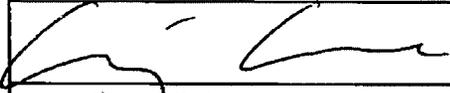
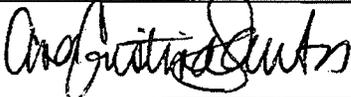


2016-17 Consolidated Alliance and Priority School District Application

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:	
Windsor Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (If applicable):
\$763,989	
Contact Person:	Contact Title:
Dr. Craig Cooke	Superintendent of Schools
Telephone:	E-mail Address:
860-687-2000	ccooke@windsorct.org
Name of Superintendent:	
Dr. Craig Cooke	
Signature of Superintendent:	Date:
	13-Jul-16
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Cristina Santos	
Signature of Board Chair:	Date:
	13-Jul-16

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:	
Windsor Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
\$763,989	
Contact Person:	Contact Title:
Dr. Craig Cooke	Superintendent of Schools
Telephone:	E-mail Address:
860-687-2000	ccooke@windsorct.org
Name of Superintendent:	
Dr. Craig Cooke	
Signature of Superintendent:	Date:
	13-Jul-16
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Cristina Santos	
Signature of Board Chair:	Date:
	13-Jul-16

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

Talent Priorities:		Aligned SMART Goals:
1.1.	The development of School Data Teams and related leadership to sustain professional conversations around data and improve student achievement. The framework will support the use student achievement data to support district & school goal setting and instructional decision making. Mike Wasta will continue to support the School Data Team Process in 2016-2017 by providing differentiated support to each School Data Team, e.g., access to solution-driven tools, resources, and research to inform practice and develop a better understanding of how high-quality data use can successfully inform teaching and learning. Mr. Wasta will meet with School Data Teams at all schools as needed, except Poquonock will receive monthly support.	During the 2016-2017 school year, 100% of school data teams will demonstrate exemplary practice as measured by the comprehensive 360 evaluation of data team tool that measures process, product and attitude.

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				
Wasta Consulting	1.1	School Improvement Team Support (DDDM)	\$	15,000.00
			\$	-
300: Purchased Professional and Technical Services Subtotal:			\$	15,000.00
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:			\$ -
Talent Subtotal:			\$ 15,000.00

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 checked="" 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 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. Funding for teacher salary to support the ROTC program which services 70 students at Windsor High School. The program teaches high school students character education, student achievement, wellness, leadership, and diversity. The goal of the program is to produce successful students and citizens using a world-class 21st Century, technology driven, student centered curriculum. The curriculum consists of education in citizenship, leadership, social and communication skills, physical fitness and wellness, geography, and civics.	85% of students enrolled in ROTC will meet the program goal of academic success by Spring 2017, as evidenced by completion of all coursework with a grade of C or higher.
2.2. Funding will provide stipends for 20 teachers to support after school programs at Sage Park Middle School and Windsor High School for students in need of academic enrichment and support. 10 academic enrichment clusters at Sage Park Middle School and 10 academic support clusters at Windsor High School will be established by Fall 2016. Link to Academic Enrichment Clusters Description: https://docs.google.com/document/d/1gD3sCWxqE68Vnvn2dtwhJLYLovRxn9yJ0vrfBVsyDkx/edit?usp=sharing	90% of students participating in the Sage Park Middle School after school cluster program will demonstrate mastery of cluster content by Spring 2017, as measured by the final product presented at the Cluster Expo. 70% of students participating in the Windsor High School after school cluster program will demonstrate increased academic success by Spring 2017, as evidenced by completion of all coursework with a grade of C or higher.
2.3. UConn Professor, Rachel Gabriel, will provide 35 days of literacy professional development at Sage Park Middle School and Windsor High School, e.g., literacy core strategies.	The percentage of Grade 9 students who are at or above the reading benchmark (50th PR) will increase from 35% to 50% by June 2017, as measured by the STAR Reading Assessment.
2.4. The SMART START programming provides access to a high-quality preschool experience to improve overall academic outcomes and reduce the achievement gap. Students enrolled in SMART START will gain important foundational skills needed for academic and lifelong success. Funding for 2.0 paraprofessionals at Poquonock Elementary School will provide additional support for SMART START classrooms.	100% of students who attend SMART START Pre-School and are eligible to be enrolled in Kindergarten at Poquonock Elementary School will demonstrate K readiness by June 2017, as measured by the Kindergarten Screening Tool.
2.5. Early reading support will assist struggling readers learn the skills needed to become competent readers. Improved reading skills will result in greater success throughout their academic careers. Funding for 2.0 Remedial Reading Teachers for Poquonock Elementary School (K-2) and Oliver Ellsworth Elementary School (K-2) will provide research-based direct instruction to improve phonemic awareness, i.e., ability to hear, identify and manipulate individual sounds or phonemes, in spoken words; comprehension and fluency, i.e., the ability to read accurately and quickly. According to the International Reading Association, "phonemic awareness abilities in kindergarten ... appear to be the best single predictor of successful reading acquisition."	50% of Tier 3 students in Grades K-2 will be at or above the reading benchmark as measured by the STAR Reading Assessment and be released from Tier 3 interventions by June 2017.
2.6. The WHS School/Community Liaison Coordinator coordinates all aspects of Young Men's Leadership Academy –Mentoring Program, Leadership Council, Big Sister Mentoring Program, Speedpass Summer Transition Program, etc. In addition the School/Community Liaison meets with students as needed to review academic standing, as well as to provide support for those students with any social-emotional concerns. The Coordinator will also track academic and disciplinary data to create quarterly reports.	100% of students receiving mentoring services through the WHS School/Community Liaison Coordinator will improve academic performance as measured by increased GPA reflected in quarterly reports.
2.7. Early mathematics support will assist struggling students learn the skills needed to become competent mathematicians. Improved mathematics skills will result in greater success throughout their academic careers. Funding of 1.0 Remedial Math Teacher for John F. Kennedy Elementary School (grades 3-5) will provide research-based direct instruction to improve students' conceptual and procedural understanding of mathematics.	50% of Tier 3 students in Grades 3-5 will be at or above the mathematics benchmark as measured by the STAR Mathematics Assessment and be released from Tier 3 interventions by June 2017.
2.8. Due to focus designation, funding is needed to implement the Math SAT Preparation Plan for Windsor High School Grades 9-11. The Math SAT Preparation Plan will provide targeted support to high needs students and develop skills for the SAT Math sections. The Windsor High School Preparation Plan will be in place at the start of the 2016-17 school year.	70% of high need students participating in the Math SAT Preparation Plan will meet or exceed the mean score in mathematics by May 2017, as measured by the SAT.

