

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:	
Vernon Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
1,746,039.00	
Contact Person:	Contact Title:
Joseph Macary	Superintendent
Telephone:	E-mail Address:
860-870-6000 ext. 124	imacary@vernon-ct.gov
Name of Superintendent:	
Joseph Macary	
Signature of Superintendent:	Date: 8-9-16
	
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Anne Fischer	Yes
Signature of Board Chair:	Date: 8-9-16
	

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Vernon Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
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Contact Person:	Contact Title:
Joseph Macary	Superintendent
Telephone:	E-mail Address:
860-870-6000 ext. 124	jmacary@vernon-ct.gov
Name of Superintendent:	
Joseph Macary	
Signature of Superintendent:	Date: 7-8-16
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Anne Fischer	
Signature of Board Chair:	Date: 7-8-16
Pending BOE Approval	

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	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	School leadership development
<input checked="" type="checkbox"/>	Professional development	Retention of top talent
<input type="checkbox"/>	Evaluation	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.	Embedded Literacy Coaching: District will staff 3 instructional coaches to support literacy in the five (PreK-5) elementary schools(Center Road, Lake Street, Maple Street, Northeast, Skinner Road). Coaches will work with school principals to create and implement coaching cycles, ensuring the all teachers receive coaching to improve reading instruction over the school year. Instructional coaching cycles will provide; job-embedded professional learning, model lessons, and co-taught lessons.	The percentage of students that meet their projected growth targets in reading will increase from: Grade 1-69% to 79%, Grade 2-55% to 65%, Grade 3-65% to 75%, Grade 4-55% to 65%, Grade 5-56% to 66%, Grade 6-53% to 65%, Grade 7-49% to 65%, Grade 8-35% to 65%, Grade 9-50% to 65%, Grade 10-54% to 65% by Spring 2017 as measured by NWEA.
1.2.	Embedded Mathematics Coaching: District will staff 3 instructional coaches to support mathematics in the five (PreK-5) elementary schools(Center Road, Lake Street, Maple Street, Northeast, Skinner Road). Coaches will work with school principals to create and implement coaching cycles, ensuring that all teachers receive some form of coaching to improve math instruction over the school year. Coaches will provide instructional coaching, job-embedded professional learning, model lessons, and co-taught lessons.	The percentage of students that meet their projected growth targets in mathematics will increase from: Grade 1-74% to 84%, Grade 2-78% to 88%, Grade 3-66% to 77%, Grade 4-62% to 72%, Grade 5-75% to 85%, Grade 6-68% to 78%, Grade 7-67% to 77%, Grade 8-44% to 60%, Grade 9-55% to 65%, Grade 10-52% to 65% by Spring 2017 as measured by NWEA.
1.3.	Technology Specialist: District will staff 2.0 FTE technology integration specialists to support technology integration in (K-12) classrooms. The technology specialist will provide job-embedded professional learning on new and existing hardware, e.g. Google platform, interactive whiteboards, as purchased through the Alliance Grant. The technology specialists will provide professional learning opportunities in technology integration to 100% of the K-12 instructional staff a minimum of 5 times during the 2016-17 school year.	(Grades 8-10) Teachers will demonstrate an increase from 20% in 2016 to 60% in 2017 in the integration of technology in classroom instruction as measured by examination of lesson plans and informal classroom observations conducted by building and central office administrators.
1.4.	Professional Development: Each Building Leadership Team(BLT) will develop 2-3 professional learning goals based on recognized areas of need identified through examination of multiple sources of data (SBAC results, NWEA results, local assessments, School-Family Climate Survey, and Staff Survey results). Funds will be used to support job embedded professional learning provided by the ACES, ReVision Learning and instructional resources for Building Leadership Team(BLT) members, staff and administrators.	BLT walkthrough data will demonstrate evidence that 75% of classrooms are implementing new strategies learned from PD.

