

Connecticut State Department of Education
Office of Strategic Planning and Partnerships, Hartford, Connecticut


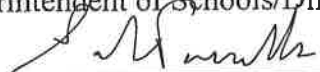
COVER PAGE

**APPLICATION FY 2021-2022
INTERDISTRICT COOPERATIVE GRANT**

ONE APPLICATION SHALL BE ALLOWED PER LEAD APPLICANT WITH AWARD REQUEST UP TO \$100,000.

Program Title	Ecosystems and Adaptations: Finding Ourselves in the Universe	
Name of Applicant District/Agency	Danbury Public Schools	
Town Code	034	
Check the Appropriate Sponsor Type (i.e., School Boards, RESCs or Nonsectarian, Nonprofit)	<input type="checkbox"/> ACES <input type="checkbox"/> CES <input type="checkbox"/> CREC <input type="checkbox"/> EASTCONN <input type="checkbox"/> LEARN <input type="checkbox"/> EdAdvance	<input checked="" type="checkbox"/> Cooperative Arrangement between two or more local or regional school boards <input type="checkbox"/> Cooperative Arrangement between a RESC and two or more local or regional school boards <input type="checkbox"/> Nonsectarian Nonprofit
Application Type (select only one)	<input type="checkbox"/> Summer – From (mm/dd/yy) _____ To: (mm/dd/yy) _____ <input type="checkbox"/> Summer and Residential – From (mm/dd/yy) _____ To: (mm/dd/yy) _____ <input type="checkbox"/> Academic Year – From (mm/dd/yy) _____ To: (mm/dd/yy) _____ <input checked="" type="checkbox"/> Summer and Academic Year – From <u>7/6/2021</u> To: <u>6/30/2022</u> .	
Projected Number of Students Who Will Participate	50 students	
Program Length (entire duration of program)	87 hours	
Average Number of Contact Hours per Student	87 hours	
Fiscal Agent (if other than applicant)	NA	
Contact Person's Name and Title	Anne E. Mead. Director of Family, School & Communities Partnership	

Agency Name and Address	49 Osborne St Danbury, CT 06810
Phone	203-830-6508
Fax	203-830-6594
E-mail	meadan@danbury.k12.ct.us
Names of participating School Districts (see next page(s) for Superintendent or his/her designee/Director Sign-off Forms; make additional copies of form as needed)	1. Danbury Public Schools
	2. New Fairfield Public Schools
	3. Redding Public Schools
	4.
	5.
	6.
Name of Superintendent/Director	Salvatore V. Pascarella, Superintendent


I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.	Date
Signature: 	1/26/2021
Signature of Superintendent of Schools/Director, Fiscal Agent or Signature of Authorized Agent or Designee. 	

Appendix A

Connecticut State Department of Education
Office of Strategic Planning and Partnerships
Hartford, Connecticut

***GRANT APPLICATION FY 2021-2022
INTERDISTRICT COOPERATIVE GRANT***

*Participating Superintendent or his/her designee, RESC Director Signature Page
(Please make copies as necessary)*


Name of Applicant District/Agency	Danbury Public Schools
Project Title	Ecosystems and Adaptations: Finding Ourselves in the Universe
Name of Participating School District	New Fairfield Public Schools
Signature of Superintendent or his/her designee/RESC Director	

Appendix A

Connecticut State Department of Education
Office of Strategic Planning and Partnerships
Hartford, Connecticut

GRANT APPLICATION FY 2021-2022 INTERDISTRICT COOPERATIVE GRANT

*Participating Superintendent or his/her designee, RESC Director Signature Page
(Please make copies as necessary)*

Name of Applicant District/Agency	Danbury Public Schools
Project Title	Ecosystems and Adaptations: Finding Ourselves in the Universe
Name of Participating School District	Redding Public Schools
Signature of Superintendent or his/her designee/RESC Director	

ABSTRACT AND PROGRAM DESCRIPTION

The CSDE maintains a public catalogue on the state's website for all interdistrict cooperative programs. The CSDE will add the program identification number and the grant award amount and shall include the abstract below. Please ensure that all e-mail addresses are working. The CSDE will not accept **applications with incomplete abstracts or abstracts over the five-hundred (500) word count.**

