

2015-16 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2015-16 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

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| Local Education Agency: | |
| Ansonia Public Schools | |
| FY 16 Alliance District Allocation: | FY 16 PSD Allocation (if applicable): |
| \$1,516,500 | |
| Contact Person: | Contact Title: |
| Michael Wilson | Assistant Superintendent |
| Telephone: | Email Address: |
| (203)736-5095 | mwilson@ansoniam.org |
| Name of Superintendent: | |
| Carol Merlone Ed.D | |
| Signature of Superintendent: | Date: |
| | |
| Name of Board Chair: | Local Board Approval of Plan (Yes/No): |
| William Nilmons | Yes |
| Signature of Board Chair: | Date: |
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2015-16 Talent Priorities

Step 1: Please note that all Alliance Districts must have an educator evaluation plan approved by the CSDE's Talent Office in order to become eligible for AD/PSD plan approval. 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 2015-16 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Please indicate whether the CSDE's Talent Office has approved the district's 2015-16 educator evaluation plan? (Y/N)

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|-------------------------------------|---|-------------------------------------|-------------------------------|
| <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 checked="" type="checkbox"/> | Retention of top talent |
| <input checked="" 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 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

| Talent Priorities: | | Aligned SMART Goals: |
|--------------------|---|--|
| 1.1. | Continue 3 Master Teachers to model, coach, and support the development of various learning activities. Training and individualized coaching to teachers to support and improve teaching and learning through the use of Master Teachers at Ansonia High School. These Master Teachers receive ongoing professional development throughout the year from our ACES affiliate in order to stay abreast of the latest in education so that they can go back and provide trainings to the staff at AHS. | 100% of the teachers at Ansonia High School will receive support from the Master Teachers. 90% of teachers who receive coaching and training will report in the teacher survey that they are satisfied with Master Teachers' training in the end of the year compared to 75% in 2015. 90% of teachers will implement new strategies from training as observed during instructional walkthroughs compared to 70% in 2015. |
| 1.2. | Salary of two educational technology teachers to improve students' ability to interact with computer-based tests such as SBAC and NWEA as well as become familiar with Google Docs as an educational tool. This training will make our students more adept at using the technology for both NWEA and SBAC testing as well as to use this technology for their Capstone Project. These educators help to equip our students with 21st century skills which are embedded in our revised curriculum. The use of computers enhances daily lessons through digitization. Science activities and labs are conducted with an online component by or Science Lab Specialists. Social Studies research takes place online and the projects are done on Google Docs. These two teachers will work with students on a variety of technology based Google Projects that enhance the classroom learning experience. For instance, students will learn how to correctly research topics on the Chromebooks as well as to create their projects and assignments on Google Docs. The Ed tech teachers will also train teachers to include technology in their lessons. If further training is needed, then the technology teachers will provide one-to-one training for them. | 100% of students in grades K – 6 will receive technology training. 100% of teachers in grades K - 6 will work with the two technology teachers in order to ensure that technology is included within their lessons. |
| 1.3 | Increase teacher evaluation capacity at the K – 6 level by hiring 2 part time evaluators. The two part time external evaluators are necessary to reduce the current number of teachers that our building administrators currently have to evaluate. Having these additional evaluators makes each administrator's caseload more manageable; and as a result, they are able to have more directed conversations with teachers so as to further promote teacher growth. Our K-6 administrators will now be better able to provide timely feedback to the teachers whom they evaluate. Providing this timely feedback assists in prioritizing the needs for future professional development. This aligns directly with our approved Teacher Evaluation Plan. The part-time evaluators will work with the teachers that they are assigned to evaluate in order to promote growth just as the other administrators do. Teachers who are in need of support more than the part-time evaluators can provide are directed to the district's Just-in-Time trainings and/or trainings provided by ACES. | 100% of K-6 teachers will be evaluated quarterly. Move 20% of the teachers who scored effective in 2015 to the exemplary category in 2016. |
| 1.4 | Implement Readers' Workshop, and CCSS. The focus is to support teachers and provide training for teachers in grades K-6 on launching the Readers Workshop, providing a basic overview training of how to implement Reader's Workshop in conjunction with the new elementary Reading Program (Treasures Series). Implementation of the new Reading Curriculum supports the use of Readers Workshop. All teachers in grades K – 6 have been trained in this model and will continue to receive support from the external consultant. Our consultant also infuses professional development throughout the year on various topics such as assessment and differentiating instruction in the Readers Workshop, whole class mini-lessons and conferring in the Readers Workshop. The consultant also works with administrators so that they are aware of the structure of Reader's Workshop and how it aligns with the Marshall Rubrics for the teacher evaluation. This external consultant works with administrators and teachers on Instructional Rounds so that we can all become well versed in this process and be able to one day carry this out on our own. | Teachers will be observed using Reader's Workshop 100% of the time on classroom walkthroughs. 100% of teacher evaluations conducted during a literacy block will show evidence of using the Readers Workshop model. |

