CSDE Alliance Districts

Year 2 Application Amendment | Spring 2013

Form Number: Winchester Public Schools
Year 2 Third Submission

Nondiscrimination Statement

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director
Title IX /ADA/Section 504 Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2071

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Year 2 Alliance District Application Amendment
TABLE OF CONTENTS

SUPPLEMENTAL APPLICATIONS

1. School Improvement Plan Template *(for districts with Review/Turnaround schools)*
2. TIME Collaborative Application *(for districts with Review/Turnaround schools)*
3. Priority School District Grant *(for Priority School Districts)*

***Please find supplemental application materials on the CSDE website at:
http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226***

PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW

1. Alliance District Program Overview

Public Act 12-116 established a new process for identifying 30 Alliance Districts – the districts with the lowest district performance index (DPI) scores statewide – and targeted increased Education Cost Sharing (ECS) funding for these districts. The Alliance District program is designed to help districts raise student performance and close achievement gaps by pursuing bold and innovative reform strategies. Each district's receipt of its designated ECS allocation is conditional upon district submission and the Connecticut State Department of Education's (CSDE) approval of an Alliance District plan in the context of the district's overall strategy to improve academic achievement.

Alliance District plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. The CSDE will review district plans on an annual basis, and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described year one performance targets, among other factors. Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

2. Application Components

The year two Alliance District application amendment is mandatory for all Alliance Districts. Those districts with "Review" and "Turnaround" schools must also submit school improvement plans for the identified schools. Priority School Districts must also submit grant renewal applications. Please read the following requirements carefully:

- **Year 2 Alliance District Plan Amendment:** All Alliance Districts must submit a year two Alliance District plan amendment, completing the application amendment template contained in this document. The year two amendment requires districts to reflect upon year one progress and identify an aligned and coherent set of district-level priorities for the second year of implementation.

- **Review and Turnaround School Plans:** The ESEA waiver identified a subset of Connecticut's schools as needing significant intervention and improvement. Specifically, those schools classified as "Turnaround" or "Review" must develop and submit school improvement plans as a part of the year two Alliance District package. Districts must submit plans for all of their Turnaround schools and at least half of their Review schools that will begin implementation in fall 2013. Appendix B provides a list of all of the district's Review and Turnaround schools. Districts must indicate the strategy each school will pursue to dramatically improve student achievement. Districts may: (1) develop a new plan for the school, (2) submit a preexisting school plan that has shown evidence of results, or (3) apply to participate in the TIME Collaborative. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming. Please find forms for these school-level plans on the CSDE's website at: http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226.

- **Priority School District Grant.** Priority Districts must complete a grant renewal application. This should align to and reinforce all other district plans, including the Alliance District plan. Please access the grant application on the CSDE's website: http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226.

3. Application Instructions

Review and follow all directions carefully when completing the application. Complete all of the required sections. A draft of the Alliance District year two application amendment ***must be postmarked by June 28th, 2013, at 5 p.m. (EST)***. The submission of the final draft must include one original and three (3) additional hard copies. Districts must also provide an electronic submission either via e-mail or flash drive. In the event that a district determines that it will not or cannot meet this deadline, the district should notify the Chief Turnaround Officer immediately (see contact information at the bottom of this page).

PLEASE NOTE: All applications become the property of the Connecticut State Department of Education (CSDE) and are subject to the rules of the Freedom of Information Act.

Mailing Address:	**Overnight Mailing and Hand Delivery:**
Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 247 Hartford, CT 06145-2219 Attention: Debra Kurshan	Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 247 Hartford, CT 06106 Attention: Debra Kurshan

4. Timeline Summary

1. Districts participate in the Year 2 planning site visits facilitated by the CSDE	May 2013
2. CSDE releases the Year 2 Alliance District application	May 23, 2013
3. CSDE hosts a webinar explaining the Year 2 application	May 23, 2013
4. Districts complete a survey indicating proposed Year 2 priority areas	June 7, 2013
5. Districts submit TIME Collaborative applications (optional)	June 14, 2013
6. Districts submit Year 2 Alliance District application amendments	June 28, 2013
7. Districts submit school plans for their Review and Turnaround schools	July 26, 2013

5. Questions

Any and all questions regarding the Alliance District program should be directed to:

<div align="center">

Debra Kurshan
Chief Turnaround Officer
Connecticut State Department of Education
Telephone: (860) 713-6777
Email: Debra.Kurshan@ct.gov

</div>

PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the year two Alliance District plan amendment and provide that individual's contact information.

Name of School District:	Winchester Public Schools			
Name of Grant Contact Person:	Dr. Thomas Danehy, Superintendent of Schools			
Phone # of Contact Person:	860 379-0706 ext 167			
Email of Contact Person:	Thomas.danehy@winchesterschools.org			
Address of Contact Person:	Street Address:	Batcheller School 201 Pratt Street		
	City:	Winsted	Zip Code:	06098
Name of Superintendent:	Dr. Thomas Danehy			
Signature of Superintendent:			Date:	9/3/2013
Name of Board Chair:	Susan B. Hoffnagle			
Signature of Board Chair:			Date:	9/10/2013
Local Board Approval of Plan:[1]	☐ Yes ☐X No Grant application was on the September 10, 2013 regular meeting agenda.			
Date of Plan Presentation to the Local Board:	September 10, 2013			
Priority School District?	☐ Yes x☐ No			

---

[1] Due to the iterative process by which Alliance District plans will be submitted, reviewed, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process. Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.

