Hartford Board of Education
Regular Meeting – Tuesday, September 16, 2014

Bulkeley High School, 300 Wethersfield Avenue, Hartford, CT 06114

5:30 p.m.

AGENDA

I. Call to Order

II. Roll Call

III. Opening Statement

IV. Recognition of Educators
   o Bulkeley High School - New England Association of Schools and Colleges Accreditation
   o Rachael L. Manzer, Science, Technology, Engineering and Mathematics coach at Annie Fisher STEM Magnet School, awarded the 2014 Crossfield Aerospace Educator of the Year Award from the National Aviation Hall of Fame
   o Melissa Thom, Social Studies teacher at Dr. Joseph Renzulli Gifted and Talented Academy, awarded the “Laura Knott-Twine Award” from the Hartford Preservation Alliance

V. Dialogue Session
   1. Parent and Student Comment
   2. Public Comment

VI. Reports
   1. Report of the Chair
   2. Report of the Superintendent
      o Attendance Awareness Proclamation
   3. Committee Reports
      o Policy Committee
      o Parent and Community Engagement Committee
      o Other Committees

VII. Business Agenda

A. Items in Order of Importance
   1. Administrative Appointment (Supt et al.)

      That the Hartford Board of Education approves the Superintendent’s recommendation to appoint David Chris Hempel to the position of Portfolio Director, effective September 17, 2014.

   2. Contract Approval: Area Cooperative Education Services $95,000 (Supt et al.)
Hartford Public Schools will contract with Area Cooperative Educational Services to allow certified teachers to obtain a cross-certification endorsement in bilingual education and/or Teachers of English to Speakers of Other Languages to help us build additional capacity in the area of English Language Learner services.

That the Hartford Board of Education authorizes the superintendent to execute the contract with Area Cooperative Education Services, for the term delineated in the contract ending June 30, 2015, at an amount not to exceed $95,000.


Family Resource Center concept promotes comprehensive, integrated, community-based systems of family support and child development services located in public school buildings. 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. Currently we operate six sites in partnership with community-based organizations.

That the Hartford Board of Education authorizes the Superintendent to approve the 2014-2015 continuation of contracts for the operation of the Family Resource Centers as follows:

- Hispanic Health Council at Maria C. Sánchez Elementary School and the Dr. Ramon E. Betances Early Reading Lab School.

Each contract should not to exceed the allocated amount by the State Department of Education of $106,062 per Family Resource Center.

The Hartford Board of Education further authorizes the Superintendent to make necessary reductions should the State of Connecticut reduce its commitment to the Family Resource Centers.

B. Consent Agenda

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

Connecticut Pediatric Neuropsychology Associates provides neuropsychological consultations and evaluations to Hartford Public Schools students who are mandated to receive these services. Referrals are made through PPTs.

That the Hartford Board of Education authorizes the superintendent to execute a contract with Connecticut Pediatric Neuropsychology Associates for term delineated in the contract ending October 2, 2015; at an amount not to exceed $80,000.

5. Contract Continuation Approval: Hartford Parent University $78,334 (Supt et al.)
Hartford Public Schools will contract with the Hartford Parent University to provide a training program for parents during the 2014-2015 school year. The program will consist of four-full day Saturday learning sessions and two two-hour evening-learning sessions.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Hartford Parent University for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $78,334.

6. Contract Continuation Approval: State Education Resource Center / Positive Behavioral Interventions and Supports $76,200 / 3-Year Contract (Supt et al.)

Hartford Public Schools will continue the contract with the State Education Resource Center to provide Positive Behavior Interventions and Supports (PBIS) training, technical assistance, and consultation for 32 PBIS Hartford Public Schools.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with the State Education Resource Center for the term delineated in the contract ending June 30, 2018, at the amount not to exceed $76,200.

7. Approval of Educational Specifications for Air Conditioning at Bellizzi School (Supt et al.)

That the Hartford Board of Education accepts and approves the Educational Specifications for the installation of air conditioning at Bellizzi School and authorizes submission of the documents to the Office of School Facilities for purposes of securing a construction grant.