1.5	Professional Development-Funds will be used to support job-embedded professional learning and professional resources in mathematics at the two focus schools (Center Road School and Maple Street School). Both schools will establish professional learning communities and mathematics coaching facilitated by ACES. Teachers will engage in professional learning focused on deepening content and pedagogical knowledge aligned to the Ct. Core Standards for Mathematics and Mathematical Practice.	The percentage of students that meet their projected growth targets in reading will increase from: Grade 1-69% to 79%, Grade 2-55% to 65%, Grade 3-65% to 75%, Grade 4-55% to 65%, Grade 5-56% to 66%, Grade 6-53% to 65%, Grade 7-49% to 65%, Grade 8-35% to 65%, Grade 9-50% to 65%, Grade 10-54% to 65% as measured by NWEA. The percentage of students that meet their projected growth targets in mathematics will increase from: Grade 1-74% to 84%, Grade 2-78% to 88%, Grade 3-66% to 77%, Grade 4-62% to 72%, Grade 5-75% to 85%, Grade 6-68% to 78%, Grade 7-67% to 77%, Grade 8-44% to 60%, Grade 9-55% to 65%, Grade 10-52% to 65% by Spring 2017 as measured by NWEA.
1.6	Professional Development -Technology Integration-Provide professional learning resources, professional training (Google Certification), and technology software to support increased teacher knowledge and technology integration in (K-12) classrooms. The goal is to build teacher capacity in use of technology through professional learning sessions.	10% of teaching staff will become Google certified. At least 2 teachers from each building will become Google certified and serve as a resource by sharing knowledge during grade level and staff meetings.

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:	Description:	AD Investment:
100: Personnel Services - Salaries		
1 FTE Instructional Coach x3 to support districtwide instruction at (PreK-5) elementary schools (salary #1=\$86,434, salary #2=\$75,464, salary #3=\$86,434)	Instructional Coaches	\$ 248,332.00
1FTE X 2 Technology Integration Specialists to support technology instruction in (K-12) classrooms	Technology Integration and Support	\$ 131,434.00
		\$ -
100: Personnel Services - Salaries Subtotal:		\$ 379,766.00
200: Personnel Services - Benefits		
Instructional Coaches-medical/dental/life insurance \$21,830.18	1FTE x 3 medical/dental/life insurance benefits.	\$ 65,490.54
Technology Integration Specialists-medical/dental/life insurance \$14,603.42 x 2	1FTE x 2 medical/dental/life insurance benefits.	\$ 29,206.84
		\$ -
200: Personnel Services - Benefits Subtotal:		\$ 94,697.38
300: Purchased Professional and Technical Services		

Professional Development	Resources to support small group job-embedded professional learning provided by ACES, Center for School Change, and ReVision Learning	\$	75,000.00
Professional Development	Resources to support job-embedded professional learning at two focus schools(Center Road School and Maple Street School). Math PLCs and Instructional Coaching facilitated by ACES.	\$	70,000.00
Professional Resources, Professional Learning, and Software	Provide professional learning resources, job embedded professional learning(Google Certification) and software	\$	30,000.00
300: Purchased Professional and Technical Services Subtotal:		\$	175,000.00
400: Purchased Property Services			
		\$	-
		\$	-
		\$	-

400: Purchased Property Services Subtotal:		\$ -
500: Other Purchased Services		
		\$ -
		\$ -
		\$ -
500: Other Purchased Services Subtotal:		\$ -
600: Supplies		
Professional Development	Resources to support small group job-embedded professional learning aligned to BOE goals: 1) Build partnerships with family and community. 2) Increase the achievement of every student through high quality curriculum, instruction and assessment.(Possible book titles-Collaborative Teams that Transform Schools, A Playbook for Developing Winning PLCs at Work, Beyond the Bake Sale).	\$ 20,000.00
		\$ -
		\$ -
600: Supplies Subtotal:		\$ 20,000.00
700: Property		
		\$ -
700: Property Subtotal:		\$ -
800: Other Objects		
		\$ -
800: Other Objects Subtotal:		\$ -
Talent Subtotal:		\$ 669,463.38