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| 1.5 | External consultant to support implementation of Instructional Rounds. Our external consultant will work closely with us in refining our district's "problem of practice." Throughout the year administrators and teachers will continue to visit classrooms throughout the district in small groups. During these visits they will look for evidence related to the problem of practice. One of the most challenging aspects with Rounds is that the evidence must be observational and non-judgmental; we will continue to receive on-going support from our external consultant on this topic. After visiting classrooms, participants will engage in lengthy reflection and debrief protocols on our POP and decide on professional development needs. One consultant works with our high school Principal on a myriad of topics such as NEASC as well as helping him to become the educational leader that we wish in terms of educator development and evaluation. Our external Readers Workshop consultant works with teachers in grades K – 3 in order to provide embedded professional development and to sharpen their skills with guided reading and delivery of their mini-lesson. She acts as a coach to support this initiative. The external evaluators provide assistance with the evaluation of all K – 6 staff in order to foster growth. The addition of these two individuals helps to alleviate the other two administrators that were overloaded by numbers. | Increase the number of Instructional Rounds from 4 in 2014-2015 to 10 in 2015-2016. |
| 1.6 | Implement teacher and administrator evaluation throughout the district with an external consultant who will pay close attention to Ansonia High School. Monthly walkthroughs by District Leadership will ensure that suggestions made by the consultant are being implemented with fidelity. The consultant will work with the high school Principal monthly on a series of initiatives including, but not limited to NEASC, curriculum implementation, and staff development. He is also working with the Master Teachers in order to ensure that they are providing the staff with the necessary supports that the Administration feels that they are in need of. | 100% of teacher evaluations show that all of our teachers are being monitored for growth throughout the year utilizing the Marshall rubric. Our goal is to increase the number of teachers from proficient to exemplary by 10%. |
| 1.7 | In an effort to retain our top talent we have noted that the following factors are indeed noteworthy: Principal effectiveness, a stringent hiring process, building capacity by promoting opportunities for teachers to become leaders (our 092 cohort with SCSU as well as with the University of Bridgeport. Participating teachers get a 10% discount at University of Bridgeport. We will partner newly hired teachers with experienced mentors through the TEAM program with ongoing support throughout the school year. A detailed teacher orientation is conducted by our two TEAM leaders whom are teachers in the district. They work in conjunction with Central Office in order to ensure that all needs are addressed. | Increase the number of In house 092 candidates from 5 in 2015 to 12 in 2016. |

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

| Cost: | Alignment: | Description: | AD Investment: |
|--|------------|---|----------------|
| 100: Personnel Services - Salaries | | | |
| Salaries for 3 Master Teachers | 1.1 | Support all teachers at Ansonia High School | \$ 201,000.00 |
| Salary of two educational technology teacher | 1.2 | Improve students' ability to interact with computer-based tests such as SBAC and NWEA | \$ 95,000.00 |
| Salary for 2 K – 6 Evaluators | 1.3 | Additional Evaluators are needed at this level in order to provide more growth for our teachers using the Marshall Teacher Evaluation rubric. | \$ 54,000.00 |

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| 100: Personnel Services - Salaries Subtotal: | | | \$ 350,000.00 |
| 200: Personnel Services - Benefits | | | |
| Benefits for 3 Master Teachers at AHS | 1.1 | | \$ 23,000.00 |
| 2 educational technology teachers as described above | 1.2 | | \$ 16,000.00 |

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| 200: Personnel Services - Benefits Subtotal: | | | \$ 39,000.00 |
| 300: Purchased Professional and Technical Services | | | |
| External consultant to support implementation of Readers' Workshop, and | 1.4 | | \$ 20,000.00 |
| External consultant to support implementation of Instructional Rounds | 1.5 | | \$ 8,000.00 |
| External consultant to support building | 1.6 | | \$ 7,500.00 |
| 300: Purchased Professional and Technical Services Subtotal: | | | \$ 35,500.00 |
| 400: Purchased Property Services | | | |
| | | | \$ - |
| | | | \$ - |
| | | | \$ - |
| 400: Purchased Property Services Subtotal: | | | \$ - |

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| 500: Other Purchased Services | | | |
| | | | \$ - |
| | | | \$ - |
| | | | \$ - |
| 500: Other Purchased Services Subtotal: | | | \$ - |
| 600: Supplies | | | |
| | | | \$ - |
| | | | \$ - |
| | | | \$ - |
| 600: Supplies Subtotal: | | | \$ - |
| 700: Property | | | |
| | | | \$ - |
| | | | \$ - |
| | | | \$ - |
| 700: Property Subtotal: | | | \$ - |
| 800: Other Objects | | | |
| | | | \$ - |
| | | | \$ - |
| | | | \$ - |
| 800: Other Objects Subtotal: | | | \$ - |
| Talent Subtotal: | | | \$ 424,500.00 |

2015-16 Academic Priorities

Step 1: Place an "X" beside the district's 2015-16 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.