2. District Vision, Mission & Values

Instructions: Please provide the district's vision and mission statements below. Insert the district's core values or guiding beliefs that are to be embodied by all staff, students, and members of the district community. This can come directly from your district strategic plan or district Improvement Plan.

What is the district's **vision statement**?

The Winchester Public Schools graduate will be able to succeed in the career of his or her choice having the requisite academic skills in reading, math, writing and technology developed from pre-school to high school graduation in caring learning environments with dedicated faculty and staff. The graduate will perform well with excellent communication skills, both oral and written, and those skills will be used in the work world or college setting. The graduate will have the interpersonal skills needed to fare well in society and the technological expertise to perform well in the community.

What is the district's **mission statement**?

The Winchester Public Schools exist to provide students with the reading, writing, math, and critical thinking skills needed to participate fully as constructive citizens in their selected 21st Century college or career choice.

What are the district's core **beliefs or values**?

The district believes that all students may achieve at high levels and that our learning environments challenge students to do their best. We also believe that our faculty and staff are dedicated to bringing well planned and executed lessons to students so that they are challenged by the rigor of our curriculum which is rooted in the Common Core State Standards. We also believe that students are a part of the learning process and that they should have decision-making powers to choose how they go about demonstrating their learning in challenging assessments. The district values good attendance by students and staff.

Describe the district's overarching strategy and/or **theory of change** to dramatically improve student achievement district-wide. The theory of change should describe a core set of inputs or strategies leading to several desired outcomes. What major changes or shifts will result in improved student outcomes district-wide?

Theories of Action for the Winchester Public Schools

I.   Core Instruction

If we provide professional development to strengthen teachers' instructional strategies, and if we allocate time for common planning for the attainment of curricular benchmarks and the review of student work, and if we delve deeply into learning and demonstrating the characteristics of exemplary instruction,
then educators will meet goal targets, students will meet standards, and the number of students identified as having special needs will revert to the state average.

II.   Capacity Building

If we dedicate time, resources, and focus on transitioning to the full implementation of the Common Core State Standards, and if we employ our school administrators to lead this initiative, and if we provide goals that allow for district personnel to have ownership and involvement in the continued reformation efforts,
then students will achieve at higher levels and educators can take pride in their ownership and involvement in the creative design of teaching and learning in our community

III.   Fiscal Stewardship

If we align expenditures to meet District Goals, and if we spend financial resources to bring students to higher levels of academic performance, and if we consistently publish monthly expenditures,
then our financial resources will be put to good use in a fiscally transparent manner.

3. District Data Profile

Instructions: Complete the district data profile below by providing student and staff information for the current school year (2012-13), and aggregate performance data from the past four school years (2009-10 to present).

District Overview (2012-13):			
Total Enrollment:	673 (K-6) + 604 (7-12) = 1277	Per Pupil Allocation:[2]	$ 16,796.30
Total # Schools:	**3**	Operating Budget:	$21,448,879.32
# Review Schools:[3]	**0**	# Turnaround Schools:	0
Student Demographics (2012-13):			
% White:	625 or 92.86%	% F/R Lunch:	56%
% Black:	22 or 3.26%	% IEP:	17%
% Hispanic:	22 or 3.26%	% ELL:	44 students or 3%
% Other:	4	Attendance Rate:	
District Personnel (2012-13):			
# Certified School-Based Staff:	62	Median Teacher Salary:[4]	$71,644
Student/Teacher Ratio:[5]	16:1 (pK-6)	# Central Office Administrators:	2
# School Administrators:	3	# Central Office Support Staff:	4

Student Achievement:		2009-10	2010-11	2011-12	2012-13
District Performance Index:					
Math	Gr. 3 at/above Goal:	57	58.9	62.2	41
	Gr. 5 at/above Goal:	53.3	63.6	57.8	51
	Gr. 8 at/above Goal:	41.8	59.8	67.6	X
	Gr. 10 at/above Goal:				
Reading	Gr. 3 at/above Goal:	52.3	57.6	60.5	37
	Gr. 5 at/above Goal:	57.7	55.2	65	69
	Gr. 8 at/above Goal:	49.5	75	72.8	X
	Gr. 10 at/above Goal:				
Chronic Absenteeism Rate:[6]		11.2	13.77	11.97	10.81
Graduation Rate:					
% Pursuing Higher Education:					

---

[2] Per pupil allocation should include all sources of funds (including local operating, state, federal, and private funds).
[3] Review category includes "Review" and "Focus" schools.
[4] Median salary should reflect the median for all certified staff.
[5] Ratio should include all certified staff.
[6] Chronic absenteeism is defined as the percentage of students missing 10 percent or more of school days.

4. District Needs Analysis

Instructions: Using the spaces provided below, identify the district's greatest strengths and areas of need using findings from the CSDE planning site visit and other relevant district information and data. Be sure to include a root cause analysis identifying the factors contributing to current performance levels. Although you are encouraged to consider strengths and growth areas across all four district domains, you may choose to prioritize and are <u>not required</u> to cite strengths and growth areas in each of the four areas.