8. Approval of General Budget Allocation Changes through June 30, 2014 (Finance and Audit Committee)

VIII. Adjournment

Upcoming Board of Education Meeting

- BoE Workshop Meeting – Tuesday, October 7, 2014 at 5:30PM at Montessori Magnet at Annie Fisher, 280 Plainfield Street, Hartford, CT 06112. Topic: School Choice.
- BoE Regular Meeting – October 21, 2014 at 5:30PM at L.W. Batchelder Elementary, 757 New Britain Avenue, Hartford, CT 06106.
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AGENDA

ITEM # 1

NEW BUSINESS

SEPTMBER 16, 2014

ADMINISTRATIVE APPOINTMENT

DR. SCHIAVINO-NARVAEZ
MS. ALLEN

BACKGROUND

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

RECOMMENDATION

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Chris Hempel</td>
<td>$142,000</td>
<td>Portfolio Director</td>
<td>September 17, 2014</td>
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AGENDA

ITEM # 2

NEW BUSINESS

CONTRACT APPROVAL:
AREA COOPERATIVE EDUCATION SERVICES

AMOUNT
$95,000

SEPTEMBER 16, 2014

DR. SCHIAVINO-NARVAEZ
MR. GENAO

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

Area Cooperative Education Services (ACES) has developed an Alternative Route to Certification to Teach English Language Learners (ARCTELL) program in consultation with a committee of bilingual and TESOL (Teachers of English to Speakers of Other Languages) practitioners approved by the Connecticut State Board of Education. This program allows certified teachers to attain a cross-certification endorsement in bilingual education and/or TESOL.

ACES has successfully conducted the ARCTELL program for three cohorts of teachers since 2012 and is currently conducting the program for a fourth cohort.

ARCTELL provides an opportunity for selected participants to take advantage of an accelerated, meaningful, relevant and hands-on learning experience. This experience is designed to help participants meet state and national competencies, as well as state requirements to add TESOL and/or bilingual endorsement to their current Connecticut teaching certification(s). These professionals will act as advocates for our ELL students and build capacity within their schools and the district.

Bilingual education and ESL (English as a Second Language) teachers need to possess strong competencies and an array of strategies in the areas of language acquisition; culture and cross-cultural communication; assessing students’ learning needs; and planning ESL instruction in all four language learning skills (reading, writing, speaking, and listening). This program will provide our teachers with a solid pedagogical base upon which to build these additional competencies.

RECOMMENDATION

That the Hartford Board of Education authorizes the superintendent to execute the contract with Area Cooperative Education Services, for the term delineated in the contract ending June 30, 2015, at an amount not to exceed $95,000.
ARCTELL Program – Contract with Area Cooperative Education Services

Executive Form

1. Context/Overview

Hartford Public Schools will contract with Area Cooperative Educational Services to allow certified teachers to obtain a cross-certification endorsement in bilingual education and/or Teachers of English to Speakers of Other Languages to help us build additional capacity in the area of English Language Learner services.

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

ACES will operate a one-year cohort of the ARCTELL program for Hartford Public Schools certified teachers who are interested in obtaining a TESOL and/or bilingual certification cross-endorsement. ACES will provide fiscal management of the program: payment for instructors, faculty advisory board, program coordinator, facilities, supplies, instructional and other program costs as outlined in the contract.

3. Targeted populations to be served

The cohort will consist of 15-20 current Hartford certified teachers.

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

- One of the district’s priorities is to close the achievement gap for ELLs.
- Quality Instruction is a strategy in the district’s SOP.
- The ARCTELL program will provide our teachers with strong competencies in the areas of language acquisition; culture and cross-cultural communication; assessing students’ learning needs and planning ESL instruction in all four skill areas with a wide variety of strategies.

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

None

"The Hartford Public Schools is the State Capital’s Portfolio District of Excellence"
6. Performance/Measurement: progress, success & next steps

In order to obtain a cross-certification, teachers will need to successfully pass the Praxis (state assessment). ACES has successfully conducted the ARCTELL program for three cohorts. After one year, Hartford Public Schools will have additional bilingual and/or TESOL certified teachers to meet the instructional needs of our English Language Learners.

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?
   Click here to enter text.

b. Any other information that supports the need for the sole source request.
   Click here to enter text.

