

Allocations

Windsor School District (164-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Allocations

	(1)	Alliance DG	(2)	Priority SDG	(3)	PSD - ESH	(4)	PSD - SS	Total
LEA		\$582,729.00		\$0.00		\$0.00		\$0.00	\$582,729.00
Total		\$582,729.00		\$0.00		\$0.00		\$0.00	\$582,729.00

Talent

Windsor School District (164-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place a check beside the district's 2018-19 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas which excludes spending under the Talent focus area.

- | | |
|--|---|
| <input type="checkbox"/> Recruitment and human capital pipelines | <input type="checkbox"/> Instructional coaching |
| <input type="checkbox"/> Hiring and placement processes | <input type="checkbox"/> District/school leadership development |
| <input type="checkbox"/> Professional learning | <input type="checkbox"/> Retention of top talent |
| <input type="checkbox"/> Evaluation | <input type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's talent-related reform priorities (identified in 1). Following the sample below, summarize each district talent strategy using a number (eg. 1.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Talent Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**1.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

Sample: 1.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

Windsor School District (164-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school academic systems. Place a check beside the district's 2018-19 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 checked="" type="checkbox"/> Pre-Kindergarten
<input 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"/> Alternative/transitional programs
<input type="checkbox"/> Other	

2. Identify a core set of no more than three strategies to advance the district's academic-related reform priorities (identified in 1). Following the sample below, summarize each district academic strategy using a number (eg. 2.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Academic Priorities:	Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**2.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

2.1 ROTC Teacher - The Alliance funding will provide salary for one ROTC teacher. The ROTC teacher is responsible to teach high school students character education, student achievement, wellness, leadership, and diversity. Rationale: Windsor Public Schools will continue this initiative in the 2018-19 school year, in order to improve climate, student engagement, and graduation rates at the high school. The ROTC Program supports the district goal of producing successful students who are college and career ready and have effective leadership, social, and communication skills. To this end, we have graduates that leave the ROTC program and pursue careers in the military.

Sample: 2.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

2.1 In alignment with ESSA goal targets, increase the four-year adjusted cohort graduation rate from 86.8% in 2016 - 2017 to 88.0% in 2018 - 2019.

2.2 Early Literacy and Numeracy & Academic Interventions: Windsor Public Schools will use Alliance funds to support the salaries of mastery teachers and one paraprofessional hired to work in elementary schools. The Alliance funding will support up 1.0 paraprofessional at Poquonock Elementary School to provide additional instructional support for SMART START preschool classrooms. The paraprofessional supports access to the Tier 1 Curricula, i.e., Connect4Learning. The SMART START programming provides access to a high-quality preschool experience to improve the overall academic outcomes and reduce the achievement gap. The Alliance funding will support 1.0 Math Mastery Teacher (Grades 3-5) to provide research-based Tier 3 direct instruction to improve students' conceptual and procedural understanding of mathematics. The Alliance funds will support 2.0 Reading Mastery Teachers (Grades K-2) to provide research-based Tier 3 direct instruction to improve students' phonemic awareness, i.e., ability to hear, identify and manipulate individual sounds or phonemes in spoken words; comprehension and fluency, i.e., the ability to read accurately and quickly. Rationale: Students enrolled in SMART START or receiving support from mastery teachers will gain important foundational skills needed for academic and lifelong success. The addition of staff to support early detection and remedy of math and reading difficulties eliminates future deficits and improves success with increasingly complex and abstract mathematical concepts studied throughout secondary grades.

2.3 Additional Learning Time: The Alliance funding will provide stipends for 20 teachers to facilitate the after school academic enrichment clusters at Windsor High School and Sage Park Middle School. After school enrichment clusters, e.g., project-based learning and Make Music Count, will provide enrichment and support for middle and high school students. Rationale: The enrichment will reinforce learning and provide students with opportunities to explore interests, connect with peers and/or adults, etc. The district will continue enrichment and mathematics support for the current year and expect positive correlations between extended learning time and student outcomes.