Title of Program	Ecosystems and Adaptations: Finding Ourselves in the Universe
Applicant or Grantee	Danbury Public Schools
Town or City Where Program is Located	Danbury
Complete Address of Program Site	49 Osborne St Danbury, CT 06810
Months of Operation	12 months
Days of Week and Hours of Operation	Summer M-F 9-3. Sat. once a month for 3-4 hours
Age Ranges of Students	4 th and 5 th graders
Participating School Districts	Danbury, New Fairfield and Redding, CT
Indicate: a) Summer b) Summer Residential; c) Academic Year d) Summer and Academic Year e) Residential and Academic Year	Summer and Academic Year
Total Number of Projected Students	50
Contact Person	Anne E. Mead, Ed. D.
Telephone	203-830-6508
Fax	203-830-6594
E-mail Address	meadan@danbury.k12.ct.us
Award Amount	\$60,556.49

Abstract (Description of the Program) - Maximum of five-hundred (500) typed words using Times New Roman Font Size = 12:

The Ecosystem and Adaptations: Finding Ourselves in the Universe Program will include 50 students from Danbury, Redding, and New Fairfield. The goal of the programs is to breakdown racial and ethnic barriers and raise academic achievement by studying the symbiotic relations that exists within our ecosystems and how we adapt to and learn about the systems around us. Connecting the Next Generation Science Standards (NGSS) for adaptation and students' place in the world, it is the designers' intent that through interactions with each other, the students will develop both their science knowledge and increase their cultural competencies.

Through direct and experiential learning during a two-week summer program at New Pond Farm in Redding, 4th and 5th grader will learn to appreciate differences and learn about and create environments that support, listen to and respect all students and their families. The NGSS will form the base for the science and math component while the Anti-Defamation League's curriculum *No Place for Hate* will be used to increase cultural competencies. This informal learning environment will be voluntary, open-ended, or learner led that incorporates social interactions that builds appreciation for all. This high quality learning appeals to diverse learners because our instruction will incorporate kinesthetic, hands-on activities and experiences that incubate curiosity and are inspirational and student centered without the pressure of formal learning. This pedagogical approach has been shown to promote internal motivation, student self-efficacy, and individualistic passion that results in learning that is sustainable, memorable and long lasting.

Our proposal offers varied activities and exposure to experts and practitioners in several areas of science, math, technology and culture. By recruiting a diverse population of students and staff, the program will promote inclusivity. All students will receive customized opportunities in learning and through experiences will learn about working with others, defining their cultural roots and learning about other peoples' cultural patterns. Additionally, a ten month Saturday program for families will extend learning. Families will be able to choose 7 out of 9 Saturdays to Saturday explore different fields of science based the NGSS and will use the *No Place for Hate* curriculum for family activities. This two-generational approach has shown that families that learn together develop a higher level of skill efficacy to support their students. It is our hope that families, as their child's primary teacher, will develop both science skills and more so the cultural competencies we are looking to master through this program.

We postulate that by providing access and opportunity to informal summer and monthly learning opportunities that 4th and 5th graders and their families will learn the skills necessary to interact with diverse peers while acquiring knowledge about how their place in the universe can be enhanced.

Curriculum coordinators from all districts have engaged in writing this proposal as well as Assistant Superintendents, families and students.

To access district level staff and student race ethnicity data from the CSDE, direct your internet browser to www.sde.ct.gov and then click: **EdSight** on the left side of the page.

Complete the following Planned Student Enrollment and Planned Staff Race Ethnicity Data.

<u>Planned Student Enrollment</u>								
Participating School Districts	% of Students Receiving Free or Reduced Priced Lunch	American Indian/ Alaska Native	Asian	Black or African American	Hispanic or Latino	White	Two or More Races	Total
Danbury	93%	0	2	6	8	4		20
New Fairfield	5%			2	6	7		15
Redding	2%		1	1	2	11		15
Total			3	9	16	20		

50 Total anticipated to be enrolled in this program.

80% Percentage of students of color anticipated to participate in this program.

<u>Planned Program Data for Staff Race and Ethnicity</u>							
	American Indian/Alaska Native	Asian	Black or African American	Hispanic or Latino	White	Two or More Races	Total
		1	2	1	2	2	8

8 Total staff anticipated to work in this program.

80% Percentage of staff of color anticipated to work in this program.

