I. Call to Order
II. Roll Call
III. Opening Statement
IV. Dialogue Session
   1. Parent and Student Comment
   2. Public Comment
V. Reports
   1. Report of the Chair
   2. Report of the Superintendent
   3. Committee Reports
      o Finance & Audit Committee
      o Policy Committee
      o School Choice & Facilities Committee
      o Parent & Community Engagement Committee
      o Human Resources Committee
VI. Business Agenda
A. Items in Order of Importance
   1. Resolution: Recognition of Jovany Roman (The Board)
      Resolved That the Hartford Board of Education hereby recognizes and gives thanks for the heroic act of performing CPR when called upon of Jovany Roman and declares his actions and courage inspirational; his bravery and good judgment will be long remembered;
      Be it Further Resolved: that this resolution shall be presented to Mr. Roman’s family by the Chairman of the Hartford Board of Education.
   2. Administrative Appointment (Supt et al.)
      That the Hartford Board of Education approves the Superintendent’s recommendation to appoint Kitsia Ferguson to the position of Principal at the Capital Preparatory Magnet School, effective July 1, 2015.
3. Contract Approval: Scholastic, Inc. - $152,100 (Supt et al.)

The Hartford Public Schools will contract with Scholastic, Inc. iRead to provide a comprehensive computer-based reading resource to all HPS students in grades K-2 that is aligned to CT Core Standards and the HPS K-2 Early Literacy

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Scholastic, Inc. for the term delineated in the contract ending June 30, 2016 at a cost not to exceed $152,100.


Curriculum Associates will provide a comprehensive computer-based reading resource to all HPS students in grades 3-8; and math resource to students in grades K – 8, that are in alignment with CT Core Standards and all tiers of HPS curriculum and instruction.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Curriculum Associates for the term delineated in the contract ending June 30, 2017, at a cost not to exceed $362,115.


Learning Foundations will provide a comprehensive computer-based reading intervention resource to all HPS students in grades PreK-12 that is in alignment with CT Core Standards and all tiers of HPS curriculum and instruction.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Learning Foundations, Inc. for the term delineated in the contract ending June 30, 2016, at a cost not to exceed $245,055.

6. Hartford Montessori Moylan School Site (Supt. et al.)

The Hartford Board of Education Administration has investigated several possible sites for the Montessori Magnet School to remain in Hartford and is recommending the property at 425 Franklin Avenue, the current site of the CREC Discovery School. This site has over 41,000 square feet of space to accommodate the current enrollment and the future expansion of Montessori Magnet School.

That the Hartford Board of Education authorizes the Superintendent to negotiate and sign a non-binding letter of intent to purchase the 425 Franklin Avenue, Hartford, CT property for a purchase price not to exceed the appraised value.
B. Consent Agenda

7. Contract Continuation Approval: Teachscape $136,675 (Supt et al.)

Hartford Public Schools has contracted with Teachscape since March 2012. The 2015-16 school year, will mark Teachscape’s fourth full school year of implementation. Teachscape is a web-based platform that supports HPS in its core business of teaching and learning. Services received include observation and evaluation system, and observation training and assessment. Benefits include paperless processing of evaluation documents, performance data reporting tool, and a professional learning resource.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Teachscape, Inc. for the term delineated in the contract ending June 30, 2016, at a cost not to exceed $136,675.

8. Approval of Educational Specifications for Roof Replacement at Moylan School (Supt et al.)

The Hartford Board of Education accepts and approves the Educational Specifications for the roof replacement project at Moylan School and authorizes submission of the documents to the Office of School Facilities for purposes of securing a construction grant.

9. Approval of Contract Amendment: Hartford Parent University - Additional $10,000 (Supt et al.)

Hartford Parent University (HPU) was contracted in the amount of $78,334 in September 2014, to provide learning experiences for parents throughout the district. In this contract amendment, HPU provides an extension of these services in a pilot that advances a deepened approach that provides for the training of 15 parents in a partnership model with their schools to engage parents more deeply in their children’s education and to build a strong home-school connection focused on student achievement.

That the Hartford Board of Education authorizes the Superintendent to execute the amended contract with Hartford Parent University for the term ending June 30, 2015, at an amount not to exceed $88,344.

VII. Adjournment

Upcoming Board of Education Meetings

- BOE Special Meeting: SGC Annual Forum – June 2, 2015 at Moylan School, 101 Catherine Street

- BOE Regular Meeting – June 16, 2015 at JMMA, 150 Tower Avenue
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RESOLUTION

RECOGNITION OF:
JOVANY ROMAN

BACKGROUND

Whereas, Jovany Roman is a junior at Weaver High School’s Culinary Arts Academy; and

Whereas, Mr. Roman had only practiced CPR once in a physical education class; and

Whereas, Mr. Roman responded to the frantic call to help and performed CPR on a man who was unconscious for several minutes before regaining consciousness; and

Whereas, Mr. Roman's quick action saved a life;

RECOMMENDATION

NOW, THEREFORE, BE IT RESOLVED, that the Hartford Board of Education hereby recognizes and gives thanks for the heroic act of performing CPR when called upon of Jovany Roman and declares his actions and courage inspirational; his bravery and good judgment will be long remembered;

BE IT FURTHER RESOLVED: that this resolution shall be presented to Jovany Roman by the Chairman of the Hartford Board of Education.
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AGENDA

ITEM # 2

NEW BUSINESS

MAY 19, 2015

SCHOOL ADMINISTRATIVE
APPOINTMENT

DR. SCHIAVINO-NARVAEZ
MS. ALLEN

BACKGROUND

All staff selections for positions at the rank of principal or higher require Board of Education approval.

