AGENDA

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
      o Year End Financial Report as of June 30, 2015
VI. Business Agenda

A. Items in Order of Importance

1. Approval of Contracts: City Connects and Achievement Network – Acceleration Agenda (Supt. et al)

The Acceleration Agenda is a focused Action Plan to optimize support, in order to address matters of equity and achievement. A cohort of schools will be part of a network that will engage in continuous improvement (with multilayer supports) to boost/accelerate performance and outcomes by focusing efforts and resources around improving instructional practices, leadership practices, and student support practices. Schools in the Acceleration Agenda will be provided additional supports that include planned collaboration, access to a range of partners, and appropriate supplemental resources to allow for quality implementation, rigorous instructional practice and continuous improvement.

The first cohort will be composed of six schools with a focus on our K-8 Elementary Schools: Alfred E. Burr Elementary School, Martin Luther King Jr. Elementary School, Thirman Milner School, John C. Clark, Jr. Elementary & Middle School, Fred D. Wish Museum School and Burns Latino Studies Academy.

That the Hartford Board of Education authorizes the Superintendent to execute the following contracts:
a. City Connects, for the term delineated in the contract to ending June 30, 2016, at an amount not to exceed $192,500; with an optional 2 year extension at an amount not to exceed $198,275 in Year 2 and $204,223 in Year 3. City Connects will provide a systemic strategy for each school to wrap services around each student. City Connects involves every classroom teacher, leverages resources in the community and ensures that all students receive the support they need. City Connects will provide induction, training, coaching and monitoring of fidelity of implementation.

b. Achievement Network, for the term delineated in the contract ending June 30, 2016, at an amount not to exceed $248,000. Achievement Network (ANet) is an education nonprofit that helps schools boost student learning with great teaching that's grounded in standards, informed by data, and built on the successful practices of educators around the country. ANet will support the first cohort of schools towards the goals of the district’s Acceleration Agenda and to ensure strong alignment between district and partner support of schools.

2. Contract Continuation Approval: CBS Therapy - $651,014 (Supt et al.)

CBS Therapy is the leading provider of school based therapy services in New England. They provide temporary and permanent staffing for speech-language pathologists, occupational and physical therapists, and assistants.

CBS Therapy will be contracted to provide speech and language services to mandated Hartford Public Schools’ students who require these services. Due to the shortage of speech and language professionals, it is necessary to utilize this service to ensure compliance with federal and state special education guidelines. Hartford Public Schools has worked with CBS Therapy for the past couple of school years and has had a very successful relationship.

That the Hartford Board of Education authorizes the superintendent to execute a contract with CBS Therapy, for the term delineated in the contract ending June 30, 2016, at an amount not to exceed $651,014.

3. Second Reading and Adoption: Various Hartford Public Schools Policies (Policy Committee)

That the Hartford Board of Education accepts the second reading and adopts the following policies:

a. Chemical Health for Student Athletes
b. IDEA Alternative Assessments
c. Curricular Exemptions Policy
B. Consent Agenda

4. Contract Continuation Approval: Connecticut Pediatric Neuropsychology Associates $80,000 (Supt et al.)

Connecticut Pediatric Neuropsychology provides neuropsychological testing, evaluations and consultations to special education students who are mandated to receive these services per PPT recommendation. We have been utilizing the services of Connecticut Pediatric Neuropsychology for the past 5 years.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Connecticut Pediatric Neuropsychology Associates for the term delineated in the contract ending October 31, 2016, at an amount not to exceed $80,000.

5. Contract Continuation Approval: Connecticut Behavioral Health, LLC - $65,200 (Supt et al.)

Connecticut Behavioral Health provides psychological testing and consultations to special education students who are mandated to receive these services per PPT (Planning and Placement Team) recommendations. They also provide behavioral evaluations and consulting services to provide support and consultation to staff and to students identified as emotionally disturbed.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Connecticut Behavioral Health for the term delineated in the contract ending June 30, 2016, at an amount not to exceed $65,200.

6. Grant Submission Approval: Family Resource Centers – Connecticut State Department of Education (Supt et al.)

Hartford Public Schools is submitting a grant to the Connecticut State Department of Education to continue operating Family Resource Centers in the following six schools: Maria C. Sánchez Elementary School, Latino Studies Academy at Burns School, Martin Luther King Jr. Elementary School, America’s Choice at SAND School, John C. Clark Elementary School, and Asian Studies Academy at Dwight/Bellizzi Campus.

Family Resource Centers provide access within a community to a broad continuum of early childhood and family support services which foster the optimal development of children and families, with services including parent education and training, family support, preschool and school-age child care services; positive youth development services; and family day-care provider training. These programs have been traditionally administered by a third-party provider, which are our co-applicants in the process.

The Connecticut State Department of Education requires all local Boards of Education to submit a letter that verifies Board of Education approval for the submission of an application for the Family Resource Center Program grant.
That the Hartford Board of Education authorizes the Superintendent to submit an application to the Connecticut State Department of Education for the Family Resource Centers Grant.

7. Approval of School Construction Plans and ED042 Submittal (Supt et al.)

The State Department of Construction Services, Office of School Facilities (OSF) requires that School Building Committees and Boards of Education certify that they have approved the final construction documents for school construction projects prior to OSF review of the plans. Once the plans are reviewed and approved by OSF, the projects are allowed to go out to bid.

At this time the Hartford School Building Committee, working through ARCADIS' O&G Program Management, has reviewed and approved construction packages for the below listed activities which will advance the construction project being performed at the following school: Weaver High School – State Project #064-0307 RNV; Phase 1 – Demolition and Abatement.

That the Hartford Board of Education approves the final plans and authorizes the architect to submit the documents for the Demolition and Abatement phase of work for the above referenced school project, to the Office of School Facilities for their review and approval.

C. Executive Session (Collective Bargaining: Hartford Federation of Substitute Teachers)

8. Approval of Proposed Collective Bargaining Agreement: Hartford Federation of Substitute Teachers (Supt et al.)

That the Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Federation of Substitute Teachers, Local No. 1018-E, CFEPE, AFT, AFL-CIO.

