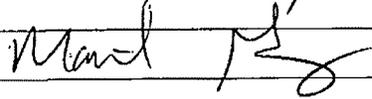
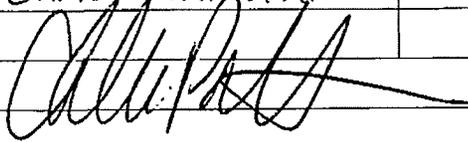


2017-18 Consolidated Alliance and Priority School District Application

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: MANCHESTER PUBLIC SCHOOLS	
FY 2018 Alliance District Allocation: \$3,821,324	FY 2018 PSD Allocation (if applicable): \$689,058
Contact Person: Dr./ Amy Radikas	Contact Title: Deputy Superintendent
Telephone: (860) 647-3447	E-mail Address: aradikas@mpspride.org
Name of Superintendent: Matthew Geary	
Signature of Superintendent: 	Date: 4/1/18
Name of Board Chair: Chris Patacchini	Local Board Approval of Plan (Yes/No):
Signature of Board Chair: 	Date: 4/1/18

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 checked="" type="checkbox"/>	Recruitment and human capital pipelines	<input 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 type="checkbox"/>	Retention of top talent
<input 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 (i.e., 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	Strengthen academy model at Manchester High School in order to break the school into smaller learning communities and support personalized learning at scale. All students in grades 10-12 are assigned to an academy. The goal of the academies is to allow students to pursue areas of interest while also making high school feel smaller. The centers include: Medical Careers, STEM-Design, Education and Public Service, Performing Arts and Communications, and Global Studies. The goal is to strengthen the academies through school-business partnerships, personalized learning experiences including internships, and job shadowing.	In alignment with ESSA goal targets, increase the 4 year graduation rate from 83.0% in 2015-16 to 83.8% in 2016-17. 150 or more students enrolled in each of the five academies in 2017-18 85% of students reporting high levels of investment in the academy and engagement in academy classes on the survey
1.2	Support leadership development for administrators and teacher leaders across the district. Working with Future Management and the Connecticut Center for School Change to develop and utilize district norms to build the capacity of administrator and teacher leaders to work collaboratively for the benefit of students.	In alignment with ESSA goal targets, increase the 4 year graduation rate from 83.0% in 2015-16 to 83.8% in 2016-17. 70% of teachers implementing student-centered strategies to support higher order thinking during classroom visits 80% of teachers implementing research-based literacy and numeracy practices during classroom visits

1.3	Recruit and retain talented teachers and administrators that are representative of the student population by providing support through Professional Learning Communities and Learning Walks which will encourage reflective practice, collaboration, professional learning, and TEAM mentor support.	<p>In alignment with ESSA goal targets, increase the DPI for Mathematics from 54.3 in 2016-17 to 55.9 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 52.0% in 2016-17 to 55.7% in 2017-18. In alignment with ESSA goal targets, increase the DPI for ELA from 57.9 in 2016-17 to 59.2 in 2017-18.</p> <p>Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 45.6% in 2016-17 to 49.8% in 2017-18. In alignment with ESSA goal targets, increase the 4 year graduation rate from 83.0% in 2015-16 to 83.8% in 2016-17. 3% increase in the number of certified minority staff</p> <p>90% of new teachers demonstrate Growth in Instructional Practice as measured by evaluation data</p> <p>85% of new teachers and administrators report positive response to PLC work and professional learning opportunities</p>
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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			
1.0 FTE Academy Director, Manchester High School	1.1	Academy Director at Manchester High School (Supports breaking school into smaller learning communities)	\$ 122,088.00
.5 FTE Director of Talent Development	1.3	Director of Talent Development	\$ 69,778.00
.5 Director of School Business Partnerships	1.1	Coordinate school-business partnerships including personalized student centered experiences including internships, job shadows etc.	\$ 67,500.00
100: Personnel Services - Salaries Subtotal:			\$ 259,366.00
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
Support for Leadership Development	1.2	Consulting services to support leadership development	\$ 20,000.00

Consultants to Support Expansion of World Language (Chinese) in Global Studies Academy	1.1	Central Connecticut State University Partnership Program	\$	55,000.00
Stipends for TEAM Mentors	1.3	Stipends for TEAM Mentors (Reduced from State Budget)	\$	27,500.00
300: Purchased Professional and Technical Services Subtotal:			\$	102,500.00
400: Purchased Property Services				
			\$	-
			\$	-
			\$	-
400: Purchased Property Services Subtotal:			\$	-