RECOMMENDATION

That the Board of Education approves the Superintendent’s recommendation to appoint the following individual to the position indicated:

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitsia Ferguson</td>
<td>$124,708</td>
<td>Principal, Capital Preparatory Magnet School</td>
<td>July 1, 2015</td>
</tr>
</tbody>
</table>
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AGENDA

ITEM # 3

NEW BUSINESS

MAY 19, 2015

CONTRACT APPROVAL:
SCHOLASTIC INC.

DR. SCHIAVINO-NARVAEZ
MR. SWAN

AMOUNT
$152,100

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

Scholastic Inc. will provide a comprehensive computer-based reading resource to all HPS students in grades K-2 that is aligned to CT Core Standards and the HPS K-2 Early Literacy curriculum. iRead is a web-based resource that students will have the opportunity to access for extended individualized learning outside of the regular school day. iRead also provides teacher instructional resources for small group instruction and intervention. HPS teachers will receive initial training from Scholastic Inc. and ongoing job-embedded professional learning on best practices for utilizing these resources from district curriculum coaches and intervention specialists.

iREAD MATERIALS AND SERVICES INCLUDED:

- iRead Subscription Primary Site Licenses (All K-2 Students)
- iRead Installation of Software
- 3 iRead Teacher Training Days
- iRead QuickStart Webinar sessions

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Scholastic, Inc. for the term delineated in the contract ending June 30, 2016, at a cost not to exceed $152,100.
1. Context/Overview

Much of the work within the departments of the Office of School Improvement and the Office of Academics this year has been focused on collaboration in maximizing best teaching practices and scientifically validated instructional resources. After examination, we realized that HPS campuses were using more than twenty-five different computer-based resources. Not only did it become challenging to support teacher learning and develop expertise around these resources to inform data team work, but many of these programs were not web-based so students were unable to use them outside of school. Furthermore, our largest vendor contracts expired this year, so students have repeatedly encountered technological problems using the existing resources.

Recognizing that computer-based instructional resources offer tremendous blended learning solutions; we have collaborated among departments to review various resources to make recommendations that will streamline our district offerings and which make it feasible for all students to have access to computer-based resources aligned to CT Core Standards and HPS curricula. iRead will be used to supplement K-2 core reading instruction.

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

Student licenses for individualized computer-based learning and teacher instructional resources as well as six half-day staff training sessions and three professional learning webinars.

3. Targeted populations to be served

HPS students in grades K-2.
4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

Provide high-quality tier 1 instruction and intervention support in reading for all students in grades K-2, increase access and opportunities for all students to improve their reading skills outside of school, and expand parent understanding of student reading performance and progress.

5. Alternative options (alternative sources, best priced solutions, etc.)

6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

Progress will be measured by student data using:
* NWEA MAP data
* DIBELS assessment data
* iRead usage and growth data

7. Is this a sole source vendor?  ☑Yes  □No  □N/A

If sole source vendor, please specify why the purchase qualifies as sole source procurement:

a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

After careful review and consideration of available resources in the marketplace, iRead is the most highly recommended computer-based early literacy resource because of its alignment to the CT Core Standards and HPS K-2 curriculum, in addition to positive student experiences as evidenced by observations and feedback from an HPS pilot at Rawson School.

b. Any other information that supports the need for the sole source request.

Currently Rawson School is piloting this program with success as measured by NWEA MAP data, DIBELS data and iRead usage and growth reports.

8. For grants only:

a. Identify partnerships and their financial commitment included in the grant

b. Please attach a copy of the grant abstract and other applicable documents
Hartford School District

Scholastic’s Primary Literacy Solution for Grades K–2

The breakthrough digital program designed to ensure mastery of all foundational reading outcomes by 2nd grade.

March 27, 2015

PROGRAM OVERVIEW

Scholastic iRead is a new, digital foundational reading solution designed to close the achievement gap before it begins and place all K–2 students on a predictable path to college and career readiness.

After more than a decade of research working in System 44 and READ 180 classrooms, we know the impact our adaptive technology and differentiated instruction has had for older, struggling readers. We’ve also seen the challenges that educators face when trying to effectively teach literacy in the primary grades—increased class size, greater language diversity, and more readiness levels—all in the face of higher academic standards. Yet preparation has not kept up with rising expectations. Too many children leave second grade without mastering foundational reading skills—leaving them underprepared for the rigorous academic demands of the 21st century.

In response, Scholastic turned to leading researchers and practitioners in education, cognitive science, and gaming theory to ask a difficult question: How can we close the achievement gap before it begins?

Together, we formulated a theory of action about what it will take to close the achievement gap for primary students.

- Mastery of foundational reading skills, such as phonemic awareness, phonics, decoding, and fluency, is essential to long-term literacy success.
- Instruction and practice in these skills must be personalized, systematic, intensive, and accountable.
- This is a gap that can be closed. Technology, paired with thoughtful instruction, is uniquely suited to the task.

FIVE CORE PRINCIPLES

The iRead student software provides targeted instruction, embedded assessment, and ongoing practice in phonological awareness, alphabet knowledge, phonics, decoding, word recognition, fluency, and morphological awareness—ensuring mastery of foundational reading by the end of second grade. iRead is designed around five core principles:

1. A personalized learning progression for each child.
2. Embedded assessments to ensure children are taught to mastery.
3. The best thinking from cognitive science and gaming theory.
4. Technology that complements what teachers do best and enables them to maximize efficiency.
5. An engaging, supportive environment for children and their families.
**FLEXIBLE IMPLEMENTATION**

*iRead* can significantly boost the effectiveness of any core reading curricula or program. Adaptive, personalized Software and Digital Teaching Tools provide effective instruction and practice during your literacy block—and outside of it.

**K–2 LITERACY BLOCK**

*iRead* fits seamlessly into any K–2 classroom and can be used during independent learning centers, small-group differentiated instruction, or whole-class instruction.

