Hartford Board of Education
Regular Meeting – Tuesday, August 27, 2013
Bulkeley High School, 300 Wethersfield Avenue, CT 06114
5:30 p.m.

AGENDA

I. Call to Order
II. Roll Call
III. Opening Statement
IV. Dialogue Session
  1. Parent and Student Comment
  2. Public Comment
V. Reports
  1. Report of the Chair
  2. Report of the Superintendent
  3. Committee Reports
     o Finance and Audit Committee
     o Policy Committee
     o School Building Committee
     o School Choice and Facilities Committee
     o Other Committees
VI. Business Agenda
A. Items in Order of Importance
  1. Administrative Appointment (Supt et al.)
     The Hartford Board of Education approves the Superintendent’s recommendation to appoint Gerardo Heredia to the position of Principal, America’s Choice at SAND, effective July 1, 2013.
  2. First Reading: Revised Policy 2141 Leadership Succession (The Board)
     The Hartford Board of Education accepts the first reading of the revised policy on Leadership Succession.
  3. First Reading: Revised Policy 1215 Educational Foundations (The Board)
     The Hartford Board of Education accepts the first reading of the revised policy on Educational Foundations.
  4. First Reading: Revised Policy No. 6146 – Grading (Chairman Poland, Ms. Hudson and Ms. McIntye)
The Hartford Board of Education accepts the first reading of the revised Policy on Grading.

5. Acceptance of Funds: State of Connecticut Department of Public Health – School Based Health Centers Program $3,503,271 (Supt et al.)

The Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $3,503,271 for the operation of the School-Based Health Centers over the next three-year period July 1, 2013 through June 30, 2016.

6. Approval of Memorandum of Understanding: Great Path Academy Governing Board (Supt et al.)

The Hartford Board of Education authorizes the Superintendent to enter into a Memorandum of Understanding with the Board of Education of Bolton, Coventry, East Hartford, Ellington, Glastonbury, Manchester and Tolland; and the Manchester Community College for the creation of an alliance of participating school districts to act as an advisory council capacity to Manchester Community College.

7. Contract Approval: Lenovo Financial Services $302,513 / 4 years (Supt et al.)

Hartford Public Schools will contract with Lenovo Financial Services to lease 375 Image Lenovo Laptop Computers for Pathways Academy of Technology and Design students. Students will have their own computers to put into practical use the technology learned in the classrooms.

The Hartford Board of Education authorizes the Superintendent to execute a contract with Lenovo Financial Services, for the term of September 1, 2013 through August 31, 2017 at a cost not to exceed $302,513.

8. 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.

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, 2014, at a cost not to exceed $100,000.

9. Second Reading and Adoption: New School Design Specifications for Achievement First Hartford Academy II (Supt et al.)

The Hartford Board of Education accepts the second reading and adopts the new design specifications for Achievement First Hartford Academy II.

B. Executive Session (Collective Bargaining – The Hartford Federation of School Special Police Officers)

10. Approval of Proposed Collective Bargaining Agreement: The Hartford Federation of School Special Police Officers (Supt. et al)

The Hartford Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Federation of School Special Police Officers, Local 1018D, AFT, AFL-CIO. The parties reached a tentative agreement on June 17, 2013; the membership of the bargaining unit ratified the tentative agreement on June 27, 2013.
The Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Federation of School Special Police Officers, Local 1018D, AFT, AFL-CIO.

C. Consent Agenda

11. Acting and Interim Administrative Appointments (Supt et al.)

The Hartford Board of Education approves the Superintendent’s recommendation to appoint the following individuals to the positions indicated:

   a. Doreen Crawford to the position of Acting Principal, M. L. King Elementary School, effective July 1, 2013.
   b. Frank Samuelson to the position of Interim Principal, HPHS Law and Government Academy, for the period of August 21, 2013 through June 30, 2014.

12. Contract Approval: David Stoloff, Ph. D., Educational Consultant $82,750 (Supt et al.)

Hartford Public Schools will contract with David Stoloff, PH.D. as the project consultant for the Nellie Mae Foundation New Approaches for Urban Districts grant focused on high school blended learning as a student-centered approach.

The Hartford Board of Education authorizes the Superintendent to execute a contract with David Stoloff, Ph.D. Educational Consultant, for the term of August 28, 2013 through November 30, 2014 at a cost not to exceed $82,750.

13. Contract Continuation Approval: Backbeat City Performing Arts Center $53,839 (Supt et al.)

Backbeat City Performing Arts Center of Glastonbury, CT has partnered with Kinsella Magnet School for the past three 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 May 29, 2014, at a cost not to exceed $53,839.


Hartford Public Schools will contract with Leadership Greater Hartford to provide trained process coaches for the School Governance Councils at 17 schools that have new principals or will be conducting a search for new principals, and to provide two workshops for SGC Chairs.

The Hartford Board of Education authorizes the Superintendent to execute a contract with Leadership Greater Hartford for the term delineated in the contract ending June 30, 2014, at a cost not to exceed $48,000.

15. Approval of School Construction Plans and ED042 Submittal – Burns Latino Studies Academy (Supt. et al)

The Hartford Board of Education approves the final plans and authorizes the architects to submit the documents for the Language Lab alterations at the Burns Latino Studies
Academy (State Project #064-0302), to the Bureau of School Facilities for their review and approval.

16. Approval of the minutes of the regular meeting held on May 21, 2013 (The Board)

17. Approval of the minutes of the special meeting held on May 1, 2013 (The Board)

18. Approval of the minutes of the public hearing held on April 16, 2013 (The Board)

19. Approval of the minutes of the special meeting held on April 9, 2013 (The Board)

VII. Adjournment

Upcoming Board of Education Meeting

- BOE Workshop: Tuesday, September 3 at 5:30 p.m. at Sarah J. Rawson School, 260 Holcomb Street, Hartford, CT 06112. Topics: School Based Health Clinics, and Student Attendance Data: Average Attendance and Chronic Absences
- BOE Regular Meeting: Tuesday, September 17 at 5:30 p.m. at Bulkeley High School, 300 Wethersfield Avenue, CT 06114.
AGENDA

ITEM # 1

NEW BUSINESS

AUGUST 27, 2013

SCHOOL ADMINISTRATIVE APPOINTMENT

DR. KISHIMOTO

MS. ALLEN

BACKGROUND

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

RECOMMENDATION

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerardo Heredia</td>
<td>$113,930</td>
<td>Principal, America’s Choice at S.A.N.D.</td>
<td>July 1, 2013</td>
</tr>
</tbody>
</table>
AGENDA

ITEM # 2

NEW BUSINESS

FIRST READING:
REVISED POLICY 2141 LEADERSHIP SUCCESSION

BACKGROUND

- The revised policy updates the current leadership succession policy.
- Changes to the current policy are highlighted and underlined.

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the revised policy on Leadership Succession
Revised Leadership Succession Policy

Purpose

To accomplish its Core Beliefs and Commitments consistent with its Managed Performance Empowerment theory of action and sustains Hartford’s education reform strategies, the Board sets forth a Leadership Succession Policy. The purpose of the policy is to sustain and promote consistent strategy, goals and culture unto the future to enable organizational learning, continuous improvement and stability.

Scope of Policy

There are three key components of succession planning addressed by this policy:

1. Short-term replacement of the Superintendent in the case of emergency.
2. Permanent Long-term leadership change through succession of a new Superintendent.
3. Succession planning for key District leadership positions.

Policy Components

The Board, as a Committee of the Whole, is charged with preparing for and managing planned or unplanned changes of Superintendent leadership. The Chair of the Board will appoint a board member, parent, teacher, administrator, a Hartford community member, and others as he/she deems necessary to serve on the superintendent’s search committee and lead to help the Board in establishing ensuring a fair and inclusive recruitment process in accordance with State and Federal law.

1. The Committee of the Whole shall ensure the following:

   a. The superintendent’s recommendation of an acting superintendent to be approved by the Board in the event of an emergency absence or illness of longer than 30 days or the death of the superintendent.

   b. Implementation of a succession plan for change of superintendent leadership due to resignation, retirement, or completion of contract.

2. The following procedures and timelines shall apply in circumstances where when the succession of the superintendent can be planned:

   a. Prior to the retirement, resignation and/or expiration of the superintendent’s employment contract, the Board as a Committee of the Whole will initiate an internal, district-wide recruitment a search for the superintendent’s successor. Should the Committee determine that there is not a qualified candidate, it shall initiate a traditional search. At its discretion, the Committee of the Whole may hire a search consultant with specific expertise in the recruitment of candidates with educational reform experience in an urban setting compatible with the district’s policies and strategic operating principles.
Leadership Succession (continued)

The Board, working with the search consultant, will outline the functions and responsibilities of the superintendent. The search consultant will work in conjunction with the Committee of the Whole to develop a set of qualifications and competencies associated with the superintendent’s position.

The search consultant will work with the superintendent selection committee appointed by the Chair of the Board to select candidates for consideration by the Committee of the Whole.

b. The eligible candidate shall be nominated by the Committee of the Whole for approval by the Board of Education. Candidates recommended by the selection committee will be interviewed by the Committee of the Whole. Finalists may be presented at community forums before the Committee of the Whole nominates the final candidate for approval by the Board of Education.

c. The Chair of the Board and the Leadership Committee will negotiate an employment contract with the successful candidate.

d. For the appointment of the superintendent a vote of the majority of the Board members will be required at a Board meeting for which due notice has been given of the intended action.

e. Upon appointment of a successor, the Board shall develop and implement an onboarding plan to orient the new superintendent to all his/her duties and responsibilities and to all district strategies and goals as contained in the Strategic Operating Plan.

3. The superintendent shall implement a plan for succession from among current employees for key district management positions to include, but not be limited to, the positions of assistant superintendent for pre-K – 12 education, chief research and assessment, chief portfolio officer, chief of early literacy and parent engagement, chief operating officer, chief talent officer and chief financial officer.

Board Oversight

The superintendent will report annually to the Board on his/her plan for succession for key district management positions. The Board may convene as a Committee of the Whole as needed to plan for anticipated vacancies covered under this policy.

Revised: August 5, 2013

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
AGENDA

ITEM # 3

NEW BUSINESS

FIRST READING: REVISED POLICY
1215 EDUCATIONAL FOUNDATIONS

AUGUST 27, 2013

THE BOARD

BACKGROUND

- The proposed revised policy updates the current educational foundations policy.
- Changes to the current policy are highlighted and underlined.

RECOMMENDATION

The Hartford Board of Education accepts the first reading of the revised policy on Educational Foundations.
Revised Educational Foundations Policy

The Board of Education is committed to maintaining excellence in education and pursuing resources to enhance educational opportunities for all students including the opportunity to attend college.

The Board recognizes that members of the community, and beyond, are often willing to make voluntary contributions that will provide needed additional funds and resources for the Hartford Public Schools. The Board, therefore, approves and encourages the creation of an independent educational foundation, including the Hartford Promise Organization, to actively raise funds and provide resources that will enhance educational and financial opportunities for Hartford Public School students both within Grades Pre K-12 and beyond high school graduation through college completion, upon meeting predetermined academic and attendance requirements.

The Board supports foundation allocations that serve the students and schools of the Hartford Public Schools equitably.

The superintendent, with annual invitation to the chief executive of the Hartford Promise Organization, will report to the Board annually on the progress of student eligibility, internal resource commitment for student preparation for college and school and district initiatives that support the Hartford Promise program.

Policy adopted: December 4, 2001
Policy updated: October 5, 2004
Revised: August 1, 2013

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Educational Foundations Administrative Regulations

Hartford Promise Organization

Goal:

All Hartford Public School students who graduate from high school will have the academic preparation and financial resources to attend and succeed in college.

Criteria:

All Hartford Public School students who meet the academic and school attendance requirements will have access to financial assistance to attend college over a 4 year period.

Program Components:

1. Hartford Public Schools will monitor the academic progress and school attendance rate for eligibility of students in Grades 6-12.

2. Annual notice will be sent to all parents of students 8-12 informing them of the academic and attendance requirements for eligibility of the Hartford Promise.

3. Hartford Public Schools will develop and implement academic interventions to support academic success.

4. Hartford Public Schools will implement a Career and Academic Advisory structure for students in Grades 6-12.

5. Hartford Public Schools will develop partnerships for internships and applied learning opportunities for students to explore career and college.

6. Data will be shared with the Hartford Promise Organization to track student progress and eligibility.

7. Hartford Public Schools will use “blended learning” approaches in preparing students for college and careers, (ex. a combination of computer assisted technology and real life experience.)

8. Hartford Public Schools will conduct parent education programs on a regular basis in support of the Hartford Promise program.

August 1, 2013
HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
AGENDA

ITEM # 4

NEW BUSINESS

AUGUST 27, 2013

FIRST READING:
REVISED POLICY 5146 GRADING

MR. POLAND
MS. HUDSON
MS. MCINTYRE

BACKGROUND

It is a District’s responsibility to establish a fair, consistent, objective and meaningful system to communicate the academic profile of a student/s to families and other approved institutions.

This revised policy incorporates standards based learning and is consistent with Connecticut’s Common Core State Standards.

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the revised Policy on Grading.
Instruction

Grading

The district shall establish a consistent, fair, objective and meaningful system to communicate the academic profile of student(s) to families and other approved institutions.

Report cards combined with scheduled parent-teacher conferences, and other forms of communication promote a process of continuous evaluation of student performance and communication regarding student achievement. Achievement is defined as performance measured against Common Core State Standards (adopted by CT State Dept of Ed July 2010) and other national and state standards and outcomes. This will provide students, teachers and parents with a clear understanding of what students are expected to learn. Achievement of the standards will be the measure in the process of evaluating student performance.

A grade weighting/class ranking system of grade point average (GPA) shall be in place for the high schools and shall be included with all student transcripts sent to higher education institutions.

Legal Reference: Connecticut General Statutes
Sec. 10-220g Policy on weighted grading for honors and advanced placement classes.

Policy adopted: November 1, 2005
Revised: May 13, 2013

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Instruction

Grading – Administrative Regulations

Student academic achievement shall be evaluated, recorded and reported each marking period. Students, parents/guardians and appropriate school personnel will be informed of the student's progress.

The district will utilize technology assisted systems to produce grade reports.

The 4-point model is the approved configuration for grading beginning in the 2014-2015 school year.

4-point numeric system

<table>
<thead>
<tr>
<th>A+</th>
<th>A</th>
<th>B+</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>D+</th>
<th>D</th>
<th>F / Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>4.0</td>
<td>3.3</td>
<td>3.0</td>
<td>2.3</td>
<td>2.0</td>
<td>1.3</td>
<td>1.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Courses are available for students at three levels of academic challenge. Students are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in student achievement. Grade weighting encourages and rewards students for selecting courses at more challenging levels of difficulty.

A grade weighting system shall be implemented for the high schools in accordance with the guidelines set forth and published annually in the parent/student handbook.

Each marking period a student will receive a letter grade (A-F). The letter grade communicates the level of achievement of current content standards.

This grade along with the course “weight” is used to determine the student’s Grade Point Average. At the end of the school year, a final GPA is computed from the final grade point average of each course.

Weighted Scale

<table>
<thead>
<tr>
<th></th>
<th>A+</th>
<th>A</th>
<th>B+</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>D+</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>*AP/ECE/DE</td>
<td>5.0</td>
<td>4.5</td>
<td>4.0</td>
<td>3.5</td>
<td>3.0</td>
<td>2.5</td>
<td>2.0</td>
<td>1.5</td>
</tr>
<tr>
<td>Honors</td>
<td>4.75</td>
<td>4.25</td>
<td>3.75</td>
<td>3.25</td>
<td>2.75</td>
<td>2.25</td>
<td>1.75</td>
<td>1.25</td>
</tr>
<tr>
<td>College Prep</td>
<td>4.0</td>
<td>4.0</td>
<td>3.5</td>
<td>3.0</td>
<td>2.5</td>
<td>2.0</td>
<td>1.5</td>
<td>1.0</td>
</tr>
</tbody>
</table>

*Advanced Placement/Early College Experience/ Dual Enrollment

May 13, 2013
Instruction

Grading – Administrative Regulations (continued)

Un-weighted Scale

<table>
<thead>
<tr>
<th></th>
<th>A+</th>
<th>A</th>
<th>B+</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>D+</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Un-weighted</td>
<td>4.0</td>
<td>4.0</td>
<td>3.3</td>
<td>3.0</td>
<td>2.3</td>
<td>2.0</td>
<td>1.3</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Both the weighted and the un-weighted scale appear on the student transcript.

The weighted scale is used to determine class rank.

Revised: Hartford Public Schools
Hartford, Connecticut

May 13, 2013
Instruction

Grading/Assessment Systems

It is the philosophy of this district that students respond more positively to the opportunity for success than to the threat of failure. The district seeks to make achievement both recognizable and possible for students. Achievement will be emphasized in the process of evaluating student performance.

Evaluation of student progress is a primary responsibility of the teacher. The highest possible level of student achievement is a common goal of both school and home. A close working relationship between home and school is essential to the accomplishment of this goal. Regular communication with parents or guardians, utilizing a variety of means, about the scholastic progress of their student is a basic component of this working relationship.

Regularly used report cards, combined with scheduled parent-teacher conferences, publication of quarterly honor rolls, and other communication vehicles helps promote a process of continuous evaluation of student performance.

The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty and upon the recommendation of the Superintendent of Schools.

Weighted grades

A system of grade weighing recognizes the differences in student achievement. Grade weighting encourages and rewards student for selecting courses at more challenging levels of difficulty.

A grade weighting/class ranking system of Quality Points shall be in place for the high schools as noted below. This system shall be published annually in the parent/student handbook, included with all student transcripts sent to colleges, scholarships and employers, and sent to parents with each report card which reflects attendance, grade, quality point awarded for each course and quality point average for the marking period.
### Instruction

**Grading/Assessment Systems**

<table>
<thead>
<tr>
<th>MARK</th>
<th>GRADE</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>AP</td>
</tr>
<tr>
<td>A+</td>
<td>95-100 excellent</td>
<td>14</td>
</tr>
<tr>
<td>A</td>
<td>90-94</td>
<td>13</td>
</tr>
<tr>
<td>B+</td>
<td>85-89 good</td>
<td>12</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>11</td>
</tr>
<tr>
<td>C+</td>
<td>75-79 fair</td>
<td>10</td>
</tr>
<tr>
<td>C</td>
<td>70-74</td>
<td>9</td>
</tr>
<tr>
<td>D+</td>
<td>65-69 poor, but passing</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>60-64</td>
<td>7</td>
</tr>
<tr>
<td>F</td>
<td>59 and below, failure</td>
<td>0</td>
</tr>
</tbody>
</table>

Class rank is based on a cumulative QPA (Quality Point Average) of all subjects with the exception of physical education and health. Academic honors are based on the following Quality Point average:

- **High Honors**: - 9.0 and above
- **Honors**: - 8.0 - 8.9
- **Honorable Mention**: - 7.0 - 7.9

Special education students will be assigned quality points equal to the grade and course they are enrolled in for each course they are enrolled in, unless otherwise determined by a PPT. In some instances, students' quality points are based on their IEP.

**Legal Reference:**

- (cf. 5124 - Reporting to Parents)
- Legal Reference: Connecticut General Statutes
- P.A. 99-81 An Act Concerning Weighted Grading for Honors Classes.

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Policy adopted: November 1, 2005

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
AGENDA

ITEM # 5

NEW BUSINESS

ACCEPTANCE OF FUNDS
SCHOOL BASED HEALTH CENTERS

AUGUST 27, 2013

DR. KISHIMOTO
DR. SLATER

AMOUNT
$3,503,271

FUNDING SOURCE
DEPARTMENT OF PUBLIC HEALTH
STATE OF CONNECTICUT

BACKGROUND

The DPH funded School Based Health Centers of the Hartford Public Schools are located at: Maria C. Sanchez, John C. Clark, M.D. Fox, Asian Studies @ Henry C. Dwight/Bellizzi, Hartford Public High School, Culinary Arts Academy and Journalism & Media Academy.

HPS school-based health centers are committed to provision of comprehensive services to students through the School Based Health Center program.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $3,503,271 for the operation of the School-Based Health Centers over the next three-year period July 1, 2013 through June 30, 2016.
Grant Title: DPH School Based Health Center Program (Contract Log # 2014-0030)

Contact Person: Deborah Chameides, Health Services Coordinator

School Department: Health Services, School-Based Health Center Program

Amount of Request / Award: $3,503,271

Granting Entity: State of Connecticut Department of Public Health

Briefly describe the purpose of the grant:

This grant will continue providing funding for the Hartford Public Schools' School Based Health Clinics (SBHC). The DPH funding also provides for two additional sites located at John C. Clark and Asian Studies at Dwight/Bellizzi.

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

Students at the identified schools who are enrolled in the SBHC Program will be receiving comprehensive medical services, mental health services, and dental services, if applicable.

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.)

Funding will provide staff salaries including Advanced Practice Registered Nurse (5), Mental Health Clinician (4), Data Entry Specialist (4) and one dentist. Funding also includes supplies and materials.

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

This is a continuation of funding supporting our HPS School-Based Health Centers. It also supports an expansion of services to include John C. Clark and Asian Studies @ Dwight/Bellizzi.

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

We have worked with and have received DPH funding to support our SBHC Program since 1985.

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).
School Based Health Services

1) Definitions and Guidance
   a) Definitions

   For the purposes of this Contract, the following Definitions shall apply:

   i) School Based Health Center (SBHC): The term "school-based health center" means a health clinic that:

      1) is located in or near a school facility of a school district or board or of an Indian tribe or tribal organization,
      2) is organized through school, community, and health provider relationships,
      3) is administered by a sponsoring facility,
      4) provides through health professionals primary health services to children in accordance with State and local law, including laws relating to licensure and certification, and
      5) satisfies such other requirements as a State may establish for the operation of such a clinic. (As defined by the Social Security Act http://www.ssa.gov/OP_Home/ssaact/title21/2110.htm)

   ii) Expanded School Health Services: Expanded School Health Services sites provide limited services such as counseling, health education, health screening, and prevention services to enhance existing school health services. The program does not provide the full range of outpatient medical and behavioral health services such as those offered in a traditional SBHC. Some expanded sites also provide dental health services.

   iii) School Linked Services: A school-linked services site is located off school grounds and is linked to another existing SBHC for support. Services provided include health education, anticipatory guidance and support to parents, and consultation with other medical professionals involved with the child.

   iv) Sponsoring Facility: the term "sponsoring facility" includes any of the following:

      1) a hospital,
      2) a public health department,
      3) a community health center,
      4) a nonprofit health care agency,
      5) a local educational agency (as defined under section 9101 of the Elementary and Secondary Education Act of 1965http://www.ssa.gov/OP_Home/ssaact/title21/2110.htm - ft167, or
      6) a program administered by the Indian Health Service or the Bureau of Indian Affairs or operated by an Indian tribe or a tribal organization. (As defined by the Social Security Act http://www.ssa.gov/OP_Home/ssaact/title21/2110.htm )

   v) Eligible students are those who attend schools where SBHC sites identified in this Contract are located.
b) Guidance

Guidance for the provision of SBHC services referenced in this Contract is available from the following sources:

i) American Academy of Pediatrics, "Bright Futures Guidelines for Health Supervision of Infants, Children, and Adolescents" is accessible at:

ii) National Association of Social Workers, "Standards for Social Work Practice in Health Care Settings" is accessible at:

iii) The American Academy of Pediatrics policy statement, "Sexuality Education for Children and Adolescents" (Pediatrics 2001;108: 498-502) is accessible at:
     http://pediatrics.aappublications.org/content/115/5/1438.full.pdf

2) The Contractor shall carry out a program of primary medical, social, mental/behavioral health and health education services designed to meet the psychosocial and physical needs of children and youth within the context of the family, culture and environment enrolled in Weaver High School, Hartford Public High School, M.D. Fox Elementary School, Sanchez Elementary School, Asian Studies Academy Dwight-Bellizzi and John C. Clark Jr. Elementary and Middle School.

3) Such services shall be provided in accordance with the current American Academy of Pediatrics: "Bright Futures" guidelines and the National Association of Social Workers "Standards for Social Work Practice in Health Care Settings". Other nationally-recognized and accepted standards may be utilized as a framework for professional practice with prior Department approval.

4) The Contractor shall provide written assurance that the health center shall operate in accordance with the Public Health Code §19-13-D45-D53, "Licensing Outpatient Clinics Operated by Corporations or Municipalities", or in accordance with the General Statutes of Connecticut, Section 19a-493 (General Hospital Satellite) and accepts full responsibility for securing and maintaining all licenses and permits. The Contractor acknowledges and is aware that Connecticut Law provides for penalties associated with the conduct of business without the appropriate license. The Contractor shall provide written assurance that behavioral health services provided at the health center are conducted in accordance with appropriate licensure through the Department of Public Health, the Department of Children and Families, or both.

5) The Contractor shall immediately notify the Department in writing of any change in the status of any accreditations, licenses or certifications in any jurisdiction in which they provide services or conduct business. If accreditation, licensure, or certification is suspended, revoked, or suspended in any jurisdiction the Contractor understands that such action may be grounds for termination of the Contract.

6) Medical services may be provided by a Physician Assistant (PA) under the clinical supervision and direction of a designated physician who has knowledge of community and school health and health promotion and illness prevention for pediatric populations, or in the case of an APRN, in collaboration with a physician with whom a written collaborative agreement is developed in accordance with Connecticut General Statutes: Chapter 378 sections 20-87a (b). A copy of the agreement must be provided to the Department annually or following the hire of a new APRN. In the case of a Physician Assistant, each physician assistant shall have a clearly identified supervising physician who maintains the final responsibility for the care of patients and the performance of the physician assistant. The physician must possess Connecticut licensure and certification in at least one of the following areas:

a) general pediatrics,
b) adolescent medicine,
c) internal medicine,

d) family medicine.

7) At least one licensed health provider (MD, PA, APRN, LCSW, LMFT, or LPC) shall be available at each site during the center's regularly scheduled hours (during the school year). Exceptions must be approved by the Department.

8) SBHC personnel shall treat all individuals in a nondiscriminatory manner, regardless of race, ethnicity, religion, citizenship, age, sex, sexual orientation, preexisting medical condition, physical or mental handicap, source of payment, economic status, or ability to pay for services provided.

9) The Contractor shall offer enrollment in the SBHC to every student in the school, regardless of their ability to pay.

10) The SBHC shall be accessible to all individuals enrolled in the school including those with disabilities.

11) The Contractor shall refer to School Based Health Centers Outcome Measures Table #1, and will implement the services of this contract to achieve the Outcome: "Improve access to and utilization of primary and preventive health care and other essential public health services" as indicated by the corresponding Measures therein. Enrollment shall be indicated by a signed parental permission slip maintained on file and will be reported to the Department electronically in a format determined by the Department. Utilization benchmarks by site will be determined by the Department and the Contractor shall achieve and maintain benchmarked utilization rates based upon individual visits by site. The Department will review and update utilization benchmarks for individual sites based on reporting period data.

12) The SBHC shall obtain consent for treatment and the sharing of medical information in accordance with federal/state regulations and the guidance of the SBHC sponsoring agency legal counsel. Written protocols shall require the written permission of a parent/guardian, except where minors are authorized by law to provide consent.

13) The Contractor shall assist uninsured students in determining eligibility for and assist with enrollment into a state health insurance plan.

14) The Contractor shall provide evidence of participation in the state HUSKY (Health insurance for Uninsured Kids and Youth) Medicaid program.

15) The Contractor shall survey each enrolled child to determine if said child has a consistent source of primary care services in the community. The Contractor shall assist those determined to not have a consistent source of primary care service in identifying a source for such services or shall serve as the provider of primary care.

16) The Contractor shall develop and document procedures for 24-hour back-up services that will be available to enrollees during the times when the SBHC is not in operation. The Contractor will provide a letter of assurance or evidence of a cooperative agreement with community health agencies, primary (medical and/or mental health) care and dental providers to provide health services to students during hours when the SBHC is closed.

17) The Contractor shall have in place or establish telephone answering processes that provide enrollees and their parents/guardians information about where and how to access emergency and 24-hour back-up services when the SBHC is not in operation.

18) The services provided by the Contractor shall include, but not be limited to the following:

i) health assessments, including physical exams, health screenings and risk appraisals, (an age appropriate risk assessment with a mental health component shall be completed for each student presenting to the SBHC for a physical exam),
ii) diagnosis and treatment for illness and injury including management and monitoring of chronic disease such as, but not limited to, asthma, diabetes, and obesity,

iii) psycho-social assessments and written treatment plans,

iv) crisis intervention and advocacy,

v) individual, family and group counseling,

vi) health education,

vii) nutritional education/counseling,

viii) outreach to families and at-risk students,

ix) case management,

x) oral health, and

xi) referral for follow-up services, diagnostic procedures and treatment of conditions that are beyond the scope of services provided in the SBHC.

«IF Dental Services are provided»

dental services, which shall include the provision of a program of preventive and restorative dental health services for at least 20% of students enrolled in the SBHC. These services shall include, but not be limited to the following:

1) oral examination,
2) oral health risk assessment
3) treatment planning
4) oral prophylaxis,
5) application of fluoride,
6) "chair-side" instruction,
7) oral health classroom lessons,
8) x-rays,
9) extractions, and
10) restorative and emergency treatment.

19) The Contractor shall provide consultation sessions to school staff and classroom presentations to students, as guest lecturers, to complement the school curriculum in areas of health promotion, disease prevention education, and psychosocial development and report in a format approved by the Department.


21) Prescription and distribution of contraceptives by SBHC personnel shall only occur with community consent based on local need. The governing policy shall be developed by the SBHC and kept on file in the policy and procedure manual located on site at the center.
22) Health and mental health services provided under this Contract shall not supplant existing school health services. The Contractor shall provide the Department a letter of assurance from the school system/district, updated yearly, indicating that existing school health and psychosocial services will not be diminished during the Contract period.

23) The Contractor shall establish and maintain a systematic process for making and obtaining referrals to and from community-based health care providers, as needed, for enrollees in the SBHC and their families. Services provided by referral must incorporate follow-up including checking that the appointment was kept, checking that the services met the enrollee's needs, the outcome of the referral, and relevant health care findings. This information must be incorporated into the enrollee's medical record.

24) The Contractor shall establish a protocol for administering the Department approved screening tool to identify Children and Youth with Special Health Care Needs (CYSHCN) eligible for services through the Department's CYSHCN Program and shall coordinate services and referrals with the Department's contractors engaged through the CT Medical Home Initiative for CYSHCN.

25) Laboratory testing at the SBHC shall be performed in accordance with the Federal Clinical Laboratory Improvement Act (CLIA) regulations.

26) The Contractor shall provide and maintain equipment used in the clinic(s) per manufacturer's recommendations.

27) The Contractor shall comply with laws and regulations regarding reportable diseases and conditions and shall develop policies required by, or that comply with, the sponsoring agency health policies. A list of reportable diseases and conditions is available at http://www.ct.gov/dph/cwp/view.asp?a=3136&q=453590

28) The Contractor shall develop and maintain, on site, a manual outlining SBHC Program policies, procedures and protocols. Said manual will be approved by the Department and be made available for inspection by the Department personnel and shall be reviewed and updated by the Contractor on an annual basis. The Contractor shall forward SBHC policies to the Department electronically if requested. Written administrative and clinical policies and procedures shall:

a) accurately describe SBHC services provided, and

b) include job descriptions that define qualifications, responsibilities, and supervision of all SBHC personnel.

The manual shall include policies/procedures regarding:

a) non-discrimination,

b) confidentiality of Client Services,

c) HIPAA,

d) clinical coverage in the event of: Staff absences, staff vacations, and staff vacancies,

e) consent for services,

f) patient rights and responsibilities,

g) emergency Procedures,

h) reportable Disease Process,

i) after Hours Policy,

j) Child Abuse Reporting Policy,

k) SBHC staff job descriptions with qualifications, responsibilities, supervision, and evaluation procedures,

l) Quality Assurance,
m) complaint and incident review,
n) referral and follow-up system,
o) medication dispensing, storage, security, and accountability,
p) Laboratory Testing,
q) equipment monitoring,
r) Infection Control,
s) cultural competency/sensitivity,
t) health and risk assessment screenings, and
u) staff clinical background checks.

29) The Contractor shall maintain an independent community-based SBHC advisory body that meets a minimum of two (2) times per year; minutes of these meetings shall be submitted to the Department within thirty (30) days of each meeting. The advisory body shall be involved in program planning and development, implementation and evaluation, review and approval of the SBHC Quality Improvement Plan, review of utilization trends, and decisions about governance, management, services and funding. The membership of this advisory board shall consist of, at a minimum, representatives from the following:

a) one parent of a student enrolled in the program,
b) individuals in the community involved with health issues,
c) social service providers,
d) SBHC staff, and
e) school faculty or administrators.

