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 & Audit Committee
      o Parent & Community Engagement Committee
      o Policy Committee
      o School Choice & Facilities Committee

VI. Business Agenda

A. Items in Order of Importance

1. Contract Continuation Approval: Expeditionary Learning Contract $299,695 (Supt et al.)

The Hartford Public Schools seeks to continue the contract with Expeditionary Learning to provide ongoing professional development and support in the Expeditionary Learning model at McDonough Expeditionary Learning School, the Expeditionary Learning Academy at Moylan, Maria Sanchez School and Parkville Elementary School. This includes but is not limited to on-site and off-site professional development and access to Expeditionary Learning designers.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Expeditionary Learning for the term delineated in the contract ending August 31, 2016, at a cost not to exceed $299,695.
2. Contract Approval: Teachers College Inclusive Classrooms Project, LLC. $98,050 (Supt et al.)

The Teachers College Inclusive Classrooms Project (TCICP) supports research, teaching, and service to create educational practices that support all students to grow and thrive in their classrooms. TCICP’s philosophy is grounded in the understanding that all students can participate in the general education curriculum when provided with appropriate supports and services. They believe that the single-format lesson does not support the full and diverse range of learners in any given classroom, and that teachers need to develop the skills and dispositions that address each and every learner. TCICP will be implemented at all of the academies at HPHS, Culinary Academy at Weaver, and Bulkeley High School.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Inclusive Classrooms Project, LLC. for the term delineated in the contract ending June 30, 2016, at a cost not to exceed $98,050.

B. Consent Agenda

3. Contract Continuation Approval: Northwest Evaluation Association (NWEA) $214,400 (Supt et al.)

Northwest Evaluation Association (NWEA) provides the Measures of Academic Progress (MAP) computer adaptive assessments. Assessments are available for grades K-12 in the content areas of reading, mathematics, language usage, and science and items are aligned to CT Common Core Standards.

That the Hartford Board of Education authorizes the Superintendent to approve the contract with Northwest Evaluation Association for the term delineated in the contract ending September 30, 2016 at an amount not to exceed $214,400

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

SunGard Public Sector “SunGard K-12 Education” provides PerformancePLUS software used by administrators and teachers in using data to inform instructional improvement. A contract with SunGard was first initiated in 2009, and services of the contract include: a longitudinal preK-12 student academic performance database, analysis and reporting system (PerformanceTRACKER); an assessment building tool for district, school, and classroom-based assessment (AssessmentBUILDER); a SIF (Student Interoperability Framework) License Fee, so that data can easily be exchanged between different software products within the district; an On-Line Assessment module (including server, implementation, configuration, and student use for assessments); 50 Bubble Reader Software licenses that enable teachers to scan assessments at the building level; and technical support of various aspects of the system.
That the Hartford Board of Education authorizes the Superintendent to approve the contract with SunGard Public Sector for the term delineated in the contract ending September 30, 2016 at an amount not to exceed $118,125.

5. Contract Approval: Schlagheck Solutions, LLC. $62,000 (Supt et al.)

The consultant will work to identify, secure and prepare students at Pathways Academy of Technology & Design for paid internship opportunities where our students will gain work experience and hands-on experience by working in local businesses. The experience gained will help our students with making career choices, college/career decisions and transitioning into the workplace setting. Pathways has secured a grant from Travelers to fund this contract, in alignment with the district’s strategic plan.

That the Hartford Board of Education authorizes the Superintendent to approve the contract with Schlagheck Solutions, LLC for the term delineated in the contract ending June 30, 2016 at an amount not to exceed $62,000.

6. Acceptance of Funds/Contract Continuation Approval: CT State Department of Education Family Resource Center Grant $657,000 (Supt et al.)

Hartford Public Schools expects to receive a grant from the Connecticut State Department of Education to continue operating Family Resource Centers in six schools. Family Resource Centers provide access within a community to a broad continuum of early childhood and family support services which foster the optimal development of children and families.

That, contingent upon the Connecticut State Department of Education awarding the grant, the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $657,000 ($109,500/site) (or another amount as awarded) from the Connecticut State Department of Education; furthermore, contingent upon the grant being awarded, the Hartford Board of Education authorizes the Superintendent to execute the following contracts for the term delineated ending June 30, 2017 as follows:

- Hispanic Health Council will operate the Family Resource Centers at María C. Sánchez Elementary School and Asian Studies Academy at Dwight/Belizzi Campus.
- The Village for Families & Children, Inc. will operate the Family Resource Centers at Latino Studies Academy at Burns School, Martin Luther King Jr. Elementary School, America’s Choice at SAND School, and John C. Clark, Jr. Elementary and Middle School.

The Hartford Board of Education also authorizes the Superintendent to make necessary reductions should the State of Connecticut reduce its commitment to the Family Resource Centers.
7. Approval of School Construction Plans and ED042 Submittal: West Middle School (Supt et al.)

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

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

West Middle School– State Project #064-0303 EA/RR
Phase 3 – Furniture, Fixtures and Equipment (FF&E)
Phase 4 – Playground Equipment

That the Hartford Board of Education approves the final plans and authorizes the architect to submit the documents for the Furniture, Fixtures and Equipment (FF&E) and Playground Equipment phases of work for the above referenced school project, to the Office of School Facilities for their review and approval.

VII. Adjournment
AGENDA

ITEM # 1

NEW BUSINESS

CONTRACT CONTINUATION APPROVAL: EXPEDITIONARY LEARNING CONTRACT

AMOUNT
$299,695

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

This contract is a continuation of professional services with Expeditionary Learning to provide ongoing professional development and support in the Expeditionary Learning (EL) Model at the McDonough Expeditionary Learning School, Expeditionary Learning Academy at Moylan, Sanchez School and Parkville School, as a part of Hartford’s portfolio district of high performing schools; this includes, but is not limited to, on-site and off-site professional development and access to EL school designers.

McDonough Expeditionary Learning School: $64,700
Expeditionary Learning Academy at Moylan: $70,000
Sanchez Elementary School: $84,995
Parkville Elementary School: $80,000

TOTAL: $299,695

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Expeditionary Learning for the term delineated in the contract ending August 31, 2016, at a cost not to exceed $299,695.
1. Context/Overview

This contract is a continuation of professional services with Expeditionary Learning to:

- Provide ongoing professional development and support in the Expeditionary Learning (EL) Model at the McDonough Expeditionary Learning School, Expeditionary Learning Academy at Moylan, Sanchez School, and Parkville Elementary School, as a part of Hartford’s portfolio district of high performing schools; and

- This includes, but is not limited to, on-site and off-site professional development and access to EL school designers.

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

Expeditionary Learning’s technical assistance is specifically designed in collaboration with the principal and leadership teams of each school to meet the District’s Strategic Operating Plan goals that apply at each school site including the Third Grade Promise at the Expeditionary Learning Academy at Moylan, Maria Sanchez School, and the Middle Years Redesign at the McDonough Expeditionary Learning School.

3. Targeted populations to be served

School administrators

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

- Continued development/refinement of the design models at each school;
- Ongoing professional development for the teaching staff and building administrators in an effort to reach the goals established in each of the respective School Accountability Plans.

"Every student and every school thrives"
5. Alternative options (alternative sources, best priced solutions, etc.)

Due to our past and present work with Expeditionary Learning, we received a highly customized proposal representing the lowest rates offered for these services.

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

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

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

a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?
   - Professional development services consistent with the Expeditionary Learning model.
   - Uniqueness: Expeditionary Learning is the only provider of consulting services related to the Expeditionary Learning model.
   - Compatibility: The compatibility of equipment and services are of paramount consideration.

b. Any other information that supports the need for the sole source request.
   - Expeditionary Learning is the developer of the Expeditionary Learning curriculum modules.

8. For grants only:
   a. Identify partnerships and their financial commitment included in the grant
      N/A
   b. Please attach a copy of the grant abstract and other applicable documents.
COOPERATION AGREEMENT

This Cooperation Agreement covers the period from September 1, 2015 through August 31, 2016, in the partnership between, McDonough Expeditionary Learning School, and Expeditionary Learning. During this period, Expeditionary Learning will provide a package of services to faculty and school leaders to foster the full implementation of the Expeditionary Learning school reform design. Changes to this Cooperation Agreement require an Addendum that must be written by the Expeditionary Learning Regional Director and signed by both parties.

SCHOOL AND DISTRICT INFORMATION

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>McDonough Expeditionary Learning School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street or P.O. Box:</td>
<td>111 Hillside Avenue</td>
</tr>
<tr>
<td>City, State, Zip:</td>
<td>Hartford, CT 06106</td>
</tr>
<tr>
<td>School Phone:</td>
<td>(860) 695-4260</td>
</tr>
<tr>
<td>School Fax:</td>
<td></td>
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<td>School Website:</td>
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</tr>
<tr>
<td>Principal/Director:</td>
<td>Bethany Sullivan</td>
</tr>
<tr>
<td>Principal’s Email:</td>
<td><a href="mailto:sullb001@hartfordschools.org">sullb001@hartfordschools.org</a></td>
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<td>Principal’s Phone:</td>
<td>(860) 695-4261</td>
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<td>Beth Shiavino-Narvaez</td>
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<td>Jonathan Swan</td>
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SERVICES PAYMENT MAILING ADDRESS

Expeditionary Learning
247 West 35th St. Eighth Floor
New York, NY 10001

RETURN SIGNED CONTRACT TO:

Regional Director
Kippy Smith
80 Parsons Road
Portland, ME 04103

SUMMARY OF COSTS

- Direct service days: 36 @ $1,300.00 per day = $46,800.00.
- Three-Day Institute Slots: 4 @ $800.00 per slot = $3,200.00
• Leadership Cohort Slots: 2 @ $800.00 per slot = $1,600.00
• National Conference Slots: 4 @ $800.00 per slot = $3,200.00
• Site Seminar Slots: 6 @ $400.00 per slot = $2,400.00
• Network Membership. Total Staff*: 25 = $7,500.00
  (*Staff=All teachers, principals, instructional guides, etc.)