**ACCESSIBLE ANYTIME/ANYWHERE**

A web-based program, *iRead* grants children 24/7 access to the instructional software and can be used during literacy centers, computer labs, resource rooms, before/after school, summer school, or at home.


**RESEARCH FOUNDATION**

An extensive body of research and expert opinion confirms the importance of explicit and systematic instruction in foundational literacy skills in helping children learn to read—instruction that involves deliberate training in the foundational skills that student need to progress from decoding what they read to understanding what it means. *iRead* reflects this body of research by integrating advancements in technology with the sound instructional practice to more effectively and efficiently help every student learn how to read, so that they can learn from what they read. For more information, go to [http://teacher.scholastic.com/products/iread/pdfs/iRead_ResearchFoundation_2013.pdf](http://teacher.scholastic.com/products/iread/pdfs/iRead_ResearchFoundation_2013.pdf)

**LEADING AUTHORS AND ADVISORS**

*iRead* was developed with the expertise of nationally recognized researchers and practitioners in foundational reading, leveraging the best thinking and research in education, cognitive science, and gaming theory to place all K–2 students on a predictable path to college and career.

- Dr. Marilyn Jager Adams, Brown University—*Phonics and Foundational Literacy Instruction*
- Dr. Ted Hasselbring, Vanderbilt University—*Adaptive Technology & Cognition*
- Dr. Anne Cunningham, University of California, Berkeley—*Brain Development*
- Phyllis C. Hunter, Educational Reading Expert—*Literature*
- Dr. David Dockterman, Harvard University—*Gaming Theory*
- Dr. Julie Washington, Georgia State University—*Community Dialect*
- Dr. Elsa Cárdenas-Iágan, University of Houston—*Language Acquisition*

**A SERIES ON FOUNDATIONAL LITERACY AS SEEN IN EDUCATION WEEK**

Scholastic relied on thirteen scholars and researchers in the field of education to confront one of the most critical issues in the United States: *disparity in academic achievement*. These leaders detail the steps that we must take now in order to close the achievement gap for all students. *iRead* was developed to meet this challenge. To read the series, go to [http://teacher.scholastic.com/products/iread/early-education-research/#/closing-the-achievement-gap](http://teacher.scholastic.com/products/iread/early-education-research/#/closing-the-achievement-gap)

**TESTIMONIALS AND OBSERVATIONS FROM EDUCATORS**

One of the best ways to learn more about *iRead* and how it’s helping primary children accelerate their reading is through the words of the educators using the program.

- "*iRead* has made my students better readers. Ever since we started *iRead* I feel like they’re more into reading their books and they’re more focused on what they’re reading. They’re more excited about reading, they feel more confident, and they’re more engaged.,"
- "One student really stands out in my mind because this student was not confident. She had a block in terms of approaching words, not knowing where to start or how to read the word. Whereas before she was approaching the whole word and now she’s breaking up the word into different parts. I’ve noticed when she’s on *iRead* the activity that she’s on is exactly what she needs.,"
- "If I feel the students are receiving the practice they need with the skills they find difficult.,"
- "My students LOVE *iRead*! They cheer when it’s time for *iRead* Flexible Groups!!,
- "I love that students are engaged. They enjoy the program and connect class instruction to *iRead* experiences.,"
PROGRAM COMPONENTS

The program components of *iRead* engage today’s digital natives while empowering their teachers.

TEACHER MATERIALS

*iRead* places teachers front and center, recognizing their critical role in the lives of students. The program complements what teachers do best—enabling them to plan and deliver data-driven, high-impact instruction.

- **Scholastic Central**: a digital environment where educators can access all of the resources they need to be effective and efficient in the classroom—including actionable data and reports; strategic grouping; robust, point-of-use teaching tools; and ongoing professional development.
- **Teacher Kit**: including the *iRead* Professional Guide, Alphabet Poster, and 44 Sounds Poster
- **Professional Development**: provided by Scholastic Literacy Solutions

STUDENT MATERIALS

- **Personalized Software**: The *iRead* software ensures foundational reading fluency by the end of Grade 2 through targeted, explicit instruction and systematic practice in phonological awareness, alphabet knowledge, phonics, decoding, word recognition, syntax, fluency, and morphology. Aligned to research about how children learn to read, the software assesses performance in foundational reading and differentiates instruction based on each child’s individual needs.
- **Family Portal**: The *iRead* Family Portal offers access to a wealth of family print and video resources, including printable children’s books, downloadable decodable books, an overview of the program, and informative guides
- **iRead Books**: This add-on component provides a guided close reading library for grades K-2. This brand new library extends learning across the content areas through close and guided reading while strengthening foundations through extended reading practice.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORT

As a result of proven research-based instructional programs and through high-quality training and on-going classroom coaching, Scholastic has demonstrated the ability to scale student achievement in over 40,000 classrooms serving one million struggling students every day. We are honored to have the opportunity to join you in your journey to help raise literacy achievement and are pleased to share the following services necessary to accelerate all your K–2 students.