VII. Adjournment
AGENDA
ITEM # 1

NEW BUSINESS

APPROVAL OF CONTRACTS:
ACHIEVEMENT NETWORK
AND CITY CONNECTS

AMOUNT
VARIOUS AMOUNTS

AUGUST 18, 2015

DR. SCHIAVINO-NARVAEZ
MR. SWAN AND MS. TAVERA

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

The Acceleration Agenda is a focused Action Plan to optimize support, in order to address matters of equity and achievement. A cohort of six schools will be part of a network that will engage in continuous improvement (with multi-layer supports) to boost/accelerate performance and outcomes by focusing efforts and resources around improving instructional practices, leadership practices, and student support practices. Those six schools are: Alfred E. Burr Elementary School, Martin Luther King Jr. Elementary School, Thirman Milner School, John C. Clark, Jr. Elementary & Middle School, Fred D. Wish Museum School and Burns Latino Studies Academy.

In order to advance the Acceleration Agenda, the district will engage expert resources who have a proven track record in implementing the multi-layer support framework while building the district’s capacity to sustain the work. These partners are: City Connects and the Achievement Network (ANet).

- City Connects: One year contract at an amount not to exceed $192,500; with an optional 2 year extension at an amount not to exceed $198,275 in Year 2 and $204,223 in Year 3. This contract will provide a systemic strategy for each school to wrap services around each student. City Connects involves every classroom teacher, leverages resources in the community and ensures that all students receive the support they need. For the first three years in a school, they will provide induction, training, coaching and monitoring of fidelity of implementation. For the next two years, they will offer a lighter touch, but still remain present in and to that school to support more independent implementation and to address the recurrent issues, e.g., transitions in school leadership or City Connects staff. After these two years, they simply will support the district with monitoring the “fidelity of implementation” and provide consultation as needed.

- Achievement Network (ANet): One year contract at the amount not to exceed $248,000. This contract will help schools boost student learning with great teaching that’s grounded in standards, informed by data, and built on the successful practices of educators around the country.
RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute the contracts listed above, for the terms delineated in the contracts.
Acceleration Agenda: Approval of Contracts
City Connects - Achievement Network

Executive Form

1. Context/Overview

The Acceleration Agenda is a focused Action Plan to optimize support, in order to address matters of equity and achievement. A cohort of schools will be part of a network that will engage in continuous improvement (with multilayer supports) to boost/accelerate performance and outcomes by focusing efforts and resources around improving instructional practices, leadership practices, and student support practices. Schools in the Acceleration Agenda will be provided additional supports that include planned collaboration, access to a range of partners, and appropriate supplemental resources to allow for quality implementation, rigorous instructional practice and continuous improvement. In order to advance the Acceleration Agenda, the district will engage expert resources who have a proven track record in implementing the multi-layer support framework while building the district’s capacity to sustain the work. These partners are: City Connects and the Achievement Network (ANet), who will work collaboratively with schools organized as a Network of Collaboration and Support to map and implement a plan of action based on specific equity measures.

The first cohort will be composed of six schools with a focus on our K-8 Elementary Schools, and they are: Alfred E. Burr Elementary School, Martin Luther King Jr. Elementary School, Thirman Milner School, John C. Clark, Jr. Elementary & Middle School, Fred D. Wish Museum School and Burns Latino Studies Academy.

We seek approval of two contracts to support the Acceleration Agenda:
City Connects and The Achievement Network.

City Connects: One year contract at an amount not to exceed $192,500; with an optional 2 year extension at an amount not to exceed $198,275 in Year 2 and $204,223 in Year 3. This contract is for the development and implementation of a school-based model that identifies the strengths and needs of every student and links each child to a tailored set of intervention, prevention, and enrichment services in the school or community. This partnership provides for planning, training, professional development modules and sessions, ongoing technical assistance to build capacity of School Site Coordinators and Program Manager,

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training on and software licenses to access the Student Support Information System, evaluation reports on school and district progress.

The Achievement Network: a one year contract for $248,000 to provide focused and data driven coaching, professional development, and other forms of instructional supports to schools, teachers, leadership teams and district leaders to accelerate the pace of teaching and learning (aligned to common core standards and best assessment practices) so that student performance significantly improves in our schools. This partnership provides for planning, curriculum, lesson planning, an instructional platform loaded with best practices/resources, assessment materials, training, coaching and progress/implementation monitoring.

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

We will retain these organizations as consultants to each school and the network as well as build district capacity for future sustainability:

<table>
<thead>
<tr>
<th>Budget Areas</th>
<th>Expertise/ Focus</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Connects: Purchased Professional and Technical Service: $32,000 per school, per year</td>
<td>Using existing school and community supports, City Connects provides students with optimized and differentiated support based on their individual needs. Students will receive tailored supports, intervention, prevention, and enrichment opportunities. The work focuses on four dimensions: academic, socio emotional, health and families. Engagement of parents and community members as partners in educational improvement is an essential element of the focus and work</td>
<td>STUDENTS - City Connects is analyzing existing supports, schools and students' academic and home lives, coordinating re-alignment of support, and collaborating on necessary actions for improvement.</td>
</tr>
<tr>
<td>6 schools = $192,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel = $500.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance &amp; Admin Fee = $0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total: $192,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Network (ANet)</td>
<td>Works alongside school leadership teams and teachers to strengthen their school-wide practice and culture of using teaching and learning standards and achievement data, and to get breakthrough results for students. Also work with district leaders and offices to build internal capacity, monitor practice and performance at each school and review and improve our assessment strategies and practices. Improves teaching and learning to improve student outcomes and close achievement gaps. Improving schools requires: Investments in the capacity of educators and instructional leaders Improvements in the organizational functioning of districts</td>
<td>CLASSROOMS / SCHOOLS / DISTRICT - ANet will assist in the use of appropriate assessments, aligned curriculum and deliver effective instruction. They work with district and building leadership to implement best practices, build teaching and leadership capacity, and to help our system foster strong practice across schools</td>
</tr>
<tr>
<td>Curriculum, Coaching, Assessments, Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Technical Assistance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 schools = $198,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Assistance Fee = $50,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total: $248,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Targeted populations to be served

The identification of the first set of schools to be part of the Acceleration Agenda resulted from a multi-layer process that took into consideration: School leadership/staff expressed interest and buy-in, current student outcomes and needs, school performance data, conditions for school readiness to engage in

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partnership work, fit/alignment between future partners and individual schools, and recommendations from senior leaders after learning cycles that include learning the stories of schools well through data analysis, school visits and conversations with school leaders and leadership teams. The first cohort will be composed of six schools: Alfred E. Burr Elementary School, Martin Luther King Jr. Elementary School, Thirman Milner School, John C. Clark, Jr. Elementary & Middle School, Fred D. Wish Museum School and Burns Latino Studies Academy.