Total Cost: $64,700.00

COST AND PAYMENT

McDonough Expeditionary Learning School agrees to pay to Expeditionary Learning the amount indicated in each invoice by the due date reflected on that invoice.

Payment Plan and Schedule - CHOOSE ONLY ONE OPTION

Expeditionary Learning encourages the use of Purchase Orders when possible. For schools/districts that can issue an official Purchase Order, the Purchase Order should be issued within 30 days of executing this agreement.

Option 2:
  An initial payment of $32,350 is due on: September 30, 2015.
  A second payment of $32,350 is due on: December 31, 2015.

RESERVATION OF INTELLECTUAL PROPERTY

All materials and products developed by teachers, students and school leaders in Expeditionary Learning network schools are the property of those individuals and schools. Expeditionary Learning’s intellectual property remains the property of Expeditionary Learning.

All materials developed or provided by Expeditionary Learning or its agents pursuant to this Partnership Agreement, and any know-how, methodologies, equipment, or processes used by Expeditionary Learning to provide the Services to McDonough Expeditionary Learning School and/or Hartford Public Schools, including, without limitation, all copyrights, trademarks, trade secrets and other proprietary rights are and will remain the sole and exclusive property of Expeditionary Learning. Unauthorized copying, reverse engineering, and creating unauthorized derivative works based on any such material is expressly forbidden except as permitted in this Cooperation Agreement.
APPENDIX A - DESCRIPTION OF SERVICES

SCHOOL-BASED PROFESSIONAL DEVELOPMENT SERVICES

(36) DIRECT SERVICE DAYS DELIVERED BY EXPEDITIONARY LEARNING STAFF ($1,300.00 per day)

Direct service includes professional development and technical assistance provided by Expeditionary Learning staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which Expeditionary Learning staff accompanies a group of teachers from the school to an Expeditionary Learning professional development event to provide further intensive work. The costs associated with direct school services also covers:

- Time the school designer uses to plan the direct service work and create materials for the school.
- Time the school designer uses to work with teachers electronically or by phone, such as providing feedback on expedition plans, writing reports for the school, planning future professional development with the principal and/or or instructional guide, and ongoing consulting or planning time for the school with the regional director or other school designers.
- All Expeditionary Learning staff travel costs to and from the school.

Please note: All Direct School Service days must be used before August 31, 2016. No days can be carried into the next Expeditionary Learning fiscal year that begins on September 1, 2016 and ends on August 31, 2017.

OFF-SITE PROFESSIONAL DEVELOPMENT INSTITUTES

Registration Terms

When to Register

For institutes occurring between September 21, 2015 and May 2, 2016, schools with signed contracts will be able to register for institutes beginning on Wednesday, August 5, 2015.

For institutes occurring between May 3, 2016 and August 31, 2016, schools with signed contracts and up-to-date payments will be able to register for institutes beginning on Monday, March 14, 2016.

Separate Registration for EI National Conference

Registration for the EI National Conference will begin on Friday, August 14, 2015.

Registration Confirmation

Confirmations are e-mailed within 48 hours after processing your registration. If you do not receive a confirmation, please contact Laura Maruca at lmaruca@elschools.org.

Please do not book nonrefundable airline tickets without confirmation that your registration has been received and processed. Expeditionary Learning will not be held responsible for airfares booked before confirmation is received.

Cancellation Policy
If you are unable to attend an event you have registered for, contact Laura Maruca at Expeditionary Learning at lmaruca@elschools.org or call 413-362-3069 no later than 14 calendar days prior to the start of the event. After the 14-day timeframe, you are ineligible for a refund, but you may send a nonregistered person in your place, with registration confirmation or written authorization from the school designee.

Expeditionary Learning reserves the right to cancel programs because of low registration. Minimum enrollment to avoid cancellation is 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

All institute slots must be used before August 31, 2016. No slots can be carried over into the next EL fiscal year that begins on September 1, 2016. In the event that the school designee desires to substitute one purchased slot for another equally priced slot, s/he can do so with written permission of the EL Regional Director as long as the change occurs at least 14 calendar days prior to the purchased institute start date. Substitutions are NOT permitted if the purchased institute has already occurred or is within 14+ days of occurring.

**Special Services**

Please notify Expeditionary Learning at the time you register if you need a sign language interpreter or other special assistance. Expeditionary Learning must be notified in writing at least 30 days in advance of the event.

**Full Participation**

The school designee must take responsibility for travel arrangements to ensure that participants arrive on time and stay for the entire event.

(4) 3-DAY INSTITUTES ($800 EACH).

- The school pays for and must arrange all travel, lodging, breakfast and dinner expenses.
- Expeditionary Learning will provide a coffee and/or tea service and lunch.
- All participants must stay near the institute location unless they live within one hour of the event.

(2) LEADERSHIP COHORT PARTICIPATION ($800 EACH)

- The Expeditionary Learning regional director will schedule one or more leadership cohort meetings. Leadership cohort meetings provide opportunities for leaders to share best practices, address dilemmas and challenges, and focus together on the role of school leaders in implementing the Expeditionary Learning design.
- The school pays for and must arrange all travel, lodging, and dinner expenses. Expeditionary Learning will provide a coffee and/or tea service and lunch.
- All participants must stay near the institute location unless they live within one hour of the event.

(4) NATIONAL CONFERENCE ($800 each).

- Schools pay all travel, lodging, and food costs. Additional slots to the National Conference can be added and paid for separately at the time of National Conference registration.
(6) SITE SEMINARS ($400 EACH)

- Two-day or three-day visits to highly implementing Expeditionary Learning schools.
- Schools pay all travel, lodging, and most food costs.

EXPEDITIONARY LEARNING NETWORK MEMBERSHIP

($7,500.00) SIZE OF COLLABORATING SCHOOL AND DISTRICT

- Fewer than 10 staff: $2500
- 10-19 Staff: $5000
- 20-29 Staff: $7500
- 30 or more staff: $10,000

These membership benefits are in effect for the period of time covered by this Partnership Agreement:

- Discounts for off-site professional development slots
- Expeditionary Learning training manuals for each staff member.
- Member access to the Resource Library and Planner in EL Commons.
- Ability to post jobs on the EL website.
- Expeditionary Learning resource materials in support of the on-site work for each staff member.
- Individual consultation from the Regional Director for implementation concerns including; travel to schools, budget preparation, and support of the Partnership Agreement review process.
- Member access to the Fund for Teachers scholarship application pool.

APPENDIX REVIEW COMPLETED:

______________________________
Initialed: Expeditionary Learning Representative

______________________________
Initialed: School Signatory

______________________________
Initialed: District Signatory (optional)
COOPERATION AGREEMENT

This Cooperation Agreement covers the period from September 1, 2015 through August 31, 2016, in the partnership between, Expeditionary Learning Academy at Moylan, and Expeditionary Learning. During this period, Expeditionary Learning will provide a package of services to faculty and school leaders to foster the full implementation of the Expeditionary Learning school reform design. Changes to this Cooperation Agreement require an Addendum that must be written by the Expeditionary Learning Regional Director and signed by both parties.

SCHOOL AND DISTRICT INFORMATION

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<th>Hartford Public Schools</th>
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<tr>
<td>Street or P.O. Box:</td>
<td>101 Catherine Street</td>
<td>Superintendent:</td>
<td>Beth Shiavino-Narvaez</td>
</tr>
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<td>City, State, Zip:</td>
<td>Hartford, CT 06106</td>
<td>District Phone:</td>
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<td>Christine McCarthy</td>
<td>Billing Contact Person:</td>
<td>Jonathan Swan</td>
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<td>Principal's Email:</td>
<td><a href="mailto:Christine.McCarthy@hartfordschools.org">Christine.McCarthy@hartfordschools.org</a></td>
<td>Billing Email:</td>
<td><a href="mailto:swanj002@hartfordschools.org">swanj002@hartfordschools.org</a></td>
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<td>Principal's Phone:</td>
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<td>Billing Telephone:</td>
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<tr>
<td></td>
<td></td>
<td>Billing Fax:</td>
<td>(860) 722-6161</td>
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SERVICES PAYMENT MAILING ADDRESS

Expeditionary Learning
247 West 35th St. Eighth Floor
New York, NY 10001

RETURN SIGNED CONTRACT TO:

Regional Director
Kippy Smith
80 Parsons Road
Portland, ME 04103

SUMMARY OF COSTS

• Direct service days: 30 @ $1,300.00 per day = $39,000.00.
• Three-Day Institute Slots: 6 @ $800.00 per slot = $4,800.00
• Leadership Cohort Slots: 2 @ $800.00 per slot = $1,600.00
• National Conference Slots: 6 @ $800.00 per slot = $4,800.00
• National Conference Pre-conference Day: 6 @ $250.00 per slot = $1,500.00
• Site Seminar Slots: 2 @ $400.00 per slot = $800.00
• Network Membership. Total Staff*: 30 = $10,000.00
  (*Staff=All teachers, principals, instructional guides, etc.)

Total Cost: $70,000.00

COST AND PAYMENT

Expeditionary Learning Academy at Moylan agrees to pay to Expeditionary Learning the amount indicated in each invoice by the due date reflected on that invoice.