1. **Assigned Project Manager** support to help implement Scholastic’s *iRead* program and services
2. **Training and professional development** to ensure capacity building
3. **Ongoing in-classroom support** to help sustain and accelerate student achievement
4. **Hosting and technical support** to ensure the technology components of the implementation run efficiently

PROJECT MANAGEMENT SERVICES

A Scholastic Implementation Project Manager from Literacy Solutions will work closely with district and school-level leadership to provide ongoing implementation support. Project management services include the following:

- Development, management, and documentation of the district’s implementation plan
- Management and monitoring of ongoing professional development as outlined in the service agreement
- Facilitation of data collection and reporting processes to ensure implementation success and student achievement

TEACHER TRAINING WEBINAR

This two-hour getting started webinar will give teachers a high level overview of *iRead* and how it can be implemented in classrooms.
INITIAL TRAINING FOR TEACHERS
This getting started training for all teachers will focus on the following key objectives to ensure the successful start-up and implementation of iRead (maximum 30 participants):

- Understanding Scholastic Central
- Using the interactive whiteboard tools
- Implementing iRead with your core reading program
- Differentiating Instruction using iRead data

IN-CLASSROOM SUPPORT FOR TEACHERS (one visit per quarter per school)
Scholastic consultants will provide regular in-person, one-on-one, or group-based support within the classrooms throughout the year to ensure successful implementation of the program. The Scholastic In-Classroom Support framework focuses on four key areas of implementation:

- Supporting the program implementation
- Integrating iRead with core instruction
- Managing the learning environment
- Monitoring progress

The Scholastic consultant will:

- Observe and assess implementation, management, instruction, and assessment practices
- Assist teachers with goal setting to improve challenges
- Develop an action plan for support (including classroom demonstrations, co-planning, co-teaching, assistance with data collection and analysis, providing targeted resources, opportunities for debriefing and discussion)
- Continuously assess, monitor, and set new goals based on success toward standards

ONGOING PROFESSIONAL LEARNING
Scholastic offers a new Foundational Reading Series, Grades K–3 that provides teachers and coaches with research-based strategies focused on developing young readers. The series offers high-quality professional learning that will meet participants where they are and help them understand and address the rigor of new standards for ELA. Four seminars, designed as half-days, can stand on their own or be delivered as part of a continuum that builds on the previous strategies. The seminars include:

- Establishing Literacy Foundations This seminar provides tools to teach alphabet knowledge, phonological awareness, phonics, and decoding to support the development of all readers.
- Building Fluency: The Bridge to Comprehension This seminar provides strategies to help readers develop fluency, the critical bridge between decoding and comprehension.
- Developing Oral Language, Vocabulary, and Knowledge This seminar provides strategies for broadening children’s knowledge of the world through the development of strong oral language and vocabulary skills.
- Personalizing and Differentiating Instruction This seminar provides strategies to personalize and differentiate instruction by determining individual needs, managing a respectful classroom community, and using instructional routines that meet the needs of all learners.

HOSTING, PRODUCT SUPPORT AND MAINTENANCE
Scholastic’s hosting, support and maintenance plan provides a comprehensive, solutions-based service to effectively implement and maintain iRead and other Scholastic programs. Scholastic’s expert technical support team is available for phone, online, and e-mail support. The Product Support and Maintenance Plan also include access to maintenance upgrades and software patches.

Scholastic has worked with leaders and teachers in the most challenging schools in the country to produce sustained gains in student achievement. We know that literacy is the engine that drives far more than higher test scores. It drives self-esteem, confidence and a belief in every student’s ability to learn. Real change starts with culture: Successful schools are communities, comprised of students, teachers, leaders and parents who share a common vision for improvement. We’ve seen first-hand that it can be done. We look forward to partnering with you and your district to implement Scholastic’s iRead program and professional services.
iREAD MATERIALS AND SERVICES INCLUDED WITHIN THIS SOLUTION

- 31 iRead Subscription Primary Site License (All K–2 Students)
- iRead Installation of Software
- 3 iRead Teacher Training Days
- iRead QuickStart Webinar sessions

Total Cost $152,100.00 and a Savings of $60,494.00

Proposal is valid thru 5/31/2015
AGENDA

ITEM # 4

NEW BUSINESS

MAY 19, 2015

DR. SCHIAVINO-NARVAEZ
MR. SWAN

CONTRACT APPROVAL:
CURRICULUM ASSOCIATES

AMOUNT
$362,115

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

Curriculum Associates will provide a comprehensive computer-based reading resource to all HPS students in grades 3-8 and a comprehensive computer-based math resource to all students in grades K-8. The i-Ready resources are aligned to CT Core Standards and all tiers of HPS curriculum and instruction. i-Ready is a web-based resource that students will have the opportunity to access for extended individualized and personalized learning outside of the regular school day. i-Ready also provides teacher instructional resources for small group instruction and intervention. In addition to initial training from Curriculum Associates; HPS teachers will receive ongoing job-embedded professional learning on best practices for utilizing these resources from district curriculum coaches and intervention specialists.

i-Ready MATERIALS AND SERVICES INCLUDED:

- Student Reading Licenses (All students in grades 3-8), Student Math Licenses (All students in grades K-8)
- 3 i-Ready Teacher Training Days
- 3 i-Ready Professional Learning Webinar sessions

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Curriculum Associates for the term delineated in the contract ending June 30, 2017, at a cost not to exceed $362,115.
Curriculum Associates (i-Ready) Computer-Based Instructional Resource

Executive Form

1. Context/Overview

Much of the work within the departments of the Office of School Improvement and the Office of Academics this year has been focused on collaboration in maximizing best teaching practices and scientifically validated instructional resources. After examination, we realized that HPS campuses were using more than twenty-five different computer-based resources. Not only did it become challenging to support teacher learning and develop expertise around these resources to inform data team work, but many of these programs were not web-based so students were unable to use them outside of school. Furthermore, our largest vendor contracts expired this year, so students have repeatedly encountered technological problems using the existing resources.

Recognizing that computer-based instructional resources offer tremendous blended learning solutions; we have collaborated among departments to review various resources to make recommendations that will streamline our district offerings and make it feasible for all students to have access to computer-based resources aligned to CT Core Standards and HPS curricula. i-Ready will be used to supplement grades 3-8 core reading instruction and intervention and grades K-8 math instruction and intervention.

