

Allocations

Killingly School District (069-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Allocations

| | (1) | Alliance DG | (2) | Priority SDG | (3) | PSD - ESH | (4) | PSD - SS | Total |
|--------------|-----|--------------|-----|--------------|-----|-----------|-----|----------|--------------|
| LEA | | \$328,769.00 | | \$0.00 | | \$0.00 | | \$0.00 | \$328,769.00 |
| Total | | \$328,769.00 | | \$0.00 | | \$0.00 | | \$0.00 | \$328,769.00 |

Talent

Killingly School District (069-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place a check beside the district's 2018-19 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas which excludes spending under the Talent focus area.

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

2. Identify a core set of no more than three strategies to advance the district's talent-related reform priorities (identified in 1). Following the sample below, summarize each district talent strategy using a number (eg. 1.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Talent Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**1.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

1.1 Mathematics Curriculum Development: Increase the capacity of staff to support Mathematics in the classroom. Killingly Public schools will work with teachers develop curriculum with the appropriate strategies to assist all learners in achieving mathematical proficiency. Rationale: The addition of the new Mathematics curriculum was a district initiative in 2017. In 2018 our district will continue to develop curriculum at the elementary level and tackle the challenging High school courses.

1.2 Additional Coaching for CT TEAM: Increase the capacity of staff to support new teachers by providing additional CT TEAM training in the areas of Mentoring and Module review. Rationale: To support new teacher in the district KPS will dedicate resources to train new CT TEAM mentors and paper reviewers. This will increase teacher capacity in the district. We will measure with absenteeism, as it is a product of "classroom climate" which we address with teachers as part of TEAM

Sample: 1.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 49.3% in 2016-17 to 57.1% in 2018-19 as identified in ESSA Milestones. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved in mathematics from 42.4% in 2016-17 to 51.3% in 2018-19 as identified in ESSA Milestones.

In alignment with ESSA goal targets, reduce the District percentage for Chronic absenteeism from 14.9% in 2016-17 to 13.4% as outlined by the ESSA in 2018-2019. KPS will increase our four-year adjusted cohort graduation rate from 80.6% in 2016-2017 to 82.9% in 2018-2019 and our six-year cohort graduation rate from 80.4 in 2016-2017 to 83.1% in 2019-2019 as outlined by the ESSA in 2018-2019.

Academics

Killingly School District (069-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school academic systems. Place a check beside the district's 2018-19 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

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

2. Identify a core set of no more than three strategies to advance the district's academic-related reform priorities (identified in 1). Following the sample below, summarize each district academic strategy using a number (eg. 2.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Academic Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**2.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

2.1 Literacy support: To Provide interventions to support students struggling with literacy in the classroom. Killingly Public schools will provide academic interventions to struggling readers identified through our Student Support Team (SST) process. These interventions will take place both during school and after school. Rationale: The additional literacy tutors will enable the district to provide support to learners with significant gaps in the elementary classroom. The ELA tutors will implement student specific intervention plans designed by the elementary ELA intervention coach. These will focus on comprehension and fluency and will be individually tailored for small group instruction.

Sample: 2.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

Under the Smarter Balanced Growth Model, KPS will improve the Average Percentage of Target Achieved for ELA from 49.3% in 2016-17 to 57.1% in 2018-19 as identified in ESSA Milestones. Under the Smarter Balanced Growth Model, KPS will improve the ELA district Performance index (DPI) from 64.9 in 2016-2017 to 66.5 in 2018-2019 as identified in ESSA Milestones.

2.2 Numeracy support: To Provide interventions to support students struggling with numeracy in the classroom. Killingly Public schools will provide academic interventions to struggling students identified through our Student Support Team (SST) process. These interventions will take place both during school and after school. Rationale: The additional numeracy tutors will enable the district to provide support to learners with significant gaps in the elementary classroom. This intervention will be driven by AVMR (Advanced Math Recovery) strategies. This approach focuses on number sense and computation. AVMR training and supplies were funded through the 2017 alliance grant.

Under the Smarter Balanced Growth Model, KPS will improve the mathematics district Performance index (DPI) from 55.7 in 2016-2017 to 58.7 in 2018-2019 as identified in ESSA Milestones. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved in mathematics from 42.4% in 2016-17 to 51.3% in 2018-19 as identified in ESSA Milestones.

