

2016-17 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2016-17 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
East Windsor Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
\$251,845	
Contact Person:	Contact Title:
Christine DeBarge, Ed.D	Assistant Superintendent of PK - 12 Education
Telephone:	E-mail Address:
860-623-3345 ext 7406	cdebarge@ewct.org
Name of Superintendent:	
Theresa Kane, Ed.D	
Signature of Superintendent:	Date:
<i>Theresa M. Kane</i>	
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Catherine Simonelli	
Signature of Board Chair:	Date:
<i>Catherine A Simonelli</i>	10/3/2016

2016-17 Talent Priorities

Step 1: 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 2016-17 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

<input type="checkbox"/>	Recruitment and human capital pipelines	<input type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input type="checkbox"/>	School leadership development
<input type="checkbox"/>	Professional development	<input type="checkbox"/>	Retention of top talent
<input checked="" 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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1.	The East Windsor Public Schools has adopted the new Educator and Administrator Evaluation formats. A newly revised format for teachers was submitted on April 20, 2015 for CSDE review. The new year's submission will occur in spring of 2016 if changes are required, otherwise the document will remain the same. The Evaluation and Professional Development Committee has met multiple times during the 2015-2016 academic year and will continue to meet during the 2016-2017 year to provide feedback and make recommendations for future revisions to the plan. The plan will continue to be reviewed to ensure teachers and administrators feel the process allows sufficient opportunities for feedback to be provided that results in instructional change. The administrators are evaluated using the SEED format of evaluation.	The district will hold 3 evaluation committee meetings in fall, winter and spring during the 2016-17 academic year to ensure the evaluation process provides the opportunity and structure for feedback that results in instructional change.
1.2.	Administrators participate in in-district training to ensure calibration and consistency in the use of the rubrics, quality of evidence, observation strategies, and best practices in teaching through the Teacher Evaluation process. The Superintendent and Assistant Superintendent provide coaching to the building administrators in bi-weekly supervision meetings and observations regarding provision of feedback to staff based on observations and walk-throughs. Administrators conduct observations of classroom instruction in pairs and calibrate observations based on use of the teacher evaluation rubric and notes from the observations. Each administrator conducts two calibrating observations, each with a different partner and at different grade levels.	Education evaluations will show that 100% of teachers are rated proficient overall in the Teaching and Learning domain as determined through the required number of evaluations conducted during the 2016 -2017 academic year as outlined in the Teacher Evaluation document.

1.3.	Administrators continue to utilize walkthroughs to gather data regarding the use of information gained by teaching staff during professional development. This process was utilized in the 2015-2016 year but data did not show that the desired percentage of staff was implementing instructional strategies targeted for use during the academic year. The strategy will continue to be used but with increased frequency by administrators to increase fidelity in the use of strategies. Staff feedback, evaluation data and walkthrough data are all used to determine next steps in professional development. A classroom walkthrough document is created for each school based on the professional development provided and previously established instructional expectations. These walkthrough documents are used for each walkthrough session and feedback is provided to each teacher following the walkthrough. Some comments could include a request for the teacher to meet with the administrator to review concerns or exemplary use of instructional strategies or integration of learning from professional development.	100% of classroom walkthroughs by administrators will show evidence that 80% of teachers are teaching with fidelity given grade and content specific curriculum or instructional expectations. Classroom walkthroughs will increase from every 6-8 weeks in the 2015-2016 year to every two weeks in the 2016-2017 academic year.
1.4.		