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

Student licenses for individualized and personalized computer-based learning and teacher instructional resources as well as six half-day staff training sessions and three professional learning webinars.

3. Targeted populations to be served

HPS students in grades 3-8 (reading) and grades K-8 (math).

4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

"Every student and every school thrives"
Provide high-quality tier 1 instruction and intervention support in reading and math for all students in grades 3-8 (reading) and K-8 (math), increase access and opportunities for all students to improve their reading skills outside of school, and expand parent understanding of student reading performance and progress.

5. Alternative options (alternative sources, best priced solutions, etc.)

6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

   Progress will be measured by student data using:
   * NWEA MAP data
   * i-Ready usage and growth data

7. Is this a sole source vendor?  ☑Yes  ☐No  ☐N/A

   If sole source vendor, please specify why the purchase qualifies as sole source procurement:
   a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

      After careful review and consideration of available resources in the marketplace, i-Ready is the most highly recommended computer-based reading resource because of its alignment with the CT Core Standards and HPS curriculum and instruction, in addition to positive student experiences as evidenced by observations and feedback from HPS district schools using the program.

   b. Any other information that supports the need for the sole source request.

      Currently twenty schools use i-Ready reading with success as measured by i-Ready usage and growth reports. 2015 District mid-year i-Ready growth reports indicate that students using i-Ready who completed a second diagnostic have achieved an overall increase of 150% of their growth target. In most grade levels, the percentage of students who placed on or above grade level rose significantly on the 2nd diagnostic.

8. For grants only:
   a. Identify partnerships and their financial commitment included in the grant

   b. Please attach a copy of the grant abstract and other applicable documents

"Every student and every school thrives"

960 Main Street Hartford CT 06103 • www.hartfordschools.org
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AGENDA

ITEM # 5

NEW BUSINESS

MAY 19, 2015

CONTRACT APPROVAL:
LEARNING FOUNDATIONS, INC.

DR. SCHIAVINO-NARVAEZ
MR. SWAN

AMOUNT
$245,055

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

Learning Foundations will provide a comprehensive computer-based reading intervention resource to all HPS students in grades PreK-12 that is in alignment with CT Core Standards and all tiers of HPS curriculum and instruction. Lexia is a web-based resource that students will have the opportunity to access for extended individualized and personalized learning outside of the regular school day. Lexia also provides teacher instructional resources for small group instruction and intervention. In addition to initial training from Learning Foundations, Inc., HPS teachers will receive ongoing job-embedded professional learning on best practices for utilizing these resources from district curriculum coaches and intervention specialists.

LEXIA MATERIALS AND SERVICES INCLUDED:

- Student Licenses (All students receiving reading intervention in grades PreK-12)
- 3 Lexia Teacher Training Days
- 3 Lexia Professional Learning Webinar sessions

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Learning Foundations, Inc. for the term delineated in the contract ending June 30, 2016, at a cost not to exceed $245,055.

Executive Form

1. Context/Overview

Much of the work within the departments of the Office of School Improvement and the Office of Academics this year has been focused on collaboration in maximizing best teaching practices and scientifically validated instructional resources. After examination, we realized that HPS campuses were using more than twenty-five different computer-based resources. Not only did it become challenging to support teacher learning and develop expertise around these resources to inform data team work, but many of these programs were not web-based so students were unable to use them outside of school. Furthermore, our largest vendor contracts expired this year, so students have repeatedly encountered technological problems using the existing resources.

Recognizing that computer-based instructional resources offer tremendous blended learning solutions; we have collaborated among departments to review various resources to make recommendations that will streamline our district offerings and make it feasible for all students to have access to computer-based resources aligned to CT Core Standards and HPS curricula. Lexia will be used as a foundational reading intervention for students in grades PreK-12.

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

Student licenses for individualized and personalized computer-based learning and teacher instructional resources as well as six half-day staff training sessions and three professional learning webinars.

3. Targeted populations to be served

HPS students receiving foundational reading intervention in grades PreK-12.

"Every student and every school thrives"
4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

Provide high-quality instruction and intervention support in reading for all students in grades PreK-12, increase access and opportunities for all students to improve their reading skills outside of school, and expand parent understanding of student reading performance and progress.

5. Alternative options (alternative sources, best priced solutions, etc.)

6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

Progress will be measured by student data using:
* DIBELS data
* Lexia usage and growth data

7. Is this a sole source vendor?  ☑Yes  ☐No  ☐N/A

If sole source vendor, please specify why the purchase qualifies as sole source procurement:
   a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

   After careful review and consideration of available resources in the marketplace, Lexia is the most highly recommended computer-based reading resource because of its alignment with the CT Core Standards and HPS curriculum and instruction as well as its longevity and excellent reputation in the marketplace for reading remediation.

   b. Any other information that supports the need for the sole source request.

8. For grants only:
   a. Identify partnerships and their financial commitment included in the grant

   b. Please attach a copy of the grant abstract and other applicable documents

"Every student and every school thrives"
Learning Foundations, Inc.

P.O. Box 755  Norwich, VT 05055
TEL: (800) 958-9177
FAX: (309) 402-3732

Scope of Services: Lexia Reading
District: Hartford Public Schools
Attn: Valerie Fenn
Prepared by: Aaron Somoza

Sole Source
Lexia Learning Systems LLC, represented by Learning Foundations, Inc. is the sole source for Lexia products and services for the States of Connecticut and Vermont, and Western Massachusetts.

Software Licensing
Lexia licenses are purchased on a subscription basis, either as unlimited site subscriptions or as individual student licenses. The unlimited site subscriptions are specific to designated schools, and the student licenses can be allocated to specific sites and/or left floating (first come first serve anywhere in the district). Student licenses are assigned to students upon their first login and remain assigned as long as the student is active within a 28 day rolling window. Licenses can be manually freed up and made available for different students, and are automatically removed by the program after 28 days of inactivity or if the student finishes the last level of the Lexia student application.

