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, 2014 – Paula Altieri, Chief Financial Officer

VI. Business Agenda

A. Items in Order of Importance

1. Acceptance of Funds: The National Foundation for Governors’ Fitness Councils – $100,000 (Supt et al.)

   The National Foundation for Governors’ Fitness Councils is committed to breaking the current cycle of childhood obesity and providing children with a new opportunity to grow up healthy and strong. Acceptance of these funds will result in the installation of a Live Positively™ Fitness Center at Maria Sanchez Elementary School.

   That the Hartford Board of Education accepts the funds in the amount of $100,000 from the National Foundation for Governors’ Fitness Councils and the State of Connecticut.

2. Acceptance of Funds: School Improvement Grants for McDonough Expeditionary Learning School, America’s Choice at SAND, and Burns Latino Studies Academy $460,000 (Supt et al.)

   Acceptance of these funds will allow the recipients of the 1003(a) grant to implement their high-quality plans for school improvement in the areas of talent, academics, culture and climate and operations.
That the Hartford Board of Education authorizes the Superintendent to accept the funds in the amount of $460,000 from the Connecticut State Department of Education School Improvement Grant for the McDonough Expeditionary Learning School, America's Choice at SAND, and Burns Latino Studies Academy.

3. Acceptance of Funds: Connecticut State Department of Education Incubation Funding for Montessori Magnet School at Moylan - $2,600,054 (Supt. et al.)

Currently, Montessori Magnet has outgrown the temporary space at Moylan School and as such is in need of a new location. The State Department of Education will provide the cost for incubation funding. The incubation funds will allow for the Montessori Magnet students to be located in temporary quarters until a new permanent facility is identified.

That the Hartford Board of Education approves the City of Hartford acceptance of $2,600,054 on its behalf from the Connecticut State Department of Education in incubation funding for the Montessori Magnet School.

4. Contract Approval: CBS Therapy - $1,116,024 (Supt et al.)

Hartford Public Schools will contract with CBS Therapy to provide speech and language services to mandated HPS students who required these services. Due to the shortage of speech and language professionals, it is necessary to utilize this service to ensure compliance with federal special education guidelines.

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, 2015, at a cost not to exceed $1,116,024.

5. Contract Continuation Approval: College Board $100,000 (Supt et al.)

The College Board is a national non-for-profit membership organization whose work falls into three major categories: College Readiness, College Connection and Success, and Advocacy. The contract delineates two particular services: SAT School Day and SAT Readiness Program for SAT School Day.

That the Hartford Board of Education authorizes the Superintendent to approve the contract with the College Board for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $100,000

B. Consent Agenda

6. Contract Continuation Approval: Northwest Evaluation Association - $221,445 (Supt. et al.)

Hartford Public Schools will continue the contract with Northwest Evaluation Association to provide testing and reporting services, commonly referred to as Measures of Academic Progress (MAP). The NWEA MAP assessment is a computer adaptive assessment that we plan to administer during the current and the next school year, in the fall, winter and spring. Items are aligned to the Common Core State Standards and will assist the district in preparing for the Smarter Balance assessments during 2014-2015.
That the Hartford Board of Education authorizes the Superintendent to execute the continuation of the contract with Northwest Evaluation Association, for the period of October 1, 2014 through September, 30, 2015, at a cost not to exceed $221,445.

7. Contract Continuation Approval: Sungard Public Sector $118,125 (Supt et al.)

Performance Plus is a web-based, district-wide system that assists educators to track and analyze student performance against State standards; map and manage curriculum as well as build and administer local online benchmark assessments. Performance Plus arms educators with information to make data driven decisions that enhance instruction and increase both individual student achievement as well as overall district achievement.

That the Hartford Board of Education authorizes the superintendent to execute a contract with Sungard Public Sector for the term delineated in the contract ending September 30, 2015.

8. Placeholder: Contract Continuation Approval: Backbeat City Performing Arts Center $53,839 (Sup. et al.)

Backbeat City Performing Arts Center of Glastonbury, CT has partnered with Kinsella Magnet School for the past four years bringing outstanding programming in vocal and dance performance to the entire student body. As part of the school improvement plan, Kinsella has implemented a strong Enrichment program to complement its theme and increase a student’s dedication to the learning process through the arts. Through the work with outside arts professionals, Backbeat City students will gain the confidence and interpersonal skills to be college and career ready in the arts.

The Hartford Board of Education authorizes the Superintendent to execute a contract with Backbeat City Performing Arts Center for the term delineated in the contract ending June 12, 201, at a cost not to exceed $53,839.

VII. Executive Session: (1) Collective Bargaining; (2) Contract Non-Renewal; (3) Pending Litigation: Derek Doe v. Hartford Board of Education et al.


The Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Schools Support Supervisors Association, Local 78, AFSA, AFL-CIO. The Parties reached a tentative agreement on June 25, 2014, and the membership of the bargaining unit ratified the tentative agreement on July 30, 2014.

10. Contract Termination due to Non-Renewal (Supt. et al)

That the Hartford Board of Education adopts the findings of fact and recommendation of the Board subcommittee and authorizes the non-renewal of the employment contract of the non-tenured teacher identified on Exhibit A.

VIII. Adjournment
Upcoming Board of Education Meetings

- BOE Workshop Meeting – Topic: Talent Management Report: September 2 at 5:30PM at Achievement First Hartford Academy, 305 Greenfield St, Hartford, CT 06112.
- BOE Regular Meeting – September 16, 2014 at Bulkeley High School, 300 Wethersfield Avenue, Hartford CT 06114
AGENDA

ITEM # 1

NEW BUSINESS

ACCEPTANCE OF FUNDS:  
DONATION OF FITNESS EQUIPMENT
MARIA SANchez ELEMENTARY SCHOOL

AMOUNT
$100,000

AUGUST 26, 2014

DR. SCHIAVINO-NARVAEZ
MR. SWAN

FUNDING SOURCE
NATIONAL FOUNDATION FOR
GOVERNORS’ FITNESS
COUNCILS AND THE
STATE OF CONNECTICUT

BACKGROUND

The National Foundation for Governors’ Fitness Councils is committed to breaking the current cycle of childhood obesity and providing children with a new opportunity to grow up healthy and strong. Studies show that regular physical activity decreases the risk of developing obesity and chronic diseases, such as diabetes, cardiovascular disease, and colon cancer. Physical activity can reduce depression and anxiety and improve students’ academic performance and self-esteem. By installing fitness centers in schools, we are making a positive impact on the lives of children and improving their long-term well-being.

Acceptance of these funds will result in the installation of a Live Positively™ Fitness Center. This is in turn, encourages schools to make student fitness and wellness a top priority.

RECOMMENDATION

That the Hartford Board of Education accepts the funds in the amount of $100,000 from the National Foundation for Governors’ Fitness Councils and the State of Connecticut.
Sanchez NFGFC Fitness Center

Executive Summary

In an effort to combat childhood obesity in Connecticut youth, Gov. Dannel P. Malloy announced on Thursday, March 13, that the National Foundation for Governors' Fitness Councils (NFGFC) is bringing its physical fitness campaign to the state. It awards public and public charter elementary and middle school fitness centers—which include strength training and cardio fitness equipment and interactive fitness games—to nominated schools that are creating fresh and creative fitness and wellness programs for students.

The NFGFC program, financed through public/private sector partnerships, has awarded 11 Lively Positively Fitness Centers in Massachusetts, Pennsylvania and Washington, D.C. in 2012. Three schools each in New Jersey, Delaware, West Virginia and Georgia were awarded centers in 2013. This year, in addition to Connecticut, the NFGFC is looking to add Virginia, New Mexico and California to its mission to put fitness centers in every state in the country. Through NFGCF grants, the program’s mission is to develop the fittest, healthiest kids in the world.

Through this campaign, Maria Sanchez Elementary School was nominated and selected as one of the recipients of the NFGCF grant.

Acceptance of these funds will result in the installation of a Live Positively™ Fitness Center at Maria Sanchez School. This is in turn will provide additional opportunities for the school to help encourage students to make fitness and wellness a top priority.

Each fitness center includes strength training equipment, cardio fitness equipment and interactive exercise games designed to fit the unique needs of each school. The award includes the design, delivery and installation of the equipment within the school’s existing building structure.
Grant Title: NATIONAL FOUNDATION FOR GOVERNORS' FITNESS COUNCILS
FITNESS CENTER GRANT FOR CONNECTICUT

Contact Person: Azra Redzic (Principal) & David Anderson (Dean of Students)

School/Department: Maria Sanchez Elementary
School District: Hartford, CT
Grades: pre-K – 5th
Mailing Address: 176 Babcock Street
Hartford, CT 06106
Phone Number: 860.695.4940

Amount of Request/Award: $100,000.00

Granting Entity: NATIONAL FOUNDATION FOR GOVERNORS' FITNESS COUNCILS
FITNESS CENTER GRANT FOR CONNECTICUT

Briefly describe the purpose of the grant:
The National Foundation for Governors' Fitness Councils aims to improve youth fitness by recognizing schools that actively promote physical activity and wellness to students. The NFGFC will select three schools in Connecticut to receive equipment for a state-of-the-art fitness center.

Identify the targeted population to be served and the level of service (i.e. 130 Bilingual Students @ identify schools).

Grades 2-5 (all students) including special education starting in October to June with full staff supervision.

Provide brief information on the major areas where funding will be used (i.e. salaries, professional development, supplies and materials, conferences/seminars, evaluation, transportation, etc.)

Grant will purchase fitness equipment that will be installed in the building. $100,000.00 will be spent on the equipment.
We plan to maximize the use and impact of this fitness center in many ways. First of all, we have many ideas planned for our physical education program. We have a strong fitness and health program, but are lacking the appropriate exercise machines to truly expand our program to its full potential. With these new machines, we would have all the exercise equipment we need to run our full fitness program for our students and truly get students exercising for the maximum amount of time we can! Secondly, we would use this fitness center as part of our morning exercise club. Students would
be allowed to come before school to exercise on the equipment. Thirdly, teachers would be allowed to use the fitness equipment to exercise and work on their own health and fitness levels. Teachers could use the equipment before school, after school, or during their lunch if desired. We would like to look into running community days or after-school programs that are open to the community to see if we would be able to allow community members or parents to utilize the fitness equipment as well.

**How will this program relate to the currently approved HPS programs:**

Our physical education program is both innovative and unique. We have spent many years developing a program around the idea of improving the fitness levels of our students. One of our many initiatives has focused around the collection of second hand fitness equipment that we have gathered over the years from various tag sales, from other schools that were getting rid of old equipment and upgrading their fitness centers, and from various other places. Due to our financial restraints we have no other alternative when it comes to building a functioning exercise area that includes a variety of exercise machines. We have tried to collect as much fitness equipment as possible due to the high priority that we place on the general health and wellness of our students.

Our fitness center would be added to our other wellness-related programs currently offered at Sanchez.

- **Morning Exercise Club:**
  - Involves approximately 60 students every day of the school year. Students come to the gymnasium in the morning to jog laps and then to play an activity of their choice (basketball, jump ropes, hula hooping, etc.)

- **Safe Walk to School Day:**
  - CCMC and the Safe Routes to School group put together booths and stations for students to rotate through. These stations cover topics like crosswalk safety, listening to crossing guards, how the police are there to help, how to avoid stranger danger and more. The Hertford Police Department has also joined in and set up a booth at our Safe Walk to School Day program.