8. For grants only:

a. Identify partnerships and their financial commitment included in the grant
   Click here to enter text.

b. Please attach a copy of the grant abstract and other applicable documents
   Click here to enter text.
ADDENDUM A

Alternative Route Certification for Teacher of English Language Learners (ARCTELL)
Program Responsibilities

ACES Program Manager
- Is a member of the Faculty Advisory Board and attends all meetings
- Coordinates fiscal administration of program in conjunction with ACES PDSI Budget Coordinator
- Coordinates with CT State Department of Education regarding certification and accreditation
- Works with Program Coordinator and FAB to ensure the curriculum centers on teaching and learning and is aligned with TESOL and NCATE standards
- Works with ACES Support Staff to complete essential administrative tasks
- May provide Professional Development to cohort as agreed upon by FAB
- Administers and maintains ACES-owned digital space for program, including training of cohort instructors and participants on usage
- Monitors data collection/input

Program Coordinator
- Is a member of the Faculty Advisory Board and attends all meetings
- Designs program curriculum, ensuring cohesion and consistency of curriculum design and delivery
- Develops course syllabus, including schedule and due dates for assessments and assignments
- Works with ACES Project Manager and FAB to ensure the curriculum centers on teaching and learning and is aligned with TESOL and NCATE standards
- Selects cohort instructors for approval by FAB
- Supervises cohort instructors
- Along with instructors, assesses and scores candidate disposition after each program gate
- Provides update of candidate assessment data and progress to FAB at each meeting
- Works with FAB to review instructional materials and lesson plans prior to their delivery
- Provides guidance to FAB members regarding issues which may come up with cohort participants
- Uses appropriate online collaborative tools (i.e. wiki, Moodle, Google Apps)

Instructor
- Develops lessons, teaches classes, reads and assesses all assigned work
- Works with Program Coordinator to ensure that instruction and assessment are aligned with TESOL and NCATE standards
- Submits lessons to be approved by Program Coordinator
- Maintains and submits candidate assessment data by set deadlines
- Along with Program Coordinator, assesses and scores candidate disposition after each program gate
- Uses appropriate online collaborative tools (i.e. wiki, Moodle, Google Apps)
**ACES Support Staff**

- Coordinates application process (marketing, brochures, web presence, screening, interview schedules, notification of acceptance and other necessary correspondence)
- Coordinates funding sources and tuition
- Orders supplies/materials for programs, including food if necessary
- Maintains attendance records for cohort and FAB
- Develops agenda for FAB meetings and shares one week prior to meetings along with any supporting documentation
- Coordinates graduation/completion ceremony
- Coordinates submission of certification documentation
- Assists ACES Project Manager in completing essential administrative tasks

**Faculty Advisory Board (FAB)**

- Attends and participates in all FAB meetings
- Performs chairperson and recording duties on a rotating basis
- Participates in the review of applications
- Interviews and selects cohort participants
- Reviews program curriculum
- Works with ACES Project Manager and Program Coordinator to ensure the curriculum centers on teaching and learning and is aligned with TESOL and NCATE standards
- Approves cohort instructors
- Approves guest speakers
- Approves instructional materials to be purchased, based on curriculum and budget
- Approves program and student policies and procedures
- Provides guidance and oversight in resolving grievances or conflicts with cohort participants
## ADDENDUM B

### HARTFORD ARCTELL COHORT BUDGET - with 11 to 20 participants

<table>
<thead>
<tr>
<th>Line Totals</th>
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</thead>
<tbody>
<tr>
<td><strong>Faculty Advisory Board:</strong> 5 FAB members @ $1,200</td>
<td>$6,000</td>
</tr>
<tr>
<td><strong>Program Coordinator</strong></td>
<td>$5,550</td>
</tr>
<tr>
<td><strong>Teaching services, module instructors:</strong> 150 instructional hours @ $90/hour ($13,500); additional 12 hours for co-teaching and 12 planning meeting hours @ $90/hour</td>
<td>$15,660</td>
</tr>
<tr>
<td><strong>ACES Administrator/Supervisor</strong></td>
<td>$3,000</td>
</tr>
<tr>
<td><strong>ACES Program Manager:</strong> .15 FTE @ $95,960 (31 days)</td>
<td>$14,394</td>
</tr>
<tr>
<td><strong>ACES Support Staff:</strong> .2 FTE @ $51,370 (52 days)</td>
<td>$10,274</td>
</tr>
<tr>
<td><strong>Benefits:</strong> 25% of ACES Supervisor/Coordinator/Clerical Amounts</td>
<td>$6,917</td>
</tr>
<tr>
<td><strong>Benefits:</strong> 11.25% of FAB/Coordinators/Instructors amounts</td>
<td>$3,061</td>
</tr>
<tr>
<td><strong>Guest Speakers/Instructors</strong> 8 instructional hours @ $90/hour</td>
<td>$720</td>
</tr>
<tr>
<td><strong>ACES Management Fee:</strong> 7.84% of direct costs</td>
<td>$6,907</td>
</tr>
<tr>
<td><strong>Other Professional/Technical:</strong> Evaluation 10 days @ $700/day = $7,000 (less $5,782 covered by carryover for previous cohorts)</td>
<td>$1,218</td>
</tr>
<tr>
<td><strong>Facilities:</strong> classroom and computer lab rental 31 sessions @ $125</td>
<td>$3,875</td>
</tr>
<tr>
<td><strong>Communications:</strong> copying/phone/postage</td>
<td>$1,000</td>
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<tr>
<td><strong>ACES Staff Travel</strong> (893 mi @ .56/mi)</td>
<td>$500</td>
</tr>
<tr>
<td><strong>Instructional Supplies</strong> 22 (20 participants/1 ACES set/1 instructors' set) x $435</td>
<td>$9,570</td>
</tr>
<tr>
<td><strong>Food Services</strong> Faculty Advisory Board meetings 10 evening meetings x $11.75 pp x 6 people</td>
<td>$705</td>
</tr>
<tr>
<td><strong>Computer Software/Licenses-Schoology</strong></td>
<td>$1,126</td>
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<tr>
<td><strong>Other Supplies</strong> ($176.15 x 20)</td>
<td>$3,523</td>
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<tr>
<td><strong>Graduation</strong></td>
<td>$1,000</td>
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**TOTAL PROJECTED EXPENSES** | **$95,000** |
ADDENDUM C