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

Through the work of the Acceleration Agenda, the district aims at: closing achievement gaps within and across schools, increasing student academic performance, decreasing chronic absenteeism, reducing suspensions and meeting the holistic needs of our students so that we achieve our equity goals:

- 100% College Acceptance
- 90% Graduation Rate
- 100% Access to College & Career Readiness Opportunities
- Eliminate Suspensions through Restorative Justice
- Pass Algebra 1 by the end of 9th Grade
- Each Student has a Success Plan & Connection to a Caring Adult
- 3rd Grade Reading Proficiency
- Good Attendance Habits

The district is working closely with each school in the Acceleration Agenda to determine bold and attainable targets based on current data so that the pace of performance is accelerated to close achievement gaps.

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

This is a sole source vendor

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

The Acceleration Agenda is an example of the Strategic Plan in action. Progress Monitoring will happen at multiple levels including: monthly cabinet meetings, Board reports (on strategic plan implementation), the monthly monitoring of the school’s SIP (strategic implementation plan), monthly and quarterly check-in meetings with the partner organizations, and an assessment of the effectiveness of the partnership and impact by the involved stakeholders (teachers, principals, leadership teams, and Associate Superintendents). We will adopt and are building

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internal capacity to use the Data Wise Improvement Process as our continuous improvement monitoring tool and practice.

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?

City Connects and the Achievement Network (ANet) are uniquely qualified to work with urban school districts and have demonstrated success in implementing the work of the Acceleration Agenda. City Connects is active in 63 sites across Boston and Springfield, Mass.; New York City; and Ohio. Based at the Center for Optimized Student Support at Boston College's Lynch School of Education, their data shows that this systematic and scalable approach to meeting the needs of urban students (a) helps children thrive in school, (b) improves academic performance, and (c) significantly narrows the achievement gap. City Connects has worked closely with our current partner, Children's Aid Society, around the Community Schools model providing alignment opportunities.

The Achievement Network is active in 10 states across the country and dedicated to helping to boost student achievement for about 150,000 in over 500 schools. They listen and take the time to understand schools' needs, hence the customized case-management approach. The supports they provide to schools and districts speak for their impact: (a) over the last two years, schools that partnered with ANet achieved on average 10% point gains in student proficiency in ELA and math (more than twice the rate of comparable schools in their home state). Over the course of the 2012-2013 school year, 96% of schools partnered with ANet made progress toward their long-term practice goals.

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


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SCOPE OF SERVICES

SY15-16
City Connects Scope of Services and Cost Structure

City Connects enters a district with the intention of supporting each school to reach the place where this systemic approach to supporting students becomes part of “how a school does its business.” For the first three years in a school, we provide induction, training, coaching and monitoring of fidelity of implementation (“New Sites”). For the next two years, we offer a lighter touch, but still remain present in and to that school to support more independent implementation and to address the recurrent issues, e.g., transitions in school leadership or City Connects staff (“Sustained Sites”). After these two years, we step back once again and simply monitor “fidelity of implementation” and provide consultation as needed (“Monitored Sites”). It is assumed that the district will provide the School Site Coordinators (either existing or new licensed school counselors or licensed school social workers). It is also assumed that the district will provide a Program Manager who is the local-level coordinator for the School Site Coordinators and serves as the interface with City Connects Leadership Team.

PLANNING SERVICES

Planning Period: The planning period is a critical phase during which City Connects leadership, the Superintendent, and school principals and administrators establish a common vision for implementing optimized student support in the schools. Given that City Connects will begin planning in Fall 2015, the team would focus on completing the following phases of planning in August - December 2015:

- Conducting a Needs Assessment. In order to develop an understanding of the “state of student support” within each school and to identify gaps between student needs and service provision, City Connects will work with school district staff to conduct a Needs Assessment for each school community. Ideally, each school would designate a Planning Committee (principal, a teacher(s), involved parents, and a community agency representative if they are currently working with an agency). This small group would help to further explain City Connects’ approach and support its implementation with their colleagues and constituents. All necessary informed consent permissions must be secured at both the individual and institutional level.

- Recruiting and Hiring the Program Manager: Following the formal commitment to engage City Connects, identifying the Program Manager becomes a top priority. The candidate may be an existing school employee or may be recruited for the role. If the schools decide to hire an external candidate, City Connects’ best practices on hiring a Program Manager can be leveraged to ensure a strong hire.

- Recruiting School Site Coordinators. As the role of the School Site Coordinator is integral to the implementation of City Connects student support model, City Connects has developed a series of best practices for recruiting that can increase the district’s effectiveness in identifying qualified candidates. While each school district will have its own hiring policies, City Connects’ best practices can inform and enhance the process.
IMPLEMENTATION SERVICES

“New Sites” are schools that have been implementing the City Connects model of student support for three (3) years or less. The Program Manager and the School Site Coordinators in these schools will receive the following from the City Connects Leadership Team:

- A Summer Professional Development Institute for induction and accompanying materials on the City Connects model of student support
- Professional development modules and accompanying materials for bi-weekly professional development and coaching that is delivered by the local Program Manager
- Software licenses to access the Student Support Information System, ongoing technical assistance necessary to upload the district’s student data into the system as well as the technical support for the users of the system
- Professional development on the use of Student Support Information System
- Technical assistance to build the capacity of both the Coordinators and the Program Manager to implement the City Connects model of student support
- Fidelity system to monitor the implementation of the program, assess its quality and provide the feedback to make changes, if necessary
- Evaluation reports summarizing district-wide and school-level progress in implementing the model at the end-of-year
- Evaluation reports on principal, teacher, and community partner anonymous feedback