2.3: Credit recovery: To assist struggling students to achieve credit recovery support at Killingly High School, KPS will engage at-risk students in an Afterschool Credit recovery program which supports the specific learning needs of this target population. Rationale: The additional afterschool supports will enable the district to provide support to learners with significant credit gaps in the secondary environment.

In alignment with ESSA goal targets, reduce the District percentage for Chronic absenteeism from 14.9% in 2016-17 to 13.4% as outlined by the ESSA in 2018-2019. KPS will increase our four-year adjusted cohort graduation rate from 81.8% in 2017-18 to 82.9% in 2018-2019 and our six-year cohort graduation rate from 81.8 in 2017-2018 to 83.1% 2018-2019.

Killingly School District (069-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school climate systems. Place a check beside the district's 2018-19 climate-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- | | |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Attendance/Chronic absenteeism | <input checked="" 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 type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in 1). Following the sample below, summarize each district climate strategy using a number (eg. 3.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

| Climate Priorities: | Aligned SMART Goals: |
|---------------------|----------------------|
| | |

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**3.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

3.1 Establishment of an Attendance matters Transportation: Killingly Public Schools will establish structural supports to overcome barriers preventing students from accessing education. These structural supports will include, providing additional transportation services to students through our student support team (SST) Rationale: By finding alternative ways to bring students to school, KPS reduces barriers that cause at-risk students to fail secondary education. Data from spring 2018 is promising as we expand this program in 2018-2019.

3.2 Training staff to support the Social-Emotional Needs of students: KPS will engage in training 50 additional staff in restorative practice training to better support students SEL needs. KPS will adopt a health curriculum that aligns with common core standards and CSDE standards. Rationale: By providing staff with the resources needed to support the SEL needs of our students, KPS will ensure a climate where all students have the supports needed to learn. Training for restorative practice will be provided by our in-house trainers who were certified by the Center for Restorative Practice as trainers.

Sample: 3.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

In alignment with ESSA goal targets, reduce the District percentage for Chronic absenteeism from 14.9% in 2016-17 to 13.4% as outlined by the ESSA in 2018-2019. KPS will increase our four-year adjusted cohort graduation rate from 81.8% in 2017-18 to 82.9% in 2018-2019 and our six-year cohort graduation rate from 81.8 in 2017-2018 to 83.1% 2018-2019.

In alignment with ESSA goal targets, reduce the District percentage for Chronic absenteeism from 14.9% in 2016-17 to 13.4% as outlined by the ESSA in 2018-2019. KPS will increase our four-year adjusted cohort graduation rate from 81.8% in 2017-18 to 82.9% in 2018-2019 and our six-year cohort graduation rate from 81.8 in 2017-2018 to 83.1% 2018-2019.

Operations

Killingly School District (069-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school operations systems. Place a check beside the district's 2018-19 operations-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- | | |
|-------------------------------------------------------------|-------------------------------------------------------|
| <input 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 |

2. Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in 1). Following the sample below, summarize each district operations strategy using a number (eg. 4.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Operations Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**4.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

4.1 Adoption of a Universal screening tool: Killingly Public Schools will utilize computer-based universal screens as part of our SST process to identify and support student interventions. KPS will digitally manage this information through a districtwide RTI management system. Rationale: Renaissance Star 360 delivers the valid, reliable screening, progress monitoring, and student growth data KPS needs to make informed decisions. This tool helps us guide greater student growth as we lead students toward mastery of learning standards for reading, math, and early literacy

4.2 Killingly Public Schools will recruit the most talented and culturally responsive educators to work in our community and ensure that these educators are supported through a modern streamlined evaluation system that focuses on teacher reflection and growth. rationale: By employing an online recruiting database (applitrack) and by utilizing a computer-based system for tracking employee performance, we can better ensure that all students are receiving quality instruction.

Sample: 4.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.


Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 49.3% in 2016-17 to 57.1% in 2018-19 as identified in ESSA Milestones. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved in mathematics from 42.4% in 2016-17 to 51.3% in 2018-19 as identified in ESSA Milestones. We also believe these screens will identify students for intervention and increase the District Performance Index (DPI) for Mathematics from 55.7 in 2016-17 to 58.7 in 2018-2019. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 42.4 in 2016-17 to 46.8 in 2018-2019

In alignment with ESSA goal targets, reduce the District percentage for Chronic absenteeism from 14.9% in 2016-17 to 13.4% as outlined by the ESSA in 2018-2019. KPS will increase our four-year adjusted cohort graduation rate from 81.8% in 2017-18 to 82.9% in 2018-2019 and our six-year cohort graduation rate from 81.8 in 2017-2018 to 83.1% 2018-2019.