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 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 checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input type="checkbox"/>	College and career access	<input checked="" 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.	PreK-Grade 3 Literacy -Continue to fund Reading Recovery trained reading specialist and purchase of instructional resources to support the literacy needs of students at Northeast Elementary School. Reading specialist will provide a combination of push-in and pull-out support services during scheduled grade level intervention blocks. Northeast Elementary School has experienced an increase in student achievement for targeted population. 85% of students have made progress in literacy as measured by Fountas and Pinell, NWEA and local assessments.	The percentage of students that meet their projected growth targets in reading will increase from: Grade 1-69% to 79%, Grade 2-55% to 65%, Grade 3-65% to 75% by Spring 2017 as measured by NWEA.
2.2.	SRBI and Academic Interventions -Fund 1.5 mathematics interventionist positions to appropriately intervene with "high risk" students as identified by fall 2016 NWEA standardized assessment results. Math interventionists will provide a combination of push in and pull out support services for students during math instruction and intervention blocks at Lake Street School and Rockville High School)	The percentage of students that meet their projected growth targets in mathematics will increase from: Grade 1-74% to 84%, Grade 2-78% to 88%, Grade 3-66% to 77%, Grade 4-62% to 72%, Grade 5-75% to 85%, Grade 6-68% to 78%, Grade 7-67% to 77%, Grade 8-44% to 60%, Grade 9-55% to 65%, Grade 10-52% to 65% by Spring 2017 as measured by NWEA.
2.3.	SRBI and Academic Interventions -As a way to increase the number of students earning credit, provide academic support for "at risk" high school students through blended learning opportunities (e.g., Edgenuity). During the 2015-16 school year over 79 students earned credit through the blended learning model.	95% of (9-12) students identified for literacy & math intervention will recover or earn credit as outlined in student success plans by spring 2017.
2.4.	Instructional Technology -Continue funding NWEA online assessments as an instructional tool to inform classroom instruction and increase student achievement. After two years of NWEA implementation, Vernon has experienced an increase in student achievement and values immediate student performance data to inform classroom instruction.	The percentage of students that meet their projected growth targets in reading will increase from: Grade 1-69% to 79%, Grade 2-55% to 65%, Grade 3-65% to 75%, Grade 4-55% to 65%, Grade 5-56% to 66%, Grade 6-53% to 65%, Grade 7-49% to 65%, Grade 8-35% to 65%, Grade 9-50% to 65%, Grade 10-54% to 65%. The percentage of students that meet their projected growth targets in mathematics will increase from: Grade 1-74% to 84%, Grade 2-78% to 88%, Grade 3-66% to 77%, Grade 4-62% to 72%, Grade 5-75% to 85%, Grade 6-68% to 78%, Grade 7-67% to 77%, Grade 8-44% to 60%, Grade 9-55% to 65%, Grade 10-52% to 65% by Spring 2017 as measured by NWEA.

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				
Literacy Specialist 1 x 1.0FTE =\$64,494	2.1	1FTE x 1 reading specialist to support the needs of students.	\$ 64,494.00	\$ -
Math Interventionists 1 x 1.0FTE=\$90,359, 0.5FTE=\$40,164	2.2	1FTE x 1 math interventionist at Lake Street School and 0.5 of a 1.0FTE math interventionist at Rockville High School to support learning	\$ 130,523.00	\$ -
				\$ -
100: Personnel Services - Salaries Subtotal:			\$ 195,017.00	\$ -
200: Personnel Services - Benefits				
Literacy Specialists 1 x 1.0FTE=\$21,830.18	2.1	1FTE x 1 reading specialist medical/dental/life insurance benefits	\$ 21,830.18	\$ -
Math Interventionists	2.2	2 math interventionists medical/dental/life insurance benefits.	\$ 22,924.95	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 44,755.13	\$ -
300: Purchased Professional and Technical Services				
SRBI and Academic Interventions	2.3	Continue to provide academic support through blended learning opportunities and interventionists	\$ 33,000.00	\$ -
Instructional Technology	2.4	Continue funding NWEA online assessments as an instructional tool to inform classroom instruction and increase student achievement.	\$ 31,000.00	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 64,000.00	\$ -
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:			\$ -	\$ -
Academics Subtotal:			\$ 303,772.13	\$ -

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 checked="" type="checkbox"/>	Behavior management
<input type="checkbox"/>	Wraparound services