“Sustained Sites” are those schools that have been implementing the City Connects model for four (4) or five (5) years. The School Site Coordinators in these schools will operate more independently than the “New Sites” and will continue to receive the following services from the City Connects Leadership Team:

- Professional development modules and accompanying materials for bi-weekly professional development that is delivered by the local Program Manager
- Invitation to attend a portion of the week-long Professional Development Institute and accompanying materials on the City Connects model of student support
- Coaching sessions on additions and changes to the City Connects model
- Technical assistance on the use of City Connects Service Labels
- Software licenses to access the Student Support Information System, ongoing technical assistance necessary to upload the Hartford student data into the system as well as the technical support for the users of the system
- Fidelity monitoring to ensure adherence to the model
- Report on the findings from the fidelity monitoring system
- Evaluation reports summarizing district-wide end-of-year progress

“Monitored Sites” are those schools that have been implementing the City Connects model for six (6) or more years. The School Site Coordinators in these schools will remain under the local supervision of the Program Manager. They will operate relatively independently. The district will continue to receive the following from the City Connects Leadership Team:

- Professional development modules and accompanying materials to be delivered by the local Program Manager
- Software licenses to access the Student Support Information System, ongoing technical assistance necessary to upload the Hartford student data into the system as well as the technical support for the users of the system
- Fidelity monitoring to ensure adherence to the model
- Report on the findings from the fidelity monitoring system

**Full Evaluation**
The City Connects model has already been replicated and evaluated. The methodology and the findings have been reviewed by independent external evaluators and have been published in high-quality peer-reviewed journals. For this reason, it is not essential to repeat the evaluation in every district in which we operate. However, if districts choose to have the full quantitative evaluation repeated in their district, there is an additional charge to cover the cost.
Program Agreement

This Program Agreement (this “Agreement”) is between The Achievement Network, LTD., a Massachusetts nonprofit corporation with a principal place of business at 225 Friend Street, Boston, Massachusetts 02114 (“ANet”) and the member listed below (“Member”). Each of ANet and Member may be referred to herein individually as a “Party” or collectively as the “Parties.” This Agreement includes, collectively, (1) this Cover Sheet, (2) the attached Program Description Page, (3) the attached Member Data Page, and (4) the attached Standard Terms and Conditions.

Member: Hartford Public Schools
Address: 960 Main Street – 8th Floor, Hartford, CT 06103
Phone: 
Fax:

Billing contact / Title: 
Email:

Effective Date: The earlier of (a) the date this Agreement is last signed below, and (b) the provision of services by ANet to Member hereunder.

Program Dates: July 1, 2015 – June 30, 2016

Fees and Payment Schedule:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Fee*</td>
<td>$198,000.00</td>
</tr>
<tr>
<td>Assessment Format:</td>
<td>Online Assessments</td>
</tr>
<tr>
<td>Technical Assistance Fee:</td>
<td>$50,000.00</td>
</tr>
<tr>
<td>Total Fees*</td>
<td>$248,000.00</td>
</tr>
<tr>
<td>Total Payment:</td>
<td>$248,000.00</td>
</tr>
<tr>
<td>Payment Information:</td>
<td></td>
</tr>
<tr>
<td>50% of Fees due by August 15, 2015</td>
<td>$124,000.00</td>
</tr>
<tr>
<td>Balance of Fees due by September 15, 2015</td>
<td>$124,000.00</td>
</tr>
</tbody>
</table>

*In the event that member elects to add any additional schools to the List of Participating Schools, an additional fee of $33,000 per school will apply.

Each of the Parties has caused this Agreement to be executed on its behalf by its duly authorized representatives as of the Effective Date and agrees that an electronic signature of a duly authorized representative constitutes a valid signature for such Party.

MEMBER

By: ________________________________
Print Name: Beth Schiavino-Narvaez
Title: Superintendent
Date: ________________________________

THE ACHIEVEMENT NETWORK, LTD.

By: ________________________________
Print Name: Ashley Martin
Title: Executive Director
Date: ________________________________
**Program Description:** ANet will provide:

1. **RESOURCES**
   a. Planning – Protocols and templates to facilitate planning, including the ANet Schedule of Assessed Standards
   b. Curriculum – Standards and Objectives Guides aligned to State Standards and Common Core Standards
   c. Lesson Planning – Plans and examples to facilitate re-teaching

2. **PLATFORM**
   a. Access for every teacher and administrator to online platform MyAchievementnetwork.org containing results from assessments, tools and network information

3. **ASSESSMENT MATERIALS**
   a. 3 regularly scheduled interim assessments in Mathematics for grades 3; 4; 5; 6; 7; 8
   b. 3 regularly scheduled interim assessments in English for grades 6; 7; 8
   c. Quiz Tool access – Paper based re-assessment tool for teachers
   d. Online Quiz Tool access – Online re-assessment tool for teachers (if online quiz tool or online assessment access has been purchased by Member)

4. **ANALYSIS, LOGISTICS & REPORTING**
   a. Electronic delivery for all assessments materials and answer sheets
   b. Printing of assessments as determined by school (additional fees apply)
   c. Pick-up at school for assessment answer sheets (one pick-up per assessment administration)
   d. Scanning and scoring for multiple choice portions of assessment answer sheets
   e. Reports containing analysis of assessment results (the “Reports”), which include: (i) Member student summaries by whole school, class, grade and student level, (ii) item analysis by grade and (iii) Member Network comparisons and out of Network comparisons available through [https://my.achievementnetwork.org](https://my.achievementnetwork.org). A “Network” includes all ANet member schools assigned to Member’s network. “Member’s Network” includes all schools sharing the same Schedule of Assessed Standards as Member.

5. **TRAINING & COACHING**
   a. Logistics training for key personnel at school site
   b. Orientation to ANet for administrators and teachers (if new school)
   c. Student goal setting support
   d. School-specific coaching/training sessions (as agreed to between coach and school) aligned to the following elements of the data cycles:
      i. Annual and Pre-Cycle Planning
      ii. Data Meeting
      iii. Reflection Meeting
   e. School leader Mid-and-End-of-Year Meetings

6. **NETWORK EVENTS**
   a. School Leadership Team Network Meetings
   b. Other Network-specific events that may include: Learning Walks, Professional Learning Communities, workshops, and others.

