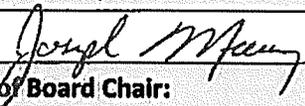
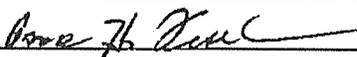


2017-18 Consolidated Alliance and Priority School District Application

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:	
Vernon Public Schools	
FY 2018 Alliance District Allocation:	FY 2018 PSD Allocation (if applicable):
\$ 1,605,068	
Contact Person:	Contact Title:
Robert Testa	Assistant Superintendent
Telephone:	E-mail Address:
860-896-4676	rtesta@vernon-ct.gov
Name of Superintendent:	
Dr. Joseph Macary	
Signature of Superintendent:	Date:
	
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Mrs. Anne Fischer	Yes
Signature of Board Chair:	Date:
	4/26/18

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

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 (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.

Talent Priorities:		Aligned SMART Goals:
1.1.	Technology Integration and Support: District will staff 1.0 FTE technology integration instructional coach to support technology integration in (K-12) classrooms. The technology coach will provide job-embedded professional learning on new and existing hardware, e.g. Google platform, interactive whiteboards, as purchased through the Alliance Grant. In addition 1.0 FTE technology specialist will be contracted to help maintain and facilitate the use of technology offered in district. The technology specialists will provide professional learning opportunities in technology integration to 100% of the K-12 instructional staff a minimum of 5 times during the 2017-18 school year.	1. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 65.4% in 2016-17 to 66.1% in 2017-18 and for Mathematics from 60.9% in 2016-17 to 62.0% in 2017-18. 2. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 60.6% in 2016-17 to 63.6% in 2017-18 and for Mathematics from 66.4% in 2016-17 to 69.0% in 2017-18.
1.2.	Professional Development: Funds will be used to support job embedded professional learning in the following areas; to increase staff's capacity to effectively implement instruction aligned to mathematical and ELA standards, to foster collaboration among school leaders and staff on effective instruction as outlined in the Common Core of Teaching (CCT).	1. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 65.4% in 2016-17 to 66.1% in 2017-18 and for Mathematics from 60.9% in 2016-17 to 62.0% in 2017-18. 2. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 60.6% in 2016-17 to 63.6% in 2017-18 and for Mathematics from 66.4% in 2016-17 to 69.0% in 2017-18.

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			
Technology Integration and Support	1.1	1 FTE Technology Integration Instructional Coach to support technology instruction in (K-12) classrooms	\$ 87,212.00
Pay for substitute teachers to support teachers attending professional learning.	1.2	Classroom coverage to allow teachers to attend PD.	\$ 70,000.00
100: Personnel Services - Salaries Subtotal:			\$ 157,212.00
200: Personnel Services - Benefits			
Technology Integration and Support	1.1	1 FTE Technology Integration Instructional Coach medical/dental/life insurance.	\$ 21,386.73
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 21,386.73
300: Purchased Professional and Technical Services			
Professional Development	1.2	Facilitators and coaches to support small group job-embedded professional learning provided by ACES, Center for School Change, and ReVision Learning	\$ 274,000.00
Professional Development	1.2	Center Road School, Vernon Center Middle School, and Maple Street School contracted math instructional coaches, job-embedded PD, lesson studies, and PD for instructional coaches through ACES.	\$ 150,000.00
Technology Integration and Support	1.1	1.0 Technology Specialist contracted to help maintain and facilitate the use of technology offered in district.	\$ 50,724.63
300: Purchased Professional and Technical Services Subtotal:			\$ 474,724.63
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 SUB-TOTAL:			

II. 2017-18 Academic Priorities

Vernon 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 type="checkbox"/>	Common Core-aligned curriculum	<input type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Pre-Kindergarten
<input type="checkbox"/>	Supports for special populations (e.g., EL, SPED)	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	College and career access	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 (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.

Academic Priorities:		Aligned SMART Goals:
2.1.	SRBI and Academic Interventions -Fund 2.5 mathematics interventionist positions to appropriately intervene with "high risk" students as identified by fall 2017 I-Ready standardized assessment results. Math interventionists will provide a combination of push in and pull out support services for students during math instruction and intervention blocks at Lake Street School (LSS), Center Road School (CRS) and Rockville High School (RHS).	1. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 60.9% in 2016-17 to 62.0% in 2017-18. 2. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved in Mathematics from 66.4% in 2016-17 to 69.0% in 2017-18.
2.2.	PreK-Grade 3 Literacy -Fund 1.25 Reading support specialist to support the literacy needs of students at Center Road School. Reading support specialist will provide a combination of push-in and pull-out support services during scheduled grade level intervention blocks. In addition funds will be used to purchase leveled reading material for grades Pre-k through 2nd at all five elementary schools.	1. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 65.4% to 66.1%. 2. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 60.6% to 63.6%.

