

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: Windsor Locks Public Schools	
FY 2018 Alliance District Allocation: \$ 515,438	FY 2018 PSD Allocation (if applicable):
Contact Person: Dr. Susan A. Bell	Contact Title: Superintendent
Telephone: 860-292-5743	E-mail Address: sbell@wlps.org
Name of Superintendent: Dr. Susan A. Bell	
Signature of Superintendent: Susan A Bell	Date: 1/19/18
Name of Board Chair: Patricia L. King	Local Board Approval of Plan (Yes/No): 1/31/18
Signature of Board Chair: Patricia L King	Date: 1/31/18

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 type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input 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.	Consultation and coaching with the Great Schools Partnership for continued development of our structures that support a mastery-based, student-centered learning system. Scoring criteria that is general enough to be used with any demonstration of skill performance but specific enough to be reliable in measuring the skill development of performance indicators that make up each standard is an essential component of the assessment process in a mastery-based system. It is our intent to ultimately make these scoring criteria publicly accessible to both students and families. Currently, these scoring criteria are being crafted at the high school and middle school. We are using a consultant from the Great Schools Partnership, a leader in supporting school districts in creating the conditions in their districts to create mastery-based, personalized learning experiences for their students.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.1 in 2016-17 to 64.9 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 59.4 in 2016-17 to 60.6 in 2017-18. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 59.4 in 2016-17 to 60.6 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 57.6 in 2016-17 to 60.9 in 2017-18.
1.2.	Continued induction for new teachers and refresher training for teachers who already experienced Assessment in Daily Instruction (ADI) and Management in the Active Classroom (MAC) . These training focuses on the learner-centered aspect of our district's focus on improving the quality of instruction in order to successfully build student ownership in learning. The strategies are proven to work and have been observed at very high levels in many of the classrooms throughout the district. The institutes and the personalized coaching that is available to our teachers, given our long-term relationship with EL Education, are invaluable to our teachers' continued growth and development as facilitators of student-led learning.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.7 in 2016-17 to 52.6 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 43.1 in 2016-17 to 47.5 in 2017-18.

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			
Compensation to attend EL Education Institutes hosted at Windsor Locks Public Schools	1.2	Salary for teachers to attend ADI and MAC training - ADI: 25 teachers X 22 total hours X \$26/hour. MAC: 25 teachers X 14 total hours X \$26/hour.	\$ 23,400.00
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 23,400.00
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
EL Education Professional Learning Institutes for Assessment in Daily Instruction and Management in the Active	1.2	Two institutes - one 3-day (Assessment in Daily Instruction) and one 2-day (Management in the Active Classroom) institute, each institute day costs \$4500 X 5 = \$22,500	\$ 22,500.00
Consultation and Coaching from Great Schools Partnership:	1.1	Remaining cost to be covered from a \$24,000 contract - \$14,835 covered by BOE budget - total of 20 days of professional services provided to district.	\$ 9,165.00
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 31,665.00
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 SUB-TOTAL:			\$ 55,065.00

II. 2017-18 Academic Priorities

Windsor Locks

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 (e.g., EL, SPED)	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Instructional technology
<input type="checkbox"/>	College and career access	<input checked="" type="checkbox"/>	Other: <u>__Mastery of Content Standards_____</u>
<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.	Support all students in Grades K-3 in developing literacy skills through a community-wide program called Footsteps 2 Brilliance (F2B). Windsor Locks will become an "Innovation City" by purchasing a perpetual license for F2B, which makes the software available to everyone who lives both in Windsor Locks and to those families we serve who live in Hartford. The software incorporates a child-friendly platform for use, combined with a bilingual feature in Spanish. Windsor Locks will be able to harness this technology for use throughout the community-in our schools, the homes of our families, in doctors' waiting rooms, in home daycare centers, in the public library, in our afterschool programs, at the soccer field, on long car rides-anywhere you can imagine its use, our students will be able to access it! Another unique aspect of our Balanced Literacy approach, the skills students learn through Foundations will come to life in the classroom through the use of the online books and retell/writing opportunities for Footsteps to Brilliance. With a built-in assessment system, we can keep track of the all-important comprehension skills needed for students to advance in their reading abilities.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.1 in 2016-17 to 64.9 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 59.4 in 2016-17 to 60.6 in 2017-18. Also, 85% of students will realize an increase of at least 1 reading level from January 2018 to June 2018, as measured by the BAS.
2.2.	This is the first year we have used the Foundations Foundational Literacy/Phonics/Handwriting program and it has been a welcome addition to our balanced literacy approach. Students in Grades K and 1 have enjoyed the program and teachers have appreciated having a guide with which to provide the foundational literacy skills their children need for literacy success. We would like to expand the program for this year to our PreK program and Grade 2. We have seen already a significant shift in students' foundational literacy skills and we anticipate that, with continued exposure across all primary grades, we will be successful in reducing the amount of referrals for foundational skill deficits at our intermediate school when students have been exposed to the Foundations program for the duration of their time at North Street School.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.1 in 2016-17 to 64.9 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 52.3 in 2016-17 to 56 in 2017-18. Also, 85% of students will realize an increase of at least 1 reading level from January 2018 to June 2018, as measured by the BAS.