Related Documents

Killingly School District (069-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

Required Documents

| Type | Document Template | Document/Link |
|-------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------|
| ESSA Milestones [Upload at least 1 document(s)] | N/A |  ESSA Milestones |

Alliance District Grant Budget

Killingly School District (069-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

| Object | Total |
|-----------------------------------------------------|--------------------------------|
| 100 - Personal Services > Salaries | \$285,887.00 |
| 200 - Personal Services > Employee Benefits | \$4,782.00 |
| 300 - Purchased Professional and Technical Services | \$0.00 |
| 400 - Purchased Property Services | \$0.00 |
| 500 - Other Purchased Services | \$27,500.00 |
| 600 - Supplies | \$10,600.00 |
| 700 - Property | \$0.00 |
| 800 - Debt Service and Miscellaneous | \$0.00 |
| 917 - Indirect Costs | \$0.00 |
| | Total \$328,769.00 |
| | Allocation \$328,769.00 |
| | Remaining \$0.00 |

Budget Detail

Killingly School District (069-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

100 - Personal Services > Salaries - \$285,887.00

| Budget Detail | | Narrative Description |
|-------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Object: | 100 - Personal Services > Salaries | Creation of Math Intervention position: 1.0 FTE Mathematics: The position will be responsible for providing targeted intervention to select students and assist with instructional coaching initiatives at Killingly Intermediate School. Teacher: P. Ruffo |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.2 | |
| LEA / School: | Killingly Intermediate School (069-5211) | |
| Quantity: | 1.00 | |
| Cost: | \$76,432.00 | |
| Line Item Total: | \$76,432.00 | |
| Object: | 100 - Personal Services > Salaries | Killingly Central School: Academic Tutors Literacy. 32 hours per week for 32 weeks. Salary \$29. (32 x 32 x 29) |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 | |
| LEA / School: | Killingly Central School (069-0111) | |
| Quantity: | 1.00 | |
| Cost: | \$29,696.00 | |
| Line Item Total: | \$29,696.00 | |
| Object: | 100 - Personal Services > Salaries | Killingly Central School: Academic Tutors Numeracy. 32 hours per week for 32 weeks. Salary \$29. (32x 32 x |
| Purpose: | 01 - Public School Activities | |

| | | |
|-------------------------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Focus Area: | Academics Goal 2.2 | 29) |
| LEA / School: | Killingly Central School (069-0111) | |
| Quantity: | 1.00 | |
| Cost: | \$29,696.00 | |
| Line Item Total: | \$29,696.00 | |
| Object: | 100 - Personal Services > Salaries | Killingly Memorial School: Academic Tutors Numeracy. 32 hours per week for 32 weeks. Salary \$29. (32 x 32 x 29) |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.2 | |
| LEA / School: | Killingly Memorial School (069-0311) | |
| Quantity: | 1.00 | |
| Cost: | \$29,696.00 | |
| Line Item Total: | \$29,696.00 | |
| Object: | 100 - Personal Services > Salaries | Killingly Memorial School: Academic Tutors Literacy. 32 hours per week for 32 weeks. Salary \$29. (32 x 32 x 29) |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 | |
| LEA / School: | Killingly Memorial School (069-0311) | |
| Quantity: | 1.00 | |

| | | |
|-------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cost: | \$29,696.00 | |
| Line Item Total: | \$29,696.00 | |
| Object: | 100 - Personal Services > Salaries | <p>Killingly Intermediate School: After School Intervention A 30-week program which runs 4 days per week. 3 sections of Staff work 2 hours per day at \$29.00 per hour. (30 x 4 x 3 x 2 x 29)</p> |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 Academics Goal 2.2 | |
| LEA / School: | Killingly Intermediate School (069-5211) | |
| Quantity: | 1.00 | |
| Cost: | \$20,880.00 | |
| Line Item Total: | \$20,880.00 | |
| Object: | 100 - Personal Services > Salaries | <p>Killingly Intermediate School: After School Enrichment A 30-week program which runs 4 days per week. 2 sections of Staff work 2 hours per day at \$29.00 per hour. (30 x 4 x 2 x 2 x 29)</p> |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 Academics Goal 2.2 | |
| LEA / School: | Killingly Intermediate School (069-5211) | |
| Quantity: | 1.00 | |
| Cost: | \$13,920.00 | |
| Line Item Total: | \$13,920.00 | |

