

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
OFFICE OF STUDENT SUPPORTS AND ORGANIZATIONAL
EFFECTIVENESS**



Application for Funds

Every Student Succeeds Act (ESSA): Title IV, Part A:

**Student Support and Academic Enrichment (SSAE) Grant
2017-18**

PURPOSE:

To assist state and local educational agencies, schools, and local communities to: 1) provide all students with access to a well-rounded education; 2) improve school conditions for student learning; and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Submission Due: November 22, 2017

Published: October 2017



APPENDIX A

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Student Support and Academic Enrichment Grant (SSAE)
Grant Application for 2017-18**

INSTRUCTIONS

E-mail one copy of the grant application to Scott Newgass at scott.newgass@ct.gov by November 22, 2017.

PART I. DISTRICT/LEA INFORMATION

Name of School District/LEA: New Fairfield Public Schools Town/District Code: 91

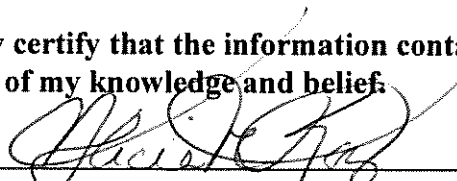
Contact Person's Name and Title: Dr. Alicia M. Roy, Superintendent of Schools

Address: 3 Brush Hill Road
New Fairfield, CT 06812

Phone: 203-312-5770 Fax: 203-312-5609 E-mail: aroy@newfairfield.org

Date of Local Board Acceptance: _____

I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.



Signature of Superintendent of Schools

30 Oct 17

Date

Is your LEA participating in a consortium? Yes _____ No X

If your LEA is part of a consortium, the lead LEA should complete Part I above. Other LEAs that are members of the consortium should complete Part IA on the next page.

PART IA. CONSORTIUM PARTICIPANT INFORMATION

(Consortia Participants that are not the Lead LEA)

Name of School District/LEA: _____ **Town/District Code:** _____

Contact Person's Name and Title: _____

Address: _____

Phone: _____ **Fax:** _____ **E-mail:** _____

Date of Local Board Acceptance: _____

I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.

Signature of Superintendent of Schools

Date

**Student Support and Academic Enrichment Grant (SSAE)
Grant Application for 2017-18**

PART II. PROJECT DESCRIPTION

Use as much space as necessary to fully answer the following questions.

If your district will be receiving less than \$30,000, please skip to Question #2.

1. Have you performed a districtwide comprehensive needs assessment within the last three years? _____YES _____NO _____Currently being administered
 - a. If yes, please attach your district's most recent needs assessment and any resource mapping results that your district might have collected.
 - b. If no needs assessment has been performed or is currently being administered, what are the anticipated beginning and ending dates of your planned needs assessment? _____
2. Identify the mechanism for developing your stakeholder group and how they contributed to the process of identifying needs and intended supports. Attach a list of the stakeholder group membership and their representations as an appendix.

Due to budget constraints, the elementary instrumental strings program was reduced to an after-school program only. Families have come to the Board expressing concern that students would not be able to access the after-school program only, and that they would not receive the lessons needed to advance their skills. A preliminary stakeholder group of parents, the teacher, district leaders, principals, and Board members agree that filling this need by offering an in-school program is the best use of the funds.

3. Identify the schools selected for targeted intervention. Please provide the means used to select these schools related to the funding criteria on page 1 and provide local data used to support the selection of these schools.

Meeting House Hill School, grades 3-5. The limited funds received from the grant did not allow for any additional considerations. As students begin the strings program at Meeting House Hill School, this is the school selected to receive the funds.

4. Describe any proposed use of funds for direct administrative costs of implementing SSAE activities consistent with the LEA's authority to reserve up to 2 percent of its allocation for such costs.