500: Other Purchased Services			
Field Trips to Support Academy Development	1.1	Field Trips to Various Places to support students in the academies through college visits to UCONN, Central CT State University, and Manchester Community College	\$ 25,000.00
Programming to Support Academy Development	1.1.	Field Trips to Various Places to support students in the academies through college visits to UCONN, Central CT State University, and Manchester Community College	\$ 15,000.00
			\$ -
500: Other Purchased Services Subtotal:			\$ 40,000.00
600: Supplies			
Instructional Supplies to Support Academy Development	1.1	Instructional Supplies to Support Academy Development	\$ 30,000.00
			\$ -
			\$ -
600: Supplies Subtotal:			\$ 30,000.00
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
TALENT SUB-TOTAL:			

II. 2017-18 Academic Priorities

Manchester

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 type="checkbox"/>	Common Core-aligned curriculum	<input type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Pre-Kindergarten
<input type="checkbox"/>	Supports for special populations (e.g., EL, SPED)	<input type="checkbox"/>	Pre-K - Grade 3 literacy
<input 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 (i.e., 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.	Ensure that all students have access to quality science instruction through the integration of Science Specialists to support integration of the Next Generation Science Standards and inquiry based learning at the elementary level. These specialists work to align curriculum instruction to the NGSS, coordinate the Science Fair and Invention Convention, and support math interventions at grades K-5.	In alignment with ESSA goal targets, increase the DPI for Mathematics from 54.3 in 2016-17 to 55.9 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 52.0% in 2016-17 to 55.7% in 2017-18. 90% of students engaged in inquiry-based learning at least twice per week (survey) 75% of students report a favorable experience in Science – Technology – Engineering – and Math programming (survey) 75% of teachers reporting increased student engagement in inquiry based tasks

2.2.	Strengthen intervention programming in the areas of mathematics and language arts K – 8 and college readiness 7-12 through the use of research-based programs, such as i-Ready, Fountas and Pinnel, Dibels, and PSAT. Also review the current utilization of reading specialists to support student learning needs.	<p>In alignment with ESSA goal targets, increase the DPI for Mathematics from 54.3 in 2016-17 to 55.9 in 2017-18.</p> <p>Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 52.0% in 2016-17 to 55.7% in 2017-18.</p> <p>In alignment with ESSA goal targets, increase the DPI for ELA from 57.9 in 2016-17 to 59.2 in 2017-18.</p> <p>Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 45.6% in 2016-17 to 49.8% in 2017-18.</p> <p>20% of students who qualify for tier II intervention will exit the program within one school year</p> <p>80% of students reading at grade level by the end of 2017-18</p>
2.3.	Utilize Manchester Adult and Continuing Education to provide support to parents of English learners through English as a Second Language and General Equivalency Diploma Courses. Provide 2 additional EL teachers at Verplank and Robertson Schools.	<p>In alignment with ESSA goal targets, increase the DPI for Mathematics from 54.3 in 2016-17 to 55.9 in 2017-18.</p> <p>Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 52.0% in 2016-17 to 55.7% in 2017-18.</p> <p>In alignment with ESSA goal targets, increase the DPI for ELA from 57.9 in 2016-17 to 59.2 in 2017-18.</p> <p>Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 45.6% in 2016-17 to 49.8% in 2017-18.</p> <p>70% of teachers working with ELs utilize EL strategies and Culturally Responsive teaching as evidenced through learning walk data</p> <p>10% improvement in EL graduation rate</p> <p>20% improvement in number of EL students at grade level in reading (F&P) from fall to spring</p>