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|-------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Object: | 100 - Personal Services > Salaries | <p>Killingly Intermediate School: After School Coordinator A 34-week commitment which runs 4 days per week. A single staff member works 2.75 hours per day at \$29.00 per hour. (34x 4 x 1 x 2.75 x 29)</p> |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 Academics Goal 2.2 | |
| LEA / School: | Killingly Intermediate School (069-5211) | |
| Quantity: | 1.00 | |
| Cost: | \$10,846.00 | |
| Line Item Total: | \$10,846.00 | |
| Object: | 100 - Personal Services > Salaries | <p>Killingly High School: After School Tutoring: A 30-week program which runs 3 days per week. 2 sections of Staff work 2 hours per day at \$29.00 per hour. (30 x 3 x 2 x 2 x 29)</p> |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3 | |
| LEA / School: | Killingly High School (069-6111) | |
| Quantity: | 1.00 | |
| Cost: | \$10,444.00 | |
| Line Item Total: | \$10,444.00 | |
| Object: | 100 - Personal Services > Salaries | <p>Killingly High School Credit Recovery Program: A 16-week program which runs 3 days per week. 2 sections of teachers work 3 hours</p> |
| Purpose: | 01 - Public School Activities | |

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|-------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focus Area: | Academics Goal 2.3 | per day at \$29.00 per hour. (16 x 3 x 2 x 3 x 29). |
| LEA / School: | Killingly High School (069-6111) | |
| Quantity: | 1.00 | |
| Cost: | \$8,352.00 | |
| Line Item Total: | \$8,352.00 | |
| Object: | 100 - Personal Services > Salaries | Killingly Memorial School After School Program: An 18-week program which runs for 3 days per week. 4 sections of staff work 1.25 hours per day at \$29.00 per hour. (18 x 3 x 4 x 1.25 x 29) |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 Academics Goal 2.2 | |
| LEA / School: | Killingly Memorial School (069-0311) | |
| Quantity: | 1.00 | |
| Cost: | \$7,830.00 | |
| Line Item Total: | \$7,830.00 | |
| Object: | 100 - Personal Services > Salaries | After school program transportation costs. |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3 | |
| LEA / | Killingly School District (069-000) | |

| | | |
|-------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School: | | |
| Quantity: | 1.00 | |
| Cost: | \$5,651.00 | |
| Line Item Total: | \$5,651.00 | |
| Object: | 100 - Personal Services > Salaries | Salary of School Bus drivers for "Attendance Matters Bus" |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.3 Climate Goal 3.1 | |
| LEA / School: | Killingly School District (069-000) | |
| Quantity: | 1.00 | |
| Cost: | \$4,000.00 | |
| Line Item Total: | \$4,000.00 | |
| Object: | 100 - Personal Services > Salaries | Killingly High School After School Support: A 30-week program which runs 3 days per week. 1 sections of Staff work 2 hours per day at \$20.00 per hour. (30 x 3 x 1 x 2 x 20) |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3 | |
| LEA / School: | Killingly High School (069-6111) | |
| Quantity: | 1.00 | |

| | | |
|-------------------------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cost: | \$3,600.00 | |
| Line Item Total: | \$3,600.00 | |
| Object: | 100 - Personal Services > Salaries | Training for new teacher mentors. Training for new CT TEAM Mentors in CT TEAM mentoring and paper review |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Talent - Goal 1.2 | |
| LEA / School: | Killingly School District (069-000) | |
| Quantity: | 1.00 | |
| Cost: | \$1,900.00 | |
| Line Item Total: | \$1,900.00 | |
| Object: | 100 - Personal Services > Salaries | Development of proficiency-based curriculum for Elementary Numeracy. 4 teachers x \$29.00 per hour. 16 hours per teacher for development of curriculum. |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Talent - Goal 1.1 | |
| LEA / School: | Killingly Memorial School (069-0311) | |
| Quantity: | 1.00 | |
| Cost: | \$1,856.00 | |
| Line Item Total: | \$1,856.00 | |
| Object: | 100 - Personal Services > Salaries | Development of proficiency-based curriculum for High School Numeracy. |