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:
100: Personnel Services - Salaries			
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ -
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
			\$ -

			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -

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

2016-17 Academic Priorities

Step 1: Place an "X" beside the district's 2016-17 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 checked="" 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 type="checkbox"/>	Supports for special populations	<input type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Pre-K - Grade 3 literacy
<input 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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	Broad Brook Elementary School implements a structured SRBI format- in reading through the use of reading teachers and reading tutors in grades K - 2. -Standardized student data and students' classroom performance are analyzed to identify which students are in need of Tier 2 or Tier 3 instructional services. Reading teachers are utilized to provide daily, individualized services to student requiring Tier 3 intervention. Tier 2 intervention is provided 2-3 times per week and involves provision of evidence based strategies through the use of commercially available programs or the elements of Readers Workshop in the classroom or in a small group, pull out session. Tier 2 services are based on student data. Instructional approaches are based on best practice and students are progress monitored every two weeks to tailor intervention to specific needs.	As a result of participating in tier 2 and tier 3 reading interventions, student performance will increase one performance band (urgent intervention, intervention, on watch, benchmark) from baseline in October 2016 to June 2017 as measured by STAR Reading or STAR Early Literacy (kindergarten).
2.2.	Curriculum revision is in the final stages for grades K - 12 in both English language arts and math. New units have been aligned with Common Core State Standards and include preassessments and end-of-unit summative assessments. The ELA committee is revising the curriculum units to better integrate all standards including writing, speaking, and listening; which were not previously included in literacy units. The math committee members are revising pre-assessments to include prerequisite skills needed for students to demonstrate new skills in the unit.	80% of students will perform at grade level benchmarks in reading and math by the end of the 2016-2017 academic year based on STAR.
2.3.	End of unit R-Y-G charts (presentation of data using the RTI triangle as a basis for analysis of performance - 80% - 100% is "green" or on target; 60% - 79% is "yellow" or close to target; 0 - 59% is "red" or in need of substantial support to reach the desired level of performance) are completed by standard are provided to the administrators and Assistant Superintendent following each unit for review. Teachers are expected to review their instruction and supports for students on standards on which less than 80% of students are in the "green".	The percentage of students who reach the target level on 80% of standards on end-of-unit assessments will increase from baseline in June 2016 to 80% in June 2017.

2.4.	The district will continue to employ a Certified Occupational Therapy Assistant (COTA) to work primarily at the elementary level to support students in the use of sensory strategies; keyboarding; and fine motor skills allowing them to better access the core curriculum. These services will provide students with the skills necessary to demonstrate their understanding of all content areas through written and keyboarding output. The improvement in output will also allow students to demonstrate their knowledge on state and district assessments requiring use of technology (Smarter Balanced; STAR). The COTA provides direct service to students identified as needing occupational therapy through the PPT process or through the Section 504 process. The COTA provides classroom level support or her assuming part of the building level caseload allows the OTR to provide classroom level instruction, especially in kindergarten and grade 1 in handwriting. The OTR and COTA also provide consultation and training for all building staff in the use of sensory strategies and use of sensory boxes to support students with sensory processing issues or trauma histories, both of which impact access to the core curriculum.	100% of students who receive services by the COTA will increase their fine motor skills (pre-writing skills; written output; keyboarding etc...) by 25% showing growth from baseline in September 2016 or start of service to >25% in June 2017.
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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 (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:
100: Personnel Services - Salaries				
1.1 Reading Teachers	2.1	Salaries for two full time reading teachers (1 at \$58,028; 1 at \$15282) at Broad Brook to implement intensive reading supports	\$ 73,310.00	\$ -
COTA salary	2.2	Hourly rate of \$30.45 for up to 6 hours per day for a COTA position	\$ 25,189.00	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 98,499.00	\$ -
200: Personnel Services - Benefits				
benefits	2.1	benefits for 2 reading teachers	\$ 44,576.73	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 44,576.73	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -

			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
Literacy materials for the classroom and intervention	3.1; 3.2	Leveled books for fiction and non-fiction; literacy materials required to address specific domains of literacy within the curriculum (writing, speaking, listening) previously not incorporated into the curriculum units.	\$ 3,923.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 3,923.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 146,998.73	\$ -

2016-17 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2016-17 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 2014-15 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input checked="" type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input type="checkbox"/>	Other: _____