5. For each proposed SSAE activity, please describe the objectives, activities, intended outcomes, and the method that will be used to evaluate the effectiveness of the activity. For LEAs receiving \$30,000 or more, describe how funds will be used for activities in the following three priority areas (refer to the “Use of Funds” guidelines on pages 3 and 4).

Well-Rounded Education:

Activity	Objective	Outcomes
In-school instrumental strings program for students in grades 3-5	To improve access to music education for students who are beginning to learn an instrument.	<p>The number of students who have access to learning a string instrument will be measured at each grade level.</p> <p>Method</p> <p>In addition to student counts, feedback from participating students and families will also be gathered.</p>

Safe and Healthy Students:

Activity	Objective	Outcomes
NA		

Effective Use of Technology:

Activity	Objective	Outcomes
NA		

APPENDIX B

ED114 Fiscal Year 2017-2018

BUDGET FORM

GRANTEE NAME: New Fairfield Public Schools		TOWN CODE: 091		
GRANT TITLE: Student Support and Academic Enrichment				
PROJECT TITLE:				
CORE-CT CLASSIFICATION: FUND: 12060 SPID: 22854 PROGRAM: 82079				
BUDGET REFERENCE: 2018 CHARTFIELD1: 170002 CHARTFIELD2:				
GRANT PERIOD: 7/1/2017 - 6/30/2018 AUTHORIZED AMOUNT: \$ 10,000				
CODES	DESCRIPTIONS	PUBLIC	NON-PUBLIC	TOTAL
111A	NON-INSTRUCTIONAL SALARIES			
111B	INSTRUCTIONAL SALARIES			
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	\$10,000		\$10,000
320	PROFESSIONAL EDUCATIONAL SERVICES			
321	TUTORS			
322	IN SERVICE			
323	PUPIL SERVICES			
324	FIELD TRIPS			
325	PARENT ACTIVITIES			
510	STUDENT TRANSPORTATION SERVICES			
560	TUITION			
640	BOOKS AND PERIODICALS			
650	SUPPLIES—TECHNOLOGY RELATED			
	TOTAL	\$10,000		\$10,000

_____ ORIGINAL REQUEST DATE

STATE DEPARTMENT OF EDUCATION DATE OF
PROGRAM MANAGER AUTHORIZATION APPROVAL

_____ REVISED REQUEST DATE

APPENDIX C

Budget and Budget Justifications

CODES	DESCRIPTIONS	BUDGET	NARRATIVE/JUSTIFICATION
111A	NON-INSTRUCTIONAL SALARIES		
111B	INSTRUCTIONAL SALARIES	\$10,000	.2 instrumental strings teachers for grades 3-5 students
200	PERSONAL SERVICES-EMPLOYEE BENEFITS		
320	PROFESSIONAL EDUCATIONAL SERVICES		
321	TUTORS		
322	IN SERVICE		
323	PUPIL SERVICES		
324	FIELD TRIPS		
325	PARENT ACTIVITIES		
510	STUDENT TRANSPORTATION SERVICES		
560	TUITION		
640	BOOKS AND PERIODICALS		
650	SUPPLIES-TECHNOLOGY RELATED		
	TOTAL BUDGET	\$10,000	

APPENDIX D

Budget Form Object Code Definitions

- 111A **Non-Instructional:** Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll, including overtime salaries or salaries paid to employees of a temporary nature.
- 111B **Instructional:** Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Also reported here are substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.
- 200 **Personal Services-Employee Benefits:** Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.
- 320 **Professional Educational Services:** Services supporting the instructional programs and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, and contracted instructional services.
- 321 **Tutors (Instructional Non-Payroll Services):** Payments for services performed by persons qualified to assist students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.
- 322 **In-service (Instructional Program Improvement Services):** Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.
- 323 **Pupil Services (Non-Payroll Services):** Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologist, psychologists, psychiatrists, contracted guidance counselors, etc.