Program Goals	Objectives	Activities	Pre/Post student assessment & end of year evaluation
Goal 1 Recruit Racial, Ethnic and Economic Isolation <i>Student Recruitment and Composition</i>	1.Recrut a minimum of 50 students in grades 4 and 5. 20 from Danbury; 15 each from New Fairfield and Redding Within 15 days of grant award	Flyers to school, Parent Information meeting via Zoom, Presentations during students classes. Teacher/guidance counselor/principal recommendation, Dissemination of information through district's alert system, direct marketing to families, etc.	# of outreach events # of attendees # that register for the program
	2.If over 50 applicants run a lottery.	If registration climbs over 50 students run a lottery to balance the make-up of the class. *Create a waiting list if someone drops out.	# of registrations
	3.Host an in-person or virtual orientation session to the program,	Once student/family registration is complete, offer 2 orientation sessions. Attendance at 1 will be mandatory to understand the program requirements, answer questions, meet the teachers, etc.	# of participants
	4.Students will participate in a 2 week summer program and families will participate in 9 different Saturday sessions throughout the year.	*Students will be bused from central locations in their hometowns to New Pond Farm in Redding for 10 days in July for a project-based program. *Saturday programming will rotate through the 3 districts, for ½ days for families to explore different topics around STEAM and Diversity.	Daily attendance logs
	Students will be retained in the program by appealing to their innate curiosity about science and nature as well as their ability to self-direct their learning. Project ideas will be driven from student initial survey of program activities and experiences.		
<i>Staff Recruitment and Composition</i>	1.To recruit diverse staff who relates well with students, understands multiple cultural approaches of the students and who has the skills to	* Diverse teaching staff will expand student and family knowledge of their place in the world, adaptations and develop students' appreciation for one another.	# of advertisements, interviews and number hired.

	<p>further develop student skills in science and breaking down racial barriers. Staff must be able to motivate both students and families in multiple settings and have an appreciate for a summer program that students are highly engaged in.</p>	<p>*Some staff will be bilingual, have experience working with student with special learning needs and who are knowledgeable about supporting students from underserved, marginal communities.</p> <p>*Summer Program: New Pond Farm goals for staff recruitment mirrors the applicant's needs. Staff have written the NGSS curriculum for their programs and will lead the daily program. Two additional teachers will accompany the group to camp each day. All staff will be Science or Math teachers who are knowledgeable about the Standards and know how to implement them.</p> <p>*Saturday staff will be recruited from the community i.e., vendors, college professors, etc. that mirror the student population.</p>	
<p><i>Parent Involvement/Partnerships</i></p>	<p>1.Educating students and families together using a two-generation approach has long lasting benefits through a monthly Sat. morning program.</p> <p>2.Families (student and a parent) will participate in a minimum of 7 of the nine Sat. sessions.</p> <p>3.Families will choose their Saturday's by topic of interest area. Families are encouraged to help design these topics based on their interests.</p> <p>4.Families (Student driven) will develop a</p>	<p>*Saturday sessions will be 3-4 hours long.</p> <p>*Families will choose one area of interest to further develop based on the skills the student learned in the summer program for their Family Stewardship project.</p> <p>*Saturday programs will include: Presentation and hike at the Housatonic River Valley Association-chemicals in the watershed; Family diversity and lineage; Still River Conservation/Recycling; Pollinator Pathway Program and Honey Bees; CT Audubon Coastal Center at Milford Point Recycling and Composting; Discovery Museum Watershed and Polymers in the Water; Farming and Manure management; UCONN 4-H Erosion and home run-off gardens. The aim is to host these all in person;</p>	<p>Use of the Science Motivation Questionnaire determines the predispositions of the families to support the fields of STEM, examines their potentiality for it and examines the readiness of parents to support their student to be attentive to STEM careers.</p>