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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	The district will continue to employ a clinical social worker at the district level to work directly with families and staff to reduce chronic absenteeism. The district has created a comprehensive system to identify students at risk for chronic absenteeism, including the ongoing tracking of late arrivals, early dismissals, medical and both excused and unexcused absences. This data allows staff to identify students who may be developing school attendance issues which could impact academic performance or the dropout rate. Biweekly attendance meetings are held at each school including the administrator, Nurse Leader, and school Social Worker (SSW) to discuss status of students and to monitor changes in attendance following implementation of strategies. The SSW partners with the district Nurse Leader to identify students with high absentee levels through the use of our student database and PSIS data. He contacts families by phone or other methods to educate families about state regulations and requirements for school attendance. Through contact with families, he determines what challenges may be impacting regular school attendance and determines what school or outside supports may be appropriate to meet the identified needs. As needed, school meetings are scheduled, home visits scheduled, referrals made to in district services (Service Team, counseling, academic supports, nursing referral...) or if information about outside resources are needed. Barring improvement and dependent on circumstances, the SSW may access the Department of Children and Families or the Court system. Data from the 2015-2016 academic year show that, with these services in place, the attendance data in all schools has improved. The district will continue to implement these same strategies with ongoing review and revision to ensure we are reaching highest priority students and families.	Chronic absentee rate will improve from 7.5% at Broad Brook Elementary School as of June 2016 in the 2015-2016 academic year to 5% in June 2017 for the 2016-2017 academic year.

3.2.	<p>The district continues to employ a clinical social worker at Broad Brook Elementary School to provide a wide variety of direct and consultation services to students, their families, and staff. The SSW provides direct counseling services to individual students and groups to address identified social/emotional/behavioral needs effecting school success both social and academic. One such program is the Discovery Program, a special education, substantially separate program for elementary aged students demonstrating significant social, emotional and behavioral challenges impacting their ability to access the general classroom environment full time. She also responds to crisis situations and assists in determining whether there is a need for higher level clinical services to ensure the safety and well-being of all students. The SSW provides consultation for staff in working with students demonstrating such needs through attendance at Service Team meetings and development of incentive plans and Behavior Intervention Plans. She also advises and consults with district and building administrators regarding the development of specialized programs or supports for students with needs. The SSW connects with families to provide supports including but not limited to consultation with private providers, referrals to counseling agencies and recommendations for supporting students at home. The SSW is part of the Safe School Climate Committee which develops and implements a social emotional learning curriculum. This curriculum is aligned with the curricula taught at the middle school and high school, geared to improve the climate and prosocial behavior of students. Part of this work is the creation and pilot of a new system for addressing disciplinary issues that includes the use of restorative practices rather than solely punitive responses to behavior. These supports will continue to be in place for the 2016-2017 academic year.</p>	<p>Students within the Discovery Program will earn targeted daily behavior points 80% of days in the program. By June 2017, the number of students involved in receipt of student discipline referrals will decrease by 25% from the number students involved in receipt of referrals in June 2016 in each school. The 2016-17 end-of-year student climate survey will indicate that the Safe School Climate curriculum is having a positive impact. There will be a 5% increase in the percentage of students who respond favorably to question 3 ("I have good friends at this school who treat me with respect") which would show a growth from 81.8% in 2016 to 87% in 2017; a 10% increase in the percentage of students who respond favorably to question 5 ("I feel safe from bullying and harassment in this school" would show an increase from 84% in 2016 to 94% in 2017; and a 9% increase in the percentage of students who respond favorably to question 7 ("In my school, there are clear rules against physically hurting other people [ex: hitting, pushing, or tripping]) will show an increase from 89% in 2016 to 98% in 2017.</p>
3.3.		
3.4.		

x

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:
100: Personnel Services - Salaries				
1.5 FTE Social Workers	3.1; 3.2	Provide 1.5 FTE school social workers to address attendance, climate, behaviors and family needs (FT SW \$64726 and PT SW \$29157)	\$ 93,883.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 93,883.00	\$ -
200: Personnel Services - Benefits				
Benefits for social workers	3.1, 3.2	Benefits for 2.0 FTE school social workers	\$ 10,797.82	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 10,797.82	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -

			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
incentives for students	3.2	Incentives for students who meet specific behavioral and attendance goals at the Broad Brook Elementary School.	\$ 165.45	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 165.45	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 104,846.27	\$ -

2016-17 Operations Priorities

Step 1: Place an "X" beside the district's 2016-17 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 checked="" 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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.	The district employs a full time Instructional Technology Specialist to provide professional development and embedded coaching regarding the effective use of instructional technology. He continues to provide professional development offerings in basic technology skills and works with all Professional Learning Communities in grades 5 - 8 and at the high school to embed technology into teaching and learning. The Instructional Technology Specialist works with the Technology Director and Assistant Superintendent to effect policy and practice changes related to the use of technology. Walkthrough data will be collected in 2016-2017 as we did not have data to support that the goal from 2015-2016 was reached.	75% of teachers with students in grades 5-12 will be observed utilizing 1:1 devices during instruction or assessment based on administrative walkthroughs
4.2.	Students in grades 3 and 4 require additional technology instruction to meet the Connecticut Computer Technology Competency Standards for Students. The need to acquire grade appropriate technology skills is relevant as students are required to take Smarter Balanced, a computer based assessment, in both grades 3 and 4 but lack basic computer skills. Students will utilize technology frequently during classroom instruction and will also utilize Keyboarding Without Tears program for keyboarding instruction.	100% of students in grades 3 and 4 will demonstrate increased proficiency from preassessment scores on a district designed rubric in Competency Standard 1: Basic Operations and Concepts through teacher assessment of use during classroom instructional time.
4.3.	At this time, approximately half of parents have activated their EdLine account. This limits the information accessible to parents regarding students weekly performance as well as academic expectations, current assignments and other information related to their courses. The district is migrating to a different provider for the website and teacher and parent portals. The log in process will change from the previous process and the district's goal is to have a higher rate of parent activation for the new portal. The district technology and administrative staff will provide written documentation home to parents, information will be included in parent newsletters, school messenger announcements will be sent out to inform parents of the new portal. All forms needed (data verification, field trip requests, etc...) will be available through the new portal/parent email which will encourage parents to access the new site.	The number of parents who access their new parent portals will be 90% by June of 2017 up from approximately 70% with the previous portal.
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:
100: Personnel Services - Salaries				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ -	\$ -
200: Personnel Services - Benefits				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

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

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:
100: Personnel Services - Salaries			
			\$ -
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ -
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -

300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -

600: Supplies			
			\$ -
			\$ -
			\$ -
			600: Supplies Subtotal:
			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
			700: Property Subtotal:
			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
			800: Other Objects Subtotal:
			\$ -
			Talent Subtotal:
			\$ -

FY 17 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	\$ -	\$ 98,499.00	\$ -	\$ 93,883.00	\$ -	\$ -	\$ -	\$ -	\$ 192,382.00	\$ -
200: Personnel Services - Benefits	\$ -	\$ 44,576.73	\$ -	\$ 10,797.82	\$ -	\$ -	\$ -	\$ -	\$ 55,374.55	\$ -
300: Purchased Professional and Technical Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ -	\$ 3,923.00	\$ -	\$ 165.45	\$ -	\$ -	\$ -	\$ -	\$ 4,088.45	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ -	\$ 146,998.73	\$ -	\$ 104,846.27	\$ -	\$ -	\$ -	\$ -	\$ 251,845.00	\$ -

Appendix A. Statement of Assurances

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

PROJECT TITLE: 2016-17 Alliance and Priority School District Consolidated Application

THE APPLICANT: Theresa M. Kane, Ed.D HEREBY ASSURES THAT:
East Windsor 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:

- (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, 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: Theresa M. Kane
Theresa M. Kane, Ed.D

Name: *(typed)* _____
Superintendent

Title: *(typed)* _____

Date: 9-30-16