7. **MEMBER RESPONSIBILITIES**
   a. Member will work with its information technology team to ensure that emails from ‘achievementnetwork.org’ are not blocked or filtered as spam.
8. LIST OF PARTICIPATING SCHOOLS*

<table>
<thead>
<tr>
<th>School Name</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>John C. Clark Elementary and Middle School</td>
<td>$33,000.00</td>
</tr>
<tr>
<td>Thirman Milner</td>
<td>$33,000.00</td>
</tr>
<tr>
<td>Museum Academy at Wish</td>
<td>$33,000.00</td>
</tr>
<tr>
<td>Burns Latino Studies Academy</td>
<td>$33,000.00</td>
</tr>
<tr>
<td>Alfred E. Burr Elementary</td>
<td>$33,000.00</td>
</tr>
<tr>
<td>Martin Luther King Jr. Elementary School</td>
<td>$33,000.00</td>
</tr>
<tr>
<td><strong>Total Program Fees</strong></td>
<td><strong>$198,000.00</strong></td>
</tr>
</tbody>
</table>

*In the event that member elects to add any additional schools to the List of Participating Schools, an additional fee of $35,000 per school will apply.

9. DISTRICT TECHNICAL ASSISTANCE

<table>
<thead>
<tr>
<th>Who? Who are we partnering with?</th>
<th>When? When and how often do the interactions take place?</th>
<th>What? What is the content/purpose of the interaction(s)?</th>
</tr>
</thead>
</table>
| Associate Superintendents and Chief Academic Officer | Monthly                                                | • As a group, monitor practice and performance data for schools in each school portfolio, aligning on school support and making adjustments as necessary  
• Monitor practice implementation and performance progress at the district, zone, and school levels.  
• Provide updates and outcomes from district interactions.  
• Individual implementation for particular schools as needed |
| Office of Data and Accountability | Monthly                                                | • Collaborate around district scoring and reporting needs, short term and long term.  
• Support school test administration and roster collection/updating  
• Review implementation of assessment strategy, and logistics. |
| HPS ANet partner school leaders   | Quarterly to monthly, as needed                        | • Convene leadership teams of ANet partner schools for Hartford-specific learning and development sessions  
• Collective problem-solving, CCSS-skill building, and best practice sharing across HPS partner schools |
AGENDA

ITEM # 2

NEW BUSINESS

AUGUST 18, 2015

CONTRACT CONTINUATION APPROVAL:
CBS THERAPY

DR. SCHIAVINO-NARVAEZ
MR. SWAN

AMOUNT
$651,014

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

CBS Therapy will be contracted to provide speech and language services to mandated HPS students who require these services. Due to the shortage of speech and language professionals, it is necessary to utilize this service to ensure compliance with state and federal special education guidelines.

RECOMMENDATION

That the Hartford Board of Education authorizes the superintendent to execute a contract with CBS Therapy, for the term delineated in the contract ending June 30, 2016, at an amount not to exceed $651,014.
CBS Therapy

Executive Form

1. Context/Overview

CBS Therapy will be contracted to provide speech and language services to mandated HPS students who require these services.

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

To provide speech and language services to special education students who are mandated to receive these services. These are budgeted salaried positions that HPS is unable to fill.

3. Targeted populations to be served

Mandated special education students.

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

Compliance with state and federal guidelines.

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

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"
In order to be in compliance with state and federal special education laws, and given that speech and language is a shortage area, CBS Therapy is the company that can provide qualified speech and language clinicians within very tight time constraints. CBS Therapy has a proven track record with Hartford Public Schools, and because of the good relationship, we have been able to hire clinicians directly from them after they have worked for CBS for a year. No other company has agreed to this.

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
7/22/15

To: Susan Bassett
Executive Assistant to the Executive Director of Special Education
Hartford Public Schools
960 Main Street, 8th flr.
Hartford, CT 06103

From: Peter Erklauer, Regional Director, CBS Therapy

**Scope of Services and Cost Projection Addendum**

Requested Services:

<table>
<thead>
<tr>
<th>Position</th>
<th>Start Date</th>
<th>End Date</th>
<th>Total Days</th>
<th>Hours per Day</th>
<th>Total Hours</th>
<th>Hourly Rate</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 7.0 FTE</td>
<td>8/26/15</td>
<td>6/09/15</td>
<td>182</td>
<td>7</td>
<td>12740</td>
<td>$73</td>
<td>$651,014</td>
</tr>
<tr>
<td>Total Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$651,014</td>
</tr>
</tbody>
</table>

This projection is all inclusive and assumes that the therapists work every hour throughout the time stated. CBS Therapy only bills for actual time worked in district by the therapist.

**About Us**

CBS Therapy is the leading provider of school based therapy services in New England. We provide temporary and permanent staffing for speech-language pathologists (bilingual and monolingual), occupational therapists, physical therapists and OT and PT assistants. Our clients include early intervention agencies, school districts, charter schools, special needs schools/agencies and governmental agencies throughout New England.
AGENDA

ITEM # 3

OLD BUSINESS

SECOND READING AND ADOPTION:
VARIOUS HARTFORD
PUBLIC SCHOOLS POLICIES

BACKGROUND

- The following polices are mandated by law, that the Hartford Public Schools currently does not have;
- Also, revisions to the Curricular Exemption Policy.
  a. Chemical Health for Student Athletes
  b. IDEA Alternative Assessments
  c. Curricular Exemptions Policy

RECOMMENDATION

That the Hartford Board of Education accepts the second reading and adopts the policies listed above.
Students

Chemical Health Policy for Student Athletes

The Board participates in the Connecticut Interscholastic Athletic Conference ("CIAC"). In accordance with CIAC participation rules and the Board's obligation under state and federal law, the Board prohibits the unauthorized use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol during any school sponsored athletic activity, whether occurring on or off school property. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents by student athletes involving the possession, distribution, sale or use of substances that affect behavior, including performance enhancing substances. This policy applies to all student athletes participating in school-sponsored athletics, whether or not such athletes are participating in CIAC controlled activities.