- **Project Adventure:**
  - This is a high and low challenge course with the following goals: team building, character development, self-reliance, confidence building, increase self-esteem, increase social and individual sense of responsibility and accountability, increase the participants' awareness of their own mental, physical, and emotional abilities and disabilities, increase participants' ability to manage their anger and identify positive choices they can make, to increase participants' recognition of their own leadership skills and understanding of negative/positive peer pressure, to increase participants' knowledge and understanding of how to resolve conflicts appropriately

- **Summer Safety Program:**
- Connecticut Children’s Medical Center assists us by coming to present fun information regarding swimming, water safety, heat safety, and heat illness prevention.

- Fitness Contests/Clubs:
  - 25 push-up club
  - 8 minute mile club
  - Presidential Physical Fitness Club (students who pass all four physical fitness state assessments)
  - Turkey Trot (Thanksgiving Races – students race by gender and grade level – we award trophies and frozen turkeys and have plaques recognizing past winners dating back 15 years)
  - Star of the day
  - Student of the month
  - Class of the month

- Grow Hartford/Hartford Food Systems:
  - Help with nutrition aspects of our program. They bring in groups to do presentations on foods and sugar content, on farming and where our food comes from and more. They have been able to bring in high school students to teach lessons and to influence their younger peers in a positive way. Most recently, one advocate has been working with us to teach our students about the importance of breakfast and made a “breakfast pledge” poster for our students to sign indicating they would eat breakfast every morning.

- Hispanic Health Council:
  - Puppet shows cover important nutrition and health topics such as the five food groups, food safety, agriculture, diabetes and other health issues, the importance of exercise and overall nutrition and health topics. They have generously given coloring pages, informational pages and pamphlets to our students regarding important health & wellness issues. For our older students, they were able to come in and do informational sessions followed by Jeopardy games with prizes in order to teach students about health, wellness and nutrition.
  - We typically follow up these presentations by reinforcing concepts taught in our daily physical education lessons.

- Bicycle riding program (including bike safety and helmet give-away and fittings):
  - Bike riding is yet another fun and effective way that we promote fitness. We have approximately 50 bicycles of various sizes to fit all of our students. We incorporate this wonderful activity into our curriculum for grades K-5.

- Healthy School Zone:
- We have established a climate that doesn’t allow for any junk food in our building whatsoever. When we have parties or celebrations we make healthy food choices. As a result our students have a greater appreciation for what it means to eat healthy.

All of the programs listed above will help with educating our students about health, safety, fitness, obesity and living a healthy lifestyle, which all correlates with the programs we have in place currently and the Fitness Grant will fit in nicely with what we have in place already.

Identify partnerships and their financial commitment included in this grant (be sure to include evaluators, if any).

NATIONAL FOUNDATION FOR GOVERNORS’ FITNESS COUNCILS FITNESS CENTER GRANT FOR CONNECTICUT will partner with us for this grant. They will train the Physical Education staff as well as the students on how to utilize the equipment safely and effectively.

We plan to measure and track the use and impact of the fitness center in various ways. First, we plan on pre and post testing our students. Secondly, we have heart rate monitors and pedometers that fitness center users can utilize in order to track their progress during workouts. We plan to have a sign in and sign out sheet so that we have a record of who uses the fitness center and for how long they use it for. We would like to have a pre and post weight-in/BMI measurement for teachers who plan on using the fitness center regularly. We plan on sending out surveys to teachers, students, administration and community members regarding the fitness center and its usefulness and impact.

Please attach a copy of the grant abstract or other documentation applicable to this request (i.e. copy of check or letter of award, if available).

Attached
July 17, 2014

Ms. Myrella Lara
Mr. Tim Keane
Ms. Kim Nyquist
Maria Sanchez Elementary School
176 Babcock St.
Hartford, CT 06106

Dear Principal Lara, Mr. Keane, and Ms. Nyquist:

Congratulations! I am very pleased to inform you that the National Foundation for Governors’ Fitness Councils and the State of Connecticut have selected Maria Sanchez Elementary School to become a National Champion School! We would like to recognize and support your school’s commitment to physical fitness and wellness by awarding your school with a Live Positively™ Fitness Center.

The NF GCC is committed to breaking the current cycle of childhood obesity and providing children with a new opportunity to grow up healthy and strong. Studies show that regular physical activity decreases the risk of developing obesity and chronic diseases, such as diabetes, cardiovascular disease, and colon cancer. Physical activity can reduce depression and anxiety and improve students’ academic performance and self-esteem. By installing fitness centers in schools, we are making a positive impact on the lives of children and improving their long-term well-being.

We recognize your school as a leading example of a high-quality, innovative school with a clear commitment to the health and success of your students. We wish to commend these efforts by awarding Maria Sanchez Elementary a brand new fitness center. The fitness center features state-of-the-art strength training equipment, cardio fitness equipment and Interactive exercise games; and the award includes the design, delivery and installation of the equipment. Please note that insurance, maintenance and operating costs will be the responsibility of your school and you will need to sign and return the Terms and Conditions form upon accepting this award.

We hope this award will help Maria Sanchez Elementary School realize its future goals towards student fitness and wellness. A representative from the Tuff Stuff Fitness team will be contacting you shortly to begin planning the design and installation of your fitness center. As a part of this award, we would like to host a ribbon-cutting celebration at your school in October, and we greatly appreciate your cooperation and assistance during this time. On behalf of the National Foundation for Governors’ Fitness Councils, thank you for your grand efforts towards promoting physical activity and fitness to the youth of Connecticut!

Sincerely,

Kelly McKeag
NATIONAL FOUNDATION FOR GOVERNORS’ FITNESS COUNCILS  
FITNESS CENTER GRANT FOR CONNECTICUT

Purpose
The National Foundation for Governors’ Fitness Councils aims to improve youth fitness by recognizing schools that actively promote physical activity and wellness to students. The NFGFC will select three schools in Connecticut to receive equipment for a state-of-the-art fitness center.

Priorities
1. Funding priority will be given to applicants determined to have a significant low-income population as demonstrated by a high percentage of participation in free and reduced-price meal programs.
2. Funding priority will be given to applicants that demonstrate a robust plan for using the equipment in building and improving their physical education and academic programs.

Eligibility
1. The school is a public school.
2. The school is an elementary or middle school. (High schools or college prep schools are not eligible.)
3. The school must have instructional physical education for all students in every grade.
4. The school must be located in an Alliance District.
5. This school must have a space for the equipment to be installed that meets the requirements set forth in the Physical Requirements and Conditions Form (page 3).

Funding
A donation of fitness equipment worth approximately $100,000 will be granted to three eligible schools in Connecticut. The award is comprised of strength training equipment, cardio fitness equipment and interactive exercise games; and includes the design, delivery and installation of the equipment within the school’s existing structure.

Instructions
Please complete this entire form and email (preferred) as an attachment (.doc or .docx) to nominato@natgoviit.org.
Or mail to:
National Foundation for Governors’ Fitness Councils (NFGFC)
3866 N. Mississippi Ave. #26
Portland, OR 97227

More information and downloadable forms can be accessed at www.natgoviit.org.

Deadline
Monday, June 2nd, 2014
NATIONAL FOUNDATION FOR GOVERNORS' FITNESS COUNCILS
Live Positively™ Fitness Center Award
Terms and Conditions

To accept the fitness center grant, please review, sign and submit this form by July 31, 2014 thereby agreeing to the award’s terms and conditions. Please scan and email to: kmckeag@acsm.org, or mail to: NFGFC, 3855 N. Mississippi Ave. #25, Portland, OR, 97227.

Designated Room for Fitness Center

- The room that is used for the fitness center must be the same room listed in the application and exactly fit that description.
- The room needs to be fully secured to prevent vandalism or theft and the roof, floor, and building sides must be structurally sound and intact.
- There must be properly functioning 110Volt /12Amp grounded power outlets (required for interactive fitness products.)
- The ventilation system must be adequate for students to be using equipment continuously without concern for health issues or overheating.
- The flooring must be in acceptable condition to pass current public building codes and safety standards. Rubber or athletic sports flooring is recommended for noise reduction, easier maintenance and added safety.

Room Preparation

- Prior to the Installation of your fitness equipment, the room must be painted and cleared of all items including desks, chairs, wall hangings, etc.
- The room must have the NFGFC seal affixed to the wall. The graphic will be included in this email as an attachment. It should be a minimum of 3 feet in diameter. It can be painted, printed, carved, etc. Any additional images on the walls prior to the ribbon-cutting ceremony must be approved by NFGFC in advance.

Delivery and Installation

- Tuff Stuff Fitness Equipment personnel will work with you to schedule delivery and installation of the fitness equipment.
- The school must provide Tuff Stuff access to park a 40-52 ft. commercial truck within 50-100 ft. of the door where the fitness equipment will be delivered. The Installation may take up to 6-8 hours during which time the truck must be secured.
- If parking a larger commercial vehicle is an issue, specific details or obstacles must be discussed with Tuff Stuff personnel immediately to confirm feasibility of the installation project.

Ribbon-Cutting Event

- The school agrees to keep the fitness center closed to all students until after the ribbon-cutting dedication.
- The school commits to having the entire student body attend the ribbon-cutting event.
The school agrees to put together a small task force to assist the NFGFC in event preparation. This includes: sending invitations to parents, community members, and media; setting up chairs and other items before the event; participating in 1-2 conference calls with NFGFC staff prior to the event.

Fitness Center Dedication
NFGFC staff will work with you to schedule the fitness center dedication and ensure that NFGFC has permission to use the names, pictures, video images, and relevant quotes of all attending the fitness center dedication.

Insurance/Liability
- Room layout consultation and onsite training is provided for the school and staff to ensure proper equipment set up and use.
- Your fitness equipment comes with the standard commercial factory warranty and product liability insurance from Tuff Stuff Fitness Equipment. The school or school district must have insurance in place to cover theft or damage not covered by warranty.
- Title to the fitness equipment shall be vested to your school upon the delivery and installation of the equipment.

The National Foundation of Governors’ Fitness Councils (NFGFC), its sponsors, employees, agents, contractors and suppliers shall be indemnified and held harmless by your school and/or district against all claims, suits, demands, actions and proceedings, judgments, penalties, damages, costs and expenses (including reasonable legal fees and costs), losses or liabilities ("Damages") arising out of the use, operation and functionality of the fitness equipment and any liability claim or other claim for injury or damage done to any person arising out of the use or operation of the fitness equipment.

By signing below, I commit to working with the staff of the National Foundation for Governors’ Fitness Councils and Tuff Stuff Fitness Equipment to satisfy the terms and conditions of the award set forth above.

School Name: Maria Sanchez Elementary School
Principal:
Date:
Superintendent:
Date: 8/1/11
AGENDA

ITEM # 2

NEW BUSINESS

ACCEPTANCE OF FUNDS: SCHOOL IMPROVEMENT GRANT

AMOUNT $460,000

AUGUST 26, 2014

DR. SCHIAVINO-NARVAEZ
MR. SWAN

FUNDING SOURCE CONNECTICUT STATE DEPARTMENT OF EDUCATION

BACKGROUND

On May 20, 2014, the Connecticut State Department of Education’s Turnaround Office; School Improvement Competition awarded the following schools:

1003(a) FY 2015 Awards:
McDonough Expeditionary Learning School $200,000.00
America’s Choice at SAND $130,000.00
Burns Latino Studies Academy $130,000.00

Acceptance of these funds will allow the recipients of the 1003(a) grant to implement their high-quality plans for school improvement in the areas of talent, academics, culture and climate and operations.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept the funds in the amount of $460,000 from the Connecticut State Department of Education School Improvement Grant for the McDonough Expeditionary Learning School, America’s Choice at SAND, and Burns Latino Studies Academy.
School Improvement Grant Acceptance of Funds

Executive Summary

On May 20, 2014, the Connecticut State Department of Education’s (CSDE) Turnaround Office, School Improvement Competition awarded School Improvement Grants to three school in the Hartford Public Schools.

