; mentor training (20 teachers x \$200) @ LEARN	\$ 4,000.00
500: Other Purchased Services Subtotal:			\$ 15,000.00
600: Supplies			
600: Supplies Subtotal:			
700: Property			
			\$ -
			\$ -
700: Property Subtotal:			
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
TALENT SUB-TOTAL:			

II. 2017-18 Academic Priorities

Groton Public Schools

Step 1: Place an "X" beside the district's 2017-18 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	<input type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Pre-Kindergarten
<input checked="" type="checkbox"/>	Supports for special populations (eg., EL, SPED)	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Instructional technology
<input type="checkbox"/>	College and career access	<input type="checkbox"/>	Other: _____
<input type="checkbox"/>	Alternative/transitional programs	<input type="checkbox"/>	

Step 2: Identify a core set of no more than three 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 (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Academic Priorities:		Aligned SMART Goals:
2.1.	Via Curriculum and Instruction Council, align GPS curriculum model with International Baccalaureate Middle Years planning guide, adjust ELA and math curriculum to align with CCS and not a program/text, use pacing guide model (Alg 1) to assist with delivery of the curriculum. Per commissioner's report on Mathematics, provide professional development and curriculum workshop on how to unpack and understand, CT Core standards at each grade level prior to the curriculum review process. Funding necessary for Professional Development and staffing of curricular writing.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 68.1% in 2016-17 to 68.6% in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 60% in 2016-17 to 63.1% in '17-18 DPI math: 63.3% to 64.2%; Growth math 58.7% to 61.9%
2.2.	All K-8 classrooms will continue to deliver a CCS aligned curriculum utilizing the balanced literacy model. GPS is in the third year of partnership with Columbia University's Teachers' College (TC) with both the Writing and Reading project. All teachers already participate in TC in-house institutes and embedded coaching, followed by internal lesson study and implementation of TC Units of Study with on-demand assessments. Foundation skills and practices are also included, i.e. phonological awareness, concepts of print, guided reading, word work, and grammar and conventions. All special educators, English Language teachers, speech and language, and literacy interventionist participate in the training as well. Funding is needed to support literacy initiatives with classroom libraries.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 68.1% in 2016-17 to 68.6% in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 60% in 2016-17 to 63.1% in '17-18 DPI math: 63.3% to 64.2%; Growth math 58.7% to 61.9%
2.3.	Expand the use of school and district data teams to examine and analyze current data. Include vertical and horizontal articulation with teachers/leaders; include cross-content areas. With the ELA, Math and Science task forces; Curriculum and Instruction Council, District Data Team, and Groton Teaching and Learning Collaborative, this work has begun. Recommendation to provide software, professional development, inquiry- based instructional materials and supplies to support core and tiered instruction.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 68.1% in 2016-17 to 68.6% in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 60% in 2016-17 to 63.1% in '17-18 DPI math: 63.3% to 64.2%; Growth math 58.7% to 61.9%

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to academic strategies outlined in Step 2; (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				
Salaries for curriculum writing per contractual rate @ \$37 per hr X 20 hr x 10 teachers x 3 disciplines (ELA, Math, Science)	2.1	We will be running (7) 3 hour sessions after school for each discipline, along with 2 days after school ends, in order to finish the work outlined in the grant by the June 30 deadline.	\$ 22,200.00	
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 22,200.00	\$ -
200: Personnel Services - Benefits				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
Staff development around how unpacking CT Core standards corresponds with curriculum writing process using expert CCS/NGSS facilitator from CREC.	2.2	Training will take place in Groton on Teaching and Learning early release days and Professional development days	\$ 1,800.00	
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 1,800.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -

500: Other Purchased Services				
Professional Development and travel; Collaborate with the CT Science Center and CREC around Inquiry-based instruction.	2.1 and 2.2	Conferences based on GPS strategic plan and major initiatives in Literacy, Math and Science @ \$4,500 per discipline	\$	13,500.00
			\$	-
			\$	-
500: Other Purchased Services Subtotal:			\$	13,500.00
600: Supplies				
Software for SRBI in math and literacy	2.1, 2.2	Software for Tiered instruction in math (\$25,000 Dreambox) and literacy (\$25,000 Lexia) that supports the CCS standards	\$	50,000.00
Supplies, classroom libraries, materials for Instruction, and assessment (i.e. PSAT and Orleans Hanna Algebra) based on CCS	2.3	Instructional materials for Tiered instruction in math @\$15,000 and literacy @\$15,000 that supports the CCS standards, Science supplies/Foss cards @ \$8000 and GPS curriculum initiatives. PSAT 8,9,10 @\$6000 + Orleans Hanna @ \$6,000	\$	50,000.00
Inquiry based instruction -Connected Math Project (CMP3) for the middle school level. Includes Units of Study for all 8 units per grade plus additional units for Algebra.	2.3	Inquiry based mathematics through the National Science Foundation and NGSS Science equipment. Also includes all models and manipulatives, technology component, personalized dashboard, assessments and professional development. (For the comprehensive NSF program, each grade level cost \$30,000 x 3 grade levels at the 2 middle schools) In addition, NGSS science lab material for Middle Schools, both teacher developed and Delta FOSS kits for assured experiences. (Sample Delta kits cost \$1200 x 6 kits = \$7200; plus additional supplies for assured labs at each grade level =\$2800)	\$	100,000.00
			\$	200,000.00
700: Property				
			\$	-
			\$	-
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
			\$	-

			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
ACADEMICS SUB-TOTAL:			\$ 237,500.00	\$ -

III. 2017-18 Culture and Climate Priorities

Groton Public Schools

Step 1: Place an "X" beside the district's 2017-18 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 2017-18 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/dropout prevention/on-track for graduation
<input checked="" type="checkbox"/>	Suspension rate	<input checked="" type="checkbox"/>	Family engagement
<input checked="" type="checkbox"/>	Wraparound services	<input checked="" type="checkbox"/>	additional social worker for HS; Sped teacher MS?

Step 2: Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Continue the work under Safe School Climate committee and District data team to identify students at risk of dropping out with chronic attendance problems. Provide positive interventions and services to support students and families. Look for tiered SRBI interventions that work; include family and student engagement and social worker at the secondary level. Additional support from community coordinators, mentors, and tutors are also needed. Community Coordinators assist families in each school to provide information and assist with engagement. Increasing their hours from 10 to 15 hours a week would provide greater access for families.	In alignment with ESSA goal targets, chronic absenteeism will decrease from 11.3% in 2016-17 to 10.8% in 2017-18.
3.2.	Social workers, School Psychologists, and counselors will continue to promote social emotional competencies of all students. Pupil Personnel Support staff will continue to assist families, students, staff and community partners to identify and develop interventions to address and overcome barriers to learning. There is a need for an additional social worker at the secondary level who can focus on attendance and outreach to students and families. This social worker/attendance specialist will meet with school and district data teams and administrators to help identify chronic absenteeism problems and outreach to students and families to bring them back to school with support.	In alignment with ESSA goal targets, chronic absenteeism will decrease from 11.3% in 2016-17 to 10.8% in 2017-18.
3.3.		

Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to culture and climate strategies outlined in Step 2; (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				
Community Coordinators expanded time	3.1	Addition hour for the community coordinators (\$1,000 x 6 elementary school; \$2,000 for middle school; \$2,000 for Fitch High School)	\$ 10,000.00	
Social Worker at high school to monitor attendance and work with students and families.	3.2	\$65,000 full salary/2 = \$32,500	\$ 32,500.00	
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 42,500.00	\$ -
200: Personnel Services - Benefits				
Benefits for Social worker	3.2	Half year benefits	\$ 5,000.00	
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 5,000.00	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -

500: Other Purchased Services				
			\$	-
			\$	-
			\$	-
500: Other Purchased Services Subtotal:			\$	-
600: Supplies				
			\$	-
			\$	-
			\$	-
600: Supplies Subtotal:			\$	-
700: Property				
			\$	-
			\$	-
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-
CULTURE AND CLIMATE SUB-TOTAL:			\$	47,500.00
			\$	-