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				
18.0 FTE STEM Specialists	2.1	2 STEM Specialists @ each Elementary School to support integration of Next Generation Science Standards and Math intervention	\$ 1,186,693.00	\$ -
7.0 FTE Interventionists	2.2	5 Reading Interventionists (Bowers, Keeney, Buckley, Highland, Bennet) and 2 Math Interventionists (Washington, Verplanck)	\$ 294,799.00	\$ 257,623.00
IMAGINE College Stipends	2.2	Stipends (\$500 per mentee) for IMAGINE College Mentors at MHS	\$ 55,000.00	
2.0 FTE EL Teachers	2.3	2.0 Additional EL Teachers (Verplanck, Robertson)	\$ 124,728.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 1,661,220.00	\$ 257,623.00
200: Personnel Services - Benefits				
Funds to offset the cost of FICA /Health Insurance for STEM Specialist	2.1		\$ 150,618.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 150,618.00	\$ -
300: Purchased Professional and Technical Services				
Support for Reading Intervention Evaluation	2.2	Consultant to Support Review and Evaluation of Middle School Reading Intervention	\$ 25,000.00	\$ -
Support for Parents of English Learners (ESL Courses, GED Courses etc.)	2.3	Contracted through Manchester Adult and Continuing Education	\$ 20,000.00	\$ -
Support for Implementation of Readers Workshop	2.2	Consultants to support readers workshop	\$ 15,000.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 60,000.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -

			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -

500: Other Purchased Services				
Testing for students in grades 8 - 11		PSAT 8/9 and PSAT	\$ 10,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 10,000.00	\$ -
600: Supplies				
Fountas and Pinnell Classroom Libraries to Support Reading Grades K-3	2.2	F&P Libraries \$3000 per library X 9 grade level classrooms (1 grade 1 kit per school) \$565 shipping fee.	\$ -	\$ 27,565.00
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ 27,565.00
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
ACADEMICS SUB-TOTAL:			\$ 1,881,838.00	\$ 285,188.00

III. 2017-18 Culture and Climate Priorities

Manchester

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 checked="" 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 (i.e., 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.	Strengthen School-Family Partnerships through the development of Family Resources Centers in each school. Centers provide families with various opportunities to learn through playgroups and family engagement activities. Each FRC is located in a school building, thus the FRC Site Coordinator is part of the staff and works with the staff to establish small groups to support academic and social/emotional learning.	In alignment with ESSA goal targets, decrease the percentage of students who are chronically absent from 16.9% in 2016-17 to 16.0% in 2017-18. 20% increase in the number of families accessing Family Resource Center programming at each location At least 85% parent participation in elementary parent conferences (Fall and Spring)
3.2.	Improve student attendance through enhanced monitoring (monthly) of attendance data during school attendance team meetings and increased communication to parents and families about the importance of regular attendance at the elementary level, through letters and phone calls home; and utilization of Attendance Works resources.	In alignment with ESSA goal targets, decrease the percentage of students who are chronically absent from 16.9% in 2016-17 to 16.0% in 2017-18. 4% reduction in students classified as chronically absent (monitor monthly) 8% reduction in students in Grades K and 1 who are chronically absent (monitor monthly)

3.3.	Strengthen school climate at the elementary and middle levels through the implementation of research-based interventions and support, such as the utilization of the Equity-Informed School Climate Assessment which identifies areas of growth in the area of culture and climate.	In alignment with ESSA goal targets, decrease the percentage of students who are chronically absent from 16.9% in 2016-17 to 16.0% in 2017-18. 10% reduction in office referrals 20% decline in the number of in and out of school suspensions of student from underrepresented groups
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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				
4.0 Family Resource Center Coordinators	3.1	FRC Coordinators at Buckley, Waddell, Verplanck and Bowers	\$ 153,195.00	\$ -
3.0 Assistant Principals (School Climate)	3.3	Assistant Principals at Illing, Bowers, and Keeney to support Climate work including Social Emotional Learning Curriculum and Restorative Practices	\$ 349,133.00	\$ -
1.0 Coordinator of Attendance and Communication	3.2	System-wide Administrator to Support Attendance, Communication, and Climate	\$ 124,601.00	
2.0 Substance Abuse Counselors	3.3	Substance Abuse Counselors at Illing Middle School and Manchester High School	\$ 96,073.00	
6.0 Behavior Technicians	3.3	Behavior Techs to support implementation of SEL curriculum and restorative practices at 6 schools (Buckley, Robertson, Keeney, Highland, MHS, Verplanck)	\$ 208,757.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 931,759.00	\$ -
200: Personnel Services - Benefits				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
Consulting Support for Academic Parent Teacher Team Pilot	3.1	Consulting Support for APPT	\$ 25,000.00	\$ -
Program Managers to support after school programming	3.3	Partial funding of program managers for after school program - staff work 4 hours during the school day as well	\$ 105,000.00	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 130,000.00	\$ -