Payment Plan and Schedule - CHOOSE ONLY ONE OPTION

Expeditionary Learning encourages the use of Purchase Orders when possible. For schools/districts that can issue an official Purchase Order, the Purchase Order should be issued within 30 days of executing this agreement.

Option 2:
An initial payment of $35,000 is due on: September 30, 2015.
A second payment of $35,000 is due on: December 31, 2015.

RESERVATION OF INTELLECTUAL PROPERTY

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APPENDIX A - DESCRIPTION OF SERVICES

SCHOOL-BASED PROFESSIONAL DEVELOPMENT SERVICES

(30) DIRECT SERVICE DAYS DELIVERED BY EXPEDITIONARY LEARNING STAFF ($1,300.00 per day)

Direct service includes professional development and technical assistance provided by Expeditionary Learning staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which Expeditionary Learning staff accompanies a group of teachers from the school to an Expeditionary Learning professional development event to provide further intensive work. The costs associated with direct school services also covers:

- Time the school designer uses to plan the direct service work and create materials for the school.
- Time the school designer uses to work with teachers electronically or by phone, such as providing feedback on expedition plans, writing reports for the school, planning future professional development with the principal and/or or instructional guide, and ongoing consulting or planning time for the school with the regional director or other school designers.
- All Expeditionary Learning staff travel costs to and from the school.

Please note: All Direct School Service days must be used before August 31, 2016. No days can be carried into the next Expeditionary Learning fiscal year that begins on September 1, 2016 and ends on August 31, 2017.

OFF-SITE PROFESSIONAL DEVELOPMENT INSTITUTES

Registration Terms

When to Register

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For institutes occurring between May 3, 2016 and August 31, 2016, schools with signed contracts and up-to-date payments will be able to register for institutes beginning on Monday, March 14, 2016.

Separate Registration for EL National Conference

Registration for the EL National Conference will begin on Friday, August 14, 2015.

Registration Confirmation
COOPERATION AGREEMENT

This Cooperation Agreement covers the period from September 1, 2015 through August 31, 2016, in the partnership between, Sanchez Elementary School, and Expeditionary Learning. During this period, Expeditionary Learning will provide a package of services to faculty and school leaders to foster the full implementation of the Expeditionary Learning school reform design. Changes to this Cooperation Agreement require an Addendum that must be written by the Expeditionary Learning Regional Director and signed by both parties.

SCHOOL AND DISTRICT INFORMATION

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<th>Sanchez Elementary School</th>
<th>School District:</th>
<th>Hartford Public Schools</th>
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<tbody>
<tr>
<td>Street or P.O. Box:</td>
<td>176 Babcock St</td>
<td>Superintendent:</td>
<td>Beth Shiavino-Narvaez</td>
</tr>
<tr>
<td>City, State, Zip:</td>
<td>Hartford, CT 06106</td>
<td>District Phone:</td>
<td>(860) 695-8454</td>
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<td>School Phone:</td>
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<td>Azra Redzic</td>
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<td>Jonathan Swan</td>
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<td><a href="mailto:redza001@hartfordschools.org">redza001@hartfordschools.org</a></td>
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</table>

SERVICES PAYMENT MAILING ADDRESS

Expeditionary Learning
247 West 35th St. Eighth Floor
New York, NY 10001

RETURN SIGNED CONTRACT TO:

Regional Director
Kippy Smith
80 Parsons Road
Portland, ME 04103

SUMMARY OF COSTS

- Direct service days: 45 @ $1,300.00 per day = $58,500.00.
- Allocation for EL books, EL merchandise and professionally published materials: $1,295.00.
- Three-Day Institute Slots: 9 @ $800.00 per slot = $7,200.00
- Leadership Cohort Slots: 4 @ $800.00 per slot = $3,200.00
- National Conference Slots: 6 @ $800.00 per slot = $4,800.00
- Network Membership. Total Staff*: 30 = $10,000.00
  (*Staff = All teachers, principals, instructional guides, etc.)

Total Cost: $84,995.00

COST AND PAYMENT

Sanchez Elementary School agrees to pay to Expeditionary Learning the amount indicated in each invoice by the due date reflected on that invoice.

Payment Plan and Schedule - CHOOSE ONLY ONE OPTION

Expeditionary Learning encourages the use of Purchase Orders when possible. For schools/districts that can issue an official Purchase Order, the Purchase Order should be issued within 30 days of executing this agreement.

Option 2:
An initial payment of $42497 is due on: September 30, 2015.
A second payment of $42496 is due on: December 31, 2015.

RESERVATION OF INTELLECTUAL PROPERTY

All materials and products developed by teachers, students and school leaders in Expeditionary Learning network schools are the property of those individuals and schools. Expeditionary Learning’s intellectual property remains the property of Expeditionary Learning.

All materials developed or provided by Expeditionary Learning or its agents pursuant to this Partnership Agreement, and any know-how, methodologies, equipment, or processes used by Expeditionary Learning to provide the Services to Sanchez Elementary School and/or Hartford Public Schools, including, without limitation, all copyrights, trademarks, trade secrets and other proprietary rights are and will remain the sole and exclusive property of Expeditionary Learning. Unauthorized copying, reverse engineering, and creating unauthorized derivative works based on any such material is expressly forbidden except as permitted in this Cooperation Agreement.
APPENDIX A - DESCRIPTION OF SERVICES

SCHOOL-BASED PROFESSIONAL DEVELOPMENT SERVICES

(45) DIRECT SERVICE DAYS DELIVERED BY EXPEDITIONARY LEARNING STAFF ($1,300.00 per day)

Direct service includes professional development and technical assistance provided by Expeditionary Learning staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which Expeditionary Learning staff accompanies a group of teachers from the school to an Expeditionary Learning professional development event to provide further intensive work. The costs associated with direct school services also covers:

• Time the school designer uses to plan the direct service work and create materials for the school.
• Time the school designer uses to work with teachers electronically or by phone, such as providing feedback on expedition plans, writing reports for the school, planning future professional development with the principal and and/or or instructional guide, and ongoing consulting or planning time for the school with the regional director or other school designers.
• All Expeditionary Learning staff travel costs to and from the school.

Please note: All Direct School Service days must be used before August 31, 2016. No days can be carried into the next Expeditionary Learning fiscal year that begins on September 1, 2016 and ends on August 31, 2017.

($1,295.00) ALLOCATION FOR EL BOOKS, EL MERCHANDISE, AND PROFESSIONALLY PUBLISHED MATERIALS

This allocation is only for certain professional published books and EL Publications and EL merchandise that can be purchased through Expeditionary Learning at a discounted price. The school and the school designer determine which, if any, such books will be included in this Partnership Agreement based on the annual work plan. A list of standard books and prices can be obtained by contacting Nicole Graziano at ngraziano@elschools.org.

OFF-SITE PROFESSIONAL DEVELOPMENT INSTITUTES

Registration Terms

When to Register

For institutes occurring between September 21, 2015 and May 2, 2016, schools with signed contracts will be able to register for institutes beginning on Wednesday, August 5, 2015.

For institutes occurring between May 3, 2016 and August 31, 2016, schools with signed contracts and up-to-date payments will be able to register for institutes beginning on Monday, March 14, 2016.

Separate Registration for EL National Conference

Registration for the EL National Conference will begin on Friday, August 14, 2015.

Registration Confirmation
COOPERATION AGREEMENT

This Cooperation Agreement covers the period from September 1, 2015 through August 31, 2016, in the partnership between, Parkville Elementary School, and Expeditionary Learning. During this period, Expeditionary Learning will provide a package of services to faculty and school leaders to foster the full implementation of the Expeditionary Learning school reform design. Changes to this Cooperation Agreement require an Addendum that must be written by the Expeditionary Learning Regional Director and signed by both parties.

SCHOOL AND DISTRICT INFORMATION:

Name of School: Parkville Elementary School
Street or P.O. Box: 1755 Park Street
City, State, Zip: Hartford, CT 06106
School Phone: (860)695-4720
School Website: http://www.parkville.hartfordschools.org

School District Name: Hartford Public Schools
Principal and/or Director: Dirk Olmstead
Principal’s Phone: (860)695-4720 Principal’s Email: olmsd001@hartfordschools.org

Billing Contact Person: Jonathan Swan
Billing Email: swanj002@hartfordschools.org
Superintendent: Beth Shiavino-Narvaez

PAYMENT MAILING ADDRESS:

Expeditionary Learning
247 West 35th St. Eighth Floor
New York, NY 10001

SEND SIGNED CONTRACT TO:

Kate Senecal
7 N Pleasant Street
Suite 3
Amherst, MA 01002

Expeditionary Learning Cooperation Agreement-Clustered-2015-2016
SUMMARY OF COSTS for Exploratory Phase September 1, 2015-December 1, 2015:

Direct service days: 7 @ $1300.00 per day = $9,100
National Conference Slots: 6 @ $800.00 per slot = $4,800
National Conference Pre-conference Day: 6 @ $250.00 per slot = $1,500
Site Seminar Slots: 3 @ $400.00 per slot = $1,200
Network Membership, Enter Total # of Staff* = 10 Enter Fee
(*Staff = All teachers, principals, instructional guides, etc.)