The three competitive grants are part of $6.6 million in federal and state funding directed to more than two dozen public schools across Connecticut that the state has deemed low performing and in need of improvement. Eighty-two schools were eligible for the aid and 47 of them applied.

Acceptance of these funds will allow the recipients of the grant to implement specific elements within their school improvement plans, which include:

McDonough Expeditionary Learning School  
- Math intervention teacher  
- ELA intervention teacher  
- School Counselor  

America’s Choice at SAND  
- Extensive professional development on literacy and numeracy  
- Math intervention program  
- School and Family Support Provider  

Burns Latino Studies Academy  
- 5-8 grade instructional coach  
- Project and Program Facilitator who will focus on reducing chronic absenteeism and parent outreach efforts
HARTFORD BOARD OF EDUCATION
GRANTS SUBMISSION/Acceptance INFORMATION FORM
BOARD ITEM

Grant Title: 1003(a) School Improvement Competition

Contact Person: Jonathan Swan

School/Department: Portfolio Department

Amount of Request/Award: $460,000.00

Granting Entity: Connecticut State Department of Education

Briefly describe the purpose of the grant:

1003(a) grant allows recipients to direct funds to implement their high-quality plans for school improvement in the areas of talent, academics, culture and climate and operations.

Identify the targeted population to be served and the level of service (i.e. 130 Bilingual Students @ identify schools).

McDonough (MELS); 6-8
America's Choice at SAND; K-8
Burns Latino Studies Academy; PK4-8

Provide brief information on the major areas where funding will be used (i.e. salaries, professional development, supplies and materials, conferences/seminars, evaluation, transportation, etc.)

(Refer to SIPs for school specific funding information)

How will this program relate to the currently approved HPS programs:

Support the reform plan proposed by the district to increase student achievement.

Identify partnerships and their financial commitment included in this grant (be sure to include evaluators, if any).

Morgan Barthe, Division Director, CSDE Turnaround Office

Please attach a copy of the grant abstract or other documentation applicable to this request (i.e. copy of check or letter of award, if available).

(See attached award letter)
"This page [is] intentionally left blank."
AGENDA

ITEM # 3

NEW BUSINESS

ACCEPTANCE OF FUNDS: MAGNET INCUBATION FUNDING FOR MONTESSORI MAGNET CURRENTLY LOCATED AT MOYLAN

AMOUNT
$2,600,054

AUGUST 26, 2014

DR. SCHIAVINO-NARVAEZ
MR. GENAO
DR. SLATER

FUNDING SOURCE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

BACKGROUND

In 2013, the Hartford Board of Education approved the magnet operations plan, and thus the creation of, Montessori Magnet as school. At its July 22, 2014 meeting the Board of Education approved the first phase of incubation funding totaling $3,140,893.

Currently, Montessori Magnet has outgrown the temporary space at Moylan School and as such is in need of a new location. The State Department of Education will provide the cost for incubation funding. The incubation funds will allow for the Montessori Magnet students to be located in temporary quarters until a new permanent facility is identified. These funds will contribute to the purchase of portable classrooms, furniture and equipment needed. In addition, the funds will assist the overall implementation of the theme for the school. This is the second round of funding will enable the procurement of the project through the City of Hartford process.

Funding for this project is not currently included in the Hartford Public School’s budget. Acceptance of these funds will allow the school to continue to be compliant and grow to provide this excellent program to additional students and families in the future.

RECOMMENDATION

That the Hartford Board of Education approves the City of Hartford acceptance of $2,600,054 on its behalf from the Connecticut State Department of Education in incubation funding for the Montessori Magnet School.
New Montessori Magnet School at Moylan

Executive Summary

Through Shiff negotiations in 2008 a new grades K-4 Montessori Magnet School was approved. In July of 2012, Hartford Public Schools was to receive incubation funds for new modular classrooms to house the new Montessori School, but the funding from the State Department of Education never materialized.

In August of 2013, 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 has outgrown their space at Moylan School.

It is estimated that $6.7 million would be needed to fully incubate the new Montessori School until a new 400 student capacity school can be built, purchased or renovated. The funds for the permanent Montessori Magnet school will be reimbursed to the City at a rate of 80% of the total cost.

We have investigated several potential sites for the permanent location. The permanent school site will have to be approved by the Board of Education and the Plaintiffs of the Shiff agreement. The Hartford Public School administration should be prepared to present recommendations to the Board of Education for the permanent site by December 2014.

In June of 2014, the State dispersed and the BOE approved $3.1 million to the City of Hartford for Phase I of incubation construction funds for the relocation of the school to the McDonough School property. The SDE approved for Phase II, the requested $2.6 million for the incubation construction of the modular classrooms. This provides HBBOE with the necessary funding to begin the procurement process through the City of Hartford that will include development of a site plan (with input from parents from both schools), site preparation, and purchase of modular classrooms including the electrical and technology build out for the site. Phase III request to the State Department of Education will be for $1 million for furniture, fixtures and equipment (FF&E). Students and staff should be able to utilize the incubation modular classrooms for the 2015-16 school year.
AGENDA

ITEM # 4

NEW BUSINESS

AUGUST 26, 2014

DR. SCHIAVINO-NARVAEZ
MR. SWAN
MS. KENNEDY

CONTRACT APPROVAL
CBS THERAPY

AMOUNT
$1,116,024

FUNDING SOURCE
GENERAL BUDGET

BACKGROUND

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

CBS will be contracted to provide speech and language services to mandated Hartford Public School 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, 2015, at a cost not to exceed $1,116,024.
CBS Therapy Contract

Executive Summary

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 therapists, physical therapists, and occupational and physical therapy 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 in speech and language professionals, it is necessary to utilize this service to ensure compliance with federal special education guidelines.

We worked with CBS Therapy last school year and had a very successful relationship. CBS Therapy was able to fill all of our requested positions in a timely and consistent manner. Their staff is highly skilled and professional. We have contracted with other companies, but have had issues filling our vacancies, causing time delays and risking compliance issues.

Last school year we had to amend our contract with CBS Therapy to add additional FTE’s due to the increase in student’s being mandated for speech services throughout the school year and due to retirements and resignations during the school year. This school year we are starting the year contracting for 7.8 FTEs, but would like to build in an additional 4.2 FTEs to plan for retirements, resignations and any additional mandated students throughout the year. This will prevent delay in services due to the time it takes to amend the current contract.
CONTRACT / CONSULTANT INFORMATION FORM

(Please include all anecdotal and assessment data that should be considered in continuing / renewing this contract/consultant)

NEW__X_____CONTINUATION_____

Contract Title: CBS Therapy

Contact Person: Clare Kennedy, Executive Director of Special Education

School/Department: Special Education

Amount of Contract: Not to exceed $1,116,024

Funding Source: General Funds and Special Funds

<table>
<thead>
<tr>
<th>Sites</th>
<th>Number of Students To Be Served</th>
<th>Number of Staff To Be Served</th>
<th>District Accountability Plan</th>
<th>Target Achievement Rate</th>
<th>Cost Per Unit/Student</th>
<th>Competitively Bid or Sole Source</th>
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<tr>
<td>Milner</td>
<td>28</td>
<td></td>
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</tbody>
</table>

Briefly describe the purpose of the contract:
To obtain speech and language services for HPS Special Education students who are mandated to receive them.

Please indicate the population to be served.
Mandated HPS students.

What are the expected outcomes and benefits to HPS students?
Goals are based on individual student's IEPs.

How is success evaluated? If this is a continuation of contract, please provide the most recent evaluation.
Success is based on progress of students meeting their goals as outlined in their IEPs.
SOLE SOURCE DOCUMENTATION FORM

DATE: 7/25/2014    P.O. OR REQUISITION NUMBER: ____________

VENDOR: CBS THERAPY    TOTAL COST: $1,116.024

DEPARTMENT/DIV: SPECIAL EDUCATION
REQUISITIONER: CLARE KENNEDY

Please read the Sole Source Procurement Policy before filling out this request.

Briefly describe the scope of services or equipment needed.

Provide Speech and Language Therapists to HPS.

This purchase qualifies as a sole source procurement for the following reason(s):

☐ The compatibility of equipment is of paramount consideration.

☐ The compatibility of accessories or replacement parts is of paramount consideration.

☐ The sole source supplier’s item is needed for trial use or testing.

☐ The sole source supplier’s item is to be procured for resale or donation.

☐ A public utility service.

☒ Other, please explain:

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 therapists within very tight time constraints. Other companies, such as Sunbelt Staffing were unable to do so. CBS Therapy has a proven track record with HPS.

Outline any research you did in determining that this vendor is the only one able to supply this item or service. Be specific as to names and addresses of firms or people contacted. Attach supportive documentation.

DEPARTMENT HEAD NAME, PRINTED: Clare Kennedy

Department Head Signature: __________________________ Date: ____________
2/10/14

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>
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Total Cost: $1,116,024

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.
<table>
<thead>
<tr>
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AGENDA

ITEM # 5

NEW BUSINESS

AUGUST 26, 2014

DR. SCHIAVINO-NARVAEZ
MR. SWAN
MS. DINNALL

CONTRACT CONTINUATION APPROVAL:
COLLEGE BOARD

AMOUNT
$100,000

FUNDING SOURCE
SPECIAL FUNDS / PRIORITY SCHOOL
DISTRICT

BACKGROUND

Commencing during the 2011-2012 school year, Hartford Public Schools partnered with the College Board to host its first SAT School Day. Three years later, HPS continues to see the impact of the implementation of SAT School Day in not only the results related to the embedded school-based administration of the SAT, but in the outlook of the students and Hartford community at-large.

The College Board is a national non-for-profit membership organization whose work falls into three major categories: College Readiness, College Connection and Success, and Advocacy. The mission of the organization "is to connect students to college success and opportunity." This particular agreement falls in the category of College Connection and Success. Specifically, the contract delineates two particular services provided by the College Board to Hartford Public Schools:

- SAT School Day – The College Board will work with Hartford Public Schools to establish SAT Test Centers, deliver SAT practice tools and support, provide accommodations to participants with disabilities, register students, train school personnel, administer the SAT, and deliver SAT data and reports.

- SAT Readiness Program for SAT School Day – The College Board will furnish The Official SAT Online Course to all SAT enrolled students.

The exam will be administered on October 15, 2014 to participating seniors and on April 29, 2015 to participating juniors. Approximately 2,286 students will benefit from the delivery of SAT School Day and SAT Readiness Program for SAT School Day.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute the contract with the College Board, for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $100,000.
Rationale

Hartford Public Schools has made several notable gains in the area of college readiness. The 4 year Cohort graduation rate for the class of 2013 is 71.2%, the FAFSA completion rate increased from 36% in 2012 to 51% in 2013, and the post secondary enrollment rate increased from 51% for the class of 2012 to 55% for the members of the class of 2013. In addition, the SAT participation rate for seniors has increased from 829 students in 2011 to 1142 students in 2013. However, there is a great deal of work that still remains to be done.