	stewardship project of their topic of interest.	subject to change depending on COVID restrictions)	
	1.Families will have the opportunity to attend the DanburyWORKs (a Danbury Collaborative) Neighborhood Nights to Dismantle and Disrupt Racism in Danbury.	*The Neighborhood Night supports families to build their own efficacy around combatting racism by co-developing cultural competence among staff and families and support families to become effective leaders and advocates for their children (Full, Equal and Equitable Partnerships with Families, CSDE, 2018)	*Pre and post assessments as prescribed by individual entity. *Stewardship project will be demonstrated by the students at a culminating event in June 2022.
	1.Parents will support student learning by participating in daily activities.	*The journaling component will be done daily in the program and shared with families in the evening. Journaling exposes students and families to the use of data and improves writing skills in environmental and diversity literacy	Teachers will review 50% pf the journals daily.
Goal 2. High Academic Achievement of All Students			
<i>Curriculum Design</i>	<p>The goal of the program is to connect the science standards about adaptation and student's place in the world to interaction of social-emotional learning, therefore the blending of the NGSS and No Place for Hate curriculum.</p> <p>1.The Next Generation Science Standards (NGSS) for 4th and 5th grade science</p>	<p>*Curriculum will include: watersheds, adaptations, land use, matter and its interactions, forces and interactions, energy primarily around maintaining the human body, movement of matter in among plants, vegetated buffers, decomposers and humans, light and the night sky, rock formation, landforms and topography, etc.</p> <p>*A refresher training will be offered for the program teachers and New Pond staff by the Curriculum Administrators of participating districts to review the Standards and learning activities and experiences.</p>	A pre-disposition screening will be completed by both students and the parents. The Science Motivation Questionnaire developed by Glynn & Koballa (2006) determines the predispositions of the participants and families to support the fields of STEM, examines their potentiality for it and examines the readiness of parents to support their

	<p>2.The National Anti-Defamation League’s “No Place for Hate” school program.</p>	<p>*The No Place for Hate curriculum will be integrated into the topics of the day through small group hands-on experiences and discussions.</p> <p>*No Place for Hate is a self-directed curriculum. A teacher to implement this curriculum will have completed the Equity and Racial training through NYU Center for Strategic Solutions (DPS, 2019) and Restorative Practices with Joann Freiburg (DPS, 2019) or a person will similar training/competency to support this delicate topic.</p>	<p>student to be attentive to STEAM careers.</p> <p>*The ADL curriculum has pre and post evaluations to determine current knowledge before the program and to measure changes in ideals, and strategies used by students to better engage with others.</p>
<i>Teaching Strategies</i>	<p>1.To provide a program that stimulates student’s natural sense of curiosity of the natural world.</p> <p>2.Construct science and engineering projects that focus on the content offered by New Pond Farm teachers.</p> <p>3.Daily journaling will increase writing skills.</p> <p>4.Students will enhance their observation skills and their ability to record and read data (Analysis and interpret).</p> <p>5.Students will learn to measure and graft, build evidence and use models to describe phenomena.</p> <p>6.Develop supportive arguments from</p>	<p>*Each day an area of science will be covered beginning with posing an idea, hypothesize or question.</p> <p>*Students will work in small collaborative groups to develop environmental knowledge and their place in the universe.</p> <p>*The teachers awareness of the backgrounds of students (where they grew up, their prior knowledge and cultural ways) will be paramount in the development of activities and experiences offered.</p> <p>*Students will have journals that they record their experiences daily by responding to a prompt, citing their experience and quantifying their ability to articulate what they learned.</p> <p>*In small groups, students will conduct investigations, make observations and record/examine data, making sense of it in relationship to scientific facts and how they relate personally to the data.</p> <p>*Use of differentiated learning groups (mixed grades and diverse groups) will work together through the projects and experiences.</p>	<p>*Teachers will pose a question each day and then look for verifiable notes that show students learned the concepts through their journals and self-reporting.</p> <p>*students will also journal about concepts taught from The NO Place for Hate curriculum.</p> <p>*Teachers will monitor the groups for their appropriateness to support instruction.</p> <p>*Teachers will review 50% of the journals daily.</p> <p>*Data maps, conclusion reports and journals will show proof of ongoing work.</p>