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|-------------------------|----------------------------------|------------------------------------------------------------------------------------|
| Purpose: | 01 - Public School Activities | 3 teachers x \$29.00 per hour. 16 hours per teacher for development of curriculum. |
| Focus Area: | Talent - Goal 1.1 | |
| LEA / School: | Killingly High School (069-6111) | |
| Quantity: | 1.00 | |
| Cost: | \$1,392.00 | |
| Line Item Total: | \$1,392.00 | |

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|---------------------------------------------------------|--|--------------|
| Total for 100 - Personal Services > Salaries: | | \$285,887.00 |
| Total for all other Objects: | | \$42,882.00 |
| Total for all Objects: | | \$328,769.00 |
| Allocation: | | \$328,769.00 |
| Remaining: | | \$0.00 |

Budget Detail

Killingly School District (069-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

200 - Personal Services > Employee Benefits - \$4,782.00

| Budget Detail | | Narrative Description |
|-------------------------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Object: | 200 - Personal Services > Employee Benefits | Medicare for: Creation of Math Intervention position: Position will be responsible for providing targeted intervention to select students, and assist with instructional coaching initiatives at Killingly Intermediate School. P. Ruffo |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 | |
| LEA / School: | Killingly Intermediate School (069-5211) | |
| Quantity: | 1.00 | |
| Cost: | \$1,108.26 | |
| Line Item Total: | \$1,108.26 | |
| Object: | 200 - Personal Services > Employee Benefits | Benefits for transportation, after school and attendance matters (9600 x 0.0645) |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Climate Goal 3.1 Operations Goal 4.1 | |
| LEA / School: | Killingly School District (069-000) | |
| Quantity: | 1.00 | |
| Cost: | \$619.20 | |
| Line Item Total: | \$619.20 | |

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|-------------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Object: | 200 - Personal Services > Employee Benefits | Medicare for: Killingly Central School: Academic Tutors Numeracy. 32 hours per week for 32 weeks. Salary \$29. (40 x 32 x 29) |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 | |
| LEA / School: | Killingly Central School (069-0111) | |
| Quantity: | 1.00 | |
| Cost: | \$430.59 | |
| Line Item Total: | \$430.59 | |
| Object: | 200 - Personal Services > Employee Benefits | Medicare for Killingly Central School: Academic Tutors Literacy. 32 hours per week for 32 weeks. Salary \$29. (32 x 32 x 29) |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 | |
| LEA / School: | Killingly Central School (069-0111) | |
| Quantity: | 1.00 | |
| Cost: | \$430.59 | |
| Line Item Total: | \$430.59 | |
| Object: | 200 - Personal Services > Employee Benefits | Medicare for: Killingly Memorial School: Academic Tutors Numeracy. 40 hours per week for 32 weeks. Salary \$29. (32 x 32 x 29) |
| Purpose: | 01 - Public School Activities | |

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| Focus Area: | Academics Goal 2.2 | |
| LEA / School: | Killingly Memorial School (069-0311) | |
| Quantity: | 1.00 | |
| Cost: | \$430.59 | |
| Line Item Total: | \$430.59 | |
| Object: | 200 - Personal Services > Employee Benefits | Medicare for Killingly Memorial School: Academic Tutors Literacy. 30 hours per week for 32 weeks. Salary \$29. (32 x 32 x 29) |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 | |
| LEA / School: | Killingly Memorial School (069-0311) | |
| Quantity: | 1.00 | |
| Cost: | \$430.59 | |
| Line Item Total: | \$430.59 | |
| Object: | 200 - Personal Services > Employee Benefits | Medicare for: Killingly Intermediate School: After School Intervention A 30-week program which runs 4 days per week. 3 sections of Staff work 2 hours per day at \$29.00 per hour. (30 x 4 x 3 x 2 x 29) |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 Academics Goal 2.2 | |
| LEA / School: | Killingly Intermediate School (069-5211) | |