Recommendation

An intentional focus on preparing our students for post-secondary success must continue to be fostered and supported. In order to increase equity and access to college for all Hartford students, it is necessary for all stakeholders to continue to recognize the indispensable role they each play. As the lead stakeholder, it is recommended that the Board of Education renew its contract with the College Board to allow for the administration of the SAT during the school day for the 2014-2015 school year.

Related data and National Alignment

By the year 2018, over 60% of all jobs will require some college. In addition, President Obama launched the 2020 North Star Initiative, which strives to ensure that the United States once again becomes the world leader in degree completion by the year 2020. The United States Department of Labor has released the below chart, which provides data that correlates economic advantages to post-secondary degree attainment:

<table>
<thead>
<tr>
<th>Education attained</th>
<th>Unemployment rate in 2013 (Percent)</th>
<th>Median weekly earnings</th>
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</thead>
<tbody>
<tr>
<td>Doctoral degree</td>
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<td>$1,623</td>
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<tr>
<td>Professional degree</td>
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<td>1,714</td>
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<tr>
<td>Master's degree</td>
<td>3.4</td>
<td>1,329</td>
</tr>
<tr>
<td>Bachelor's degree</td>
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<td>1,108</td>
</tr>
<tr>
<td>Associate's degree</td>
<td>5.4</td>
<td>777</td>
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</table>

"The Hartford Public Schools is the State Capital's Portfolio District of Excellence"
Earnings and Unemployment Rates by Educational Attainment

<table>
<thead>
<tr>
<th>Education attained</th>
<th>Unemployment rate in 2013 (Percent)</th>
<th>Median weekly earnings</th>
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</thead>
<tbody>
<tr>
<td>Some college, no degree</td>
<td>7.0</td>
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<tr>
<td>High school diploma</td>
<td>7.5</td>
<td>651</td>
</tr>
<tr>
<td>Less than a high school diploma</td>
<td>11.0</td>
<td>472</td>
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</table>


College and Career Readiness Strategies and Initiatives

Hartford Public Schools has embarked on and implemented several strategies to full actualize Goal #3 of the Strategic Operating Plan. A brief list follows:

- **FAFSA Completion Project** – US Department of Education project to increase FAFSA completion rates
- **Hartford Days** – A collaboration with Career Beginnings to provide additional supports to ensure students complete college enrollment process
- **College and Career Awareness Month** – District and city-wide activities aimed at increasing college knowledge
- **PSAT** – Administer assessment to all sophomores and juniors
- **Hartford Promise** – a college access and scholarship program for Hartford residents
- **SAT School Day Administration** – administering the SAT during the school day to Seniors in qualifying schools in the fall and all Juniors in the spring
- **CCR Profiles** – Data reports containing critical data indicators that are used to inform instructional practices to increase SAT scores

Data: Graduating Class of 2013

<table>
<thead>
<tr>
<th>Math Mean</th>
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<tbody>
<tr>
<td><strong>Junior year</strong></td>
</tr>
<tr>
<td><strong>Senior year</strong></td>
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<tr>
<th>Critical Reading Mean</th>
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<tbody>
<tr>
<td><strong>Junior year</strong></td>
</tr>
<tr>
<td><strong>Senior year</strong></td>
</tr>
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</table>

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<tr>
<th>Writing Mean</th>
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<tbody>
<tr>
<td><strong>Junior year</strong></td>
</tr>
<tr>
<td><strong>Senior year</strong></td>
</tr>
</tbody>
</table>
Cost

The budget for this initiative has been set at $100,000; however, the cost has never exceeded this amount. In addition, the College Board provides cost breaks for participation rates as well as percent of low-income test takers:

- 2011/2012 – $81,354.
- 2012/2013 – $81,813.

Desired Outcomes

- Increase in post-secondary acceptance rates
- Increase in post-secondary enrollment rates
- Increase in post-secondary degree completion
- Increase in SAT participation rates for Juniors and Seniors
- Increase in district SAT mean score
CONTRACT/CONSULTANT INFORMATION FORM

(Please include all anecdotal and assessment data that should be considered in continuing/renewing this contract/consultant)

NEW_______  CONTINUATION___X___

**Contract Title/Consultant Name:** College Board

**Contact Person:** Jonathan Swan and Sonia Dinnall

**School/Department:** Office of Portfolio Schools

**Amount of Contract:** $100,000

**Funding Source:** Special Funds: Priority School District

<table>
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<th>Sites</th>
<th>Number of Students To Be Served</th>
<th>Number of Staff To Be Served</th>
<th>District Accountability Plan</th>
<th>Target Achievement Rate</th>
<th>Cost Per Unit/Student</th>
<th>Competitively Bid or Sole Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>District-Wide</td>
<td>All Juniors and Seniors, in intervention schools, in the Hartford District</td>
<td>N/A Building-based staff will assist in the administration of the SAT.</td>
<td>District Performance Targets # 7 (SAT) &amp; #10 (Graduation) Strategic Operating Plan, Goal 3: College Readiness, Objective 1 (Increasing PSAT and SAT scores)</td>
<td>To provide all HPS Juniors and Seniors, in intervention schools, with SAT testing and preparation services.</td>
<td>Approximately $53.00/Student</td>
<td>Sole Source</td>
</tr>
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</table>

**Briefly describe the purpose of the contract:**
For the past three consecutive years, Hartford Public Schools has partnered with the College Board to provide free SAT preparation and testing to HPS Juniors and Seniors in intervention schools. This partnership has proved to be essential in providing the college testing supports needed by students and the greater Hartford community. As such, HPS would like to continue this partnership during the 2014-2015 school year. The College Board intends to assist HPS with administering two SAT School Days (October 15, 2014 and April 29, 2015) with two make-up sessions (December 6, 2014 and June 2, 2015) as well as preparing students for the SAT with the SAT Readiness Program. In addition, the College Board will provide HPS with all applicable data and reports.

Revised 2-2012
Please indicate the population to be served.
The population that will be served includes all HPS Juniors and Seniors, in intervention schools. Due to the SAT School Day structure, various staff will be responsible for the preparation of the students and the administration of the exam.

What are the expected outcomes and benefits to HPS students?
From this continued partnership, Hartford Public Schools hopes to achieve the following outcomes:

- Increase in scores as a result of the SAT preparation services and school buy-in;
- Increase in participation from the students taking the SAT;
- Increase in applications to post-secondary institutions as a result of taking the exam; and
- Increase in students successfully transitioning to post-secondary institutions.

How is success evaluated? If this is a continuation of contract, please provide the most recent evaluation.
Success will be evaluated based upon College Board's ability to successfully provide HPS with the SAT Readiness Program for SAT School Day and the SAT School Day, including establishing SAT Test Centers, delivering SAT practice tools and support, providing accommodations to participants with disabilities, registering students, training school personnel to administer the SAT, and delivering any data and reports related to the SAT.

During the most recent evaluation, College Board was able to prove that it successfully implemented the SAT School Day and SAT Readiness Program for SAT School Day. For the SAT School Day on April 16, 2014, 953 students (+9.8% from 2012) participated in the event (compared to 792 students from April 2013 and 868 from April 2012). For the SAT School Day on October 16, 2013, 477 Grade 12 students (compared to 525 students from October 2012 and 491 from October 2011) participated from the HPS intervention schools.
City of Hartford
Sole Source Justification Form
(Please refer to Sole Source Procurement Policy for further Explanation)

Date: August 26, 2014

Requestor: Jonathan Swan and Sonia Dinnall

Department: Hartford Public Schools - Office of Portfolio Schools

Sole Source Vendor: College Board

Amount of Request: $100,000

Part I – Detailed Explanation of Product or Services

College Board will provide access to SAT Prep services for HPS students and data reports. In addition, through this partnership, Hartford Public Schools will hold its fourth year of SAT School Day sessions, where the SAT is administered during the school day.

Part II – Sole Source Justification Criteria
Please select the most appropriate justification: (Uniqueness, Legitimacy, Compatibility, Compliance.)

Uniqueness

Part III – Business Rationale

Be specific in answering all questions and attach additional pages if necessary.

1. 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? Give specific characteristics, compatibilities, capabilities and requirements.

   College Board is the sole organization that can offer the administration of the SAT. Although some colleges and universities will accept the ACT, some post-secondary schools will only accept the ACT in combination with the SAT. The SAT is widely accepted by college admissions departments. As such, there is no other agency that would be able to offer a comparable college entry exam.

2. What alternative sources were reviewed & evaluated to support this claim? Please summarize findings.

   The results from an extensive review of college admissions data and discussions with admissions offices about college entry exams support this claim. The findings from this research suggest that the SAT has a greater likelihood of being universally accepted by college admissions offices as opposed to the ACT, the other college admissions test option.

3. Will this purchase obligate the City for future purchases, such as maintenance? If yes, please describe.

   No, the items associated with this contract do not require the City to be obligated for future purchases.

4. What efforts were made to get the best possible price and why is it considered to be fair and reasonable?

   While the contract was being created, administrators from both parties ensured that the contracted services would be aligned to the actual need that the district has for the services. The total amount for this contract is a not-to-exceed amount that has not been fully expended in the previous years of implementation. Hartford Public Schools is only billed for the students who participate in the services. In addition, the College Board continuously offers a bulk discount for the services that are provided through the contract.
5. Any other information that supports the need for the sole source request.

As a result of the wide usage of the SAT and the specific demographics of the student population that is serviced by Hartford Public Schools, it is critical for Hartford Public Schools to make college access as equitable for our students as possible. Specifically referring to the low socioeconomic status of many of the families throughout Hartford, this contract assists the community by removing some of the financial burden that is associated with completing the various components that are necessary to apply to college.

Part IV – Approvals (Purchasing Agent approval required if amount greater than $10,000)

[Signature]
Department Head

[Signature]
Purchasing Agent

8/1/14
Date

Date
Schedule I to Agreement
SAT School Day Program

1. Services Overview
The College Board will support the Client in administering the SAT during a school day. The scope of services encompasses a Client-sponsored SAT School Day administration, access to the College Board’s Official SAT Online Course™, and delivery of SAT data and reports (the “Program”). The College Board will deliver the Program as outlined in this Schedule and Attachments.

1.1. Enrollment and Program Participation
The Client will provide to the College Board, in accordance with the timeframes defined in Attachment A to Schedule I, information concerning the numbers of cohort students (“Participating Cohort”) enrolled in the schools which are participating in the Program (“Enrollment” or “Student(s)”). Students who register for the SAT exam in accordance with the provisions of this Agreement and of Attachment A are herein referred to as “Participants”.

1.2. Related Implementation Services

1.2.1. Setting up SAT Test Centers
Client will accurately complete a Test Center Intake Form, provided by the College Board, to designate those locations participating in the Program. All locations designated by the Client and that meet all College Board requirements will be established as SAT Test Centers (“Test Centers”) for the Program. Client will designate a Test Center Supervisor at each participating location who must complete a two-page Test Center Master Form (“CMF”) in order to establish the location as a Test Center. Client is responsible for ensuring compliance with CMF completion. College Board reserves the right to cancel the administration of the Program at any Test Center if a completed CMF is not returned by the deadlines established in Attachment A or is returned without complete and accurate information.