30) The Contractor shall require its employees and the employees of all sub-contractors to undergo criminal background checks and shall honor any request by the School District not to use any individual to provide services in the SBHC based on the results of the background check.

31) The Contractor shall bill for reimbursement of services rendered by any third party payers from whom the clients served may be eligible to receive benefits. The Contractor shall use revenues generated by reimbursement of such billed services to maintain, enhance and expand services.

32) All new staff hired by the Contractor shall attend a site-specific orientation workshop, conducted by the Contractor, after their effective date of employment.

33) The Contractor shall demonstrate that SBHC personnel participate annually in ongoing professional development programs to update and enhance their knowledge of community and school health, and health promotion and illness prevention strategies for children and adolescents.

34) The Contractor shall assign responsibilities to SBHC staff that are consistent with their education and experience and all staff shall be:

a) supervised,
b) annually evaluated, and
c) trained in the SBHC sponsoring agency’s policies and procedures.

35) The Contractor shall facilitate annual certification of SBHC staff and all staff shall be certified to deliver:

a) First Aid,
b) Cardiopulmonary Resuscitation including the operation of the A.E.D. (Automatic External Defibrillator), and  

c) the Heimlich maneuver.

36) The Contractor shall provide and implement written strategies to actively recruit and retain a culturally diverse staff reflective of the clients served under this Contract and shall ensure that all staff members receive training in the area of cultural competence.

37) The Contractor will incorporate cultural competency development into overall staff development/training (through presentations, print, workshops, internet, etc.) and will report on the percentage of providers, staff and volunteers who receive cultural competency and gender specific training.

38) The Contractor shall provide the Department with a plan detailing how services will be expanded or sustained utilizing funds outside of those provided through this Contract. Contractor shall implement the plan upon approval of the Department.

39) Changes in personnel, program design, and service delivery or a change in the hours of operation shall be requested of the Department. Such changes shall be conditional on written approval from the Department and shall require formal contract amendment if deemed material by the Department. Staff changes must meet the qualifications identified in the program policy and procedures manual that has been approved by the Department.

40) The Department shall be immediately notified in writing of critical staff vacancies (staff working at the center for 20 or more hours/week) and submit a written interim plan within two weeks of notification of the vacancy to address service delivery and a timeline for hiring of replacement staff. Such plan shall be considered accepted only upon approval by the Department.

41) The Contractor shall notify the Department in the event of a temporary or permanent closure of a clinical site 120 days in advance of the closure or as soon as a projected close date is determined by the Contractor. The Contractor shall provide the Department with a written transition plan describing how services will be provided to students served through the program on an interim or permanent basis, as appropriate. The transition plan shall not be effective until it is approved by the Department.

42) The Contractor shall incorporate systems of quality assessment, quality improvement, and quality management that focus on provider responsibilities for improving care processes and outcomes that address a full range of activities, including but not limited to:

a) management of clinical conditions, 

b) documentation of care, 

c) use of services, 

d) patient satisfaction, 

e) patient knowledge, and 

f) changes in patient behaviors.

The Contractor shall submit an Annual Quality Improvement Work Plan that has been approved by the SBHC Advisory body to the Department prior to the beginning of each Contract Funding Period at a time specified by the Department. Planned activities contained in the Work Plan will be at a minimum based upon data elements identified in the School Based Health Centers Outcomes Measures Table #1 in this Contract. The Contractor will submit a Continuous Quality Improvement Report to the Department at the end of the school year identifying, or including, the following:

  g) identified SBHC goal(s), 

  h) objectives,
i) strategies implemented to achieve desired outcomes,

j) methods of review/audit,

k) audit results,

l) corrective action plan,

m) date reviewed with the SBHC Advisory body.

43) The contractor will conduct an annual satisfaction survey of students using the SBHC and/or their parents. The survey will include questions to ascertain satisfaction with the cultural competency of service provision. The Contractor will include strategies to address survey findings in the Annual Quality Improvement Work Plan. Results of the survey will indicate that at a minimum, 85% of students/parents/guardians of students using the SBHC are satisfied with services received.

44) The Contractor shall submit to the Department, program statistical reports as follows:

a) cumulative registration and standard visit data, in electronic format as directed by the Department, thirty (30) days after the end of the first, second and final reporting periods,

b) a Funding Period end narrative progress report, in the format provided by the Department, by September 30, annually. This report shall include submission of the projected Annual Quality Improvement Work Plan and a report of the status of achieving the objectives in the prior Annual Quality Improvement Work Plan, if any,

c) an annual aggregate billing status report, in a format provided by the Department, by September 30 annually, and

d) other data required by the Department for use in programmatic analysis, planning, and evaluation, in an electronic format as directed by the Department.

45) An executed Access Agreement between the Board of Education, City, and Contractor related to the operation of the SBHC(s) shall be provided to the Department and updated whenever there is a change in signatories.

46) In accordance with PA12-1 §96, each school-based health center that receives operational funding from the Department of Public Health shall enter into an agreement with the school's governing local or regional board of education concerning the establishment of minimum standards for the frequency and content of communications between the school-based health center and school nurses or nurse practitioners, appointed by the local or regional board of education in accordance with section 10-212 of the general statutes. The provisions of such agreement shall be in accordance with chapter 113 of the general statutes. The person or entity who operates the school-based health center shall submit a copy of such agreement to the Commissioner of Public Health.

47) The Contractor's coordinator shall attend coordinators' meetings as scheduled and directed by the Department.

48) The Contractor shall comply with HIPAA and FERPA regulations for confidentiality of health information.

49) The Contractor shall maintain records in a secure manner that protects them from unauthorized use.

50) Each entry into the enrollee's record shall be dated and signed by the SBHC staff member making the entry, indicating the recorder's name and clinical credential.

51) The Contractor shall comply with all requests for periodic site visits and clinical record review by the Department.

52) The Contractor shall comply with all data collection and data entry requirements required by the Department.
53) The Contractor shall comply with all continuous quality improvement and reporting requirements of the Department.

54) The Contractor shall conduct and document annual enrollee/family satisfaction assessments and the Contractor's response to feedback from these assessments.

55) The Contractor's coordinator or designated staff shall participate in monthly technical assistance conference calls with the Department and shall attend quarterly technical assistance meetings.

56) The Contractor shall provide mental health screening with a formal tool approved by the Department for all clients at the time a physical examination is performed, at a minimum.

57) Body Mass Indexes (BMIs) shall be calculated and recorded for all clients at the time of any medical visit at a minimum, unless calculated and recorded within the previous 30 days. Data pertaining to BMI will be entered into an electronic format either provided or approved by the Department.

58) An asthma action plan shall be put in place, or be confirmed to be in place, in a format approved by the Department, for all clients with a diagnosis of Asthma who use the clinic for medical services. Data pertaining to an asthma action plan will be entered into an electronic format either provided or approved by the Department.

59) The Contractor shall submit an annual report card, in an electronic format required by the Department and specific to each SBHC site reflecting:
   a) the number of students enrolled,
   b) the number of students who have had at least one visit,
   c) type of insurance utilized to support provided care,
   d) overall student and parent satisfaction with SBHC services, and
   e) at least three outcome measures detailed within the School Based Health Centers Outcome Measures included within this Contract (see School Based Health Centers Outcome Measures Table #1).

<table>
<thead>
<tr>
<th>School Based Health Centers Outcome Measures Table #1.</th>
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<tbody>
<tr>
<td><strong>Outcomes</strong></td>
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<tr>
<td>1. Improve access to and utilization of primary and</td>
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<td>preventive health care and other essential public</td>
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<td>health services.</td>
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<tr>
<td>2. Reduce the occurrence of preventable disease</td>
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<td>among SBHC enrollees.</td>
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<tr>
<td>Outcomes</td>
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<tr>
<td>3. SBHC enrollees will utilize mental health services to improve their psychosocial functioning through assessment, intervention and referral.</td>
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<td>4. Reduce the severity and frequency of asthma symptoms among students with asthma who utilize the SBHC.</td>
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<tr>
<td>Outcomes</td>
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<td>5. Reduce the proportion of SBHC users with obesity.</td>
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Reproductive Health (Students in Grades 7-12)

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<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
</tr>
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<tbody>
<tr>
<td>6. Reduce the occurrence of STDs among student SBHC enrollees.</td>
<td>a. 85 percent of sexually active students are screened for STDs.</td>
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</tbody>
</table>

Oral Health (if applicable)

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
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</thead>
<tbody>
<tr>
<td>7. Increase access to and utilization of primary and preventive oral health care and other essential oral public health services to improve the health status of SBHC enrollees.</td>
<td>a. 80 percent of clinic users received an oral health screening/exam, risk assessment and oral disease prevention instruction at least annually.</td>
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<td>b. 80 percent of dental clinic users were able to demonstrate proper preventive oral hygiene at their last visit</td>
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<td>c. 80 percent of dental clinic users have protective sealants on the occlusal surfaces of their permanent molar teeth.</td>
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<td>d. 80 percent of dental clinic users receive appropriate fluoride treatment based on oral health risk assessment.</td>
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</table>
| | e. 90 percent of dental clinic users identified with
<table>
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<tr>
<th>Outcomes</th>
<th>Measures</th>
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<tbody>
<tr>
<td></td>
<td>untreated dental caries receive treatment and/or referral for treatment to resolve this problem.</td>
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<td></td>
<td>if 90 percent of dental clinic users have documentation of an oral health risk assessment.</td>
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</tbody>
</table>
### SECTION B - Budget

**Contract Period:** 07/01/13 to 06/30/16  
**Funding Period One:** 7/1/13 to 6/30/14  
**Program(s)/Site(s):**

<table>
<thead>
<tr>
<th>Category</th>
<th>School Based Health Center</th>
<th>School Based Health Center</th>
<th>School Based Health Center</th>
<th>TOTAL</th>
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<tr>
<td><strong>FUNDING - SID</strong></td>
<td>SID-17019</td>
<td>SID-21531</td>
<td>Sub-total:</td>
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<tr>
<td>1. Salaries &amp; Wages</td>
<td>684,553</td>
<td>64,108</td>
<td>748,661</td>
<td>748,661</td>
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<tr>
<td>2. Fringe Benefits</td>
<td>310,852</td>
<td>29,111</td>
<td>339,963</td>
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<td>3. Travel</td>
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<td>4. Training</td>
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<td>5. Educational Materials</td>
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<tr>
<td>6. Office Supplies</td>
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<td>7. Medical Materials</td>
<td>15,909</td>
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<td>8. Contractual</td>
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<tr>
<td>11. Other Expenses (list)</td>
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<tr>
<td>a. Dental Supplies/Materials</td>
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<tr>
<td>12. Administrative &amp; General Costs</td>
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<td>2,331</td>
<td>21,774</td>
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<tr>
<td><strong>Total DPH Grant</strong></td>
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<td>$125,000</td>
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Contract Period: 07/01/13 to 06/30/16

**Funding Period Two:** 7/1/14 to 6/30/15

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<td>School Based Health Center SID-21531</td>
<td>School Based Health Center Sub-total</td>
<td>TOTAL</td>
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<tr>
<td>FUNDING- SID</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Salaries &amp; Wages</td>
<td>684,553</td>
<td>64,108</td>
<td>748,661</td>
<td>748,661</td>
</tr>
<tr>
<td>2. Fringe Benefits</td>
<td>310,852</td>
<td>29,111</td>
<td>339,963</td>
<td>339,963</td>
</tr>
<tr>
<td>3. Travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Training</td>
<td></td>
<td></td>
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<tr>
<td>5. Educational Materials</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6. Office Supplies</td>
<td></td>
<td>8,000</td>
<td>8,000</td>
<td>8,000</td>
</tr>
<tr>
<td>7. Medical Materials</td>
<td>15,909</td>
<td>21,450</td>
<td>37,359</td>
<td>37,359</td>
</tr>
<tr>
<td>8. Contractual</td>
<td></td>
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<td></td>
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<tr>
<td>(Sub-Contracts)**</td>
<td></td>
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<tr>
<td>9. Telephone</td>
<td></td>
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<tr>
<td>10. Advertising</td>
<td></td>
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<tr>
<td>11. Other Expenses (dist)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Dental Supplies/Materials</td>
<td>12,000</td>
<td>12,000</td>
<td>12,000</td>
<td></td>
</tr>
<tr>
<td>b. Computers</td>
<td></td>
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<tr>
<td>c. Office Equipment</td>
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<td>d.</td>
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<tr>
<td>e.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>12. Administrative &amp; General Costs</td>
<td>19,443</td>
<td>2,331</td>
<td>21,774</td>
<td>21,774</td>
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<tr>
<td>Total DPH Grant</td>
<td>$1,042,757</td>
<td>$125,000</td>
<td>$1,167,757</td>
<td>$1,167,757</td>
</tr>
</tbody>
</table>
**SCOPE OF SERVICES**

**Medical Clinics provide the following services:**

- Assessment & referral to community health systems.
- Diagnosis & treatment of minor injuries, episodic illness.
- Primary Health Care.
- Physical Examinations for sports, camp and as required for continued school attendance.
- Reproductive Health Services:
  - Gynecological Exams (including Pap Smears and Sexually Transmitted Disease screenings);
  - Diagnosis and treatment of Sexually Transmitted Diseases including HIV testing and counseling;
  - Condom availability; and
  - Prescription and dispensing of birth control (Oral contraceptives and Depo-Provera injections), and Plan B.
- Immunizations (vaccinations), Tuberculin skin tests.
- EPSDT screenings- (vision, hearing, scoliosis).
- Dental Services.
- Pregnancy and pre-natal care referrals.
- Laboratory services -
  - Hemoglobin (low blood),
  - Urine (bladder, kidney),
  - Strep and Diabetes (sugar) tests
  - Pap Smear,
  - Tests for Sexually Transmitted Diseases, Gonorrhea, Chlamydia screen, Pregnancy and other appropriate tests.
- Daily medical procedures - Medication Administration, GT feedings, catheterizations, dressing changes.
- Permission to administer an age appropriate dosage of Tylenol/Ibuprofen.
- Assessment & Referral to local physician or student’s primary health care provider.

**Dental Clinics provide the following services:**

- Exams,
- Cleaning teeth with fluoride treatments,
- X-rays,
- Sealants,
- Fillings and extractions with local anesthesia,
- Space maintainers,
- Stainless steel crowns,
- Root canals,
- Emergency dental treatment,
- Minor surgery.
AGENDA

ITEM # 6

NEW BUSINESS

APPROVAL OF MEMORANDUM
OF UNDERSTANDING REGARDING:
GREAT PATH ACADEMY GOVERNING BOARD DR. KISHIMOTO

BACKGROUND

The Board of Regents for Higher Education was the sponsor of the Manchester Community College Middle College High School, now known as Great Path Academy.

Great Path Academy was established under a separate cooperative agreement, entered into in October 2001 and continued in November 2004, between Manchester Community College (MCC) and participating local school districts. Each Board of Education and MCC, supports the dissolution of said Cooperative Agreement.

This Memorandum of Understanding replaces the previous cooperative agreement, and the parties agree to support the creation of an Alliance to act as an advisory council capacity to Manchester Community College.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to enter into a Memorandum of Understanding with the Board of Education of Bolton, Coventry, East Hartford, Ellington, Glastonbury, Manchester and Tolland; and the Manchester Community College for the creation of an alliance of participating school districts to act as an advisory council capacity to Manchester Community College.
MEMORANDUM OF UNDERSTANDING RE:
GREAT PATH ACADEMY GOVERNING BOARD

This MEMORANDUM OF UNDERSTANDING is entered into this ___ day of ___________, 2013 by and among the undersigned Board of Education of Bolton, Coventry, East Hartford, Glastonbury, Hartford, Manchester, and Tolland, and Manchester Community College ("MCC"), each acting by a duly authorized signatory.

WHEREAS, the Board of Regents for Higher Education was the sponsor of the Manchester Community College Middle College High School, now known as Great Path Academy ("Great Path Academy"), an inter-district magnet high school established under Conn. Gen. Stat. § 10-274l, as amended;

WHEREAS, the Great Path Academy Governing Board was established under a separate cooperative agreement ("Cooperative Agreement"), entered into in October 2001 and continued in November 2004, between Manchester Community College and participating local school districts noted above;

WHEREAS, the Great Path Academy Governing Board was established to facilitate coordination and responsiveness between the said districts and Great Path Academy and to provide a discussion forum for Great Path Academy policy and decision-making including designating seats and overall fiscal control prior to the change in magnet school legislation and the lottery procedure including parent choice;

WHEREAS, the Board of Regents for Higher Education, by resolution dated April 13, 2012, has delegated to Manchester Community College overall responsibility to sponsor and manage Great Path Academy, including the mission, design, implementation and assessment, and operation of all aspects of Great Path Academy;

WHEREAS, Manchester Community College has entered into an agreement with the Hartford Board of Education pursuant to which MCC has delegated to Hartford responsibility for the day-to-day operation and management of the GPA academic program and certain related administrative functions as set forth in said Agreement, including accreditation and compliance with State laws;

WHEREAS, each Board of Education and MCC, is desirous of discontinuing and terminating the Cooperative Agreement; and

WHEREAS, the cooperative agreement provides that the Great Path Governing Board shall dissolve when all but one of the boards of education has withdrawn from the Cooperative Agreement;
NOW THEREFORE, in consideration of the mutual covenants and agreements set forth herein, each Board of Education and MCC, intending to be legally bound, hereby agree as follows:

1. The undersigned agree to support the creation of an alliance of participating school districts to act in an advisory council capacity to MCC to provide a discussion forum for GPA policy and decision-making and other regional educational, school/college partnerships related to college readiness initiatives;

2. Each undersigned Board of Education and Manchester Community College support the dissolution of the Great Path Governing Board as currently constituted;

2. Each undersigned Board of Education and Manchester Community College withdraws from the current Cooperative Agreement.

3. Paragraph 3.4 of the Cooperative Agreement, entered into in October 2001 and continued in November 2004, is amended to delete the one year notice requirement and effective date of withdrawal;

4. The dissolution of the Great Path Academy Governing Board shall become effective immediately upon the approval of each Board of Education and MCC as evidenced by signatures below;

5. This Memorandum of Understanding shall become effective immediately upon the approval of each Board of Education and MCC as evidenced by signatures below.
IN WITNESS THEREOF, the parties hereto have authorized their designated representatives to set their hands.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manchester Community College</td>
<td></td>
</tr>
<tr>
<td>Bolton Board of Education</td>
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<tr>
<td>Coventry Board of Education</td>
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<tr>
<td>East Hartford Board of Education</td>
<td></td>
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<tr>
<td>Ellington Board of Education</td>
<td></td>
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<tr>
<td>Glastonbury Board of Education</td>
<td></td>
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<tr>
<td>Hartford Board of Education</td>
<td></td>
</tr>
<tr>
<td>Manchester Board of Education</td>
<td></td>
</tr>
<tr>
<td>Tolland Board of Education</td>
<td></td>
</tr>
</tbody>
</table>
DRAFT REGIONAL COLLEGE READINESS ALLIANCE

I. PURPOSE AND MISSION

To create an Alliance whose purpose is to work together to shape the strategies to ensure the successful development of college readiness for our students. The Alliance will help ensure collaboration towards college and career performance levels and advise on the work to develop and/or identify effective intervention programs to increase the number of graduating high school seniors who meet college readiness standards. The Alliance will form the umbrella for new and existing partnerships.

II. MEMBERSHIP

The Advisory Board shall be comprised of representatives, or designees, from MCC and each of the participating school districts.

The Advisory Board may add such other representatives to its roster as may seem to it most advantageous to achieving its purpose.

At any time, a participating member may withdraw from membership on the Alliance by providing written notice to the Chair of the Alliance.

III. GOALS

In accordance with its mission, the goals of the Alliance may include, but are not limited to:

1. Increasing collaboration between secondary and post-secondary educational institution, leadership, faculty and staff;
2. Providing an umbrella for college readiness initiatives to reduce the need for remediation and provide a smooth pathway to college;
3. Promoting greater awareness of higher education;
4. Developing educational pathways including reducing the need for remediation at the post-secondary level;
5. Promoting curricula alignment;
6. Increasing opportunity for students to earn college credit and to experience college;
7. Creating professional development activities for faculty and staff;
8. Engaging parents and guardian; and
9. Utilizing data for program improvement.

IV. STRUCTURE

The Alliance for College Readiness will be housed within the structure of MCC’s Institute for Community Engagement, Educational Partnerships Center.
This Memorandum of Understanding imposes no legal obligations upon any party hereto. Rather, it sets out terms for mutual cooperation to improve regional college readiness. No portion of this Memorandum of Understanding shall be construed to imply that any such legal obligations exist among any of the signatories.

V. MEETINGS AND NOTICE

The Advisory Board may hold four meetings per year and may select the time and place for regular and other meetings of the Alliance. Such meetings shall be noticed in accordance with the provisions of the State of Connecticut Freedom of Information Act, Conn. Gen. Stat. § 1-200, et seq. and the Advisory Board shall be subject to the provisions of said Act.

VI. CONFIDENTIALITY

All parties acknowledge confidentiality requirements that each must follow regarding the sharing and release of personally identifiable information regarding students and families. Each party to this Memorandum of Understanding will protect the rights of students with respect to records and reports created, maintained, and used by the members and will comply with applicable state and federal laws, including by not limited to The Family Educational Rights and Privacy Act (FERPA), 34 C.F.R. 303.460.

VII. EFFECTIVE DATE

This Memorandum of Understanding will become effective immediately after being signed and dated by all participating members.

By signature hereto, the parties attest to participation in the developments of this Memorandum of Understanding and agree to support and implement the provisions contained herein.

_________________________  Date: ________________
_________________________
Date: ________________
_________________________
Date: ________________
_________________________
Date: ________________
AGENDA

ITEM # 7

NEW BUSINESS

AUGUST 27, 2013

CONTRACT APPROVAL

DR. KISHIMOTO

LENOVO FINANCIAL SERVICES

MR. SWAN

AMOUNT

FUNDING SOURCE

$302,512.50

GENERAL BUDGET

BACKGROUND

Hartford Public Schools will contract with the Lenovo Financial Services to lease:

1. 375 Imaged Lenovo laptop computers
2. This is a 48-month lease starting September 1, 2013 ending August 31, 2017. The 2013-2014 school year being the first year of the requested services.

Pathways’ students will be able to use laptop computers to do research, projects and complete homework assignments putting into practical use the technology learned in the classroom.

The previous lease with Hewlett-Packard has expired. Pathways and MHIS worked collaboratively to find a computer with higher capabilities. Using a State approved vendor, the Lenovo ruggedized laptops were identified as capable of handling the demands of the technology school. These computers have a higher processing speed and are designed to withstand routine usage by students with fewer issues due to breakage.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Lenovo Financial Services, for the term of September 1, 2013 through August 31, 2017 at a cost not to exceed $302,512.50.
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/Consultant Name: Lenovo Financial Services

Contact Person: Mr. David Goldblum, Principal

School/Department: Pathways Academy of Technology and Design

Amount of Contract: $302,512.50 for 48-month lease agreement.

Funding Source: General Budget.

<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>Pathways to Technology</td>
<td>375</td>
<td></td>
<td></td>
<td>100% of our students using hands-on technology</td>
<td></td>
<td>State Approved Vendor</td>
</tr>
</tbody>
</table>

Briefly describe the purpose of the contract:

Lenovo will lease 375 Imaged Lenovo TP X131E laptop computers.

Please indicate the population to be served.

375 high school students attending Pathways Academy of Technology Magnet High School will be served.

What are the expected outcomes and benefits to HPS students?

Students will have their own laptop computer to put into practical use the technology learned in the classroom. We want 100% of our students using technology during school hours. Students will be able to use their laptops for research, projects and completing homework assignments.

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

Success will be measured by improvement in all academic classes. The principal, teachers, magnet theme coach and dean of students will evaluate the effectiveness of student’s use of laptop in producing professional projects and classwork.
Schedule to Master State & Local Government Lease Agreement

This Schedule No. 1107296 (the "Schedule") to Master State & Local Government Lease Agreement No. 991857 (the "Master Agreement") contains the terms of your agreement with us. Please read it carefully and ask us any questions you may have. The words you, your and lessee mean you, our customer. The words we, us, our and the lessor, mean Lenovo Financial Services.

**Product/Equipment Description**

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>375</td>
<td>IMAGED LVO CUSTOM TP X131E</td>
</tr>
<tr>
<td>375</td>
<td>LVO 3YR ONSITE NBD</td>
</tr>
<tr>
<td>375</td>
<td>ACAD MS SEL+ OFFICE PRO PLUS 2013</td>
</tr>
<tr>
<td>375</td>
<td>ACAD FARONICS DEEP FREEZE MNT 1Y 1K+</td>
</tr>
<tr>
<td>375</td>
<td>ACAD FARONICS DEEP FREEZE PERP 1K+</td>
</tr>
</tbody>
</table>

For additional equipment and accessories, attach addendum.

**Title/Purchase Option**

If no box is checked or if both boxes are checked, Title Option A will apply:

- Title Option A - Title to the Products/Equipment will be in Lessee's name during the Schedule Term
- Title Option B - Title to the Products/Equipment will be in Lessor's name during the Schedule Term

Check applicable box:

- [ ] Fair Market Value
- [ ] $1.00 Purchase Option
- [ ] Other __________

**Term and Lease**

**Term and Lease**

Lease Payment $6522.17 (plus taxes, if applicable)

Term (Months) 48

Monthly

Payments are due 30 days from Lease Commencement

Variable Payment Schedule if applicable:

(Attach "Payment Schedule Addendum" if necessary)

Documentation Fee: $75.00 (due with first invoice)

Total Cash Price: $302,512.50

**Additional Provisions:**

PLEASE NOTE: Certain state and local government lessees must sign an additional addendum document.

**LESSOR:** Lenovo Financial Services

10201 Centurion Parkway N. #100

Jacksonville, FL 32256

Authorized Signature Date Signed

Printed Name

Print Title

**Product/Equipment Address**

184 Windsor Ave, Windsor CT 06085

Same As Above

Same As Above

**Lessee**

Hartford Board of Education

Lessee Legal Name:

Lessee "Doing Business As" Name:

960 Main Street

Billing Street Address

Hartford, CT 06103

Billing City, State, Zip

Billing Contact Name & Phone No.

Lessee Phone Number (if different from above)

**TERMS AND CONDITIONS**

**BY SIGNING THIS SCHEDULE:**

1. YOU ACKNOWLEDGE THAT YOU HAVE READ AND UNDERSTAND THE TERMS AND CONDITIONS ON THIS SCHEDULE AND THE MASTER AGREEMENT.
2. YOU AGREE THAT IF A COPY OF THIS SCHEDULE IS SIGNED BY YOU AND IS DELIVERED TO US BY FACSIMILE TRANSMISSION OR OTHERWISE, TO THE EXTENT ANY PROVISIONS ARE MISSING OR ILLEGIBLE OR CHANGED (AND NOT INITIATED BY BOTH YOU AND US), THE TERMS AND CONDITIONS OF THIS SCHEDULE AND THE MASTER AGREEMENT IN USE ON THE DATE WE RECEIVE THE COPY SIGNED BY YOU WILL BE THE TERMS AND CONDITIONS OF THE SCHEDULE.
3. YOU AGREE THAT THIS SCHEDULE IS A NET LEASE THAT YOU CANNOT TERMINATE OR CANCEL, EXCEPT AS SPECIFICALLY PROVIDED IN THE MASTER AGREEMENT, YOU HAVE AN UNCONDITIONAL OBLIGATION TO MAKE ALL PAYMENTS DUE UNDER THIS SCHEDULE, AND YOU CANNOT WITHHOLD, SET OFF OR REDUCE SUCH PAYMENTS FOR ANY REASON.

**LESSEE SIGNATURE**

Hartford Board of Education

Lessee Legal Name:

Authorized Signature Date Signed

Printed Name

Print Signer's Name

Print Signer's Title

Federal Tax ID Number

Lessee SL.3.0123.2.12 Page 1 of 1
Master State & Local Government Lease Agreement

This Master State & Local Government Lease Agreement #991992 dated ________________ (the "Master Lease") contains the terms of your agreement with us. Please read it carefully and ask us any questions you may have. The words you, your and lessee mean you, our customer. The words we, us, our and the lessor, mean Lenovo Financial Services.

1. LEASE: DELIVERY AND ACCEPTANCE. You agree to lease the equipment described in any schedule (collectively the "Equipment") that incorporates this Master Lease by reference. A schedule to this Master Lease ("Schedule") shall incorporate this Master Lease by reference by listing the Master Lease Number set forth above on the Schedule. Each Schedule that incorporates this Master Lease shall be governed by the terms and conditions of this Master Lease, as well as the terms and conditions set forth in such individual Schedule. Each Schedule shall constitute an agreement separate and distinct from this Master Lease and any other Schedule. In the event of a conflict between the provisions of this Master Lease and a Schedule, the provisions of the Schedule shall govern only with respect to the specific equipment and the provision or terms specified in such Schedule, the termination of this Master Lease will not affect any Schedules executed before the effective date of such termination. If you have entered into any purchase agreement or purchase order ("Purchase Contract") with any vendor (as set forth on the applicable Schedule), you assign to us your rights under such Purchase Contract, but none of your obligations (other than the obligation to pay for the Equipment if it is accepted by you as stated above) and you shall deliver to us such documents and assurances as we may require in writing, if you have not entered into a Purchase Contract, you authorize us to enter into a Purchase Contract on your behalf. You will assign for the delivery of the Equipment to you.

2. SOLE RESPONSIBILITY. We are leasing the Equipment to you as "AS-IS." YOU ACKNOWLEDGE THAT WE DO NOT MANUFACTURE THE EQUIPMENT, WE DO NOT REPRESENT THE MANUFACTURER OR THE SUPPLIER, AND YOU HAVE SPECIFICALLY AGREED TO NOT REPAIR, MAINTAIN OR INSTALL ANY PART OF THE EQUIPMENT, AND WE MAKE NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR OTHERWISE. YOU AGREE THAT REGARDLESS OF CAUSE, WE ARE NOT RESPONSIBLE FOR AND YOU WILL NOT MAKE ANY CLAIM OR CAUSE AGAINST US FOR ANY DAMAGES WHETHER CONSEQUENTIAL, DIRECT, SPECIAL, OR INDIRECT. YOU AGREE THAT NEITHER SUPPLIER NOR ANY SALESPERSON, EMPLOYEE OR AGENT OF SUPPLIER OR LESSOR WARRANTIES. We are leasing the Equipment only to the Equipment Location shown on the front of the applicable Schedule. You may not move the Equipment without our prior written consent, not to be unreasonably withheld. At our own cost and expenses, you will keep the Equipment eligible for any manufacturer’s certification, in compliance with all applicable laws, and in good condition, except for ordinary wear and tear. You will not make any alterations, additions or replacements to the Equipment without our prior written consent. All alterations, additions or replacements will become part of the Equipment and our property at no cost or expense to us. We may inspect the Equipment at any reasonable time after notice to you. Unless you purchase the Equipment in accordance with the terms of the applicable Schedule, at the end of or upon termination of each Schedule you will immediately return the Equipment subject to each Schedule to us, in good condition and repair, subject to normal wear and tear, to any place in the United States that we specify. You will pay all expenses of de-installing, crating and shipping, and will become the lessee for any full replacement value during shipping. Unless we return to you, you must retain physical possession of the Equipment through the end of the initial or any renewal lease term of each Schedule.

4. DATA SECURITY. Some or all of the items of Equipment to be leased to you at any time may contain sensitive information or data belonging to your organization, or your customers/clients/patients, that is stored, recorded, or in any way contained within or on the Equipment. You specifically agree that before the Equipment is shipped to or returned by you or our agents, or removed by a sub-contractor, you, will, at your sole cost and expense, permanently destroy, delete and remove all such information and data that is stored, recorded or in any way contained within or on the Equipment, to the extent you are able to further recovery of any such data and information is not possible. You have the sole responsibility to so destroy, delete, and remove all data and information stored in or on the Equipment. We have absolutely no liability for any data or information that you fail to so destroy, delete, and remove. All hard drives and other data retention components must function as originally installed after data removal.

5. TAXES AND FEES. You will pay when due, without deduction or offset, all taxes, license taxes and other fees, levies, assessments and other charges, including but not limited to any value-added tax, sales tax, business license fees, and similar taxes, levies, assessments and other charges that may be imposed by any taxing authority and add them to the Equipment to be paid as additional charges to you. You will pay such charges in accordance with any agreement or other arrangement entered into between us and such taxing authority.