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|-------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quantity: | 1.00 | |
| Cost: | \$302.76 | |
| Line Item Total: | \$302.76 | |
| Object: | 200 - Personal Services > Employee Benefits | FICA for: Killingly High School After School Support: A 30-week program which runs 3 days per week. 1 sections of Staff work 2 hours per day at \$20.00 per hour. (30 x 3 x 1 x 2 x 20) |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3 | |
| LEA / School: | Killingly High School (069-6111) | |
| Quantity: | 1.00 | |
| Cost: | \$232.20 | |
| Line Item Total: | \$232.20 | |
| Object: | 200 - Personal Services > Employee Benefits | Medicare for: Killingly Intermediate School: After School Enrichment A 30-week program which runs 4 days per week. 2 sections of Staff work 2 hours per day at \$29.00 per hour. (30 x 3 x 2 x 2 x 29) |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.2 | |
| LEA / School: | Killingly Intermediate School (069-5211) | |
| Quantity: | 1.00 | |

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|-------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cost: | \$201.84 | |
| Line Item Total: | \$201.84 | |
| Object: | 200 - Personal Services > Employee Benefits | <p>Medicare for: Killingly Intermediate School: After School Coordinator A 34-week commitment which runs 4 days per week. A single staff member works 2.75 hours per day at \$29.00 per hour. (34x 4 x 1 x 2.75 x 29)</p> |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 Academics Goal 2.2 | |
| LEA / School: | Killingly Intermediate School (069-5211) | |
| Quantity: | 1.00 | |
| Cost: | \$157.26 | |
| Line Item Total: | \$157.26 | |
| Object: | 200 - Personal Services > Employee Benefits | <p>Medicare for: Killingly High School: After School Tutoring: A 30-week program which runs 3 days per week. 2 sections of Staff work 2 hours per day at \$29.00 per hour. (30 x 3 x 2 x 2 x 29)</p> |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3 | |
| LEA / School: | Killingly High School (069-6111) | |
| Quantity: | 1.00 | |
| Cost: | \$151.38 | |

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| Line Item Total: | \$151.38 | |
| Object: | 200 - Personal Services > Employee Benefits | Medicare for- Killingly High School Credit Recovery Program: A 16-week program which runs 3 days per week. 2 sections of teachers work 3 hours per day at \$29.00 per hour. (16 x 3 x 2 x 3 x 29) |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.3 | |
| LEA / School: | Killingly High School (069-6111) | |
| Quantity: | 1.00 | |
| Cost: | \$121.00 | |
| Line Item Total: | \$121.00 | |
| Object: | 200 - Personal Services > Employee Benefits | Medicare for: Killingly Memorial School After School Program: An 18-week program which runs for 3 days per week. 4 sections of staff work 1.25 hours per day at \$29.00 per hour. (18 x 3 x 4 x 1.25 x 29) |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 Academics Goal 2.2 | |
| LEA / School: | Killingly Memorial School (069-0311) | |
| Quantity: | 1.00 | |
| Cost: | \$113.54 | |
| Line Item Total: | \$113.54 | |
| Object: | 200 - Personal Services > Employee | Medicare for: |

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|-------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Benefits | Killingly High School After School Support: A 30-week program which runs 3 days per week. 1 sections of Staff work 2 hours per day at \$20.00 per hour. (30 x 3 x 1 x 2 x 20) |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3 | |
| LEA / School: | Killingly High School (069-6111) | |
| Quantity: | 1.00 | |
| Cost: | \$52.20 | |
| Line Item Total: | \$52.20 | |

Total for 200 - Personal Services > Employee Benefits: \$4,782.00

Total for all other Objects: \$323,987.00

Total for all Objects: \$328,769.00

Allocation: \$328,769.00

Remaining: \$0.00

Budget Detail

Killingly School District (069-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

500 - Other Purchased Services - \$27,500.00

| Budget Detail | | Narrative Description |
|-------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Object: | 500 - Other Purchased Services | Purchase of Renaissance STAR as a universal screen to assist all learners. |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 Academics Goal 2.2 Operations Goal 4.1 | |
| LEA / School: | Killingly School District (069-000) | |
| Quantity: | 1.00 | |
| Cost: | \$20,000.00 | |
| Line Item Total: | \$20,000.00 | |
| Object: | 500 - Other Purchased Services | Purchase of Applitrac Talent to manage hiring and attract the most talented and diverse workforce. |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Operations Goal 4.2 | |
| LEA / School: | Killingly School District (069-000) | |
| Quantity: | 1.00 | |
| Cost: | \$5,000.00 | |
| Line Item | \$5,000.00 | |