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| <input checked="" type="checkbox"/> | Common Core-aligned curriculum transition | <input type="checkbox"/> | Alternative/Transitional programs |
| <input checked="" type="checkbox"/> | Assessment systems | <input checked="" type="checkbox"/> | Full-day kindergarten |
| <input type="checkbox"/> | Supports for special populations | <input type="checkbox"/> | Pre-kindergarten |
| <input checked="" type="checkbox"/> | SRBI and academic interventions | <input checked="" type="checkbox"/> | Pre-K - Grade 3 literacy |
| <input checked="" 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 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

| Academic Priorities: | Aligned SMART Goals: |
|--|---|
| 2.1. Teachers, along with our Math and ELA Curriculum Coordinators will update and improve K-12 curriculum and assessment documents to align with CCSS. Summative unit assessments will also be created so that we can use the data to drive instruction. Our curriculum writers will create both summative unit assessments as well as performance tasks to be used at the end of each unit of instruction in Math for the 2015-2016 school year. This year's NWEA data shows a continual improvement in student scores which indicates that our students not only understand the material, but that they can also apply it. Additionally, NWEA Assessments will be given at the end of each 6-8 week unit of instruction and the NWEA will be administered three times throughout the year (Fall, Winter, and Spring). Assessments will be updated at this summer's curriculum writing conference and continually revised at the monthly ELA and Math Committee meetings throughout next year. BURST is actually now TRC and it is administered three times per year in order to identify the reading proficiency levels of students and to inform teacher instruction. This year we just changed over to Fountas and Pinnell and we are planning on adding kits to the Middle School. We are even planning on adding a Mathematics intervention program. We also hired consultants from NWEA in order to train our teachers on how to read the classroom reports generated by this program. | 100% of the district's curriculum documents will reflect the rigor and content of the CCSS. 95% of administrative walkthroughs will reflect fidelity to the new curriculum. 30% increase in student math and reading scores as measured on the NWEA from September 2015 to June 2016. |
| 2.2. Stipends for work beyond the contractual year for teachers of the Freshman Academy to increase instructional time by 10 days. Personnel are identified and trained prior to the start of the school year. This will assist our students in terms of targeting attendance, academic support, social support, and truancy issues that usually arise during freshman year. The overall goal of the Freshman Academy is to lower Freshman retention rates and to increase their GPA's. This year's students that have went through the Academy this year and our numbers of retentions have decreased significantly. These 10 additional days are for the students and staff to become better acclimated with one another as well as with the expectations that they will face in high school. These students will work on a series of team building exercises as well as begin working on the first unit of instruction. | Improvement in freshmen attendance from an average of 85% in 2015 to 90% in 2016. 15% increase in freshmen's overall GPA in 2016 from the overall 9th grade GPA of 2.29 in 2015. 10% increase in freshmen promotion from 85% in 2015 to 95% in 2016. |
| 2.3. Continue with five full-day kindergarten classroom to double instructional time for kindergarten students. Personnel are hired and trained prior to the start of the school year. The goal of full day kindergarten is to increase students Reading and Math skills. This year, we have seen an increase in our students' ability to read as a result of this program as evidenced on their NWEA scores. BURST is actually now TRC and it is administered three times per year in order to identify the reading proficiency levels of students and to inform teacher instruction. | 20% increase in reading scores as measured by the BURST assessment from September 2015 to June 2016. |
| 2.4. Stipends for work beyond the contractual year for teachers of the Kindergarten Summer Readiness Program to increase instructional time by 10 days. Personnel are identified and trained prior to the start of the school year. Teachers were asked to apply for the this program by sending in their letter of intent to both building administrators as well as to central office. The interested candidates were then interviewed by a committee of active stakeholders using a rubric. The committee used a variety of questions as well as a writing sample to aide in their decision. Decisions on scheduling as well as other ideas were discussed at a monthly meeting held by building administration leading up to the start of this program. Teachers will utilize this time to collect all of the necessary baseline data on their students so that they can make all of the necessary educational decisions for both Math and Reading. The baseline data is gleaned from the TRC/MCLASS testing in order to establish the appropriate reading levels for the children so that they can be placed properly into their reading groups for Readers Workshop. For instance, reading groups, flexible skills based groups, and possibly identifying those students in need of tiered intervention. The long term assessment plan to measure Kindergarten student progress will be seen on their NWEA scores and we will compare this data to those grade K students who do not participate in the Academy. | All grade K students who participate in the program will score 25% higher on the fall administration of the NWEA than those Kindergarten students who do not participate in the program. |
| 2.5. Increase reading intervention with the addition of the new Reading Teacher at AMS. This teacher will support middle school students whom are struggling in reading, writing, fluency, and comprehension. These students will be monitored using MCLASS as well as their NWEA reading scores. | 35% increase in the number of middle school students who receive intervention services from 50 in 2015 to 63 in 2016. All students who participate in the intervention service will increase 1 scoring band. 75% of intervention participants will increase reading proficiency as measured by NWEA from the assessment given in September to the assessment administered in May. |
| 2.6. Increase capacity to provide math intervention for students at Ansonia Middle School through the use of a Math Intervention Teacher. This teacher will work with those identified students in need of support in an additional Math support class. Students will be placed into intervention based upon how they scored on their grade 6 and grade 7 Math NWEA as compared to their peers within the district. | 10% increase in targeted students math assessment scores based on NWEA from the assessment given in September to the assessment administered in May. |