6. LOSS OR DAMAGE. As between you and us, you are responsible for any loss, theft, destruction or damage to the Equipment (collectively, “Loss”). From any cause at all, whether or not insured. You may end such Loss by returning to us, in accordance with the procedure specified in the Schedule. You are required to make all Lessee Payments even if there is a Loss. You must notify us in writing immediately of any Loss. Then, at our option, we will either (i) repair the Equipment so that it is in satisfactory working order; (ii) replace the Equipment with Equipment of equal value; (iii) reimburse you for the Lessee Payment you have paid for uses not covered by your insurance or by us; or (iv) pay the amounts specified in Section 8(b) of this Master Lease.

7. INSURANCE. You will provide and maintain your own property insurance against loss, theft, destruction or damage to the Equipment for its full replacement value, naming us as loss payee, and you specifically require us to be additional insured. In the event of loss of any Equipment, we will pay the amount insured and your insurance company will pay the balance.

LESSOR: Lenovo Financial Services
10201 Centurion Parkway N. #100
Jacksonville, FL 32256

X
Authorized Signature
Date Signed

Printed Name
Print Title

LESSEE: Hartford Board of Education

X
Authorized Signature
Date Signed

Print Signer’s Name and Title

Federal Tax ID

□ Lenovo B0G10 (2-12) Page 1 of 2
8. TITLE; SECURITY INTEREST. If Title Option A on a Schedule has been chosen, you will hold title to the Equipment in accordance with the Purchase Contract. If Title Option B on a Schedule has been chosen, we will hold title to the Equipment. If you have not terminated a Schedule in accordance with Section 17 of this Master Lease and (b) no Default exists, then, upon your payment of all of Lease Payments and other amounts due under the Lease, the Equipment shall become your property. The Equipment, "AS IS, WHERE IS" without any warranty or representation of express, implied or other than the absence of any liens by, through or under us. To secure payment of all amounts due to us, by the secured party, by your assignment or conveyance or transfer of possession or any of the Equipment, any replacement or substitution, additions, attachments and improvements. You will keep the Equipment free of all liens and encumbrances. You will deliver to us signed financing statements or other documents as we request to protect our interest in the Equipment.

9. REMEDIES. If a Default occurs or if we otherwise determine that you have not paid or are not paying all of the amounts due to us, then we may, at our option, do one or more of the following: (a)追究全部 or terminate the Master Lease; (b) make any or all other agreements that we have entered into (c) if you become insolvent, you discharge, you assign your assets for the benefit of your creditors, you sell, transfer or otherwise dispose of all or substantially all of your assets, or you enter (voluntarily or involuntarily) any bankruptcy or reorganization proceeding or (d) any representation or warranty made by you under this Master Lease or any of your instruments or agreements is not true. The exercise of any of these remedies will not be deemed an election of remedies and will not prejudice our other rights. If we exercise any of these remedies, we will hold the Equipment in accordance with the provisions of the Uniform Commercial Code or the laws of the state of the last known address, and you are liable to us for any costs we incur in enforcing or defending this Master Lease or any Schedule. If we take possession of the Equipment, we may sell or otherwise dispose of it in such a way that no notice is required, at a public or private sale, and apply the net proceeds after we have deducted all costs and expenses incurred in enforcing or defending this Master Lease or any Schedule, and any costs or expenses incurred in enforcing or defending this Master Lease or any Schedule, and any costs or expenses incurred in enforcing or defending this Master Lease or any Schedule, and any costs or expenses incurred in enforcing or defending this Master Lease or any Schedule, and any costs or expenses incurred in enforcing or defending this Master Lease or any Schedule, and any costs or expenses incurred in enforcing or defending this Master Lease or any Schedule, and any costs or expenses incurred in enforcing or defending this Master Lease or any Schedule, and any costs or expenses incurred in enforcing or defending this Master Lease or any Schedule, and any costs or expenses incurred 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AGENDA

ITEM # 8

NEW BUSINESS

AUGUST 27, 2013

CONTRACT CONTINUATION APPROVAL:

COLLEGE BOARD

DR. KISHIMOTO

MR. SWAN

MS. DINNALL

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. Two years later, HPS has seen the impact of the implementation of SAT School Day in not only the results related to the embedded 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 16, 2013 to participating seniors and on April 16, 2014 to participating juniors. Approximately 1,800 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 approve the contract with the College Board for the term delineated in the contract ending June 30, 2014, at a cost not to exceed $100,000.
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 PreK-12 Education

Amount of Contract: $ 100,000

Funding Source: Special Funds: Priority School District

<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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| District-Wide| All Juniors and Seniors, in intervention schools, in the Hartford District | N/A Building-based staff will assist in the administration of the SAT. | •District Performance Targets # 7 (SAT) & #10 (Graduation)  
•Strategic Operating Plan, Goal 3: College Readiness, Objective 1 (Increasing PSAT and SAT scores)  
•Preliminary report by the Center on Reinventing Public Education | To provide all HPS Juniors and Seniors, in intervention schools, with SAT testing and preparation services. | Approximately $ 96.20/Student | Sole Source                      |

Briefly describe the purpose of the contract:
For the past two consecutive years, Hartford Public Schools has partnered with College Board to provide free SAT preparation and testing to all 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 2013-2014 school year. HPS intends to administer two SAT School Days (October 16, 2013 and April 16, 2014) with two make-up sessions (December 7, 2013 and June 7, 2014) as well as one PSAT administration.
on October 16, 2013; prepare students for the SAT with the SAT Readiness Program for SAT School Day; and provide HPS with all applicable data and reports.

**Please indicate the population to be served.**
The population that will be served includes all participating HPS Juniors and all 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 17, 2013, the final data, for the Grade 11 students who took the SAT, is being sent to HPS. For the SAT School Day on October 17, 2012, 525 Grade 12 students (compared to 491 from the previous year) participated from the HPS intervention schools.

In addition, as a result of this partnership, HPS has seen dramatic improvements in the percentage of graduating Seniors taking the SAT. Although only 81.7% of graduating Seniors took the exam in 2011, the percentage of graduating Seniors taking the exam rose 30.1 percentage points to 91.8% in 2012, a rate that exceeds the Connecticut state average over the past decade according to the *Improving Student Opportunities and Outcomes in Hartford Public Schools* report by the Center on Reinventing Public Education.
SOLE SOURCE DOCUMENTATION FORM

DATE: JUNE 24, 2013  P.O. OR REQUISITION NUMBER: ________________
VENDOR: COLLEGE BOARD  TOTAL COST: $100,000

DEPARTMENT/DIV: OFFICE OF PREK-12 EDUCATION
REQUISITIONER: ANGELA GIONFRIDDO

Please read the Sole Source Procurement Policy before filling out this request. Briefly describe the scope of services or equipment needed.

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 third year of SAT School Day sessions, where the SAT is administered during the school day.

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.

X Other, please explain: 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.

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.

- Reviewed college admissions data.
- Discussed college entry exams with admissions officers.

(USE ADDITIONAL PAPER IF NECESSARY)

DEPARTMENT HEAD NAME, PRINTED: JONATHAN SWAN
Department Head Signature: __________________ Date: 6/24/13
COLLEGE READINESS SYSTEM™ PRODUCTS AGREEMENT

COLLEGE BOARD CONTRACT #: 2014S-K12-22771

THIS AGREEMENT, including all appendices, exhibits and schedules attached hereto (the "Agreement"), is made as of this 17th day of June, 2013 ("Effective Date"), by and between Hartford Public Schools ("Client" or "HBOE") and the College Board (the "College Board").

WHEREAS, the College Board shall make available, and Client may order the following College Board exams, products, and services related to College Readiness System.

NOW, THEREFORE, in consideration of the foregoing, the mutual covenants and undertakings contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties, intending to be legally bound, hereby agree to the following:

1.0 Services & Deliverables. The College Board shall furnish Client with the following selected services and/or deliverables ("Deliverables") in accordance with the applicable Schedule attached hereto and incorporated herein by this reference:

☑ SAT® School Day
☑ Budget Schedule

The parties agree that purchases after the commencement date of this Agreement shall be added by a Schedule signed by both parties covering such exams, products, and/or services.

2.0 Term & Termination.

2.1 Term. This Agreement shall be for a term beginning as of July 1, 2013 and, unless sooner terminated as provided herein, will expire on July 31, 2014 ("Initial Term"). Client may renew this Agreement in twelve (12) month increments ("Renewal Term"), upon notice to the College Board of its intent to renew within thirty (30) days prior to the expiration date of this Agreement. During any Renewal Term, this Agreement shall be subject to the College Board’s then-current fees and policies at the time of renewal. The Initial Term and each subsequent Renewal Term shall be collectively referred to as the "Term."

2.2 Termination. If either party breaches any of the provisions of this Agreement (including but not limited to Client’s failure to make any payment when due), either party shall have the right to give the other party written notice to cure such breach within thirty (30) days and, if such breach is not cured within a thirty (30) day period, either party shall have the right to terminate this Agreement, without waiver of any other remedy, whether legal or equitable; provided, however, if Client breaches the Representations and Warranties, Ownership or Confidentiality provisions, then the College Board shall have the right to terminate this Agreement immediately.

2.2.1 Rights After Termination. If any Schedule is terminated for any reason, all rights granted to Client hereunder with respect to the deliverables under that Schedule shall cease, and Client shall: (a) immediately cease all use of the applicable deliverables and purge any and all software, content and materials from Client’s computer systems, storage media and files and all copies thereof, as applicable, and (b) promptly return or destroy, at College Board’s direction, content and materials, and all copies thereof, and all other confidential
information of College Board then in Client's possession or under Client's control. Upon termination of this Agreement, the College Board shall terminate Client's access to any systems to which Client has access under this Agreement.

2.3.2 Partial Payment Upon Termination. Client will compensate the College Board for all services performed, products furnished and licenses granted, including any costs associated with the initial deployment of resources in preparation for providing the services under this Agreement, through the effective date of any termination in accordance with invoices issued or to be issued by the College Board.

3.0 Fees and Payment. Client shall pay those fees set forth in each Schedule for the services and deliverables furnished during the 2013-2014 implementation year. Unless otherwise indicated in a Schedule, payment terms are Net 30.

4.0 Taxes. Client agrees to pay any sales, use, value added or other taxes or import duties (other than the College Board's corporate income taxes) based on, or due as a result of, any fees paid to the College Board under this Agreement, unless Client is exempt from such taxes as the result of Client's corporate or government status and Client has furnished the College Board with a valid tax exemption certificate.

5.0 Representations and Warranties.

5.1 Authority. Client represents and warrants that it is empowered under applicable state laws to enter into and perform this Agreement and it has caused this Agreement to be duly authorized, executed and delivered.

5.2 College Board Services Warranty. The College Board represents and warrants that it shall perform its obligations under this Agreement in a professional, workmanlike manner.

5.3 College Board Disclaimer of Implied Warranties. EXCEPT AS PROVIDED ABOVE, THE COLLEGE BOARD MAKES NO WARRANTIES WHATSOEVER AND PROVIDES THE SERVICES AND DELIVERABLES, AS APPROPRIATE, ON AN "AS IS" AND "AS AVAILABLE" BASIS. THE COLLEGE BOARD HEREBY DISCLAIMS ALL OTHER WARRANTIES, WHETHER EXPRESS, IMPLIED OR STATUTORY, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT OF THIRD PARTY RIGHTS. THE COLLEGE BOARD DOES NOT WARRANT THE OPERATION OF THE DELIVERABLES TO BE UNINTERRUPTED OR ERROR-FREE OR THAT ALL DEFICIENCIES OR ERRORS ARE CAPABLE OF BEING CORRECTED. FURTHERMORE, THE COLLEGE BOARD DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE USE OF THE DELIVERABLES OR THE RESULTS OBTAINED THEREFROM OR THAT THE DELIVERABLES WILL SATISFY CLIENT'S REQUIREMENTS.

6.0 Limitation of Liability. TO THE EXTENT PERMITTED BY LAW, AND NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, THE COLLEGE BOARD AND ITS OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS AND THE COLLEGE BOARD'S SUBCONTRACTORS AND CONSULTANTS, AND ANY OF THEM, TO CLIENT AND ANYONE CLAIMING BY, THROUGH OR UNDER CLIENT, FOR ANY AND ALL CLAIMS, DAMAGES, COSTS OR DAMAGES WHATSOEVER ARISING OUT OF, RESULTING FROM OR IN ANY WAY RELATED TO THIS AGREEMENT OR THE WORK PERFORMED BY THE COLLEGE BOARD PURSUANT TO THIS AGREEMENT FROM ANY CAUSE OR CAUSES, INCLUDED BUT NOT LIMITED TO THE NEGLIGENCE, PROFESSIONAL ERRORS OR OMISSIONS, STRICT LIABILITY OR BREACH OF CONTRACT OR WARRANTY EXPRESS OR IMPLIED OF THE COLLEGE BOARD OR THE COLLEGE
BOARD'S OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS, SUBCONTRACTORS OR
CONSULTANTS OR ANY OF THEM, SHALL NOT EXCEED THE ACTUAL AMOUNT PAID TO THE
COLLEGE BOARD UNDER THIS AGREEMENT FOR THE SPECIFIC DELIVERABLE SUBJECT TO THE
DAMAGES CLAIM.

IN NO EVENT SHALL, EITHER PARTY, THEIR AFFILIATES OR THEIR SUBCONTRACTORS BE LIABLE
FOR ANY SPECIAL, INCIDENTAL, INDIRECT, CONSEQUENTIAL, EXEMPLARY OR PUNITIVE DAMAGES
(INCLUDING, BUT NOT LIMITED TO, ANY DAMAGES FOR LOSS OF PROFITS OR SAVINGS, LOSS OF
USE, BUSINESS INTERRUPTION OR THE LIKE), EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE
POSSIBILITY OF SUCH DAMAGES.

7.0 Indemnification. To the extent permitted by law and notwithstanding any other provision of this
Agreement, Client agrees to indemnify, hold harmless and defend the College Board from and against any and all
liabilities, demands, claims, fines, penalties damages, forfeitures and suits, together with reasonable attorneys' and
witnesses' fees and other costs and expenses of defense and settlement, which the College Board may incur, become
responsible for or pay out as a result of death or bodily injury or threat thereof to any person, destruction of or
damage to any property, contamination of or adverse effect on natural resources or the environment, any violation of
local state or federal laws, regulations or orders, or any other damages claimed by third parties (collectively,
"Damages") provided, however, that Client shall not be obligated to indemnify the College Board to the extent such
Damages are caused directly by the negligence or willful misconduct of the College Board.

The Contractor hereby agrees to defend, indemnify and hold harmless HBOE, the City of Hartford (the "City"),
and their respective officers, agents and employees against all suits, claims or liabilities of every nature arising out of or
as a consequence of the acts, omissions or negligence of Contractor, its subcontractors, and/or any of their respective
employees, agents, contractors, suppliers, and/or representatives in performance of this Contract.

HBOE and City shall be named as an additional insured as their interests may appear on all insurance required
hereunder except workers' compensation and professional liability insurance. All insurance must be issued by an
insurance company licensed to conduct business in the State of Connecticut and have an A. M. Best rating of no less
than A- VII. All, deductibles are the sole responsibility of NWEA to pay and/or indemnify.

a) Commercial general liability insurance with a broad form endorsement including coverage for property
damage as well as endorsements for contractual liability, independent contractors, premises operations,
products and completed operations and personal injury coverage insuring against damages to persons and
property including, but not limited to, loss of life with limits of $1,000,000 combined single limit per occurrence for bodily injury, personal injury, or property damage. If a general aggregate is used, the
general aggregate shall apply separately to the project or the general aggregate limit shall be $2,000,000.

b) Workers' Compensation Insurance must be maintained by the College Board in accordance with
Connecticut statutes.

c) Automobile Liability with limit of no less than $500,000 combined single limit per accident. Coverage
extends to owned, hired and non-owned automobiles. If the College Board does not own vehicle used in the
execution of the contract, than only hired and non-owned coverage is required. If a vehicle is not used in
the execution of the contract then automobile coverage is not required.

d) It is deemed necessary by the HBOE, Professional liability insurance shall be maintained with a limit of not
less than $1,000,000 per claim. If written on a claim made basis, the retro date, if any, shall be prior to the
effective date of the contract.

It is further agreed the amount of insurance required herein does not, in any way, limit the liability of the College
Board by virtue of its promise to hold the HBOE harmless in the event any claims results in a settlement or
judgment in any amount above the limits set in the above sections, the College Board shall be liable to, or for the
benefit of, the HBOE, for the excess.

The College Board and HBOE hereby expressly agree that the provision of such insurance in the amounts thereof
do not in any way limit the College Board’s obligation under this Contract.
8.0 Ownership of Intellectual Property. Client agrees and acknowledges that all intellectual property provided under or pertaining to the Agreement, including, but not limited to, any College Board publications, College Board websites, CD-ROMS, videos, examinations and all items contained therein, including all copies thereof, all data and any parts thereof, all copyrights, trademarks, trade secrets, patents, and other similar proprietary rights are the sole and exclusive property of the College Board. Nothing in this Agreement should be interpreted to indicate that the College Board is passing its proprietary rights in and to the College Board Intellectual Property to the Client except as specifically provided under a particular Schedule.

9.0 Miscellaneous.

9.1 Cooperation. Client shall cooperate fully with College Board, its agents, consultants and subcontractors and provide all assistance as reasonably necessary for the College Board to furnish the Deliverables as applicable, including but not limited to: (a) fulfilling its obligations under the applicable Schedule and (b) other assistance reasonably required by College Board to fulfill its obligations under this Agreement.

9.2 Force Majeure. No party will be responsible to the other, and such shall not be grounds to terminate this Agreement, for disruptions in usage of the Deliverables caused by acts of God, acts of terrorism, government action, curtailment of transportation facilities, Client’s failure to cooperate as described in Section 9.1 (Cooperation), labor strikes, governmental authority, or all other events beyond the reasonable control of the party claiming rights under this Section (a “Force Majeure Event”); provided that the College Board shall have a duty to reasonably mitigate, or cause to be mitigated, any such disruptions or parts thereof. The College Board’s obligation to furnish the Deliverables shall be suspended (or reduced, as applicable) during the period and to the extent that provision of the Deliverables is disrupted by the Force Majeure Event, without such suspension or disruption constituting a material breach of its obligations under this Agreement.

9.3 Governing Law. This Agreement is governed by the laws of the State of Connecticut, U.S.A. Any dispute or controversy arising out of or relating to this Agreement or otherwise shall be determined by a court of competent jurisdiction; provided, however, that prior to the instigation of any such action (other than an action for equitable relief) a meeting shall be held at a mutually agreed upon location, attended by individuals with decision-making authority to attempt in good faith to negotiate a resolution of the dispute. If within forty-five (45) days after such meeting the parties have not succeeded in resolving the dispute, either party may proceed at law, or in equity, in a court of competent jurisdiction.

9.4 Notices. All notices or other communications hereunder shall be deemed to have been duly given and made if in writing and if served by personal delivery upon the party for whom it is intended on the day so delivered, if delivered by registered or certified mail, return receipt requested, on the seventh (7th) day following such mailing or by national courier service on the third (3rd) business day following such mailing, or if sent by facsimile on the day faxed, or if not a business day, the next succeeding business day, provided that, the facsimile is promptly confirmed by telephone confirmation thereof, to the person at the address set forth below, or such other address as may be designated in writing hereafter, in the same manner, by such person:
9.5 Publicity. Each party agrees to promptly inform the other party of all media inquiries prior to responding thereto and to permit the other party to review and approve prior to release any press releases regarding the products, services and deliverables provided for under this Agreement.

9.6 Relationship of the Parties. The relationship of the Client and the College Board is that of independent contractors. Neither party nor their employees are partners, agents, employees or joint ventures of the other party. Neither party shall have any authority to bind the other party to any obligation by contract or otherwise. The College Board, its employees and agents shall not be considered employees of the Client while performing these services and will not be entitled to fringe benefits normally accruing to employees of the Client. Client and the College Board recognize and agree that the College Board is an independent contractor.

9.7 Third-Party Rights. Nothing contained in this Agreement, express or implied, establishes or creates, or is intended or will be construed to establish or create, any right in or remedy of, or any duty or obligation to, any third party.

9.8 Survival. It is agreed that certain obligations of the parties under this Agreement, which, by their nature would continue beyond the termination, cancellation, or expiration of this Agreement, shall survive termination, cancellation or expiration of this Agreement including without limitation, payment, ownership of intellectual property, representations and warranties, limitation of liability, confidential and proprietary information, indemnification, term and termination, and Section 9 (Miscellaneous) herein.

9.9 Amendment; Waiver. Any provision of this Agreement may be amended or waived if, and only if, such amendment or waiver is in writing and signed, in the case of an amendment, by the parties, or in the case of a waiver, by the party against whom the waiver is to be effective. No failure or delay by any party in exercising any right, power or privilege hereunder shall operate as a waiver thereof nor shall any single or partial exercise thereof or the exercise of any other right, power or privilege. Except as otherwise provided herein, the rights and remedies herein provided shall be cumulative and not exclusive of any rights or remedies provided by law.

9.10 Severability. The provisions of this Agreement shall be deemed severable and the invalidity or unenforceability of any provision shall not affect the validity or enforceability of the other provisions hereof. If any provision of this Agreement, or the application thereof to any person or entity or any circumstance, is invalid or unenforceable, (a) a suitable and equitable provision shall be substituted therefor in order to carry out so far as may be valid and enforceable provision and (b) the remainder of this Agreement and the application of such provision to other persons, entities or circumstances shall not be affected by such invalidity or unenforceability, nor shall such invalidity or unenforceability affect the validity or enforceability of such provision, or the application thereof, in any other jurisdiction.

9.11 Order of Precedence. In the event of conflict between the terms and conditions of any Schedule and the Agreement the terms and conditions of the Schedule shall prevail. The parties acknowledge and agree that each shall construe the terms, covenants and conditions set forth in this Agreement, including each Schedule hereto,
as consistent with one another insurmountable, so as to give effect to the fullest extent possible to each particular clause. Client shall remit any Client issued purchasing documents such as a contract or purchase order prior to the scheduled delivery of any License or Deliverable to ensure prompt payment for services and deliverables received under this Agreement ("Client Purchase Order"). Notwithstanding anything to the contrary, the parties hereby acknowledge and agree that the Client Purchase Order shall be subject to the terms and conditions of this Agreement and this Agreement shall override any terms and conditions included in the Client Purchase Order. Client acknowledges and agrees that the College Board may delay and/or withhold furnishing Licenses or Deliverables if Client fails to issue the Client Purchase Order for such License or Deliverable, as applicable, prior to the scheduled delivery date for such License or Deliverable.

9.12 Entire Agreement. This Agreement with all attached Schedules (and any attachments to those Schedules) sets forth the entire Agreement between the College Board and Client, supersedes any and all other agreements and understandings (oral or written) between the College Board and Client concerning the subject matter of this Agreement, including without limitation any Client Purchase Order.

9.13 Headings. Headings contained in this Agreement are for reference purposes only. They shall not affect in any way the meaning or interpretation of this Agreement.

9.14 Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original, and both of which taken together shall constitute one and the same document. A signature delivered by facsimile shall be considered binding for both parties.

10. Anti-Discrimination and Affirmative Action. The College Board ("Contractor") agrees to abide by all applicable provisions of the Hartford Municipal Code, state law, and federal law regarding discrimination in employment in performing this Contract. Contractor shall not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, mental or physical disability, marital status or sexual preference. Contractor shall take affirmative action to ensure that applicants are employed, and that employees are treated, without regard to their race, color, religion, age, sex, national origin, mental or physical disability, marital status or sexual preference. Such action shall include, but not be limited to the following: employment; upgrading; demotion; transfer; recruitment; recruitment advertising; layoff; termination; rates of pay or other forms of compensation; and selection for training and apprenticeship. Contractor shall incorporate or cause to be incorporated, the provisions of this clause in all subcontracts it enters into pursuant to this Contract.

11. Personnel. It is expressly understood and agreed that this is a Contract for Services and is not a contract of employment, so that Contractor, its subcontractors and their respective employees, agents, contractors, suppliers and representatives shall not be entitled to any employment benefits such as vacation, sick leave, insurance, or workers' compensation or retirement benefits.

12. Conflict of Interest. The Contractor and HBOE each agree that no member of the governing body of HBOE or its designees or agents, and no other public official who exercises any function or responsibility with respect to this Contract shall have any personal or financial interest, direct or indirect, during the individual's tenure or thereafter, in connection with this Contract. Contractor shall cause the immediately preceding sentence to be incorporated into all subcontracts it enters pursuant to this Contract.

13. Contractor Default.

13.1 Events of Default. Any of the following occurrences or acts shall constitute an Event of Default under this Contract:

(i) Whenever Contractor shall do, or permit anything to be done, whether by action or inaction, contrary to any of the material covenants, agreements, terms or provisions contained in this Contract
which on the part or behalf of Contractor are to be kept or performed, and Contractor fails to correct any such breach within ten (10) days after Contractor’s receipt of written notice of such breach from HBOE; or

(ii) If any determination shall have been made by competent authority such as, but not limited to, any federal, state or local government official, or a certified public accountant, that Contractor’s management or any accounting for its funding, from whatever source, is improper, inadequate or illegal, as such management or accounting may relate to Contractor’s performance of this Contract; or

(iii) whenever an involuntary petition shall be filed against Contractor under any bankruptcy or insolvency law or under the reorganization provisions of any law of like import, or a receiver of Contractor or of or for the property of Contractor shall be appointed without the acquiescence of Contractor, or whenever this Agreement or the unsatisfied balance of the term would, by operation of law or otherwise, except for this provision, devolve upon or pass to any person, firm or corporation other than Contractor or a corporation in which Contractor may be daily merged, converted or consolidated under statutory procedure, and such circumstance under this subparagraph shall continue and shall remain undischarged or unstayd for an aggregate period of sixty (60) days (whether or not consecutive) or shall not be remedied by Contractor within sixty (60) days; or

(iv) whenever Contractor shall make an assignment of the property of Contractor for the benefit of creditors or shall file a voluntary petition under any bankruptcy or insolvency law, or whenever any court of competent jurisdiction shall approve a petition filed by Contractor under the reorganization provisions of the United States Bankruptcy Code or under the provisions of any law of like import, or whenever a petition shall be filed by Contractor under the arrangement provisions of the United States Bankruptcy Code or under the provisions of any law of like import, or whenever Contractor shall desert or abandon the Project; or

(v) If any competent authority shall have determined that Contractor is in default of any federal, state or local tax obligation in Connecticut and such default has not been corrected within ten (10) business days upon written notification to the Contractor; or

(vi) Pursuant to Resolutions passed by the City’s Court of Common Council on March 4, 1996 and January 13, 1997, if Contractor or any of its principals are in default of any tax or other financial obligations which are owed to the City, Default shall be considered to have occurred under this subsection when any payment required to be made to City is more than thirty (30) days past due.

13.2 Election of Remedies. If any Event of Default hereunder shall have occurred and be continuing, HBOE may elect to pursue any one or more of the following remedies, in any combination or sequence:

(i) Take such action as it deems necessary, including, without limitation, the temporary withholding or reduction of payment;

(ii) Suspend Project operation;

(iii) Require Contractor to correct or cure such default to the satisfaction of HBOE; and/or

(iv) Terminate this Contract for cause in accordance with this Agreement.

The selection of any remedy shall not prevent or prohibit HBOE from pursuing any other remedy and shall not constitute a waiver by HBOE of any other right or remedy.

14. Termination of Contract

14.1 Termination for Cause. Upon the occurrence of any Event of Default, as set forth in Section 11.1 hereof, HBOE may terminate this Contract by giving five (5) days written notice thereof to Contractor.

14.2 Termination for Non-availability of Funds. In the event HBOE shall not have funds available for the Project, HBOE may terminate this Contract following written notice thereof to Contractor.
14.3 **Termination at Will.** HBOE or Contractor may terminate this Contract at any time by giving thirty (30) days' prior written notice thereof to the other party.

14.4 **Payment upon Termination.** In the event this Agreement is terminated pursuant to Sections 14.2 or 14.3 above, HBOE shall make full payment to Contractor for all Services performed in accordance with this Contract up to and including the date of termination within sixty (60) days of such date of termination and presentation of Contractor's invoices therefore in accordance with this Agreement.

15. **Amendment.** This Contract may be amended or modified only by a writing duly executed by the parties to this Contract.

16. **Non-Waiver.** Any failure of HBOE or Contractor to insist upon strict compliance by the other with the terms of this Contract shall not be deemed a waiver of their respective rights under this Contract. Each party shall have the right to insist upon strict compliance with this Contract by the other, and neither party shall be relieved of any obligation to comply with this Contract, by reason of the failure of the other to comply with or otherwise enforce the provisions of this Agreement.

17. **Security Checks.** Pursuant to HBOE Policy 4112.5, Contractor agrees that no employee of Contractor who will work directly with students is listed on any Sex Offender Registry.
<table>
<thead>
<tr>
<th>HARTFORD PUBLIC SCHOOLS</th>
<th>THE COLLEGE BOARD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Signature</strong></td>
<td><strong>Signature</strong></td>
</tr>
<tr>
<td>Christine Kishimoto</td>
<td>Stacy Caldwell</td>
</tr>
<tr>
<td><strong>Name</strong></td>
<td><strong>Name</strong></td>
</tr>
<tr>
<td>Superintendent</td>
<td>VP, District &amp; State Assessment Programs</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td><strong>Title</strong></td>
</tr>
<tr>
<td></td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>Date</td>
</tr>
</tbody>
</table>
Schedule 1 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 (collectively 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 1, information concerning the numbers of cohort students enrolled in the schools which are participating in the Program (“Enrollment” or “Enrolled Students”). The Client will provide such information to the College Board on Attachment C “Enrollment Statement” by the due date stated therein. Enrolled 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 Enrolled 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. Terms of access, pricing, and dates of access to the Online Course of the Online Course are as described in Attachment A.

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 Enrolled Students for the Program
To participate in the Program, Enrolled 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. 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 CMF 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 Enrolled 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 ("SAT Data and Reports") to Client as part of the Program. Attachment B to Schedule 1, 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 Enrolled 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 for Enrolled Students and Participants 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's 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 score 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 Practice Scores are used for purposes other than to inform test preparation, such scores should be reviewed and evaluated carefully and considered as only one piece of evidence.

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, webcam, 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, 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 is 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) Enrolled 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.** Client may give Online Course accounts to the number of Enrolled Students. Enrolled Students have access for a one-year period beginning when Client receives the Welcome Packet ("Term").

3.2.6. **Renewals.** On an annual basis, the College Board will contact Client at least sixty (60) days prior to expiration of this Schedule to determine whether Client wants to renew this Schedule. If this Schedule will not be renewed, the College Board will terminate account access upon the last day of the applicable term. Client will not receive a refund for unused accounts during any applicable term.

3.2.7. **Auto-Essay Scoring.** Unless otherwise noted, all purchases include auto essay scoring functionality. Enrolled Students may submit up to ten (10) essays during each term for auto essay scoring.
3.2.8. Additional Limitations. Accounts associated with the Online Course may not be resold or otherwise provided to persons who are not Enrolled 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 use of SAT Data and Reports are contained in Attachment B.
Attachment A to Schedule 1
Work Plan

1. Program Test Dates and Enrollment
Primary and Makeup Test Dates are as noted below. The Client will provide the College Board with Enrollment information, as defined in Schedule 1, in accordance with the due dates specified herein.
If the Agreement includes a fall SAT administration, the Enrollment must be current as of September 15 of the same year. If the Agreement includes a spring SAT administration, the Enrollment will be the most recent figures as reported to the State Department of Education, unless those figures are more than six months old, in which case current Enrollment figures must be provided. Confirmed Enrollment figures will be provided and attested to on Attachment C to Schedule 1 “Enrollment Statement.”

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Primary Test Date:</th>
<th>Make Up Test Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>October 16, 2013</td>
<td>December 7, 2013</td>
</tr>
<tr>
<td></td>
<td>(December National administration)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Primary Test Date:</th>
<th>Make Up Test Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juniors</td>
<td>April 16, 2014</td>
<td>June 7, 2014</td>
</tr>
<tr>
<td></td>
<td>(June National administration)</td>
<td></td>
</tr>
</tbody>
</table>

If the Client reduces Enrollment for either cohort after the aforementioned due dates, the College Board reserves the right to charge the Client the Base Fee per Participant defined elsewhere in this Attachment, without any discounts applied. At such time, the parties will sign an amendment documenting the revised pricing.