IV. 2017-18 Operations Priorities

Groton Public Schools

Step 1: Place an "X" beside the district's 2017-18 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

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

Step 2: Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district operations strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Operations Priorities:		Aligned SMART Goals:
4.1.	Technology integration to support literacy and mathematics. Technology integration - iPads and outterboxes @\$400 per device; 25 devices per grade level per school; + 25 for preschools	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 68.1% in 2016-17 to 68.6% in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 60% in 2016-17 to 63.1% in '17-18 DPI math: 63.3% to 64.2%; Growth math 58.7% to 61.9%
4.2.	After school literacy and math clubs for students Grades 5-8. Courses range from math clubs, reading/writing clubs, homework help to SBAC literacy and math support.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 68.1% in 2016-17 to 68.6% in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 60% in 2016-17 to 63.1% in '17-18 DPI math: 63.3% to 64.2%; Growth math 58.7% to 61.9%
4.3.	Data collection, management and tracking is needed to support the District. There is a need to support the School and District Data Teams with data and analysis of data. Additional data Personnel and software support is needed. The work to analyze data will happen in the GPS structures that are in place; i.e. District and School Data Teams tracking academic data, along with attendance, suspension, and graduation data requires additional staffing hours.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 68.1% in 2016-17 to 68.6% in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 60% in 2016-17 to 63.1% in '17-18 DPI math: 63.3% to 64.2%; Growth math 58.7% to 61.9%

Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to operations 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				
			\$ -	
Data personnel stipends	4.3	Based on rate of pay for additional 143 hours at \$35 per hour	\$ 5,000.00	
Staff for after school homework clubs	4.2	200 hours @ \$25.00 per hour	\$ 5,000.00	
			\$ 10,000.00	\$ -
200: Personnel Services - Benefits				
			\$ -	
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -

500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
After school program supplies	4.2	\$2,000/8 schools = \$250 per school	\$ 2,000.00	
			\$ -	
			\$ -	\$ -
600: Supplies Subtotal:			\$ 2,000.00	\$ -
700: Property				
			\$ -	
Technology integration - iPads and outterboxes @\$400 per device; 25 devices per grade level per school; + 25 for preschools	4.1	Instructional technology upgrade for elementary (\$10,000 x 6 schools x 3 grades + 2 Preschools (\$10,000 each) = \$200,000)	\$ 200,000.00	
			\$ -	\$ -
700: Property Subtotal:			\$ 200,000.00	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
OPERATIONS SUB-Total:			\$ 212,000.00	\$ -

V. 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:			\$ -
NON-REFORM SUB-TOTAL:			\$ -

VI. FY '18 AD and PSD Budget Summary

Groton Public Schools

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	\$ 78,000.00	\$ 22,200.00	\$ -	\$ 42,500.00	\$ -	\$ 10,000.00	\$ -	\$ -	\$ 152,700.00	\$ -
200: Personnel Services - Benefits	\$ 10,000.00	\$ -	\$ -	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ 15,000.00	\$ -
300: Purchased Professional and Technical Services	\$ -	\$ 1,800.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,800.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ 15,000.00	\$ 13,500.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,500.00	\$ -
600: Supplies	\$ -	\$ 200,000.00	\$ -	\$ -	\$ -	\$ 2,000.00	\$ -	\$ -	\$ 202,000.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,000.00	\$ -	\$ -	\$ 200,000.00	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 103,000.00	\$ 237,500.00	\$ -	\$ 47,500.00	\$ -	\$ 212,000.00	\$ -	\$ -	\$ 600,000.00	\$ -

STATEMENT OF ASSURANCES

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

PROJECT TITLE: 2017-18 Consolidated Alliance and Priority School District
Application

THE APPLICANT: Michael H. Graner **HEREBY ASSURES THAT:**
Groton Public Schools
(insert LEA 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, intellectual disability, 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)* Michael H. Graner

Title: *(typed)* Superintendent of Schools

Date: 4/16/18