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

| Cost: | Alignment: | Description: | AD Investment: | PSD Investment: |
|---|------------|--|----------------|-----------------|
| 100: Personnel Services - Salaries | | | | |
| Stipends to support updating and improving curriculum and assessment | 2.1 | Stipends to support updating and improving curriculum and assessment documents to align with CCSS. Teachers are paid their hourly rate of \$35 per hour. There will be 18 teachers working for a total of 40 | \$ 25,000.00 | \$ - |
| Stipends for work beyond the contractual year for teachers of the Freshman Academy | 2.2 | Increase instructional time by 10 days. There will be 7 to 10 teachers depending upon enrollment and these teachers will receive their daily wage rate as per their salaried contract for these 10 days. | \$ 29,000.00 | \$ - |
| Salaries for five full-day kindergarten teachers | 2.3 | Double instructional time for kindergarten students | \$ 275,000.00 | |
| Stipends for work beyond the contractual year for teachers of the Kindergarten Summer Readiness Program | 2.4 | Increase instructional time by 10 days how many teachers, how many hours, and what is the rate of pay? | \$ 29,000.00 | |
| Salary for a certified Reading teacher for grades 7 and 8 | 2.5 | One Master level certified ELA/Reading teacher. | \$ 75,000.00 | |
| Salary for a full time Math Interventionist for grades 7 - 8 | 2.6 | One Master level certified math teacher | \$ 75,000.00 | |

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| Hourly pay for classroom aides to support full-day kindergarten | 2.7 | Hourly pay per contract for 5 classroom aides to support full-day kindergarten for 180 days, 6 hours each day. | \$ 58,000.00 | |
| 100: Personnel Services - Salaries Subtotal: | | | \$ 58,000.00 | \$ - |
| 200: Personnel Services - Benefits | | | | |
| Benefits for 5 Full Day Kindergarten Teachers | 2.3 | | \$ 40,000.00 | \$ - |
| Benefits for Reading Teacher | 2.5 | | \$ 8,000.00 | \$ - |
| Benefits for Math Interventionist | 2.6 | | \$ 8,000.00 | |
| Benefits for full-day kindergarten aides as described above: | 2.7 | Benefits are issued here because the aides work over the district's designated amount of hours, which then qualifies them for benefits. | \$ 4,500.00 | \$ - |
| 200: Personnel Services - Benefits Subtotal: | | | \$ 60,500.00 | \$ - |
| 300: Purchased Professional and Technical Services | | | | |
| Phonics materials for grades K-1 | 2.1 | | \$ 50,000.00 | \$ - |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| 300: Purchased Professional and Technical Services Subtotal: | | | \$ 50,000.00 | \$ - |
| 400: Purchased Property Services | | | | |
| Atlas Rubicon to house K-12 curriculum | 2.1 | | \$ 20,000.00 | \$ - |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| 400: Purchased Property Services Subtotal: | | | \$ 20,000.00 | \$ - |
| 500: Other Purchased Services | | | | |
| Busing services for 10 extra instructional days for Freshman Academy: \$12,500 | 2.2 | | \$ 12,500.00 | \$ - |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| 500: Other Purchased Services Subtotal: | | | \$ 12,500.00 | \$ - |
| 600: Supplies | | | | |
| K-12 ELA/History Content Materials | 2.1 | | \$ 25,000.00 | \$ - |
| K - 12 Math/Science Content Materials | 2.1 | | \$ 15,000.00 | \$ - |
| | | | \$ - | \$ - |
| 600: Supplies Subtotal: | | | \$ 40,000.00 | \$ - |
| 700: Property | | | | |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| 700: Property Subtotal: | | | \$ - | \$ - |
| 800: Other Objects | | | | |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| 800: Other Objects Subtotal: | | | \$ - | \$ - |
| Talent Subtotal: | | | \$ 749,000.00 | \$ - |

2015-16 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2015-16 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 2013-14 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

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| <input checked="" type="checkbox"/> | Attendance/Chronic absenteeism | <input checked="" type="checkbox"/> | Graduation/Dropout prevention |
| <input checked="" type="checkbox"/> | Behavior management | <input checked="" type="checkbox"/> | Family engagement |
| <input checked="" type="checkbox"/> | Wraparound services | <input type="checkbox"/> | Other: _____ |

Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

| Culture and Climate Priorities: | | Aligned SMART Goals: |
|---------------------------------|---|---|
| 3.1. | Implement life skills course for students in Salary for a Life Skills Teacher in grades K – 6. Ansonia will work within the Connecticut School Reform plan of providing a variety of supports to ensure that all students succeed. In-order to do so, we have identified a need for further intervention at our middle school level. There has been an increase in those students identified with social/emotional disorders. It is our belief that prevention and intervention measures must occur in the district through a well-developed Life Skills program at our K – 6 building. The Life Skills position is critical at the K – 6 level in order to promote a curriculum which embodies healthy living. Some of the units will focus on drug and alcohol prevention, bullying, healthy eating, and healthy minds. This is needed because as stated with state representatives, we are noticing an increase at the middle school in terms of -poor decision making (mental health concerns). The teacher of this class will work closely with both the guidance counselor and the social worker in their assigned schools. The Life-Skills teacher will be evaluated by the building Principal using our teacher evaluation plan, however, the Assistant Superintendent will ensure that he/she is collaborating with support staff in order to take a pro-active approach to the concerns we see at our middle school. | 10% decrease in the number of office behavior referrals at the K-6 level from 70 in 2015 to 63 in 2016. 100% Students will participate in 15 Life Skills lessons. |
| 3.2. | Continue the community-based family literacy program. This program runs four times throughout the year by a designated READS Coordinator as well as 4 teachers. Continue the Year-2 community-based literacy program called Ansonia READS. This program conducts community seminars given by teachers for parents of children in grades K-3 teaching parents the skills of literacy instruction at home. A variety of teaching techniques will be shared with parent participants during trainings, workshops, and meetings in-order to demonstrate at home support for their children. This program is essential to the promotion of family/community involvement. | Increase the number of participants from 100 families during 2015 to 130 families in 2016. These events will be held quarterly throughout the year. |
| 3.3. | The part-time social worker will increase the capacity of working with middle school students who present academic and social problems as a result of problematic behavior in order to deal with both drug use and symptoms of mental illness. There has been an increase in the number of students who have been recognized as engaging in drug use. This year alone, we have had several drug related arrests which is a dramatic increase from years past. Therefore, we recognize that an additional part-time social worker at the middle school is necessary to help provide appropriate services to identified students. This social worker will reach out to those students that are in need and have been brought up at monthly grade team meetings as those individuals in need of additional support. This person will work with the Social Worker and the Guidance Counselor to address the needs of children within that building. Additionally, parent newsletters will be created and sent home monthly to provide parents with information on the district's initiatives, community resources, CCSS expectations in the classroom, information on how parents can support students' social skills, and suggestions on how parents can be active in their child's education. The district realizes that family engagement is critical to student success and district growth; and we recognize the need for families to connect with community resources to support their children's social and academic development. In an effort to do this, we have reached out to the Parent Child Resource Center and the YMCA to develop a working relationship and design a plan for the district to collaborate with local agencies to provide parents with programs to partner with in an effort to develop wrap-around services for students. The part-time social worker has increased our capacity to work with middle school students who present academic and social problems as a result of suspected drug use and symptoms of mental illness. This person will work with the current Social Worker and Guidance Counselor in order to address the many needs of children within that building. These positions will help to combat these problems, help to manage the at-risk behaviors, and potentially decrease behaviors that lead to student arrest. These positions will ensure that Ansonia tries and implements a variety of strategies to help all students achieve. | This person will see at least 25 students per month and hold weekly small group meetings for children expressing problematic behavior. This will be tracked and monitored by the review of the log which the Social Worker will keep. 2 parent meetings (one in the fall and one in the spring) focused on students' development of social skills and skills given to parents for dealing with students expressing problematic behaviors at home. 4 quarterly parent newsletters focused on life skills topics sent out by the part time social worker. |
| 3.4. | Coordinate student data in order to ensure that students are placed accurately throughout the district in each of our four schools. Our Central Office Registrar as well as our attendance clerk work very closely with our attendance liaison in order to ensure that all students are both registered and attending school regularly. This person will make phone calls and do home visits when necessary in order to ensure that this takes place. Ensuring that children attend school regularly is paramount to students' educational success. The registrar's work has assisted in decreasing the number of student absences as well as our chronic absenteeism. Also, recognizing students who improved their attendance during school-wide PBIS ceremonies has also assisted in improving attendance. | 95% of our students will be accurately recorded and placed throughout the district. This is constantly monitored and reported at monthly Board of Education meetings by our Attendance Liaison. As a result of this person's work, our attendance for the 2015-2016 school year for those students who are identified as chronically absent will decrease by 10%. |
| 3.5. | Continue to provide parent involvement activities several times throughout the year through various evening activities such as the anti-bullying night, STEM night, and our READS night. Our READS program and our STEM nights have been beneficial in bringing the community together to learn a variety of Reading and Math strategies that parents can use at home to work on with their children. | 4 parent meetings will be held in October, January, March, and May. 2 parent focused trainings in literacy and in math will be held in November and April during the school year. |