Legal References: Connecticut General Statutes:
Section 10-154a
Section 10-212a
Section 10-221
Section 21a-240
Section 21a-243
Section 21a-408a through 408q

Policy Adopted: HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Instruction

Individuals with Disabilities Education Act – Alternative Assessments for Students with Disabilities for Statewide and District-wide Assessments

The Board will, in all respects, comply with the requirements of state and federal law with regard to the special education of students with disabilities. The Board directs the Superintendent or designee to, in accordance with state and federal law, develop procedures that indicate how district staff shall determine when a student with a disability eligible for special education and related services under the IDEA shall partake in alternative assessment(s) to particular statewide or district-wide assessments of student achievement. Such procedures shall include, among other things, a requirement that all decisions for alternative assessments be made by the particular student’s planning and placement team.

Legal References: Individuals with Disabilities Education Act, 42 U.S.C. § 1400, et seq. (IDEA)
34 C.F.R. § 300.320
Instruction

Curricular Exemptions

The Hartford Board of Education shall permit curricular exemptions as required by law. Specifically, upon the written request of a parent or guardian received by the school district prior to planned instruction in the areas set forth below, the Board shall permit curricular exemptions for instruction in the following areas:

1. Dissection;
2. Family life education;
3. HIV/AIDS; or
4. Sexual abuse and assault awareness and prevention program.

Legal References:


Policy adopted: HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
AGENDA

ITEM # 4

NEW BUSINESS

AUGUST 18, 2015

CONTRACT CONTINUATION APPROVAL:
CONNECTICUT PEDIATRIC
NEUROPSYCHOLOGY ASSOCIATES

DR. SCHIAVINO-NARVAEZ
MR. SWAN

AMOUNT
$80,000

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

Connecticut Pediatric Neuropsychology Associates provides neuropsychological testing and consultitations to special education students who are mandated to receive these services per PPT (Planning and Placement Team) recommendation. We have been utilizing the services of Connecticut Pediatric Neuropsychology for the past 5 years.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Connecticut Pediatric Neuropsychology Associates for the term delineated in the contract ending October 31, 2016, at an amount not to exceed $80,000.
Connecticut Pediatric Neuropsychology Associates

Executive Form

1. Context/Overview

The Special Education Department utilizes the services of neuropsychologists to provide neuropsychological assessments and consultations for special education students who are mandated to receive these services.

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

To obtain professionals to provide neuropsychological assessments and consultations for our special education students who are mandated to receive these services.

3. Targeted populations to be served

Special Education students who are mandated to receive these services.

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

Upon recommendation of the PPT, neuropsychological evaluations are used to provide specific information about a student to better inform the team when creating an individualized education plan for that student. Also, in order to be in compliance with state and federal regulations, HPS needs to contract with these professionals.

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

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

Connecticut Pediatric Neuropsychology provides evaluations per recommendation of the PPT (Planning and Placement Team) as part of the IEP (Individualized Education Plan).

"Every student and every school thrives"
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?

We have been working with Connecticut Pediatric Neuropsychology for a number of years and have been very satisfied with the quality of their evaluations and consultations. We put out a RFP in 2013 and the only response we received was from CT Pediatric Neuropsychology.

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
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AGENDA

ITEM # 5

NEW BUSINESS

CONTRACT CONTINUATION APPROVAL:
CONNECTICUT BEHAVIORAL HEALTH, LLC

AMOUNT
$65,200

AUGUST 18, 2015

DR. SCHIAVINO-NARVAEZ
MR. SWAN

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

CT Behavioral Health provides psychological testing and consultations to special education students who are mandated to receive these services per PPT (Planning and Placement Team) recommendation. They also provide behavioral evaluations and consulting services to provide support and consultation to staff and to students identified as Emotionally Disturbed.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Connecticut Behavioral Health for the term delineated in the contract ending June 30, 2016, at an amount not to exceed $65,200.
1. Context/Overview

The Special Education Department utilizes the services of psychologists to provide psychological assessments and consultations for special education students who are mandated to receive these services. In addition, the Special Education Department utilizes the services of Behavior Evaluation and Consulting Services to provide support services and consultation to staff, and to students identified as Emotionally Disturbed.

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

To obtain professionals to provide psychological assessments and consultations for our special education students who are mandated to receive these services, as well as provide support services and consultation to staff and to students identified as Emotionally Disturbed.

3. Targeted populations to be served

Special Education students who are mandated to receive these services and Special Education staff who work with students identified as Emotionally Disturbed.

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

Upon recommendation of the PPT, psychological evaluations are used to provide specific information about a student to better inform the team when creating an individualized education plan for that student. Also, staff is trained on the development and implementation of a classroom behavior and management system, and appropriate classroom design and instruction in order to create the most optimal learning environment for students identified as Emotionally Disturbed.

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

      This is our third year contracting with Connecticut Behavioral Health after being chosen through the RFP process. We have been very satisfied with the quality of their evaluations and consultations, in addition to their work with our students and staff.

   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
SCOPE OF SERVICES AUGUST 25, 2015 – JUNE 30, 2016:
GENERAL CONSULTING AND ASSESSMENT SERVICES

I. Behavioral Support Program Development (FBA/BIP):
* Individual student program development/design and implementation:
* Staff Training on conducting FBAs, Developing BIPs, implementing BIPs
* Intense behavioral program components designed to reduce problem behaviors
* Functional Behavioral Assessments through data collection methods

II. Systems Consultation:
* Pre-Referral Intervention Team Consultation: Record Review and Intervention Proposals
* Applied Behavioral Analysis Methodology: Data collection and analysis
* Special education and regular education classroom consultation
* PPT attendance
* IEP formulation and intervention design.
* Recommendations provided for classroom management and program improvement: educational and therapeutic strategies provided
* Monthly reports (including data analysis) on student progress
* Inclusion of Special Education Students:
  * Serious Emotionally Disturbed (SED) students into the regular education classroom.