2. Registration
Enrolled Students will register using the Student Direct registration method. Program registration will be completed online; Enrolled Students must have an e-mail account to complete registration. All Enrolled Students must be registered by the Registration End Date defined elsewhere in this Attachment. The College Board will provide registration materials for Student Direct registration as outlined in Schedule 1. These materials will include online vouchers for Enrolled Students and instructions for both the Enrolled Students and the Registration Coordinator. Each voucher contains an online registration code that Enrolled Students must use to register for the Program. If the Client requires that Enrolled Students provide a unique identifying number at the time of registration (for example, a state-issued student ID number), such requirement must be conveyed to the College Board at least 120 days in advance of the Registration Start Date defined elsewhere in this Attachment. It is the responsibility of the Client to ensure that all Enrolled Students know their unique identifying number and are aware of any requirement that such number must be provided at the time of registration.

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 10/16/13 Admin</th>
<th>Deadline for 04/16/2014 Admin</th>
<th>Client Obligations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Test Center Intake Form</td>
<td>05/17/13</td>
<td>11/22/13</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 Enrolled Students. Client is responsible for promoting usage of the Online Course.</td>
</tr>
<tr>
<td>Establish Test Centers</td>
<td>08/02/13</td>
<td>01/20/14</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>Application for accommodations for Participants with disabilities</td>
<td>08/28/13</td>
<td>02/26/14</td>
<td>Client will ensure timely application by all Enrolled Students requesting College Board approved accommodations in accordance with the terms outlined in Schedule 1.</td>
</tr>
<tr>
<td>Registration start date</td>
<td>09/04/13</td>
<td>02/05/14</td>
<td>Client will ensure compliance with all registration procedures in accordance with the terms outlined in Schedule 1 and this Attachment.</td>
</tr>
<tr>
<td>Registration end date</td>
<td>10/02/13</td>
<td>04/02/14</td>
<td>Client will ensure compliance with all registration procedures in accordance with the terms outlined in Schedule 1 and this Attachment.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------</td>
<td>----------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Test Center Supervisor Training</td>
<td>10/02/13</td>
<td>04/02/14</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>10/16/13</td>
<td>04/16/14</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
   - Assistance with student account issues (e.g., Password Reset, Student Forgot Password)
   - 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](http://sat.collegeboard.org/contact).

5. **Fees and Payments**
   The Client assumes the responsibility for payment of all associated fees for Participants in accordance with the following Fee and Discount Table.

   **5.1 Fee and Discount Table – Senior Cohort – October 16, 2013**
   The Total Discounted Fee in this Table is based on these assumptions:
   - (a) Enrollment: 1,239
   - (b) Number of Participants: 75% of Enrollment
   - (c) Free and Reduced Price Lunch (FRPL) rate: 90.2%

<table>
<thead>
<tr>
<th>Estimated Enrollment</th>
<th>1,239</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Fee Per Enrolled Student</td>
<td>$53.00</td>
</tr>
<tr>
<td><strong>Total Base Fee</strong></td>
<td><strong>$65,667.00</strong></td>
</tr>
<tr>
<td>Multiple Assessment Discount</td>
<td></td>
</tr>
<tr>
<td>Base Fee x 25% of Enrollment</td>
<td>$53 x 25% x 1,239 = $16,416.75</td>
</tr>
<tr>
<td>Free and Reduced Price Lunch (FRPL) Discount</td>
<td></td>
</tr>
<tr>
<td>Base Fee</td>
<td>20%</td>
</tr>
<tr>
<td>-----------</td>
<td>-----</td>
</tr>
<tr>
<td>$53</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Discounted Fee</td>
<td>$37,399.45</td>
</tr>
</tbody>
</table>

If the actual number of Participants is greater than the assumed 75% of Enrollment as indicated in this Fee and Discount Table, the Client will be charged the Total Discounted Fee.

If the actual number of Participants is less than the assumed 75% of Enrollment, the Client will be charged the Total Discounted Fee, unless the Total Discounted Fee results in a per-Participant rate greater than $53; in such case, the Client will be charged $53 per Participant.

### 5.1.1 Breakpoint Table

The following table illustrates the Participation breakpoint at which the Client’s Fees may change, based on the assumptions in section 5.1. This chart is provided for the Client’s convenience and is no guarantee as to the actual Fees that will be charged.

<table>
<thead>
<tr>
<th>Number of Participants</th>
<th>Fees Charged</th>
</tr>
</thead>
<tbody>
<tr>
<td>706 or greater</td>
<td>$37,399.45</td>
</tr>
<tr>
<td>705 or fewer</td>
<td>Number of Participants x $53.00</td>
</tr>
</tbody>
</table>

### 5.2 Fee and Discount Table – Junior Cohort – April 16, 2014

The Total Discounted Fee in this Table is based on these assumptions:

1. Enrollment: 1,161
2. Number of Participants: 75% of Enrollment
3. Fee and Reduced Price Lunch (FRPL) rate: 90.2%

<table>
<thead>
<tr>
<th>Estimated Enrollment</th>
<th>1,161</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Fee Per Enrolled Student</td>
<td>$53.00</td>
</tr>
<tr>
<td><strong>Total Base Fee</strong></td>
<td>$61,533.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multiple Assessment Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Fee x 25% of Enrollment</td>
</tr>
<tr>
<td>$53 x 25% x 1,161</td>
</tr>
<tr>
<td>($15,383.25)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fee and Reduced Price Lunch (FRPL) Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Fee x 20% of FRPL population</td>
</tr>
<tr>
<td>$53 x 20% x 1,161 x 0.902%</td>
</tr>
<tr>
<td>($11,098.20)</td>
</tr>
<tr>
<td><strong>Total Discounted Fee</strong></td>
</tr>
</tbody>
</table>

If the actual number of Participants is greater than the assumed 75% of Enrollment as indicated in this Fee and Discount Table, the Client will be charged the Total Discounted Fee.

If the actual number of Participants is less than the assumed 75% of Enrollment, the Client will be charged the Total Discounted Fee, unless the Total Discounted Fee results in a per-Participant rate greater than $53; in such case, the Client will be charged $53 per Participant.
5.2.1 Breakpoint Table
The following table illustrates the Participation breakpoint at which the Client’s Fees may change, based on the assumptions in section 5.1. This chart is provided for the Client’s convenience and is no guarantee as to the actual Fees that will be charged.

<table>
<thead>
<tr>
<th>Number of Participants</th>
<th>Fees Charged</th>
</tr>
</thead>
<tbody>
<tr>
<td>706 or greater</td>
<td>$37,399.45</td>
</tr>
<tr>
<td>705 or fewer</td>
<td>Number of Participants x $53.00</td>
</tr>
</tbody>
</table>

5.3 Actual Fees
Notwithstanding any of the foregoing examples, actual fees for this Schedule will be determined after administration of the Program, and will be calculated based on (a) the total Confirmed Enrollment figures as attested to on the Enrollment Statement, (b) the actual number of Participants, and (c) the Free and Reduced Price Lunch rate as indicated on the America Federal Education Budget Project website [http://fepn.newamerica.net/](http://fepn.newamerica.net/). This website is the sole and exclusive source for FPRL rates for the purposes of this contract.

Within thirty (30) days of test administration, the College Board will provide a single invoice to the Client. Within thirty (30) days of the invoice date, the Client shall remit a single payment to the College Board at the address provided on the invoice. The College Board may send supplemental invoice(s) for any Participant(s) whose registration(s) did not appear in the College Board’s systems at the time of the test administration. Within thirty (30) days of any supplemental invoice date, the Client shall remit a single payment to the College Board at the address provided on the supplemental invoice.
Attachment B to Schedule 1
Data License Agreement

1. College Board Data and Reports

1.1. The College Board shall provide the following data and reports, listed in 1.1.1-1.1.3 (collectively “SAT 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. SAT Data and Reports shall only be used for the following purposes: enable the Client to incorporate SAT Data and Reports into its analysis and educational data warehouse systems to improve college readiness.

1.2. For the April 16, 2014 administration, the College Board may deliver the Questions and Answer Explanations, 2013-2014 document (“Questions and Answer Explanations”) as a part of this Program. The Questions and Answer Explanations document will provide the following for each question that appears on the SAT test: a) the skill tested and b) an explanation for each answer choice.

1.2.1. The College Board grants the Client a non-exclusive, limited and revocable license to use the Questions and Answers Explanations document for the sole purpose of classroom teaching and internal reporting purposes. Client understands and acknowledges that the the Questions and Answers Explanations document includes College Board copyrighted content and may also include third party copyrighted content for which the Client may only use for the aforementioned purposes. Client acknowledge and agrees that it has no right to upload or post to any website, cache, reproduce, modify, display, edit, alter or enhance any portion of the document or the third party content in any manner unless it has express written permission from the College Board and the owner of any third party content.

1.2.2. The College Board reserves the right to revoke the above license grant if the Client violates the terms of the license. In addition, the College Board shall not be liable to the Client nor any third party for Client’s use of the Question and Answers Explanation document (including but not limited to, any copyright infringement claims) beyond the scope of the license.
2. **License Grant and terms of use**

2.1. The Client shall not use the SAT Data and Reports 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 SAT Data and Reports or any derivative works containing SAT Data and Reports without prior written consent of the College Board.

2.2. The Client acknowledges the sensitive and confidential nature of the SAT Data and Reports, and it agrees that access to SAT Data and Reports 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. SAT Data and Reports will be delivered 8 weeks following the test administration. Permission to use SAT Data and Reports shall continue until the termination of the Agreement.

3. **Ownership of the Data**

3.1. The SAT Data and Reports 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 SAT Data and Reports, 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 SAT Data and Reports or transfer or assign any rights hereunder, in whole or in part, whether voluntarily 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.
Attachment C to Schedule 1
Enrollment Statement

By signing below, the Client attests that the Enrollment figures provided herein are accurate and have
been determined in accordance with the terms specified in Schedule 1 and Attachment A. Client shall
return this Enrollment Statement to the College Board by the below indicated Due Date.

Cohort: Senior
Test Date: October 16, 2013
Confirmed Enrollment: 
Due Date: September 15, 2013

For the Client

NAME: __________________________
TITLE: __________________________
SIGNATURE: _____________________
DATE: ___________________________

Cohort: Junior
Test Date: April 16, 2014
Confirmed Enrollment: 
Due Date: October 31, 2013

For the Client

NAME: __________________________
TITLE: __________________________
SIGNATURE: _____________________
DATE: ___________________________
<table>
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<tr>
<th>Product Description</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Cost</th>
<th>Discount</th>
<th>Total Cost</th>
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<tbody>
<tr>
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<td>$53.00</td>
<td>$6,042.00</td>
<td>($1,310.50)</td>
<td>$4,731.50</td>
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<tr>
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<td>$55,491.00</td>
<td>($23,570.95)</td>
<td>$31,920.05</td>
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<tr>
<td>SAT School Day, District, 12th Grade, Bundled</td>
<td>121</td>
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<td>$6,413.00</td>
<td>($1,603.25)</td>
<td>$4,809.75</td>
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<tr>
<td>SAT School Day, District, 12th Grade, Bundled</td>
<td>1118</td>
<td>$53.00</td>
<td>$59,254.00</td>
<td>($26,664.30)</td>
<td>$32,589.70</td>
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<tr>
<td><strong>Sub Total for Year 1: 2013-14 Products and Services</strong></td>
<td></td>
<td></td>
<td>$127,206.00</td>
<td>($54,749.00)</td>
<td>$72,457.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>$127,206.00</td>
<td>($54,749.00)</td>
<td>$72,457.00</td>
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</tbody>
</table>
AGENDA

ITEM # 9

OLD BUSINESS

SECOND READING AND ADOPTION:
NEW SCHOOL DESIGN SPECIFICATIONS FOR
ACHIEVEMENT FIRST HARTFORD ACADEMY II

BACKGROUND

Achievement First (AF) has developed and supports ten Connecticut-based public charter schools in New Haven, Bridgeport, and Hartford, as well as twelve schools in Brooklyn, New York. All Achievement First schools have demonstrated high achievement records with urban student populations. As part of the Achievement First network, AF Hartford has developed active and ongoing partnerships with the other schools, staff members, and leadership teams across the Achievement First network. Drawing on the best practices and organizational capacity of existing Achievement First schools, AF Hartford has access to top educational materials, systems, and model educators. AF Hartford is also supported by the Achievement First Network Support, a collection of teams that provide schools within the AF network of schools curriculum, operations and IT support, fundraising, leadership coaching, talent recruitment and development. Finally, Achievement First is part of an informal network of the nation’s highest performing charter schools and charter management organizations, including KIPP, Uncommon Schools and others.

Achievement First in Hartford

Achievement First currently serves scholars in grades K-9 in Hartford. The mission of the proposed AF Hartford Academy is the same as the existing AF Hartford Academy. Each grade at the proposed school in Hartford will have approximately 90 students per grade, divided into three classes of approximately 30 students each (our target per-grade enrollment is 75-85). All children will be Hartford school children chosen through the choice application process. Open slots will be filled with students from a waiting list based on the existing process.

RECOMMENDATION

That the Hartford Board of Education accepts the second reading and adopts the new design specifications for Achievement First Hartford Academy II.
2013 School Design Specifications: Achievement First Hartford Academy II

Achievement First Hartford Academy has made great progress in meeting its educational goals since its founding in 2007. The school founders had a vision of academic excellence that included a challenging and hands-on curriculum, more instructional time per student, ongoing assessment of student progress and identification of areas of need, individualized instruction, and a culture of professional development for teachers and school leaders. Achievement First Hartford Academy's programs are geared toward helping our students achieve gap-closing, life-changing academic success and cultivating public citizenship so that students excel in high school and top-tier colleges and serve as the next generation of leaders for our communities.

AF Hartford Academy is currently the highest-performing neighborhood school in the city. AF Hartford Academy is the only school serving all-Hartford students that was in the district's top performance category. In Hartford, demand for our existing schools is very high. For the second year in a row, AF Hartford was the number one school choice for Hartford parents in the annual Hartford school lottery by a large margin. Last year, there were more than 350 applications for fewer than 80 kindergarten seats at our elementary school.

The overwhelming demand in Hartford reflects an urgent community need that we seek to meet through this proposed expansion. In response to this demand, Achievement First would like to partner with HPS to open an additional K-8 school in 2014. The proposed school will start with grade 5 in 2014 and add grades K-1 and 6 in 2015. The school would then add two additional grades every year. The complete K-8 will serve 800 students who would then attend AF Hartford High School. This expansion is consistent with the original vision we discussed with the district in 2007; we continue to envision two K-8 schools that feed into the existing high school. The AF Hartford High School will also enroll students from Jumoke Academy, another high performing K-8 school in Hartford through an innovative cooperative agreement signed by the AF Hartford and Jumoke Boards of Directors.

This design specifications report will focus primarily on the middle school expansion since it is the school that we hope to open first, but it is our intention to open elementary grades beginning in 2015.

Overview of School Model

Achievement First (AF) has developed and supports ten Connecticut-based public charter schools in New Haven, Bridgeport, and Hartford, as well as twelve schools in Brooklyn, New York. All Achievement First schools have demonstrated high achievement records with urban student populations. As part of the Achievement First network, AF Hartford has developed active and ongoing partnerships with the other schools, staff members, and leadership teams across the Achievement First network. Drawing on the best practices and organizational capacity of existing Achievement First schools, AF Hartford has access to top educational materials, systems, and model educators. AF Hartford is also supported by the Achievement First Network Support, a collection of teams that provide schools within the AF network of schools curriculum, operations and IT support, fundraising, leadership coaching, talent recruitment and development. Finally, Achievement First is part of an informal network of the nation's highest performing charter schools and charter management organizations, including KIPP, Uncommon Schools and others.

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Partnerships

Since its inception, Achievement First Hartford Academy has built strong relationships with prominent community leaders and institutions in Hartford. In its support of Achievement First Hartford Academy, Achievement First devotes time to building relationships with key stakeholders locally to ensure that our schools enjoy positive and productive relationships with a diverse array of community members to ensure that every family in Hartford is
well-informed about our programs.

We believe that we need to actively partner with traditional district schools and other charter schools, so that effective practices can be shared to increase student achievement beyond the walls where they originate. Achievement First Hartford Academy has benefited from an increasingly collaborative partnership with Hartford Public Schools and Jumoke Academy, culminating in a partnership to open a high school that offers a rigorous education to both AF and Jumoke ninth grade students.

Achievement First Hartford Academy is actively partnering with Hartford Public Schools and other urban educators to learn together about what is working and how to increase student performance more broadly. In 2010, Achievement First partnered with New Haven Public Schools to create a Residency Program for School Leadership, a one-year training program to leverage best practices from both the traditional and charter contexts to combine experiential residencies, seminar-style learning and intense, individualized coaching in educational leadership. In 2012, the program has undergone a three-city expansion to high-potential candidates in each of AF’s three Connecticut host districts: New Haven, Hartford and Bridgeport.

In December 2012, the Bill and Melinda Gates Foundation announced a $5 million, three-year grant award to expand the partnership between Hartford Public Schools, Achievement First, and Jumoke Academy, including the Residency Program for School Leadership. The purposes of the grant are the following: to recruit, train and support strong district principals, to implement a teacher evaluation and coaching model to promote teacher effectiveness district-wide, and to support the district-wide transition to the more rigorous, college-preparatory Common Core State Standards.

Hartford Public Schools will continue to be a vital partner with the proposed AF Hartford Academy II, providing a facility and the funding to ensure equity due to funding limitations for charter schools.

### Governance Structure
- Leadership model, decision-making approach, school council role, school compact

### AF Hartford Governing Board
The governing board of AF Hartford Academy was established in May 2007. The core of the Board is comprised of Hartford community leaders. The board also includes a teacher representative, elected by the teachers, and a parent representative, elected by parents. The board consists of people from a range of careers and backgrounds, and contains excellent professionals from the fields of education, business, finance, law and government. In addition, the board will soon include a Hartford Board of Education member.

AF Hartford, an independent nonprofit as required by charter law, holds the charter and is solely responsible for the operation of the school. Achievement First is a nonprofit charter school management organization, with which AF Hartford contracts for management services. These services include staff and student recruitment, teacher and leadership training, operations support, fundraising, reporting and budgeting and financial services.

### School Leadership
The information below describes the current governance structure. The proposed school would fall under the existing governing board and function in the same manner.

Each division of the school (elementary, middle) has a separate principal and is referred to as an academy. Achievement First is responsible for recruiting and nominating candidates to be the school leaders for each academy. Final selections for principal candidates come before the full AF Hartford Board of Directors. The AF Hartford board holds final authority over the hiring and firing of the school’s principal and is responsible for renewing his/her contract on an annual basis based on the recommendation of AF. Yearly, the Board works with Achievement First leadership to ensure that a thorough evaluation of the school leader is completed. Since the Principal works at AF Hartford on a yearly contract, those Principals deemed by Achievement First and the Board to have successfully led the school are offered contracts for the next school year. The Principal is the decision-maker for his or her academy, and each Principal supervises an Academic Dean and Dean of Students; three leaders (Principal, Dean of Students, Academic Dean) supervise all teachers, though the Principal has final authority over the employment and supervision of all staff.

Despite this contractual relationship with Achievement First, AF Hartford’s Board of Directors retains full and sole
accountability for the school's operations and the elementary and middle school principals of the school is accountable to the AF Hartford Board. The State Department of Education maintains regular contact with the school's elementary and middle school principals regarding the school's day-to-day activities or when other issues arise, and we anticipate a similar relationship with any new AF Hartford Academies. The AF Hartford Board of Directors has ultimate authority on school issues, and it sets all school policies. With Achievement First's consultation and leadership, it provides support to the school in oversight, resource development, and advocacy.

In addition to board oversight, Hartford Public Schools monitors AF Hartford's achievement progress. The district will not commit resources (e.g., building, student dollars) to the school if it fails to meet or exceed academic and performance standards.

Student Body
- Student profile, student roles and responsibility, homework expectations, student voice and leadership

AF Hartford II will be located within the City of Hartford and will serve students residing within the city limits, just as the current AF Hartford Academy serves at this time. AF Hartford, through door-to-door canvassing and the choice application process, will serve a cross-section of Hartford’s school-aged population. The school is open to all students, irrespective of language and special education status, and AF Hartford will dedicate itself to ensure all students are successful.

Homework is a central part of scholar learning. Consistent, thoughtful completion of homework is essential to daily success in class and in courses overall. Homework completion has a significant impact on scholar grades. Scholars must complete homework in full and in accordance with high standards. Teachers track homework completion daily. Scholars who fail to complete homework assignments to the expected level of quality earn grading penalties and homework demerits. On the other hand, there are significant positive rewards for consistently completing all homework assignments that are both planned and “surprise” for scholars to reinforce positive behaviors. The homework expectation can be challenging, but it is critical to the success of scholars when they are in college.

One of our most powerful means of developing and building strong student culture and fostering a sense of student leadership in middle and high school has been through the development of the Honor Council. Consisting of 9-10 scholars and 1-2 faculty members, the honor council is elected by scholars and charged with investigating and enforcing breaches of honor. This is a strong tool to build school culture. The Honor Council has the authority to:
- Determine if the honor code has been violated in cases that require investigation
- Accept a scholar’s apology and plan for improvement and
- The Honor Council also has the authority to reject the apology / plan and require additional reflection.

Additionally, the high school has a thriving student government. Scholars interested in helping to build and lead a strong community can participate in Student Government. All scholars may run for Student Government, and are elected by their peers. They plan activities such as annual food drives, book swaps, Spirit Week, the Spring dance, and Thanksgiving dinner.

While providing a strong academic foundation will always be our first priority, we also realize that our students need opportunities to have varied experiences, including a fun and memorable high school experience made possible through awards ceremonies, senior privileges, dances and other popular high school rituals. In addition to the rigorous, college-ready curriculum, all Achievement First Hartford High School students participate in one of the following electives: boys or girls cross country, boys’ football, boys or girls’ basketball, boys or girls’ track and field, band, yearbook, newspaper, Science Club, and homework help. All Achievement First Hartford High students are also grouped into advisories (homerooms) of 11 to 13 students. These advisories help to support scholars with the emotional and academic challenges that children face, and support them to be successful in school and in life.
Parents play a critical support role in the school, even before the first day of school. Parents, students and teachers are brought together to sign a compact that outlines their shared commitment to hard work and consistent support of one another. Our staff pledges to offer a high-quality education, to demonstrate the highest standards of professionalism, and to appreciate, respect and support every student and parent. We expect parent support in promoting academic success and positive behavior. While parental and student compacts are not legally binding, they set clear expectations and a high bar for all parties from the start. Please see the parent's portion of the compact below:

**Parent's / Guardian's Commitment**

1. **Timeliness/Attendance** - I understand that every school day is important and that it is my responsibility to get my child to school every day on time (7:30 a.m.). If my child takes the bus, I will make sure he or she is at the bus stop on time. If my child is picked up from school, I will make sure that I or a responsible, approved adult is there on time each day to pick my child up. If my child needs to miss school, I will contact the school. I will also make sure my child attends Summer Academy, and I will never schedule family vacations during school time.

2. **Support & Homework** - I will always help my child in the best way I know how, and I will do whatever it takes for my child to learn. I will provide a quiet space for my child to study and, if necessary, I will check my child's homework every night. If my middle school child struggles with homework and is required to attend after-school Homework Club, I will arrange for transportation home at 6:00 p.m.

3. **Independent Reading** - I will insist that my child reads for at least 20 minutes a night (including all three days of the weekend), and I will never sign the reading log unless I have personally seen my child read.

4. **Communication** - I will make myself available to my child and all of his/her teachers. I will return phone calls from school staff within 24 hours. If I am asked to attend a meeting regarding my child's education or behavior, I will be there. I will read all updates and memos sent home by the school, and I will return all necessary information immediately.

5. **Uniform** - I will send my child to school every day in the Achievement First uniform.

6. **REACH and School Rules** - I understand Achievement First's REACH values, and I will make sure that my child learns to live up to them. I understand that my child must follow these rules to protect the safety, interests, and rights of all individuals. I fully understand that Achievement First is a "sweat the small stuff" environment, and I also understand that my child may lose privileges or have other disciplinary consequences if my child violates the REACH values. I will support the school in its efforts to enforce high standards for behavior and citizenship.

7. **Attendance at Parent Meetings** - I will attend all required parent meetings, including Back-to-School Night and two Report Card Nights during the school year.

AF Hartford Academy continues to stress the importance of engaging families in student learning. All new AF Hartford Academy families start the school year with a home visit from a member of the schools' leadership team. As previously noted, teachers, students, and parents pledge mutual responsibility for the success of every Hartford student by signing the Teacher-Parent-Student contract. Families are asked to attend academic conferences twice per year. The last Report Card Night at the elementary, middle and high school boasted nearly perfect parental attendance. Families are actively involved in supporting student achievement, including attending weekly school-wide community meetings and celebrating student achievement. Our 2011-12 parent survey revealed that families feel very positive about Achievement First Hartford Academy's educational program. On the 2012 Parent Survey, 92 percent of AF Hartford Academy Elementary parents and 87 percent of AF Hartford Academy Middle parents agreed, "I would recommend this school for parents of other students in the city." Parents are an important part of our school community, and they are critical partners in our students' success.
Teacher capacity

- Pre-certification and training, professional development, collaborative planning process, C&I expectations & roles such as joint interdisciplinary unit development & teach teaching

Recruiting, developing, and retaining exceptional educators is a primary focus of Achievement First’s Recruitment Team and is one of the services that Achievement First provides to AF Hartford. The recruiting team works to ensure that every AF Hartford classroom is staffed by a top-notch educator. Once Achievement First has vetted appropriate and qualified candidates, AF Hartford’s principals ultimately make the final selections. Teacher quality is the prime variable dictating our success and Achievement First devotes significant time and resources on teacher development and retention. AF Hartford selects intelligent, passionate teachers who are strong classroom managers and believe that all students can – and must – succeed at high levels.

In order to attract the most qualified candidates, AF Hartford extends a broad net to attract applicants, through Achievement First’s recruitment infrastructures. The Network Support recruiting team has one full time recruiter for every 30 teachers that need to be hired. The team employs a comprehensive strategy that includes extensive advertising, outreach to organizations like Teach for America and top schools of education, as well as an overall “leave no stone unturned” approach. All teachers meet the federal guidelines for Highly Qualified Teachers, and Achievement First ensures that teachers meet certification requirements. After the initial screen by the recruiting team, a select group of prospective teachers will be invited to teach demonstration lessons and interview with the principal, academic dean, and regional superintendent.

Ongoing Teacher Training and Evaluation

AF Hartford II will go to great lengths to train its team of talented teachers in best practices. Similar to existing AF schools, AF Hartford II teachers will be given two weeks of training in August before school opens and they will have 13 professional development days during the year, more than quadruple the normal number. On top of exceptional skills, all AF Hartford teachers will make a commitment to going the extra mile for all students. The atmosphere at AF Hartford will be one of constant growth among both students and teachers.

Every Friday, teachers will have a half day allotted for planning or meetings. During scheduled meeting times, teachers will be able to work with the school principals to suggest and implement programmatic changes and address areas of school need. Moreover, teachers will be grouped into grade level teams with common planning times. These grade level teams will be charged with discussing students who have present academic or behavioral concerns, and they will also organize grade level field trips, incentives, and activities. AF Hartford Academy currently uses inquiry groups at the middle school level to create a collaborative and highly effective space for professional development. This is a tremendously powerful and progressive model for teachers.

The Achievement First network of schools has launched a program called Teacher Career Pathway – a groundbreaking teacher evaluation and compensation program designed to provide meaningful feedback, and foster and reward excellence. Teacher Career Pathways (TCP) was developed with extensive feedback from teachers. All Achievement First schools are ir their second year of implementing Teacher Career Pathways. As part of this program, all teachers receive an evaluation during the school year focused on 1) student achievement, 2) student character, 3) quality instruction and 4) core values and contributions to the team. Therefore, the voice of students and parents is factored directly into the teacher’s professional development, evaluation and advancement.

Developed by teachers and with teachers, this comprehensive evaluation values the complexity of teaching and is measured by frequent lesson observations, student surveys, parent surveys, peer surveys, principal/dean surveys and student growth measures. Based two years of results, teachers enter the school year at one of four career stages: intern, new teacher, teacher, senior teacher and master teacher. Advancement through these stages correlates with excellence in teaching and is accompanied by increased compensation, recognition and professional growth opportunities. At least two years of evaluation data will be required for teachers to advance to the next stage, at which time they will receive a commensurate salary increase and access to additional professional development opportunities. In 2010, Achievement First was honored to have had Teacher Career Pathways selected and recognized as one of two best practices in teacher evaluation profiled by the Aspen Institute for its urban superintendents’ cohort. Teacher Career Pathway has since become a model for how to identify and reward excellent teachers and has been highlighted by the U.S. Department of Education, The New Teacher Project and
Teacher Accountability for Student Results

AF Hartford II teachers will use standards-aligned assessments, given every six weeks (five times per year) to track individual student progress toward mastery of each standard in all core content areas. By systematically using individual student data, instruction can be targeted to better meet individual student needs and to better identify standards that need to be re-taught to the whole class, those that need to be re-taught to small groups of students who have struggled with particular concepts, as well as to identify students who need intensive one-on-one tutoring. In addition, teachers will meet periodically in grade-level and subject-area teams, using the student performance data as a basis for discussion, to share successes, challenges, teaching strategies, and instructional resources. As such, instruction at AF Hartford II will be strategic. Teachers will not simply work to cover content; rather, they will assess student needs and target instruction to address specific deficiencies so that all students reach mastery on all standards.

AF Hartford II will be supported by the skills and insights of a talented team of teachers. Across every classroom, there will be common curricula, strategies, systems, and templates. Such consistency greatly aids the learning process of students, the professional development of teachers, and the refining of proven instructional practices. The proposed school will benefit from both the lessons learned from the existing AF Hartford Academy as well as lessons learned from other educators in the AF network who are doing the same work on the ground in more than 20 schools. For example, AF has paired with Better Lesson, a web platform that allows teachers to easily store and share lesson plans with each other so teachers are able to share their lessons with others and learn from the many years of expertise of other teachers in our network.

Curriculum & Instruction

- Pedagogical approach, curriculum design, learning environment & classroom design, field trips & extended classrooms, language requirements, technology

Our academic program starts with Connecticut’s rigorous state standards, which form the backbone of our rich, college preparatory curriculum. Teachers do not simply “cover” material; they work toward real student mastery and comprehension, making our students competitive with the top suburban districts. Achievement First has created top-quality standards-aligned materials (e.g. math practice, grammar practice, novel units) that teachers in grades three to eight will use in the classroom.

The guiding principles of the Achievement First English Language Arts Program are summarized below.

- **Vertical and Standards Alignment:** The AF teaching and learning team has reviewed student work from the best high schools in the country (charter public, traditional public, and private) and mapped backwards to create a coherent, rigorous K-12 program. The Common Core State Standards have provided essential guidance in determining the appropriate level of rigor in terms of text complexity and sophistication of writing required.

- **Grade Level and Independent Level:** Research shows that in order to reach the high level of rigor embodied by the CCSS, students need significant time immersed in challenging, grade-appropriate texts. At the same time, experience demonstrates that students must read extensively at their current level (with support), and that we must provide targeted instruction for specific skills deficits. These elements must take place in parallel, every day, in both independent and instructional settings.

- **Fluency & Expression:** Reading fluently and with expression is a core building block for literacy, and as such it is a central goal of the early elementary grades. Fluent, expressive reading will be practiced daily across grade levels, and students who have not mastered this skill will automatically receive intensive,

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structured interventions.

- **Vocabulary & Background Knowledge:** In order to understand increasingly complex texts across genres, scholars need rich vocabulary and broad background knowledge. Our ELA program defines grade appropriate vocabulary words and teaches strategies to derive meaning from context as well as understand roots/prefixes/suffixes.

- **Reading and Writing are Connected:** Our scope and sequences will explicitly link writing and reading. Students will be expected to write and speak to clarify, develop, revise, and extend their thinking in both writing AND reading classes.

- **Close Reading and Stamina:** Reading increasingly complex texts requires students to have the tools necessary to ground their analysis in textual evidence, and the stamina to stick with difficult material. At each grade level, the ELA program will focus on close reading and annotation skills, and students will steadily extend independent reading time to build stamina.

Achievement First has invested considerable time and resources in developing top-quality, research-proven, standards-based curricula, which forms the core of classroom instruction. Historically, the core of this curricula began with the Connecticut state standards. Beginning in the last school year, 2011-12, we have incorporated the Common Core State Standards in ELA and Math. Additionally, we have made adjustments to our Science and History courses to incorporate new ELA standards. The transition to the Common Core will be a multi-year process in order to provide teachers with sufficient professional development to implement these standards and students with the appropriate instruction to meet these new standards.

Achievement First Hartford Academy’s middle school reading program is focused on maintaining an obsessive, school-wide focus on reading, increasing the volume of independent reading, setting clear and measureable reading goals for all students and regularly tracking their progress, establishing clear and structured interventions for struggling readers, and teaching good reading habits and core comprehension strategies. These strategies serve as a foundation for teaching state standards and more sophisticated literary concepts and reinforcing essential vocabulary.