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| 3.6. | Salary for one Dean of Student Affairs to support school leaders at Ansonia Middle School. The Dean of Student Affairs will continue to help foster positive behavior interventions. The Dean of Student Affairs will collect and analyze student referral data which will be reviewed by building administration in-order to progress monitor this initiative through a review of all of the student referral data held on SWIS. The Dean of Student Affairs also supports students and teachers. He coordinates PBIS events monthly throughout the year and responds to problem behavior and students social-emotional needs as they arise. His purpose is to support all of the children within the school. The Dean of Student Affairs has played an integral role in PBIS as well as with increasing the amount of time that the administrators have to work with teachers and to promote growth since they no longer are responsible for dealing with the daily student behavior issues that arise. | 50% reduction in the number of student office referrals from 100 in 2015 to 50 in 2016. 50% increase in administrator time for classroom walkthroughs from an average of 4 classroom visits by our two co-principals in 2015 to a minimum of 8 in 2016 as evidenced by their data entry into Bloomboard. |
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Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

| Cost: | Alignment: | Description: | AD Investment: | PSD Investment: |
|---|------------|--|----------------|-----------------|
| 100: Personnel Services - Salaries | | | | |
| Salary for Life Skills Teacher at the K – 6 Level | 3.1 | Instruct our K - 6 students on a variety of social/emotional topics | \$ 53,000.00 | \$ - |
| Salary for Part-Time Social worker at AMS | 3.3 | Assist those students with a variety of social emotional issues. | \$ 20,000.00 | \$ - |
| Salary for Central Office Registrar | 3.4 | Partial Salary for Central Office Registrar | \$ 20,000.00 | |
| Stipends for teachers of community-based family literacy program | 3.5 | Teach a variety of Reading and STEM Strategies to Parents | \$ 10,000.00 | |
| Salary for one Dean of Student Affairs at AMS | 3.6 | Support school leaders and monitor and implement PBIS at Ansonia Middle School as they implement new educator evaluation model | \$ 87,000.00 | |
| | | | | \$ - |
| 100: Personnel Services - Salaries Subtotal: | | | \$ 190,000.00 | \$ - |
| 200: Personnel Services - Benefits | | | | |
| Benefits of the Life Skills Teacher | 3.1 | | \$ 8,000.00 | \$ - |
| Benefits for Dean of Student Affairs as described above | 3.6 | | \$ 9,000.00 | \$ - |
| | | | \$ - | \$ - |
| 200: Personnel Services - Benefits Subtotal: | | | \$ 17,000.00 | \$ - |
| 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 | | | | |
| Supplies for community-based family literacy program | | | \$ 5,500.00 | \$ - |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| 600: Supplies Subtotal: | | | \$ 5,500.00 | \$ - |
| 700: Property | | | | |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| 700: Property Subtotal: | | | \$ - | \$ - |
| 800: Other Objects | | | | |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| 800: Other Objects Subtotal: | | | \$ - | \$ - |
| Talent Subtotal: | | | \$ 212,500.00 | \$ - |

2015-16 Operations Priorities

Step 1: Place an "X" beside the district's 2015-16 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

| | | | |
|-------------------------------------|------------------------------------|--------------------------|------------------------------|
| <input checked="" type="checkbox"/> | Budgeting and financial management | <input type="checkbox"/> | Student enrollment processes |
| <input checked="" 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 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 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