Total Cost of Exploratory Phase: $21,600

SUMMARY OF COSTS for Planning Phase December 2, 2015-August 31, 2016:

Direct service days: 33 @ $1300.00 per day = $42,900
Allocation for EL books, EL merchandise & professionally published materials: $1400
5-Day Institutes: EL Classrooms in Practice: 6 @ $1350.00 per slot = $8,100
Three-Day Institute Slots: 6 @ $800.00 per slot = $4800
Site Seminar Slots: 3 @ $400.00 per slot = $1,200

Total Cost of Planning Phase: $58,400

Total Cost of All Services: $80,000

COST AND PAYMENT

Parkville Elementary School agrees to pay to Expeditionary Learning the amount indicated in each invoice by the due date reflected on that invoice. If Parkville Elementary School fails to pay any invoices payments, late charges equal to the lesser of one and one-half percent (1.5%) per month or the maximum allowable under applicable law but at no time less than $15 shall also become payable by Parkville Elementary School to Expeditionary Learning. In addition, Parkville Elementary School failure to fully pay any fees and taxes within thirty (30) days after the applicable due date will be deemed a material breach of this Cooperation Agreement, and Expeditionary Learning may, in addition to any other remedy it may have, suspend its performance of the Services and/or terminated this Cooperation agreement. Any suspension or termination of Services does not relieve Parkville Elementary School of obligations to pay past due fees plus late charges.
SURVIVAL:
All provisions of this Cooperation Agreement relating to Parkville Elementary School and
Hartford Public Schools intellectual property rights, Parkville Elementary School and
Hartford Public Schools indemnification obligations and payment obligations shall survive
the termination or expiration of this Cooperation Agreement.

NO WAIVER:
Expeditionary Learning's failure to enforce the strict performance of any provision of this
agreement will not constitute a waiver of Expeditionary Learning's right to subsequently
enforce such provision or any other provisions under this Cooperation Agreement.

APPROVALS:
Expeditionary Learning and Parkville Elementary School and/or Hartford Public Schools
agree to the above costs, intellectual property reservations, indemnifications and scope of
services from September 1, 2015 to August 31, 2016. Each Signatory certifies that it has the
authority to sign and enter into this Cooperation Agreement on behalf of the party it
represents and agrees to be bound by the terms of this Cooperation Agreement. This
Cooperation Agreement must be signed and returned to the EL Regional Director prior
to August 1, 2015. If this agreement is not received by that date, EL reserves the right to
withhold the services outlined here until this agreement has been executed.

<table>
<thead>
<tr>
<th>Expeditionary Learning Representative</th>
<th>Authorized School or District Signatory</th>
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<tbody>
<tr>
<td>Title:</td>
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APPENDIX A – DESCRIPTION OF SERVICES

SCHOOL-BASED PROFESSIONAL DEVELOPMENT SERVICES

40 DIRECT SERVICE DAYS DELIVERED ($1300 PER DAY)
Direct service includes professional development and technical assistance provided by
Expeditionary Learning staff that is focused on the goals and outcomes articulated in the
work plan. Direct service days may also include days during which Expeditionary Learning
staff accompanies a group of teachers from the school to an Expeditionary Learning
professional development event to provide further intensive work. The costs associated with
direct school services also covers:
• Time the school designer uses to plan the direct service work and create materials for the school.
• Time the school designer uses to work with teachers electronically or by phone, such as providing feedback on expedition plans, writing reports for the school, planning future professional development with the principal and and/or or instructional guide, and ongoing consulting or planning time for the school with the regional director or other school designers.
• All Expeditionary Learning staff travel costs to and from the school.

*Please note: All Direct School Service days must be used before August 31, 2016. No days can be carried into the next Expeditionary Learning fiscal year that begins on September 1, 2016 and ends on August 31, 2017.*

**$1400 ALLOCATION FOR EL BOOKS, EL MERCHANDISE, AND PROFESSIONALLY PUBLISHED MATERIALS**

This allocation is only for certain professional published books and EL Publications and EL merchandise that can be purchased through Expeditionary Learning at a discounted price. The school and the school designer determine which, if any, such books will be included in this Cooperation Agreement based on the annual work plan. A list of standard books and prices can be obtained by contacting Nicole Graziano at ngraziano@elschools.org.

**OFF-SITE PROFESSIONAL DEVELOPMENT INSTITUTES REGISTRATION TERMS**

**When to Register**
For institutes occurring between September 21, 2015 and May 2, 2016, schools with signed contracts will be able to register for institutes beginning on Wednesday, August 5, 2015.

For institutes occurring between May 3, 2016 and August 31, 2016, schools with signed contracts and up-to-date payments will be able to register for institutes beginning on Monday, March 14, 2016.

**Separate Registration for EL National Conference**
Registration for the EL National Conference will begin on Friday, August 14, 2015.

**Registration Confirmation**
Confirmations are e-mailed within 48 hours after processing your registration. If you do not receive a confirmation, please contact Laura Maruca at lmaruca@elschools.org.
Please do not book nonrefundable airline tickets without confirmation that your registration has been received and processed. Expeditionary Learning will not be held responsible for airfares booked before confirmation is received.

**Cancellation Policy**
If you are unable to attend an event you have registered for, contact Laura Maruca at Expeditionary Learning at lmaruca@elschools.org or call 413-362-3069 no later than 14 calendar days prior to the start of the event. After the 14-day timeframe, you are ineligible for a refund, but you may send a nonregistered person in your place, with registration confirmation or written authorization from the school designee.

Expeditionary Learning reserves the right to cancel programs because of low registration. Minimum enrollment to avoid cancellation is 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

All institute slots must be used before August 31, 2016. No slots can be carried over into the next EL fiscal year that begins on September 1, 2016. In the event that the school designee desires to substitute one purchased slot for another equally priced slot, s/he can do so with written permission of the EL Regional Director as long as the change occurs at least 14 calendar days prior to the purchased institute start date. Substitutions are NOT permitted if the purchased institute has already occurred or is within 14 days of occurring.

**Special Services.**
Please notify Expeditionary Learning at the time you register if you need a sign language interpreter or other special assistance. Expeditionary Learning must be notified in writing at least 30 days in advance of the event.

**Full Participation.**
The school designee must take responsibility for travel arrangements to ensure that participants arrive on time and stay for the entire event.

**6 5-DAY NATIONAL INSTITUTES – EL CLASSROOMS IN PRACTICE ($1350 EACH)**
The school pays for and must arrange all travel, lodging, and dinner expenses. Expeditionary Learning will provide a breakfast buffet, coffee and/or tea service and lunch. All participants must stay near the institute location unless they live within one hour of the event.

**6 3-DAY INSTITUTES ($800 EACH)**
The school pays for and must arrange all travel, lodging, breakfast and dinner expenses. Expeditionary Learning will provide a coffee and/or tea service and lunch. All participants must stay near the institute location unless they live within one hour of the event.

Expeditionary Learning Cooperation Agreement-Clustered- 2015-2016
6 NATIONAL CONFERENCE ($800 EACH)
Schools pay all travel, lodging, and food costs. Additional slots to the National Conference can be added and paid for separately at the time of National Conference registration.

6 NATIONAL CONFERENCE PRE-CONFERENCE DAY ($250 EACH)
An optional pre-conference day set of offerings will be available for an additional fee of $250.00 per Person — descriptions will be provided with the on-line registration materials. Pre-conference days can also be added and paid for separately at the time of National Conference registration.

6 SITE SEMINARS ($400 EACH)
Two-day or three-day visits to highly implementing Expeditionary Learning schools. Schools pay all travel, lodging, and most food costs.

EXPEDITIONARY LEARNING NETWORK MEMBERSHIP

$5000 SIZE OF COLLABORATING SCHOOL AND DISTRICT:
   Fewer than 10 staff: $2500
   10-19 Staff: $5000
   20-29 Staff: $7500
   30 or more staff: $10,000

These membership benefits are in effect for the period of time covered by this Cooperation Agreement:

- Discounts for off-site professional development slots.
- Expeditionary Learning training manuals for each staff member.
- Member access to the Resource Library and Planner in EL Commons.
- Ability to post jobs on the EL website.
- Expeditionary Learning resource materials in support of the on-site work for each staff member.
- Individual consultation from the Regional Director for implementation concerns including, travel to schools, budget preparation, and support of the Cooperation Agreement review process.
- Member access to the Fund for Teachers scholarship application pool.

APPENDIX REVIEW COMPLETED:

Initialed: Expeditionary Learning Representative

Expeditionary Learning Cooperation Agreement-Clustered- 2015-2016
AGENDA

ITEM # 2

NEW BUSINESS

SEPTMBER 15, 2015

CONTRACT APPROVAL:
INCLUSIVE CLASSROOMS PROJECT, LLC.

DR. SCHIAVINO-NARVAEZ
MR. SWAN

AMOUNT
$98,050

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

The Teachers College Inclusive Classrooms Project (TCICP) supports research, teaching, and service to create educational practices that support all students to grow and thrive in their classrooms. TCICP’s philosophy is grounded in the understanding that all students can participate in the general education curriculum when provided with appropriate supports and services. They believe that the single-format lesson does not support the full and diverse range of learners in any given classroom, and that teachers need to develop the skills and dispositions that address each and every learner.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Inclusive Classrooms Project, LLC. for the term delineated in the contract ending June 30, 2016, at a cost not to exceed $98,050.
The Teachers College Inclusive Classrooms Project
Executive Form

1. Context/Overview
The Teachers College Inclusive Classrooms Project (TCICP) supports research, teaching, and service to create educational practices that support all students to grow and thrive in their classrooms. TCICP’s philosophy is grounded in the understanding that all students can participate in the general education curriculum when provided with appropriate supports and services. They believe that the single-format lesson does not support the full and diverse range of learners in any given classroom, and that teachers need to develop the skills and dispositions that address each and every learner.