1.2.2. Delivering SAT Practice Tools and Support
In addition to the free practice tools available at http://sat.collegeboard.org/practice, access to the Official SAT Online Course (the “Online Course”) will be provided to all Students. Client’s administrative personnel will have access to Online Course training, at no additional charge, which will give such personnel an overview of the features of the Online Course. Client will designate an Online Course Coordinator at each participating location who will be responsible for distributing information to students and encouraging Online Course use. Attachment A contains further terms related to the Online Course.

Additional SAT Readiness products (e.g., publications) and services (e.g., Professional Development Workshops) are not included as part of the Program. The Client may purchase these products and services separately.

1.2.3. Providing Accommodations to Participants with Disabilities
Accommodations for Participants with disabilities will be granted and administered according to the College Board’s standard eligibility and administration procedures. Participants must apply for accommodations under the College Board’s Services for Students with Disabilities (SSD) program and must follow the SSD program’s published procedures, which can be found at http://www.collegeboard.com/ssd/student and http://professionals.collegeboard.com/testing/ssd. Only College Board-approved accommodations are permitted. Any provided accommodations not
previously and explicitly approved by the College Board's SSD program will result in scores that are not valid, and that cannot be reported to colleges, scholarship programs and other designated score recipients. Client will be responsible for designating an appropriate accommodations coordinator ("SSD Coordinator") to facilitate the application for and administration of approved accommodations. The "Form to Establish an SSD Coordinator" is available at the above-referenced websites. Participants with accommodations previously approved by the College Board, and who have a College Board-issued SSD code, do not need to reapply for accommodations under this Program.

1.2.4. Registering Students for the Program
To participate in the Program, Students must register by the deadlines designated, and using the methods described, in Attachment A. Client will be responsible for designating an appropriate registration coordinator ("Registration Coordinator") to oversee Program registration. The College Board will provide registration materials and instructions to the Registration Coordinator. Client shall ensure that copies of the SAT Registration Guide are distributed to all Participants at least four weeks in advance of the administration as outlined in Attachment A. Participants who are absent from the designated test administration date are eligible for one makeup test as outlined in Attachment A. The Participant is responsible for calling College Board customer service to transfer their registration to the designated makeup test date by the published registration deadline associated with such designated makeup test date. SAT Subject Tests are not offered under this Agreement. SAT fee waivers are not applicable to test fees under this Agreement, however normally fee waiver eligible students may use fee waivers for other services normally available to fee waiver recipients.

1.2.5. Training of Designated Personnel at the Participating Schools
The College Board will provide all necessary training and/or instructional materials to designated Client personnel who will act as Test Center Supervisors, Registration Coordinators, SSD Coordinators, Online Course Coordinators, Associate Test Center Supervisors, Proctors, and Hall Monitors (collectively "Designated Personnel"). The required training and/or instructional materials will be made available by the College Board to the Client and must be completed in accordance with the timeframes set forth in Attachment A. Designated Test Center Supervisors are required to adhere to all of the College Board’s procedures, policies, and protocols related to test administration as specified in the Test Center Supervisor training and instructional materials, and may be required to complete Test Center staff agreements. Client is responsible for ensuring compliance with all required Designated Personnel training. College Board reserves the right to cancel the administration of the Program at any Test Center where any Designated Personnel fail to complete such training prior to the scheduled test administration.

1.2.6. Administering the SAT
The SAT will be administered under standard College Board test administration and security protocols as specified in the CMB and Test Center Supervisor training and instructional materials, and will result in scores that are reportable to colleges for admissions purposes. In accordance with College Board policies, any test irregularity, including mis-administrations or security breaches, will be thoroughly investigated and may result in score cancellations. The Client is responsible for making all necessary arrangements to ensure that the testing environment and the security of all test materials satisfy College Board requirements as specified in the Test Center Supervisor training and instructional materials. The test will be administered by Client-employed personnel, who will not receive additional remuneration by the College Board. All Participants must test on either the designated test day or designated makeup test day. This Agreement does not guarantee that all Students targeted by Client for the Program will participate in the Program. It is the responsibility of the Client to encourage Participants to complete the Program.
1.2.7. Delivering SAT Data and Reports
The College Board will furnish certain data and reports ("College Board Data") to Client as part of the Program. Attachment B to Schedule I, Data Licensing Agreement, defines, and governs the use of, such data.

1.2.8. Communications
The College Board will create and send a series of customized communications to support the Program. Communications will be organized and delivered in three phases: (1) Announcement and Awareness, which covers pre-test communications to inform Students, parents, districts and schools about the general purpose and goals of the SAT School Day initiative as well as key "what to expect" information to help all Participants complete the necessary activities before test day; (2) Readiness and Preparation, which covers communications that school personnel will need to prepare and deliver the actual School Day experience, including important reminders from the College Board to Participants and their parents to make sure they know what to expect on test day; and (3) Post-Test Activity Reminders and Updates, which covers important information for school personnel, Participants and parents, as well as communications to all those who contributed to the success of the Program.

2. Fees and Payment
The Client assumes the responsibility for payment of all associated fees in accordance with the terms specified in Attachment A.

3. SAT School Day Program Terms and Conditions
3.1. SAT Program
3.1.1. SAT Ownership: The Client agrees and acknowledges that the SAT examination, and all items (questions) contained therein, including all copies thereof, all examination materials and all data, including but not limited to, all individually identifiable information collected under this Agreement is at all times exclusively owned by the College Board, who is the exclusive owner of all rights therein, in and to the SAT examination including, without limitations, all copyrights, trademarks, trade secrets, patents and other similar proprietary rights, and all renewals and extensions thereof. Nothing in this Agreement should be interpreted to indicate that the College Board is passing its proprietary rights in and to the SAT examination to the Client or that it's normal security procedures will be altered in any way. SAT examination and SAT are registered trademarks of the College Board.

3.2. SAT School Day Readiness Products
3.2.1. General. Client understands and agrees that the College Board's obligation to grant Client a license to use the Official SAT Online Course website pursuant to this Schedule is subject in full to the Client's compliance with (i) the Official SAT Online Course website terms and conditions located at www.collegeboard.com/html/copyright001.html, and (ii) the terms and conditions herein. Should Client fail to comply with either of these requirements, the College Board may terminate Client's access to the Official SAT Online Course website and may cancel this Schedule without liability.

3.2.2. Appropriate Use. The Online Course helps students prepare for the SAT. Users of the Online Course receive score reports including practice test scores and practice essay scores ("Practice Scores"). Practice Scores provide helpful information about a student's readiness for the SAT. However, the College Board does not guarantee that students will receive the same scores on administered tests as they received on practice tests. Additionally, if
3.2.3. Ownership of Intellectual Property. Client agrees and acknowledges that The Official SAT Online Course (including without limitation, methods of operation, architecture, processes, know-how, graphical user interfaces, aesthetic aspects and look and feel of or embodied therein), the Online Course training (including without limitation the ideas, lecture, appearance, performance, any broadcast, recording, videotape, webcast, reproduction and rebroadcast), the Official SAT Study Guide, the Official SAT Teacher’s Guide, the SAT examinations, and all items (questions) contained therein, including all copies thereof, all examination materials and all data, including but not limited to, all personally identifiable information collected under this Schedule (collectively “College Board’s Intellectual Property”) is at all times exclusively owned by the College Board, who is the exclusive owner of all rights therein, in and to the College Board Intellectual Property including, without limitation, all copyrights, trademarks, trade secrets, patents and other similar proprietary rights and all renewals and extensions thereof. Nothing in this Schedule should be interpreted to indicate that the College Board is passing its proprietary rights in and to the College Board’s Intellectual Property to the Client or that normal security procedures will be altered in any way.

3.2.4. License Grant. The College Board hereby grants to Client a limited, non-exclusive, non-transferable, non-assignable, revocable license for (a) Students to use the Online Course and (b) for teachers and administrators of Client to view the Online Course training for internal purposes, solely in connection with use of the Online Course. With the exception of the licenses granted above, Client shall not reveal, use, copy, print, excerpt or disseminate the Online Course and/or the Online Course training, in any manner, without the express written consent of the College Board.

3.2.5. Term. Students will have access to the Official SAT Online Course until the earlier of: (i) one year following Client’s receipt of the Welcome Packet or (ii) December 31, 2015 (“Online Course Term”). Accounts for seniors will be deactivated July 1st following their graduation. If the Online Course Term extends beyond the Term, then the Agreement shall remain active with respect to use of the Online Course. Client will not receive a refund for any unused accounts.

3.2.6. Auto-Essay Scoring. Unless otherwise noted, all purchases include auto essay scoring functionality. Students may submit up to ten (10) essays during each term for auto essay scoring.

3.2.7. Additional Limitations. Accounts associated with the Online Course may not be resold or otherwise provided to persons who are not Students. Client shall not copy, decompile, reverse engineer, disassemble, attempt to derive the source code of, decrypt, modify, or create derivative works of the Online Course, system updates or any part thereof.

3.3. SAT Data and Reporting

3.3.1. Terms and conditions for SAT data and reporting are contained in Attachment B.
1. **Program Test Dates and Participating Cohort**
Participating Cohort, Primary and Makeup Test Dates are as noted below.

<table>
<thead>
<tr>
<th>Participating Cohort</th>
<th>Seniors</th>
<th>Participating Cohort</th>
<th>Juniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Test Date:</td>
<td>October 15, 2014</td>
<td>Primary Test Date:</td>
<td>April 29, 2015</td>
</tr>
<tr>
<td>Make Up Test Date:</td>
<td>December 6, 2014 (December National administration)</td>
<td>Make Up Test Date:</td>
<td>June 2, 2015 (June National administration)</td>
</tr>
</tbody>
</table>

2. **Registration**

Enrolled Students will be registered using the Bulk registration method. Client will register Enrolled Students using the online Bulk Registration tool located at https://bulkreg.collegeboard.org. Client’s personnel submitting the bulk registration file must have a valid College Board professional’s online account. The College Board will provide registration instructions and access codes to the designated data contact in the district. Client agrees to upload complete and correct bulk registration files as indicated on the bulk registration website. Client will also ensure that Enrolled Students complete a supplementary Student Data Questionnaire at least one week before the Primary Test Date. Each Participant may select up to four colleges and/or scholarship programs to receive his/her SAT Scores at no charge. Within nine days of the test day, Participants must go online to the College Board website, using the registration number provided on the Admission Ticket, and choose the institutions to receive these free score reports. After this nine day period Participants will be required to pay a fee to send any score reports.