| Operations Priorities: | | Aligned SMART Goals: |
|------------------------|---|--|
| 4.1. | 1. Upgrade assessment tools to NWEA or similar. NWEA, TRC, and Dibels Next will replace district-created benchmarks, the DRA2, and Dibels assessments. | At the district's elementary schools, the student-to-computer ratio will be improved from 65% in 2015 to 80% in 2016. Improve school access to enterprise-level WiFi access across all instructional spaces from 90% in 2015 to 100% in 2016. |
| 4.2. | Continue with Mindplay software to support tier 2 and tier 3 intervention. We have experienced success with this and plan to increase our number of seat licenses for next year. All data and tiers are placed into our in-house triple A data warehouse. | Students in grades K - 6 who are in tiers II and III will improve their reading ability towards the tier I instruction level. 25% of students who are in tier II and tier III in September 2015 will move up a respective tier as a result of using Mindplay software by June 2016. Students will be progress monitored through the data entered in our triple A data warehouse. |
| 4.3. | Use Bloomboard Software to support educator evaluation. Software is purchased, implemented, and new teachers will be trained on by September 30, 2015. This is a centralized place to host all teacher and administrator evaluations electronically | 100% of the teachers are being evaluated and are receiving feedback using this platform. As a result, 85% of teachers will score Proficient and 15% will score Exemplary at the end of year. |
| 4.4. | Saturday Credit Recovery Program at AHS. This program is an online credit recovery that is offered to Juniors and seniors who require certain credits needed for matriculation towards graduation. This offers all of our Juniors and seniors whom are either failing or are missing credits the opportunity to take this online learning course in-order to receive the appropriate credits for both Math and ELA. | 20% of eligible students will participate in this program. 90% of participants will successfully complete a credit recovery class. |
| 4.5. | Busing services for incoming Freshman during summer 2015 for 10 instructional days of Freshman Academy and busing services for 60 days of after school Science and Social Studies Enrichment. Freshman Academy will support incoming ninth graders to be better acclimated to the rigors of high school socially and academically. Transportation is a district requirement for all activities extended beyond the school year which includes summer school and before and after the school. | 100% of incoming freshmen will participate in the Freshman Academy. |
| 4.6. | Purchase Chromebooks to increase student access to and knowledge of technology for educational purposes. The added technology will increase district ability to support students' access to NWEA and SBAC. These are needed in-order to increase and update our inventory for assessment and instruction so as to enrich students' learning experience. Technology is needed for our students to grow educationally in this ever changing world. Our Technology Education teachers will work with the students as well as the teachers in the area of technology integration into daily lessons. Students will be taught how to successfully create and manage a Google Chrome account as well as to efficiently use Google Docs. Students will learn how to successfully create and manage a Google Chrome account as well as to efficiently use Google Docs for some of their classroom needs. Tablets will also be purchased as well as chromecast so that our teachers can actively utilize the Google technology within their lessons. | 100% of students will use chromebooks at some point during their daily instruction. ChromeCase will be used by teachers 40% of the time as evidenced during walkthroughs. |
| 4.7. | After school Science and Social Studies Enrichment program. The after-school program will parallel the school year. We intend to run the program (October-May) that focuses on Science and Social studies. Whether enrolled in Science or Social Studies, students will be engaged in hands-on activities that bring the subject matter to life. This program will enhance the newly implemented Science Lab class, encourage an interest in STEM based learning, and increase student ability to think critically and to problem solve. The Social Studies after school program will support students' increased awareness of the world around them and it makes Social Studies come to life through a series of hands on activities and lessons. | 30 students from grades 3 - 6 will participate in the after-school program for 30 weeks two days a week. 30% increase in participants' Math and ELA CFA scores as evidenced on their NWEA results. Program walkthroughs will reflect teachers using materials 95% of the time. 85% of teacher surveys will reflect that materials enhanced student learning. |
| 4.8. | Saturday Enrichment at the high school. The teachers will focus instruction around three sections: math, critical reading, and writing. For the math section they will review the basic concepts of algebra and geometry. The critical reading preparation stresses vocabulary, reading comprehension, and grammar skills. They will prepare for the writing section by practicing the 25-minute timed essay and reviewing grammar, usage, and word choice. This program will assist students with the SAT exam as well as to assist those students in gaining credits necessary for graduation. These Saturday sessions will be made available to Juniors and seniors. In the past, students in this program have increased on average of 112 points as measured by a pre and post-practice SAT. This program will constantly be monitored by the coordinator that is hired. They will ensure that students are showing progress on the quarterly assessments given. | 2.5 or greater increase in participants' Math and ELA grades. As monitored on their NWEA scores from September till June.. |
| 4.9. | Continue to use STEM Initiative Kits for students enrolled in the after school program grades K - 6. The STEM kits will give students the opportunity to work relatively autonomously over extended periods of time and culminate in realistic products or presentations that meaningfully address the driving question. The kits will further the environment to include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, collaborative learning, and reflection | Students who participate will experience an increase of one scoring based in their CFA from the units pre CFA till the units post CFA. |

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

| Cost: | Alignment: | Description: | AD Investment: | PSD Investment: |
|---|------------|---|---------------------|-----------------|
| 100: Personnel Services - Salaries | | | | |
| Stipends for teachers and coordinator of credit recovery at AHS Saturday Academy | 4.4 | 1 coordinator and 4 teachers | \$ 8,000.00 | \$ - |
| Stipends for teachers of after school Science and Social Studies Enrichment program | 4.7 | Increase Instruction in the area of Science and Social Studies. There were a total of 4 teachers. 2 Science and 2 Social Studies. | \$ 13,000.00 | \$ - |
| Stipends for teacher of SAT Saturday Prep Course | 4.8 | This program is brought in from an outside vendor that specializes in SAT preparation with a proven record of student success. | \$ 10,000.00 | |
| Salary for Media Clerk at AHS in order to assist students with research, capstone projects, and performance tasks | 4.9 | Partial salary for Media Clerk at AHS in order to assist students with research, capstone projects, and performance tasks. | \$ 15,000.00 | |
| Stipends for school nurse and school counselor to support Freshman Academy | 4.13 | Stipends for school nurse and school counselor to support Freshman Academy | \$ 3,500.00 | \$ - |
| 100: Personnel Services - Salaries Subtotal: | | | \$ 49,500.00 | \$ - |
| 200: Personnel Services - Benefits | | | | |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| 200: Personnel Services - Benefits Subtotal: | | | \$ - | \$ - |
| 300: Purchased Professional and Technical Services | | | | |
| Upgrade Assessment Tool | 4.1 | Upgrade assessment tools to NWEA or similar | \$ 30,000.00 | \$ - |
| Mindplay | 4.2 | Software to support tier 2 and tier 3 intervention | \$ 14,000.00 | \$ - |
| Bloomboard | 4.3 | Software to support educator evaluation | \$ 8,500.00 | |
| Credit Recovery | 4.4 | Credit Recovery Program (Online learning Program Purchase) | \$ 5,000.00 | |
| | | | | \$ - |
| 300: Purchased Professional and Technical Services Subtotal: | | | \$ 57,500.00 | \$ - |
| 400: Purchased Property Services | | | | |
| | | | | \$ - |
| | | | | \$ - |
| | | | \$ - | \$ - |
| 400: Purchased Property Services Subtotal: | | | \$ - | \$ - |
| 500: Other Purchased Services | | | | |
| Busing services for 60 days of after school Science and Social Studies Enrichment | 4.7 | | \$ 10,000.00 | \$ - |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| 500: Other Purchased Services Subtotal: | | | \$ 10,000.00 | \$ - |
| 600: Supplies | | | | |
| Supplies for after school Science and Social Studies Enrichment | 4.7 | After-school enrichment program | \$ 7,500.00 | \$ - |
| STEM Initiative Kits for grades K - 6 | 4.7 | After-school enrichment program | \$ 25,000.00 | \$ - |
| K-12 STEM initiative evenings | 4.7 | After-school enrichment program | \$ 4,000.00 | |
| Social Studies Materials for grades K-6 | 4.7 | After-school enrichment program | \$ 15,000.00 | \$ - |
| 600: Supplies Subtotal: | | | \$ 51,500.00 | \$ - |

