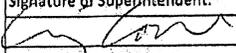
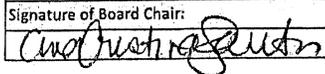


**2015-16 Consolidated Alliance and Priority School District Application**

Directions: Using the space provided below, please identify a main point of contact for the 2015-16 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

<b>Local Education Agency:</b>	
Windsor Public Schools LEA # 164	
<b>FY 16 Alliance District Allocation:</b>	<b>FY 16 PSD Allocation (If applicable):</b>
\$928,381	
<b>Contact Person:</b>	<b>Contact Title:</b>
Mary Anne Butler	Assistant Superintendent for Instructional Services
<b>Telephone:</b>	<b>Email Address:</b>
860 687 2000 ext 231	
<b>Name of Superintendent:</b>	
Craig A. Cooke, Ph. D.	
<b>Signature of Superintendent:</b>	<b>Date:</b>
	7-Jul-15
<b>Name of Board Chair:</b>	<b>Local Board Approval of Plan (Yes/No):</b>
Cristina Santos	No
<b>Signature of Board Chair:</b>	<b>Date:</b>
	7-Jul-15

**2015-16 Talent Priorities**

**Step 1:** Please note that all Alliance Districts must have an educator evaluation plan approved by the CSDE's Talent Office in order to become eligible for AD/PSD plan approval. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2015-16 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Please indicate whether the CSDE's Talent Office has approved the district's 2015-16 educator evaluation plan? (Y/N) No

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

**Step 2:** Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1.	Techtonic Summit-Year 2 will provide differentiated professional development to 50 teachers, PreK-12, in best practices using educational technology. Participants will participate in monthly workshops and provide technical assistance within their buildings.	Because of increased student engagement through the use of technology 80% of students in the target population will score at or above goal in reading as measured by STAR assessment by 2016. (baseline year)
1.2.	Leadership Academy-Teacher leaders will be recruited and provided professional development in honing their leadership skills.	Distribute application and select members for the Leadership Academy with a developed planned program by August 1, 2015. Cap of 12 participants. 50% of participants will move one level up on the Windsor SEED evaluation document by June 2016.
1.3.	The development of district and school data teams and related leadership to sustain professional conversations around data and improve student achievement. Mike Wasta will continue to support the District and School Data Team Process in 2015-2016.	5 out of 6 School data teams will demonstrate best practices around DDDM and increase student achievement as outlined in respective 2015-2016 SIPs. (k-8 schools)
1.4.	Professional development for special educators at the elementary school level from EASTCONN.	Performance of special education students within the target group will show 80% at or above grade level in reading on the STAR assessment as of 2016. (baseline data year)

**Step 3: Directions:** Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
Stipends for Techtonic summit teachers	1.1	50 stipends distributed in 2 separate \$500 payments (winter/spring) for completion of the professional	\$ 50,000
			\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 50,000.00</b>
<b>200: Personnel Services - Benefits</b>			
			\$ -
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>			
Consultant Services for DDT/SDT support	1.3	Mike Wasta meets monthly with the District Data Team and School Data Teams to coach and support the DDDM process.	\$ 15,000.00
Consultant Services from EASTConn	1.4	Ravit Stein meets biweekly with special educators to develop skills in the delivery of specialized instruction.	\$ 52,000.00
Leadership Academy Guest Speaker	1.2		\$ 5,000.00
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 72,000.00</b>
<b>400: Purchased Property Services</b>			
			\$ -

			\$ -
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -
<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -
<b>600: Supplies</b>			
Leadership Academy supplies		Professional journals, books, etc. for 15 participants	\$10,000
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ 10,000.00
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>Talent Subtotal:</b>			\$ 132,000.00

**2015-16 Academic Priorities**

**Step 1:** Place an "X" beside the district's 2015-16 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 transition	<input type="checkbox"/>	Alternative/Transitional programs
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input checked="" type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	College and career access	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input type="checkbox"/>	Other: _____