(derived from the combined Critical Reading, Writing, and Mathematics scores) of 600, as reported on the 2014 Profile of SA

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 ROTC Teacher	2.1.	1 FTE. Anticipated Salary \$64,000	\$ 64,000.00	\$ -	
2 Preschool Paraprofessionals	2.4.	2 FTE. Anticipated Salary \$40,000	\$ 40,000.00	\$ -	
2.0 Remedial Reading Teachers (grades K-2)	2.5.	2 FTE. Anticipated Salary \$166,437	\$ 166,437.00	\$ -	
1.0 School Community Liaison (WHS)	2.6.	1.0 FTE. Anticipated Salary \$67,807	\$ 67,807.00	\$ -	
1.0 Math Remedial Teacher	2.7.	1.0 FTE. Anticipated Salary \$50,000	\$ 50,000.00	\$ -	
100: Personnel Services - Salaries Subtotal:			\$ 388,244.00	\$ -	
200: Personnel Services - Benefits					
1 ROTC Teacher	2.1.	1 FTE. Benefits	\$ 12,500.00	\$ -	
2.0 Remedial Reading Teachers (grades K-2)	2.5.	2 FTE. Benefits	\$ 25,000.00	\$ -	
200: Personnel Services - Benefits Subtotal:			\$ 37,500.00	\$ -	
300: Purchased Professional and Technical Services					
After School Program Stipends	2.2	After School Program Stipends for 20 Teachers	\$ 30,000.00	\$ -	
Dr. Rachel Gabriel	2.3	Readers' Workshop	\$ 41,153.00	\$ -	
WHS Math SAT Plan (Math Focus School)	2.8.	WHS Math SAT Plan (Math Focus School)	\$ 7,800.00	\$ -	
				\$ -	
300: Purchased Professional and Technical Services Subtotal:			\$ 78,953.00	\$ -	
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:			\$ -	\$ -	
Talent Subtotal:			\$ 504,697.00	\$ -	