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

3. Targeted populations to be served
Teachers, paraprofessionals, and support staff at five high schools (All three HPHS Academies, Culinary and Bulkeley Lower).

In addition, a half-day workshop will be facilitated by Co-Directors from Inclusive Classrooms Project for Principals and Associate Superintendents to discuss problems of practice, and share best practices and lessons learned relative to continuous improvement.

4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)
At HPHS Nursing and HPHS Academy of Engineering & Green Technology the work of this year 2 will focus on:
- Aligning Universal Design for Learning (UDL) implementation with Common Core State Standards
- Student engagement via group learning (including student dialogue, and group functioning)

"Every student and every school thrives"
At Bulkeley Lower, Culinary, and Law & Government Academy the work of this first year will focus on:
- Developing a shared understanding of Universal Design for Learning (UDL) and of instructional processes that allow all students to access content.
- Expanding teacher capacity to collaboratively examine and plan instruction.

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

Inclusive Classroom Project, LLC. is a sole source vendor. Their program is uniquely designed to focus on the needs of students by working collaboratively with the entire staff. Given that this is a continuation of work done last year at two academies, no alternative vendor was sought.

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

Measurements: During the first year of the professional development at Nursing and AEGT, staff members were able to develop shared understandings of a universal design for learning, as well as engage in embedded professional learning including peer walkthroughs and feedback cycles.

The Associate Superintendents will work with Principals to monitor progress on a monthly basis via classroom walkthroughs, review of lesson plans, and analysis of student work and assessments.

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

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

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

Given that this is a continuation of work done last year at 2 academies, no alternative vendor was sought.

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

8. For grants only:

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

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

“Every student and every school thrives”
INCLUSIVE CLASSROOMS PROJECT, LLC.
SCOPE OF SERVICES

Scope of Work

Services to be delivered.

For each service, include service description, number of recipients, location of service, unit, cost, number of units to be purchased, and the total cost of the units.

**Unit One:**
Collaboration and co-planning with a staff developer on-site at schools for teachers, paraprofessionals, and support staff at Nursing, Green Technology, and Law & Government: individuals or small groups

Full Day $1,900 12 Days $22,800

**Unit Two:**
On-site workshop day at schools for instructional leadership teams, teachers, paraprofessionals, and support staff at Nursing, Green Technology, and Law & Government: 25 staff per day

Full Day $4,750 6 Days $28,500

**Unit Three:**
Collaboration and co-planning with a staff developer on-site at school for teachers, paraprofessionals, and support staff at Culinary Academy and Buckley: individuals or small groups

Full Day $2,000 8 Days $16,000

**Unit Four:**
On-site workshop day at school for instructional leadership teams, teachers, paraprofessionals, and support staff at Culinary Academy and Buckley: 25 staff per day

Full Day $5,000 4 Days $20,000

**Unit Five:**
On-site half-day workshop for administrators and associate superintendents with Co-Director

Half Day pro bono 2 Days $0

**Unit Six:**
Lodging and Food Stipend

One Night/Day $250 33 Days $8,250

**Unit Seven:**

Revised 07/2014
Travel Stipend

Round Trip $100 25 Trips $2,500

**Unit Cost # of Units Total Cost**
- Full Day $1,900 12 Days $22,800
- Full Day $4,750 6 Days $28,500
- Full Day $2,000 8 Days $16,000
- Full Day $5,000 4 Days $20,000
- Half Day pro bono 2 Days $0
- One Night/Day $250 33 Days $8,250
- Round Trip $100 25 Trips $2,500

**Total Cost: $98,050**
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AGENDA

ITEM # 3

NEW BUSINESS

CONTRACT CONTINUATION:
NORTHWEST EVALUATION ASSOCIATION

AMOUNT
$214,400

SEPTEMBER 15, 2015

DR. SCHIAVINO-NARVAEZ
DR. CAMPBELL

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

Northwest Evaluation Association (NWEA) provides the Measures of Academic Progress (MAP) computer adaptive assessments. Assessments are available for grades K-12 in the content areas of reading, mathematics, language usage, and science and items are aligned to CT Common Core Standards. MAP assessments provide a standardized measure for educators to use to inform and monitor instructional improvement of teaching and learning. A contract with NWEA was first initiated in 2012, and services of the contract include: MAP for Primary Grades, MAP and MAP Science interim assessments; a test administration and reporting system; a learning continuum to support the application of results to instruction; a professional learning platform containing a variety of resources to support educators in the use of the system; and technical support for users of the system. During the 2015-16 school year, the district will administer MAP assessments to grades K-10 in late fall and spring.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to approve the contract with Northwest Evaluation Association for the term delineated in the contract ending June 30, 2016 at an amount not to exceed $214,400.
Northwest Evaluation Association (NWEA) 2015-16

Executive Form

1. Context/Overview

Northwest Evaluation Association (NWEA) provides the Measures of Academic Progress (MAP) computer adaptive assessments. Assessments are available for grades K-12 in the content areas of reading, mathematics, language usage, and science and items are aligned to CT Common Core Standards. MAP assessments provide a standardized measure for educators to use to inform and monitor instructional improvement of teaching and learning. During the 2015-16 school year, the district will administer MAP assessments to grades K-10 in late fall and spring. In addition, the district uses MAP assessments to tri-annually report K-3 reading performance to the State Department of Education per Priority School District mandates; report students reading and math achievement and growth per requirements of the Alliance/1003g/Network application; and identify students in grades K-7 for summer school.

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

To continue services related to the NWEA Measures of Academic Progress (MAP) assessments for district use.

Services include:
- CT Common Core aligned assessments for MAP for Primary Grades, MAP and MAP Science
- a test administration and reporting system
- a learning continuum to support the application of results to instruction
- a professional learning platform containing a variety of resources to support educators in the use of the system
- technical support for users of the system

3. Targeted populations to be served

The population served includes all district and school educators.
4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

- MAP assessments provide a standardized measure for educators to use to monitor goals of the strategic plan and inform and monitor instructional improvement of teaching and learning.
- MAP results are reported using a stable equal interval scale independent of grade level allowing achievement and growth to be compared and predicted over time.
- MAP provides growth targets for all students assessed, allowing the opportunity to engage in goal-setting with educators and students.
- MAP is used as a requirement of SRBI to universally screen students for intervention services; differentiate instruction based on student need and monitor progress of interventions provided.
- The district uses MAP assessments to tri-annually report K-3 reading performance to the State Department of Education per Priority School District mandates; report students reading and math achievement and growth per requirements of the Alliance/1003g/Network application; and identify students in grades K-7 for summer school.

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

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

Progress/Success:
In mathematics:
- the percent of students achieving at or above the normative mean increased 4.2% from spring 2014 to spring 2015 - largest gains were made in grades 2 (9.8%), 3 (8.0%) and 4 (6.5%);
- the average student on or above grade level is growing about 25% more than a typical student from the national norm group while the average student 3 or more grade levels behind is accelerating growth by more than double the growth of a typical student from the national norm group;
- 2,369 (36%) students 1 to 2 grade levels below in the fall 2014 were on or above grade level by spring 2015, 983 (24%) students 3 or more grade levels below in the fall 2014 were on grade level or 1-2 grade levels behind by spring 2015.

In reading:

"Every student and every school thrives"
• the percent of students at or above the normative mean on increased 4.1% from Spring 2014 to Spring 2015 - largest gains were made in grades 5 (7.2%), 7 (10.9%) and 8 (6.0%);
• the average student 1 to 2 grade levels behind is growing about 35% more than a typical student from the national norm group while the average student 3 or more grade levels behind is accelerating growth by almost triple the growth of a typical student from the national norm group;
• 2,364 (43%) of students 1 to 2 grade levels behind in fall 2014 were on or above grade level by spring 2015, 1,292 (37%) students 3 or more grade levels below in the fall 2014 were on grade level or 1-2 grade levels behind by spring 2015.

Next Steps:

A District Core Assessment Team was convened during the 2014-15 school year to examine assessment perceptions and practices throughout the district. Surveys were used with administrators and teachers to gather perceptions about the usefulness of MAP assessments. The majority of administrators and teachers who responded to the surveys report that the MAP assessments are helpful to their work and the majority also recommended that the district continue administering MAP assessments but eliminate one of the administration cycles, which has been done for the 2015-16 school year. Furthermore, it was recommended that the team continue examining assessment practices in the district and explore other alternative interim standardized assessments.

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

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

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

NWEA is the owner and exclusive licensor of Measures of Academic Progress and the Learning Continuum.

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

8. For grants only:

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

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

"Every student and every school thrives"
AGENDA

ITEM #4

NEW BUSINESS

SEPTMBER 15, 2015

CONTRACT CONTINUATION APPROVAL:
ASSESSMENT MANAGEMENT SYSTEM
SUNGARD PUBLIC SECTOR

DR. SCHIAVINO-NARVAEZ
DR. CAMPBELL

AMOUNT
$118,125

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

SunGard Public Sector “SunGard K-12 Education” provides PerformancePLUS software used by administrators and teachers in using data to inform instructional improvement. A contract with SunGard was first initiated in 2009, and services of the contract include: a longitudinal PreK-12 student academic performance database, analysis and reporting system (Performance TRACKER); an assessment building tool for district, school, and classroom-based assessment (AssessmentBUilder); a SIF (Student Interoperability Framework) License Fee, so that data can easily be exchanged between different software products within the district; an On-Line Assessment module (including server, implementation, configuration, and student use for assessments); 50 Bubble Reader Software licenses that enable teachers to scan assessments at the building level; and technical support of various aspects of the system.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to approve the contract with SunGard Public Sector for the term delineated in the contract ending June 30, 2016 at an amount not to exceed $118,125.
Sungard Public Sector Assessment Management System (PerformancePLUS)

Executive Form

1. Context/Overview

Sungard Public Sector provides the PerformancePLUS software used by administrators and teachers in using data to inform instructional improvement. PerformancePLUS has served as the district’s assessment data management system since 2009.