	evidence and explain to others.	*The No Place for Hate activities will be integrated into the day as designed by the teachers.	
	Daily changing of small work groups will enable students to learn about each other as they work through the No Place for Hate curriculum. Further discussions and interventions can be planned by teachers resulting in the development of each student's cultural competency including their ability to develop strong interpersonal relationships and skills to work with students from different backgrounds.		
<i>Supportive Services</i>	1.Support for students with special needs or language differences. 2. Students will have the supports to become proficient during the program.	*A paraprofessional fluent in the language of bilingual students or for those with special learning needs will be available daily. *Students can be referred to their school's counseling services or school based tutoring services for more assistance in learning. *Journaling will help students develop time management, responsibility and project completion with the assistance of the staff.	# of students needing services to support learning. # of referrals back to home districts for assistance. *Completion of journaling activities and teacher feedback.
<i>Student Assessment</i>	1.Teachers will assess student progress. 2.On a daily basis the students will have time to demonstrate and talk about what they have learned about science and how they can best work with their classmates.	*Daily teachers will evaluate how successful students are and what other changes in curriculum or teachers strategies needs to be made. *Daily journaling with highlight new knowledge and content that students have gained. *Opportunities and space will be given throughout the day for students voice about their experiences, share concerns and voice opinions in a respectful environment.	*Teacher will record students feedback on student voice, concerns and opinions. *Completion of projects involving those skills taught will be evaluated by teachers. *CMT, NWEA and DRA scores, teacher reports to measure an increase of language and writing skills. *Successful completion of the program.
<i>Pre/Post Student Assessment</i>	1.To assess and measure new knowledge of	*The students will demonstrate their knowledge learned through	Pre and post survey tool: The Science Motivation

	<p>science, math and vocabulary.</p> <p>2. Assess through pre and post surveys, and report and observation notes about changes in student behavior with how they interact with one another and how they have a better understanding and appreciation for others.</p>	<p>feedback sessions and small group debriefings.</p> <p>*Students will use new knowledge in developing their stewardship project.</p>	<p>Questionnaire (SMQ) (Glynn & Koballa, 2006). Pre and post tests for the No Place for Hate curriculum.</p> <p>Post test of the initial Assessment for Ecosystems and Adaptations</p>
<i>Program Evaluation</i>		<p>Program evaluation includes the changes cited in the SMQ for students and parents; pre and post knowledge of ecosystems and adaptations; No Place for Hate pre and post survey; school specific data.</p>	

If the applicant plans to charge tuition as part of the program to participating students, indicate the amount of tuition per student and justify the need for tuition fees in order to assure that participant are not denied admission due to economic hardship.

Tuition charged per student (if applicable):	\$1211.12
<i>Justification: The cost per student is based on the budget below. However, if COVID restrictions are in effect in July during the summer program, the cost per student may be increased. IF this is the situation, a small fee for service (under \$25.00 per family) would be charged. However if this presents a barrier to participation, a fee will not be charged.</i>	

PROPOSED BUDGET	AMOUNT
PERSONAL SERVICES-SALARIES	\$18,515.09
<i>Description:</i> 3 teachers 7 hours/day 12 days for summer at 34.17/hour 8610.84 1 Teacher 5 hour for Saturdays @ 34.17 hours. 1537.65 1 data person 10 hours/month for 12 months at @17.00 hour 2040.00 Administrator salary 140 hours duration of the grant at 45.19/ hour 6326.60	
PERSONAL SERVICES-EMPLOYEE BENEFITS	\$1416.40
<i>Description:</i> FICA on above at 7.65% 1416.40	
PURCHASED PROFESSIONAL/TECHNICAL SERVICES	\$29,775.00
<i>Description:</i> New Pond Farm Summer program fees at 250.00 per student per week 50 students. 25,000.00 2 buses to New Pond Farm daily 2 way trips from New Fairfield and Danbury @250.00 per route times 10 days 10,000.00 Admission New York Science Center. Students @10.50. Adults @13.00 1,175.00 Buses for 3 family field trips at 300.00 a trip / 2 buses per occurrence 1,800.00 CT Audubon Coastal Center at Milford Pt water program @20.00 per child Chaperones are free 1,000.00 Discovery Museum 425.00 travel program Water and Polymers 425.00 UCONN Watershed Protection Presentation fee 375.00	
OTHER PURCHASED SERVICES	
<i>Description:</i>	

SUPPLIES AND EDUCATIONAL TECHNOLOGY	\$10,850.00
<i>Description:</i> Consumable materials: journals, adventures science kits @22.00 child, science boards, water test kits, Saturday materials, paper, pencils, scissors, ruler, etc. 2,750.00 Food for Saturdays at 12.00 per person 100 people (3 days) and snacks for camper 3.00 per day 50 campers 10 days 5,100.00 Family allowance for Stewardship project of 50.00 for materials 2,500.00 Consumable office materials/ copies/ postage 500.00	
OTHER OBJECTS	
<i>Description:</i>	
TOTAL AMOUNT	\$60,556.49

Pre and Post Assessment for Ecosystems and Adaptations

This will be a pre-coded online assessment of students skills prior to the start of the programs. Questions are multiple choice, True or False and short answer. (Multiple choice answers to be included as developed by the curriculum coordinators).