3. **Client Obligations**

The following milestones and their associated completion dates (“Deadlines”) are critical to the success of the Program. The Client acknowledges their role in ensuring that the Deadlines are met, and further acknowledges that failure to meet any particular Deadline may result in an incomplete delivery of the Program or suspension or cancellation of the Program. The Client and College Board agree and commit to providing clear and complete notice to one another in the event that any particular Deadline is jeopardized during the course of the Program.
<table>
<thead>
<tr>
<th>Key Milestone</th>
<th>Deadline for 10/15/14 Admin</th>
<th>Deadline for 04/29/15 Admin</th>
<th>Client Obligations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Test Center Intake Form</td>
<td>05/23/14</td>
<td>11/21/14</td>
<td>Client is responsible for compiling accurate contact information for all proposed test center locations, including designated Test Center Supervisor, and confirming Enrollment on the Test Center Intake Form provided by the College Board. Test Center Intake Forms must be complete before Test Center Master Forms are distributed to the test center locations.</td>
</tr>
<tr>
<td>Online Course welcome kit delivery</td>
<td>40 Days from the Receipt of the Completed Test Center Intake Form</td>
<td>40 Days from the Receipt of the Completed Test Center Intake Form</td>
<td>Client will ensure timely distribution of the online course access codes and other information provided by the College Board to the Students. Client is responsible for promoting usage of the Online Course.</td>
</tr>
<tr>
<td>Establish Test Centers</td>
<td>08/15/14</td>
<td>01/26/15</td>
<td>The designated Test Center Supervisor at each participating school will complete a Test Center Master Form provided by the College Board and return it in accordance with the instructions on the form. This form is required to recognize the school as a Test Center for the Program and enable shipment of test materials to the Test Center. Compliance is required for all participating schools, even those who are currently registered as test centers for National SAT Administrations.</td>
</tr>
<tr>
<td>Registration start date</td>
<td>As indicated on bulk registration website</td>
<td>As indicated on bulk registration website</td>
<td>Client will ensure compliance with all registration procedures in accordance with the terms outlined in Schedule 1, this Attachment and the bulk registration website.</td>
</tr>
<tr>
<td>Application for accommodations for Participants with disabilities</td>
<td>09/15/14</td>
<td>02/25/15</td>
<td>Client will ensure timely application by all Participants requesting College Board approved accommodations in accordance with the terms outlined in Schedule 1.</td>
</tr>
<tr>
<td>SAT Registration Guide distribution to Students</td>
<td>09/13/14</td>
<td>03/15/15</td>
<td>Client shall ensure that copies of the SAT Registration Guide are distributed to all Students.</td>
</tr>
<tr>
<td>Registration end date</td>
<td>As indicated on bulk registration website</td>
<td>As indicated on bulk registration website</td>
<td>Client will ensure compliance with all registration procedures in accordance with the terms outlined in Schedule 1, this Attachment and the bulk registration website.</td>
</tr>
<tr>
<td>Test Center Supervisor Training</td>
<td>10/01/14</td>
<td>04/01/15</td>
<td>Client will ensure compliance with all Test Center Supervisor Training requirements in accordance with the terms outlined in Schedule 1.</td>
</tr>
<tr>
<td>SAT School Day Test Administration</td>
<td>10/15/14</td>
<td>04/29/15</td>
<td>Client will ensure all personnel facilities and logistics are in place for a successful test administration in accordance with the terms outlined in Schedule 1.</td>
</tr>
</tbody>
</table>
4. SAT School Day Customer Service for Educators
The College Board will provide the Client with telephone customer service support for educators. Specifically, the College Board will provide:
- Step-by-step assistance with College Board online tools (e.g., SAT Online Registration, SSD System, TCS Site, etc.)
- Assistance with completing required forms (e.g., Intake, CMF, AI Request Form, etc)
- Assistance with obtaining additional materials (e.g., Voucher Codes, Publications)
- Assistance with online course access
- Outlet for counselors to make suggestions about how to improve processes

Standard hours of operation: Monday through Friday 8:00 a.m. to 9:00 p.m. Eastern Standard Time. Customer service for the SAT Program can also be accessed online at the following web address:
http://sat.collegeboard.org/contact.

5. Required Information
The Client shall furnish the College Board with: (i) a list of districts and participating high schools with their respective High School Code as prescribed in Section 6, (List of Participating Schools); incorporated by reference herein.

For the October administration: Changes to the list of participating high schools cannot be made after August 20, 2014. Schools without a valid high school code must submit a high school code request form by August 6, 2014.

For the April administration: Changes to the list of participating high schools cannot be made after January 21, 2015. Schools without a valid high school code must submit a high school code request form by January 7, 2015.
6. List of Participating Schools

<table>
<thead>
<tr>
<th>DISTRICT NAME</th>
<th>SCHOOL NAME</th>
<th>HIGH SCHOOL CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartford Public Schools</td>
<td>Bulkeley High School, Hartford</td>
<td>070285</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>Sport and Medical Sciences Academy, Hartford</td>
<td>070291</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>Weaver High School, Hartford</td>
<td>070310</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>Pathways to Technology Magnet School, Windsor</td>
<td>070304</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>Greater Hartford Classical Magnet School, Hartford</td>
<td>070306</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>Great Path Academy at Manchester Community College, Manchester</td>
<td>070372</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>University High School of Science and Engineering, Hartford</td>
<td>070326</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>Hartford Magnet Trinity College Academy, Hartford</td>
<td>070274</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>Law and Government Acad at Hartford Pub HS, Hartford</td>
<td>070280</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>Hartford Culinary Arts Academy, Hartford</td>
<td>070307</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>Kinsella Magnet School of Performing Arts, Hartford</td>
<td>070309</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>High School Inc - Insurance and Finance Academy, Hartford</td>
<td>070308</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>Hartford Pub HS Engineering and Green Tech Academy, Hartford</td>
<td>070311</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>Journalism and Media Academy, Hartford</td>
<td>070312</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>Hartford Public High School Nursing Academy, Hartford</td>
<td>070271</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>OPPortunity High School, Hartford</td>
<td>070309</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>Doctor Joseph S Renzulli Gifted &amp; Talented Academy, Hartford</td>
<td>070295</td>
</tr>
<tr>
<td>Hartford Public Schools</td>
<td>Global Communications Academy, Hartford</td>
<td>070290</td>
</tr>
</tbody>
</table>

7. Fee Calculation for Service and Deliverables
The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Cohort as indicated in section 1 of the College Readiness Agreement Budget Schedule ("Budget Schedule"), and the official Free and Reduced Price Lunch (FRPL) percentage of the Client. If, during the term covered by this Schedule, the College Board is furnishing other assessments to Client in addition to the SAT, or if multiple grades are being tested under this Schedule, the fee calculation represents a greater discount. Please see the table below for specifics.
Client will be charged a fixed fee based on enrollment, regardless of how many students actually take the SAT examination. The enrollment and total cost indicated in the Budget Schedule are estimates; the Client will be given an opportunity to adjust and review the enrollment in the fall to determine their final fee.

If the Client determines, after the signing of this Schedule, that the enrollment figures provided herein are incorrect by more than 5% (increase or decrease), the Client must provide the College Board with the adjusted enrollment figures, and identify how and where College Board may confirm this information. The Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, to: SAT School Day, College Board, 45 Columbus Avenue, New York, NY 10023 no later than October 31, 2014 for the October administration and March 25, 2015 for the April administration.

Notwithstanding the foregoing, after the administration of the exam, the College Board may request a verification of enrollment by participating grade from the Client. If enrollment figures provided by the Client based on such request, differ from those provided herein, the College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. Additionally, in the event actual participation in a participating grade exceeds the Client’s enrollment figures indicated herein, the Client shall remit payment to the College Board for any additional Participants at the full test fee of $53.00 per student. The College Board will cooperate with the Client regarding the time to remit payment for such fees.

No Participant will be assessed an individual fee. Furthermore, there are no fee waivers granted for Participants.
1. **The College Board Data**

1.1. The College Board shall provide the following data, listed in 1.1.1-1.1.4 ("College Board Data") and reports to the School Day Client.

   1.1.1. Aggregate SAT content-level information based on SAT Test Form Data including item type, difficulty level and content code.

   1.1.2. Student and Item Level data for the SAT test administered as a part of the agreement for the primary test date and any make ups administered as a part of this program. Student and Item Level data will include student personal identifying information, gender, ethnicity, and binary student responses (right, wrong, omits), to all items completed by students, excluding the variable section.

   1.1.3. SAT Performance Data and Reports for SAT test administered as a part of the agreement for the primary test date only as a part of this program. SAT Performance Report is an aggregated performance report at a state, district, and school, when appropriate, and will include percentage of items answered correctly by each skill group, mean scores by section and student score distribution. Schools with fewer than ten participants will not receive SAT Performance Report.

   1.1.4. For the April 15, 2015 administration, SAT Test Questions and Answer Explanation will be provided as a part of this program. SAT Test Question and Answer Explanation will detail for each question the skill tested and explanation for each answer choice.

1.2. College Board Data shall be used only for the following purposes:

1.2.1. To enable the Client to incorporate College Board Data into its analysis and educational data warehouse systems to improve college readiness.

2. **License Grant and terms of use**

2.1. The Client shall not use the College Board Data for any other purpose except as granted in this Data License Agreement, nor shall they publish, for any purpose other than that granted herein, any College Board Data or any derivative works containing College Board Data without prior written consent of the College Board.

2.2. The Client acknowledges the sensitive and confidential nature of the College Board Data and it agrees that access to College Board Data will be given only to those employees who agree to be bound by the terms of this Data License Agreement.

2.3. The College Board will deliver Standard student- and school-level reports four weeks after the respective test administration to respective schools and students. School Day Reports will be delivered 8 weeks following the test administration. Permission to use College Board Data shall continue until the termination of the Agreement.

3. **Ownership of the Data**

3.1. The College Board Data are, and at all times will remain, the sole property of the College Board. The College Board retains all right, title and interest in and to the College Board Data, and all copies thereof (including, without limitation, all copyrights, trade secrets, trademarks, patents and other similar proprietary rights therein).

3.2. The Client shall not reveal or release the College Board Data or transfer or assign any rights hereunder, in whole or in part, whether voluntary or by operation of law, without the prior written consent of the College Board.

4. **The Client Data**
4.1. The Client shall provide the following data ("Client Data") to the College Board, if the College Board requests such data and it is readily available from the Client:
   4.1.1. Participant-level course-taking information
   4.1.2. Participant-level grade/performance information

4.2. If provided, Client Data shall be used for the following purposes:
   4.2.1. To demonstrate to the Client the impact of Participant preparation on SAT scores and overall college readiness.
   4.2.2. To assist the College Board in building new Client reporting services for future initiatives; such as the development and validation of a scale that measures the difficulty and rigor of students' high school curriculum.

5. License Grant and terms of use
   5.1. The College Board shall not use the Client Data for any other purpose except as granted in this Data License Agreement, nor shall they publish, for any purpose other than granted herein, any Client Data or any derivative works containing Client Data without prior written consent of the Client.
   5.2. The College Board acknowledges the sensitive and confidential nature of the Client Data and it agrees that access to the Client Data will be given only to those employees, who agree to be bound by the terms of this Data License Agreement.
# BUDGET SCHEDULE

<table>
<thead>
<tr>
<th>Year 3: 2014-15 Products and Services</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Cost</th>
<th>Discount</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>SATSD Fixed 11th</td>
<td>1278</td>
<td>$55.00</td>
<td>$67,714.00</td>
<td>($25,560.00)</td>
<td>$42,154.00</td>
</tr>
<tr>
<td>SATSD Fixed 12th</td>
<td>1008</td>
<td>$55.00</td>
<td>$53,424.00</td>
<td>($20,160.00)</td>
<td>$33,264.00</td>
</tr>
<tr>
<td><strong>Sub Total for Year 3: 2014-15 Products and Services</strong></td>
<td></td>
<td></td>
<td>$121,138.00</td>
<td>($45,720.00)</td>
<td>$75,418.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>$121,138.00</td>
<td>($45,720.00)</td>
<td>$75,418.00</td>
</tr>
</tbody>
</table>
AGENDA

ITEM # 6

NEW BUSINESS

CONTRACT CONTINUATION APPROVAL: ASSESSMENT MANAGEMENT - NORTHWEST EVALUATION ASSOCIATION

AMOUNT $221,444.50 FY 2014-15

AUGUST 26, 2014

DR. SCHIAVINO-NARVAEZ
MS. MASSEY
DR. MICHNA

FUNDING SOURCE SPECIAL FUNDS

BACKGROUND

It is recommended that Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment continue to provide assessment management system services during the 2014-2015 school year. Initiated in July 2009, the NWEA MAP assessment is a computer adaptive assessment that we plan to administer during the current and the next school year, in the fall, winter and spring. Items are aligned to the Common Core State Standards and will assist the district in preparing for the Smarter Balance assessments during 2014-2015. Teachers and administrators will participate in professional learning on test administration, data interpretation, and data-driven decision making. This assessment is key to an intervention model, helping teachers to differentiate their instruction and provide early intervention. To complement this approach the district will administer the MAP across grades 1 through 12 in the content areas of Math, Reading, and Science.