<input checked="" type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Family engagement
<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.	Behavior Management -Continue to fund (0.5FTE) Assistant Principal at Center Road School to address social/behavioral needs in order to foster a climate of learning and allow the principal to focus on instructional leadership.	Reduce the number of office referrals resulting in (in-school or out of school suspensions) by 75% from 16 to 4.
3.2.	Behavior Management -Continue to fund (1.0FTE) school psychologist at Skinner Road School and (1.0FTE) social worker at Rockville High School in order to provide full-time services for students and/or families. School psychologist and social worker provide a combination of push-in whole class support and pull-out small group/individual support.	Survey Question-"How well do teachers and administrators at your child's school create a school environment that helps children learn?" The percentage of parents/guardians that respond (quite well or extremely well) will increase from 77% to 87%.
3.3.	Graduation/Dropout Prevention -Fund a (1.0FTE) teacher to pilot an alternate project-based learning high school/level 2 intervention program at Rockville High School as an educational alternative for students. RHS has a significant number of students who are not connected to school for any number of reasons, including social/emotional issues, different learning styles and interests. This frequently manifests itself in absenteeism. RHS chronic absenteeism figure as reported in the Next Generation Accountability Report is 16.6% for all students and 27.1% for high needs students. Curriculum will include a combination of blended learning and Vernon BOE course level documents. To sustain this program in the future, Vernon will use both local budget funds and alternate funding sources.	Decrease the number of alternate high school students who are chronically absent by 10% from TBD in 2016 to TBD in 2017. Increase alternate high school students' math assessment scores by a minimum of 10% from fall 2016 to spring 2017. Increase alternate high school students' reading assessment scores by a minimum of 10% from fall 2016 to spring 2017.
3.4.	Family Engagement -The Vernon Public School system has experienced an increase in the number of families in need of social services. Approximately 45% of Vernon families are eligible for free/reduced price lunch. <u>Fund 0.2</u> of a 1.0FTE District School-Family Liaison position to provide parenting education, assist families in linking to community services, strengthen community partnerships, partner with school staff, parents/guardians, families, and students to improve attendance & student achievement in all seven schools.	Survey Question-"How well do teachers and administrators at your child's school create a school environment that helps children learn?" The percentage of parents/guardians that respond (quite well or extremely well) will increase from 77% to 87%.

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				
0.5FTE x 1 Assistant Principal \$57,433	3.1	Behavior Management	\$ 57,433.00	\$ -
1FTE School Psychologist=\$55,520 and 1FTE Social Worker=\$92,530	3.2	Behavior Management	\$ 148,050.00	\$ -
1.0FTE x1 project-based learning teacher=\$55,000	3.3	Graduation/Dropout Prevention	\$ 55,000.00	\$ -
0.2 x 1FTE school-family liaison \$18,071.75	3.4	Family Engagement	\$ 18,071.75	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 260,483.00	\$ -
200: Personnel Services - Benefits				
0.5 FTE x 1 Assistant Principal-medical/dental/life insurance benefits \$10,918.81	3.1	Behavior Management	\$ 10,918.81	\$ -
1FTE x 2 school psychologist and social worker-medical/dental/life insurance benefits \$9,585.15	3.2	Behavior Management	\$ 9,585.15	\$ -
1FTE x 1 project-based learning teacher-medical/dental/life insurance benefits \$21,830.18	3.3	Graduation/Dropout Prevention	\$ 21,830.18	\$ -
0.2FTE x 1 school-family liaison \$4,366.04	3.4	Family Engagement	\$ 4,366.04	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 46,700.18	\$ -
300: Purchased Professional and Technical Services				
Family Engagement	3.4	Job-embedded professional learning focused on family, school, and community engagement to support district Theory of Action aimed at improving family engagement (Café Walks with Ron Mirr, Center for School Change-technical assistance and leadership coaching for VPS administrators and staff in all 7 schools.	\$ 85,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -

300: Purchased Professional and Technical Services Subtotal:			\$ 85,000.00	\$ -
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:			\$ -	\$ -
Climate Subtotal:			\$ 392,183.18	\$ -

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.