**Daily ELA Instruction**

Daily ELA instruction is based on the belief that our scholars will get better at reading through sustained, long term practice doing real intellectual heavy lifting; reading varied texts independently and together, explaining their thinking about reading, and writing about reading. We consider reading classes to be daily reading “work outs” (in which the teacher plays the role of coach, pushing and correcting) rather than “lessons on how to work out” (with the teacher doing most of the explaining).

<table>
<thead>
<tr>
<th>Middle School Literacy: Day at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class</strong></td>
</tr>
</tbody>
</table>
| **Reading Class** (75 minutes) | • Vocabulary (15 minutes)  
  • Core reading analysis instruction: grade and Common Core standards aligned (60 minutes) |
| **Writing Class** (60 minutes) | • Direct and indirect grammar instruction  
  • Genre workshop (60 minutes) |
| **Small Group Reading:** (45 minutes) | • Guided Reading *(Struggling readers that meet the RTI triggers)*  
  • Book Clubs *(Reluctant readers slightly below grade level)*  
  • Independent Reading *(Students at or above grade level)* |

*Components and program design vary based on reading level and reluctance of the scholar.*
<table>
<thead>
<tr>
<th>Intervention based on RTI Triggers:</th>
<th>Decoding intervention: Wilson (45 minutes/4 times a week)</th>
<th>Fluency Intervention: Read Naturally</th>
<th>Rate intervention: Great Leaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time differentiated based on program, most likely pull-out.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DEAR</strong></td>
<td>Drop Everything and Read (20 minutes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(20 minutes)</td>
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</tbody>
</table>

The "reading workouts" described above are designed to ensure that students are immersed daily in rigorous, grade-appropriate texts ("Reading Class"), and also read extensively at their current levels with appropriate supports ("Small Group Reading"). During small group reading, struggling readers will participate in guided reading, readers approaching grade level will participate in book clubs, and readers at or above grade level will read independently. "Drop Everything and Read" ensures a daily opportunity for students to independently read texts that they connect with and care about. "Writing Class" is designed with explicit connections to the content and skills students are developing during their literacy periods.

These structures ensure that students engage in multiple modalities so that they develop the intellectual flexibility to navigate different genres across a variety of environments. Teachers will use permanent visual anchors in their classrooms so that everyone is clear on what quality looks like e.g. rubrics for answering evidence-based questions, guidelines for strong verbal responses, annotated written response exemplars, and reminders about what engaged independent reading looks like. Student work will be graded daily, and that students will continue to redo the work until it meets the quality standard.

**Math**

Math performance across the Achievement First network has been strong historically, and in recent years has reached gap-closing levels at many grade levels. Nonetheless, with the advent of the Common Core standards and our continuing commitment to prepare students for success in the most competitive colleges, the proposed AF Hartford Academy math curriculum will be even more rigorous. At every level, teachers will be guided by the Common Core-aligned scope and sequence, and will supplement the textbooks noted below with materials focusing on automaticity of basic facts and computation procedures. In grades 3-6, we will draw on resources from the enVision program, and in grades 7 and 8 we will draw on Connected Math for pre-algebra. Each of these highly recognized programs is supported by a strong research base. This K-8 program is designed to prepare students for algebra in 9th grade, geometry in 10th grade, advanced algebra in 11th grade, and pre-calculus or calculus in 12th grade. The specific skills for each year (3-8), as well as the Common Core standards alignment. An overview of weekly math instruction for middle school is provided in the following table:

<table>
<thead>
<tr>
<th>Middle School Math: Week at a Glance</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Block 1</strong></td>
<td>(50 minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quick Questions or Mental Math (1-3 minutes)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intro to Aim for the day (10 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guided Practice (15 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent Practice (18 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Closing (2 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exit Ticket (3 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Block 2</strong></td>
<td>(50 minutes)</td>
<td>Same structure as above.</td>
<td></td>
<td></td>
<td>Cumulative Review—Independent Practice (20 minutes)</td>
</tr>
</tbody>
</table>

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For students identified through interim assessments as having significant skills gaps, math teachers will design intervention sessions for small groups of four to six students. Each class will conclude with an “exit ticket” assessment, allowing the teacher to assess skills mastery daily and correct misunderstandings quickly.

**Science**
The science curriculum is guided by the *Framework for K-12 Science Education* by the National Research Council (NRC). Developed by a committee of internationally renowned scientists, researchers, and educators, the framework will be the centerpiece of new science standards to be developed by a coalition of 20 states. This process parallels the development of the Common Core standards in math and English language arts. As with the Common Core standards, making a seamless transition to the new science standards is crucial and requires significant prior planning. Our lessons learned from the current middle school science program were key elements for the planning process.

The middle school science curriculum is infused with materials from IQWST, an inquiry-driven science program developed at the University of Michigan Center for Curriculum Materials in Science. IQWST will allow us to link together science kits and conceptual lessons into coherent, interrelated projects.

**Social Studies**
Research has shown that one major reason that urban students score lower on reading tests is that they lack appropriate background knowledge. With the advent of the Common Core, this is even more important. When one reads a text, he or she must know how to decode the words and how to analyze text; to truly understand the text, however, one must also know the basic vocabulary and contextual information the author assumes his or her readers understand. For this reason—and the importance of our students understanding the world around them—it is essential that students receive a rich and rigorous education in the social studies.

Our social studies curriculum draws on the Scott Foresman curriculum, but is guided by a scope and sequence developed by Achievement First. Consistent with the Common Core standards, the curriculum balances nonfiction reading instruction with the acquisition of important content knowledge. Based on the expanding communities framework for teaching social studies, the social studies curriculum presents content in a developmentally appropriate way, beginning with the self and expanding outward to an ever-widening circle of community. Guided by a series of essential questions that help develop critical thinking and questioning skills, students become versed in essential knowledge about the community and world in which they live, thus being prepared to engage successfully with the rigorous AF middle school social studies curriculum.

This social studies curriculum is presented in a way that is engaging and challenging. Teachers expect students to master the key concepts and vocabulary, and they also teach them to analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies class is a fast-paced, multi-modal class in which students hone their non-fiction reading skills, learn important content, and apply it in written essays and oral presentations.

**Physical Education**
AF Hartford’s physical education curriculum reflects the belief that a fit and healthy lifestyle is important for learning and life. Elementary and middle school physical education teachers use the CATCH-PE curriculum; this curriculum uses continual motion and P.E. games to build athletic skills and an appreciation for lifelong fitness. In addition, they will teach students how to play a variety of different sports, as well as reinforcing messages about nutrition, teamwork and fair play. Starting in middle school, AF Hartford students have the opportunity to play on competitive sports teams.

**Music**
Starting in kindergarten, all AF Hartford students have music instruction that is aligned to the Connecticut and national standards for music education. Over the course of their time at AF Hartford, students will learn to play an instrument and read music. Middle school students will have the option of participating in a school orchestra, band,
Technology
Students need to be technologically literate to compete in today's competitive global economy; students need to know how to use the computer in the ways that most professionals use daily. We also believe that the computer can be an instructional aid. All students will receive explicit instruction in basic typing skills, Word, Excel, PowerPoint, Explorer, and Outlook. By the time they graduate, students will be able to proficiently use these programs; they will be technologically literate.

Community Partnerships
- Internships, job shadows, mentoring, after-school and weekend programming, job placements, college sponsorships, interdisciplinary community experiences

AF Hartford is actively engaged with its broader community. We invite community leaders and role models to visit our school and engage with our students. It is essential that students meet and interact with business leaders, social workers, doctors, engineers, activists, lawyers and other professionals to examine and develop the skills they need to be successful in college and careers. Students need a picture in their minds, a career goal to work toward, and inspiration that will make them want to put in the effort to prepare for college. They need mentors and contacts, and these will be all the more powerful if these are people who they can identify with, who look like them, and live next door. For example, this year, scholars at the high school are visiting exciting workplaces such as ESPN and the University of Hartford Hospital. AF has also piloted a program at several middle and high schools within the network called "First Generation Initiative." This is a program that scholars can elect to participate in to learn more about what it means to be the first in one's family to attend college. Scholars who participate in this program are given additional mentorship opportunities and spend several hours developing professional skills with their peers.

AF Hartford students reach out to their neighbors. Since we are committed to helping students become responsible citizens, we currently take on community service projects and plan to continue to do community service in the future. AF Hartford students will learn about the needs of their community and volunteer in places where they can make an impact. AF Hartford students will devote time, energy, and enthusiasm to a range of projects. Students may visit the elderly, read to children in daycares, write letters to local agencies, and donate food/clothing to homeless shelters. Students will work with faculty to identify these projects, organize them and follow through. These activities will not only foster spirit and a sense of civic responsibility, but they will also reinforce academic learning.

Results

The results of the existing AF Hartford Academy are truly outstanding. For some examples of the remarkable performance middle school, please see the data below listed by grade and by subject.

In 2012 in grades five through seven, Achievement First Hartford Academy students exceeded district proficiency averages in math, reading and writing on the Connecticut Mastery Test (CMT), often by large margins such as 20%.

<table>
<thead>
<tr>
<th>Fifth Grade</th>
<th>% of Achievement First Hartford 5th Graders At/Above Proficiency</th>
<th>% of HPS 5th Graders At/Above Proficiency</th>
<th>Difference Between Achievement First Hartford Academy and HPS 5th Graders</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>91%</td>
<td>60%</td>
<td>+31%</td>
</tr>
<tr>
<td>Reading</td>
<td>63%</td>
<td>53%</td>
<td>+10%</td>
</tr>
<tr>
<td>Writing</td>
<td>92%</td>
<td>73%</td>
<td>+19%</td>
</tr>
</tbody>
</table>
### Sixth Grade

<table>
<thead>
<tr>
<th>CMT</th>
<th>% of Achievement First Hartford 6th Graders At/Above Proficiency</th>
<th>% of HPS 6th Graders At/Above Proficiency</th>
<th>Difference Between Achievement First Hartford Academy and HPS 6th Graders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>85%</td>
<td>66%</td>
<td>+19%</td>
</tr>
<tr>
<td>Reading</td>
<td>70%</td>
<td>65%</td>
<td>+5%</td>
</tr>
<tr>
<td>Writing</td>
<td>84%</td>
<td>64%</td>
<td>+20%</td>
</tr>
</tbody>
</table>

### Seventh Grade

<table>
<thead>
<tr>
<th>CMT</th>
<th>% of Achievement First Hartford 7th Graders At/Above Proficiency</th>
<th>% of HPS 7th Graders At/Above Proficiency</th>
<th>Difference Between Achievement First Hartford Academy and HPS 7th Graders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>86%</td>
<td>64%</td>
<td>+22%</td>
</tr>
<tr>
<td>Reading</td>
<td>77%</td>
<td>70%</td>
<td>+7%</td>
</tr>
<tr>
<td>Writing</td>
<td>85%</td>
<td>63%</td>
<td>+22%</td>
</tr>
</tbody>
</table>

While these results are impressive, they show only absolute metrics. One of the most powerful ways to examine progress is to examine our scholars' progress over a period of time. The graph below demonstrates how one cohort of students performed on reading, math, and writing over a period of time and how after several years of attending Achievement First Hartford Academy, they significantly outperformed their peers in other parts of Hartford. This data is from the current 8th graders who started at AF Hartford Academy in 2008.

Cohort growth from 5th – 8th grade at AF Hartford Academy

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**AF Hartford Students Make Significant Gains Over Time**

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![Graph showing significant gains over time](image)

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Hartford Public Schools: School Design/Design Specs/Individualized School Design Specs
Interim Assessments

Our assessments and individualized instructional methods ensure that all children are learning. At Achievement First Harford Academy, we primarily use data as a feedback mechanism for how to improve. By using this strategy, our performance data is not an end, but rather a means of driving decisions and actions throughout the school year. At each grade level, Interim Assessments (IAs) are administered in all core content areas, approximately every six weeks, throughout the year. These IAs are aligned to our rigorous curriculum standards and are designed to help teachers identify standards that students have not yet mastered, as well as individual students who are struggling. The data from these IAs are thoughtfully analyzed to identify knowledge and skills that need whole-group or small group re-teaching, as well as to identify students who need one-on-one tutoring or small group instruction to achieve mastery of each essential concept.

Additionally, we use commercial reading assessments to guarantee our scholars are developing the habits and skills of proficient readers. In the lower grades, we rely primarily on the STEP reading assessment. From third grade through eighth grade, we use the Fountas and Pinnell Benchmark Assessment to track progress. When scholars move to 9th grade, they take the GRADE assessment to determine initial placement in high school literature classes.

This process is further enhanced by the creation of Achievement First’s online interim assessment platform, known as AF Athena. AF Athena serves as an online repository of student assessment data and curriculum resources. This tool increases the efficiency of our data analysis and the effectiveness of our planning and instruction. Teachers are able to access instructional materials linked to standards when a student or group of students is not meeting a particular learning standard. The platform is continuously refined to make it as effective as possible in improving student achievement. With information from IAs and AF Athena, teachers and school leaders are able to take action. The school teams devote a full day to professional development—known as a “Data Day”—after each interim assessment cycle and use AF Athena to analyze the data by teacher, student, standard and question to diagnose areas of student misunderstanding and collaborate on developing instructional strategies for re-teaching, reviewing and working with struggling students who require more targeted small-group instruction.

College Readiness
- Career explorations, Plan of Study, college visits, mentoring programs, dual credit opportunities, AP courses, college advisory, college partnerships, workplace readiness

Our instructional program, assessment system, and intervention mechanisms are all designed to make sure that all students are prepared to be successful in a four-year college or university and in life. We introduce the idea of college as early as possible, by using college banners throughout the school and encouraging students to imagine themselves in college. Students need a picture in their minds, a career goal to work toward, and inspiration that will make them want to “climb the mountain to college.” They will need mentors and contacts, and these will be all the more powerful if these are people who they can identify with, who look like them, and live next door. To this end, we use our community partnerships, described in a previous section, to help our students see their path to college more clearly. We take students out into the community to visit the wealth of colleges in our midst and to meet with students, professors and admissions officers. College exposure tours are a cornerstone of AF’s high school program and have become a regular practice at all other Achievement First middle schools. The intention of these college exposure tours is twofold: 1) to excite our students about the college experience and 2) to demonstrate the range of choices they will have if they work hard. These week-long trips make college accessible and tangible to students who may otherwise not have the opportunity to step foot on a real campus during their middle or high school years. Regardless of how much our teachers may talk about the value of college, experiencing a college campus firsthand is often the most powerful motivator for our students.

Achievement First Hartford High’s college tours are tailored to provide students with exposure to colleges and universities that better fit their individual academic talents, social interests, financial constraints and support needs. We believe that robust exposure to college prior to the application and matriculation process will help us troubleshoot student concerns early on and will alleviate some of the problems that arise after students have matriculated. In high school, scholars participate in a college readiness seminar, which includes four years of required coursework to help students acquire the tools and information to take control of their academic futures. Students also participate in summer programs, which provide students with enriching, low-stakes learning experiences beyond the classroom.
School Culture & Climate
- Code of conduct & behavior expectations, orientation and bridge programs, learning expectations, school uniform

At AF Hartford, we have exceptionally high standards for student conduct. We do not make excuses for our students. From the moment AF Hartford students board their buses and all through the day, they act in a way that befits an AF Hartford student — respectful of themselves and others. This does not happen magically. It takes enormous planning, teaching, practice and reinforcement of positive behaviors.

At AF Hartford, most of the power of our culture is rooted in the clarity and consistency of our expectations. Behavior expectations are common from classroom to classroom. All AF Hartford scholars look sharp in their khaki pants and polo shirts. All AF Hartford students learn and practice common courtesies (please, thank you, and proper greetings). AF Hartford students also practice table manners at breakfast and lunch and learn how to chat quietly with friends. In class, all AF Hartford students sit at their desks and SLANT (Sit up straight, Listen, Ask/Answer questions, Nod, Track the speaker).

While a strong, productive culture is the foundation of student discipline, we use several different approaches to manage inappropriate behaviors. AF Hartford teachers are trained in an array of student discipline techniques. They identify and address the antecedent causes of behavior. Teachers manage minor disruptions in their classrooms and teach the common routines and behaviors necessary for our students to be successful. The AF Hartford advisory system enables teachers to build strong, supportive and respectful relationships with students. Teachers use the REACH values (Respect, Enthusiasm, Achievement, Citizenship, Hard Work) as opportunities for teachable moments and positive reinforcement. Frequent parent contacts provide opportunities for teachers and parents to work together to problem-solve when behavior problems occur. However, when problems persist or escalate, the Dean of Students intervenes and counsels students.

AF Hartford shares the positive, structured, “no excuses” school culture that is integral to the success of our scholars. Our high expectations for behavior are crystal-clear to our students, and poor behavior choices are addressed quickly and effectively. We establish a positive, caring, and disciplined atmosphere where students feel safe and successful.

R.E.A.C.H. Values
In addition to academics, the school’s mission calls for teachers to help develop the character and leadership skills of students. Following the same successful character education program that works in other AF schools, the proposed academy will have clear, school-wide expectations for student behavior that are defined by five REACH values: 1. Respect, 2. Enthusiasm, 3. Achievement, 4. Citizenship, and 5. Hard Work. The simple acronym, which students hear and see everywhere make it easy for teachers, students, and parents to remember and communicate what is expected of AF Hartford students from participating actively in class, wearing their uniform with pride, and helping classmates who are having trouble. The REACH rubric is designed to be grade-specific, with older students expected to behave even better than younger students. It is our belief that, just as children should progress in reading, writing, and math, they should progress in their behavioral/REACH skills.

Good behavior is thought of in the same way as academics — it must be taught. Effective behavior instruction, like effective academic instruction, is modeled, practiced, and reinforced. Teachers work with students to visualize how an activity should look and model the desired behavior. Students then practice the model, and are provided with meaningful, positive, corrective feedback.

The AF Hartford approach to student behavior is overwhelmingly positive. While there are clear, strict consequences for poor behavior at AF Hartford, research finds that positive recognition of good behavior is more likely to fundamentally improve student behavior. AF Hartford teachers work to recognize all students for their accomplishments, even if they are small. Achievement of high standards and improvement is celebrated with both students and parents. Students regularly receive positive notes and parents receive calls congratulating them on particular areas of success.

Advisors
In order to develop the positive teacher-student relationships necessary for student success, each student at AF Hartford has two advisors. Students meet with their advisory groups daily to explore stories, poetry, and events that reinforce the REACH values. Moreover, the advisors are the contact point for information about the student. Other teachers who have questions or concerns about the student come to the advisor, and the advisors meet with parents about progress report, report card, and disciplinary issues. Importantly, the advisors are also the chief cheerleaders for their students, designing incentive systems and frequently celebrating the achievements of their advisees in large and small ways.

School Schedule

- Length of day, co-curriculum, Saturday academies, optional programming, Summer school

The AF Hartford II school day will run from 7:30 a.m. to 5 p.m. Monday to Thursday and 7:30 a.m. to 1:45 p.m. on Fridays. Including our three-week mandatory summer academy, which is held from late June through early July, our school year is 197 days for students and 213 days for teachers. This school day and year allows us to give almost 200 hours of instruction each year over which traditional public districts across the state provide while also dramatically increasing the amount of professional development and planning time available to teachers and other academic staff. Moreover, the intensive focus around literacy and mathematics ensures that students are very strong in the fundamental skills they need to tackle challenging, higher level material.

Summer and Saturday Academies will be available for scholars who need additional support and additional practice to achieve at high levels. In addition to rigorous academics, we have also made a commitment to sustaining high-quality arts programs and extracurricular activities. The benefits of quality arts education for all students have been attested in numerous scientific studies. At our current academy, all students take art, dance, and physical education classes. During our daily elective block, students are able to engage in technology and computer classes, sports teams (e.g., soccer, basketball, cross country, track, and volleyball), advanced art, and advanced dance, and band.

Support Services

- Tutoring, special education, community services, parent support programs

Currently, eight percent of students at Achievement First Hartford Academy require special services. Six percent of our students are English Language Learners. As a public charter school that proudly serves all children, there are no academic or other criteria for admission at AF Hartford Academy. There is some overlap across special education, RTI, and referral services for a combination of supports. Achievement First Hartford Academy employs Special Education teachers, Learning Specialists, and Intervention Coordinators to provide high-quality support for scholars who require special services. Our goal is to support all students to reach their full potential.

Special Education

AF Hartford II will meet all the requirements mandated within a student’s Individual Education Plan (IEP). Experienced and certified Special Education teachers and related services staff members will be employed to ensure that the unique needs and learning styles of all students are being met. These teachers and related services staff members will coordinate the direct instruction and inclusion of Special Education students. To the extent possible, Special Education students and students with disabilities will be included in regular education programming.

Physical therapy, occupational therapy, and speech and language services will be provided to students in classroom to the extent possible. Other supports, including tutoring and counseling, will be provided in the environment most conducive to the student’s growth and development.

At the existing AF Hartford Academy, we have made a significant push to serve our students with special needs. During the 2012-2013 school year, not a single student with an IEP has withdrawn from Achievement First Hartford Academy. The data from the most recent CMTs (2012) is very encouraging. In 17 out of 18 categories, AFHA scholars who are identified as scholars in special education outperformed their special education peers in Hartford Public Schools. Furthermore, AFHA scholars outperformed all HPS students in 8 out of 18 categories, proving that all children can succeed at high levels. Please see the Appendix for more results.

English Language Learners

Our overall instructional approach is well suited to help English Language Learners gain fluency in English. Smaller class sizes, an intensive focus on phonics, and more time for reading and math due to the extended school day and year all contribute to an environment where students learn English quickly. The proposed school will use structured
English language immersion so scholars achieve proficiency in the English language as quickly as possible. AF Hartford shall comply with all applicable laws. AF Hartford ensures that ELL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. To the extent possible, parents whose English proficiency is limited will receive notices and information from AF Hartford in their native language to encourage participation in AF Hartford by all members of the AF Hartford community. Parental outreach may also be conducted through home visits by an AF Hartford official and an interpreter.

<table>
<thead>
<tr>
<th>Application Process</th>
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</thead>
<tbody>
<tr>
<td>- Process, timeline, and requirements</td>
</tr>
</tbody>
</table>

AF Hartford will assign seats to Hartford students through a blind lottery, which is conducted by Hartford Public Schools. Achievement First Hartford Academy aims to serve students who have historically been the most underserved by the traditional public school system, and our school is purposefully located in one of the city’s most high-need neighborhoods. To recruit students for the school, Achievement First utilizes neighborhood canvassing, and partnerships with community organizations, including churches, community centers, daycare centers and after-school programs. Achievement First Hartford Academy will hold open houses and information sessions at the school and participate in the city-wide school choice fair.

<table>
<thead>
<tr>
<th>Design Team</th>
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<tbody>
<tr>
<td>Ben Cruse, Dean of School Culture</td>
</tr>
<tr>
<td>Jean LaVecchia, AF Hartford Board Chair</td>
</tr>
<tr>
<td>Paige MacLean, AF Senior Director, Strategic Partnerships</td>
</tr>
<tr>
<td>John Motley, AF Hartford Board Treasurer</td>
</tr>
<tr>
<td>Tina Rendon, Parent and AF Hartford board member</td>
</tr>
<tr>
<td>Gretchen Unfried-English, AF Hartford Teacher and AF Hartford board member</td>
</tr>
<tr>
<td>Laina Vlasnik Yip, AF Director of External Relations</td>
</tr>
</tbody>
</table>
SpEd Students Outperform Their HPS Sped Peers in 17 of 18 Categories

AF Hartford SpEd Students Outperform All HPS Students in 8 out of 18 Categories
AGENDA

ITEM # 10

NEW BUSINESS

PROPOSED COLLECTIVE BARGAINING AGREEMENT: THE HARTFORD FEDERATION OF SCHOOL SPECIAL POLICE OFFICERS, LOCAL 1018D, AFT, AFL-CIO

BACKGROUND

- The current contract expired on June 30, 2012.
- Negotiations for the new contract started on September 24, 2012.
- The Parties reached a tentative agreement on June 17, 2013.
- The membership of the bargaining unit ratified the tentative agreement on June 27, 2013.
- The Board must now take a formal vote on the proposed agreement.

RECOMMENDATION

That the Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Federation of School Special Police Officers, Local 1018D, AFT, AFL-CIO.
AGENDA

ITEM # 11

NEW BUSINESS

ACTING AND INTERIM ADMINISTRATIVE APPOINTMENTS

BACKGROUND

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

RECOMMENDATION

That the Board of Education approves the Superintendent's recommendation to appoint the following individuals to the positions indicated:

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank Samuelson</td>
<td>$135,000</td>
<td>Interim Principal, Law &amp; Government Academy at HPHS</td>
<td>August 21, 2013 through June 30, 2014</td>
</tr>
<tr>
<td>Doreen Crawford</td>
<td>$128,000</td>
<td>Acting Principal, M. L. King Elementary School</td>
<td>July 1, 2013</td>
</tr>
</tbody>
</table>
AGENDA

ITEM # 12

NEW BUSINESS

CONTRACT APPROVAL:
DAVID L. STOLOFF, PH.D.,
EDUCATIONAL CONSULTANT

AUGUST 27, 2013

DR. KISHIMOTO
MR. ROLDAN

AMOUNT
$82,750

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

The Nellie Mae Education Foundation invited a number of New England school districts, including Hartford, to apply for a New Approaches for Urban Districts grant. Hartford Public Schools was selected to receive a grant of $450,000 for a 20-month project grant to research, plan, and pilot ways to increase student achievement through intensive, personalized, blended learning experiences at the high school level. Through the use of learning communities and community outreach activities, stakeholders (educators, parents/families, partners, and others) will learn about student-centered blended learning, conduct an assessment of current and best practices in our district and throughout the country, and develop a shared vision for blended learning that will include expected outcomes, possible models, resource requirements, and policy and infrastructure implications.

The goals of the grant are to increase district and community knowledge of student-centered learning; to determine ways to use blended learning experiences to increase capacity to implement Common Core State Standards and differentiate learning; and to engage in action research to pilot and evaluate blended learning approaches in two schools, Pathways Academy of Technology and Design and Bulkeley Teacher Prep and Humanities Academy; and to share best practices from the blended learning research for consideration throughout the district.

The request before the board is to authorize the Superintendent to approve the Project Consulting contract with Dr. David L. Stoloff, Education Consultant, as specified in the New Approaches for Urban Districts grant and work plan. The contract was competitively bid (RFP#5389).

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with David Stoloff, Ph.D. Educational Consultant, for the term of August 28, 2013 through November 30, 2014 at a cost not to exceed $82,750.
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/Consultant Name: David L. Stoloff, Ph.D., Educational Consultant
Contact Person: Michelle L. Puhlick, Executive Director of Curriculum & Instruction
School/Department: Office of Portfolio Schools – Dept of Curriculum & Instruction
Amount of Contract: $82,750
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>• Bulkeley Teacher Prep and Humanities Academy</td>
<td>200</td>
<td>10</td>
<td>College Readiness</td>
<td></td>
<td></td>
<td>Competitive Bid</td>
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<tr>
<td>• Academy of Technology</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Briefly describe the purpose of the contract:

The purpose of the contract is to support the implementation of the Nellie Mae Education Foundation New Approaches in Urban Districts blended learning planning grant. The role of the Project Consultant was defined as part of the grant application and subsequent BOE approved MOU.

Please indicate the population to be served.

Our project is a 20-month planning grant that engages teachers, principals, administrators, parents, students and community partners in an extensive review of student-centered earning, assessment of successful blended learning programs, testing blending learning strategies in two schools, Bulkeley Teacher Prep and Humanities Academy, and Pathways Academy of Technology.

What are the expected outcomes and benefits to HPS students?

HPS will focus this 20-month grant on piloting blended Learning models. The Project Consultant will assist us in exploring how to increase student achievement through the testing, piloting, and planning for an intensive, personalized, blended learning environment at the high school level. HPS will engage in activities in three areas: Culture
and Leadership, Teaching and Learning, and Public Awareness and Support. It is anticipated that this grant will support early stage work to systemically meet Common Core State Standards (CCSS) expectations at the high school level through a student centered frame.

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

The Project Consultant will develop final project report inclusive of:

1. Key findings
2. Final Logic Model
3. Progress toward project outcomes:
   i. Increased capacity at the school and district level to implement student centered learning
   ii. Increased readiness and capacity in educator’s ability to implement Common Core State Standards and Blended Learning Models
   iii. Increased awareness and engagement with the community on the district’s/schools’ plans to implement student-centered learning practices
4. Recommendations for the district to consider in advancing blended learning in the district and to implement with fidelity
5. Report on resource requirements and policy and infrastructure implications.

Form revised 2-2012
Contract For Professional Services
By And Between
The Hartford Board of Education
And
David L. Stoloff, Ph.D.

This Contract for Professional Services (the "Contract") is made and entered into by and between the HARTFORD BOARD OF EDUCATION, a municipal body and state agent established pursuant to Chapter IX, Section 1 of the Charter of the City of Hartford, Connecticut, having an address and place of business at 960 Main Street, 8th Floor, Hartford, CT 06103, acting herein by Dr. Christina M. Kishimoto, Superintendent, ("HBOE") and David L. Stoloff, Ph.D., Educational Consultant, having an address and place of business a: 86 Pigeon Road, Willimantic, CT 06226.

HBOE and the Contractor do mutually covenant and agree as follows:

1. Scope of Services:

Contractor shall perform those professional services and provide the related materials, all as specified in the Scope of Services set forth in Exhibit A attached hereto and made a part hereof (collectively, the "Services" or "Project").

2. Term:

The term of this Contract shall commence on the August 28, 2013 and end on November 30, 2014, unless terminated earlier pursuant to Section 11 below (the "Term").

3. Compensation:

The total amount of compensation to be paid to Contractor by HBOE for Services provided by or on behalf of Contractor in accordance with this Contract shall not exceed Eighty-two Thousand, Seven Hundred Fifty ($82,750.00) Dollars (the "Contract Price"), which Contract Price shall be payable as set forth below. Contractor acknowledges and agrees that the Contract Price constitutes the full compensation to Contractor for the Services to be performed hereunder, and includes all costs and expenses to be incurred by or on behalf of Contractor in performing the Services.

Contractor shall submit numbered invoices monthly for Services rendered in accordance with this Contract. Such invoices shall include the following:

a. Certification by the Contractor that the Services invoiced were provided;
b. A description of the Services invoiced;
c. A written progress report concerning provision of the Services if required by HBOE.

HBOE's obligation to make any payments for any Services rendered hereunder is expressly contingent upon Consultant having satisfactorily performed the same.
Contractor agrees to meet with HBOE representatives to discuss the Contractor’s performance of the Services, as HBOE deems necessary. HBOE reserves the right to delay payment, adjust payment or suspend or terminate this Contract in the event that Contractor’s performance is not satisfactory or in compliance with the terms of this Contract. Payment will be made by HBOE for any Services provided in accordance with the terms hereof within thirty (30) days of its receipt of Contractor’s invoice submitted in accordance with the terms of this Section 3.

4. Performance Standards:

Contractor shall perform all Services in a timely manner with professional skill and competence, and in accordance with: (i) generally accepted practices of, and pursuant to a standard of care exercised by, professionals providing similar services under like circumstances; (ii) all applicable laws, rules, regulations, orders and permits of any federal, state, or local governmental or quasi-governmental entity having jurisdiction over this Contract, including but not limited to those ordinances pertaining to affirmative action and the living wage; (iii) the terms and conditions of this Contract; and (iv) any and all directives or instructions provided or issued by HBOE.

5. Evaluation Standards:

Contractor and HBOE agree that they will fully cooperate with one another in the development and implementation of a system for the continuous evaluation of the Services to be provided pursuant to this Contract. HBOE reserves the sole right to evaluate the Contractor’s performance pursuant to this Contract, and Contractor agrees to comply with all performance evaluation determinations made by HBOE. Contractor further agrees to comply with all reasonable recommendations regarding Contractor’s performance made by HBOE as a result of such evaluation; provided, however, that HBOE agrees to provide the Contractor with any and all reports and records related to such evaluation that can be provided under applicable law. Contractor agrees that its failure to comply with reasonable recommendations of HBOE pursuant to any such evaluation shall be considered a breach of this Contract and may result in termination of this Contract.

6. Anti-Discrimination and Affirmative Action:

Contractor agrees to abide by all applicable provisions of the Hartford Municipal Code, state law, and federal law regarding discrimination in employment in performing this Contract. Contractor shall not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, mental or physical disability, marital status or sexual preference. Contractor shall take affirmative action to ensure that applicants are employed, and that employees are treated, without regard to their race, color, religion, age, sex, national origin, mental or physical disability, marital status or sexual preference. Such action shall include, but not be limited to the following: employment; upgrading; demotion; transfer; recruitment; recruitment advertising; layoff; termination; rates of pay or other forms of compensation; and selection for training and apprenticeship. Contractor shall incorporate or cause to
be incorporated, the provisions of this clause in all subcontracts it enters into pursuant to this Contract.

