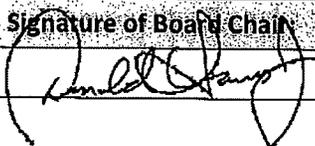


2017-18 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2017-18 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Bloomfield Public Schools	
FY 2018 Alliance District Allocation:	FY 2018 PSD Allocation (if applicable):
\$750,492	
Contact Person:	Contact Title:
Stacey McCann	Chief Academic Officer
Telephone:	E-mail Address:
860-769-4218	smccann@blmfld.org
Name of Superintendent:	
James Thompson, Jr., Ed.D.	
Signature of Superintendent:	Date:
	January 23, 2018
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Donald F. Harris	January 23, 2018
Signature of Board Chair:	Date:
	January 23, 2018

I. 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 2017-18 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 checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	District/school leadership development
<input checked="" type="checkbox"/>	Professional learning	<input checked="" type="checkbox"/>	Retention of top talent
<input checked="" type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of no more than three 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 (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Talent Priorities:		Aligned SMART Goals:
1.1.	Instructional Coaching/Professional Development: Staff one Director of Literacy to create professional learning opportunities for teachers and administrators on English Language Arts instructional strategies to implement across all disciplines. Director of Literacy will provide professional learning for teachers on CLOSE reading strategies in a variety of ways; through the data team process, professional development opportunities, and grade or classroom level consultations. The Director of Literacy will work in collaboration with district level Math Coaches and other content specific educators in the district to seamlessly integrate CLOSE reading strategies to content specific lessons.	<ul style="list-style-type: none"> • In alignment with ESSA goal targets, increase DPI for ELA from 60.8 in 2016-2017 to 61.9 in 2017-2018. Under the SB Growth Model, improve the Average Percent of Target Achieved for ELA from 50.7% in 2016-2017 to 54.5% in 2017-2018. • In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 91.0% in 2015-2016 to 91.2% in 2016-2017.
1.2.		
1.3.		

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. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Step 2; (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			
.5 FTE - Director of Literacy to create professional learning opportunities for teachers and administrators on English Language Arts instructional strategies to implement across all disciplines.	1.1	.5 FTE - Director of Literacy (50% of total salary for the 2017-2018 School Year).	\$ 71,174.00
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 71,174.00
200: Personnel Services - Benefits			
Benefits for Director of Literacy (.5 FTE)	1.1	Benefits for Director of Literacy	\$ 17,793.50
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 17,793.50
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 SUB-TOTAL:			\$	88,967.50

II. 2017-18 Academic Priorities

Bloomfield

Step 1: Place an "X" beside the district's 2017-18 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	<input type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Pre-Kindergarten
<input checked="" type="checkbox"/>	Supports for special populations (eg., EL, SPED)	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	College and career access	<input type="checkbox"/>	Other: _____
<input type="checkbox"/>	Alternative/transitional programs	<input type="checkbox"/>	

Step 2: Identify a core set of no more than three 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 (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Academic Priorities:		Aligned SMART Goals:
2.1	SRBI and Academic Interventions: Support early literacy by continuing (Year Four) Leveled Literacy Intervention for students receiving Tier II and Tier III services with two Reading Teachers serving Grades K-2. The Reading Teachers will work with the Director of Literacy to ensure vertical alignment in ELA and support the implementation of successful early reading strategies. Their work will include participation in Data Teams, Academic Reviews, Instructional Rounds, classroom embedded PD, and development of individual student intervention plans.	<ul style="list-style-type: none"> • In alignment with ESSA goal targets, increase DPI for ELA from 60.8 in 2016-2017 to 61.9 in 2017-2018. Under the SB Growth Model, improve the Average Percent of Target Achieved for ELA from 50.7% in 2016-2017 to 54.5% in 2017-2018.
2.2.	Tutoring Support: Provide tutoring support for Grades 9-12 at the high school for EL population and credit recovery. The Tutoring Support is for all content areas, with an emphasis on ELA and Math. The tutors provide student support with guidance from the Director of Literacy, the Director of Numeracy/Science, and the Secondary Math Coach.	<ul style="list-style-type: none"> • In alignment with ESSA goal targets, increase DPI for ELA from 60.8 in 2016-2017 to 61.9 in 2017-2018. Under the SB Growth Model, improve the Average Percent of Target Achieved for ELA from 50.7% in 2016-2017 to 54.5% in 2017-2018. • In alignment with ESSA goal targets, increase DPI for Math from 53.5 in 2016-2017 to 55.2 in 2017-2018. Under the SB Growth Model, improve the Average Percent of Target Achieved for Math from 51.1% in 2016-2017 to 54.9% in 2017-2018. • In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 91.0% in 2015-2016 to 91.2% in 2016-2017.