Training/ PD
Unlimited training is included in every Learning Foundations price quote. Training can be requested on-site by one of our three local trainers for no added cost, and web-trainings are also available. We also encourage periodic implementation and data reviews at the school and district levels.

Product Support
Unlimited product support is available by any staff member in the school/district. Teachers, building leaders and district leaders are encouraged to contact Learning Foundations with questions.

Teacher training and classroom materials can be purchased at cost from Lexia via Learning Foundations, Inc. All materials are available as PDF files to print by schools at no cost.

Technical Support
Unlimited technical support is available by any staff member in the school/district. Lexia’s Support Staff field these calls and emails at 800-507-2772, and Support@LexiaLearning.com Monday to Friday from 8:00 a.m. to 6:00 p.m. EST except for holidays.

Questions can be directed to Aaron Somoza, President of Learning Foundations, Inc.:

- aaron@l-foundations.org
- 800-958-9177, ext 701

Sincerely,
Aaron Somoza, President
Learning Foundations, Inc.

Sole Source for Lexia and Symphony Math
In Vermont, Western Massachusetts and Connecticut
AGENDA

ITEM # 6

NEW BUSINESS

APPROVAL OF SITE FOR MONTESSORI MAGNET SCHOOL

MAY 19, 2015

DR. SCHIAVINO-NARVAEZ

DR. SLATER

AMOUNT
NOT TO EXCEED
APPRaised VALUE

FUNDING SOURCE
STATE OF CONNECTICUT
INCUBATION FUNDS

BACKGROUND

Through Sheff negotiations in 2008, a new grades K-4 Montessori Magnet School was approved. In August of 2012, the new Montessori Magnet School opened at Moylan School using available classrooms in a separate part of the building. The Montessori Magnet School has continued to grow and now occupies classrooms at Moylan School and McDonough School. Due to space limitations the Montessori Magnet School cannot grow to its projected enrollment at the Moylan School and McDonough School.

The Hartford Board of Education Administration has investigated several possible sites for the Montessori Magnet School. The HBOE Administration is recommending the property at 425 Franklin Avenue, at the current site of the CREC Discovery School, for the location of Montessori Magnet School. This site has over 41,000 square feet of space to accommodate the current enrollment and the future expansion of Montessori Magnet School.

The Hartford Board of Education Administration is also requesting the BOE authorize the Superintendent to negotiate and sign a non-binding letter of intent to purchase the 425 Franklin Avenue property for a purchase price not to exceed the appraised value. State Department of Education’s incubation funds will be used to purchase this property.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to negotiate and sign a non-binding letter of intent to purchase the 425 Franklin Avenue, Hartford, CT property for a purchase price not to exceed the appraised value.
Approval of Site for Montessori Magnet School
Executive Form

1. Context/Overview

Through Sheff negotiations in 2008, a new grades K-4 Montessori Magnet School was approved. In August of 2012, the new Montessori Magnet School opened at Moylan School using available classrooms in a separate part of the building. The Montessori Magnet School has continued to grow and now occupies classrooms at Moylan School and McDonough School. Due to space limitations the Montessori Magnet School cannot grow to its projected enrollment at the Moylan School and McDonough School.

The Hartford Board of Education Administration has investigated several possible sites for the Montessori Magnet School. The HBOE Administration is recommending the property at 425 Franklin Avenue, at the current site of the CREC Discovery School, for the location of Montessori Magnet School. This site has over 41,000 square feet of space to accommodate the current enrollment and the future expansion of Montessori Magnet School.

The Hartford Board of Education Administration is also requesting the BOE authorize the Superintendent to negotiate and sign a non-binding letter of intent to purchase the 425 Franklin Avenue property for a purchase price not to exceed the appraised value. State Department of Education’s incubation funds will be used to purchase this property.

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

To create a location for Montessori Magnet School in Hartford.

3. Targeted populations to be served

The K-4 Montessori Magnet School’s administration, students, families and community.
4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

The location meets the needs of providing a facility for the Montessori Magnet School’s growing enrollment.

5. Alternative options (alternative sources, best priced solutions, etc.)

Modular classrooms on the McDonough School campus.

6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

N/A

7. Is this a sole source vendor? □Yes □No ☒N/A

If sole source vendor, please specify why the purchase qualifies as sole source procurement:

a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

b. Any other information that supports the need for the sole source request.

8. For grants only:

a. Identify partnerships and their financial commitment included in the grant

b. Please attach a copy of the grant abstract and other applicable documents
"This page [is] intentionally left blank."
AGENDA

ITEM # 7

NEW BUSINESS

MAY 19, 2015

CONTACT CONTINUATION APPROVAL:

TEACHSCAPE

DR. SCHIAVINO-NARVAEZ

MS. ALLEN

AMOUNT

$136,675

FUNDING SOURCE

SPECIAL FUNDS

BACKGROUND

The Hartford Public Schools (HPS) has contracted with TeachScape since March 2012. The 2015 – 2016 school year will mark TeachScape’s fourth full school year of implementation. TeachScape is a web-based platform that supports HPS in its core business of teaching and learning.