7. Personnel:

It is expressly understood and agreed that this is a Contract for Services and is not a contract of employment, so that Contractor, its subcontractors and their respective employees, agents, contractors, suppliers and representatives shall not be entitled to any employment benefits such as vacation, sick leave, insurance, or workers' compensation or retirement benefits.

8. Indemnification:

The Contractor hereby agrees to defend, indemnify and hold harmless HBOE, the City of Hartford (the "City"), and their respective officers, agents and employees against all suits, claims or liabilities of every nature arising out of or as a consequence of the acts, omissions or negligence of Contractor, its subcontractors, and/or any of their respective employees, agents, contractors, suppliers, and/or representatives in performance of this Contract.

9. Insurance:

Contractor shall furnish the following insurance coverage within ten (10) days of Contractor's execution of this Contract. Such coverage shall remain in full force for the duration of the Term, including all extensions thereof. All renewal certificates shall be furnished at least thirty (30) days prior to policy expiration.

HBOE and City shall be named as an additional insured as their interests may appear on all insurance required hereunder except workers' compensation and professional liability insurance. All insurance must be issued by an insurance company licensed to conduct business in the State of Connecticut and have an A. M. Best rating of no less than A- VII. All, deductibles are the sole responsibility of Contractor to pay and/or indemnify.

a) Commercial general liability insurance with a broad form endorsement including coverage for property damage as well as endorsements for contractual liability, independent contractors, premises operations, products and completed operations and personal injury coverage insuring against damages to persons and property including, but not limited to, loss of life with limits no less than $1,000,000 combined single limit per occurrence for bodily injury, personal injury, or property damage. If a general aggregate is used, the general aggregate shall apply separately to the project or the general aggregate limit shall be $2,000,000.

b) Workers' Compensation Insurance must be maintained by Contractor in accordance with Connecticut statutes.

c) Automobile Liability with limit of no less than $500,000 combined single limit per accident. Coverage extends to owned, hired and non-owned...
automobiles. If contractor does not own vehicle used in the execution of the contract, then only hired and non owned coverage is required. If a vehicle is not used in the execution of the contract then automobile coverage is not required.

d) If deemed necessary by the HBOE, Professional liability insurance shall be maintained with a limit of not less than $1,000,000 per claim. If written on a claim made basis, the retro date, if any, shall be prior to the effective date of the contract.

It is further agreed the amount of insurance required herein does not, in any way, limit the liability of the Contractor by virtue of its promise to hold the HBOE harmless so in the event any claims results in a settlement or judgment in any amount above the limits set in the above sections, the Contractor shall be liable to, or for the benefit of, the HBOE, for the excess.

Contractor and HBOE hereby expressly agree that the provision of such insurance in the amounts thereof do not in any way limit Contractor’s obligation under Section 8 of this Contract.

10. Conflict of Interest:

The Contractor and HBOE each agree that no member of the governing body of HBOE or its designees or agents, and no other public official who exercises any function or responsibility with respect to this Contract shall have any personal or financial interest, direct or indirect during the individual’s tenure or thereafter, in connection with this Contract. Contractor shall cause the immediately preceding sentence to be incorporated into all subcontracts it enters pursuant to this Contract.

11. Contractor Default.

11.1 Events of Default

Any of the following occurrences or acts shall constitute an Event of Default under this Contract:

(i) Whenever Contractor shall do, or permit anything to be done, whether by action or inaction, contrary to any of the covenants, agreements, terms or provisions contained in this Contract which on the part or behalf of Contractor are to be kept or performed, and Contractor fails to correct any such breach within ten (10) days after Contractor’s receipt of written notice of such breach from HBOE; or

(ii) If any determination shall have been made by competent authority such as, but not limited to, any federal, state or local government official, or a certified public accountant, that Contractor’s management or any accounting for its funding, from whatever source, is improper, inadequate or illegal, as such management or

Revised 12/2011
accounting may relate to Contractor's performance of this Contract;

or

(iii) whenever an involuntary petition shall be filed against Contractor under any bankruptcy or insolvency law or under the reorganization provisions of any law of like import, or a receiver of Contractor or of or for the property of Contractor shall be appointed without the acquiescence of Contractor, or whenever this Agreement or the unexpired balance of the term would, by operation of law or otherwise, except for this provision, devolve upon or pass to any person, firm or corporation other than Contractor or a corporation in which Contractor may be duly merged, converted or consolidated under statutory procedure, and such circumstance under this subparagraph shall continue and shall remain undischarged or unstayed for an aggregate period of sixty (60) days (whether or not consecutive) or shall not be remedied by Contractor within sixty (60) days; or

(iv) whenever Contractor shall make an assignment of the property of Contractor for the benefit of creditors or shall file a voluntary petition under any bankruptcy or insolvency law, or whenever any court of competent jurisdiction shall approve a petition filed by Contractor under the reorganization provisions of the United States Bankruptcy Code or under the provisions of any law of like import, or whenever a petition shall be filed by Contractor under the arrangement provisions of the United States Bankruptcy Code or under the provisions of any law of like import, or whenever Contractor shall desert or abandon the Project; or

(v) If any competent authority shall have determined that Contractor is in default of any federal, state or local tax obligation; or

(vi) Pursuant to Resolutions passed by the City's Court of Common Council on March 4, 1996 and January 13, 1997, if Contractor or any of its principals are in default of any tax or other financial obligations which are owed to the City. Default shall be considered to have occurred under this subsection when any payment required to be made to City is more than thirty (30) days past due.

11.2 Election of Remedies

If any Event of Default hereunder shall have occurred and be continuing, HBOE may elect to pursue any one or more of the following remedies, in any combination or sequence:

(i) Take such action as it deems necessary, including, without limitation, the temporary withholding or reduction of payment;
(ii) Suspend Project operation;

(iii) Require Contractor to correct or cure such default to the satisfaction of HBOE; and/or

(iv) Terminate this Contract for cause in accordance with Section 12 hereof.

The selection of any remedy shall not prevent or prohibit HBOE from pursuing any other remedy and shall not constitute a waiver by HBOE of any other right or remedy.

12. Termination of Contract

12.1 Termination for Cause

Upon the occurrence of any Event of Default, as set forth in Section 11.1 hereof, HBOE may terminate this Contract by giving five (5) days' written notice thereof to Contractor.

12.2 Termination for Non-availability of Funds

In the event HBOE shall not have funds available for the Project, HBOE may terminate this Contract following written notice thereof to Contractor.

12.3 Termination at Will

HBOE or Contractor may terminate this Contract at any time by giving thirty (30) days' prior written notice thereof to the other party.

12.4 Payment upon Termination

In the event this Agreement is terminated pursuant to Sections 12.2 or 12.3 above and unless Contractor is in default hereunder, HBOE shall make full payment to Contractor for all Services performed in accordance with this Contract up to and including the date of termination within sixty (60) days of such date of termination and presentation of Contractor's invoices therefore in accordance with Section 3 above.

13. Amendment:

This Contract may be amended or modified only by a writing duly executed by the parties to this Contract.
14. Subcontracts:

Contractor may subcontract a portion of the Services to be provided under this Contract with the prior written consent of HBOE; provided, however, that HBOE shall not be liable for the payment of any wages or other expenses to such subcontractors.

15. Disclaimer of Third Party Beneficiary:

Nothing contained in this Contract shall be deemed to confer upon any person any right as a third party beneficiary of this Contract. Nor shall Contractor, its employees, representatives, assigns, or subcontractors be deemed agents or employees of HBOE or the City.

16. Records:

Contractor agrees to establish and maintain fiscal control and accounting procedures to assure proper accounting for all funds paid by HBOE to Contractor pursuant to this Contract. Contractor further agrees to maintain all records and documents respecting this Contract and performance of this Contract until an audit acceptable to HBOE has been completed and all questions arising there from have been resolved, or until three (3) years after disbursement of the final payment under this Contract has been made, whichever occurs first.

All costs and expenditures incurred by the Contractor pursuant to this Contract shall be supported by properly executed payrolls, time records, invoices, vouchers, receipts, leases, or similar documentation. Contractor shall make available all records and documents relating in any way to performance of this Contract for examination by HBOE or its designee during normal business hours as often as deemed necessary by HBOE.

17. Reports and Records:

Contractor shall furnish HBOE with such reports and other information concerning the Services performed pursuant to this Contract as may be required by HBOE from time to time. All information, reports and other documents prepared by the Contractor in performance of this Contract shall be the sole and exclusive property of HBOE, and shall not be made available to any individual or organization without the prior written consent of HBOE.

18. Copyright:

No reports or other documents produced pursuant to this Contract shall be the subject of any copyright or other intellectual property right of Contractor.
19. Assignment:

Contractor shall not assign or transfer any interest in this Contract without the prior written consent of HBOE.

20. Severability:

If any provision of this Contract is held invalid, the remainder shall not be affected if such remainder would continue to conform to the terms of applicable law.

21. Governing Law:

This Contract shall be governed by and construed, interpreted and enforced in accordance with the laws of the State of Connecticut and the City’s Municipal Code without regard or resort to conflict of laws principles.

22. Notices:

All notices, approvals, demands, requests, or other documents required or permitted under this Contract shall be deemed properly given if hand delivered or sent by express mail courier service or United States registered or certified mail, postage prepared, as follows:

To HBOE: Hartford Board of Education
960 Main Street
Hartford, CT 06103
Attn: Michelle L. Puhlick, Executive Director of Curriculum & Instruction

To the Contractor: David L. Stoloff, Ph.D., Educational Consultant
86 Pigeon Road,
Willimantic, CT 06226

To Corporation Counsel:
550 Main Street
Room 210
Hartford, CT 06103
23. Entire Agreement:

This Contract contains the entire understanding between the parties hereto and supersedes any and all prior understandings, negotiations, and agreements, whether written or oral, between them respecting the subject matter of this Contract.

24. Non-Waiver:

Any failure of HBOE or Contractor to insist upon strict compliance by the other with the terms of this Contract shall not be deemed a waiver of their respective rights under this Contract. Each party shall have the right to insist upon strict compliance with this Contract by the other, and neither party shall be relieved of any obligation to comply with this Contract, by reason of the failure of the other to comply with or otherwise enforce the provisions of this Agreement.

25. Security Checks:

Pursuant to HBOE Policy 4112.5, Contractor agrees that no employee of Contractor who will work directly with students is listed on any Sex Offender Registry.
IN WITNESS WHEREOF, HBOE and Contractor have executed this Contract as of the Commencement Date.

Witness

HARTFORD BOARD OF EDUCATION

________________________

By:    Dr. Christina M. Kishimoto
        Superintendent

Date: ____________________

Witness

David L. Stoloff, Ph.D., Educational Consultant

________________________

By:    David L. Stoloff, Ph.D.

Date: ____________________

Approved As to Form and Legality

________________________

Corporation Counsel

Date ____________________
EXHIBIT A

SCOPE OF SERVICES
SCOPE OF SERVICES

Background:
The Nellie Mae Education Foundation invited a number of New England school districts, including Hartford, to apply for a New Approaches for Urban Districts grant. Hartford Public Schools was selected to receive a grant for an 18-month project grant to research, plan and pilot ways to increase student achievement through intensive, personalized, blended learning experiences at the high school level. Through the use of learning communities and community outreach activities, stakeholders (educators, parents/families, partners and others) will learn about student-centered blended learning, conduct an assessment of current and best practices in our district and throughout the country, and develop a shared vision for blended learning that will include expected outcomes, possible models, resource requirements, and policy and infrastructure implications.

Purpose:
The goals of the grant are to increase district and community knowledge of student-centered learning; to determine ways to use blended learning experiences to increase capacity to implement the Common Core State Standards and differentiate learning; to engage in action research to pilot and evaluate blended learning approaches in two schools, Pathways Academy of Technology and Design and Bulkeley Teacher Prep and Humanities Academy; and to share best practices from the blended learning research for consideration throughout district.

Description and Key Activities Required
Two planning groups will actively participate in this work: A Superintendent’s Work Group on Student-Centered Learning in High School and a Bulkeley/Pathways Professional Learning Community (PLC). The Consultant will work closely with and facilitate the work of both groups to implement the planning approach noted below. See Appendix for detailed planning approach and project work plan.

I Establish Current State: Context and Where we are today
1. Establish research-based definitions and examples of Student-Centered Learning (SLC) and Blended Learning including outcomes, alignment with CCSS, student achievement, college and career readiness and other key factors.
2. Document current blended learning examples in the district.

II Conduct an Innovation Landscape: Explore promising practices
1. Provide research and readings on blended learning and examples (e.g. Big Picture Learning, The MET in Rhode Island, iLearnNYC, Rocketship Education, flipped classroom) outlining the key models.
2. Research and share with planning teams real-life examples of web-based and dynamic computer-based instruction (e.g. CCSS online resources, AP online, Dreambox Learning, Kahn Academy, etc.).
3. Identify best practice blended learning models and conference(s) for planning team members to visit.

III Determine Desired State: Develop a Shared Vision for Blended Learning
1. Create a vision statement for blended learning for Hartford Public Schools and desired outcomes.
2. Develop a Theory of Action based on vision, outcomes and best practice research and Blended Learning Logic Model to illustrate the linkages, pathways and relationships between key activities and outcomes and impact.
3. Discuss implications/insights/inferences on research, practice and policy for HPS.

IV  Engage the Community for Input and Expand Knowledge
1. Host workshops with the Board of Education, small group sessions with various stakeholders, and community forums to share the vision and logic model and document input from community.
2. Develop reports to be provided to Board of Education, at Principal Leadership meetings, School Governance Councils, and through district website and newsletters to share the findings, plans and to increase knowledge of blended learning throughout the district.

V  Develop and implement pilot implementation plans at Bulkeley and Pathways.
1. Based on Theory of Action and Logic Model, determine what models, approaches, and activities to implement in schools.
2. Develop an action research plan to document the implementation process from multiple perspectives: educators, administrators, students, parents/families, others and progress toward outcomes.
3. Collect data on pilot as blended learning strategies are implemented at Bulkeley and Pathways.
4. Refine recommendations and plan based on implementation experience.

VI  Develop narrative and financial reports on project’s progress.

VII  Develop final project report inclusive of:
1. Key findings
2. Revised Logic Model
3. Progress toward project outcomes:
   i. Increased capacity at the school and district level to implement student centered learning
   ii. Increased readiness and capacity in educator’s ability to implement Common Core State Standards and Blended Learning Models
   iii. Increased awareness and engagement with the community on the district’s/schools’ plans to implement student-centered learning practices
4. Recommendations for the district to consider in advancing blended learning in the district and to implement with fidelity
5. Report on resource requirements and policy and infrastructure implications.

Revised 12/2011
AGENDA

ITEM # 13

NEW BUSINESS

AUGUST 27, 2013

CONTRACT CONTINUATION APPROVAL
BACKBEAT CITY PERFORMING ARTS CENTER

DR. KISHIMOTO
MR. SWAN

AMOUNT
$53,838.75

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

Kinsella Magnet School of Performing Arts has partnered with Backbeat City Performing Arts Center for the past three 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.

RECOMMENDATION

That 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 May 29, 2014, at a cost not to exceed $53,838.75.
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/Consultant Name: Backbeat City Performing Arts Center

Contact Person: Christopher Cavallo, Program Assistant

School/Department: Kinsella Magnet School of Performing Arts

Amount of Contract: $53,838.75

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/Studnt</th>
<th>Competitively Bid or Sole Source</th>
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<tr>
<td>Kinsella</td>
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<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 to 8th grade and 9th and 10th grade for 2013-14 school year.

Please indicate the population to be served.

730 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
Contract For Professional Services  
By And Between  
The Hartford Board of Education  
And  
Backbeat City Performing Arts Center

This Contract for Professional Services (the “Contract”) is made and entered into by and between the HARTFORD BOARD OF EDUCATION, a municipal body and state agent established pursuant to Chapter IX, Section 1 of the Charter of the City of Hartford, Connecticut, having an address and place of business at 960 Main Street, 8th Floor, Hartford, CT 06103, acting herein by Dr. Christina M. Kishimoto, Superintendent, (“HBOE”) and Backbeat City Performing Arts Center, having an address and place of business at 80 Eastern Blvd., Glastonbury, CT 06033, acting herein by Backbeat City Performing Arts Center, its President (“Contractor”).

HBOE and the Contractor do mutually covenant and agree as follows:

1. Scope of Services:

Contractor shall perform those professional services and provide the related materials, all as specified in the Scope of Services set forth in Exhibit A attached hereto and made a part hereof (collectively, the “Services” or “Project”).

2. Term:

The term of this Contract shall commence on September 4th, 2013 and end on May 29, 2014, unless terminated earlier pursuant to Section 11 below (the “Term”).

3. Compensation:

The total amount of compensation to be paid to Contractor by HBOE for Services provided by or on behalf of Contractor in accordance with this Contract shall not exceed $53,838.75 Dollars (the “Contract Price”), which Contract Price shall be payable as set forth below. Contractor acknowledges and agrees that the Contract Price constitutes the full compensation to Contractor for the Services to be performed hereunder, and includes all costs and expenses to be incurred by or on behalf of Contractor in performing the Services.

Contractor shall submit numbered invoices monthly for Services rendered in accordance with this Contract. Such invoices shall include the following:

   a. Certification by the Contractor that the Services invoiced were provided;  
   b. A description of the Services invoiced;  
   c. A written progress report concerning provision of the Services if required by HBOE.

HBOE’s obligation to make any payments for any Services rendered hereunder is expressly contingent upon Consultant having satisfactorily performed the same. Contractor agrees to meet with HBOE representatives to discuss the Contractor’s performance of the Services, as HBOE deems necessary. HBOE reserves the right to delay payment, adjust payment or suspend or terminate this Contract in the event that Contractor’s performance is not satisfactory or in
compliance with the terms of this Contract. Payment will be made by HBOE for any Services provided in accordance with the terms hereof within thirty (30) days of its receipt of Contractor’s invoice submitted in accordance with the terms of this Section 3.

4. Performance Standards:

Contractor shall perform all Services in a timely manner with professional skill and competence, and in accordance with: (i) generally accepted practices of, and pursuant to a standard of care exercised by, professionals providing similar services under like circumstances; (ii) all applicable laws, rules, regulations, orders and permits of any federal, state, or local governmental or quasi-governmental entity having jurisdiction over this Contract, including but not limited to those ordinances pertaining to affirmative action and the living wage; (iii) the terms and conditions of this Contract; and (iv) any and all directives or instructions provided or issued by HBOE.

5. Evaluation Standards:

Contractor and HBOE agree that they will fully cooperate with one another in the development and implementation of a system for the continuous evaluation of the Services to be provided pursuant to this Contract. HBOE reserves the sole right to evaluate the Contractor’s performance pursuant to this Contract, and Contractor agrees to comply with all performance evaluation determinations made by HBOE. Contractor further agrees to comply with all reasonable recommendations regarding Contractor’s performance made by HBOE as a result of such evaluation; provided, however, that HBOE agrees to provide the Contractor with any and all reports and records related to such evaluation that can be provided under applicable law. Contractor agrees that its failure to comply with reasonable recommendations of HBOE pursuant to any such evaluation shall be considered a breach of this Contract and may result in termination of this Contract.

6. Anti-Discrimination and Affirmative Action:

Contractor agrees to abide by all applicable provisions of the Hartford Municipal Code, state law, and federal law regarding discrimination in employment in performing this Contract. Contractor shall not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, mental or physical disability, marital status or sexual preference. Contractor shall take affirmative action to ensure that applicants are employed, and that employees are treated, without regard to their race, color, religion, age, sex, national origin, mental or physical disability, marital status or sexual preference. Such action shall include, but not be limited to the following: employment; upgrading; demotion; transfer; recruitment; recruitment advertising; layoff; termination; rates of pay or other forms of compensation; and selection for training and apprenticeship. Contractor shall incorporate or cause to be incorporated, the provisions of this clause in all subcontracts it enters into pursuant to this Contract.

7. Personnel:

It is expressly understood and agreed that this is a Contract for Services and is not a contract of employment, so that Contractor, its subcontractors and their respective employees, agents,
contractors, suppliers and representatives shall not be entitled to any employment benefits such as vacation, sick leave, insurance, or workers’ compensation or retirement benefits.

8. Indemnification:

The Contractor hereby agrees to defend, indemnify and hold harmless HBOE, the City of Hartford (the “City”), and their respective officers, agents and employees against all suits, claims or liabilities of every nature arising out of or as a consequence of the acts, omissions or negligence of Contractor, its subcontractors, and/or any of their respective employees, agents, contractors, suppliers, and/or representatives in performance of this Contract.

9. Insurance:

Contractor shall furnish the following insurance coverage within ten (10) days of Contractor’s execution of this Contract. Such coverage shall remain in full force for the duration of the Term, including all extensions thereof. All renewal certificates shall be furnished at least thirty (30) days prior to policy expiration.

HBOE and City shall be named as an additional insured as their interests may appear on all insurance required hereunder except workers’ compensation and professional liability insurance. All insurance must be issued by an insurance company licensed to conduct business in the State of Connecticut and have an A. M. Best rating of no less than A- VII. All, deductibles are the sole responsibility of Contractor to pay and/or indemnify.

a) Commercial general liability insurance with a broad form endorsement including coverage for property damage as well as endorsements for contractual liability, independent contractors, premises operations, products and completed operations and personal injury coverage insuring against damages to persons and property including, but not limited to, loss of life with limits no less than $1,000,000 combined single limit per occurrence for bodily injury, personal injury, or property damage. If a general aggregate is used, the general aggregate shall apply separately to the project or the general aggregate limit shall be $2,000,000.

b) Workers’ Compensation Insurance must be maintained by Contractor in accordance with Connecticut statutes.

c) Automobile Liability with limit of no less than $500,000 combined single limit per accident. Coverage extends to owned, hired and non-owned automobiles. If contractor does not own vehicle used in the execution of the contract, then only hired and non-owned coverage is required. If a vehicle is not used in the execution of the contract then automobile coverage is not required.

d) If deemed necessary by the HBOE, Professional liability insurance shall be maintained with a limit of not less than $1,000,000 per claim. If written on a claim made basis, the retro date, if any, shall be prior to the effective date of the contract.

Revised 12/2011
It is further agreed the amount of insurance required herein does not, in any way, limit the liability of the Contractor by virtue of its promise to hold the HBOE harmless so in the event any claims result in a settlement or judgment in any amount above the limits set in the above sections, the Contractor shall be liable to, or for the benefit of, the HBOE, for the excess.

Contractor and HBOE hereby expressly agree that the provision of such insurance in the amounts thereof do not in any way limit Contractor’s obligation under Section 8 of this Contract.

10. Conflict of Interest:

The Contractor and HBOE each agree that no member of the governing body of HBOE or its designees or agents, and no other public official who exercises any function or responsibility with respect to this Contract shall have any personal or financial interest, direct or indirect during the individual’s tenure or thereafter, in connection with this Contract. Contractor shall cause the immediately preceding sentence to be incorporated into all subcontracts it enters pursuant to this Contract.

11. Contractor Default.

11.1 Events of Default

Any of the following occurrences or acts shall constitute an Event of Default under this Contract:

(i) Whenever Contractor shall do, or permit anything to be done, whether by action or inaction, contrary to any of the covenants, agreements, terms or provisions contained in this Contract which on the part or behalf of Contractor are to be kept or performed, and Contractor fails to correct any such breach within ten (10) days after Contractor’s receipt of written notice of such breach from HBOE; or

(ii) If any determination shall have been made by competent authority such as, but not limited to, any federal, state or local government official, or a certified public accountant, that Contractor’s management or any accounting for its funding, from whatever source, is improper, inadequate or illegal, as such management or accounting may relate to Contractor’s performance of this Contract; or

(iii) whenever an involuntary petition shall be filed against Contractor under any bankruptcy or insolvency law or under the reorganization provisions of any law of like import, or a receiver of Contractor or of or for the property of Contractor shall be appointed without the acquiescence of Contractor, or whenever this Agreement or the unexpired balance of the term would, by operation of law or otherwise, except for this provision, devolve upon or pass to any person, firm or corporation other than Contractor or a corporation in which Contractor may be duly merged, converted or consolidated under statutory procedure, and such circumstance under this subparagraph shall continue and shall remain
undischarged or unstayed for an aggregate period of sixty (60) days
(whether or not consecutive) or shall not be remedied by Contractor within
sixty (60) days; or

(iv) whenever Contractor shall make an assignment of the property of
Contractor for the benefit of creditors or shall file a voluntary petition
under any bankruptcy or insolvency law, or whenever any court of
competent jurisdiction shall approve a petition filed by Contractor under
the reorganization provisions of the United States Bankruptcy Code or
under the provisions of any law of like import, or whenever a petition shall
be filed by Contractor under the arrangement provisions of the United
States Bankruptcy Code or under the provisions of any law of like import,
or whenever Contractor shall desert or abandon the Project; or

(v) If any competent authority shall have determined that Contractor is in
default of any federal, state or local tax obligation; or

(vi) Pursuant to Resolutions passed by the City’s Court of Common Council
on March 4, 1996 and January 13, 1997, if Contractor or any of its
principals are in default of any tax or other financial obligations which are
owed to the City. Default shall be considered to have occurred under this
subsection when any payment required to be made to City is more than
thirty (30) days past due.

11.2 Election of Remedies

If any Event of Default hereunder shall have occurred and be continuing, HBOE
may elect to pursue any one or more of the following remedies, in any
combination or sequence:

(i) Take such action as it deems necessary, including, without limitation, the
temporary withholding or reduction of payment;

(ii) Suspend Project operation;

(iii) Require Contractor to correct or cure such default to the satisfaction of
HBOE; and/or

(iv) Terminate this Contract for cause in accordance with Section 12 hereof.

The selection of any remedy shall not prevent or prohibit HBOE from pursuing
any other remedy and shall not constitute a waiver by HBOE of any other right or
remedy.

12. Termination of Contract

12.1 Termination for Cause
Upon the occurrence of any Event of Default, as set forth in Section 11.1 hereof, HBOE may terminate this Contract by giving five (5) days' written notice thereof to Contractor.

12.2 Termination for Non-availability of Funds

In the event HBOE shall not have funds available for the Project, HBOE may terminate this Contract following written notice thereof to Contractor.

12.3 Termination at Will

HBOE or Contractor may terminate this Contract at any time by giving thirty (30) days' prior written notice thereof to the other party.

12.4 Payment upon Termination

In the event this Agreement is terminated pursuant to Sections 12.2 or 12.3 above and unless Contractor is in default hereunder, HBOE shall make full payment to Contractor for all Services performed in accordance with this Contract up to and including the date of termination within sixty (60) days of such date of termination and presentation of Contractor's invoices therefore in accordance with Section 3 above.

13. Amendment:

This Contract may be amended or modified only by a writing duly executed by the parties to this Contract.
14. Subcontracts:

Contractor may subcontract a portion of the Services to be provided under this Contract with the prior written consent of HBOE; provided, however, that HBOE shall not be liable for the payment of any wages or other expenses to such subcontractors.

15. Disclaimer of Third Party Beneficiary:

Nothing contained in this Contract shall be deemed to confer upon any person any right as a third party beneficiary of this Contract. Nor shall Contractor, its employees, representatives, assigns, or subcontractors be deemed agents or employees of HBOE or the City.

16. Records:

Contractor agrees to establish and maintain fiscal control and accounting procedures to assure proper accounting for all funds paid by HBOE to Contractor pursuant to this Contract. Contractor further agrees to maintain all records and documents respecting this Contract and performance of this Contract until an audit acceptable to HBOE has been completed and all questions arising there from have been resolved, or until three (3) years after disbursement of the final payment under this Contract has been made, whichever occurs first.

All costs and expenditures incurred by the Contractor pursuant to this Contract shall be supported by properly executed payrolls, time records, invoices, vouchers, receipts, leases, or similar documentation. Contractor shall make available all records and documents relating in any way to performance of this Contract for examination by HBOE or its designee during normal business hours as often as deemed necessary by HBOE.

17. Reports and Records:

Contractor shall furnish HBOE with such reports and other information concerning the Services performed pursuant to this Contract as may be required by HBOE from time to time. All information, reports and other documents prepared by the Contractor in performance of this Contract shall be the sole and exclusive property of HBOE, and shall not be made available to any individual or organization without the prior written consent of HBOE.

18. Copyright:

No reports or other documents produced pursuant to this Contract shall be the subject of any copyright or other intellectual property right of Contractor.
19. Assignment:
Contractor shall not assign or transfer any interest in this Contract without the prior written consent of HBOE.

20. Severability:
If any provision of this Contract is held invalid, the remainder shall not be affected if such remainder would continue to conform to the terms of applicable law.

21. Governing Law:
This Contract shall be governed by and construed, interpreted and enforced in accordance with the laws of the State of Connecticut and the City's Municipal Code without regard or resort to conflict of laws principles.

22. Notices:
All notices, approvals, demands, requests, or other documents required or permitted under this Contract shall be deemed properly given if hand delivered or sent by express mail courier service or United States registered or certified mail, postage prepared, as follows:

To HBOE: Hartford Board of Education
960 Main Street
Hartford, CT 06103
Attn: Dr. Christina M. Kishimoto, Superintendent

To the Contractor: Backbeat City Performing Arts Center
80 Eastern Blvd,
Glastonbury, CT 06033
Attn: Greg Colosale, President

To Corporation Counsel:
550 Main Street
Room 210
Hartford, CT 06103

Revised 12/2011
23. Entire Agreement:

This Contract contains the entire understanding between the parties hereto and supersedes any and all prior understandings, negotiations, and agreements, whether written or oral, between them respecting the subject matter of this Contract.

24. Non-Waiver:

Any failure of HBOE or Contractor to insist upon strict compliance by the other with the terms of this Contract shall not be deemed a waiver of their respective rights under this Contract. Each party shall have the right to insist upon strict compliance with this Contract by the other, and neither party shall be relieved of any obligation to comply with this Contract, by reason of the failure of the other to comply with or otherwise enforce the provisions of this Agreement.

25. Security Checks:

Pursuant to HBOE Policy 4112.5, Contractor agrees that no employee of Contractor who will work directly with students is listed on any Sex Offender Registry.
IN WITNESS WHEREOF, HBOE and Contractor have executed this Contract as of the Commencement Date.

Witness


HARTFORD BOARD OF EDUCATION

By: Dr. Christina M. Kishimoto
Superintendent

Date: ________________

Witness


COMPANY NAME

By: President’s Name
President

Date: ________________

Approved As to Form and Legality

Corporation Counsel

Date ________________
EXHIBIT A

SCOPE OF SERVICES
Backbeat City Performing Arts Center Scope of Service Sept. 4th 2013 – May 29th 2014
at Kinsella Magnet School of Performing Arts

<table>
<thead>
<tr>
<th>Time</th>
<th>Section 1 – Vocal Pop</th>
<th>Section 2 – Musical Theatre</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/10th (1.5 hrs additional)</td>
<td>No class</td>
</tr>
<tr>
<td></td>
<td>$28,842.19</td>
<td>$24,996.56</td>
</tr>
</tbody>
</table>

$61.53/hr x 3.75/hrs per day x 125 days = 28,842.19
$61.53/hr x 3.25/hrs per day = 24,996.56
Total: 53,838.75

**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 10th grade for the Sept. 4th 2013 – May 29th 2014.

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.
AGENDA

ITEM # 14

NEW BUSINESS

AUGUST 27, 2013

CONTRACT CONTINUATION APPROVAL:
LEADERSHIP GREATER HARTFORD

DR. KISHIMOTO

AMOUNT

MR. GENAO

$48,000

FUNDING SOURCE

GENERAL BUDGET

BACKGROUND

Leadership Greater Hartford (LGH) is a non-for-profit organization that will provide training and support to all of the School Governance Councils (SGC) in Hartford as needed. Having trained 75 School Governance Councils during the 2010-11, 2011-12 and 2012-13, Leadership Greater Hartford will provide 17 process coaches to school governance councils that have a new principal and/or will be involved in a search for a new principal during the 2013-14 school year. In addition, LGH will provide two small group interactive workshops to SGC parent chairs.

The process coaches will provide on-going team building and group process coaching for their individual SGC’s as they deem appropriate and will coach individual principals and parent chairs when such training and coaching is seen as appropriate and needed. Process coaches will identify training needs on SGC deliverables (budgets planning, school compacts, etc.) that may be provided to multiple SGCs in a more centralized approach. Ongoing training for principals will be provided via the principals’ coaches and supervisors to ensure participatory leadership in every school.