ARCTELL FREQUENTLY ASKED QUESTIONS

WHAT ARE THE QUALIFICATIONS FOR ADMISSION?
To be considered for admission, applicants must:
- Hold a valid Connecticut teaching certificate;
- Have worked full-time under a Connecticut teaching certificate for a minimum of two years during the previous ten years;
- Be currently employed by a Connecticut district during the course of study;
- Verify proficiency in a language other than English as determined by ACTFL for certification as a Bilingual teacher (Bilingual-only candidates);

WHAT IS THE TIME COMMITMENT?
During the program year, participants attend 150 hours of classroom instruction, must complete 20 hours of professional development opportunities and engage 130 hours of field work related to teaching English Language Learners. They must also apply strategies to 15 hours in a job-embedded assignment.

WHEN ARE CLASSES HELD?
All classes will be held in locations chosen by Hartford BOE. While exact dates have not yet been determined, classes are held on one weekday evening per week (except for school vacation weeks) from 5:00-8:00 pm and on occasional Saturdays from 9:00-3:00 pm from September 2014 through June 2015. Class times may be changed based upon the needs of the cohort. Additional Saturdays may be used to make up snow dates if necessary.

WHAT TOPICS WILL BE ADDRESSED?
Topics addressed are aligned with the TESOL standards and include Language, Culture, Planning, Instruction, Assessment, and Professionalism.

To view the full TESOL/NCATE Standards, please follow the link:

WHO ARE THE INSTRUCTORS?
Faculty includes exemplary TESOL and Bilingual teachers, as well as program and technical support from ACES Education Specialists. The program is advised by a Faculty Advisory Board comprised of former and current ELL administrators from CT school districts, as well as ELL consultants on both the regional and state level.

WHAT ARE THE ADDITIONAL CT STATE DEPARTMENT OF EDUCATION REQUIREMENTS?
In addition to successfully completing the ARCTELL program of instruction, the CT State Department of Education Bureau of Educator Standards and Certification requires a passing score of 146 on the TESOL Praxis II (ETS 0361) to earn the TESOL cross-endorsement.
For more information on required assessments for CT teaching certifications, visit:

HOW DO I OBTAIN THE BILINGUAL CROSS-ENDORSEMENT?
ARCTELL completors who hold a CT teaching certification in Elementary, Middle or a
secondary certificate in English, Math, Science or History/Social Studies can apply for a
bilingual cross-endorsement in the same area. Bilingual candidates who successfully complete
the program are eligible for both the Bilingual and TESOL endorsements, as the program of
instruction is the same.
In addition to successfully completing the ARCTELL program of instruction, Bilingual
candidates must also meet American Council on the Teaching of Foreign Languages (ACTFL)
proficiency requirements, including the ACTFL Oral Proficiency Interview (OPI) in English, and
the ACTFL-OPI and Writing Proficiency Test (ACTFL-WPT) in the native language of
instruction. Candidates interested in obtaining their Bilingual cross-endorsement only, and not
the TESOL, need to submit passing results on these tests prior to entry in the program.

For more information regarding ACTFL language proficiency requirements, visit

For more information regarding CT certifications, visit http://www.sde.ct.gov/sde.