III. Assessment Services:
* Risk Assessments
* Neuropsychological Assessments
* Psychoeducational Evaluations
* Diagnostic Evaluations

IV. Cost Analysis For Consulting and Assessment Services
A. Behavioral Consultants
   * Ten (10) hours per week.
   * 1-2 Behavioral consultants to provide all of the aforementioned services across all district schools
Total Cost of Behavioral Consultants: $120 per hour
$43,200 per year

B. Assessment Services:
  * Assessments Range in Price from $1200 - $3000

    Estimating a total cost of $22,000 per year

V. Total Cost for Consultation and Assessment Services

    Total Contract Costs: $65,200

CONTACT INFO:
Dr. Ryan Loss
Connecticut Behavioral Health, LLC
673 South Main Street
Cheshire, CT 06410
Office: 203-271-1430
Fax: 203-271-1806
lossrm@yahoo.com
"This page [is] intentionally left blank."
AGENDA

ITEM # 6

NEW BUSINESS

AUGUST 18, 2015

GRANT SUBMISSION APPROVAL:
CT STATE DEPARTMENT OF EDUCATION
FAMILY RESOURCE CENTERS

DR. SCHIAVINO-NARVAEZ
MS. TAVERA

BACKGROUND

Hartford Public Schools is submitting a grant to the Connecticut State Department of Education to continue operating Family Resource Centers in six schools.

The Connecticut State Department of Education requires all local Boards of Education to submit a letter that verifies Board of Education approval for the submission of an application for the Family Resource Center Program grant.

Family Resource Centers provide access within a community to a broad continuum of early childhood and family support services which foster the optimal development of children and families. Centers offer parent education and training, family support, preschool and school age child care services; positive youth development services; and family day-care provider training. These programs have been traditionally administered by a third-party provider, which are our co-applicants in the process.

Through this grant, the district will continue to operate, in partnership with community-based organizations, six Family Resource Centers:
Hispanic Health Council will operate the Family Resource Centers at María C. Sánchez Elementary School and Asian Studies Academy at Dwight/Belizzi Campus.
The Village for Families & Children, Inc. will operate the Family Resource Centers at Latino Studies Academy at Burns School, Martin Luther King Jr. Elementary School, America's Choice at SAND School, and John C. Clark, Jr. Elementary and Middle School.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to submit an application to the Connecticut State Department of Education for the Family Resource Centers Grant.
GRANT SUBMISSION APPROVAL
CT STATE DEPARTMENT OF EDUCATION: FAMILY RESOURCE CENTERS

Executive Form

1. Context/Overview

Hartford Public Schools operates six school-based Family Resource Centers (FRC) to provide access within a community to a broad continuum of early childhood and family support services which foster the optimal development of children and families. The Centers offer parent education and training, family support, preschool and school-age child care services; positive youth development services; and family day-care provider training. These programs are administered by a third-party provider which are co-applicants in the process.

Hartford Public Schools is submitting a grant to the Connecticut State Department of Education to continue operating Family Resource Centers in six schools.

The Connecticut State Department of Education requires all local Boards of Education to submit a letter that verifies Board of Education approval for the submission of an application for the Family Resource Center Program grant.

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

Through this grant, the district will continue to operate, in partnership with community-based organizations, six Family Resource Centers:
- Hispanic Health Council will operate the Family Resource Centers at María C. Sánchez Elementary School and Asian Studies Academy at Dwight/Belizzi Campus;
- The Village for Families & Children, Inc. will operate the Family Resource Centers at Latino Studies Academy at Burns School, Martin Luther King Jr. Elementary School, America's Choice at SAND School and John C. Clark, Jr. Elementary and Middle School.

3. Targeted populations to be served

The target population for FRCs include children, parents and families who reside in the public elementary school attendance area. Particular focus is given to the

"Every student and every school thrives"
recruitment of families with children who are "high risk" for school and academic failure, potential dropouts, educational disadvantaged and underachieving. FRCs will be situated in the following schools:

- Maria C. Sánchez Elementary School,
- Latinx Studies Academy at Burns School,
- Martin Luther King Jr. Elementary School,
- America's Choice at SAND School,
- John C. Clark Elementary School, and
- Asian Studies Academy at Dwight/Belizzi Campus.

The students and families that participate are self-selected and accordingly the types of services vary significantly. Teacher and staff recommendations are taken into account.

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

Expected outcomes include increased parental engagement and education that leads to a reduction in chronic absence, improved student achievement, improved home-school communication, and increased school readiness for children entering school for the first time, and increased parental awareness of adult education options available to them.

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

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

Success is evaluated through the CSDE monitoring and reporting mechanisms. Community-based organizations overseeing the FRCs are required to manage data that tracks the services, activities and participant information of each FRC. End of year reports are provided to the CSDE as well as periodic reports through the school year.

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.

"Every student and every school thrives"

560 Main Street Hartford CT 06103 • www.hartfordschools.org
8. For grants only:
   a. Identify partnerships and their financial commitment included in the grant

   The community-based organizations that oversee FRCs may work with other service providers to ensure the full provision of services; however, we are not required to provide a financial commitment.
AGENDA

ITEM # 7

NEW BUSINESS

APPROVAL OF:
SCHOOL CONSTRUCTION PLANS
AND ED042 SUBMITTAL
WEAVER HIGH SCHOOL

AUGUST 18, 2015

DR. SCHIAVINO-NARVAEZ
DR. SLATER

BACKGROUND

The State Department of Construction Services, Office of School Facilities (OSF) requires that School Building Committees and Boards of Education certify that they have approved the final construction documents for school construction projects prior to OSF review of the plans. Once the plans are reviewed and approved by OSF, the projects are allowed to go out to bid.

At this time the Hertford School Building Committee, working through ARCADIS/O&G Program Management, has reviewed and approved construction packages for the below listed activities which will advance the construction project being performed at the following school:

  Weaver High School – State Project #064-0307 RNV
  Phase 1 – Demolition and Abatement

A cost estimate has been prepared and the scope is within budget. The project schedule calls for such work to be bid and implemented in the fall of this year to permit the renovations to proceed in 2016. The Renovations are scheduled to be completed by the Fall of the 2018-19 school year.

RECOMMENDATION

That the Hartford Board of Education approves the final plans and authorizes the architect to submit the documents for the Demolition and Abatement phase of work for the above referenced school project, to the Office of School Facilities for their review and approval.