2.2 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.1 in 2016-17 to 65.8 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for English Language Arts (ELA) from 56.0% in 2016-17 to 62.7% in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for mathematics from 60.7 in 2016-17 to 62.9 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for mathematics from 64.8% in 2016-17 to 70.2% in 2018-19.

2.3 In alignment with ESSA goal targets, increase the four-year adjusted cohort graduation rate from 86.8% in 2016 - 2017 to 88.0% in 2018-19 and six-year cohort graduation rate from 91.3% in 2016-17 to 91.9% in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for mathematics from 60.7 in 2016-17 to 62.9 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for mathematics from 64.8% in 2016-17 to 70.2% in 2018-19.

Windsor School District (164-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school climate systems. Place a check beside the district's 2018-19 climate-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

<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 checked="" type="checkbox"/> Family engagement
<input checked="" type="checkbox"/> Wraparound services	<input type="checkbox"/> Other

2. Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in 1). Following the sample below, summarize each district climate strategy using a number (eg. 3.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Climate Priorities:	Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**3.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

3.1 Social Worker/Academic and Behavior Interventions: SPARK-LPW (Support and Programming Alternatives for Reaching Kids) is an alternative, special education high school program which includes positive behavioral intervention supports (PBIS) to enhance and maintain a positive learning environment. The Alliance funding will support one social worker who will primarily provide behavior interventions. Rationale: SPARK-LPW (Support and Programming Alternatives for Reaching Kids) is an alternative, special education high school program located off-site at LPW Wilson and supported by a social worker. SPARK-LPW is specifically designed for students who have experienced attendance, behavior and/or achievement difficulties in a traditional high school setting and supported by a social worker. It is for special education students where placement is recommended through a planning and placement team (PPT). SPARK-LPW utilizes positive behavioral intervention supports (PBIS) to enhance and maintain a positive learning environment. While we did not meet our goal to decrease office referrals, the continuation of the individualized educational program which includes a social worker, academics, counseling, online learning, service-learning projects and post-secondary/work readiness training which increases student engagement, thus reducing absenteeism and improving the graduation rate.

Sample: 3.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

3.1 In alignment with ESSA goal targets, increase the four-year adjusted cohort graduation rate from 86.8% in 2016 - 2017 to 88.0% in 2018-19 and six-year cohort graduation rate from 91.3% in 2016-17 to 91.9% in 2018-19. In alignment with ESSA goal targets, the percentage of students who are identified as chronically absent will decrease from 9.7% in 2016-2017 to 9% in 2018-19.

3.2 The Family Resource Center Coordinator. The Family Resource Center Coordinator oversees a comprehensive resource program that offers both information and a support system to families in need and works toward accomplishing two primary goals: 1) Strive to eliminate obstacles for children that might hinder performance in the classroom and 2) Connect family members with a variety of community based agencies and offer families information that will enhance and strengthen family relationships. Rationale: The Family Resource Center Coordinator provides a unique opportunity to develop a strong link between the school and the family to improve educational outcomes for students, e.g. before and after school services, registration, summer programs, etc., resulting in increased graduation rates.

3.2 In alignment with ESSA goal targets, the percentage of students who are identified as chronically absent will decrease from 9.7% in 2016-2017 to 9% in 2018-19. In alignment with ESSA goal targets, increase the four-year adjusted cohort graduation rate from 86.8% in 2016 - 2017 to 88.0% in 2018-19 and six-year cohort graduation rate from 91.3% in 2016-17 to 91.9% in 2018-19.

3.3 The WHS School/Community Liaison Coordinator. The WHS School/Community Liaison coordinates all aspects of Young Men's Leadership Academy Mentoring Program, Leadership Council, Big Sister Mentoring Program, Speedpass Summer Transition Program, etc. In addition, the liaison meets with students as needed to review academic standing, as well as to provide support for those students with any social-emotional concerns. Rationale: The addition of student support services such as mentorship and transition programs positively contribute to improvements in climate and Tier 1, resulting in school wide improvements at Windsor High School, e.g., increased graduation rates.