<p>2.3. After years of stagnant progress in Middle School Math achievement, we have made the decision to support our teachers and students with the purchase of CPM, a program that supports both Middle School and high school level math. From the CPM website: CPM's mission is to empower mathematics students and teachers through exemplary curriculum, professional development, and leadership. We recognize and foster teacher expertise and leadership in mathematics education. We engage all students in learning mathematics through problem solving, reasoning, and communication. CPM envisions a world where mathematics is viewed as intriguing and useful, and is appreciated by all; where powerful mathematical thinking is an essential, universal, and desirable trait; and where people are empowered by mathematical problem-solving and reasoning to solve the world's problems. This program has been vetted by our mathematics teachers and was suggested to our district by the professional developers for the Bridges Math program - our K-5 mathematics program. These two programs fit our instructional design philosophy of being student-centered, steeped in inquiry-based learning processes, and discovery and exploration of how to use math effectively in the real world. Our teachers have already been working hard at infusing both Smarter-balanced resources from the digital library into their instruction, while at the same time crafting learning experiences that are steeped in the strategies they have learned through EL training. We feel that this program is the next logical step in rounding out the desired excellence in mathematics instruction and learning that we know is possible from our teachers and our students.</p>	<p>In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 59.4 in 2016-17 to 60.6 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 57.6 in 2016-17 to 60.9 in 2017-18.</p>
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Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. 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				
Compensation for teachers to attend summer workshops for Foundations, prior to July 1, 2018	2.2	(up to) 25 teachers @ \$26/hour X 16 hours (8 hours per day)	\$ 10,400.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 10,400.00	\$ -
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				
Footsteps2Brilliance Academic Language Program for Students (ALPS) \$82,005 (less \$4114 for a pilot program in Windsor Locks from 4/2017-present) = \$77,893	2.1	Footsteps2Brilliance Academic Language Program for Students (ALPS) – Bilingual Version. Pricing includes up to 6 days of Professional Development, Support, Community Outreach, and 5 years of Hosting Fees. Serving up to 450 PreK-2nd Grade Students and all eligible 0-5 Year Olds and PreK-2nd Graders in Windsor Lock's service areas.	\$ 77,893.00	\$ -
Professional Development for up to 25 teachers for the Foundations Program - Summer Workshop days	2.2	2 days at \$1400 ea. To be held in Windsor Locks, CT.	\$ 2,800.00	\$ -
Cost of CPM Mathematics Program for Middle School and High School level courses. \$54992	2.3	Teachers (32, classroom and special education teachers) @ \$225/Teacher for the Teacher's edition and resources: \$7200. Students: Middle School (360) Textbooks, ebooks and consumable materials X \$74/student = 26,640. High School (240) same materials based on course X 74\$/student = 17,760. Algebra Tiles: (classroom sets) 32 X \$106 = 3392	\$ 54,992.00	\$ -
500: Other Purchased Services Subtotal:			\$ 135,685.00	\$ -
600: Supplies				
Foundations program \$20,536 for grades PK-2, NEW sets for Pre-K and grade 2, replacement sets for grades K and 1, and intervention kits	2.2	5 classroom sets for PK - \$1885; 6 classroom sets for grade 2: \$10319; Grade K Replacement consumables, 6 classrooms: \$1499; Grade 1 replacement consumables, 6 classrooms: \$1985; interventions kits for all grades: \$2048; shipping and handling, \$1492	\$ 19,228.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 19,228.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -

			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
ACADEMICS SUB-TOTAL:			\$ 165,313.00	\$ -

III. 2017-18 Culture and Climate Priorities

Windsor Locks

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 checked="" type="checkbox"/>	Graduation/dropout prevention/on-track for graduation
<input checked="" type="checkbox"/>	Suspension rate	<input type="checkbox"/>	Family engagement
<input checked="" 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.	Our priority at Windsor Locks High School is to support students in building the capacity to solve personal, adult, and peer-related problems in collaborative and prosocial ways. To support teachers and students to this end, we will contract the services of two Behavioral Consultants/Behavioral Analysts, who will visit classrooms, conduct observations, develop a plan for professional learning with teachers who werve students with emotional regulation skills gaps and then support teacher in implementing the plans. The BCBA's will also work with the school's counseling staff and other mental health supports to ensure that students are receiving the requisite counseling/therapy to help them develop the strategies to manager their emotional reactions and engage in problem solving techniques that are non-violent, non-aggressive, and successful in meeting their needs. During the first part of the 2017-2018 school year, we have seen a spike in the number of students engaging in reactionary ways to adverse circumstances, which has significantly affected both the school climate and the students' ability to effectively engage in academic work.	In alignment with ESSA Goal Targets, the chronic absenteeism rate for Windsor Locks students will decrease from 10.4% in 2016-2017 to 10.0% in 2017-2018.

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				
\$39,150 (cost for 2 Behavioral Consultants/Behavioral Analysts)	3.2	Two BCBA experts from Interlocking Connections at \$75/hr. X 6hrs/day X 87 days (2/1/18 through	\$ 78,300.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 78,300.00	\$ -
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				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
CULTURE AND CLIMATE SUB-TOTAL:			\$ 78,300.00	\$ -

IV. 2017-18 Operations Priorities

Windsor Locks

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 checked="" type="checkbox"/>	Student enrollment processes
<input checked="" type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input type="checkbox"/>	Technology integration	<input checked="" type="checkbox"/>	Other: _____ Family Engagement_____

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.	To better serve families, and to complement our family, school, community partnership and engagement initiative that has been supported for the last four years by the Hartford Foundation for Public Giving, we would like to establish a central registration system, so that families who are new to Windsor Locks and families of students who are new to Windsor Locks through the Hartford Open Choice Program, have a one-stop experience when it comes to registering their children for school. With our Family Liaison, who serves as the Assistant to the Coordinator of Family and Community Engagement, we will establish a central registration system that streamlines the process for multiple families and begins the process of partnership and engagement during the first meeting with the family.	In alignment with ESSA goal targets, decrease the chronic absenteeism rate for Windsor Locks students from 10.4% in 2016-17 to 10.0% in 2017-18.
4.2.	In order to continue to support our Extended Year Program with vital and rigorous activities to support students mastering standards, we would like to provide them with the necessary supplies such as academic resources, field trips (including traveling museums and guest speakers that visit the students in school) in order to make their time in Extended Year Transportation for the last two weeks in June - In order to ensure that our students have no barriers to participating in the extended year program, we need to provide them with transportation. The program extends beyond July 1, so the transportation costs we are requesting are for the 10 days after the end of the school year prior to July 1. Students engaged in the activities included in Priority 4.3 (below), may also use this transportation.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.1 in 2016-17 to 64.9 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 59.4 in 2016-17 to 60.6 in 2017-18. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 59.4 in 2016-17 to 60.6 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 57.6 in 2016-17 to 60.9 in 2017-18.