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

Continuation of this contract would include the following services:

- a longitudinal preK-12 student academic performance database, analysis and reporting system (PerformanceTRACKER);
- an assessment building tool for district, school, and classroom-based assessment (AssessmentBUILDER);
- a SIF (Student Interoperability Framework) License, so that data can easily be exchanged between different software products within the district;
- an On-Line Assessment module (including server, implementation, configuration, and student use for assessments);
- 50 Bubble Reader Software licenses that enable teachers to scan assessments at the building level;
- and technical support of various aspects of the system.

Targeted populations to be served
The population served includes all district and school educators.

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

To assist the district in evaluating the strategic operating plan and provide educators with a method to monitor and evaluate teaching and learning in the classroom. By continuing our use of PerformancePLUS, educators will be able to view assessment data holistically and analyze how it relates to standards; utilize quick two-click access to data via dashboards customized to user preferences; access a longitudinal view of student achievement that allows educators to prepare

“Every student and every school thrives”
for instruction based on individual student needs; record and monitor academic interventions; communicate and share data across traditional organizational boundaries; and guide decision-making with real-time data and standards-based reporting.

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

The last RFP for an assessment and curriculum management system was initiated in 2009. Exploration of a new system has been delayed due to numerous leadership and organizational changes at central office. During the 2015-16 school year, the Office of Data and Accountability would like to collect stakeholder feedback about data and reporting needs related assessment and explore other solutions that may have more robust analytic and reporting features. If a new or replacement system is selected, an implementation plan that includes staff professional learning and data migration would need to be initiated.

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

Progress:
- 1,184 active educators using the system with an average of 22 logins each during the 2014-15 academic year

Next Steps:
During the 2015-16 school year, the Office of Data and Accountability would like to collect stakeholder feedback about data and reporting needs related assessment and explore other solutions that may have more robust analytic and reporting features. If a new or replacement system is selected, an implementation plan that includes staff professional learning and data migration would need to be initiated.

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

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

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

SunGard K-12 Education is the owner and exclusive licensor of the PerformancePLUS software products (PerformanceTRACKER, AssessmentBUILDER, On-Line Assessments).

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

ITEM # 5

NEW BUSINESS

CONTRACT APPROVAL:
SCHLAGHECK SOLUTIONS, LLC

SEPTMBER 15, 2015

DR. SCHIAVINO-NARVAEZ
MR. SWAN

AMOUNT
$62,000

FUNDING SOURCE
TRAVELERS GRANT

BACKGROUND

Schlagheck Solutions, LLC will contract with the Hartford Public Schools to run, manage and coordinate the internship program at Pathways Academy of Technology & Design for the 2015-16 School Year. The consultant will work to identify, secure and prepare students for paid internship opportunities where our students will gain work experience and hands-on experience by working in local businesses. The experience gained will help our students with making career choices, college/career decisions and transitioning into the workplace setting. Pathways has secured a grant from Travelers to fund this contract.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to approve the contract with Schlagheck Solutions, LLC for the term delineated in the contract ending June 30, 2016 at an amount not to exceed $62,000.
Schlagheck Solutions, LLC

Executive Form

1. Context/Overview

The consultant will run, manage and coordinate the internship program at Pathways Academy of Technology & Design.

2. Purpose for contract or grant:

The consultant will receive a salary of $62,000 to visit community agencies to set up internship opportunities for our students.

3. Targeted populations to be served

Students attending Pathways

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

Our students will gain hands on experience working in companies using skills they have learned in the classroom. This experience will help them with college/career choices and help them transition into the work environment.

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

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

The consultant will provide a weekly summary of her plans and outcome. Our students submit their timesheets with evaluations.

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

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

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

“Every student and every school thrives”
b. Any other information that supports the need for the sole source request.

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

b. Please attach a copy of the grant abstract and other applicable documents
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AGENDA
ITEM # 6

NEW BUSINESS

ACCEPTANCE OF FUNDS/
CONTRACT APPROVAL: CT STATE
DEPARTMENT OF EDUCATION:
FAMILY RESOURCE CENTER GRANT

AMOUNT
$657,000 ($109,500/site)

FUNDING SOURCE
CT STATE DEPT. OF EDUCATION

SEPTEMBER 15, 2015

DR. SCHIAVINO-NARVAEZ
MS. TAVERA

BACKGROUND

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

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

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

RECOMMENDATION

That, contingent upon the Connecticut State Department of Education awarding the grant, the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $657,000 ($109,500/site) (or another amount as awarded by the Connecticut State Department of Education) from the Connecticut State Department of Education for the operation of the Family Resource Centers in the following locations:

- Maria C. Sánchez Elementary School
- Latino Studies Academy at Burns School
- Martin Luther King Jr. Elementary School
• America’s Choice at SAND School
• John C. Clark Elementary School
• Asian Studies Academy at Dwight/Belizzi Campus

That, contingent upon the Connecticut State Department of Education awarding the grant, the Hartford Board of Education further authorizes the Superintendent to approve the 2015-2016 contracts for the operation of the Family Resource Centers as follows:

• Hispanic Health Council will operate the Family Resource Centers at Maria C. Sánchez Elementary School and Asian Studies Academy at Dwight/Belizzi Campus.
• The Village for Families & Children, Inc. will operate the Family Resource Centers at Latino Studies Academy at Burns School, Martin Luther King Jr. Elementary School, America’s Choice at SAND School, and John C. Clark, Jr. Elementary and Middle School.

Each contract is not to exceed the allocated amount by the State Department of Education of $109,500 per Family Resource Center.

The Hartford Board of Education also authorizes the Superintendent to make necessary reductions should the State of Connecticut reduce its commitment to the Family Resource Centers.
ACCEPTANCE OF FUNDS/CONTRACT APPROVAL: CT STATE DEPARTMENT OF EDUCATION: FAMILY RESOURCE CENTER GRANT

*Contingent upon receipt of grant award*

Executive Form

1. Context/Overview

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

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

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

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

3. Targeted populations to be served

The target population for FRCs includes children, parents and families who reside in the public elementary school attendance area. Particular focus is given to the recruitment of families with children who are “high risk” for school and academic
failure, potential dropouts, educational disadvantaged and underachieving. FRCs will be situated in the following schools:
- Maria C. Sánchez Elementary School,
- Latino Studies Academy at Burns School,
- Martin Luther King Jr. Elementary School,
- America’s Choice at SAND School,
- John C. Clark Elementary School, and
- Asian Studies Academy at Dwight/Belizzi Campus.

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

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

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

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

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

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

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

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

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

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

"Every student and every school thrives"
8. For grants only:
   a. Identify partnerships and their financial commitment included in the grant

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

   b. Please attach a copy of the grant abstract and other applicable documents
The Burns School Family Resource Center represents a customer-driven service model that assumes that families ultimately want to improve the quality of life for themselves and their community. Families are the key stakeholders in the development and actualization of all FRC programs. Through ongoing effective collaborations with grass-roots initiatives (i.e., parent/religious/community organizations, civic and political groups), The Burns FRC will continue to provide the following core services at SDE funded sites:

1. Quality Early Care and Education Programs - The Burns FRC will provide weekly or bi-weekly activities for the preschoolers with a focus on literacy (e.g., storytelling, music/movement, health and safety, and transition to kindergarten) in collaboration with Pre-K teachers. Teachers will meet with FRC staff to plan activities that supplement classroom teaching/learning themes throughout the year.

2. School-Age Child Care - The Burns FRC will provide in-classroom activities for kindergarten on a weekly basis. These activities will be provided in consultation with classroom teachers to ensure that the activities support classroom goals, themes, and benchmarks. The Burns FRC staff will provide on-going support to COMPASS, the lead agency for the community school at Burns. A summer afternoon program, which serves 30 children in conjunction with the HPS summer school program’s morning sessions, will also, be provided by COMPASS staff with the collaborative support of the FRC staff. FRC staff will be involved in planning, recruiting and assisting in the implementation process of a quality before and/or after school program experience that focus on building each child’s connection to the school community, while integrating effective expanded learning opportunities to positively impact academic progress.

3. Families-in-Training - The Parent Educator will provide the Parents-as-Teachers and Families-in-Training parent education/support program to 10 to 15 parents per year. Two six-session Common Sense Parenting courses (Spanish), serving a minimum of 8 parents per session, will be held at the Burns FRC per year. Family Read® will be provided to 15 families with preschool and/or lower-
elementary children. The Burns FRC will also partner with Read to Grow through The Village’s Book Place to provide age appropriate books for families as a mean to promote language building and literacy for children.

4. Positive Youth Development Services - The Burns FRC will support COMPASS in the provision of after-school and summer Positive Youth Development programs. This will be achieved through collaborative agreements with teachers, volunteers, and other community-based organizations. We will serve students from grades 6-8, in two groups in our weekly collaborative “Lunch Club”. The focus will be on positive youth topics of interest derived from student-shared insight. Girls Scouts of CT will be provided during fall and spring which will focus on group work, role-play games, physical solving activities and improving communication skills.