The continuation of the NWEA MAP assessment is being recommended for year 6 of the contract signed November 30, 2009.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute the continuation of the contract with Northwest Evaluation Association, for the period of October 1, 2014 through September, 30, 2015, at a cost not to exceed $221,444.50.
Executive Summary

Joan Massey
Interim Chief Research and Assessment Officer

Re: NWEA MAP Assessment
Amount: $221,444.50

Overview: Measures of Academic Progress (MAP) K – 12 interim assessments provide essential information about a student's continuum of learning and growth trajectory. MAP is a tool to help identify strengths and opportunities and focus instruction on the areas of greatest need.

MAP is a computer adaptive assessment. Because it is adaptive it dynamically adjusts to the performance level of each student by choosing items that are moderately challenging for that student both at, above, or below the student’s registered grade level. MAP is unlimited in terms of how far up or down it adapts to determine an individual student's level. This exacting measure empowers educators to differentiate instruction at the precise level of the individual student, including those most at risk. MAP challenges the top performers while not overwhelming students whose skills are below grade level. No students are lost at the upper and lower levels of achievement.

MAP empowers educators to identify the following:
- Students in need of intervention
- Talented and gifted students
- Students requiring targeted instruction
- Students ready for enrichment activities
- Students ready for ability grouping

Goal Alignment: Third Grade Promise, Middle Years Redesign and College Readiness

The MAP test supports our district systematic intervention plan. The results will establish a baseline and allow educators to identify learners in need of additional support. This initiative is also in support of the SLO action step to identify a Lexile (grade level reading) measure for middle years.
Explanation and Description: During the transition to the new state assessment system (SBAC), the district will continue to evaluate student performance annually. In lieu of the rollout of the state assessments, the district has selected a nationally normed adaptive tool that provides teachers and administrators the data they need to analyze, target and improve student performance. In addition to being an adaptive assessment that pinpoints student levels, students are provided with the opportunity to complete online assessments, which are closely aligned to their experience with the new state tests. The NWEA MAP assessment is a computer adaptive assessment that we plan to administer this school year in the fall, winter and spring. Items are aligned to the Common Core State Standards. Teachers and administrators will participate in professional learning on test administration, data interpretation and data-driven decision making. This assessment is a critical lever in an intervention model, helping teachers to differentiate their instruction, analyze data, set targets and monitor progress.

Performance: By using the MAP assessment effectively there is opportunities for accelerated growth due to the actionable data provided by the results.

MAP reports are essential tools for maximizing student achievement and helping educators inform not only individual student and classroom instruction, but also school and district improvement programs.

MAP reports are ideal for:
- Planning individual or group instruction
- Measuring student growth and achievement
- Diagnosing student strengths and opportunities
- Student and parent engagement
- Predicting state assessment performance
- Analyzing school or district performance
- School improvement planning

Implementation: The MAP assessment will be administered in grades 1-10 during the 2014-15 school year. Content areas will include reading and mathematics. Testing will occur three times during the year. Schools can then set growth targets and monitor progress towards growth targets by making improvements in intervention plans and instruction.

The district will provide ongoing professional development, not only in using the MAP data well, but through the support of the Technology Program Manager. This person will go to the schools to assess their ability to administer the MAP and assist them in avoiding road blocks and reducing the amount of time needed to test the students. In addition to technical support, the decision has been made to test in reading and mathematics only, in response to school concerns of over testing and reducing time for instruction.
CONTRACT / CONSULTANT INFORMATION FORM

(Please include all anecdotal and assessment data that should be considered in continuing / renewing this contract/consultant)

NEW_____ CONTINUATION_____ X____

Contract Title: NWEA MAP Assessment

Contact Person: Dr. George Michna

School/Department: Office of Research and Assessment

Amount of Contract: $221,444.50

Funding Source: Special Funds

<table>
<thead>
<tr>
<th>Sites</th>
<th>Number of Students To Be Served</th>
<th>Number of Staff To Be Served</th>
<th>District Accountability Plan</th>
<th>Target Achievement Rate</th>
<th>Cost Per Unit/Student</th>
<th>Competitively Bid or Sole Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22,500</td>
<td>2,600</td>
<td>By way of Benchmark Assessment Requirements</td>
<td>Year 6: 90% participation</td>
<td>9.84</td>
<td>Competitive</td>
</tr>
</tbody>
</table>

Briefly describe the purpose of the contract:

Northwest Evaluation Association (NWEA) will contract with the Hartford Public Schools to provide testing and reporting services, commonly referred to as Measures of Academic Progress (MAP).

The purposes of this contract are:

Third Grade Promise, Middle Years Redesign and College Readiness
The MAP test supports our district systematic intervention plan. The results will establish a baseline and allow educators to identify learners in need of additional support. This initiative is also in support of the SOP action step to identify a lexile measure for middle years.

The NWEA MAP assessment is a computer adaptive assessment that we plan to administer this school year in the fall, winter and spring. Items are aligned to the Common Core State Standards. Teachers and administrators will participate in professional learning on test administration, data interpretation and data-driven decision making. This assessment is key to an intervention model, helping teachers to differentiate their instruction and provide early intervention.
Please indicate the population to be served.

All students attending Hartford schools, their teachers and principals, as well as central office administrators.

**What are the expected outcomes and benefits to HPS students?**

The NWEA MAP assessment will provide Common Core aligned measures for each child in the school district, providing on-demand reporting to teachers, instructional leaders and staff for the purposes of informing instruction and monitoring the progress toward strategic goals.

**How is success evaluated? If this is a continuation of contract, please provide the most recent evaluation.**

The district is entering the final two years of the initial contract, during which an evaluation will be conducted.
# Schedule A

<table>
<thead>
<tr>
<th>PRODUCT NAME</th>
<th>QUANTITY</th>
<th>PRICE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web-Based MAP for Primary Grades</td>
<td>3000.0</td>
<td>$11.50</td>
<td>$41,400.00</td>
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<tr>
<td>Web-Based Measures of Academic Progress (MAP) for Science</td>
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<td>$2.50</td>
<td>$4,750.00</td>
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<tr>
<td>Web-Based Measures of Academic Progress (MAP) Math, Reading &amp; Language</td>
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<td>$11.50</td>
<td>$175,294.50</td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>$221,444.50</strong></td>
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</table>

**Notes:**

This Schedule A is subject to NWEA's terms and conditions located at: [http://info.nwea.org/mastersubscriptionagreement.html](http://info.nwea.org/mastersubscriptionagreement.html). By signing this Schedule A you agree you have read and understood the terms and agree to them.


Until this Schedule A is signed, the terms identified here are valid for 90 days from the date above.

Please print, scan, sign and send back this Schedule A, along with your Purchase Order or Letter of Intent, to Business.Operations@nwea.org or fax to 503.639.7873. NWEA is unable to accept digital or electronic signatures at this time.

**Signature:**

**Printed Name:**

**Date:**

**Title:**

Employer ID#: 83-0696106  121 NW Everett Street, Portland, OR 97209  Tel: 503.624.1951 / Fax: 503.639.7873  [www.nwea.org](http://www.nwea.org)
AGENDA

ITEM # 7

NEW BUSINESS

AUGUST 26, 2014

CONTRACT CONTINUATION APPROVAL:
ASSESSMENT MANAGEMENT
SUNGARD PUBLIC SECTOR

AMOUNT
$118,125

FUNDING SOURCE
SPECIAL FUNDS

DR. SCHIAVINO-NARVAEZ
MS. MASSEY
DR. MICHNA

BACKGROUND

It is recommended that SunGard Public Sector continue to provide assessment management system services during school year 2014-2015. Initiated in July 2009, the services that are included in this contract are: a longitudinal performance database for student data (Performance Tracker); an assessment building tool for benchmark and classroom assessment (Assessment Builder); a SIF (Student Interoperability Framework) License Fee, so that data can easily be exchanged between different software products within the district; an Online Assessment module, including server, implementation, configuration, and student use for assessments; 50 Bubble Reader Software licenses, to enable teachers to scan assessments at the building level; and professional development to use the various aspects of the system.

It is for these reasons that the continuation of SunGard Public Sector is being recommended for year 6 of the contract signed November 30, 2009.

RECOMMENDATION

That the Hartford Board of Education authorizes the superintendent to execute a contract with Sungard Public Sector for the term delineated in the contract ending September 30, 2015.
Executive Summary

Joan Massey
Interim Chief Research and Assessment Officer

Re: Sungard PerformancePLUS
Amount: $118,125.00

Overview: PerformancePLUS is a web-based, district-wide system that assists educators to track and analyze student performance against state standards, map and manage curriculum, as well as build and administer local online benchmark assessments. Most importantly, PerformancePLUS arms educators with information to make data-driven decisions that enhance instruction and increase both individual student achievement as well as overall district achievement.

- PerformancePlus allows schools to make data-driven decisions that enhance instruction and improve student performance
- District users include: administrators, teachers, support personnel and central office staff

Goal Alignment: Third Grade Promise, Middle Years Redesign and College Readiness
Additional alignment- SLO Development, Data Team Systems and Progress Monitoring

Explanation and Description: By continuing our use of PerformancePLUS, the district will be able to view assessment and curriculum data holistically and analyze how it relates; utilize quick two-click access to PerformancePLUS data via dashboards customized to user preferences; access a longitudinal view of student achievement that allows teachers to prepare curriculum based on individual strengths and weaknesses; communicate and share data across traditional organizational boundaries; and to guide decision-making with real-time data and standards-based reporting.

User Feedback: Feedback from school administrators and teachers

- Allows me to look at students strengths and growth areas for grouping and instruction
- Helpful for analyzing data
- Provides levels for differentiation
- The system is user friendly, which results in more use
Implementation: PerformancePlus captures all assessment data for schools. This includes test scores from district assessments, as well as school based data. The system allows teachers to capture, analyze and group students based on their performance levels. The system has been in use successfully since 2009.

Next Steps: The Office of Research and Assessment will be researching other systems during the 14-15 school year. While PerformancePlus has served the district needs for capturing and reporting student performance data, there are newer systems that are more easily integrate data from multiple systems, are increasingly user friendly that can possibly replace multiple systems in use such as the Live Binder system currently in place. The goal is to provide as much data in real time for school as possible. As more of our students participate in online assessments, much of this data can be automatically uploaded into newer data warehouse systems. The newer systems allow teachers to create online assessments with ease, align to Common Core Standards, with instant scoring and feedback. The end result would mean immediate feedback to teachers, students and families, real time grouping and intervention planning and improved student performance.
CONTRACT/CONSULTANT INFORMATION FORM

(Please include all anecdotal and assessment data that should be considered in continuing/renewing this contract/consultant)

NEW__________ CONTINUATION_X__

Contract Title/Consultant Name: SunGard Public Sector

Contact Person: George Michna, Ph.D.