4.3.	<p>Standards Mastery Intensives/Senior year extended learning time- We offered additional time for high school and middle school students last year to engage in interventions with subject area teachers through our "Standards Mastery Intensives". This extra time in the latter half of the year was very successful. We would like to offer these intensives even sooner - during the holiday and vacation day we have scheduled in February, during the April break, and just after the end of the school year. These are a bit different than our Extended Year program in that 1, the high school does not have an Extended Day/year program and 2, the focus is short-term interventions for students with less need in terms of mastering standards. For the students who have from 1-6 standards that they had not mastered throughout the school year. This will also support 12th grade students in working with teachers to make progress toward meeting graduation requirements (currently seniors are subject to meeting graduation requirements that are not mastery-based).</p>	<p>In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.1 in 2016-17 to 64.9 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 59.4 in 2016-17 to 60.6 in 2017-18.</p> <p>In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 59.4 in 2016-17 to 60.6 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 57.6 in 2016-17 to 60.9 in 2017-18. In alignment with ESSA Goal targets, increase the four-year adjusted cohort graduation rate from 86.8% in 2015-16 to 87.4% in 2016-17.</p>
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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				
Central Registration Coordinator, Stipend position - \$5,000	4.1	Stipend for Family Liaison to serve as the District's Central Registration Assistant. The \$5000 will be split over the entire year.	\$ 5,000.00	\$ -
Compensation for teachers to plan, prepare and deliver interventions to students who need to master standards outside of the school year	4.3	\$40/hour (contractual pay rate for delivering instruction during non-contracted days) X 8 hours/day X 16 days X 16 teachers	\$ 81,920.00	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 86,920.00	\$ -
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				
Cost of Transportation	4.3	7 buses X 10 days X \$164.29/day= \$11,500.	\$ 11,500.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 11,500.00	\$ -
600: Supplies				
Extended Year Program	4.2	\$2167 per school for costs related to operating the Extended Year program that begins the day after the last day of school. \$2167 X 3 schools	\$ 6,500.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 6,500.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
OPERATIONS SUB-Total:			\$ 104,920.00	\$ -

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			
\$24,000 per classroom X 5 classrooms (tables, kinesthtic chairs, storage towers and collaborative workstations for Student-centered learning)-North Street School, in Grades PK-2	Student-centered Learning	While this is a property expense, the remodeling of five classrooms using up-todate furniture that makes student-centered learning possible is directly in line with our mission, vision, and district improvement priorities. For our youngest learners, changing the environment to help them engage in collaborative learning, independent learning, with chairs that allow them to move and stimulate blood flow while sitting for longer periods of time will certainly be a welcomed addition to our student-centered learning environment. Remodeling 5 classrooms with furniture designed to support student-centered learning. Specifically, replacing desks with tables for collaborative discussions and discourse that allows students to more deeply engage in the content. As we have done this before with other grant funding in another school, the cost of the furniture to outfit one classrooms equals roughly \$24,000.	\$ 111,840.00
			\$ -
			\$ -
700: Property Subtotal:			\$ 111,840.00
800: Other Objects			
			\$ -
			\$ -

			\$	-
800: Other Objects Subtotal:			\$	-
NON-REFORM SUB-TOTAL:			\$	111,840.00

VI. FY '18 AD and PSD Budget Summary

Windsor Locks

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	\$ 23,400.00	\$ 10,400.00	\$ -	\$ 78,300.00	\$ -	\$ 86,920.00	\$ -	\$ -	\$ 199,020.00	\$ -
200: Personnel Services - Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300: Purchased Professional and Technical Services	\$ 31,665.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 31,665.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ 135,685.00	\$ -	\$ -	\$ -	\$ 11,500.00	\$ -	\$ -	\$ 147,185.00	\$ -
600: Supplies	\$ -	\$ 19,228.00	\$ -	\$ -	\$ -	\$ 6,500.00	\$ -	\$ -	\$ 25,728.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 111,840.00	\$ 111,840.00	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 55,065.00	\$ 165,313.00	\$ -	\$ 78,300.00	\$ -	\$ 104,920.00	\$ -	\$ 111,840.00	\$ 515,438.00	\$ -



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



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: Susan A. Bell, Ed.D. HEREBY ASSURES THAT:
Windsor Locks 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:

Susan A Bell

Name: *(typed)*

Susan A. Bell, Ed. D.

Title: *(typed)*

Superintendent

Date:

1/19/18