The effectiveness of the parent chair is key to the council’s successful group process. LGH will provide two interactive workshops on group leadership skills, conducting meetings, setting agendas, engaging members, etc. during one evening and one Saturday. Because some experienced parent chairs may not feel a need for training in some areas, participation in these workshops for them will be highly encouraged, but not mandated. New SGC chairs will be mandated to attend either the evening workshop or the one scheduled on a Saturday. On-going support for the parent chairs will be provided by the district’s liaison to the parent chairs and parents on the SGC via additional workshops, conference calls, visits to schools, creation of a web portal for SGC documents and literature, etc.

This is an extension of a contract for $12,000 that was executed for the months of July and August to provide two training sessions to the School Governance Councils.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Leadership Greater Hartford for the term delineated in the contract ending June 30, 2014, at a cost not to exceed $48,000.
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: Leadership Greater Hartford
Contact Person: Eduardo V. Genao
School/Department: Early Literacy and Parent Engagement
Amount of Contract: $48,000
Funding Source: General Budget

<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>48</td>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sole Source</td>
</tr>
</tbody>
</table>

Briefly describe the purpose of the contract:

To have Leadership Greater Hartford provide 17 process coaches to the schools that have new principals and/or SGC chairs and provide two workshops for Parent Chairs and principals on how to recruit and retain SGC member and how to run effective SGC meetings.

Please indicate the population to be served.

Parents, teachers, community members, and principals as members of the School Governance Councils

What are the expected outcomes and benefits to HPS students?

Effective School Governance Councils will assist the principal with the analysis of school data, creation of a School Accountability Plan to address identified needs, and adoption of a budget to support the effective implementation of the School Accountability Plan. These SGC actions will yield improved student academic outcomes.

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

Each year, SGC Parent Chairs and Principals, together with the Superintendent, report to the Board of Education during its June workshop meeting.

Form revised 2-2012
SOLE SOURCE DOCUMENTATION FORM

DATE: 8/20/2013

P.O. OR REQUISITION NUMBER: ___________

VENDOR: LEADERSHIP GREATER HARTFORD

TOTAL COST: $48,000

DEPARTMENT/DIV: EARLY LITERACY & PARENT ENGAGEMENT

REQUISITIONER: ___________

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

Provide training designed to engage teachers, parents, community members and school administrators in enhancing student achievement.

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:

X Other, please explain:

The Leadership Greater Hartford Contract is a continuation from FSY 2012 -2013. Leadership Greater Hartford has been training the School Governance Councils since 2009. Trainings to SGC members have been very effective in the past several years. We would like to continue to work with Leadership Greater Hartford in training our School Governance Councils.

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.

__________________________________________________________

(USE ADDITIONAL PAPER IF NECESSARY)

DEPARTMENT HEAD NAME, PRINTED: EUDARDO V GENAO

Department Head Signature: __________________________ Date: ___________
Contract For Professional Services
By And Between
The Hartford Board of Education
And
Leadership Greater Hartford

This Contract for Professional Services (the "Contract") is made and entered into by and between the HARTFORD BOARD OF EDUCATION, a municipal body and state agent established pursuant to Chapter IX, Section 1 of the Charter of the City of Hartford, Connecticut, having an address and place of business at 960 Main Street, 8th Floor, Hartford, CT 06103, acting herein by Dr. Christina M. Kishimoto, Superintendent, ("HBOE") and Leadership Greater Hartford, Training company, having an address and place of business at address (30 Laurel Street, Hartford, CT 06106), acting herein by Ted Carroll its President ("Contractor").

HBOE and the Contractor do mutually covenant and agree as follows:

1. Scope of Services:

Contractor shall perform those professional services and provide the related materials, all as specified in the Scope of Services set forth in Exhibit A attached hereto and made a part hereof (collectively, the "Services" or "Project").

2. Term:

The term of this Contract shall commence on the September 3, 2013 and end on June 30, 2014. (i.e. dates from September 3, 2013 to June 30, 2014), unless terminated earlier pursuant to Section 11 below (the "Term").

3. Compensation:

The total amount of compensation to be paid to Contractor by HBOE for Services provided by or on behalf of Contractor in accordance with this Contract shall not exceed Forty Eight Thousand ($48,000) Dollars (the "Contract Price"), which Contract Price shall be payable as set forth below. Contractor acknowledges and agrees that the Contract Price constitutes the full compensation to Contractor for the Services to be performed hereunder, and includes all costs and expenses to be incurred by or on behalf of Contractor in performing the Services.

Contractor shall submit numbered invoices monthly for Services rendered in accordance with this Contract. Such invoices shall include the following:

   a. Certification by the Contractor that the Services invoiced were provided;
   b. A description of the Services invoiced;
   c. A written progress report concerning provision of the Services if required by HBOE.
HBOE's obligation to make any payments for any Services rendered hereunder is expressly contingent upon Consultant having satisfactorily performed the same. Contractor agrees to meet with HBOE representatives to discuss the Contractor's performance of the Services, as HBOE deems necessary. HBOE reserves the right to delay payment, adjust payment or suspend or terminate this Contract in the event that Contractor's performance is not satisfactory or in compliance with the terms of this Contract. Payment will be made by HBOE for any Services provided in accordance with the terms hereof within thirty (30) days of its receipt of Contractor's invoice submitted in accordance with the terms of this Section 3.

4. Performance Standards:

Contractor shall perform all Services in a timely manner with professional skill and competence, and in accordance with: (i) generally accepted practices of, and pursuant to a standard of care exercised by, professionals providing similar services under like circumstances; (ii) all applicable laws, rules, regulations, orders and permits of any federal, state, or local governmental or quasi-governmental entity having jurisdiction over this Contract, including but not limited to those ordinances pertaining to affirmative action and the living wage; (iii) the terms and conditions of this Contract; and (iv) any and all directives or instructions provided or issued by HBOE.

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Contractor and HBOE agree that they will fully cooperate with one another in the development and implementation of a system for the continuous evaluation of the Services to be provided pursuant to this Contract. HBOE reserves the sole right to evaluate the Contractor's performance pursuant to this Contract, and Contractor agrees to comply with all performance evaluation determinations made by HBOE. Contractor further agrees to comply with all reasonable recommendations regarding Contractor's performance made by HBOE as a result of such evaluation; provided, however, that HBOE agrees to provide the Contractor with any and all reports and records related to such evaluation that can be provided under applicable law. Contractor agrees that its failure to comply with reasonable recommendations of HBOE pursuant to any such evaluation shall be considered a breach of this Contract and may result in termination of this Contract.

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Contractor agrees to abide by all applicable provisions of the Hartford Municipal Code, state law, and federal law regarding discrimination in employment in performing this Contract. Contractor shall not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, mental or physical disability, marital status or sexual preference. Contractor shall take affirmative action to ensure that applicants are employed, and that employees are treated, without regard to their race, color, religion, age, sex, national origin, mental or physical disability, marital status or sexual preference. Such action shall include, but not be limited to the following: employment; upgrading; demotion; transfer; recruitment; recruitment advertising; layoff; termination; rates of pay or other forms of compensation;
and selection for training and apprenticeship. Contractor shall incorporate or cause to be incorporated, the provisions of this clause in all subcontracts it enters into pursuant to this Contract.

7. Personnel:

It is expressly understood and agreed that this is a Contract for Services and is not a contract of employment, so that Contractor, its subcontractors and their respective employees, agents, contractors, suppliers and representatives shall not be entitled to any employment benefits such as vacation, sick leave, insurance, or workers' compensation or retirement benefits.

8. Indemnification:

The Contractor hereby agrees to defend, indemnify and hold harmless HBOE, the City of Hartford (the "City"), and their respective officers, agents and employees against all suits, claims or liabilities of every nature arising out of or as a consequence of the acts, omissions or negligence of Contractor, its subcontractors, and/or any of their respective employees, agents, contractors, suppliers, and/or representatives in performance of this Contract.

9. Insurance:

Contractor shall furnish the following insurance coverage within ten (10) days of Contractor's execution of this Contract. Such coverage shall remain in full force for the duration of the Term including all extensions thereof. All renewal certificates shall be furnished at least thirty (30) days prior to policy expiration.

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a) Commercial general liability insurance with a broad form endorsement including coverage for property damage as well as endorsements for contractual liability, independent contractors, premises operations, products and completed operations and personal injury coverage insuring against damages to persons and property including, but not limited to, loss of life with limits no less than $1,000,000 combined single limit per occurrence for bodily injury, personal injury, or property damage. If a general aggregate is used, the general aggregate shall apply separately to the project or the general aggregate limit shall be $2,000,000.
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d) If deemed necessary by the HBOE, Professional liability insurance shall be maintained with a limit of not less than $1,000,000 per claim. If written on a claim made basis, the retro date, if any, shall be prior to the effective date of the contract.

It is further agreed the amount of insurance required herein does not, in any way, limit the liability of the Contractor by virtue of its promise to hold the HBOE harmless so in the event any claims results in a settlement or judgment in any amount above the limits set in the above sections, the Contractor shall be liable to, or for the benefit of, the HBOE, for the excess.

Contractor and HBOE hereby expressly agree that the provision of such insurance in the amounts thereof do not in any way limit Contractor's obligation under Section 8 of this Contract.

10. Conflict of Interest:

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11.1 Events of Default
Any of the following occurrences or acts shall constitute an Event of Default under this Contract:

(i) Whenever Contractor shall do, or permit anything to be done, whether by action or inaction, contrary to any of the covenants, agreements, terms or provisions contained in this Contract which on the part or behalf of Contractor are to be kept or performed, and Contractor fails to correct any such breach within ten (10) days after Contractor's receipt of written notice of such breach from HBOE; or
(ii) If any determination shall have been made by competent authority such as, but not limited to, any federal, state or local government official, or a certified public accountant, that Contractor's management or any accounting for its funding, from whatever source, is improper, inadequate or illegal, as such management or accounting may relate to Contractor's performance of this Contract; or

(iii) whenever an involuntary petition shall be filed against Contractor under any bankruptcy or insolvency law or under the reorganization provisions of any law of like import, or a receiver of Contractor or of or for the property of Contractor shall be appointed without the acquiescence of Contractor, or whenever this Agreement or the unexpired balance of the term would, by operation of law or otherwise, except for this provision, devolve upon or pass to any person, firm or corporation other than Contractor or a corporation in which Contractor may be duly merged, converted or consolidated under statutory procedure, and such circumstance under this subparagraph shall continue and shall remain undischarged or unstayed for an aggregate period of sixty (60) days (whether or not consecutive) or shall not be remedied by Contractor within sixty (60) days; or

(iv) whenever Contractor shall make an assignment of the property of Contractor for the benefit of creditors or shall file a voluntary petition under any bankruptcy or insolvency law, or whenever any court of competent jurisdiction shall approve a petition filed by Contractor under the reorganization provisions of the United States Bankruptcy Code or under the provisions of any law of like import, or whenever a petition shall be filed by Contractor under the arrangement provisions of the United States Bankruptcy Code or under the provisions of any law of like import, or whenever Contractor shall desert or abandon the Project; or

(v) If any competent authority shall have determined that Contractor is in default of any federal, state or local tax obligation; or

(vi) Pursuant to Resolutions passed by the City's Court of Common Council on March 4, 1996 and January 13, 1997, if Contractor or any of its principals are in default of any tax or other financial obligations which are owed to the City. Default shall be considered to have occurred under this subsection when any payment required to be made to City is more than thirty (30) days past due.
11.2 **Election of Remedies**

If any Event of Default hereunder shall have occurred and be continuing, HBOE may elect to pursue any one or more of the following remedies, in any combination or sequence:

(i) Take such action as it deems necessary, including, without limitation, the temporary withholding or reduction of payment;

(ii) Suspend Project operation;

(iii) Require Contractor to correct or cure such default to the satisfaction of HBOE; and/or

(iv) Terminate this Contract for cause in accordance with Section 12 hereof.

The selection of any remedy shall not prevent or prohibit HBOE from pursuing any other remedy and shall not constitute a waiver by HBOE of any other right or remedy.

12. **Termination of Contract**

12.1 **Termination for Cause**

Upon the occurrence of any Event of Default, as set forth in Section 11.1 hereof, HBOE may terminate this Contract by giving five (5) days' written notice thereof to Contractor.

12.2 **Termination for Non-availability of Funds**

In the event HBOE shall not have funds available for the Project, HBOE may terminate this Contract following written notice thereof to Contractor.

12.3 **Termination at Will**

HBOE or Contractor may terminate this Contract at any time by giving thirty (30) days' prior written notice thereof to the other party.

12.4 **Payment upon Termination**

In the event this Agreement is terminated pursuant to Sections 12.2 or 12.3 above and unless Contractor is in default hereunder, HBOE shall make full payment to Contractor for all Services performed in accordance with this Contract up to and including the date of termination within sixty (60) days of such date of termination and presentation of Contractor's invoices therefore in accordance with Section 3 above.
13. Amendment:

This Contract may be amended or modified only by a writing duly executed by the parties to this Contract.

14. Subcontracts:

Contractor may subcontract a portion of the Services to be provided under this Contract with the prior written consent of HBOE; provided, however, that HBOE shall not be liable for the payment of any wages or other expenses to such subcontractors.

15. Disclaimer of Third Party Beneficiary:

Nothing contained in this Contract shall be deemed to confer upon any person any right as a third party beneficiary of this Contract. Nor shall Contractor, its employees, representatives, assigns, or subcontractors be deemed agents or employees of HBOE or the City.

16. Records:

Contractor agrees to establish and maintain fiscal control and accounting procedures to assure proper accounting for all funds paid by HBOE to Contractor pursuant to this Contract. Contractor further agrees to maintain all records and documents respecting this Contract and performance of this Contract until an audit acceptable to HBOE has been completed and all questions arising there from have been resolved, or until three (3) years after disbursement of the final payment under this Contract has been made, whichever occurs first.

All costs and expenditures incurred by the Contractor pursuant to this Contract shall be supported by properly executed payrolls, time records, invoices, vouchers, receipts, leases, or similar documentation. Contractor shall make available all records and documents relating in any way to performance of this Contract for examination by HBOE or its designee during normal business hours as often as deemed necessary by HBOE.

17. Reports and Records:

Contractor shall furnish HBOE with such reports and other information concerning the Services performed pursuant to this Contract as may be required by HBOE from time to time. All information, reports and other documents prepared by the Contractor in performance of this Contract shall be the sole and exclusive property of HBOE, and shall not be made available to any individual or organization without the prior written consent of HBOE.
18. Copyright:

No reports or other documents produced pursuant to this Contract shall be the subject of any copyright or other intellectual property right of Contractor.

19. Assignment:

Contractor shall not assign or transfer any interest in this Contract without the prior written consent of HBOE.

20. Severability:

If any provision of this Contract is held invalid, the remainder shall not be affected if such remainder would continue to conform to the terms of applicable law.

21. Governing Law:

This Contract shall be governed by and construed, interpreted and enforced in accordance with the laws of the State of Connecticut and the City's Municipal Code without regard or resort to conflict of laws principles.

22. Notices:

All notices, approvals, demands, requests, or other documents required or permitted under this Contract shall be deemed properly given if hand delivered or sent by express mail courier service or United States registered or certified mail, postage prepared, as follows:

To HBOE: Hartford Board of Education
960 Main Street
Hartford, CT 06103
Attn: Dr. Christina M. Kishimoto
Superintendent

To the Contractor: Leadership Greater Hartford
30 Laurel Street
Hartford, CT 06106
Attn: Ted Carroll, President

To Corporation Counsel:
550 Main Street
Room 210
Hartford, CT 06103

Revised 12/2011
23. Entire Agreement:

This Contract contains the entire understanding between the parties hereto and supersedes any and all prior understandings, negotiations, and agreements, whether written or oral, between them respecting the subject matter of this Contract.

24. Non-Waiver:

Any failure of HBOE or Contractor to insist upon strict compliance by the other with the terms of this Contract shall not be deemed a waiver of their respective rights under this Contract. Each party shall have the right to insist upon strict compliance with this Contract by the other, and neither party shall be relieved of any obligation to comply with this Contract, by reason of the failure of the other to comply with or otherwise enforce the provisions of this Agreement.

25. Security Checks:

Pursuant to HBOE Policy 4112.5, Contractor agrees that no employee of Contractor who will work directly with students is listed on any Sex Offender Registry.
IN WITNESS WHEREOF, HBOE and Contractor have executed this Contract as of the Commencement Date.

Witness


HARTFORD BOARD OF EDUCATION

By: Dr. Christina M. Kishimoto
Superintendent

Date: ______________

Leadership Greater Hartford

By: Ted Carroll
President

Date: ______________

Approved As to Form and Legality

Corporation Counsel

L. John Van Norden
Deputy Corporation Counsel

Date 8/5/13

Revised 12/2011
EXHIBIT A

SCOPE OF SERVICES
Training and Support of School Governance Councils in Hartford
2013-2014 Proposal

Leadership Greater Hartford, having partnered with the Hartford Public Schools since School Governance Councils were initiated in 2009, is pleased to propose the following services to provide continuing support to this ongoing program designed to engage teachers, parents, community members and school administrators in enhancing student achievement. In many ways, training and supporting Hartford’s School Governance Councils becomes more complex each year as each council is unique in its evolutionary progress toward becoming a collaborative, participatory decision making body. Stable, full membership continues to be a challenge for many councils, and each time there is a vacancy or a new member, the group process is impacted. The role of the principal and the way in which the principal interacts with the council continues to be a key factor in the group’s culture; and enhancing the skills and confidence of the parent chair is critical.

Drawing on evaluations of team building workshops, discussions held with process coaches via monthly conference calls, monthly group meetings, and on written group process reports completed by coaches, LGH offers the following observations and proposes the following strategies to support the councils’ development.

- **Council training in group dynamics, empowerment and member recruitment and retention is an ongoing need.** Individualized training and support for councils and council members will be needed. As noted above, each year the differences between and among councils escalates. Some individuals need training on the deliverables (budget, school improvement plans, compacts, etc.); others need refreshers. New members need effective on-boarding, and every council is now a new team that must learn to function cohesively.

We propose that coaches be assigned to all councils that have new principals this year, and to councils that will be involved in a principal search this year. **This proposal is based on providing coaches for 17 SGCs.**

Coaches will provide **ongoing team building and group process coaching** for their individual SGCs as they deem appropriate and will coach individual principals and parent chairs when such training and coaching is seen as appropriate and needed. Coaches will also serve as resources to the SGCs to assist them in addressing and completing the various deliverables prescribed in the SGC policy. Principals and parent chairs must understand that the coach is a resource being provided by the district office. LGH will assist in the design and presentation of the September 12 orientation for new principals and new parent chairs to ensure that the role of the coaches is understood and to support the concept of a leadership team comprised of the parent chair, the principal and the coach for each SGC.

- **The principal’s attitude toward and interaction with the council is key to successful group process.** Principals must practice and encourage the shared decision making the SGC policy dictates. **Coaches will provide mentoring and coaching** to support the principals in this transformation of their role.
• The effectiveness of the parent chair is key to the council’s successful group process. Parent chairs need ongoing training and support. Coaches will provide mentoring and coaching to support the parent chairs as they develop their skills and confidence.

• LGH proposes to conduct a workshop on September 28 on group leadership skills, including understanding the roles and responsibilities of the SGC, running effective meetings and team building strategies. All members of all SGCs will be invited to attend.

• LGH proposes to conduct a workshop on April 9 on member recruitment and the election process. All members of all SGCs will be invited to attend.

• LGH will serve as a resource to SGCs seeking to identify possible community members.

• LGH will provide on-going training and support for all SGC coaches in the form of networking meetings and conference calls to share experiences and identify concerns and best practices.

Project Staff:

The project manager will be Valerie Taylor, LGH Program Director for Consulting and Training. She will report directly to Dr. Doe Hentschel, Vice President of Leadership Greater Hartford. Ms. Taylor will be the liaison with HBOE, will have primary responsibility for training the coaches and will coordinate their work, and will coordinate the design and preparation of the workshops presented to the SGC members. She will also identify trainers and presenters for those workshops.

Coaches and trainers will be identified from the extensive LGH network of experienced, skilled facilitators and trainers. Many have served as SGC coaches in previous years.

Budget

The above services will be provided to 17 SGCs between September 1, 2013 and June 2014 for a fee of $48,000. Additional SGCs can be supported at the rate of $3600 per SGC.

Process coaching and team building $25,500

This includes process coaching and mentoring for principal, parent chair and members of SGC (each coach is compensated $1500 for the year, anticipating approximately 30-40 hours for each coach@ $50/hour). Coaches attend SGC workshops, attend meetings of the SGC and spend time prior to and following the meeting with the parent chair and principal, provide appropriate team building activities for members of the SGC, and participate in on-going, periodic meetings and trainings of coaches that are designed and prepared by LGH.
Coordination, communication, training and support  
$17,000

On-going training and support for all coaches by LGH, maintaining effective communication with the HBOE District Office, and serving as a resource to SGCs to identify candidates from the community to serve on the SGC. We estimate 12-15 days and normally bill such services at $1500/day.

Materials and supplies for coaches  
$500

Training workshops for SGC members on 9/28 and 4/9  
$2500 per workshop

This includes design, preparation and presentation of the workshops. This fee does not include food, child care, facilities and security costs, which must be provided by the district.
AGENDA

ITEM # 15

NEW BUSINESS

APPROVAL OF SCHOOL CONSTRUCTION PLANS AND ED042 SUBMITTAL LANGUAGE LABS, BURNS SCHOOL

AUGUST 27, 2013

DR. KISHIMOTO

DR. SLATER

BACKGROUND

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

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

- Burns Latino Studies Academy – State Project #064-0302 Phase 1 of 1 – Alterations

A cost estimate has been prepared and the scope is within budget. Project schedules call for such work to be bid and implemented during the early part of the 2013-14 school year, with construction work proceeding during non-school hours.

RECOMMENDATION

The Hartford Board of Education approves the final plans and authorizes the architects to submit the documents for the Language Lab alterations at the Burns Latino Studies Academy (State Project #064-0302), to the Bureau of School Facilities for their review and approval.

Attachment: ED042 Form
REQUEST FOR REVIEW OF FINAL PLANS

<table>
<thead>
<tr>
<th>DISTRICT NAME:</th>
<th>FACILITY NAME AND ADDRESS:</th>
<th>STATE PROJECT NUMBER:</th>
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<tr>
<td>Hartford Public Schools</td>
<td>Language Lab Alterations Burns Academy for Latino Studies</td>
<td>064-0302 A</td>
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</table>

Estimated date to begin construction: Jan. 2014  
Estimated date to complete construction: May 2014

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

Certification of Approval dates:

<table>
<thead>
<tr>
<th>Final Plans &amp; Prof. Costs estimate</th>
<th>Site Approval (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Board of Education</td>
<td>07/15/2013</td>
</tr>
<tr>
<td>School Building Committee</td>
<td>07/15/2013</td>
</tr>
</tbody>
</table>

We hereby certify that these final plans and project manual as prepared for bidding and dated 7/12/2013 and the professional costs estimate dated 7/12/2013 for this project have been reviewed and approved for this site on the dates shown above.

For the Town or Regional Board of Education:

Matthew K. Poland  
Chairperson's Name (Type or print)  
Signature  
Date

For the School Building Committee:

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

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

Project Architect/Engineer Firm:

JCJ Architecture  
Firm Name (Type or print)  (860) 247-9226  
Telephone

I hereby: (check one)

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

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

Dr. Christina H. Kishimoto  
Superintendent's Name (Type or print)  Signature  Date

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

ITEM # 16

Regular Meeting – May 21, 2013 Draft Minutes

Pursuant to notice filed with the Secretary of the State, the Hartford Board of Education (hereinafter "Board") met on Wednesday, May 1, 2013. The meeting was held at Noah Webster MicroSociety Magnet School, 5 Cone Street, Hartford, Connecticut 06105.

I. Call to Order

Ms. Hudson called the meeting to order at 5:56 p.m.

<table>
<thead>
<tr>
<th>Present:</th>
<th>Absent:</th>
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</thead>
<tbody>
<tr>
<td>Lori Hudson, Vice-Chair</td>
<td>Matthew Poland, Chair</td>
</tr>
<tr>
<td>Cherita McIntyre, Second Vice-Chair</td>
<td>Honorable Mayor Pedro Segarra</td>
</tr>
<tr>
<td>Robert Cotto, Jr., Secretary</td>
<td>Luis Rodríguez-Dávila</td>
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<tr>
<td>Elizabeth Brad Noel</td>
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<td>Richard Wareing</td>
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<td>Jose Colon-Rivas</td>
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<td>Superintendent Christina Kishimoto</td>
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</tbody>
</table>

II. Public Participation

1. Lactisha Garay, SGC Parent co-chair at Milner, spoke in support of the appointment of Ms. Lott to the principal position for the school.

2. Elizabeth Nieves, SGC parent, commended the fuse of Milner and Jumoke.

3. Alex Campbell, Parent, raised concerns for the departure of Say Yes to Education funding from Global Communications Academy. He urged communication with parents.

   Dr. Kishimoto stated that Global Communication parents, the principal and administration met with a representative of Say Yes to Education. It was very important for the foundation to see and hear the response from the school community. She stated that she has communicated with the foundation seeking for their agreement to continue the partnership with Hartford. There is a general agreement that a conversation will take place to see if there is willingness to reconsider the partnership.

4. John Harris, Global Communications parent, advised that regardless of whether the partnership with Say Yes ends, the promises made to parents and students should continue. Parents should ensure that the school and the administration lives up to the commitment made to students.

5. Mayra Esquillín, Global Communications Academy parent, raised concerns for the lack of communication with parents regarding the partnership with Say Yes to Education. She stated that the administration knew about this decision since January. Parents should have been informed in order to make other decisions. It has not been an easy five years for Global students. The school has undergone several issues such as changing principals, moving from one site to another, and sharing space with another school. Ms. Esquillín urged the administration to contact Say Yes to Education to keep the partnership and keep the promise.

6. Remila Triumph, parent, raised concerns regarding Say Yes to Education leaving Hartford. She raised concerns for keeping the current leadership of the schools and the lack of communication.
Dr. Kishimoto clarified comments made earlier. She stated that conversations about this decision started in December but a decision was made in February. Both the Say Yes foundation and the Superintendent agreed to jointly release the information. Both parties needed to decide when the information was going to be released. Dr. Kishimoto was not allowed to release any information prior to when it was released.

7. Joe Gonzales, parent, raised concerns for the ending of the partnership with Say Yes to Education. He also raised concerns for the low performing schools in Hartford and the lack of parental engagement. He stated that the current system is not working.

8. Apolinario Rosario, parent, raised concerns for the moving of the Adult Education program to a different location. He also stated that the District may be planning on reducing the services offered to adult education students.

Dr. Kishimoto stated that one of the concerns regarding the adult education services is that there are more needs in the City that Hartford is currently meeting; in terms of adult learners for the various areas including technical programs. The proposal is to look at how the services can be provided through a collective City-wide partnership to ensure that great programing can be provided for adult learners. There is no interest on undoing adult education or reducing the services.

9. Merline Clarke, HPS social worker, raised concerns for the ending of the partnership with Say Yes. She stated that the administration did not work hard enough to keep the partnership and maintain the promises made. She also raised concerns for the moving of Global and sharing the space with the Police Department. She stated that adults were given the priorities.

10. Kimberly Stone-Keaton, principal at Global, spoke regarding the ending of the partnership with Say Yes to Education. She spoke regarding the IB academic curriculum and the excellent academic opportunity given to the students. She stated that students visited all 4-year colleges in the State and a few in Massachusetts and New York. Students have completed college applications and know how to communicate with college staff, and know the questions to ask. She asked that the school system continues the support to the school design.

11. Samariya Smith, member of Global SGC, raised concerns regarding the ending of the partnership with Say Yes to Education Foundation. She asked that the school maintains the relationship with Say Yes. She also raised concerns for the communication and how this issue was informed to parents. She urged improving the communication with parents.

12. Monique Jemison, Parent Co-Chair at Global, raised concerns about the ending of the partnership with Say Yes.

13. LaShawn Robinson, parent, spoke regarding the Parent University Academy. She commended the training available to parents through the Parent University. She also commended the partnership with Achievement First.

14. Troy C. Moore, Global parent, spoke regarding the partnership with Say Yes. He asked the Board to reconsider the decision to end the partnership with Say Yes.
15. Rosalynn Santana, parent, spoke on behalf of students at Global. She raised concerns for the ending of the partnership with Say Yes. She asked that parents are given an explanation regarding sharing a building when the school was promised a new building.

Dr. Kishimoto stated that the students who are currently enrolled in Kindergarten through 9 grade, are guaranteed the Say Yes Scholarship.

16. Carl Hardrick, Achievement First parent, spoke in support of the opening of a new Achievement First School.

17. Michael Gready, Tavoir Buchanan and J'naï Consins, Achievement First student, spoke in support of the expansion of Achievement First for 2014. They commended the program and the curriculum.

18. Josephine Pittman, parent, spoke in support of the creation of a new Achievement First School. She commended the school and the program. She also spoke in support of Charter Schools. She asked the Board to keep the promise to deliver great schools.

19. Mr. Ortiz, parent of an Achievement First student, stated that his son did not speak English when the family moved from Puerto Rico. His son speaks English now after enrolling in Achievement First. He spoke in support of the opening of more schools.

20. Lorraine Lee, resident, spoke in support of the parents at Global and urged the Board to find the funds to support the theme of the school.

21. Jason Aljoe, Global Communications student, spoke regarding the elimination of the Say Yes partnership. He stated that the foundation of the school is Say Yes. He stated that students were not only promised a scholarship, but also the advice from the organization.

22. Alexis Tosado, Global Communications student, raised concerns for the ending of the partnership with Say Yes. She shared her successful experience with the program.

23. Mirta Luyando, raised concerns regarding the partnership with Say Yes. She spoke on behalf of the program and the supports that are available to the students.

24. Garrian Miller, Global Communications student, raised concerns for the dissolution of the partnership with Say Yes. He stated that taking away that opportunity from the students will be very damaging for their future. He stated that Say Yes encouraged him and his peers to apply for college and pursue college education.

25. Destiny Lawson, Student, raised concerns for the ending of the partnership with Say Yes. She asked that the decision to end the partnership is reconsidered.

26. LaCoy Brown, student, raised concerns for the ending of the partnership with Say Yes.

27. Milly Arcniesgas, parent, spoke regarding the Parent University. She also spoke about the definition of parent engagement. She stated that parent engagement is needed to sustain the reform; parents and students should have a buy in the schools and they all should have access to equal education. All students, not only Global students, should have access to a college scholarship. She raised concerns for the sustainability of the Hartford Promise since the promise made to parents regarding the Say Yes was broken.
Ms. Arciniegas also raised concerns regarding moving the HALO program to the Hartford Public library. She stated that parents need to be part of the process and should be involved in the decision.

28. Wendy Grady, parent spoke in support of the creation of a new Achievement First school.

29. Alyssa Petterson, resident, spoke regarding the dissolution of the partnership with Say Yes. She recommended seeking the funding from the Hartford Foundation to support the program. Ms. Petterson requested information regarding the Public Safety Academy. She has submitted a FOI request.

30. Butch Lewis, Regina Roundtree, Cynthia Hicks, Leon Brown RJio Winch and Ines Pagan, raised concerns regarding budget cuts for Milner-Jumoke. They also spoke in support of the partnership of the program. They raised concerns for cutting funding for health education for the students.

31. Henry L. Milner. Truth Foundation, expressed his support for the children and promised to support their petitions. He stated that the Board and administration should be accountable for the consequences of their decisions. He raised concerns for the dissolution of the partnership with Say Yes.

Dr. Kishimoto referred to the comments regarding reducing funding for Milner. She explained that the Milner school receives funding from three different sources: the SBB which is from the District, the community schools wrap around services which is the community fundraising and the grant from the State Department of Education. The district needs to focus on the $1.5 that was guaranteed from the State Department. She stated that going to the State Legislature would be very helpful in ensuring that the State continues the funding level.

32. Michael Downes, president of the Hartford Federation for Substitute Teachers, spoke regarding the labor management contract that the union has will be coming to an end at the end of June. He recommended avoiding some of the controversial items such reduction of pay or reduction of health benefits. He also spoke regarding the Say Yes partnership and recommended maintaining the support for the program.

33. Jackee Bryant, resident spoke in support of the Milner-Jumoke school. She requested that the Board continues to support the school with adequate funding.

34. Andrea Johnson, HFT president, raised concerns for the appointment of Mr. Heredia to the principal position for America's Choice at SAND. She stated that some of the areas of concern are evaluation of the teachers.

Dr. Kishimoto asked for advised regarding speaking publicly about the performance of any employee regardless of its union. She asked whether it is appropriate and fair.