5. Support and Training for Family Day Care Providers - The Burns FRC will offer four (4) workshops annually for family daycare providers, focusing on literacy, music/movement, safety, and health and nutrition. Workshops may be presented by FRC staff or community partners. Family daycare providers will also be invited to financial literacy workshops developed especially for daycare providers by The Village Family Financial Literacy Program.

6. Adult Education - The Village/Burns FRC will coordinate with The Adult Education Center in Hartford (AECH) to create opportunities for family members to obtain health information, life skills education, and guidance on pursuing a college degree. AECH offers classes in English as a Second Language and provides GED classes in Spanish at Burns FRC. The Burns FRC will provide referrals for ongoing GED and National External Diploma Program (NEDP) in English and ESL courses at The Village’s Center for Family Life on Spring Street in Hartford, with transportation and child care support provided. Additional workshops for adults will also be provided.

7. Resource and Referral Services – Each month The Burns FRC will provide resource information to families on a variety of services that include but are not limited to health, social and mental health services. Pamphlets and flyers are distributed to families and telephone calls and walk-ins are encouraged. Infoline serves as the primary referral source. The Burns FRC serves as a distribution center for basic-needs items (food, clothing, furniture, etc.) and holiday gift items. Families are also encouraged to participate in financial literacy activities provided through The Village’s Family Financial Literacy program as mean of establishing economic stability.
The SAND School Family Resource Center represents a consumer-driven service model that assumes that families ultimately want to improve their quality of life for themselves and their neighborhoods. Families are the key stakeholders in the development and actualization of all FRC programs. Through collaboration with grassroots initiatives, parent/religious/community organizations and civic and political groups, the SAND FRC will continue to provide the following core services:

1. Quality Early Care and Education Programs – The SAND FRC will provide bi-weekly activities for the preschoolers enrolled in the Women’s League Child Development Center that focus on literacy (e.g., storytelling, music/movement, health and safety, and transition to kindergarten.) Additionally, the SAND FRC will work together with kindergarten teachers to reinforce the four reading comprehension strands by providing Kindergarten Circle Time once a week. This program will focus on singing and storytelling. Teachers in both programs will be consulted so that the activities will mesh with classroom activities and themes throughout the year.

2. School-Age Child Care Programs – Children will participate in quality after school programs that focus on core academics, enrichment, and/or recreational programs provided on site at SAND School. A summer afternoon program, in conjunction with the HPS summer school program’s morning sessions, will be provided by the Village staff with the collaborative support of the FRC staff. FRC staff will be involved in planning, recruiting and assisting in the implementation process of a quality before and/or after school program experience that focuses on building each child’s connection to the school community, while integrating effective expanded learning opportunities to positively impact academic progress.
3. Families-in-Training – The Parent Educator will provide the Parents-as-Teachers and Families-in-Training parent education/support program to a minimum of 10 parents per year. These programs include home visits, support groups, helpful literature, and parent-child playgroups. At least one six week session of Triple P Parenting Program course will be held at The SAND FRC. NAMI Basics Class will be offered for 6 weeks for parents who are concerned about their child’s behavior and/or mental health. Raising Readers literacy programs will be provided once per year to 8 families with preschool and school-age children. The Sand FRC will also partner with Read to Grow through The Village’s Book Place to provide age appropriate books for families as a mean to promote language building and literacy for children.

4. Positive Youth Development – The SAND FRC will support The Village Extended Day Program in providing after-school and summer Positive Youth Development programs. This will be achieved through collaborative agreements with teachers, volunteers, and other community-based organizations. Also, we will serve students from grades 6-8, in our weekly collaborative “Lunch Club”. The focus will be on positive youth topics of interest derived from student-shared insight.

5. Support and Training for Family Day Care Providers – The SAND FRC will offer four (4) workshops annually for family day care providers, focusing on literacy, music/movement, safety, and health and nutrition. Workshops may be presented by FRC staff or by community providers.

6. Adult Education – The SAND School FRC coordinates with The Adult Education Center in Hartford (AECH) to create opportunities for family members to obtain health information, life skills education, and guidance on pursuing a college degree. The SAND School FRC will provide referrals for ongoing GED and NEDP in English and ESL courses at The Village’s Center for Family Life on Spring Street in Hartford, with transportation and child care support provided. In addition, The SAND FRC will offer nutrition/cooking classes, sewing/knitting classes, financial literacy/computer classes to our adults on a regular basis. Classes will be offered to parents throughout the school year both during and after school as parent availability dictate.

7. Resource and Referral Services – Each month, the SAND FRC will provide resource information to families on a variety of services that include but are not limited to health, social and mental health services. Pamphlets and flyers are distributed to families and telephone calls and walk-ins are encouraged. Infoline serves as the primary referral source. The SAND FRC serves as a distribution center for basic-needs items (food, clothing, furniture, etc.) and holiday gift items. Families are also encouraged to participate in financial literacy activities provided through The Village’s Family Financial Literacy program as mean of establishing economic stability.
Scope of Services 2015-2016
Agency Information Form

Local Education Agency: Hartford Public Schools

Name of School/FRC: JC Clark Elementary and Middle School / Clark’s FRC

FRC Address: 75 Clark Street (Fred D. Wish School – 350 Barbour Street – Temporary location)

City/State/Zip: Hartford, CT 06120

FRC Site Coordinator: April Gray-Pamphile

FRC Site Phone: (860) 695-3338  FRC Contact Email: agraypamphile@thevillage.org

FRC Website (if applicable): www.villageforchildren.org

Principal: Tavarisha Stone Email: stont001@hartfordschools.org

Contract Amount: $109,500

The Clark School Family Resource Center represents a customer-driven service model that assumes that families ultimately want to improve the quality of life for themselves and their community. Families are the key stakeholders in the development and actualization of all FRC programs. Through ongoing effective collaborations with grass-roots initiatives (i.e., parent/religious/community organizations, civic and political groups), Clark School FRC will continue to provide the following core services at SDE funded sites:

1. Quality Early Care and Education Program – The Clark School FRC will provide weekly or bi-weekly activities for the preschoolers with a focus on literacy (e.g., storytelling, music/movement, health and safety, and transition to kindergarten) in collaboration with Pre-K teachers. Certified teachers will meet with FRC staff to plan activities that will integrate with classroom teaching/learning themes throughout the year.

2. School-Age Child Care – The Clark School FRC will provide in-classroom activities for kindergarten on a weekly basis. These activities will be provided in consultation with classroom teachers to ensure that the activities support classroom goals, themes, and benchmarks. The Clark School FRC staff will provide ongoing support to the Village Extended Day program. A summer afternoon program, which serves children in conjunction with the HPS summer school program’s morning sessions, will also be provided by the Village staff with the collaborative support of the FRC staff. FRC staff will be involved in planning, recruiting and assisting in the implementation process of a quality before and/or after school program experience that focuses on building each child’s connection to the school community, while integrating effective expanded learning opportunities to positively impact academic progress.

3. Families-in-Training – The Parent Educator will provide the Parents-as-Teachers and Families-in-Training parent education/support program to 12 to 15 parents in all. Two eight-session Raising Readers courses, serving a minimum of 6 to 8 parents per session, will be held at The Clark School
FRC per year. *Mind in the Making* workshops will be offered for parents to help them foster seven essential life skills to help their children reach their full potential. The Clark School FRC will also partner with *Read to Grow* through The Village’s Book Place to provide age appropriate books for families as a mean to promote language building and literacy for children.

4. Positive Youth Development Services – The Clark School FRC will support The Village Extended Day Program in providing after-school and summer Positive Youth Development programs. This will be achieved through collaborative agreements with teachers, volunteers, and other community-based organizations. Also, we will serve students from grades 4-6, in our weekly collaborative “Lunch Club”. The focus will be on positive youth topics of interest derived from student-shared insight. *The Teen Outreach Program* (TOP), which offers a research-based approach, has been built into the daily schedule for all seventh and eighth grade students throughout the school year. TOP emphasizes positive behaviors, personal development, and teen pregnancy prevention through education, service learning, and interaction with positive role models.

5. Support and Training for Family Day Care Providers – The Clark School FRC will offer four (4) workshops annually for family day care providers, focusing on literacy, music/movement, safety, health and nutrition. Workshops may be presented by FRC staff or community partners. Family daycare providers will also be invited to financial literacy workshops developed especially for daycare providers by The Village Family Financial Literacy Program.

6. Adult Education – The Village-Clark School FRC coordinates with The Adult Education Center in Hartford (AECH) to create opportunities for family members to obtain health information, life skills education, and guidance on pursuing a college degree. The Clark School FRC will provide referrals for ongoing GED and NEDP in English and ESL courses at The Village’s Center for Family Life on Spring Street in Hartford, with transportation and child care support provided.

7. Resource and Referral Services - Each month, The Clark School FRC will provide resource information to families on a variety of services that include but are not limited to health, social and mental health services. Pamphlets and flyers are distributed to families and telephone calls and walk-ins are encouraged. Infoline serves as the primary referral source. The Clark School FRC serves as a distribution center for basic-needs items (food, clothing, furniture, etc.) and holiday gift items. The Clark School FRC provides a food pantry. Until renovations in Clark School are completed, the Food Pantry is located at Sand School. Clark School FRC also offers a backpack program. Families are encouraged to participate in financial literacy activities provided through The Village’s Family Financial Literacy program as mean of establishing economic stability. The Volunteer Income Tax Assistance (VITA) program is also offered to families within The Clark school area for free tax preparation. Through a partnership with The Connecticut Partnership for Children, Inc., The Clark School FRC has a Diaper Bank, which allows us to provide parents/guardians with diapers for their babies.
The Martin Luther King (MLK) Family Resource Center (FRC) is a consumer-driven service model that assumes that families ultimately want to improve the quality of life for themselves and their neighborhoods. Families are the key stakeholders in the development and actualization of all programs. Through ongoing effective collaboration with grass-roots initiatives (i.e., parent/religious/community organizations and civic and political groups) The MLK FRC will continue to provide the following core services:

1. Quality Early Care and Education Programs – Early care and education will be provided at Martin Luther King Jr. School. The MLK FRC supports the early childhood classrooms by coordinating services, providing family support/engagement, related to literacy and other in-classroom enrichment activities to the Pre-School and Head Start Programs. The activities focus on literacy (e.g., storytelling, music/movement, health and safety) and transition to kindergarten. Certified teachers will meet with FRC staff to plan activities that supplement classroom teaching/learning themes throughout the year.