- Budgeting and financial management
 School operations
 Technology integration

- Student enrollment processes
 Extended learning time
 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.	Technology Integration - Purchase chromebooks to support the implementation of the VPS Technology Plan and 1:1 initiative in grades 8-10 as a means to engage our students as active users of technology.	100% of students in grades (8-10) will have access to Chromebooks on a daily basis.
4.2	Technology Integration -Purchase Ipad to support integration of technology and curriculum in (K-2) classrooms	All K-2 classrooms will have 6 IPADS and 100% of students will utilize IPADS as a learning tool.
4.3.	Budgeting and Financial Management -Fund (0.5FTE) of a (1.0FTE)grant writer position to secure funds to support teaching and learning, monitor all grants, and secure additional grants aligned to district goals with a focus on increasing educational opportunities for all students. 100% of grants will be aligned to district goals.	Increase the amount of competitive grants awarded to Vernon Public Schools from \$330,00 to \$366,000 in 2017.
4.4	School Operations -Continue to appropriate funds to employ (2.2FTE)(several part time) special area teachers. This will allow all buildings to follow a common academic and specials schedule. All buildings will have intervention blocks and common planning time for classroom teachers to learn professionally to meet the needs of students.	All (K-5) grade levels will meet as a professional learning team at least 1x/week.
4.5.	School Operations -Working in collaboration with the Technology Integration Specialists the Building Technology Leaders will offer at least two professional learning sessions per semester with a minimum of one hour per month of district level support and training regarding utilization of hardware and software(ASPEN, Google Classroom). Building Technology Leaders will work directly with the Technology Integration Specialists and serve on the district technology team.	90% of (k-12) teachers will demonstrate satisfaction with support and training as measured by data collected through end of year survey May 2017.

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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Budgeting and Financial Management	4.3	0.5FTE grant writer position	\$ 26,000.00	\$ -
School Operations	4.4	2.2FTE (several part time) special area teachers.	\$ 121,400.34	\$ -
School Operations	4.5	Building Technology Leaders (\$2,000 stipend/leader)	\$ 16,000.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 163,400.34	\$ -
200: Personnel Services - Benefits				
Budgeting and Financial Management	4.3	Grant Writer-medical/dental/life insurance benefits	\$ 94.97	\$ -
School Operations-Special Area Teachers	4.4	(K-5) special area teachers medical/dental/life insurance benefits	\$ 2,000.00	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 2,094.97	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				

500 Chromebooks \$277 each = \$138,500 and 8 interactive whiteboards = \$ 34,625	4.1	Purchase Chromebooks and interactive whiteboards to support 1:1 initiative in grades 8-10.	\$ 173,125.00	\$ -
60 IPADS x \$700 = \$42,000	4.2	Purchase laptops and Ipads to support integration of technology and curriculum in (K-12) classrooms.	\$ 42,000.00	\$ -
400: Purchased Property Services Subtotal:			\$ 215,125.00	\$ -
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:			\$ -	\$ -
Operations Subtotal:			\$ 380,620.31	\$ -

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	\$ 379,766.00	\$ 195,017.00	\$ -	\$ 260,483.00	\$ -	\$ 163,400.34	\$ -	\$ -	\$ 998,666.34	\$ -
200: Personnel Services - Benefits	\$ 94,697.38	\$ 44,755.13	\$ -	\$ 46,700.18	\$ -	\$ 2,094.97	\$ -	\$ -	\$ 188,247.66	\$ -
300: Purchased Professional and Technical Services	\$ 175,000.00	\$ 64,000.00	\$ -	\$ 85,000.00	\$ -	\$ -	\$ -	\$ -	\$ 324,000.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 215,125.00	\$ -	\$ -	\$ 215,125.00	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ 20,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 669,463.38	\$ 303,772.13	\$ -	\$ 392,183.18	\$ -	\$ 380,620.31	\$ -	\$ -	\$ 1,746,039.00	\$ -

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: Joseph Macary **HEREBY ASSURES THAT:**

Vernon 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: Joseph Macary
 Name: (typed) Joseph Macary
 Title: (typed) Superintendent, Vernon Public Schools
 Date: May 1, 2016