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 checked="" 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.	School-wide Positive Behavior Interventions and Supports (PBIS) is a systems approach to establishing the social culture and behavioral supports needed for all children to achieve both social and academic success. Funding will provide differentiated technical support to implement the core elements of the Multi-Tiered Systems of Support at all K-8 schools.	Differentiated technical support will improve MTSS implementation as measured by the average Tier 1 score increase from 75% to 85%, Tier 2 score increase from 67% to 80% , and Tier 3 score increase from 53% to 68% on the Tiered Fidelity Inventory by Spring 2017 as compared to Spring 2016. *Note: 80% is considered "full implementation".
3.2.	SPARK-LPW (Support and Programming Alternatives for Reaching Kids) is an alternative, special education high school program located off-site at LPW Wilson. SPARK-LPW is specifically designed for students who have experienced attendance, behavior and/or achievement difficulties in a traditional high school setting. It is for special education students where placement is recommended through a planning and placement team (PPT). SPARK-LPW utilizes positive behavioral intervention supports (PBIS) to enhance and maintain a positive learning environment. SPARK-LPW offers an individualized educational program which includes academics, counseling, online learning, service-learning projects and post-secondary/work readiness training. It is committed to providing a positive, student-centered, safe and academically comprehensive program sensitive to the varied learning styles of our students. Our goal is to empower our students, to become productive, confident, active and contributing members of their communities. Funding of the full time social worker at SPARK Program to manage the alternative education program at LPW and provide services as needed. Full time Social Worker will be in place at the start of the 2016-2017 school year.	Due to the full- time Social Worker in place for the 2016-2017 school year, office discipline referrals will decrease by 10% by Spring 2017, as compared to Spring 2016. The number of office discipline referrals will decrease from 262 to 236 by Spring 2017.
3.3.	The district will continue work growing out of the Excellence and Equity Study with Study Circles at the high school level.	70% of targeted students, i.e., students in classes of Study Circles teachers, will report positive outcomes by June 2017, as measured by the Study Circle Survey.
3.3.	Family Engagement and Community Partnership is a shared responsibility in which schools, families, community partners, constituent groups, etc. are committed to engaging and involving families in meaningful ways to actively support their children's learning. The objective of the .4 Public Relations Position will be to ensure two-way communication between school and family and engage families and community partners in support of academic achievement. The Public Relations staff will provide transparent communication that engages and informs our community through a variety of modalities, e.g., District Newsletter, District/School Websites, Facebook and Twitter.	A District newsletter will be published four times a year and social media, i.e., Facebook and Twitter, will be updated weekly by June 2017.
3.4.	Family Resource Centers support comprehensive, integrated, community-based systems of family support and child development services for students and families. Family Resource Centers represent a unique opportunity to develop a strong link between the school and the family to increase educational outcomes for the children. Before and after school services will continue to be provided to students and families at Clover Street Elementary School with funding for a full-time Family Resource Center Coordinator.	Clover Street family satisfaction will increase from 80% to 85% as measured by the percentage of individual ratings in the positive range (i.e., scores above 3.5 on a 5.0 scale) on the School Climate Survey in April 2017, as compared to April 2016.
3.5.	Chronic absenteeism will be addressed by providing a welcoming school environment and enhancing student-staff relationships through advisories. In addition funding will support Data Driven Decision Making processes at Windsor High School.	Chronic absenteeism at Windsor High School will decrease from 13% to 10% in May 2017 as compared to 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:
100: Personnel Services - Salaries				
1 Social Worker	3.2.	1 FTE. Anticipated Salary \$90,330	90,330	\$ -
.4 Public Relations Specialist	3.3.	.4 FTE. Anticipated Salary 20962	\$ 20,962.00	\$ -

1 Family Resource Coordinator	3.4.	1 FTE. Anticipated Salary \$40,000	\$ 40,000.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 151,292.00	\$ -
200: Personnel Services - Benefits				
1 Social Worker	3.2.	1 FTE. Benefits	\$ 12,500.00	\$ -
1 Family Resource Coordinator	3.4.	1 FTE. Benefits	\$ 12,500.00	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 25,000.00	\$ -
300: Purchased Professional and Technical Services				
EASTCONN Consulting	3.1.	Support and consulting on Multi Tiered Systems of Support	\$ 50,000.00	\$ -
Study Circles Consulting	3.3.	Support Excellence and Equity Study recommendations	\$ 15,000.00	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 65,000.00	\$ -
400: Purchased Property Services				
WHS Outreach Supplies	3.5.	Outreach Supplies	\$ 3,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ 3,000.00	\$ -
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:			\$ -	\$ -
Talent Subtotal:			\$ 244,292.00	\$ -

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 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.		
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:
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	\$ -	\$ 388,244.00	\$ -	\$ 151,292.00	\$ -	\$ -	\$ -	\$ -	\$ 539,536.00	\$ -
200: Personnel Services - Benefits	\$ -	\$ 37,500.00	\$ -	\$ 25,000.00	\$ -	\$ -	\$ -	\$ -	\$ 62,500.00	\$ -
300: Purchased Professional and Technical Services	\$ 15,000.00	\$ 78,953.00	\$ -	\$ 65,000.00	\$ -	\$ -	\$ -	\$ -	\$ 158,953.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ 3,000.00	\$ -	\$ -	\$ -	\$ -	\$ 3,000.00	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 15,000.00	\$ 504,697.00	\$ -	\$ 244,292.00	\$ -	\$ -	\$ -	\$ -	\$ 763,989.00	\$ -

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: Dr. Craig Cooke **HEREBY ASSURES THAT:**
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.

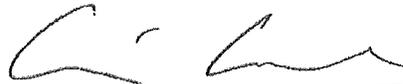
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other 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:



Name: *(typed)*

Dr. Craig Cooke
(Craig) Cooke
Craig A. Cooke, Ph.D.

Title: *(typed)*

Superintendent of Schools

Date:

August 8, 2016