**Step 2:** Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1	Funding of a TESOL teacher to provide supplemental services to intermediate level ELL students.	Performance of ELL students within the target group will show 80% at or above grade level in reading on the STAR assessment as of 2016. (baseline data year)
2.2	Establish a ROTC Program at Windsor High School to develop leadership skills in students and provide school to career links.	100% of 12 students enrolled in ROTC classes will complete the coursework with a grade of C or better.
2.3	Stipends to support after school programs at Sage Park Middle School and Windsor High School for students in need of academic support.	100% of students enrolled in SUMMIT will successfully complete their course work at Sage Park Middle School. (Sage Park Program is by invitation and monitored, more formal than WHS Program. WHS will develop a metric to track student
2.4	Uconn Professor, Rachael Gabriel, will provide professional development to teachers of Grade 9 and 10 English on Readers' Workshop.	80% of students in Grades 9 and 10 will score at or above grade level in reading as measured by STAR by the spring of 2016. (baseline year)
2.5	Funding of 2.0 Preschool paraprofessionals for newly created SMART START classrooms.	100% of students enrolled in SMART START funded Pre-school classrooms will demonstrate K readiness as measured via the Kindergarten Screening Tool (Letter recognition, phonemic awareness, Boehme) by June 2016.
2.6	Funding of 2.0 Remedial Reading Teachers ( Grades K-2)	100% of students receiving Tier 3 intervention will be released from interventions and demonstrating grade level performance on the STAR reading assessment by June 2016.
2.7	Funding of a 1.0 School Community Liaison (WHS)	100% of students receiving mentoring services through the School/Community Liaison Coordinator will be passing all their courses by June 2016.

**Step 3:** Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
1.0 TESOL teacher	2.1		\$77,000	\$ -
1.0 Salary ROTC teacher	2.2		\$62,000	
Stipends for Tutors at WHS	2.3		\$10,000	
Stipends for Sage Park SUMMIT teachers	2.3		\$10,000	
2.0 Preschool Paraprofessionals	2.5		\$40,000	
2.0 Remedial Reading Teachers	2.6		\$110,000	
1.0 School Community Liaison	2.7		\$65,000	
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 374,000.00</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				
Benefits TESOL teacher	2.1		\$21,750	\$ -

Benefits 2.0 Paraprofessionals (Preschool)	2.5		\$21,750	
Benefits 2.0 Reading teachers	2.6		\$21,750	
Benefits 1.0 School/Community liaison	2.7		\$21,750	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ 87,000.00	\$ -
<b>300: Purchased Professional and Technical Services</b>				
UConn-professional development delivered by Rachael Gabriel	2.5	Readers Workshop and Adolescent Literacy PD	\$50,000	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ 50,000.00	\$ -
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -
<b>500: Other Purchased Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ -	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Talent Subtotal:</b>			\$ 511,000.00	\$ -

**2015-16 Culture and Climate Priorities**

**Step 1:** Place an "X" beside the district's 2015-16 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2013-14 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input type="checkbox"/>	Attendance/Chronic absenteeism	<input type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input type="checkbox"/>	Family engagement
<input checked="" type="checkbox"/>	Wraparound services	<input checked="" type="checkbox"/>	Multi Tiered Systems of Support

**Step 2:** Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	PBIS (Multi-tiered systems of support) differentiated technical support for all schools.	An increase of 10 % in all building scores (PBIS implementation) from the Spring of 2015 to Spring of 2016 as measured by the Benchmarks of Quality Assessment administered by EASTCONN.
3.2.	Funding of the full time social worker at SPARK Program to manage the alternative education program and provide services as needed.	Contract secured with licensed social worker to manage SPARK Program and provide services and improve graduation rates for targeted population by 10 percent by June 2016.
3.3.	The district will continue work growing out of the Excellence and Equity Study with Study Circles at the high school level and the professional development delivered by the National Urban Alliance on culturally relevant pedagogy (Grade 8 and 9 teacher cohort).	As a result of Study Circles family participation ( target population) will increase by 5% on School Climate Survey in May 2016 from May 2015. At least 80% of students in classes of NJA teachers will score at or above goal on STAR reading assessment
3.4	Fund a .4 public relations position to increase family engagement in the district by improving communications and highlighting district programs through a variety of modalities.	Redesign of the district website to be completed by June 2016 to provide families with easy access to district information as measured by an outside consultant on Family Engagement. (Ron Mirr) District website traffic will increase by 10 % as measured by
3.5	Expand before and after school services to students and families at Clover Street Elementary School with a full-time Family Resource Center Coordinator.	Increase family participation and satisfaction by 5 % at Clover Street School as measured by the School Climate Survey in May 2016 from May 2015.
3.6	Launch a Youth Mental Health First Aid Program with grant funding through AMERICorps and train a cohort of staff and community members.	As a result of the Youth Mental Health First Aid training chronic absenteeism in district will decrease from 15% to under 10 % by June 2016.
3.7	Address the chronic absenteeism problem through the PBIS/DDDM processes at Windsor High School.	As a result of the daily average attendance district wide will drop from 15 % in May 2015 to below 10% in May 2016.