- 324 **Field Trips:** Costs incurred for conducting educational activities off site. Include admission costs to educational centers, fees for tour guides, etc.
- 325 **Parental Activities:** Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services and overall seminar/workshop costs.
- 510 **Student Transportation Services:** Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.
- 560 **Tuition:** Expenditures to reimburse other educational agencies for instructional services to pupils.
- 640 **Books and Periodicals:** Expenditures for books, textbooks and periodicals prescribed and available for general use, including reference books. This category includes the cost of workbooks, textbook binding or repairs and textbooks that are purchased to be resold or rented. Also recorded here are the costs of binding or other repairs to school library books.
- 650 **Supplies: Technology Related:** Technology-related supplies include supplies that are typically used in conjunction with technology-related hardware or software. Some examples are CDs, flash or jump drives, parallel cables and monitor stands. Software costs below the capitalization threshold should be reported here.

APPENDIX E

CONNECTICUT STATE DEPARTMENT OF EDUCATION

STATEMENT OF ASSURANCES

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grant

PROJECT TITLE: In-school instrumental strings program grades 3-5

THE APPLICANT: Dr. Alicia Roy, **HEREBY ASSURES THAT:**
Superintendent

New Fairfield 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 applicant will prioritize the distribution of SSAE grant funds to schools based on one or more of the following criteria:
 - are among those with the greatest needs;
 - have the highest number of students from low-income families who are counted for the purpose of Title I, Part A funding;
 - are identified as level 4 or 5 schools needing targeted or comprehensive support; or
 - are identified as a persistently dangerous public elementary school or secondary school. (ESSA section 4106(e)(2)(A).
- E. For an LEA or consortium that receives \$30,000 or more:
 - not less than 20 percent of the funds must be used to support activities pertaining to well-rounded educational opportunities;
 - not less than 20 percent of the funds must be used to support activities pertaining to safe and healthy students; and
 - a portion of the funds must be used to support activities pertaining to the effective use of technology, but not more than 15 percent of funds designated for effective use of technology can be used for purchasing technology infrastructure. (ESSA section 4109(b)).

- F.** Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2). Under this subpart the district agrees to support one or more of the activities authorized: (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107; “(D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108; “(E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b).
- G.** The applicant complies with regulations regarding the equitable participation of private school children and teachers.
- H.** 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.
- I.** Grant funds shall not be used to supplant funds normally budgeted by the agency.
- J.** Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
- K.** The applicant will complete and submit an annual report to the Connecticut State Department of Education regarding how funds for the SSAE program are being used.
- L.** 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.
- M.** 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.
- N.** 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.
- O.** 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.

P. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
- (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders.
- (9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

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

(b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority

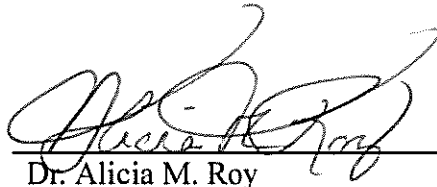
business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- Q.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- R.** 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 thereunder are hereby incorporated by reference.

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

Superintendent Signature:



Dr. Alicia M. Roy

Name: (typed)

Superintendent of Schools, New Fairfield

Title: (typed)

October 30, 2017

Date:

APPENDIX F


AFFIRMATIVE ACTION CERTIFICATE

CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

According to the Connecticut Commission on Human Rights and Opportunities (CHRO) municipalities that operate school districts and also file a federal and/or state Affirmative Action Plan(s) are exempt from the requirement of filing an Affirmative Action Plan with the Connecticut State Department of Education. Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below.

I, the undersigned authorized official, hereby certify that the applying organization/agency:

New Fairfield has a current affirmative action packet on file with the Connecticut State Department of Education. The affirmative action packet is, by reference, part of this application.