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				
Math Interventionists 1.0 FTE = \$87212, 1.0 FTE = \$59014 and 0.5 FTE=\$39298.50	2.1	1 FTE math interventionist at Lake Street School, 1 FTE math interventionist at Center Road School and 0.5 FTE math interventionist at Rockville High School to support learning	\$ 185,524.50	\$ -
Literacy Specialist 1.0 FTE = \$89408, 1.0 FTE = \$68090.65 and .25 FTE = \$13549.25	2.2	1.25 FTE reading interventionist at Center Road School and 1.0 FTE reading interventionist at Maple Street School.	\$ 171,047.90	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 356,572.40	\$ -
200: Personnel Services - Benefits				
Math Interventionists	2.1	2.5 math interventionists medical/dental/life insurance benefits.	\$ 53,257.89	\$ -
Literacy Specialists	2.2	2.25 FTE reading specialists medical/dental/life insurance benefits	\$ 36,439.27	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 89,697.16	\$ -
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				
Leveled Reading Libraries	2.2	5 schools x \$20,000 to provide leveled reading materials for grades Pre-k through fifth grade.	\$ 100,000.00	\$ -
Instructional Supplies	2.2	Instructional Supplies to support implementation of ELA, Mathematics and NGSS standards.	\$ 35,000.00	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 135,000.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
ACADEMICS SUB-TOTAL:			\$ 581,269.56	\$ -

III. 2017-18 Culture and Climate Priorities

Vernon 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 type="checkbox"/>	Attendance/Chronic absenteeism	<input type="checkbox"/>	Graduation/dropout prevention/on-track for graduation
<input type="checkbox"/>	Suspension rate	<input type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input checked="" type="checkbox"/>	Other: <u>Behavior Management</u>

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.	Behavior Management- Fund (0.5 FTE) Assistant Principal at Center Road School to address social/behavioral needs in order to foster a climate of learning and allow the principal to focus on instructional leadership. Fund (1.0 FTE) social worker at Rockville High School in order to provide full-time services for students and/or families. School psychologist and social worker provide a combination of push-in whole class support and pull-out small group/individual support.	In alignment with ESSA targets, the percentage of all students chronically absent will decrease from 11.9% in 2016-17 to 11.4% in 2017-18.
3.2.		
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				
Assistant Principal	3.1	0.5 FTE Assistant Principal	\$ 58,880.00	
Social Worker	3.1	1.0 FTE Social Worker	\$ 93,363.00	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 152,243.00	\$ -
200: Personnel Services - Benefits				
Benefits for Assistant Principal	3.1	0.5 Assistant Principal medical/dental/life insurance benefits	\$ 11,172.50	
Benefits for Social Worker	3.1	1.0 FTE Social Worker medical/dental/life insurance benefits	\$ 1,557.76	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 12,730.26	\$ -
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				
Attendance Resources and Supplies	3.1	Funds will be used to support VPS attendance initiatives with a goal of reducing the % of chronically absent students.	\$5,000	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 5,000.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
CULTURE AND CLIMATE SUB-TOTAL:			\$ 169,973.26	\$ -

IV. 2017-18 Operations Priorities

Vernon 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 type="checkbox"/>	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	<input type="checkbox"/>	Other: _____

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 (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.

Operations Priorities:		Aligned SMART Goals:
4.1.	Technology Integration- Purchase Chromebooks to support the implementation of the VPS Technology Plan and 1:1 initiative in grades 6th-12th as a means to engage our students as active users of technology.	1. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 65.4% to 66.9% and for Mathematics from 60.9% to 62.5%. 2. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 60.6% to 64.7% and for Mathematics from 66.4% to 69.8%.
4.2.		
4.3.		

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				
				\$ -
			\$ -	\$ -
			\$ -	\$ -
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				
365 Chromebooks and 8 Chromebook Carts	4.1	Purchase Chromebooks to support 1:1 initiative in grades 8-10.	\$ 123,488.82	\$ -
9 Laptops = \$9,999.00	4.1	Purchase 9 laptops for staff, 9 x \$1,111.00	\$ 9,999.00	\$ -
14 Interactive Projectors	4.1	Purchase Interactive Projectors for classrooms. Cost includes Projectors, Installation fees, Cabling and Custom plate, Installation and Calibration for each. Removal of Equipment.	\$ 32,014.00	\$ -
700: Property Subtotal:			\$ 165,501.82	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
OPERATIONS SUB-Total:			\$ 165,501.82	\$ -

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			
Materials and resources for collaborative learning center	1.3	Rockville High School 21st Century Collaborative Learning Center	\$ 35,000.00
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ 35,000.00
600: Supplies			
			\$ -
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
NON-REFORM SUB-TOTAL:			\$ 35,000.00

VI. FY '18 AD and PSD Budget Summary

Vernon 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	\$ 157,212.00	\$ 356,572.40	\$ -	\$ 152,243.00	\$ -	\$ -	\$ -	\$ -	\$ 666,027.40	\$ -
200: Personnel Services - Benefits	\$ 21,386.73	\$ 89,697.16	\$ -	\$ 12,730.26	\$ -	\$ -	\$ -	\$ -	\$ 123,814.15	\$ -
300: Purchased Professional and Technical Services	\$ 474,724.63	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 474,724.63	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,000.00	\$ 35,000.00	\$ -
600: Supplies	\$ -	\$ 135,000.00	\$ -	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ 140,000.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 165,501.82	\$ -	\$ -	\$ 165,501.82	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 653,323.36	\$ 581,269.56	\$ -	\$ 169,973.26	\$ -	\$ 165,501.82	\$ -	\$ 35,000.00	\$ 1,605,068.00	\$ -

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: Dr. Joseph Macary **HEREBY ASSURES THAT:**
Vernon 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,

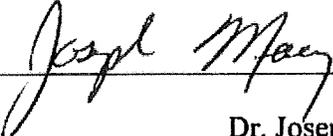
patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

- (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)* Dr. Joseph Macary
Title: *(typed)* Superintendent Vernon Public Schools
Date: January 18, 2018