ARE THERE UNIVERSITY CREDITS AVAILABLE TOWARDS A DEGREE?
Through an articulation agreement, ARCTELL completers could receive 6 credits towards a
Master's Degree in Education at Eastern CT State University. Further details are available upon
request.

WILL THERE BE AN INTERVIEW?
Interviews are part of the admission process. Following selection of applicants by Hartford
BOE, a personal interview will be conducted with each applicant by ARCTELL Faculty
Advisory Board members for final determination of admittance to the program.
ALTERNATE ROUTE TO CERTIFICATION FOR TEACHERS OF ENGLISH LANGUAGE LEARNERS (ARCTELL)  
GENERAL PROGRAM INFORMATION

ARCTELL MISSION STATEMENT
The advanced Alternate Route to Certification for Teachers of English Language Learners (ARCTELL) program was created as a response to the severe shortage of qualified, certified teachers in the areas of TESOL and Bilingual Education in CT.

ARCTELL provides an opportunity for selected participants to take advantage of an accelerated, meaningful, relevant and hands-on learning experience designed to help them meet state and national competencies as well as state requirements to add TESOL and Bilingual endorsements to their current CT teaching certification. These professionals will help to fill CT school district vacancies and act as advocates for ELL students throughout the state.

The ARCTELL program mission is based on a conceptual framework that is rooted in a commitment to teaching, research, and intellectual exploration to provide high quality educational services to CT school districts through shared and reflective leadership, collaboration, and accountability.

2014-2015 ARCTELL FACULTY ADVISORY BOARD

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Kerry Brewster</td>
<td>Former Cohort Representative, Recorder</td>
</tr>
<tr>
<td>Nitza Diaz</td>
<td>Charter Member</td>
</tr>
<tr>
<td>Janine Fiorillo</td>
<td>ACES Representative</td>
</tr>
<tr>
<td>Mary Beth Russo</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>Marie Salazar Glowski</td>
<td>Charter Member, Acting Chair</td>
</tr>
<tr>
<td>Laura Vega</td>
<td>Charter Member</td>
</tr>
</tbody>
</table>

ARCTELL provides an opportunity for experienced teachers to take advantage of an accelerated, meaningful, relevant, and hands-on learning experience designed to help them meet state and national competencies, and to meet state requirements to be able to add TESOL and/or Bilingual endorsements to their current CT teaching certification. Candidates will use a portfolio approach to demonstrate their competency through standards and performance assessments, and deep reflection about and on practice.

Candidate competencies aligned with the expectations in professional, state and institutional standards

National TESOL has been particularly influential in the areas of policy, practice and ESL teacher training. Its Pre-K-12 English Language Proficiency Standards, organized around social language, academic language and socio-cultural knowledge, reflect current research and provide a substantive resource for teachers. The TESOL/NCTE Standards for the Recognition of Initial TESOL Programs in P–12 ESL Teacher Education, organized around the five domains of language, culture, planning/implementing/managing instruction, assessment and professionalism, likewise incorporate, or are the result of, relevant research and best practice and offer guidance for developing effective training programs. In 1999 the organization publicly stated that “for ESOL learners the most effective environments for second language teaching and learning are those that promote ESOL students’ native
language and literature development as a foundation for English language and academic development." The ARCTELL program is designed to incorporate these types of research, practice and educational policy.

Bilingual education and ESL teachers need strong competencies in the areas of: language and language acquisition; culture and cross-cultural communication; assessing students' prior knowledge, learning needs, language proficiency and achievement; planning ESL instruction in all four skill areas with a wide variety of strategies; materials selection and adaptation; content-based ESL instruction; sheltered content instruction; adapting to different program models and settings; and collaboration and cooperation with other staff. In addition, bilingual education teachers will need to develop competencies in developing students' native language and literacy and in teaching content in the native language.

These types of competencies align well with Connecticut state certification requirements for ESL and bilingual education teachers. State requirements for ESL include English syntax and composition; language theory; cultural and intergroup relations; linguistic and academic assessment; and curriculum and methods for teaching ESL. Bilingual education teacher certification requirements include methods and materials of teaching in bilingual education and proficiency in native the language.

The competencies outlined above also correspond well with national TESOL standards that are grouped into the five areas of: language; culture; planning, implementing and managing instruction; assessment; and professionalism. The fact that program candidates, upon entering the ARCTELL program, will possess teaching certification and experience provides a solid pedagogical basis upon which to build these additional competencies.