2.3.	District Level Curriculum and Instructional Support: Develop vertically aligned curriculum and instructional support through contracting of staff that will provide consultation on Instructional Rounds, Academic Review, Professional Development - PLC, and curriculum development. The contracted staff will work with the Chief Academic Officer, Director of Literacy and Math coaches to plan and implement content area curriculum writing and review, initial implementation and monitoring of the delivery of the curriculum, and oversee revisions where needed.	<ul style="list-style-type: none">• In alignment with ESSA goal targets, increase DPI for ELA from 60.8 in 2016-2017 to 61.9 in 2017-2018. Under the SB Growth Model, improve the Average Percent of Target Achieved for ELA from 50.7% in 2016-2017 to 54.5% in 2017-2018.• In alignment with ESSA goal targets, increase DPI for Math from 53.5 in 2016-2017 to 55.2 in 2017-2018. Under the SB Growth Model, improve the Average Percent of Target Achieved for Math from 51.1% in 2016-2017 to 54.9% in 2017-2018.
------	--	---

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to academic strategies outlined in Step 2; (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				
2 Reading Teachers to implement and coordinate LLI instruction and Tier II and III support.	2.1	2.0 FTE Reading Teachers at \$88,646 each for the 2017-2018 school year.	\$ 177,292.00	\$ -
3 Tutors at BHS to provide EL Support, Credit Recovery and content area instructional support.	2.2	3 FTE - @ \$36,762 each for the 2017-2018 school year.	\$ 110,286.00	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 287,578.00	\$ -
200: Personnel Services - Benefits				
Benefits for 2 Reading Teachers	2.1	Benefits for Reading Teachers	\$ 44,323.00	\$ -
Benefits for 3 BHS tutors	2.2	Benefits for tutors and ELA intervention for BHS	\$ 27,571.50	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 71,894.50	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
Contracted Curriculum Specialist includes participation in all Instructional Rounds, Academic Reviews, PD planning meetings, and monitoring of curriculum writing and revisions.	2.3	Yearly Contract for Curriculum Specialist at 3 days per week for 2017-2018 school year at \$650/day for 44 weeks.	\$ 85,800.00	\$ -
			\$ -	\$ -
			\$ -	\$ -

400: Purchased Property Services Subtotal:			\$ 85,800.00	\$ -
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:			\$ -	\$ -
ACADEMICS SUB-TOTAL:			\$ 445,272.50	\$ -

III. 2017-18 Culture and Climate Priorities

Bloomfield

Step 1: Place an "X" beside the district's 2017-18 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 2017-18 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/on-track for graduation
<input type="checkbox"/>	Suspension rate	<input checked="" type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1	Support Family/Community Engagement: Ensure building level progress for Family and Community Engagement (DAP Priority 4) by supporting increased school and district level communication with families by providing real-time student information through a increased technology capabilities. Information will include student performance data, homework, and attendance data for each student, helping bridge the gap between the classroom and the home and encouraging parent involvement early and more frequently. Increasing the ways in which parents can track student performance and attendance will help address the underlying issues in chronic absenteeism by allowing families to become informed partners in supporting student achievement.	<ul style="list-style-type: none"> In alignment with ESSA goal targets, decrease Chronic Absenteeism rates from 8.5% in 2016-2017 to 8.2% in 2017-2018.
3.2.		
3.3.		

Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to culture and climate strategies outlined in Step 2; (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				
District wide expanded communicaiton	3.1	Consultation fees for expanded communications capabilities to include a Parent Portal allowing parents to access student	\$ 4,052.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 4,052.00	\$ -
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:			\$ -	\$ -
CULTURE AND CLIMATE SUB-TOTAL:			\$ 4,052.00	\$ -

IV. 2017-18 Operations Priorities

Bloomfield

Step 1: Place an "X" beside the district's 2017-18 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<input checked="" type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input type="checkbox"/>	Technology integration	<input checked="" type="checkbox"/>	Other: <u>Infrastructure for Assessment</u>

Step 2: Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district operations strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Operations Priorities:		Aligned SMART Goals:
4.1.	Extended Learning Time: Implement extended school day to students in Grades 2-4 (additional 45 minutes daily) and grade 5 (additional 90 minutes daily) of Science and Math instruction and Co-Curricular Enrichment activities to raise present levels of academic performance for elementary level students. Program provides students an opportunity to receive additional instruction from certified teachers from 3-5 days a week. Program includes extensive experiential learning through project-based activities aligned with math and science standards, but also using CLOSE reading methodology as part the non-fiction reading necessary for the preparation for each activity.	<ul style="list-style-type: none"> • In alignment with ESSA goal targets, increase DPI for ELA from 60.8 in 2016-2017 to 61.9 in 2017-2018. Under the SB Growth Model, improve the Average Percent of Target Achieved for ELA from 50.7% in 2016-2017 to 54.5% in 2017-2018. • In alignment with ESSA goal targets, increase DPI for Math from 53.5 in 2016-2017 to 55.2 in 2017-2018. Under the SB Growth Model, improve the Average Percent of Target Achieved for Math from 51.1% in 2016-2017 to 54.9% in 2017-2018.
4.2.	Infrastructure for Assessment: Support and refine key strategies of the District Accountability Plan by providing staff, data systems, technical resources and professional learning resulting in increased academic performance for all students. The Accountability and Performance Director in collaboration with the Data System Manager work collaboratively to provide PD for teachers on student performance data systems utilized by the district and work with School Data Teams to develop and monitor performance targets within four key district priorities. Performance data on high stakes testing and benchmarks assessments, along with attendance data and discipline data, are organized and presented through user-friendly reports that supports the development of individualized student learning plans.	<ul style="list-style-type: none"> • In alignment with ESSA goal targets, increase DPI for ELA from 60.8 in 2016-2017 to 61.9 in 2017-2018. Under the SB Growth Model, improve the Average Percent of Target Achieved for ELA from 50.7% in 2016-2017 to 54.5% in 2017-2018. • In alignment with ESSA goal targets, increase DPI for Math from 53.5 in 2016-2017 to 55.2 in 2017-2018. Under the SB Growth Model, improve the Average Percent of Target Achieved for Math from 51.1% in 2016-2017 to 54.9% in 2017-2018. • In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 91.0% in 2015-2016 to 91.2% in 2016-2017.

<p>4.3. Support for District Reform Efforts: District Grant Specialist will work with District leadership to identify program gaps and funding needs in order to implement a grant procurement process that is aligned with district goals and objectives. The grant specialist also provides support at the teacher level for staff interested in seeking funds to support classroom level initiatives aligned to the overall School Accountability Plans.</p>	<ul style="list-style-type: none">• In alignment with ESSA goal targets, increase DPI for ELA from 60.8 in 2016-2017 to 61.9 in 2017-2018. Under the SB Growth Model, improve the Average Percent of Target Achieved for ELA from 50.7% in 2016-2017 to 54.5% in 2017-2018.• In alignment with ESSA goal targets, increase DPI for Math from 53.5 in 2016-2017 to 55.2 in 2017-2018. Under the SB Growth Model, improve the Average Percent of Target Achieved for Math from 51.1% in 2016-2017 to 54.9% in 2017-2018.• In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 91.0% in 2015-2016 to 91.2% in 2016-2017.
--	--

Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to operations 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				
22 Extended day certified teaching staff at two elementary schools (grades 2-4) to support additional learning in STEAM related content.	4.1	\$41.27 Hourly rate paid for 22 teachers 3 times per week to provide extended day instruction for grades 2-4. Other program costs covered through grants.	\$ 62,227.45	\$ -
Data System Manager supports the implementation of the Performance Plus System across the district by providing PD for teachers and support for all level data teams (Classroom/content, school and district).	4.2	.2 FTE System Manager at an annual salary of \$75,392	\$ 15,075.84	\$ -
Assistant Superintendent of Accountability and Performance oversee the implementation of District Priority 1 - Holistic Accountability. Priority 1 is the foundation of data team work. The data produced by this office informs rich discussions and strategic planning at classroom, content area, school level and district level data team.	4.2	.25 FTE of Assistant Superintendent of Accountability and Performance where total salary = \$172,212	\$ 43,053.00	\$ -
District Grant Specialist to support district reform agenda through strategic grants development.	4.3	.2 FTE District Grant Specialist at a yearly salary of \$116,550.	\$ 23,310.00	
100: Personnel Services - Salaries Subtotal:			\$ 143,666.29	\$ -
200: Personnel Services - Benefits				
Benefits for Data System Manager	4.2	Benefits for Data System Manager	\$ 3,768.96	\$ -

Benefits for Accountability and Performance Director	4.2	Benefits for Accountability and Performance Director	\$ 10,763.25	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 14,532.21	\$ -
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:			\$ -	\$ -
OPERATIONS SUB-Total:			\$ 158,198.50	\$ -

V. 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			
Data System Clerk to support the expanded use of data across the district to inform instruction. The data clerk is responsible for inputting data and generating reports utilized at data teams at the district and school level.		1.0 FTE at a yearly salary of \$48,174 for the 2017-2018 school year.	\$ 48,174.00
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 48,174.00
200: Personnel Services - Benefits			
Benefits for System Clerk		Benefits for System Clerk	\$ 5,827.50
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 5,827.50
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:			\$	-
NON-REFORM SUB-TOTAL:			\$	54,001.50

VI. FY '18 AD and PSD Budget Summary

Bloomfield

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	\$ 71,174.00	\$ 287,578.00	\$ -	\$ -	\$ -	\$ 143,666.29	\$ -	\$ 48,174.00	\$ 550,592.29	\$ -
200: Personnel Services - Benefits	\$ 17,793.50	\$ 71,894.50	\$ -	\$ -	\$ -	\$ 14,532.21	\$ -	\$ 5,827.50	\$ 110,047.71	\$ -
300: Purchased Professional and Technical Services	\$ -	\$ -	\$ -	\$ 4,052.00	\$ -	\$ -	\$ -	\$ -	\$ 4,052.00	\$ -
400: Purchased Property Services	\$ -	\$ 85,800.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 85,800.00	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 88,967.50	\$ 445,272.50	\$ -	\$ 4,052.00	\$ -	\$ 158,198.50	\$ -	\$ 54,001.50	\$ 750,492.00	\$ -

STATEMENT OF ASSURANCES

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

PROJECT TITLE: 2017-18 Consolidated Alliance and Priority School District
Application

THE APPLICANT: James Thompson, Jr., Ed.D. HEREBY ASSURES THAT:
Bloomfield Public Schools

(insert LEA 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, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and 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,

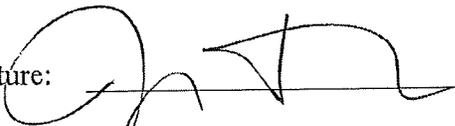
patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

- (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)* James Thompson, Jr.

Title: *(typed)* Superintendent of Schools

Date: January 18, 2018