School/Department: Office of Research and Assessment; Central Office

Amount of Contract: $118,125.00

Funding Source: Special Funds

<table>
<thead>
<tr>
<th>Sites</th>
<th>Number of Students To Be Served</th>
<th>Number of Staff To Be Served</th>
<th>District Accountability Plan</th>
<th>Target Achievement Rate</th>
<th>Cost Per Unit/Student</th>
<th>Competitively Bid or Sole Source</th>
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</thead>
<tbody>
<tr>
<td>Entire District</td>
<td>22,500</td>
<td>2,000</td>
<td>All SOP Goals</td>
<td>90% Participation</td>
<td>$5.25</td>
<td>Competitive</td>
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</table>

Briefly describe the purpose of the contract:
To continue services related to the Assessment Management System (Performance Plus) for district use.

Services include:
- a longitudinal performance database for student data (Performance Tracker);
- an assessment building tool for benchmark and classroom formative assessment (Assessment Builder);
- a SIF (Student Interoperability Framework) License Fee to receive PowerSchool data
- an Online Assessment module, including server, implementation, configuration, and student use for assessments;
- 50 Bubble Reader Software licenses, to enable teachers to scan assessments at the building level; and
- professional development to use the various aspects of the system.
Please indicate the population to be served.
The population served will be all district staff. This includes teachers and administrators.

What are the expected outcomes and benefits to HPS students?
To assist the district in evaluating the Strategic Operating Plan and to provide district staff a method to evaluate student learning in the classroom. For example, teachers would use this system to monitor student learning and to provide timely feedback for student improvement. District staff will be able to effectively evaluate student learning and identify areas of focus.

How is success evaluated? If this is a continuation of contract, please provide the most recent evaluation.

Success will be evaluated as follows:
- Number and proportion of assessments processed via system
- Number and proportion of teachers accessing data
- Number and proportion of administrators accessing student data
- User feedback

Form revised 2-2012
July 28, 2014

Hartford Public Schools
960 Main Street, 9th Floor
Hartford, CT 06103
Attn: George Michna, Ph.D., Executive Director

Dear Mr. Michna,

Sungard Public Sector Inc. ("Sungard K-12 Education" or "Sungard K-12") is a leading provider of software products, technology services and industry services to school districts throughout the country. We at Sungard K-12 look forward to continuing to provide Hartford Public Schools with Sungard K-12's eSchoolPLUS®, IEPPLUS®, PerformanceTracker®, OLA® and AssessmentBuilder® products.

Sungard K-12 is the owner and exclusive licensor of the aforementioned software products for the K-12 marketplace. It is fully developed, is completely integrated, and is licensed and maintained exclusively by Sungard K-12.

We hope that this information is helpful. If I can be of further assistance, please do not hesitate to call.

Sincerely,

[Signature]

Bronte J. Bruzgo
Vice President, Sales
To: Hartford Public Schools  
Attn: GEORGE MICHNA 860-695-8553  
Hartford Public Schools  
Office of Research & Assessment  
8th Floor  
980 Main Street  
HARTFORD, CT 06103  
United States

Ship To: Hartford Public Schools  
Attn: GEORGE MICHNA 860-695-8553  
Hartford Public Schools  
Office of Research & Assessment  
8th Floor  
960 Main Street  
HARTFORD, CT 06103  
United States

<table>
<thead>
<tr>
<th>No.</th>
<th>Item/Description/Comments</th>
<th>Drop Ship</th>
<th># Users</th>
<th>Quantity</th>
<th>U/M</th>
<th>Unit Price</th>
<th>Disc %</th>
<th>Total Cost</th>
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</thead>
</table>
| 1   | Renewal: PPSIF PerformancePLUS SIF  
Maintenance: Start: 10/01/2014, End: 09/30/2015; Term: 12 months | No | 1       | 1        | EA  | 5,625.00   | 0.03   | 5,625.00   |
| 2   | Renewal: PPPT PerformancePLUS Performance Tracker  
Maintenance: Start: 10/01/2014, End: 09/30/2015; Term: 12 months | No | 1       | 1        | EA  | 87,600.00  | 0.00   | 87,600.00  |
| 3   | Renewal: PPAPOLA PerformancePLUS Assessment Builder with OLA  
Maintenance: Start: 10/01/2014, End: 09/30/2015; Term: 12 months | No | 1       | 1        | EA  | 45,000.00  | 0.00   | 45,000.00  |

Total Amount For PERF PLUS ASP: $116,125.00

Does not include any applicable taxes

Order Total: $116,125.00

We would like to continue on the current maintenance plan

☐ Our Purchase Order is enclosed
☐ Our Purchase Order is ________________________
☐ Purchase Order is not required to be invoiced

AN INVOICE WILL BE SENT AFTER CONFIRMATION OF ORDER
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AGENDA

ITEM # 8

NEW BUSINESS

AUGUST 26, 2014

CONTRACT CONTINUATION APPROVAL:
BACKBEAT CITY PERFORMING ARTS CENTER

DR. SCHIAVINO-NARVAEZ
MR. SWAN

AMOUNT
$53,839

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

Kinsella Magnet School of Performing Arts has partnered with Backbeat City Performing Arts Center for the past four years as part of the enrichment program, bringing outstanding programming in vocal and dance performance to the entire student body. As we expand to the new high school program, Backbeat City will be integral in the programming for our students in their development as they progress to the college and career level.

BackBeat City is a concept that was developed by its founder, Greg Colossale, and has been implementing outstanding results since 1989. Greg Colossale has spent 20 years working on behalf of young people and has raised them up to extraordinary heights. Through the power of music, acting, and conversation, Colossale has empowered young people from all walks of life and the globe alike — some from as far west as Chicago to as far east as Siberia. Colossale has taught in public schools; performed with other musicians at the top of their game; lead adult choirs; and continues to do so to this day.

Kinsella Magnet School of Performing Arts will partner with Backbeat City Performing Arts Center for Kinsella’s new high school and social justice enrichment program. Working with students in PK-10th grade on vocal and dance performance.

RECOMMENDATION

That the Hartford Board of Education authorizes Superintendent to execute a contract with Backbeat City Performing Arts Center for the term delineated in the contract ending June 12, 2015, at a cost not to exceed $53,839.
CONTRACT/CONSULTANT INFORMATION FORM

(Please include all anecdotal and assessment data that should be considered in continuing/renewing this contract/consultant)

NEW______ CONTINUATION____X____

Contract Title/Consultant Name: Backbeat City Performing Arts Center

Contact Person: Gary Hunter, Program Assistant III

School/Department: Kinsella Magnet School of Performing Arts

Amount of Contract: $53,639

Funding Source: Special Funds (Magnet)

<table>
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<tr>
<th>Sites</th>
<th>Number of Students To Be Served</th>
<th>Number of Staff To Be Served</th>
<th>District Accountability Plan</th>
<th>Target Achievement Rate</th>
<th>Cost Per Unit/Student</th>
<th>Competitively Bid or Sole Source</th>
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<tbody>
<tr>
<td>Kinsella</td>
<td>870</td>
<td></td>
<td>Goal 1</td>
<td>Objective 5</td>
<td></td>
<td>Sole Source</td>
</tr>
</tbody>
</table>

Briefly describe the purpose of the contract:

The vendor will lead music and dance classes during the enrichment program to students in Pre-K through 8th grade, 9th, 10th, and 11th grade for the 2014-15 school year.

Backbeat City was solely selected to provide this service because of their unique approach to the training and social leadership. The show-choir training program is an intensive approach and is a unique service.

Please indicate the population to be served.

870 Kinsella students

What are the expected outcomes and benefits to HPS students?

Students will: 1) invent character behaviors based on the observation of interactions, ethical choices and emotional responses of people; 2) use acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that reflect artistic choices; and, 3) in an ensemble, interact as the invented characters.

How is success evaluated? If this is a continuation of contract, please provide the most recent evaluation.

Students’ journal all experiences. Skills gained will be measured with final informal presentations within class.

Form revised 2-2012
Scope of Service

Description of Service:
This vendor will lead music and dance classes during the enrichment program to students in pre-k to 8th grade and 9th and 11th grade. Students will: 1) invent character behaviors based on the observation of interactions, ethical choices and emotional responses of people; 2) use acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that reflect artistic choices; and, 3) in an ensemble, Interact as the invented characters. Students’ journal all experiences. Skills gained will be measured with final informal presentations within class.

Dates of Service: Sept. 8, 2014 – June 12, 2015

Location: Kinsella Magnet School of Performing Arts

Cost Breakdown:
$61.53/hr x 3.75/hr x 125 days = 28,842.18
$61.53/hr x 3.25/hr x 125 days = 24,996.56
Total: $53,838.56

<table>
<thead>
<tr>
<th>Time</th>
<th>Section 1 – Vocal Pop</th>
<th>Section 2 – Show Choir</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00-12:45pm</td>
<td>3rd Grade</td>
<td>3rd Grade</td>
</tr>
<tr>
<td>12:45-1:30pm</td>
<td>1st Grade</td>
<td>1st Grade</td>
</tr>
<tr>
<td>1:30-2:15pm</td>
<td>PK</td>
<td>PK</td>
</tr>
<tr>
<td>2:15-3:15pm</td>
<td>No class</td>
<td>5th-8th</td>
</tr>
<tr>
<td>3:30-5:00pm</td>
<td>9th/11th (1.5 hrs)</td>
<td>No class</td>
</tr>
<tr>
<td></td>
<td>28,842.18</td>
<td>24,996.56</td>
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</table>
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AGENDA

ITEM # 9

NEW BUSINESS

PROPOSED COLLECTIVE BARGAINING AGREEMENT: HARTFORD SCHOOLS SUPPORT SUPERVISORS ASSOCIATION, LOCAL 78, AFSA, AFL-CIO

DR. SCHIAVINO-NARVAEZ MS. CUTLER-HODGMAN

AUGUST 26, 2014

BACKGROUND

- The current contract expired on June 30, 2014.
- Negotiations for the new contract started in March 14, 2014.
- The Parties reached a tentative agreement on June 25, 2014.
- The membership of the bargaining unit ratified the tentative agreement on July 30, 2014.
- 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 Schools Support Supervisors Association, Local 78, AFSA, AFL-CIO.
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AGENDA

ITEM # 10

NEW BUSINESS

AUGUST 26, 2014

CONTRACT NON-RENEWAL

THE BOARD

BACKGROUND

A non-tenured teacher, identified on Exhibit A, requested a hearing to challenge the non-renewal of her employment contract. A subcommittee of the Board of Education heard evidence pursuant to Connecticut law concerning the non-renewal of the employment contract. The subcommittee’s findings of fact have been submitted to the full Board along with its recommendation.

RECOMMENDATION

That the Hartford Board of Education adopts the findings of fact and recommendation of the Board subcommittee and authorizes the non-renewal of the employment contract of the non-tenured teacher identified on Exhibit A.
Exhibit A

Non-tenured Teacher who Requested a Hearing:

1. Sans, Stephanie