For the following domains, identify the district's greatest **strengths**.

Academics	1. Implementation of the instructional rounds (8 times per year) 2. Institutionalization of grade level team meetings three times per week to allow for grade level-based data analysis, common planning, and the transition to curriculum steeped in Common Core State Standards 3. Job-embedded coaching in instructional practices to meet exemplar standard of CCT
Human Capital	1. Addition of Library Media Specialist, three Literacy Coaches, and four Instructional Coach positions 2. Additional administrator (Director of Evaluation and Common Core State Standards Implementation) added to 2013-2014 budget 3. Proposed evaluation plan allows for more evaluations of non-tenured and developing teachers 4. Staff is experienced and veteran, most teachers stay in Winchester until retirement
Operations	1. District goals inform the Superintendent-developed budget 2. New technology systems include Powerschool with parent portal, Applitracks, Phoenix Financial System. SubFinder and SchoolMessenger software systems are also used. 3. School leaders design school schedules based on student data and school needs. 4. Extended day with curricular programming open to all students.
Culture and Climate	1. Communication with the families and the community through access television programs, newsletters, and workshops 2. Partnership with Northwestern Connecticut Community College 3. Family Resource Center offers wraparound services

For the following domains, identify the district's most significant **growth areas**.

Academics	1. Development and implementation of CCSS-aligned curricula 2. Need for a cohesive district-wide assessment system. Winchester is reviewing vendors for tracking data system-wide. We established a team to review NWEA and Renaissance. An RFP was placed on the DAS procurement website and bids are due on October 7, 2013. 3. Utilization of district, school, grade and classroom-level data to create an effective three-tiered accountability system with the resulting data linked to instructional rounds 4. Continued technology investments and upgrades
Human Capital	1. Retention of high-quality teachers 2. Staff diversity 3. Further training of more TEAM mentors
Operations	1. Developing opportunities for supplemental funding 2. Site based budgeting autonomy
Culture and Climate	1. Consistent attendance among teachers and paraprofessionals 2. Leveraging business partnerships

5. District Strategy and Year 1 Reflection

Instructions: Summarize the district's overarching strategy and key initiatives from year one of the Alliance District program. Describe successes and progress made in year one. Provide specific data points to support the analysis.

Articulate the **district's key initiatives from year one** of the Alliance District program.

Literacy Coaches (3) were hired. The coaches were able to expand the tier II interventions the schools were able to provide to students in need. Students were identified based on results of DRAs, CMT scores, and teacher recommendations. The coaches analyzed the data to determine which students needed extra support.

Instructional Coaches (4) were hired to support the work of Literacy Coaches by providing more intervention groups where students learned basic reading skills. The Instructional Coaches took direction from the Literacy Coaches and provided the students with extra small group sessions to learn basics in developmental reading.

Library Media Specialist (1) was hired to support literacy instruction and to teach technology not only to prepare for online testing, but also to improve students' ability in use of technology for research and writing. This new position supported the use of the library as well as technology in a formalized setting. Up to this time students did not receive library services from a certified library media specialist. The district could not afford one and had eliminated the position years ago.

Briefly describe the district's year one Alliance District **accomplishments** citing specific data, where appropriate.

Through the Literacy Coaches and Instructional Coaches we were able to reach more students in need of interventions. At the kindergarten level we moved all students to the highest level for letter sound relationships. In grade one, we moved 98% of students to know grade one sight words. We also were able to instruct all first grade students so that now 80% of students know grade three sight words.

Explain any key initiatives that the district will **stop or discontinue** and why. Note that districts must consider discontinuing less effective strategies before adding new initiatives.

The district will stop funding the Library Media Specialist through the Alliance grant and has moved that position into the general budget. The reason was that the library media specialist had 25 classroom sections and the visits were too few at the lower grade levels. Instead we will provide a literacy coach in the library for K-3 classes as part of the unified arts rotation which allows for all students to receive more regular weekly visits to the library to learn literacy skills and to learn software programs that will enable them to take the Smarter balance assessment online. The kindergarten through grade three classes will have weekly visits to the library and the students in grades four through six will have weekly visits that tie in both literacy skills around research as well as technology skills in basic Microsoft suite software programs.

Instructions: District improvement requires a targeted investment aligned to the district's most pressing needs. Please reflect upon district data, the CSDE planning site visit, year one progress, and the needs analysis to identify three to four priority areas for the year two Alliance District plan.

The CSDE has identified three focus areas the second year of the Alliance District program: (1) the transition to Common Core State Standards and new assessments, (2) educator evaluation and support (for both teachers and administrators), and (3) interventions in low-performing schools. Your application must explain how these three areas will be addressed, either through the Alliance District spending plan or via separate district initiatives. Below, identify three to four district-specific priority areas for year two and indicate whether they are new or continued initiatives from year one. Then, explain how these priorities align to and reinforce the district's broader strategic plan and/or vision.

Priority #1	Improve student outcomes in literacy from grades K to 3 by using intervention support through the services of our Literacy Coaches and Instructional Coaches. In 2012-2013 we began writing our curricula to embed CCSS in each subject. In reading, language arts, writing and math we have completed the process and will begin using the curricula in September, 2013. Our common assessment system is being realigned to include the CCSS and to produce a widely known and shared system for assessment. Roseann Dageneault has been selected to work with K-3 grade level teams to make this curricula and assessment system operative in 2013-2014. Patrick Proctor will work with the District Data Team to review the data extracted as well as to inform the continued practice. We are presently designing a District Data Dashboard to track pertinent academic achievement data points and to provide progress monitoring. We will engage with the CSDE to plan and implement tiered interventions and aligned assessments that are aligned to those of CBER and CSDE.	X☐ Continued from Year 1 ☐ New priority
Priority #2	Build capacity among administrators to meet demands of the transition to Common Core State Standards throughout all curricula. This priority will include hiring a Director of Evaluation and Transition to CCSS as well as using consultants to build the leadership capacity of our principals. Administrators are assigned subject areas and they will serve as instructional leaders as the new curricula is rolled out. MaryJo Kramer will serve as a consultant to the principal to bring this instructional leadership to fruition. She will also be working with the principal to set up school-based, rather than district-based instructional rounds and the School Governance team at Pearson School.	☐ Continued from Year 1 X☐ New priority

	Strengthen our SRBI process through re-training and developing core instruction in tier I. Through professional development for all new staff, a newly revised Early Intervention Plan will be produced and rolled out and followed. Consultants Dageneault and Kramer will support this priority.	☐ Continued from Year 1 X☐ New priority
Priority #3		
Priority 4 (optional)		☐ Continued from Year 1 ☐ New priority

Briefly describe how the priorities listed above **support the district's theory of change** and strategic direction.

I.   Core Instruction

If we provide professional development to strengthen teachers' instructional strategies,

and if we allocate time for common planning for the attainment of curricular benchmarks and the review of student work, and if we delve deeply into learning and demonstrating the characteristics of exemplary instruction,

then educators will meet goal targets, students will meet standards, and the number of students identified as having special needs will revert to the state average.

II.   Capacity Building

If we dedicate time, resources, and focus on transitioning to the full implementation of the Common Core State Standards, and if we employ our school administrators to lead this initiative,

and if we provide goals that allow for district personnel to have ownership and involvement in the continued reformation efforts,

then students will achieve at higher levels and educators can take pride in their ownership and involvement in the creative design of teaching and learning in our community

Both of these theories of change correlate directly to the new goals we have established. **By Building capacity among administrators we help to accomplish the transition to CCSS and develop the skills of our administrators as instructional leaders. Such a goal should enhance the instructional core at tier one and when the tier one instruction is strong, there is less need to refer students to the SRBI process.**

By strengthening the core instruction we reduce the need to revert to identifying students as having special needs at the scale we have done so in the past. One recent number shows that 17.8% of our student population was identified as having special needs. This percent is almost seven percent higher than the state average.

If not explicitly identified as priority areas, explain how the district will address the CSDE's three focus areas for year two of the Alliance District program. Briefly describe the district's strategy and level of preparedness to (1) transition to **Common Core State Standards** and new assessments, and (2) fully implement **educator evaluation and support** systems. You will be asked to describe your district's strategy to intervene in its lowest-performing schools in Section #7.

Winchester is well prepared to transition to the Common Core State Standards as we have been rewriting our curriculum at the grade level so that those who write the curricula are also the ones who are teaching the curricula. This structure gives teachers ownership of the curricula and provides professional development to them so that they become intimately aware of the elements of the CCSS and are able to include each standard in the curriculum that they write. We employed a consultant to begin this process in the Spring 2013 and so far we have completed curricula in language arts, reading and mathematics. During the summer we are expanding this curricula writing and will focus on social studies, math to grade 6 and language arts.

The new position entitled Director of Evaluation and Common Core State Standards Implementation will do exactly what the state is looking for in the transition of our curriculum to one that is steeped in the Common Core. Debra Grainsky was hired into this position on August 19, 2013. The new position also places an 092 certified administrator in each school building to offset the number of teacher evaluations the administrators conduct in following with the state model for teacher evaluation. The attached job description elements enumerate the exact functions of this new hire's work. Here is a list of performance responsibilities:

Director of Evaluation and Common Core State Standards Implementation:

Qualifications:
   a. Hold or be eligible for a Connecticut educator certificate. Preference given to candidates with prior experience in curriculum writing, professional development design and implementation, and/or possession or eligibility for the 092 endorsement in Connecticut
   b. Leadership ability in school administration, instructional strategies and assessment, curriculum development, professional development, grant development, program evaluation and improvement, supervision and evaluation, and educational technology

Performance Responsibilities

   a. Serve as lead implementer of the new Teacher and Administrator evaluation plans.
   b. Must have a clear understanding of the four components of the teacher evaluation guidelines and be able to develop this understanding in others.
   c. Develop skills among administrators in conducting effective observations and providing high quality feedback.
   d. Develop skills among administrators in the collection of evidence and the mapping of evidence to the CSDE CCT rubric to determine the component rating in professional practice for both teachers and administrators.
   e. Responsible for the implementation of Common Core State Standards-based curriculum in all subject areas.

f. **Directs the development, evaluation, and revision of curriculum and instruction and assumes responsibility for the implementation of approved programs. Coordinates and articulates curriculum among and between the grades.**

g. **Responsible for the formulation, planning, and implementation of the professional development program for professional staff (teachers and administrators).**

h. **Works with administrators in the evaluation of instructional materials, including textbooks, digital resources, library/media acquisitions, and other instructional materials.**

i. **Responsible for assessing results of assessments and addressing areas in need of improvement.**

Instructions: For each of the priority areas identified in Section #6, identify a core set of strategies that will lead to results and successful implementation. Identify an expected outcome(s) and metrics to track the progress and fidelity with which that strategy is executed. Also indicate when the district will implement that strategy during year two of the Alliance District program (summer 2013, fall 2013, winter 2014, spring 2014, and/or summer 2014). The information provided will serve as the foundation for the year two CSDE support and monitoring.

Priority #1: Insert the year two priority below.

Improve student outcomes in literacy from grades K to 3 by using intervention support through the services of our Literacy Coaches and Instructional Coaches. In 2012-2013 we began writing our curricula to embed CCSS in each subject. In reading, language arts, writing and math we have completed the process and will begin using the curricula in September. Our common assessment system is being realigned to include the CCSS and to produce a widely known and shared system for assessment. Roseanne Daigneault has been selected to work with K-3 grade level teams to make this curricula and assessment system operative in 2013-2014. She will be supporting the administrators and teachers as they set about meeting their Student Learning Objectives related to DRA2 achievement. Depending on where students test in the Fall 2013, students will be expected to improve by multiple levels depending on their Fall scores so that lower achieving students improve their DRA's by two or three levels and higher achieving students improve their achievement by one or two levels. She will also be working with grade level teams to improve their practices in use of guided reading as an instructional technique to improve students' reading ability. The desired outcome is increased scores on the DRA in January and June 2014.

As part of this process assignments will be aligned to meet the expected goals of the SLOs and we will use emerging guidelines from the SDE to support this initiative. Through planned interventions that are tiered and aligned with assessments we believe that we will be able to reach this goal.

For the 2013-2014 school year we have adjusted the master schedule so that on Mondays, Wednesdays, and Fridays each week, k-6 students have an extra specials class and teachers have an additional team meeting period on these three days per week. The team meeting periods allow for robust discussion in grade level data meetings on Mondays, SRBI meetings on Wednesdays, and curriculum development on Fridays. This schedule change improves our team meeting times by two extra periods per week. When teachers participate in their three grade level data team meetings each week, students receive extra tier one supports in literacy and or unified arts specials. However, in grades kindergarten and grade one, all students receive two extra literacy blocks per week. In the first block they receive smaller group literacy support taught by the Literacy Coach and Instructional Coach. In the second block they receive a library period with practice reading and story-telling for half of that time and writing using technology for the other half. So in essence each kindergarten and first grade student receives 108 lessons in reading support and 108 lessons in literacy/writing each year. Students in other grades receive 108 literacy/writing lessons in the library computer labs to support their needs to practice for the SBAC writing expectations.

Additional staff support to assist in supporting this priority include the following:

A. Two Literacy Coaches
B. Three Instructional Coaches
C. Double Literacy lessons in grades kindergarten and grade one that include literacy lessons in smaller group settings once per week

In 2013-2014 we expand our students' services in extended day programming from K-6 through both extended day Alliance funding and through our CHAMPS after school program. The extended day programming includes academic support for struggling readers. The CHAMPS program was extended to all grades this year which allows for students who need to remain in school after regular school hours for academic programming. The Alliance grant extended day programming may now reach more students and include both students who attend the CHAMPS program and those who do not. Extended day programming through Alliance funding runs three times per week.

Patrick Proctor will work with the District Data Team to review the data extracted as well as to inform the continued practice.

Summary: Briefly describe the district's comprehensive approach to implement this priority.

Winchester's approach to implement this priority will be to use the Literacy Coaches and Instructional Coaches to assess students' abilities in a comprehensive assessment regimen designed to obtain necessary data to determine which students need extra support for precise developmental skills in grades Kindergarten to grade 3.

The Coaches developed an eight member team that would blitz the grade levels to assess students in an efficient manner which yielded essential data to be used to decipher which students needed extra support. This Assessment Team was able to avoid the use of substitute teachers for long periods of time, time that could have been better spent by the classroom teachers instructing in the standards for that grade level.

Roseanne Daigneault will support the Assessment Teams in this process.

Outcome Metric: What is the desired result of the implementation of Priority #1?

There will be a system for assessment district wide.

Our principals and teachers designed their Student Learning Objectives to DRA2 achievement. Depending on where students test in the Fall 2013, students will be expected to improve their DRA scores. Some will be expected to improve by multiple levels depending on their Fall scores so that lower achieving students improve their DRA's by two or three levels and higher achieving students improve their achievement by one or two levels. Given the educators' professional evaluation outcomes depend on DRA achievement, the outcome metric will not only receive a tremendous amount of focus and attention, but also will also be expected to produce the desired outcome we need. The desired outcome is

increased scores on the DRA by the levels noted above in January and June 2014. In January 2014 we will see where we have made gains to that date and modify the support structures to meet the gains expected in June.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Obtain Kindergarten baseline data	Assessment Team blitzes kindergarten in the first three days of school to determine students strengths and challenges. This data helps to determine which students get immediate interventions.	By Sept 1	By Sept 1			
Students in grades kindergarten through grade three receive weekly sessions in the school library on equal time to art, music, physical education and literacy support	2013-2014 Master Schedule has been created to provide three common planning periods each week at each grade level		X	X	X	
Consultant Rosanne Dageneault visits with kindergarten grades 1, 2 and 3 classroom teachers and special education teachers to provide support in the implementation of the CCSS in our newly revised curriculum.	Team meeting agendas include consultant to review progress to date in common assessment data extracted and how to provide supports to students after analyzing the data		X	X	X	
Recurring agenda item at District Data Team meetings includes status report on common assessment data. Consultant Pat Proctor provides support to District Data Team, DDT, to keep them on track as new data from the most recent common assessments is gathered and reported	DDT agendas reflect robust analysis and reflection of common assessment data as well as fidelity to DDT standards	X	X	X	X	
A sub-committee of the District Data Team will be reviewing vendors who specialize in a systematized system for tracking formative and summative assessment data which will help not only to support the SRBI process, but also to make more information accessible to educational practitioners. This growth will remove the silo-approach to data tracking and enable teachers and administrators to access key information to support instructional planning, and professional development. The committee will review at least NWEA and	1. RFP published to allow vendors to submit proposals to subcommittee to review. 2. Subcommittee presents proposal reviews to District Data Team 3. Purchase arrangements made for software system 4. Training in use of software system provided to staff		X	X	X	X

Renaissance and make a recommendation to purchase a software system.						
Literacy Coaches and Instructional Coaches will provide a 216 extra lessons per year in grades kindergarten and grade 1 and 108 lessons in grades 2-6. The lessons will focus on literacy support including reading comprehension, vocabulary development, phonetic support, retelling practice, and letter and sight word identification in grades K-1. K-1 students will also receive 54 lessons that are based in the computer lab to support keyboarding in preparation for online testing with SBAC in grade 3. Students in grades 2-6 will receive 108 lessons per year in the library to strengthen reading skills as well as writing and researching online.	1. Master Schedule has been redesigned to provide extra literacy periods in grades K-1 as well as library periods in grades 2-6. 2. Mid-year and year end DRA assessments will be used to monitor progress to date as well as year end attainment.		X	X	X	X

Priority #2: Insert the year two priority below.

Build capacity among administrators to meet demands of the transition to Common Core State Standards throughout all curricula. This priority will include hiring a Director of Evaluation and Transition to CCSS as well as using consultants to build the leadership capacity of our principals. Administrators are assigned subject areas and they will serve as instructional leaders as the new curricula is rolled out. MaryJo Kramer will serve as a consultant to the principal to bring this instructional leadership to fruition. She will also be working with the principal to set up school-based, rather than district-based instructional rounds and the School Governance team at Pearson School.

Dr. Kramer will meet with principals twice per month to review goal status and instructional leadership skill practices. She will visit Pearson and Batcheller School principals providing coaching to the principals as they go about meeting their administrative performance expectations, especially in the area of teaching and learning. As this is weighed at 50% of the 40% value of practice on their evaluations, the support will help the principals in designing, monitoring, and modifying instructional support and practices in each school. The principals will be following through on redesigning our district-wide instructional rounds to school-based instructional rounds, monitoring curriculum consistency among classrooms, and assessing effectiveness of tiered interventions. As mid-year DRA data becomes available she will support principals as they contend with this data and redesign schedules and instructional practices as warranted by the mid-year DRA assessments. She will also coach the principals as they participate and supervise the common planning periods for each grade level as well as the school data team as it progresses.

Summary: Briefly describe the district's comprehensive approach to implement this priority.
Superintendent assigns administrators to oversee the development and growth of CCSS based curriculum in reading, writing, language arts, math, social studies and technology. Principals and Director of Evaluation and Common Core State Standards Implementation take ownership of curriculum writing process. Principals and Directors also take ownership of their role as instructional leaders to bring about fidelity to the new curriculum. Principals devise School Improvement Plan modifications to fully incorporate the implementation of the CCSS in our curriculum and they provide school with timelines, responsible parties, and expected outcomes of the implementation.

Outcome Metric: What is the desired result of the implementation of Priority #2?
The expected outcome of this work is successful performance in administrative practices as noted in the SEED evaluation document, with a focus on teaching and learning that is valued at 50% of administrative practice. Another expected outcome is school-based instructional rounds which are put in place to strengthen the core instruction in the schools. A third metric is the success of both the school and grade-level data teams as bodies that recognize data points and measure the success or failure of practices so as to modify practices appropriately.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	**Progress Metrics:** Identify a progress indicator for each strategy.	**Timeline:**				
		Su `13	F `13	W `14	Sp `14	Su `14
School Improvement Plans are revised by August 6 to fully incorporate the move to CCSS based curriculum	Revised SIPs go to BOE for August 13, 2013 BOE meeting	X	X	X	X	X
Consultant assigned to principal in need of support to schedule instructional rounds within the school on a recurring basis. Consultant also coaches principal on how to analyze data for effective programming within the school	• Instructional Rounds scheduled regularly in school through a building based team.	X	X	X	X	X
Consultant works with principal on developing greater ownership over what happens in the school especially with the SPED and 504 programming, implementation of Powerschool for grade reporting and attendance taking, and parent advocacy responsiveness. Consultant will also develop the school governance council at Pearson School in conjunction with the principal.	• Development of membership on School Governance Council • Scheduling Instructional Rounds in school-based teams	X	X	X	X	X

Hire Director of Evaluation and CCSS Implementation	• Director passes teacher evaluation calibration training • Evaluations among administrators are equally divided • Director oversees work of common planning teams • Director supervises curriculum writing to meet CCSS	X	X	X	X	X
Train all administrators on the new teacher evaluation systems and BloomBoard technology	• Participation at trainings • Administrator proficiency and comfort with evaluation system and technology (survey)	X	X			
Conduct fall 2013 teacher evaluations using the new evaluation model and identify additional professional development needs	• Number of evaluations conducted • Teacher evaluation ratings • Distribution of ratings by school • Identified PD needs	X	X			
Pair principals with coach	• Number of coaching sessions • Growth among developing teachers as reported on teacher evaluations • Teacher satisfaction (survey)		X	X	X	
Conduct informal rounds and identify additional professional development needs	• Number of classroom rounds conducted by school, by quarter • Observations/Major themes from rounds • Additional PD needs identified based		X	X	X	

Task	Metrics					
	on rounds					
Conduct spring teacher evaluations	• Number of evaluations conducted • Teacher evaluation ratings; distribution by school • Teacher growth between fall and spring				X	
Provide fall and spring PBIS professional development sessions	• Teacher participation and satisfaction with PD • Teacher use of PBIS strategies (rounds) • # of reported behavior incidents by school		X	X	X	

Priority #3: Insert the year two priority below.
Strengthen our SRBI process through re-training and developing core instruction in tier I. Through professional development for all new staff, a newly revised Early Intervention Plan will be produced and rolled out and followed. Consultants Daigneault and Kramer will support this priority. Pat Proctor will serve as a Consultant to bring this priority back to District Data Team meeting as it meets five times in 2013-2014.
Summary: Briefly describe the district's comprehensive approach to implement this priority.
The SRBI needs to be entirely restructured and communicated to all staff members. There is an over-identification of students with special needs at 17% and a high number of students placed out of district due to their special needs.

Outcome Metric: What is the desired result of the implementation of Priority #3?						
Fewer students identified as having special needs (reduced to state average of 11%, a stronger core instruction, and fewer students are placed out of district for their special education needs to be met.						

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Professional Development for the 2013-2014 school year focuses on a revised and improved SRBI process.	• Professional Development Calendar created and posted • # of teachers involved in PD is tracked • teachers in PD are surveyed to learn satisfaction rate • teachers surveyed to assess how many are incorporating new instructional strategies in their lessons • Survey includes questions relating to evidence of indicators of successful implementation	X	X	X	X	
Common Planning time on teams is devoted to SRBI to strengthen core instruction and consequently to reduce the number of students identified as having special needs	Master Schedule completed • all teachers have common planning time 3x per week • protocol is established for agendas for each day • Mondays – Data analysis and planning • Wednesdays – SRBI tracking • Fridays – curriculum development / parent meetings • Principals establish instructional rounds teams in each school	X	X	X	X	X
Quarterly review of students in SRBI referral	Numbers chart Sept 1 Dec 1 March 1 June 1	X	X	X	X	

Monthly review of SPED out of district placement chart	Update out of district enrollment spreadsheet	X	X	X	X	
Grade Level Support Plan will be established	Literacy Coaches develop grade level intervention plan for Instructional Coaches to follow	X	X	X	X	

7. School Turnaround Strategy

Instructions: Describe the district's strategy or approach to school improvement. Using the spaces provided below, explain how the district will support and enable dramatic school improvement, focusing resources and attention on the district's chronically underperforming schools. In Appendix B, districts with Review and Turnaround schools will be asked to identify a strategy to develop school-specific plans for identified school.

Explain the **district's capacity** to support school turnaround. Specifically, how is the central office structured to drive significant gains in the district's lowest-performing schools?

1. Superintendent conducts Achievement Meetings with principals and administrators
2. Superintendent meets with consultants quarterly to review progress to date and map out new strategic items to further results
3. District Data Team meets five times and agenda is driven by outcomes of assessments and data gathered through consultant support
4. School Data Teams are established to provide intermediate communication between District Data Team and Grade level Data Teams.
5. Grade level data teams are established and protocol; for meetings three times per week is given to teachers so they know expected outcomes of their meetings. The meetings focus on data analysis on Mondays, SRBI on Wednesdays, and Curriculum development and Parent meetings on Fridays.
6. The master schedule has been revised in each school to allow for more meeting time for teachers.
7. Another administrator has been hired to evaluate staff at Hinsdale School and to reduce the total load on three existing administrators so that the SEED model for evaluation may be followed with fidelity.

Describe the **district's school turnaround strategy**. How will the district differentiate support and accountability for its schools? How does this relate the district's overall theory of change? What new flexibility and resources will low-performing schools receive?

Depending on the data gathered in the processes listed above, support will be modified according to results. With better results there is less oversight and with worse results, more oversight. The change theories provided list action steps to be taken and the expected results from those actions. Low performing schools will gain support through human capital designed to intervene with students needing the most support.

8. Accountability and Support

Instructions: Explain how the district will promote accountability and ongoing progress monitoring to ensure the successful implementation of the Alliance District plan and school-specific improvement plans. What systems and processes are in place or will be developed to promote optimal accountability? At the district level, who will be responsible for ensuring that these systems and processes are executed throughout the year?

Explain the **district-level** monitoring strategy.

At the district level the monitoring is conducted by the Superintendent in conjunction with consultants and the members of the District Data Team. There are five District Data Team meetings scheduled for 2013-2014. They are to be held on August 23, November 1, February 4, and May and June 2014

The Superintendent and Consultants (3) will convene three times during the year to compare notes on findings, areas of improvement, and persistent challenges as well as strategies on how to improve for the remainder of the year.

A coach has been hired for two administrators and her work will focus on instructional leadership. She will be meeting with two principals individually to strengthen their skills in instructional leadership via instructional rounds held at the school levels and in data analysis as it relates to the implementation of the SBAC assessment for the Spring 2014.

The Superintendent will also be following the SEED model for administrator evaluation using Bloomboard to tabulate data as it relates to each of the administrator's evaluations.

Describe the district's strategy for **monitoring schools**.

Superintendent makes four site visits throughout the year and reviews Academic Achievement with the principal. The Superintendent provides the principal with a list of data requested well in advance of the visits.

Included in the data requested are most recent common assessment data, CCSS curriculum notes, status report on teacher evaluation and Bloomboard analysis of strengths and challenges among teachers in the school and how PD is adapted to meet those needs.

How can the **CSDE support the implementation** of the Alliance District plan and school-specific turnaround plans? Specifically, what trainings and technical assistance would you suggest the CSDE provide to school- and/or district-level staff?

1. Bloomboard training will be essential

2. Training for Superintendents and district administrators in CCSS implementation

3. Re-training in the calibration for teacher evaluation for any administrator evaluating teachers will be essential.

9. Budget

Instructions: Please complete and submit the Excel budget workbook as a part of the year two Alliance District application package. Follow the instructions outlined below.

1. **Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.

2. **Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-2014, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure support. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.

3. **Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach an operating budget for these uses for 2013-2014. Also provide a one-page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. (*Districts may submit operating budget for 2013-14 in electronic format only*).

   Note: The total of the budgets provided in Parts 2 and 3 should equal the total Alliance District funding allocated to the district.

4. **Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3 and should equal the total Alliance District funding allocated to the district.

   The budget for the Alliance Grant funds part of the following positions and/or initiatives:

   A. Director of Evaluation and CCSS Implementation / Associate Principal (1)
   B. Literacy Coaches (2)
   C. K-3 Literacy Coach (1)
   D. Instructional Coach (1 of three)
   E. Extended Day programming
   F. Consultant Services

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students, and community members were engaged in the planning process and/or are aware the contents of this plan.

All of the parties are aware of the themes of our Alliance Grant Year 2 plan as it is an extension of the Year 1 initiatives to a large degree. Some of the names for themes may have changed but in Winchester the themes have been on-=going issues.

First, the Literacy Improvement initiative for grades K-3 was established during the 2012-2103 school year and many students were a part of the intervention service programming with the Literacy Coaches and the Instructional Coaches. Presentations at the DDT which consists of many of the participants listed in the question kept all aware of happenings in the K-3 literacy work.

Second, the Capacity Building for Administrators is a new title but parents have clamored for support in their needs to address several areas of instruction for several years. Actually, the former Parent Advocacy Group merged entirely within the PTO structure after several of the former groups needs were met. The parents actually requested that the two bodies merge into one. The School Governance Council establishment will provide yet another venue for revisions and modifications to occur in the School Improvement Plans.

Third, the SRBI process needs to be entirely reworked and re-communicated to the school communities so that all are aware of the philosophy of the program as well as the way to progress through the intervention process.

The Alliance Grant re-draft was presented at the September 10, 2013 Board meeting. In the grade level data team meetings, the principals will review the grant initiatives to provide all teachers with details of the plans and expectations. School Data Teams and District Data Team will review progress of each priority every other month.

PART III: APPENDIX SECTION

A. Statement of Assurances

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

PROJECT TITLE: **Alliance Grant Year 2**

THE APPLICANT: **Thomas Danehy** HEREBY ASSURES THAT:

Winchester Public Schools

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

For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section "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 section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "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.

2) (a) 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, mental retardation 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. 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, mental retardation, 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; (b) 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; (c) 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 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; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) 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 section 46a-56.

3) 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.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above 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 section 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.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) 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 of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) 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; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) 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 section 46a-56.

8) The contractor shall include the provisions of section (7) above 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 section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature:

Name: *(typed)*
Thomas M. Danehy, Ed.D.

Title: *(typed)*
Superintendent of Schools

Date:
June 28, 2013