Attachments: ED042 Form
REQUEST FOR REVIEW OF FINAL PLANS

<table>
<thead>
<tr>
<th>DISTRICT NAME</th>
<th>FACILITY NAME AND ADDRESS</th>
<th>STATE PROJECT NUMBER</th>
<th>PHASE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartford</td>
<td>Weaver High School</td>
<td>064-0307 RNV</td>
<td>Phase 1 of 4</td>
</tr>
<tr>
<td>415 Granby Street</td>
<td>Hartford, CT 06112</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Estimated date to begin construction **10/15/2015** Estimated date to complete construction **06/25/2018**

* Please note that construction must begin within 2 years of grant commitment date to maintain grant eligibility.

<table>
<thead>
<tr>
<th>Certification of Approval dates:</th>
<th>Final Plans &amp; Prof. Costs estimate</th>
<th>Site Approval (If applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Board of Education</td>
<td>08/25/15</td>
<td>/ N/A</td>
</tr>
<tr>
<td>School Building Committee</td>
<td>08/17/15</td>
<td>/ N/A</td>
</tr>
</tbody>
</table>

We hereby certify that these final plans and project manual as prepared for bidding and dated **08/17/15** and the professional costs estimate dated **08/17/15** for this project have been reviewed and approved for this site on the dates shown above.

For the Town or Regional Board of Education:

**Richard F. Wareing**
Chairperson's Name (Type or print) ________________ Signature ________________ Date ________________

For the School Building Committee:

**John H. Motley**
Chairperson's Name (Type or print) ________________ Signature ________________ Date ________________

**Signature dates cannot precede the date on the submitted plans.**

<table>
<thead>
<tr>
<th>Project Architect/Engineer Firm:</th>
<th>860-657-8077</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLAM Collaborative</td>
<td></td>
</tr>
<tr>
<td>Firm Name (Type or print)</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
</tbody>
</table>

I hereby: (check one)

(INDICATE FOR BUREAU OF SCHOOL FACILITIES REVIEW)

☐ request a review of the final plans, project manual, Ineligible and Limited Eligible Costs Worksheet and professional cost estimate cited above. (Attach copies of all these documents.)

(INDICATE FOR LOCAL OFFICIALS REVIEW)

☐ submit certifications of local approval of plans and project manual as provided by CGS Sec. 10-292(b) and attached professional cost estimate cited above, the Ineligible and Limited Eligible Costs Worksheet and scope letter including alternates. (Reverse side of form must be completed.)

**Dr. Beth Schiavino-Narvaez**
Superintendent's Name (Type or print) ________________ Signature ________________ Date ________________

NOTE: NO PHASE OF THIS SCHOOL CONSTRUCTION PROJECT AND NO PURCHASE ORDER OVER $10,000 SHALL GO OUT TO BID UNTIL YOU HAVE RECEIVED WRITTEN NOTIFICATION FROM THE STATE DEPARTMENT OF EDUCATION THAT IT HAS APPROVED YOUR FINAL PLANS AND PROJECT MANUAL.
STATE PROJECT NO. ______________________

REQUEST FOR STATE ACCEPTANCE OF LOCAL PLAN REVIEW AND APPROVAL

Name of Contact Person

Telephone

Date

Indicate the basis of eligibility for local plan approval (check all that apply):

- [ ] Oil Tank Replacement
- [ ] Asbestos Abatement *
- [ ] Energy Conservation *
- [ ] Roof Replacement
- [ ] Code Violation Correction *
- [ ] Not funded by Chapter 173 grant
- [ ] Network Wiring *
- [ ] Certified Indoor Air Quality Emergency

(Note: To qualify for local approval, projects marked with an asterisk (*) must not exceed $1,000,000.)

Certifications of Local Approval:

Pursuant to CGS Section 10-292(b), I certify that I have local jurisdiction over the State Building Code and that the plans and project manual dated ____________ for the above referenced project comply with all applicable building codes.

Local Building Officials Name (Type or print) __________________________ Signature __________________________ Date ____________

Pursuant to CGS Section 10-292(b), I certify that I have local jurisdiction over the State Fire Safety Code and that the plans and project manual dated ____________ for the above referenced project comply with all applicable fire codes.

Local Fire Marshal's Name (Type or print) __________________________ Signature __________________________ Date ____________

Pursuant to CGS Section 10-292(b), I certify that I have local jurisdiction over the State Health Code and that the plans and project manual dated ____________ for the above referenced project comply with all applicable health codes.

Local Health Official's Name (Type or print) __________________________ Signature __________________________ Date ____________

Pursuant to CGS 10-292(b) I certify that I have local jurisdiction over Section 504 of the Rehabilitation Act of 1973 including the Uniform Federal Accessibility Standards (UFAS) and the 504 Regulations. I further certify that the plans and project manual dated ____________ for the above referenced project comply with all applicable accessibility codes.

Local Federal 504 Official's Name (Type or print) __________________________ Signature __________________________ Date ____________

NOTES: IF ANY REQUIRED CERTIFICATION CANNOT BE OBTAINED LOCALLY, PLANS AND PROJECT MANUAL MUST BE REVIEWED AND APPROVED IN THEIR ENTIRETY BY THE STATE DEPARTMENT OF EDUCATION, BUREAU OF SCHOOL FACILITIES.

A COPY OF THE APPROVED PLANS AND PROJECT MANUAL MUST BE KEPT ON FILE AT THE LOCAL BOARD OF EDUCATION UNTIL FINAL GRANT PAYMENT HAS BEEN MADE ON THIS PROJECT.
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AGENDA

ITEM # 8

NEW BUSINESS

APPROVAL OF: PROPOSED COLLECTIVE BARGAINING AGREEMENT: HARTFORD FEDERATION OF SUBSTITUTE TEACHERS

AUGUST 18, 2015

DR. SCHIAVINO-NARVAEZ
MS. CUTLER-HODGMAN

BACKGROUND

- The current contract expired on June 30, 2013.
- The Parties reached a tentative agreement on July 21, 2015.
- The membership of the bargaining unit ratified the tentative agreement on August 13, 2015.
- The Board must now take a formal vote on the proposed agreement.

RECOMMENDATION

That the Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Federation of Substitute Teachers, Local No. 1018-E, CFEPE, AFT, AFL-CIO.