Mr. Wareing stated that Ms. Johnson's comments are a matter of public information.

Ms. Johnson asked the Board to reconsider the decision to appoint Mr. Heredia to the principal position.

35. Sedric Veazey, resident and former HPS teacher, stated his desire to return to work for the District. He stated that he left Hartford and received an offer to work for New Haven. He left due to a discrimination issue with a principal.
36. Steve Colangow, resident, raised concerns regarding the report on suspension rates at Achievement First in Hartford.

37. Paul Holzer, Achieve Hartford Executive Director, spoke regarding reform, identifying what works for Hartford, and expanding those options. He spoke in support of the expansion of Achievement First. He stated that the organization is going in the right direction. There are hundreds of parents who are in support of the model. He stated that parents do not care whether the schools are charters, magnet, etc. They care about the quality of the school.

38. Damaris De Leon, parent, spoke regarding magnet schools and sibling preference. Ms. De Leon has a child enrolled at Mary Hooker. She has applied for her second child for three consecutive years but she only makes the waiting list.

39. Dorothy Echevarria, resident, spoke regarding a position that was offered to her for Naylor School’s cafeteria. She never got the position. She was a volunteer for the school cafeteria.

III. Reports

1. Report of the Chair

2. Report of the Superintendent

   o **Administrator Development and Evaluation Model**

   The Administrator Evaluation Committee, comprised of fifteen administrators including Hartford Principals’ and Supervisors’ Association (HPSA) leadership, developed the Hartford Public Schools’ Administrator Development and Evaluation Handbook 2013 – 2104. The Administrator Evaluation Committee endorses the Hartford Public Schools’ implementation of the following administrator development and evaluation model for the 2013 – 2014 school year. The model is aligned with CT State Department of Education requirements.

   Two Major Focus Areas: Administrator Practice & Student Outcomes

   Points of Emphasis:

   ➢ Final administrator development and evaluation handbook will be submitted to the CT State Department of Education, June 2013.
   ➢ All school-based administrators will participate in the new model for the 2013 – 2014 school year.
   ➢ All central office administrators will participate in the new model for the 2014 – 2015 school year.
   ➢ All administrators will be oriented to the new model through two professional learning sessions occurring in June and August 2013.

   o **TEACHER Development & Evaluation Model**

   The Identifying Instructional Excellence (IIE) Committee, comprised of twenty teachers and administrators including Hartford Federation of Teachers (HFT) leadership, developed the Hartford Public Schools’ Teacher Development and Evaluation Handbook 2013 – 2104. The IIE Committee endorses the Hartford Public Schools’ implementation of the following teacher development and evaluation model for the 2013 – 2014 school year. The model is aligned with CT State Department of Education requirements.
Two Major Focus Areas: Teacher Practice & Student Outcomes

Points of Emphasis:
- Final teacher development and evaluation handbook will be submitted to the CT State Department of Education, June 2013.
- All classroom teachers will participate in 100% of the new model.
- All non-classroom teachers (e.g. school counselors, literacy coaches) will participate in the Observation of Teacher Performance (40%) section of the new model for the 2013 – 2014 school year with full model participation occurring in 2014 – 2015.
- All teachers will be oriented to the new model through two professional learning sessions occurring in June and August 2013.

IV. Business Agenda

A. Items in Order of Importance

1. School Administrative Appointments (Supt. et al)

Mr. Wareing moved; Ms. Hudson seconded that the Hartford Board of Education approves the Superintendent’s recommendation to appoint the following individuals to the positions indicated:

a. Gerardo Heredia to the position of Principal, America’s Choice at S.A.N.D. School, effective May 22, 2013.
b. Julie Goldstein to the position of Principal, Breakthrough Magnet School, effective July 1, 2013.
c. Karen N. Lott to the position of Principal, Thirman L. Milner School/Jumoke Academy, effective July 1, 2013.
e. David Goldblum to the position of Principal, Pathways Academy of Technology and Design, effective July 1, 2013.

Mr. Colon-Rivas made a motion to postpone the appointment of Mr. Heredia until the next regular meeting. Mr. Wareing seconded.

VOTE
In favor: Colon-Rivas, Cotto, Hudson, Noel, Wareing
Opposed: 0
Abstained: 0
Absent McIntyre, Poland, Mayor Segarra, Rodriguez-Davila

The motion to postpone Mr. Heredia’s appointment passed unanimously by voice vote.

Ms. Noel made a motion to vote on the appointments individually. Mr. Wareing seconded.

VOTE
In favor: Colon-Rivas, Cotto, Hudson, Noel, Wareing
Opposed: 0
Abstained: 0
Absent McIntyre, Poland, Mayor Segarra, Rodriguez-Davila
The motion passed unanimously by voice vote.

b. Ms. Hudson moved; Mr. Wareing seconded, that the Hartford Board of Education approves the Superintendent's recommendation to appoint Julie Goldstein to the position of Principal, Breakthrough Magnet School, effective July 1, 2013.

VOTE
In favor: Colon-Rivas, Cotto, Hudson, Noel, Wareing
Opposed: 0
Abstained: 0
Absent: McIntye, Poland, Mayor Segarra, Rodriguez-Davila

The motion passed unanimously by voice vote.

c. Ms. Noel moved; Mr. Colon-Rivas seconded, that the Hartford Board of Education approves the Superintendent's recommendation to appoint Karen N. Lott to the position of Principal, Thirman L. Milner School/Jumoke Academy, effective July 1, 2013.

VOTE
In favor: Colon-Rivas, Cotto, Hudson, Noel, Wareing
Opposed: 0
Abstained: 0
Absent: McIntye, Poland, Mayor Segarra, Rodriguez-Davila

The motion passed unanimously by voice vote.

d. Mr. Wareing moved; Mr. Colon-Rivas seconded, that the Hartford Board of Education approves the Superintendent's recommendation to appoint Jay Mihalko to the position of Principal, Noah Webster MicroSociety Magnet School, effective May 22, 2013.

VOTE
In favor: Colon-Rivas, Cotto, Hudson, Noel, Wareing
Opposed: 0
Abstained: 0
Absent: McIntye, Poland, Mayor Segarra, Rodriguez-Davila

The motion passed unanimously by voice vote.

e. Mr. Wareing moved; Ms. Hudson seconded, that the Hartford Board of Education approves the Superintendent's recommendation to appoint David Goldblum to the position of Principal, Pathways Academy of Technology and Design, effective July 1, 2013.

VOTE
In favor: Colon-Rivas, Cotto, Hudson, Noel, Wareing
Opposed: 0
Abstained: 0
Absent: McIntye, Poland, Mayor Segarra, Rodriguez-Davila

The motion passed unanimously by voice vote.
All candidates thanked the Board for the opportunity given to lead the schools.

2. Administrative Appointments (Supt. et al)

Ms. Noel made a motion; Mr. Wareing seconded, that the Hartford Board of Education approves the Superintendent’s recommendation to appoint the following individuals to the positions indicated:

a. Catherine Carbone, Portfolio Director, effective July 1, 2013.
b. Jonathan Swan to the position of Deputy Chief Portfolio Officer, effective July 1, 2013.

These positions were created and budgeted a year ago. The appointment for these positions was put on hold until the leadership was identified.

VOTE
In favor: Colon-Rivas, Cotto, Hudson, Noel, Wareing
Opposed: 0
Abstained: 0
Absent: McIntyre, Poland, Mayor Segarra, Rodriguez-Davila

The motion passed unanimously by voice vote.

3. Acceptance of Funds and Approval of Memorandum of Understanding: Nellie Mae Education Foundation $450,000 (Supt et al.)

Hartford Public Schools was selected to receive a grant of $450,000 to research, plan and pilot ways to increase student achievement through intensive, personalized, blended learning experiences at the high school level. The MOU, a requirement of the Nellie Mae Education Foundation, is a summary of the project the district submitted in its grant proposal and outlines the key activities, outcomes and measures, as well as roles and responsibilities and payment schedules.

Mr. Wareing moved; Mr. Colon-Rivas seconded, that the Hartford Board of Education authorizes the Superintendent to enter into a Memorandum of Understanding with the Nellie Mae Education Foundation and to accept funds in the amount of $450,000 to be used over an 18 month period from May 22, 2013 through November 30, 2014.

VOTE
In favor: Colon-Rivas, Hudson, Noel, Wareing
Opposed: Cotto
Abstained: 0
Absent: McIntyre, Poland, Mayor Segarra, Rodriguez-Davila

The motion passed by voice vote.

4. Contract Approval: IEP Direct/ Centris Group $358,522 / 3 years (Supt et al.)

Hartford Public Schools seeks to replace its current Special Education Management System with a system compatible with other district’s management systems in Connecticut. IEP Direct, Centris Group, will provide comprehensive web-based Special Education software solution to: share student data in real-time with partner school districts, outplacements and
RESCs; generate program information and accountability reports district-wide; produce all Connecticut State Special Education reports and SEDAC data; track compliance timelines; stay current with changes to Connecticut State Special Education requirements with instantaneous program updates; and support data-driven management.

Mr. Wareing moved; Mr. Cotto seconded, that the Hartford Board of Education authorizes the Superintendent to execute a contract with Centris Group, for the term delineated in the contract ending May 21, 2016, for an amount not to exceed $203,724 FY 2013-14, $77,399 FY 2014-15 and $77,399 FY 2015-16.

VOTE
In favor: Colon-Rivas, Cotto, Hudson, Noel, Wareing
Opposed: 0
Abstained: 0
Absent: McIntye, Poland, Mayor Segarra, Rodriguez-Davila

The motion passed unanimously by voice vote.

5. First Reading: Policy No. 6146 – Grading (Mr. Poland, Ms. Hudson, Dr. McIntye)

The Hartford Board of Education accepts the first reading of the revised Policy on Grading.

Ms. Noel stated that the policy was presented to the Policy Committee at a meeting were only two Board members attended. Concerns were raised and the committee decided to postpone the first reading. Ms. Noel recommended moving the item back to the committee and inviting all Board members to attend rather than moving forward with the first reading.

Ms. Hudson stated that three Board officers recommended moving forward with the first reading due to timing and having a first reading to allow discussion.

Mr. Cotto explained that committee members have concerns regarding the policy that he prepared an alternative draft of the policy which was not taken into account. The request to update this policy dates back to 2011.

Mr. Cotto made a motion to refer the revised policy back to the Policy Committee; Ms. Noel seconded the motion.

Dr. Colon-Rivas expressed his support for referring the policy back to the committee.

VOTE
In favor: Colon-Rivas, Cotto, Hudson, Noel, Wareing
Opposed: 0
Abstained: 0
Absent: McIntye, Poland, Mayor Segarra, Rodriguez-Davila

The motion passed unanimously by voice vote.

6. First Reading: Policy No. 5114 – Attendance (Policy Committee)

The Hartford Board of Education accepts the first reading of the revised Policy on Attendance.
No vote was needed at this time.

7. First Reading: Policy No. 1531 – District Accreditation (Policy Committee)

The Hartford Board of Education accepts the first reading of the revised Policy on District Accreditation.

The Policy Committee reviewed the policy due to concerns raised by parents around school accreditation. Board members expressed their support for having the schools accredited.

All schools were accredited in 2002. A request was made to learn about the current status of accreditation for all schools. Having all schools accredited may have financial implications.

No vote was needed at this time.

8. First Reading: Policy No. 3140 Transfer of Funds between Categories – Amendments (Finance and Audit Committee)

The Hartford Board of Education accepts the first reading of the revised Policy on Transfer of Funds between Categories-Amendments – Appropriations Transfers.

Revisions to this policy were made to address recommendations made by the auditors. The finance committee reviewed the policy and presented the draft to the Policy Committee.

No vote was needed at this time.

9. First Reading: School Design Specifications for Maria Sanchez Expeditionary Learning Academy (Supt et al.)

The Hartford Board of Education accepts the first reading of the design specifications for Maria Sanchez Expeditionary Learning Academy.

A copy of the presentation can be located in the official file for this meeting.

No vote is needed at this time.

10. First Reading: New School Design Specifications for Achievement First Hartford Academy II (Supt et al.)

The Hartford Board of Education accepts the first reading of the new design specifications for Achievement First Hartford Academy II.

Board members raised concerns regarding a report released by the State Department about school suspensions which showed high numbers for Achievement First.

Achievement First (AF) is taking action regarding suspensions and will present a plan to the Board at a later time. AF staff reported that schools are required to report suspensions that are over 1.5 hours. All suspensions whether they are inside or outside are taken into account. 80% of suspensions are coming from 10 students. These students need support. They are not being expelled. AF is committed to support those students. Part of the message is that
students understand that there are behaviors that will not be tolerated in the school. 88% of the students return to their classrooms after 3 hours.

Board members also advised more parental involvement and creating a more welcoming environment for parents.

No vote was needed at this time.

Mr. Wareing made a motion to change the order of the agenda to move the consent agenda before the executive session. Dr. Colon-Rivas seconded.

VOTE
In favor: Colon-Rivas, Cotto, Hudson, Noel, Wareing
Opposed: 0
Abstained: 0
Absent: McIntyre, Poland, Mayor Segarra, Rodriguez-Davila

The motion passed unanimously by voice vote.

B. Consent Agenda

Mr. Wareing made a motion to move all items as listed under the consent agenda. Dr. Colon-Rivas seconded.

13. Acting Administrative Appointment (Supt. et al)

The Hartford Board of Education approves the Superintendent's recommendation to appoint Carolyn Potoff to the position of Acting Principal, Montessori II Magnet School; effective July 1, 2013.

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

The Hartford Board of Education accepts the second reading and adopts the revised Policy No. 4111.1 (4211.1) on Affirmative Action: Equal Employment Opportunity; Policy No. 4118.1 (4218.1) on Nondiscrimination; Policy No. 4118.3 (4218.3) on Harassment; Policy No. 5000 on Concepts and Roles in Students Policies; Policy No. 5162 on Nondiscrimination and Policy No. 5163(a) on Harassment.

15. Contract Approval: CBS Therapy $70,000 (Supt et al.)

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, 2013, at a cost not to exceed $70,000.

16. Reauthorization of Healthy Food Certification Statement (Supt. et al)

The Hartford Board of Education adopts the Healthy Foods and Beverages in Hartford Public Schools Policy and submits the Healthy Food Certification Statement for 2013-2014 stating "will meet said standards during the period of July 1, 2013 – June 30, 2014'.

17. Approval of School Construction Plans and ED042 Submittal for West Middle School (Supt et al.)
The Hartford Board of Education approves the final plans and authorizes the architect to submit the documents for the Abatement and Demolition phase of work for the West Middle School project, to the Bureau of School Facilities for their review and approval.

18. Approval of Educational Specifications for Fire Sprinklers at Clark and Simpson-Waverly Schools (Supt. et al.)

The Hartford Board of Education accepts and approves the Educational Specifications for the installation of fire sprinklers at John C. Clark and Frank T. Simpson-Waverly Schools, and authorizes submission of the documents to the Bureau of School Facilities for purposes of securing a construction grant.

19. Approval of the minutes of the regular meeting held on February 19, 2013 (The Board)

20. Approval of the minutes of the regular meeting held on January 15, 2013 (The Board)

VOTE
In favor: Colon-Rivas, Cotto, Hudson, Noel, Wareing
Opposed: 0
Abstained: 0
Absent: McIntyre, Poland, Mayor Segarra, Rodriguez-Davila

The motion passed unanimously by voice vote.

C. Executive Session

Ms. Hudson made a motion to enter into Executive Session to discuss Collective Bargaining. Mr. Wareing seconded.

VOTE
In favor: Colon-Rivas, Cotto, Hudson, Noel, Wareing
Opposed: 0
Abstained: 0
Absent: McIntyre, Poland, Mayor Segarra, Rodriguez-Davila

The motion passed unanimously by voice vote.

The Board entered into Executive Session at 10:30 p.m.

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<tr>
<th>Present:</th>
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<tr>
<td>Lori Hudson, Vice-Chair</td>
<td>Matthew Poland, Chair</td>
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<td>Robert Cotto, Jr., Secretary</td>
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<td>Richard Wareing</td>
<td>Luis Rodriguez-Dávila</td>
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<td>Jose Colon-Rivas</td>
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Superintendent Christina Kishimoto

The executive session adjourned at 10:48 p.m.

Mr. Wareing made a motion to combine items No. 11 and 12. Ms. Hudson seconded.
VOTE
In favor: Colon-Rivas, Cotto, Hudson, Noel, Wareing
Opposed: Ø
Abstained: Ø
Absent: McIntye, Poland, Mayor Segarra, Rodriguez-Davila

The motion passed unanimously by voice vote.

Mr. Wareing made a motion to move items No. 11 and 12. Ms. Hudson seconded.


The Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Federation of Child Development Associates, Local 1018 F, AFT, AFL-CIO. The parties reached a tentative agreement on April 2, 2013, and the membership of the bargaining unit ratified the tentative agreement on May 2, 2013.


The Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Federation of Paraprofessionals, Local 2221, AFT, AFL-CIO. The parties reached a tentative agreement on April 10, 2013, and the membership of the bargaining unit ratified the tentative agreement on April 25, 2013.

VOTE
In favor: Colon-Rivas, Cotto, Hudson, Noel, Wareing
Opposed: Ø
Abstained: Ø
Absent: McIntye, Poland, Mayor Segarra, Rodriguez-Davila

The motion passed unanimously by voice vote.

V. Adjournment

The meeting adjourned at 10:53 p.m.
AGENDA

ITEM # 17

Special Meeting – May 1, 2013

Pursuant to notice filed with the Secretary of the State, the Hartford Board of Education (hereinafter “Board”) met on Wednesday, May 1, 2013. The meeting was held at McDonough Expeditionary Learning Academy, 111 Hillside Avenue, Hartford, Connecticut 06106.

I. Call to Order

Mr. Poland called the meeting to order at 5:58 p.m.

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<tr>
<td>Matthew Poland, Chair</td>
<td>Luis Rodríguez-Dávila</td>
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<td>Richard Wareing</td>
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<td>Superintendent Chrisiina Kishimoto</td>
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II. Business Agenda

1. Resolution: Adoption of the 2013-2014 General Budget - $284,008,187 (Finance & Audit Committee)

The Connecticut General Statutes (CGS 10-222) requires that the appropriations for the General Operating Funds of the School District be approved by the Board of Education.

Mr. Poland moved, Mr. Wareing seconded; that the Hartford Board of Education adopts the FY 2013-14 General Budget in the amount of $284,008,187, effective July 1, 2013.

Ms. Noel requested a list with the names of people for the schools that are meeting OSI and who are receiving performance pay.

Dr. Kishimoto stated the performance pay is based on contracts. The budget in front of the Board is for the 2013-14 and the amount allocated for OSI performance pay is a projection based on performance growth from the previous year. The results for 2012-13 will be available during the summer.

Ms. Noel asked regarding the reduction on the budget for Milner-Jumoke Academy while the enrollment projection is higher.
Ms. Altieri explained that the school will have $1.7 million less for 2013-14. There are some funs that are sun-setting at the end of 2012-13. The one time fund that came from the State for technology and construction are coming to an end.

Ms. Noel asked if the budget will have adjustments due to student enrollment.

Ms. Altieri stated that this is part of SBB adjustment that is done every year. Enrollment per grade is examined and also the needs of the students whether they have special needs or ELL services, etc. The budget is adjusted upward or downward based on the school needs and is done with minimal disruption. The process is reviewed with each School Governance Council and principal for each and every school.

Ms. Noel asked if the college and career specialists are certified. She asked whether this was an opportunity to appoint someone who does not have certification for a lower salary.

Dr. Kishimoto stated that this is an opportunity to hire someone who can roll out multiple programming elements at the middle school level; there is the Hartford Promise work, the school choice, the course advancing work, etc. There are multiple aspects where it that may be better to have a college career specialist rather than a guidance counselor.

Ms. Dinnall oversees all guidance and college and career advising work. Ms. Dinnall also works with the schools to help them look at their needs ensuring that they have the appropriate staff providing services to the students.

Ms. Noel also requested the organizational charts for central office with the names of cabinet members listed.

Mr. Cotto stated that the finance team has been making things work in a difficult funding situation for a number of years. He stated that some parts of the budget are transparent and some parts are not. He stated that schools get the money and are told that that is the money they can spend, but in reality that is not the amount of money that they spend in the schools. He stated that that is the result of Choice. Other districts as West Hartford do not have choice and only have one budget.

Dr. Kishimoto stated that one of the actions that the Board took prior to adopting the Student Based Budgeting (SBB) process, was to look at the process of what it takes to run a school and matching that with SBB. The SBB was a philosophical approach of money following the child and at the same time turning the funding model upside down and putting the majority of the funds into schools. This was done by decreasing central office substantially by 160 positions in order to get to the point where 80% of the funds are in the schools. This is the second or third year where 80% of funds are in the schools. The challenge is, as the difficult fiscal situation continues in the City and in the State, to continue ensuring that 80% of the funds will remain in the schools.
Mr. Poland stated that the issues raised earlier could lead to an impression that there is something that is not quite appropriate in the way that we are funding the schools. He recommended that the financial committee work with the finance team to develop a tutorial about how we operate individual schools.

Mr. Wareing stated that the Finance Committee will address the concerns regarding the SBB. Salaries and actual expenditures school-by-school will be examined with data including a couple of years back to check if there are disparities.

Mr. Wareing also addressed Mr. Cotto's comment regarding West Hartford having one centralized budget. He advised not to idealize other budget systems that may not work for Hartford. Going back to an old budget system may not be the most ideal move. He stated that the SBB system may not be perfect, but it is currently working in extremely difficult circumstances. He expressed his support for the budget as presented.

Mr. Poland stated that the Finance Committee will take on the task of reviewing the SBB process to learn whether there are systemic problems that can be fixed, or whether there are no disparities that can prove that the system works reasonably. He also stated that the SBB is a model of shared management of leadership of the budget.

VOTE
In favor: Hudson, McIntye, Noel, Poland, Mayor Segarra, Wareing
Opposed: Cotto
Abstained: 0
Absent: Colon-Rivas, Rodriguez-Davila

The motion passed by voice vote.

2. Resolution: Adoption of the 2013-2014 Recommended Special Funds Budget - $130,562,648 (Finance & Audit Committee)

The Connecticut General Statutes (CGS 10-222) requires that the appropriations for the General Operating Funds of the School District be approved by the Board of Education.

Mayor Segarra moved, Mr. Wareing seconded; that the Hartford Board of Education adopts the FY 2013-14 Special Funds Budget in the amount of $130,562,648, effective July 1, 2013.

VOTE
In favor: Hudson, McIntye, Noel, Poland, Mayor Segarra, Wareing
Opposed: Cotto
Abstained: 0
Absent: Colon-Rivas, Rodriguez-Davila
The motion passed by voice vote.

III. Adjournment

The meeting adjourned at 6:30 p.m.
AGENDA

ITEM # 18

Public Hearing – April 16, 2013 Draft Minutes

Pursuant to notice filed with the Secretary of the State, the Hartford Board of Education (hereinafter “Board”) met on Tuesday, April 16, 2013. The meeting was held at R.J. Kinsella Magnet Schools of Performing Arts, 65 Van Block Avenue, Hartford, Connecticut 06103.

I. Call to Order

Mr. Poland called the meeting to order at 5:45 p.m.

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<td>Superintendent Christina Kishimoto</td>
<td>Jose Colon-Rivas</td>
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II. Overview of Budget

Dr. Kishimoto provided an overview of the proposed 2013-14 budget. A copy of the presentation can be found in the official file for this meeting.

The budget presented continues to allocate 80% of all general budget revenue to the schools. 5% of the funds are allocated to Central Office; 15% are for centralized services such as special education transportation and buildings and grounds. Central Office and Centralized services make 20% of the budget.

The Budget also incorporates $4.4 million of targeted alliance district funds that is part of the reform grant proposed by the governor. The proposed budget reflects general budget funds of $284 million flat from the 2012-13 school year, and a special funds budget of $130.6 million. The special funds reflect decreases on all Federal grants and most State grants; also includes a $9.2 million increase of targeted and time-limited Alliance District funds.

Priorities are focused on the Strategic Operating Plan and the District Reform Framework. There are areas of needs that are priority in the budget. One area is English language services and increasing special education continuing services. Other areas are curriculum and assessment, communications and parent engagement.

Ms. Altieri, Chief Financial Officer, reviewed answers to a question previously submitted by Chairman Poland regarding the reduction in Adult Education budget.

The Adult Education Budget went down by $305,528. The CEE pass-through represents $269,106 and utilities were reduced by $61,893 that reflects cost savings. The direct appropriation was increased by $25,474. The CEE allocations are available to apply for during April. The entities that are confirmed to receive the awards will be known in July.

Ms. Altieri also reviewed the answer submitted by Mr. Wareing regarding the English Language Services budget. The allocation for the ELL budget for 2012-13 was $6.9 million for direct ELL services.
The allocation for that budget was increased by $2.9 million, totaling $9.8 million for 2013-14. $2.5 is committed from the Alliance funding and the additional $386,000 from general funds.

III. Public Comments

1. Grey Sheport, Burns SGC member, congratulated the Board and superintendent for the improvements on the overall performance of the District. He also thanked for the support given to Burns over the last two years. He stated that the results are showing through the improvement of the academic performance and culture of the school. He also raised concerns for the reduction of the school budget by $600,000 from the previous year; and raised concerns for the negative impact that a reduction could have on the performance improvement of the school.

Dr. Kishimoto stated that the school was receiving a grant that is now sunset for this year. The District has prioritized Alliance District funds to ensure that the budget for the school stays as whole as possible.

2. Milly Arciniegas, Parent, raised concerns regarding the opening of a new Dual Language Magnet School. She stated that the Latino Academy has already a dual language component. Ms. Arciniegas also raised concerns for the community schools that are being populated by students with needs, while the magnet schools are capped and cannot take more students throughout the year. She also raised concerns for the difference in salaries between family resource providers and spoke regarding an earlier request to have cultural diversity training for teachers.

Dr. Kishimoto stated that the Dual Language Magnet School is proposed through the Sheff negotiations and the State Department of Education. Hartford was invited to the conversation but that does not mean that it will be a Hartford School.

3. Ana Huertas, Family Support Provided for Burns Latino Studies Academy, spoke on behalf of Ms. Ruth Castro, a parent, and a group of parents from Burns. Comments were made congratulating improvements at Burns and in support of the school principal.

4. Larry Deutsch, City Council member, spoke in support of flat funding due to the City’s limited budget. He also recommended balancing the salaries between school employees and eliminating bonuses for future contracts. Mr. Deutsch spoke regarding new construction and school building contracts, and capital improvements. He stated that the City Council will closely monitor requests for capital improvements and bonuses, and also raised concerns for the reduction of the budget for materials and supplies.

Dr. Kishimoto stated that despite the increasing cost of maintaining salaries, Hartford is still not as competitive as other districts that have high capacity. She stated that Hartford contracts have gone up by $5 million. The District is relying heavily on special funds which are balancing the budget. The staff is going after grants and working with the City to ensure that the City contribution is not increase.

Mayor Segarra asked if the City’s Education Committee has taken any position regarding the concerns raised by Councilman Deutsch.

Council Deutsch stated that the Council can raise concerns without going through the Education Committee and formalities, before the budget is approved.

Mr. Poland stated that the Board is aware that Hartford is not the most competitive regarding salaries for all employees. He also stated that there are some schools that have facilities problems that are
catastrophic. Cutting the budget for building improvements in order to increase materials in the classrooms may put students at risk and becomes a safety issue.

IV. Adjournment

The meeting adjourned at 6:17 p.m.
AGENDA

ITEM # 19

Special Meeting – April 9, 2013 Draft Minutes

Pursuant to notice filed with the Secretary of the State, the Hartford Board of Education (hereinafter "Board") met on Tuesday, April 9, 2013. The meeting was held at University High School of Science and Engineering, 351 Mark Twain Drive, Hartford, Connecticut 06112.

I. Call to Order

Chairman Poland called the meeting to order at 6:05 p.m.

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<td>Richard Wareing</td>
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<td>Superintendent Christina Kishimoto</td>
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II. Budget Workshop

Dr. Kishimoto provided a presentation regarding the Strategic Budget Alignment for Sustained Practice-Superintendent’s Recommended Budget FY 2013-14. A copy of the presentation can be located in the official file of this meeting.

2013-14 Budget Priorities

Priority One: Common Core Standards Implementation

- Curriculum
- Computer-Adaptive Assessments – SBAC; NWEA MAP
- Standards-Based Grading
- Staff Capacity Building
- College-Readiness

*2013-14 is year three of five year Strategic Operating Plan

Priority Two: Student Centered Approach

- College Readiness
  - College & Career Advising
  - Capstone Projects
  - Internships
  - SAT
- Blended Learning
  - Competency-Driven Teaching and Learning
  - Leverage Technology
- Student Success Plans

Priority Three: English Language Learners

- Language Acquisition
- Grade-Level Performance
- Language vs. Competency Assessment
Policy and Advocacy

Priority Four: Special Education Continuum of Services
- District-based programs integrated within existing schools
- Partner-based programs in district (including therapeutic and medical models)

Priority Five: Public Engagement
- Parent Engagement Plan
- District Communications Plan

Operational Priority
- Increase in School Security Funding

Ms. Attieri, Chief Financial Officer, continued the presentation.

2013-14 Proposed All Funds

| Amount  | Description       | Increase
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<td>$284.0M</td>
<td>General Budget</td>
<td>$0 or 0% increase</td>
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<td>$130.6M</td>
<td>Special Funds</td>
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<td>$414.6M</td>
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2013-14 Proposed Budget

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<tr>
<td>Percent Increase</td>
<td>0.4%</td>
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Ms. Attieri reported that changes are attributable to 11 major categories: 1) Salaries increased by $1,803,980 due to contractual salary increases; 2) Transportation increased by $1,927,499 due to increase of special education transportation cost; 3) Rental of Facilities increasing by $1,858,198; 4) Fringe Benefits & Insurance increasing by $1,182,223; 5) Tuition increased by $410,076; 6) Utilities $322,642; 7) Supplies and Materials decreased by $267,401; 8) All other accounts decreased by $377,998; 9) Professional Contracts and Services decreased by $902,977; 10) Equipment decreased by -$1,605,177; and 11) Building Improvements decreasing by -$2,783,593.

2013-14 Revenue Assumptions

The Education Sharing Cost remains flat for 2013-14 at $187,974,890. The Governor's budget proposes the elimination of the transportation and Health Welfare grants. Local tax contribution increased from 22.8% to 23.2%, Grant donations decreased from 30.1% to 29.3%, and Alliance Funding increased from 1.2% to 2.2%. The total revenue for 2013-14 is projected at $414,570,835.

Cost control strategies include:
1. Zero-based approach to budgeting
2. New Transportation Contract
3. Special Education Costs
   - Transportation out of district
   - Out of district tuition
4. Fringe and Insurance
Discussion followed regarding the impact of a reduction on accounts for supplies and materials. Funding for this account is over $9 million, a ($267K) decrease may not have larger consequences. Schools will continue to have adequate supplies and materials.

The decrease on the professional development account is offset by grants that required professional development. Certified and non-certified employees also receive centralized professional development.

Discussion continued regarding the increase on transportation costs, special education tuition, and adult education among others. Board members will submit their questions around the Superintendent’s proposed budget. Answers to the questions will be reviewed during the Committee of the Whole meeting scheduled for April 22.

III. Business Agenda

<table>
<thead>
<tr>
<th>Present:</th>
<th>Absent:</th>
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<tbody>
<tr>
<td>Matthew Poland, Chair</td>
<td>Lori Hudson, Vice-Chair</td>
</tr>
<tr>
<td>Cherita McIntye, Second Vice-Chair</td>
<td>Elizabeth Brad Noel</td>
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<tr>
<td>Robert Cotto, Jr., Secretary</td>
<td>Luis Rodriguez-Davila</td>
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<td>Honorable Mayor Pedro Segarra</td>
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<td>Jose Colon-Rivas</td>
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<td>Richard Wareing</td>
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| Superintendent Christina Kishimoto |                     |

A. Items in Order of Importance

1. Approval to convert the Journalism and Media Academy to a Sheff Magnet School (Superintendent Kishimoto and Chairman Poland)

   Mr. Wareing moved; Mayor Segarra seconded, that the Hartford Board of Education approves the conversion of the Journalism and Media Academy to a Sheff magnet school starting with the 9th grade in 2013-2014 with expansion to grade 12 by 2016-2017.

   VOTE:
   In favor: Colon-Rivas, Cotto, McIntye, Poland, Mayor Segarra, Wareing
   Opposed: 0
   Abstained: 0
   Absent: Hudson Noel, Rodriguez-Davila

   The motion passed unanimously by voice vote.

IV. Adjournment

The meeting adjourned at 7:39 p.m.