**Conceptual Framework**

The ARCTELL program's conceptual framework is in alignment with the unit's mission and vision in its efforts to provide high quality educational services while responding innovatively to and meeting the continuous needs of our educational community. In that districts across the state, including those in the immediate ACES region, have been unable to fill vacant positions requiring certification in TESOL and Bilingual education, the ARCTELL program seeks to address this need, and provide highly qualified teachers in classrooms for English Language Learners.

**Field and Clinical Experiences**

Field and clinical experiences required for the program build on best practice in the professional literature and research. Assessments are clustered into three portfolios, which also serve as gates from one gate of the program to the next. Domains 1 and 2 (Language and Culture) will be combined into Gate I of the program; Domain 3 (Planning, Implementation, Managing Instruction and Assessment) will constitute Gate II; and Domains 4 and 5 (Assessment and Professionalism) will combine to form Gate III of the program. Gate I performance tasks represent some of the primary course work establishing and reinforcing content knowledge, while Gates II and III more clearly represent demonstrations of competence in the classroom and through field work and clinical experience. Models and rubrics will be used to guide student performances, tasks, and demonstrations of competence, and to assist with both self-assessment and faculty assessment of student work products. The common core of all performance tasks and assessments is national TESOL standards. The unique design of the portfolios will require candidates to complete: collect, organize and defend their core pieces of evidentiary practice, many of which incorporate reflective activities similar to those required in Connecticut's TEAM program for new teachers.
Portfolio Assessments
Three portfolios of teacher candidate performance tasks and assessments are required in the program. Each portfolio includes assessments specifically related to specific TESOL standards. Portfolios include individual performance tasks and assessments that have been guided by faculty-created indicators of quality for each of the projects. Candidates complete all assessments for each portfolio in each Gate of the program. Portfolios are reviewed and scored holistically by a faculty team using a four-point scoring rubric applied to each TESOL standard: 1 = does not meet the standard, 2 = approaches the standard, 3 = meets the standard, 4 = exceeds the standard. A total score for the portfolio must average 3 or better for the candidate to move on to the next Gate of the program.

ARCTELL PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>EXPERIENCE</th>
<th>GATE I Domains 1 &amp; 2 (Language and Culture)</th>
<th>GATE II Domains 3 &amp; 4 (Plan, Instruction, Assessment)</th>
<th>GATE III Domains 4 &amp; 5 (Assessment, Professionalism)</th>
<th>TOTAL HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>60 hours</td>
<td>66 hours</td>
<td>24 hours</td>
<td>150</td>
</tr>
<tr>
<td>Prof. Dev. (choices with Intentional application to program outcomes)</td>
<td>20 hours</td>
<td></td>
<td></td>
<td>&gt; 20</td>
</tr>
<tr>
<td>Field Work/Clinical Experiencea</td>
<td>20 hours</td>
<td>50 hours</td>
<td>60 hours</td>
<td>130</td>
</tr>
<tr>
<td>Job-Embedded Assignmentsb</td>
<td></td>
<td></td>
<td></td>
<td>15</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>315</td>
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</tbody>
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a Options:
- Learn LAS Links and administer. Debrief.
- Work with one or two students assigned by district contact.
- Observations with written reflection on guiding questions.
- Work in summer school program(s) and log activities.
- Work with ELL teacher during year.
- Work with ELL student during year.
- Work in classroom with non-ELL students with SIOP strategies.

b Activities:
- Readings and research assignments in preparation for class work.
- Application of strategies in own classroom/district with log of activities.
- Share with colleagues (staff meetings, cluster meetings, grade level meetings, data teams, in-house professional development, study groups, Professional learning Communities, provide guidance/coaching to colleagues unfamiliar with effective classroom strategies for ELL).

Gate 1: Concepts, Topics and Experiences
Classroom instruction (60 hours) Discussions leading to an understanding and application of knowledge related to language learning and cultural identity in the ESL classroom.
I. Language: Candidates will know, understand and use the major concepts, theories and research related to the nature and acquisition of language to construct learning environments that support ELL’s language and literacy development and content achievement.

- Describing language: candidates demonstrate understanding of language as a system and use English in listening, speaking, reading and writing for social and academic purposes.
- Language acquisition and development: candidates understand and apply concepts, theories, research and practice to facilitate acquisition of English in and out of the classroom

II. Culture: Candidates will know, understand and use the major concepts, theories and research related to culture and cultural groups to construct learning environments that support ELL’s cultural identities and promote language and literacy development.