**Step 3:** Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
Social Worker-SPARK	3.2	Full time Social Worker to manage the alternative education program for high school students.	\$90,000	\$ -
Clover Street FRC Leader	3.4	Full time Family Resource Leader for Clover Street before and after school program management.	\$41,980	\$ -
.4 public relations position	3.4	Part of a split position to handle the website, proof and edit district communications and manage social media for the	\$35,000	
Teacher stipends for YMHFA training	3.6	Stipends to allow for summer staff training in YMHFA	\$8,400	
Youth Mental Health First Aid Officer	3.6	Per the contract with Ameri-Corps, district contribution to funding.	\$7,000	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 182,380.00</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				
				\$ -
				\$ -
			\$ -	\$ -

<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -	\$ -
<b>300: Purchased Professional and Technical Services</b>				
Stipends for YMHA work		Funds to compensate outside community members to attend training in YMHA	\$1,750	\$ -
Study Circles-Everyday Democracy		Contract with Everyday Democracy to train trainers and facilitate Study Circles	\$25,000	\$ -
National Urban Alliance		Funds for providing professional development to teachers, administrators and students in the Pedagogy of Confidence.	\$30,000	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ 56,750.00	\$ -
<b>400: Purchased Property Services</b>				
Consultants for PBIS at SPARK		EASTConn consultants to provide technical assistance to SPARK Programs.	\$ 35,951.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ 35,951.00	\$ -
<b>500: Other Purchased Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
Youth Mental Health First Aid Training Manuals			\$2,300	\$ -
Supplies for Outreach Program -WHS			\$8,000	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ 10,300.00	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Talent Subtotal:</b>			\$ 285,381.00	\$ -

**2015-16 Operations Priorities**

**Step 1:** Place an "X" beside the district's 2015-16 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<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: _____

**Step 2:** Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.		
4.2.		
4.3.		
4.4.		

**Step 3:** Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -	\$ -
<b>200: Personnel Services - Benefits</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -	\$ -
<b>300: Purchased Professional and Technical Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -	\$ -
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -
<b>500: Other Purchased Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ -	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Talent Subtotal:</b>			\$ -	\$ -

**Non-Reform Budget - Optional Section**

Directions: In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
			\$ -
			\$ -
			\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -
<b>200: Personnel Services - Benefits</b>			
			\$ -
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -
<b>300: Purchased Professional and Technical Services</b>			
			\$ -
			\$ -
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -
<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -
<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ -
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>Talent Subtotal:</b>			\$ -

**FY 16 AD and PSD Budget Summary**

Directions: Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 50,000.00	\$ 374,000.00	\$ -	\$ 182,380.00	\$ -	\$ -	\$ -	\$ -	\$ 606,380.00	\$ -
200: Personnel Services - Benefits	\$ -	\$ 87,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 87,000.00	\$ -
300: Purchased Professional and Technical Services	\$ 72,000.00	\$ 50,000.00	\$ -	\$ 56,750.00	\$ -	\$ -	\$ -	\$ -	\$ 178,750.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ 35,951.00	\$ -	\$ -	\$ -	\$ -	\$ 35,951.00	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ 10,000.00	\$ -	\$ -	\$ 10,300.00	\$ -	\$ -	\$ -	\$ -	\$ 20,300.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTALS:</b>	<b>\$ 132,000.00</b>	<b>\$ 511,000.00</b>	<b>\$ -</b>	<b>\$ 285,381.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 928,381.00</b>	<b>\$ -</b>

**Appendix A. Statement of Assurances**

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

**PROJECT TITLE:** 2015-16 Alliance and Priority School District Consolidated Application

**THE APPLICANT:** Windsor Public Schools **HEREBY ASSURES THAT:**

(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 Connecticut General Statutes § 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, (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, mental retardation, 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, mental retardation, 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.

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)*

Craig A. Cooke, Ph.D.

Title: *(typed)*

Superintendent of Schools

Date:

October 9, 2015