| | | | | |
|--|-----|--|---------------|------|
| 700: Property | | | | |
| Chromebooks | 4.6 | | \$ 39,665.02 | \$ - |
| Tablets for teachers to use Google for Education and Google Chromecasy | 4.6 | | \$ 6,000.00 | \$ - |
| | | | \$ - | \$ - |
| 700: Property Subtotal: | | | \$ 45,665.02 | \$ - |
| 800: Other Objects | | | | |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| | | | \$ - | \$ - |
| 800: Other Objects Subtotal: | | | \$ - | \$ - |
| Talent Subtotal: | | | \$ 214,165.02 | \$ - |

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 | | | |
| | | Flooring for the new office | \$ 1,500.00 |
| | | Painting of the new office | \$ 500.00 |
| | | Air Conditioning Ductwork for the new office | \$ 500.00 |
| 400: Purchased Property Services Subtotal: | | | \$ 2,500.00 |
| 500: Other Purchased Services | | | |
| | | | \$ - |
| | | | \$ - |
| | | | \$ - |
| 500: Other Purchased Services Subtotal: | | | \$ - |
| 600: Supplies | | | |
| | | | \$ - |
| | | | \$ - |
| | | | \$ - |
| 600: Supplies Subtotal: | | | \$ - |
| 700: Property | | | |
| | | HP EliteDesk 800 G1 - Core i7 4790 3.6 GHz - 8 GB - 5 | \$ 987.99 |
| | | HP LED 24 Inch monitor | \$ 155.99 |
| | | Server box for the new office as well as its installation | \$ 3,500.00 |
| | | Furniture for the new office | \$ 2,500.00 |
| 700: Property Subtotal: | | | \$ 7,143.98 |
| 800: Other Objects | | | |
| | | | \$ - |
| | | | \$ - |
| | | | \$ - |
| 800: Other Objects Subtotal: | | | \$ - |
| Talent Subtotal: | | | \$ 9,643.98 |

FY 16 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 | \$ 350,000.00 | \$ 566,000.00 | \$ - | \$ 190,000.00 | \$ - | \$ 49,500.00 | \$ - | | \$ 1,155,500.00 | \$ - |
| 200: Personnel Services - Benefits | \$ 39,000.00 | \$ 60,500.00 | \$ - | \$ 17,000.00 | \$ - | \$ - | \$ - | \$ - | \$ 116,500.00 | \$ - |
| 300: Purchased Professional and Technical Services | \$ 35,500.00 | \$ 50,000.00 | \$ - | \$ - | \$ - | \$ 57,500.00 | \$ - | \$ - | \$ 143,000.00 | \$ - |
| 400: Purchased Property Services | \$ - | \$ 20,000.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 2,500.00 | \$ 22,500.00 | \$ - |
| 500: Other Purchased Services | \$ - | \$ 12,500.00 | \$ - | \$ - | \$ - | \$ 10,000.00 | \$ - | \$ - | \$ 22,500.00 | \$ - |
| 600: Supplies | \$ - | \$ 40,000.00 | \$ - | \$ 5,500.00 | \$ - | \$ 51,500.00 | \$ - | \$ - | \$ 97,000.00 | \$ - |
| 700: Property | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 45,665.02 | \$ - | \$ 7,143.98 | \$ 52,809.00 | \$ - |
| 800: Other Objects | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ - |
| TOTALS: | \$ 424,500.00 | \$ 749,000.00 | \$ - | \$ 212,500.00 | \$ - | \$ 214,165.02 | | \$ 9,643.98 | \$ 1,609,809.00 | \$ - |



Appendix A. Statement of Assurances

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

PROJECT TITLE: 2015-16 Alliance and Priority School District Consolidated Application

THE APPLICANT: Ansonia Public Schools HEREBY ASSURES THAT:

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;



L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

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

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

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is



shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to 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.

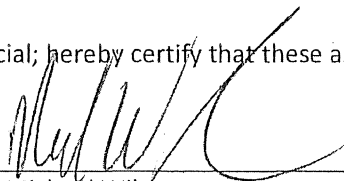
(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations 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:



Michael Wilson

Name: *(typed)*

Assistant Superintendent

Title: *(typed)*

10-16-2015

Date: