

Allocations

**Bristol School District (017-000) 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
<b>LEA</b>		\$3,607,195.00		\$0.00		\$0.00		\$0.00	\$3,607,195.00
<b>Total</b>		\$3,607,195.00		\$0.00		\$0.00		\$0.00	\$3,607,195.00

Talent

**Bristol School District (017-000) 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 checked="" type="checkbox"/> District/school leadership development |
| <input checked="" type="checkbox"/> Professional learning        | <input type="checkbox"/> Retention of top talent                           |
| <input type="checkbox"/> Evaluation                              | <input 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 Embedded Literacy Coaching: District will staff literacy coaches at the elementary, K-8 & middle grades schools. Coaches have received training in the Literacy Collaborative: Readers and Writers Workshop Model. Rationale: Coaches will support literacy staff through coaching, PD, model lessons, and co-taught lessons. All K-8 teachers have been trained in the Readers and Writers Workshop model coaches will continue to build staff capacity in all aspects within the literacy block. Weekly coaching is provided to each teacher. Instructional coaches will work together to write, implement, and monitor district curriculum as well as model lessons and analyze assessment data. Coaches will ensure that students' specific needs related to BAS assessments are monitored on a 6-10 week cycle.

**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.

1.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 65.7 in 16-17 to 67.2 in 2018-19. Using the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 54.9 % to 61.8% in 2018-19.

1.2.Fidelity of Implementation of Curriculum and Evaluation: Elementary school leaders and the Floating Administrator will continue their work implementing and analyzing Common Formative Assessments aligned with Smarter Balanced Assessment (BAS) and the Benchmark Assessment System to develop teacher capacity in literacy instruction. Rationale: Elementary Administrators and the Floating administrator will use district literacy checklists to ensure fidelity to the implementation of the core literacy curriculum and aspects within each element in the Readers/ Writers Workshop Model.Coaches will ensure that students' specific needs related to BAS assessments are addressed through guided reading lessons.

1.2In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 65.7 in 16-17 to 67.2 in 2018-19. Students in kindergarten through grade 2 will demonstrate improved reading scores as measured by the BAS from spring 2018 to spring 2019.

1.3 Embedded Mathematics Coaching: District will provide two additional mathematics coaches in elementary, K-8 & middle schools. Coaches will support the implementation of standards based teaching and the mathematics workshop model. Coaches will co-facilitate PD, coach individual teachers, and model lessons. Rationale: Coaches will support the implementation of the BPS Continuous Improvement Cycle, analyze student assessment data, teacher practices, and design student centered workshop strategies and materials. Coaches will ensure that students' mathematics instructional needs (based on District Math Assessment data) are addressed through strategic lesson design implemented during math workshop.

1.3 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 59.6 in 2016-17 to 61.9 in 2018-19.Using the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for math from 58.4% in 2016-17 to 64.8% % to % in 2018-19.

**Bristol School District (017-000) 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 type="checkbox"/> Common Core-aligned curriculum	<input checked="" type="checkbox"/> Full-day kindergarten
<input type="checkbox"/> Assessment systems	<input checked="" type="checkbox"/> Pre-Kindergarten
<input checked="" type="checkbox"/> Supports for special populations (eg., EL, SPED)	<input checked="" type="checkbox"/> Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/> SRBI and academic interventions	<input checked="" type="checkbox"/> Instructional technology
<input type="checkbox"/> College and career access	<input type="checkbox"/> 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 Intervention: Students reading significantly below grade level receive a Tier II intervention of instructional support in literacy groups using the Leveled Literacy Intervention program. Staff will support students in grades K-5 to support students in the use of technology, keyboarding and research skills. Rationale :Intervention interns will provide various interventions, typically an intervention plan will be implemented from three to five times a week for a minimum of 30-minute sessions typically in small group for anywhere from 8 to 12 weeks. Students will be provided with an intervention, receive targeted instruction that is explicit and systematic and aligned to students' needs.

**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.

2.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 65.7 in 2016-17 to 67.2 in 2018-19. Students in kindergarten through grade 2 receiving literacy intervention using the LLI program will demonstrate at least one year of growth in levels on the BAS from spring 2018 to spring 2019.

2.2 Full Day Kindergarten: Implemented 3 years ago, full day kindergarten has increased students reading readiness. Rationale: Studies have found that effective all-day kindergarten programs support students in exhibiting more positive behaviors and are rated higher on originality, participation and productive peer interaction and improved student achievement. Comprehensive Kindergarten instruction includes: a balance of small group, large group and individual activities, emphasize language development and appropriate -literacy experiences, and develop children's social skills. Investment in kindergarten instruction will directly support students to assist them in gaining critical academic and social skills necessary for foundational success in school.

2.2 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 65.7 in 2016-17 to 67.2 in 2018-19 and in mathematics from 59.6 in 16-17 to to 61.9 in 18-19. Students in kindergarten will demonstrate growth in reading from fall 2018 to spring 2019 as measured by the Benchmark Assessment System (BAS). Kindergarten students will demonstrate growth on the District Math Assessment from fall 2018 to spring 2019.

2.3 Preschool: Our most at-risk student enroll in one of the district PK program. Rationale: Investment in educational and developmental resources for pre-school students, encouragement of cognitive and social skills in children from age three to age five can result in great academic and social gains. Highly-qualified teachers shape effective programs resulting in students who have mastered cognitive and social skills needed for of reading and mathematics competencies.

2.3 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 65.7 in 2016-17 to 67.2 in 2018-19 and in mathematics from 59.3 in 16-17 to 61.9 in 18-19. Students enrolled in prek will demonstrate an increase in school readiness as measured by the School Readiness learning expectations from fall 2018 to spring 2019.

**Bristol School District (017-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

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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 type="checkbox"/> Graduation/dropout prevention/on-track for graduation
<input checked="" type="checkbox"/> Suspension rate	<input type="checkbox"/> Family engagement
<input type="checkbox"/> Wraparound services	<input checked="" type="checkbox"/> <input type="text" value="SEL supports"/> 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 SEL: Provide K-8 schools with staff to implement tiered systems of supports to increase students and families connectedness to the school community and to reduce the number of disengaged students. Rationale: Students who feel connected to school and are able to identify a caring adult attend school regularly. Research supports the purposeful and explicit support of student learning in Social Emotional Learning (Durlak et al.(2011)). Interns will provide instructional supports aligned to SEL competencies. These individuals will implement SEL lessons and support students in acquiring the skills and competencies within the five domains of SEL.

3.2 SEL: Provide K-8 schools with staff to implement tiered systems of support aligned to school climate plans, building climate goals and support the development of students' social skills aligned to BPS SEL Standards. Rationale: Students that participate in SEL aligned activities demonstrate the following attributes: - Increased social and emotional skills - Improved attitude toward self and others - Improved positive social behaviors - Decreased conduct problems and emotional distress These individuals will implement SEL lessons and support students in acquiring the skills and competencies within the five domains of SEL.

**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.

3.1 In alignment with ESSA milestones, decrease the District Chronic Absenteeism percentage from 8% in 2016-17 to 7.6% in 2018-19.

3.2 In alignment with ESSA milestones, decrease the District Chronic Absenteeism percentage from 8% in 2016-17 to 7.6% in 2018-19. Decrease the number of OSS from 446 in 2017-18 to 424 in 2018-19. Decrease the number of ISS from 880 in 17-18 to 836 in 18-19.



Operations

**Bristol School District (017-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

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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 type="checkbox"/> School operations                  | <input type="checkbox"/> Extended learning time       |
| <input 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**" ...


**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.

Related Documents

**Bristol School District (017-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

**Required Documents**

<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
ESSA Milestones [Upload at least 1 document(s)]	N/A	 <a href="#">Bristol ESSA Milestones</a>

Alliance District Grant Budget

**Bristol School District (017-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

Object	Total
100 - Personal Services > Salaries	\$3,107,496.94
200 - Personal Services > Employee Benefits	\$498,538.06
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$1,160.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Budget Detail

**Bristol School District (017-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

100 - Personal Services > Salaries - \$3,107,496.94

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	15.5 Kindergarten Teachers: 4.5 K-8, 11 K-5 Mountain View, Edgewood, West Bristol, Ivy Drive, Hubbell, Stafford Elem, South Side Elem, Green Hills,
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,167,537.50	
<b>Line Item Total:</b>	\$1,167,537.50	
<b>Object:</b>	100 - Personal Services > Salaries	5.75 Literacy Coaches: 1.75 K-8, 4.0 K-5.Ivy Drive, Stafford, South Side, Hubbell, West Bristol, Green Hills
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$523,524.75	
<b>Line Item Total:</b>	\$523,524.75	
<b>Object:</b>	100 - Personal Services > Salaries	5.3 Instructional Support Teachers: 2.5 K-8 and 2.8 K-5 South Side, Hubbell, Ivy Drive,

<b>Purpose:</b>	01 - Public School Activities	Mountain View, Stafford, West Bristol, Green Hills, Edgewood,
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$490,531.30	
<b>Line Item Total:</b>	\$490,531.30	
<b>Object:</b>	100 - Personal Services > Salaries	2.0 FTE: Math Coaches- Elementary & Secondary Schedule will support four schools- TBD based on certifications
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.3	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$200,142.00	
<b>Line Item Total:</b>	\$200,142.00	
<b>Object:</b>	100 - Personal Services > Salaries	9.75 FTE: Technical/Social Skills Interns South Side, Hubbell, Ivy Drive, Mountain View, Stafford, West Bristol, Green Hills, Edgewood,
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Bristol School District (017-000)	



<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$176,475.00	
<b>Line Item Total:</b>	\$176,475.00	
<b>Object:</b>	100 - Personal Services > Salaries	2 (.5)FTE Assistant Principals (Greene Hills and West Bristol)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$141,590.00	
<b>Line Item Total:</b>	\$141,590.00	
<b>Object:</b>	100 - Personal Services > Salaries	1 Pre-K Teacher: Greene-Hills School 1 Pre-K Paraprofessional: Greene- Hills School
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$124,429.86	
<b>Line Item Total:</b>	\$124,429.86	

<b>Object:</b>	100 - Personal Services > Salaries	2.0 FTE: SEL: 1.0 Stafford, 1.0 West Bristol
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.2	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$114,000.00	
<b>Line Item Total:</b>	\$114,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	1 FTE: .5 Grant Clerk, .5 Grant Manager
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Non-reform	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$65,596.53	
<b>Line Item Total:</b>	\$65,596.53	
<b>Object:</b>	100 - Personal Services > Salaries	1.0 FTE: Floating Administrator
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.2	
<b>LEA /</b>	Bristol School District (017-000)	

<b>School:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$49,670.00	
<b>Line Item Total:</b>	\$49,670.00	
<b>Object:</b>	100 - Personal Services > Salaries	2.0 FTE: "SEBI", Social Emotional Behavioral Intervention EDGEWOOD, Mountain View
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$36,000.00	
<b>Line Item Total:</b>	\$36,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	1.0 Literacy Intern: NE Middle School
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$18,000.00	
<b>Line Item Total:</b>	\$18,000.00	

**Total for 100 - Personal Services > Salaries:** \$3,107,496.94

**Total for all other Objects:** \$499,698.06

**Total for all Objects:** \$3,607,195.00

**Allocation:** \$3,607,195.00

**Remaining:** \$0.00

Budget Detail

**Bristol School District (017-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

200 - Personal Services > Employee Benefits - \$498,538.06

Budget Detail		Narrative Description
<b>Object:</b>	200 - Personal Services > Employee Benefits	Health, Dental, Medicare: 15.5 Kindergarten Teachers: 4.5 K-8, 11 K-5. Mountain View School, Edgewood, Wes Bristol School, Ivy Drive, Hubbell, Stafford Elementary School, South Side Elementary, Greene-Hills School
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$197,579.64	
<b>Line Item Total:</b>	\$197,579.64	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Health, Dental, Medicare: 5.75 Literacy Coaches: 1.75 K-8, 4.0 K-5. Ivy Drive School, Stafford Elementary, South Side School, Hubbell School, West Bristol School, Greene-Hills School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$110,022.45	
<b>Line Item Total:</b>	\$110,022.45	
<b>Object:</b>	200 - Personal Services > Employee	Health, Dental, Medicare: 5.3 Instructional Support: 2.5K-8 and 2.8 K-5

	Benefits	
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$102,457.63	
<b>Line Item Total:</b>	\$102,457.63	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Health, Dental: Math Coaches- Elementary & Secondary Schedule will support four schools.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.3	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$31,640.00	
<b>Line Item Total:</b>	\$31,640.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Health, Dental, Medicare, FICA: 1 Pre-K Teacher, 1 Pre-K Paraprofessional
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	

<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$21,210.14	
<b>Line Item Total:</b>	\$21,210.14	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Health, Dental, Medicare: 1 FTE;.5 AP/.5 AP Greene-Hills School, West Bristol School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$19,808.14	
<b>Line Item Total:</b>	\$19,808.14	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Health, Dental, FICA, Medicare: 2.0 "SEL" 1.0- Stafford Elementary, 1.0- West Bristol School
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.2	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	

<b>Cost:</b>	\$15,820.06	
<b>Line Item Total:</b>	\$15,820.06	

<b>Total for 200 - Personal Services &gt; Employee Benefits:</b>		\$498,538.06
<b>Total for all other Objects:</b>		\$3,108,656.94
<b>Total for all Objects:</b>		\$3,607,195.00
<b>Allocation:</b>		\$3,607,195.00
<b>Remaining:</b>		\$0.00



Budget Detail

**Bristol School District (017-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

500 - Other Purchased Services - \$1,160.00

Budget Detail		Narrative Description
<b>Object:</b>	500 - Other Purchased Services	3 SWIS Annual License: Northeast MS, Ivy Drive, Bristol Eastern High School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.3	
<b>LEA / School:</b>	Bristol School District (017-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,160.00	
<b>Line Item Total:</b>	\$1,160.00	
<b>Total for 500 - Other Purchased Services:</b>		\$1,160.00
<b>Total for all other Objects:</b>		\$3,606,035.00
<b>Total for all Objects:</b>		\$3,607,195.00
<b>Allocation:</b>		\$3,607,195.00
<b>Remaining:</b>		\$0.00

Alliance District Grant Budget Overview

**Bristol School District (017-000) 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
<b>100 - Personal Services &gt; Salaries</b>		3,107,496.94	3,107,496.94
<b>200 - Personal Services &gt; Employee Benefits</b>		498,538.06	498,538.06
<b>500 - Other Purchased Services</b>		1,160.00	1,160.00
<b>Total</b>		3,607,195.00	3,607,195.00
		<b>Allocation</b>	3,607,195.00
		<b>Remaining</b>	0.00

**Bristol School District (017-000) 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.**

- |           |  |
|-----------|--|
| <b>A.</b> | The applicant has the necessary legal authority to apply for and receive the proposed grant;   |
| <b>B.</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;  |
| <b>C.</b> | 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;   |
| <b>D.</b> | 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;   |
| <b>E.</b> | Grant funds shall not be used to supplant funds normally budgeted by the agency;   |
| <b>F.</b> | Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;  |
| <b>G.</b> | 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;  |
| <b>H.</b> | 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;   |
| <b>I.</b> | 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;  |
| <b>J.</b> | 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;  |
| <b>K.</b> | 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; |
| <b>L.</b> | <b>REQUIRED LANGUAGE (NON-DISCRIMINATION)</b>  |
|           | References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.   |

(a)	For purposes of this Section, the following terms are defined as follows:
	(1) "Commission" means the Commission on Human Rights and Opportunities;
	(2) "Contract" and "contract" include any extension or modification of the Contract or contract;
	(3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
	(4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
	(5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
	(6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
	(7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
	(8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
	(9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
	(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.
For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).	

(b)	<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:

09/12/2000 