Q1. What is a watershed area?

Q2. Identify activities you can take to engage in to protect/restore water quality in watersheds?

Q3. Vegetated buffers (such as trees, shrubs, other plants along streams and rivers) do what along rivers and, ponds, lakes and stream?

Q4. How do you measure the flow of a river or stream?

Q5. Air has stored energy T F

Q6. Water has a stored energy. T F

Q.7 Check off all of the ways energy can be transferred. Sound, light, heat, electric, currents, object to object by collision.

Q8. How would you explain to someone your role in erosion and adaptations?

Q9. What would you do if you were bullied?

Q10. Do you believe respect and kindness are the same concept Y. N. why?

Q11. How do you feel that students can interact with one another in positive respectful way? Y N

Q12. Do you feel that your classroom's materials and teachers represent you and your culture?

Q.13. I feel my culture is respected by my teachers, school and other classmates? Yes No
Why

Q. 14. I would like to set-up and do the following experiment? Please name and write down the steps you would take to execute it.

Q. 15. What is an ecosystem?

Q.16. What role do you think you have in an ecosystem and how might you improve your role?

Q. 17. What are pollinators?

Q. 18. What are mutualistic relationships?

Q. 19. How do rock formations change over time?

Q. 20 Humans can not eliminate all environment hazards by can take steps to reduce their impact. An example would be

Science Motivation Questionnaire (SMQ)

©2005 Shawn M. Glynn and Thomas R. Koballa, Jr. (modified by T. Pinou, 2011, 2013)

In order to better understand what you think and feel about your science class, please respond to each of the following statements from the perspective of: **"When I am in a science class..."**

01. I enjoy learning science.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
02. The science I learn relates to my personal goals.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
03. I like to do better than the other students on science tests.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
04. I am nervous about how I will do on science tests.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
05. If I am having trouble learning science, I try to figure out why.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
06. I become anxious when it is time to take a science test.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
07. Earning a good science grade is important to me.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
08. I put enough effort into learning science.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
09. I use strategies that ensure I learn science well.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
10. I think about how learning science can help me get a good job.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
11. I think about how science will be helpful to me.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
12. I expect to do as well as or better than other students in science courses.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
13. I worry about failing science tests.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
14. I am concerned that the other students are better than me in science.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
15. I think about how my science grade will affect my overall grade point average.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
16. The science I learn is more important to me than the grade I receive.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always
17. I think about how learning science can help my career.
☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

Continued...

18. I hate taking science tests.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

19. I think about how I will use the science I learn.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

20. It is my fault if I do not understand science.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

21. I am confident I will do well on science labs and projects.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

22. I find learning science interesting.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

23. The science I learn is relevant to my life.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

24. I believe I can master the knowledge and skills in the science course.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

25. The science I learn has practical value for me.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

26. I prepare well for science tests and labs.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

27. I like science that challenges me.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

28. I am confident I will do well on science tests.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

29. I believe I can earn a grade of "A" in the science course.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

30. Understanding science gives me a sense of accomplishment.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

TESTING YOUR KNOWLEDGE ABOUT THE LOCAL ENVIRONMENT.

Define the term "watershed"




Appendix B

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: Danbury Public Sch., 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: 1/26/2021

Name and Title: Sal V. Pascarella, Superintendent of Schools

Appendix C

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Ecosystems + Adaptations

THE APPLICANT: Salvatore Pascarella HEREBY ASSURES THAT:
Danbury 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)**
References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

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

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

and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and

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

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

- (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, status as a veteran, 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, status as a veteran, 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 C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; 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 C.G.S.

§ 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency 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 in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, 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 C.G.S. § 46a-56, as amended; 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 regarding a State contract, 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 C.G.S. § 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 C.G.S. § 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 C.G.S. § 46a-56 as amended; 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 regarding a State contract, 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)*

Salvatore V. Pascarella

Title: *(typed)*

Superintendent of Schools

Date:

1/26/2021