- Nature and role of culture in language development
- Cultural groups and identity and their affect language learning and achievement

Professional development opportunities (20 hours). Topics to be determined by the candidate over the course of the study provided in Gates I, II, and III.

Field work/clinical experience (20 hours) – multiple options (see program hours)

Gate 2: Concepts, Topics, and Experiences

Classroom instruction (66 hours) Discussions leading to an understanding and application of knowledge related to the planning, managing, implementation and assessment of instruction in the ESL or bilingual classroom.

I. Planning, implementing and managing instruction: Candidates will know, understand and use standards-based practices and strategies for ESL and content instruction, including classroom organization, teaching language skills and choosing and adapting classroom resources.

- Planning for standards-based ESL and content instruction for multilevel classrooms with learners from diverse backgrounds
- Managing and implementing standards-based ESL and content instruction to support students as they learn language and academic content together
- Using resources and technology to effectively support ESL and content instruction

II. Assessment: Candidates will understand issues of assessment and use standards-based assessment measures with ELL students.

- Issues of assessment for ESL including cultural and linguistic bias, IQ and special education testing, the importance of standards and the difference between language proficiency and other types of assessment
- Language proficiency assessment to inform instruction and understand their use for identification, placement and demonstration of language growth in ELL’s
- Classroom-based assessment for ESL that includes a variety of performance-based tools and techniques to inform instruction

Professional development opportunities (20 hours). Topics to be determined by the candidate over the course of the study provided in Gates I, II, and III.

Job-embedded assignments and practicum (15 hours)
Field work/clinical experiences (50 hours) with opportunities to plan, manage, implement and assess ESL or bilingual lessons.

**Gate 3: Concepts, Topics, and Experiences**
Classroom instruction (24 hours) Discussions leading to an understanding and demonstration of professionalism in and out of the ESL classroom.

1. **Assessment and Professionalism**: Candidates will demonstrate knowledge of the history of ESL teaching and understand the importance of keeping current with instructional techniques, research and public policy issues. They will engage in reflective practice to inform their teaching, be advocates for ELL’s and their families and work collaboratively to improve the learning environment.
   - ESL research and history to improve teaching and learning
   - Partnerships and advocacy to promote student learning
   - Professional development and collaboration with colleagues to improve learning

Professional development opportunities (20 hours). Topics to be determined by the candidate over the course of the study provided in Gate 1, 2 and 3.

Field work/clinical experience (60 hours). The candidates will complete a practicum experience to apply skills and demonstrate competencies gained in Gates I and II in planning, managing, implementing and assessing a unit that promotes ELL’s language proficiency and/or content knowledge in a culturally sensitive learning environment.
**ARCTELL FACT SHEET**

Total participants to-date: 78  
Total TESOL certified to-date: 57  
Total Bilingual certified to-date: 5

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>- 44 total participants</td>
<td>- 16 total participants</td>
<td>- 18 total participants</td>
</tr>
<tr>
<td>- 43 completed the program</td>
<td>- 16 completed the program</td>
<td>- 15/18 (83%) are eligible for a Bilingual cross-endorsement</td>
</tr>
<tr>
<td>- 42/43 earned their 111 TESOL cross-endorsement (1 was found to be ineligible after completion due to certification type) or you could say that 100% of eligible participants earned their 111</td>
<td>- Currently 15/16 have earned their certification for the 111 TESOL cross-endorsement based upon both completion of program and Praxis II/ACTFL testing (1 participant has not passed the TESOL Praxis II)</td>
<td></td>
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<tr>
<td>- 4 completers also earned a Bilingual cross-endorsement</td>
<td>- 1 completer earned a Bilingual cross-endorsement</td>
<td></td>
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<tr>
<td>- 28 of the 42 who earned their 111 are currently working under that certification in the following CT districts:</td>
<td>- Participants were from the following districts:</td>
<td>Participants are from the following districts:</td>
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<tr>
<td>o Bridgeport</td>
<td>o Ashford (1)</td>
<td>o Danbury (2)</td>
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<tr>
<td>o CT Technical HS System</td>
<td>o Bridgeport (1)*</td>
<td>o East Hartford (2)*</td>
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<td>o East Hartford</td>
<td>o CREC (3)</td>
<td>o Hartford (1)</td>
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<td>o Hartford</td>
<td>o Danbury (1)</td>
<td>o New Britain (1)</td>
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<td>o Middletown</td>
<td>o Hamden (1)</td>
<td>o New Haven (2)*</td>
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<td>o Orange</td>
<td>o Hartford (3)*</td>
<td>o New London (1)*</td>
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<td>o Waterbury</td>
<td>o Manchester (1)*</td>
<td>o Region 15 (1)</td>
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<td>o West Hartford</td>
<td>o New Britain (2)</td>
<td>o Stamford (5)</td>
</tr>
<tr>
<td>o Windham</td>
<td>o Waterbury (1)*</td>
<td>o West Hartford (1)</td>
</tr>
<tr>
<td>- 7 completers are of unknown status and 7 are employed, but not in a direct TESOL position (at least 1 is no longer in CT)</td>
<td>o Windsor (2)*</td>
<td>o Winhgam (1)*</td>
</tr>
</tbody>
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|                                        |                                           | o Winstead (1) *