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| Total: | | |
| Object: | 500 - Other Purchased Services | KPS will evaluate and manage talented staff through the utilization of the Revisions suite |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Operations Goal 4.2 | |
| LEA / School: | Killingly School District (069-000) | |
| Quantity: | 1.00 | |
| Cost: | \$2,500.00 | |
| Line Item Total: | \$2,500.00 | |

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| Total for 500 - Other Purchased Services: | | \$27,500.00 |
| Total for all other Objects: | | \$301,269.00 |
| Total for all Objects: | | \$328,769.00 |
| Allocation: | | \$328,769.00 |
| Remaining: | | \$0.00 |

Budget Detail

Killingly School District (069-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

600 - Supplies - \$10,600.00

| Budget Detail | | Narrative Description |
|-------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Object: | 600 - Supplies | Supplies to support district wellness and SEL initiatives. These supplies include teaching materials which address; coping with sexual assault and suicide. These materials are coming from "the Great Body Shop" curriculum group in Wilton CT. |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.3 Climate Goal 3.1 Climate Goal 3.2 | |
| LEA / School: | Killingly School District (069-000) | |
| Quantity: | 1.00 | |
| Cost: | \$5,000.00 | |
| Line Item Total: | \$5,000.00 | |
| Object: | 600 - Supplies | Supplies to support restorative practice training. \$65 per unit x 40 staff. These materials are directly from Center for restorative practice. |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Climate Goal 3.1 Climate Goal 3.2 | |
| LEA / School: | Killingly School District (069-000) | |
| Quantity: | 1.00 | |
| Cost: | \$2,600.00 | |
| Line Item Total: | \$2,600.00 | |

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| Object: | 600 - Supplies | <p>Supplies to support attendance matters initiatives. The attendance matters initiative has five elements: 1. Engage the community. 2. Provide early outreach. 3. Utilise data to drive action. 4. Celebrate success. 5. Remove structural barriers.</p> <p>Funds in this section provide material s for the Attendance matters signage in the community, the mailings materials for early outreach, and the celebrations at each school.</p> |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.3 Climate Goal 3.1 | |
| LEA / School: | Killingly School District (069-000) | |
| Quantity: | 1.00 | |
| Cost: | \$1,000.00 | |
| Line Item Total: | \$1,000.00 | |
| Object: | 600 - Supplies | <p>Supplies to support in-school Literacy programming. This includes funds for engaging reading materials and leveled texts for struggling readers.</p> |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.1 | |
| LEA / School: | Killingly School District (069-000) | |
| Quantity: | 1.00 | |
| Cost: | \$1,000.00 | |
| Line Item Total: | \$1,000.00 | |
| Object: | 600 - Supplies | <p>Supplies to support in school Numeracy programming. This includes manipulatives at the lower elementary level and inquiry-based mathematical supplies for upper elementary.</p> |
| Purpose: | 01 - Public School Activities | |
| Focus Area: | Academics Goal 2.2 | |
| LEA / School: | Killingly School District (069-000) | |
| Quantity: | 1.00 | |

Cost: \$1,000.00

**Line Item
Total:** \$1,000.00

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Total for 600 - Supplies: \$10,600.00

Total for all other Objects: \$318,169.00

Total for all Objects: \$328,769.00

Allocation: \$328,769.00

Remaining: \$0.00

Alliance District Grant Budget Overview

Killingly School District (069-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Filter by Location:

| Object | Purpose | 01 - Public School Activities | Total |
|---------------------------------------------|---------|-------------------------------|------------|
| 100 - Personal Services > Salaries | | 285,887.00 | 285,887.00 |
| 200 - Personal Services > Employee Benefits | | 4,782.00 | 4,782.00 |
| 500 - Other Purchased Services | | 27,500.00 | 27,500.00 |
| 600 - Supplies | | 10,600.00 | 10,600.00 |
| Total | | 328,769.00 | 328,769.00 |
| | | Allocation | 328,769.00 |
| | | Remaining | 0.00 |

Killingly School District (069-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Assurances

* **The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for CSDE, including those outlined below.**

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| 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. |

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| (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). |

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| (b) | <p>(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 jobrelated 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.</p> |
| (c) | <p>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.</p> |
| (d) | <p>The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.</p> |
| (e) | <p>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.</p> |
| (f) | <p>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.</p> |

(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.

* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA has received local board of education approval of this plan's submission. Date of board approval:

08/17/2018 