Signature of Authorized Official:  Date: October 30, 2017

Name and Title: Dr. Alicia M. Roy, Superintendent of Schools

APPENDIX G

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

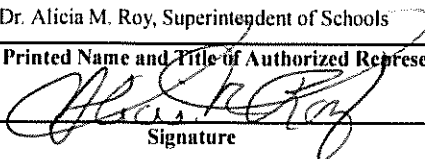
This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted, if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary takeover~ transaction," "principal," "proposal" and "voluntarily excluded" as used in this clause, have the meanings set out in the Definitions and Coverage sections of roles implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the non-procurement list.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by *this* clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph five of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any federal department or agency.
Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

New Fairfield Schools	.2 instrumental strings teacher for grades 3-5 students
Name of Applicant	PR/AWARD Number and/or Project Name
Dr. Alicia M. Roy, Superintendent of Schools	
Printed Name and Title of Authorized Representative	
	October 30, 2017
Signature	Date

ED 80-0014 9/90 (replaces GCS-009 (REV 12/88) which is obsolete)

APPENDIX H
BASIC NEEDS ASSESSMENT

(for LEAs or consortia of LEAs receiving less than \$30,000)

For each of the priority areas below please answer the following questions:

- What is the greatest need at the identified school/schools related to the priority area?
- How did you identify this need? What data was used?
- How are you currently addressing this need?
- Based on the information above, which priority areas(s) will you fund? How did you reach this decision?

Well-Rounded Education:

Our PBIS data show support for our work using positive reinforcements to affect student behaviors. Use of the arts is one means to support the social-emotional and academic development of our students, and is a feature of our PBIS celebrations. Parents who attended a recent Board meeting stressed their concerns that we reduced our offering of the strings instrumental program at MHHS due to budget constraints, eliminating the in-school program for these students. The after-school program remains, and a parent survey indicates that this program is supported. The concern is that the skill development needed to play a string instrument requires more time than the after-school program provides, and that an after-school program alone would disallow all interested students from participating.

Safe and Healthy Students:

no unfunded need expressed that is not being addressed through support staff working with teachers and students

Effective Use of Technology:

no unfunded need expressed at Meeting House

Based on the information above, which priority area(s) will you fund? How did you reach that decision?

Funding the in-school strings program is the area that has received the most concerns from the community and is supported by stakeholders.

APPENDIX I

EXAMPLES OF NEEDS ASSESSMENTS

1. *PBIS Tiered Fidelity Inventory (for PBIS schools, only)*
The TFI (PDF) is based on earlier PBIS fidelity surveys. First-year implementers may conduct the TFI as an initial assessment – moving to administering the survey every third or fourth meeting. Schools reaching 70 percent fidelity three consecutive times may choose to take the TFI as an annual assessment.
2. *PBIS Self-Assessment Survey (SAS)*
The SAS (RTF) is an annual assessment used by schools to identify the staff perception of the implementation status and improvement priority for schoolwide, classroom, non-classroom and individual student systems. Results of the SAS are effective in identifying the staff priorities for action planning.
3. *School Health Assessment and Performance Evaluation System (SHAPE)*
The SHAPE System serves as the portal by which comprehensive school mental health systems can access the census and performance measures, as well as obtain customized school and district level progress reports and useful resources to improve system quality and sustainability.
4. *Future Ready Schools (FRS)*
Future Ready District Assessment is an effective tool that gauges your district's readiness to begin implementing digital learning. It includes a series of questions designed to help you frame a vision for digital learning, recognize the elements of the Future Ready Framework, specify how technology can help align these efforts to achieve higher college- and career-ready standards, and understand the type of digital leadership required to stage your district for success.
5. *School Health Index (SHI)*
The SHI has two activities that are to be completed by teams from your school: a self-assessment process and a planning for improvement process. The self-assessment process involves members of your school community coming together to discuss what your school is already doing to promote good health and to identify your strengths and weaknesses. The planning for improvement process enables you to identify recommended actions your school can take to improve its performance in areas that received low scores and guides you through a simple process for prioritizing the various recommendations. This step will help you decide on a handful of actions to implement this year. Finally, you will complete a School Health Improvement Plan to list the steps you will take to implement your actions.