3.3 In alignment with ESSA goal targets, increase the four-year adjusted cohort graduation rate from 86.8% in 2016 - 2017 to 88.0% in 2018-19 and six-year cohort graduation rate from 91.3% in 2016-17 to 91.9% in 2018-19.

Operations

Windsor School District (164-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school operations systems. Place a check beside the district's 2018-19 operations-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

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

2. Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in 1). Following the sample below, summarize each district operations strategy using a number (eg. 4.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Operations Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**4.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

Sample: 4.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

Related Documents

Windsor School District (164-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

Required Documents

Type	Document Template	Document/Link
ESSA Milestones [Upload at least 1 document(s)]	N/A	 ESSA Milestones - WPS

Windsor School District (164-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Object	Total
100 - Personal Services > Salaries	\$582,729.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$582,729.00
Allocation	\$582,729.00
Remaining	\$0.00

Budget Detail

Windsor School District (164-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

100 - Personal Services > Salaries - \$582,729.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	1.0 FTE Anticipated Salary for Social Worker @ SPARK
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$93,060.00	
Line Item Total:	\$93,060.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Anticipated Salary for Reading Mastery (Intervention) Teacher @ Oliver Ellsworth Elementary School
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$87,963.00	
Line Item Total:	\$87,963.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Anticipated Salary for Math Mastery (Intervention) Teacher at Clover Street

Purpose:	01 - Public School Activities	Elementary School
Focus Area:	Academics Goal 2.2	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$87,963.00	
Line Item Total:	\$87,963.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Anticipated Salary for Reading Mastery (Intervention) Teacher @ Poquonock Elementary School
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$87,963.00	
Line Item Total:	\$87,963.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Anticipated Salary for WHS Community Liaison
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Windsor School District (164-000)	

Quantity:	1.00	
Cost:	\$69,259.00	
Line Item Total:	\$69,259.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Anticipated Salary for ROTC Teacher
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$64,786.00	
Line Item Total:	\$64,786.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Anticipated Salary for Family Resource Coordinator
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$43,762.00	
Line Item Total:	\$43,762.00	

Object:	100 - Personal Services > Salaries	1.0 FTE Anticipated Salary for Preschool Paraprofessional at Poquonock Elementary School.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$22,973.00	
Line Item Total:	\$22,973.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Sage Park Middle School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Sage Park Middle School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	

School:		
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Sage Park Middle School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Sage Park Middle School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	

Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Sage Park Middle School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Sage Park Middle School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Sage Park Middle School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	

School:		
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Sage Park Middle School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Windsor High School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	

Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Windsor High School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Windsor High School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Windsor High School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	

School:		
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Windsor High School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Windsor High School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	

Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Windsor High School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Windsor High School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Windsor High School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	

School:		
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Windsor High School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	
Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Sage Park Middle School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	

Object:	100 - Personal Services > Salaries	After School Enrichment Cluster Stipend for Sage Park Middle School Teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windsor School District (164-000)	
Quantity:	1.00	
Cost:	\$1,250.00	
Line Item Total:	\$1,250.00	

Total for 100 - Personal Services > Salaries:	\$582,729.00
Total for all other Objects:	\$0.00
Total for all Objects:	\$582,729.00
Allocation:	\$582,729.00
Remaining:	\$0.00

Windsor School District (164-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		582,729.00	582,729.00
Total		582,729.00	582,729.00
		Allocation	582,729.00
		Remaining	0.00

Windsor School District (164-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Assurances

* **The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for CSDE, including those outlined below.**

- | | |
|-----------|--|
| 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 jobrelated 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.

* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA has received local board of education approval of this plan's submission. Date of board approval:

08/14/2018 