The Hartford Public Schools will receive services from two of TeachScape’s platforms:

- TeachScape REFLECT – Observation and Evaluation System
- TeachScape FOCUS – Observation Training and Assessment System

The Hartford Public Schools receive benefits regarding teachers and administrators in three basic areas:

I. Paperless Processing of Evaluation Documents

- Satisfies all required CT State Department of Education evaluation documents
- Annual processing of approximately 5300 classroom / site observations, 4000 student learning objectives, 1900 stakeholder engagement objectives, and 1900 summative evaluations
- Real time access to current and previous years evaluation documents

II. Performance Data Reporting Tool

- Data sorted by district, school, evaluator
- Evaluation and observation completion status
- Score distribution
- Domain and Component Averages
- Individual Progress
III. Professional Learning Resource

- Supports induction of new administrators through observer proficiency assessment
- Supports annual administrator observer calibration program
- Supports new teacher induction program
- Provides practice classroom videos sorted by teacher performance areas
- Provides various learning activity training tutorials

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Teachscape, Inc. for the term delineated in the contract ending June 30, 2016, at a cost not to exceed $136,675.
1. Context/Overview

Hartford Public Schools has contracted with TeachScape since March 2012. The 2015 – 2016 school year will mark TeachScape’s fourth full school year of implementation. TeachScape is a web-based platform that supports HPS in its core business of teaching and learning.

The Hartford Public Schools will receive services from two of TeachScape’s platforms:

- TeachScape REFLECT – Observation and Evaluation System
- TeachScape FOCUS – Observation Training and Assessment System

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

The Hartford Public Schools receive benefits regarding teachers and administrators in three basic areas:

I. Paperless Processing of Evaluation Documents
   - Satisfies all required CT State Department of Education evaluation documents
   - Annual processing of approximately 5300 classroom / site observations, 4000 student learning objectives, 1900 stakeholder engagement objectives, and 1900 summative evaluations
   - Real time access to current and previous years evaluation documents

II. Performance Data Reporting Tool
    - Data sorted by district, school, evaluator
    - Evaluation and observation completion status
    - Score distribution
    - Domain and Component Averages
    - Individual Progress

"Every student and every school thrives"
III. Professional Learning Resource

- Supports induction of new administrators through observer proficiency assessment
- Supports annual administrator observer calibration program
- Supports new teacher induction program
- Provides practice classroom videos sorted by teacher performance areas
- Provides various learning activity training tutorials

3. Targeted populations to be served

All district teachers, administrators and select central office support personnel

4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

The following three outcomes support Goal 1, 2 and 3 of the Strategic Operating Plan (SOP) with respect to the areas of improving the quality instruction, the fidelity of relevant curriculum implementation, and the capacity building of innovative leaders.

1) Increased support for HPS' core business of teaching and learning through various professional resources regarding instructional leadership
2) Increased alignment of teacher and administrator performance data reports to professional learning needs
3) Increased efficiency in the processing of teacher and administrator evaluations

5. Alternative options (alternative sources, best priced solutions, etc.)

This is a renewal of a current contract. Alternative web-based platforms would require a significant increase in cost from both a professional learning and financial aspect.

6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

7. Is this a sole source vendor? □Yes □No □N/A

If sole source vendor, please specify why the purchase qualifies as sole source procurement:

a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

"Every student and every school thrives"
<table>
<thead>
<tr>
<th>Service Item</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Extended Price</th>
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<tbody>
<tr>
<td><strong>Focus for Observers Annual License - Recertification</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A self-paced, online solution for training, assessing, and maintaining observer proficiency when applying the Framework for Teaching Evaluation instrument to teaching practice. Includes: • Training Program • Scoring Practice • Recertification Assessment • Proficiency Assessment Extension (if required) • Calibration</td>
<td>175</td>
<td>$299.00 / user</td>
<td>$52,325.00</td>
</tr>
<tr>
<td><strong>Reflect Annual License</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A customizable observation and evaluation system that allows classroom observers and instructional leaders to conduct survey-based classroom walkthroughs and rubric-based teaching observations and evaluations. Includes: • Survey-based classroom walkthrough tools and rubric-based observation and evaluation functionality • Capability to integrate multiple measures of teaching performance • Reporting tools that monitor trends and patterns and provide actionable feedback • Compatibility with smartphones, tablets, and laptop computers</td>
<td>2,000</td>
<td>$35.00 / user</td>
<td>$70,000.00</td>
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<tr>
<td><strong>Focus for Teachers Annual License</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A self-paced online solution that trains teachers on the value, structure, and content of the Framework for Teaching and guides teachers on applying the Framework to their practice. Includes: • Master-scored videos illustrating effective teaching • Reflective exercises that reinforce instructional strategies • Framework Component Modules</td>
<td>125</td>
<td>$35.00 / user</td>
<td>$4,375.00</td>
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<tr>
<td><strong>Focus for Observers Annual License</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A self-paced, online solution for training, assessing, and maintaining observer proficiency when applying the Framework for Teaching Evaluation instrument to teaching practice. Includes: • Training Program • Scoring Practice • Proficiency Assessment • Calibration</td>
<td>25</td>
<td>$399.00 / user</td>
<td>$9,975.00</td>
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Payment Schedule

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<tr>
<th>Net 30 upon receipt of Purchase Order or signed quote</th>
<th>Amount of Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$136,675.00</td>
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</tbody>
</table>

**Total Cost** $136,675.00

Please Note:
1. Prices do not include hardware or sales tax, if applicable.
2. Fees are based on services provided and not actual usage.
3. License is valid for twelve (12) months from receipt of administrative login and password(s).
4. All users have access to unlimited technical support during help desk hours.
5. For additional information, please contact your Teachscape account executive, Susan Wiley at susan.wiley@teachscape.com or (803) 568-1420.
6. Pricing is valid for sixty (60) days.

Please FAX PO with a copy of this proposal and your tax-exempt certificate to:
Fax: 415.881.6846

Remit Payments to:
Teachscape
P.O. Box 40242
San Jose, CA 95141-9242

To be completed by customer:

Please select one of the following options:

☐ A purchase order is not required. Please invoice me.
☐ A purchase order is attached.
☐ A purchase order is in process and will be issued by (please insert date): ________________.