2. School-Age Child Care Programs – Students in Kindergarten through Eighth will participate in quality after school programs as determined by their requests and interests (e.g., martial arts, cooking, Boy Scouts, dance) provided on site at MLK School. A summer afternoon program, in conjunction with the HPS summer school program’s morning sessions, will be provided by the Village staff with the collaborative support of the FRC staff. FRC staff will be involved in planning, recruiting and assisting in the implementation process of a quality before and/or after school program experience that focuses on building each child’s connection to the school community, while integrating effective expanded learning opportunities to positively impact academic progress.

3. Families-in-Training – The Parent Educator will provide the Parents-as-Teachers and Families-in-Training parent education/support program to 8-12 parents per year, which will include home visits and parent-child playgroups. Triple P (Positive Parenting Program) groups will also be offered and
will service 8-12 parents. A biweekly workshop series for parents with an emphasis on supporting children’s education will be provided in collaboration with the MLK School Social Worker. The Family Read® literacy program will also be provided for up to 12 families with preschool and school-age children per year. The MLK FRC will partner with Read to Grow through The Village’s Book Place to provide age appropriate books for families as a mean to promote language building and literacy for children.

4. Positive Youth Development – The MLK FRC will support The Village Extended Day Program in providing after-school and summer Positive Youth Development programs. This will be achieved through collaborative agreements with teachers, volunteers, and other community-based organizations. We will serve students in our weekly collaborative “Lunch Club”. The focus will be on positive youth topics of interest derived from student-shared insight.

5. Support and Training for Family Day Care Providers - The MLK School FRC will offer four (4) workshops annually for family day care providers, focusing on literacy, music/movement, safety, and health and nutrition. Workshops may be presented by FRC staff or community partners. Family daycare providers will also be invited to financial literacy workshops developed especially for daycare providers by The Village Family Financial Literacy Program.

6. Adult Education – The Village/MLK FRC coordinates with The Adult Education Center in Hartford (AECH) to create opportunities for family members to obtain health information, life skills education, and guidance on pursuing a college degree. The MLK FRC will provide referrals for ongoing GED and NEDP in English and ESL courses at The Village’s Center for Family Life on Spring Street in Hartford, with transportation and child care support provided.

7. Resource and Referral Services – Each month, The MLK FRC will provide resource information to families on a variety of services that include but are not limited to health, social and mental health services. Pamphlets and flyers are distributed to families and telephone calls and walk-ins are encouraged. Infoline serves as the primary referral source. The MLK FRC participates in the Foodshare Mobile Truck food distribution program and provides a food Backpack Program. The MLK FRC serves as a distribution center for basic-needs items (food, clothing, furniture, etc.) and holiday gift items. Families are also encouraged to participate in financial literacy activities provided through The Village’s Family Financial Literacy program as mean of establishing economic stability.
EXHIBIT A

SCOPE OF SERVICES

1. Operate Family Resource Centers at María C. Colon Sánchez Elementary School and at Asian Studies Academy at Dwight/Belizzi Campus

2. Early Care and Education Components

FRC Parent Coordinator/Educators will work with pre-school staff to identify families that can not only best utilize FRC services, but be assisted through Hispanic Health Council’s Family Support System. Parent workshops will be provided by Hispanic Health Council staff to address the transition from Pre-Kindergarten to Kindergarten: number of parents to be served: 40. Parents will be recruited in collaboration with the site’s preschool staff.

3. School-Age Child Care Components

School age child care has not traditionally been a priority for parents and for those families in need of such care outside of the after-school programs; however referrals will be made as needed to other providers within the City of Hartford.

Staff will be available before the opening bell so that they can welcome and meet parents and discuss FRC services and recruit families for the Parents as Teachers (PAT) component as well as other services.

4. Families-in-Training Components

Hispanic Health Council utilizes the Parents as Teachers (PAT) model for providing the families in training services. The Hispanic Health Council is an affiliate of Parents as Teachers; our Affiliate Code is CT-0103.

PAT services will include:

- **personal visits** - visits will be conducted with participants at home or similar setting on a regular basis to provide information and advice parents and other caregivers on their child’s language, cognitive, social and motor development. Currently, 100% of families receive home visiting services.

- **group connections** - families will be offered at least one monthly group connection session that will be focused on parent-child interaction, development-centered parenting and family well-being during the program year.
- **screenings** - staff will utilize PAT materials including the PAT health record to complete the initial screening, and family assessment to take place within 3 months of enrollment (usually completed at the first PAT visit). Ages and Stages Questionnaire will be used for developmental screening. Staff also obtain copies of the hearing, vision and medical screening reports conducted by family physicians or clinics including school clinics.

- **resource network** - families will be connected to resources, as determined during home visits and other contacts, to address assistance needed to overcome barriers. The Hispanic Health Council procedure is to provide advocated referrals, meaning that the families are supported in accessing the services for which they have been referred, and assisted in resolving issues that may come up that could keep the family from receiving those services.

As participants in our Parents as Teachers (PAT) component,

- 20 families will receive, at minimum, 1 personal visit, per month, throughout the program year;

- 24 families will receive, at minimum, 2 personal visits, per month, throughout the program year;

- 44 children under 5 years old will participate in regular, personal visits throughout the program year; and

- These visits will be conducted during 10 months, with continued follow-up communications during the 2 summer months.

5. **Positive Youth Development Components**

Hispanic Health Council (MI CASA CAMPUS) will provide positive youth development and academic enrichment programming, including homework support and tutoring, leadership development, prevention (health, nutrition) and cultural activities youth at Sánchez School. These youth development activities will include subject matter reading and reflection times, structured to support the priority afterschool component of academic support aligned with educational goals of the school and the district. These goals include HPS's goal that each child who enters a Hartford Public School and remains part of the same school through third grade will be reading at or above grade level by the end of third grade (contingent on supplemental funding). The District 3 year operating plan also calls for specific increases in academic performance scores, including reading. Hispanic Health approach to academic support will include development of individual success plans including teacher input to identify specific gaps in skills related to CMT strands. Tutoring and homework help are then provided to address these needs. This activity will include small group and one on one tutoring. In addition, Hispanic Health Council will, in alignment with Sánchez School, utilize expeditionary learning as a framework for academic support. Family engagement will be a critical component of our services.
At Asian Studies Academy, FRC staff will collaborate with afterschool service providers regarding recruitment and referrals, parent workshops and events as well as other parent engagement activities. The Asian Studies Academy provides a Pre-K program; our focus will be on infants and toddlers from 0-3 years old. The Parent Educators will use the PAT curriculum to promote and enhance parent-child interaction, development centered parenting, and family well-being. Home literacy activities are stressed, consistent with the community plan to achieve reading proficiency in Hartford schools. The staff provide literacy materials, and books to families.

6. Support and Training for Family Day Care Providers Components

FRC staff will include day care providers in workshops and other trainings available. We have targeted a minimum of three (3) day care providers at each site for this purpose.

7. Adult Education and Family Literacy Components

Hispanic Health Council will work with Hartford Public Schools to provide opportunities for parents to obtain adult education and ESL classes. Hispanic Health Council will provide family literacy components such as Family Read.

8. Resource and Referral Components

Hispanic Health Council referral system will include informational empowerment (how to access and utilize needed information and services, along with advocacy support); linkages to child and family development, health, arts, and financial/employment resources in the community; and helping to build bridges to “mainstream” resources underutilized in the Hispanic community. The Hispanic Health Council will make resources available to FRC youth and families, especially through nutrition, peer breastfeeding counseling, cancer awareness and prevention, health care access, Healthy Start/ Comadrona program (supported services for the prevention of infant mortality), advocacy services for victims of domestic violence and sexual assault and other issues important to our community.

9. Data and Reports. Hispanic Health Council will comply with all State Department of Education (SDE) and Hartford Public Schools (HPS) data and reporting requirements.
AGENDA

ITEM # 7

NEW BUSINESS

APPROVAL OF: SCHOOL CONSTRUCTION PLANS AND ED042 SUBMITTAL
WEST MIDDLE SCHOOL

SEPTMBER 15, 2015

DR. SCHIAVINO-NARVAEZ
DR. SLATER

BACKGROUND

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

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

- West Middle School– State Project #064-0303 EA/RR
  - Phase 3 – Furniture, Fixtures and Equipment (FF&E)
  - Phase 4 – Playground Equipment

A cost estimate has been prepared and the scope is within budget. Project schedules call for such work to be bid and implemented, prior to the school reopening. The Additions and Alterations are scheduled to be completed by the early Spring of the 2015-2016 school year.

RECOMMENDATION

The Hartford Board of Education approves the final plans and authorizes the architect to submit the documents for the Furniture, Fixtures and Equipment (FF&E) and Playground Equipment phases of work for the above referenced school project, to the Office of School Facilities for their review and approval.