400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -

500: Other Purchased Services				
Subs to Support Release time for School Climate Discovery Days	3.3	Release teachers to conduct school climate discovery days (data collection) w Social Emotional Learning Coordinator	\$ 10,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 10,000.00	\$ -
600: Supplies				
Supplies and Materials to Support Middle School Behavioral Expectations Modified PBIS Programming	3.3	Supplies including field trips, reward items and experiences, and communication of school-wide expectations	\$ 25,000.00	\$ -
Supplies and Materials to Support Welcoming Center	3.1	Supplies to support welcoming center	\$ 5,000.00	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 30,000.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
				\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
CULTURE AND CLIMATE SUB-TOTAL:			\$ 1,101,759.00	\$ -

IV. 2017-18 Operations Priorities

Manchester

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

Step 2: Identify a core set of 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 (i.e., 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.	Continue to integrate 1:1 technology (chromebooks) to support personalized student-centered learning in Grades 5 - 12. Technology Integration Specialists will collaborate with Library Media Specialists and Department Head/Content Specialists to revise units of study to purposefully integrate the use of technology in order to create engaging tasks for students. Specialists will collaborate with teachers to customize learning experiences to students' individual learning needs, skills, and interests.	In alignment with ESSA goal targets, increase the 4 year graduation rate from 83.0% in 2015-16 to 83.8% in 2016-17. In alignment with ESSA goal targets, increase the DPI for Mathematics from 54.3 in 2016-17 to 55.9 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 52.0% in 2016-17 to 55.7% in 2017-18. In alignment with ESSA goal targets, increase the DPI for ELA from 57.9 in 2016-17 to 59.2 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 45.6% in 2016-17 to 49.8% in 2017-18.
4.2.		

4.3.		
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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				
3.0 FTE Technology Integration Specialists	4.1	1 Technology Integration Specialists in each building (Bennet, Illing, Manchester High School) where there is 1:1	\$ 225,861.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 225,861.00	\$ -
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				
800 Chromebooks to Support 1:1 Programming	4.1	800 Chromebooks to replace two grade levels of devices	\$ 150,000.00	\$ 130,000.00
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ 150,000.00	\$ 130,000.00
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
OPERATIONS SUB-Total:			\$ 375,861.00	\$ 130,000.00

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			
			\$ -
			\$ -
			\$ -
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			
Rental of Welcoming Center Space	3.1	Rental of Space on 555 Main Street to Open Welcoming Center	\$ 30,000.00
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ 30,000.00
NON-REFORM SUB-TOTAL:			\$ 30,000.00

VI. FY '18 AD and PSD Budget Summary

Manchester

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	\$ 259,366.00	\$ 1,661,220.00	\$ 257,623.00	\$ 931,759.00	\$ -	\$ 225,861.00	\$ -	\$ -	\$ 3,078,206.00	\$ 257,623.00
200: Personnel Services - Benefits	\$ -	\$ 150,618.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 150,618.00	\$ -
300: Purchased Professional and Technical Services	\$ 102,500.00	\$ 60,000.00	\$ -	\$ 130,000.00	\$ -	\$ -	\$ -	\$ -	\$ 292,500.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ 40,000.00	\$ 10,000.00	\$ -	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ 60,000.00	\$ -
600: Supplies	\$ 30,000.00	\$ -	\$ 27,565.00	\$ 30,000.00	\$ -	\$ -	\$ -	\$ -	\$ 60,000.00	\$ 27,565.00
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 150,000.00	\$ 130,000.00	\$ -	\$ 150,000.00	\$ 130,000.00
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000.00	\$ 30,000.00	\$ -
TOTALS:	\$ 431,866.00	\$ 1,881,838.00	\$ 285,188.00	\$ 1,101,759.00	\$ -	\$ 375,861.00	\$ 130,000.00	\$ 30,000.00	\$ 3,821,324.00	\$ 415,188.00

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: Matthew Geary **HEREBY ASSURES THAT:**
Manchester 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

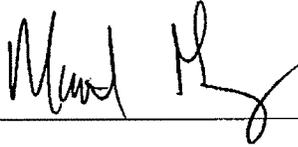
result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

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)*

Matthew Geary

Title: *(typed)*

Superintendent of Schools

Date:

April 13, 2018