By signing below, Customer representative agrees to the terms and conditions herein, certifies that he/she has full authority to make purchasing commitments for the Customer, and is requesting to be invoiced for the above services and products.

Signature ____________________________________________________________

Name: ________________________________________________________________

Title: _________________________________________________________________

Date: ____________________________

(To pay by credit card, please contact Wendy Walker at wendy.walker@teachscape.com or (415) 748-3608.)
AGENDA

ITEM # 8

NEW BUSINESS

APPROVAL OF EDUCATIONAL SPECIFICATIONS: ROOF REPLACEMENT MOYLAN SCHOOL

MAY 19, 2015

DR. SCHIAVINO-NARVAEZ

DR. SLATER

BACKGROUND

The roof of Moylan School has reached twenty years of age and is beginning to deteriorate. To ensure the building does not become damaged due to the deterioration, a construction grant to cover this work will be applied for as soon as City funding is approved for the project. The project carries a budget of $2,000,000 and is projected to receive a state grant of 80% of eligible project costs. At this time the Educational Specifications for the design and construction effort require the approval of the Hartford Board of Education in order for the application process to move forward.

RECOMMENDATION

That the Hartford Board of Education accepts and approves the Educational Specifications for the roof replacement project at Moylan School and authorizes submission of the documents to the Office of School Facilities for purposes of securing a construction grant.
1. **PROJECT RATIONALE**

Moylan School consists of two primary elements, one constructed in 1930 and an addition completed in 1997. Installed as part of the addition and renovation project which commenced 20 years ago, the current roofing systems are at the end of their useful life. To prevent damage to and preserve the integrity of the building, a replacement roofing system will be installed as soon as a construction grant is secured. State construction grant funding is anticipated to provide approximately eighty percent reimbursement of eligible project costs.

2. **LONG-RANGE PLAN**

The Hartford Public Schools long-range school facilities plan calls for the continued use of Moylan School. Installation of a new roofing system will ensure the continued availability of this facility.

3. **THE PROJECT**

Remove existing roofing systems to the roof deck level. Restore any damaged structural components as may be required. Install new roof drains as needed, along with new energy code compliant insulation and a multi-ply membrane roofing with a minimum twenty-year warranty.
AGENDA

ITEM # 9

NEW BUSINESS

MAY 19, 2015

CONTRACT AMMENDMENT:
HARTFORD PARENT UNIVERSITY

DR. SCHIAVINO-NARVAEZ
MS. TAVERA

AMOUNT
$10,000

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

Hartford Public Schools currently works with Hartford Parent University (HPU) to provide learning experiences for parents throughout the district. In this contract amendment, HPU provides an extension of these services in a pilot that advances a deepened approach that provides for the training of 15 parents in a partnership model with their schools to engage parents more deeply in their children’s education and to build a strong home-school connection focused on student achievement.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute the amended contract with Hartford Parent University for the term ending June 30, 2015, at an amount not to exceed $88,344.
HARTFORD PARENT UNIVERSITY AMENDMENT

Executive Form

1. Context/Overview

The consultant will partner with HPS to engage 15 parents in their children's education and build strong home school partnerships with the support of HPU/No Child Held Back Parent Coaches

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

Please see attached budget sheet

3. Targeted populations to be served

The populations to be served are the African American & Hispanic populations, in addition to immigrant/homeless families

4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

The expected outcome is to increase the level of ownership and engagement of families as well as students in their own education both in and out of school.

5. Alternative options (alternative sources, best priced solutions, etc.)

HPS reviewed options internally and discussed the best approach to deepen parent/family engagement. It was determined that the scope of the project is in concert with the work that HPU is currently engaged in with the district and provides an extension the type of learning sessions HPU provides parents.

6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

Evaluations are collected from participants at completion of the 12 step program and through weekly progress reports from HPU/NCHB Coaches.

7. Is this a sole source vendor? ☑ Yes ☐ No ☐ N/A

"Every student and every school thrives"

960 Main Street Hartford CT 06103 • www.hartfordschools.org
If sole source vendor, please specify why the purchase qualifies as sole source procurement:

This is an amendment to an existing contract.

a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

HPU currently has a contract with HPS to provide learning sessions for parents to increase their engagement in the lives of their students and their schools. This project, in which 15 parents participate in training sessions designed in a partnership model with their schools, engages the parents more deeply in their children's education and seeks to build a strong home-school connection; this is a natural extension of the type of learning sessions HPU provides in the district.

b. Any other information that supports the need for the sole source request.

8. For grants only:
   a. Identify partnerships and their financial commitment included in the grant

   b. Please attach a copy of the grant abstract and other applicable documents

“Every student and every school thrives”
**Budget**

Based on 15 parent participants

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Post-Training Coaching</td>
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<tr>
<td>Program Coordinator</td>
<td>$1,800.00</td>
<td>10 hours a week for 12 weeks at $15 per hour</td>
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<tr>
<td>Follow up Coaching</td>
<td>$3,600</td>
<td>5 coaches at $60 a week</td>
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<tr>
<td>Graduation</td>
<td>$1,000.00</td>
<td>Venue Rental, Plaques, Food, Supplies</td>
</tr>
<tr>
<td>HPU time</td>
<td>$1,680.00</td>
<td>$35 per hour, 4 hours per week, 12 weeks</td>
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<td>Supplies and Printing</td>
<td>$1,470.00</td>
<td>T-Shirts, Copying, Folders, Binders, etc.</td>
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<tr>
<td>Evaluation (Quant and Qual)</td>
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<td></td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>$450.00</td>
<td>10 hours per week for 3 weeks at $15 per hour</td>
</tr>
<tr>
<td>Total</td>
<td>$10,000.00</td>
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</tbody>
</table>