*District supported tuition

Revised 6/30/2014
AGENDA

ITEM # 3

NEW BUSINESS

CONTRACT APPROVAL: CONNECTICUT STATE
DEPARTMENT OF EDUCATION FAMILY
RESOURCE CENTERS PROGRAM

AMOUNT
$636,372 (Six sites at $106,062 per site)

FUNDING SOURCE
CSDE FAMILY RESOURCE CENTER PROGRAMS

SEPTEMBER 16, 2014

DR. SCHIAVINO-NARVAEZ
MR. GENAO

BACKGROUND

For approximately twenty-one (21) years, the Connecticut State Department of Education (CSDE) has granted funds for Family Resource Center Programs at six of our schools. The programs are designed to support and promote comprehensive, integrated, community-based systems of family support and child development services. This model is based on the “Schools of the 21st Century” concept developed by Dr. Edward Zigler of Yale University.

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.

Currently we operate six centers in partnership with community-based organizations. The Hispanic Health Council – formerly known as Mi Casa Family Services & Educational Center, Inc. operates the Family Resource Centers at Maria C. Sánchez Elementary School and the at Dr. Ramon E. Betances Early Reading Lab School. The Village for Families & Children, Inc. operates Family Resource Centers at the Latino Studies Academy at Burns, Martin Luther King Jr. Elementary School, J.C. Clark Elementary School and SAND Elementary School.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to approve the 2014-2015 continuation of contracts for the operation of the Family Resource Centers as follows:

- Hispanic Health Council at Maria C. Sánchez Elementary School and the Dr. Ramon E. Betances Early Reading Lab School.

Each contract should not exceed the allocated amount by the State Department of Education of $106,062 per Family Resource Center.

The Hartford Board of Education further authorizes the Superintendent to make necessary reductions should the State of Connecticut reduce its commitment to the Family Resource Centers.
1. Context/Overview

Family Resource Centers will provide services and support to the families of children attending the school in the development of individual academic success, relationship and engagement in the school. Programs will enhance the relationship of the families and the school.

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

The contract will cover the salaries of site coordinator, parent educator, professional development and delivery of service. The FRC grants will cover the expenses of the contracts.

3. Targeted populations to be served

Each Family Resource Center will target underserved populations, including homeless, ELL, families in their school site.

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

It is expected that the Family Resource Center will provide demonstrated support in the attendance, behavior and academic achievement of each student.

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

None. The grant funding the FRC contracts require the operation of a Family Resource Center by a community agency.

6. Performance/Measurement: progress, success & next steps

Cayen Monthly Reporting will be submitted per Connecticut State Department of Education instructions.

"The Hartford Public Schools is the State Capital’s Portfolio District of Excellence"
7. Is this a sole source vendor?  ☑ Yes  ☑ No  ☑ N/A

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

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

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

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

   The State Department of Education has awarded grant funds for the purpose of operating family resource centers with services managed by community agencies.

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

Hispanic Health Council

SCOPE OF SERVICES

1. Operate Family Resource Centers at María C. Colon Sánchez Elementary School and at Dr. Ramon E. Betances Early Reading Lab

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. Program staff will coordinate and provide bi-weekly activities for preschoolers (i.e. storytelling, hand-eye coordination activities, arts and crafts for fine motor activities, and playing for gross motor activities).

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, referrals are made to other providers within the City of Hartford. After-school tutoring, homework assistance and youth enrichment activities (i.e. sports & recreation, arts and crafts, nutrition education) will be provided Monday thru Friday from 3:30 p.m. to 6:30 p.m. FRC staff will be monitor attendance and academic progress of all students enrolled in the program in coordination with the parents/guardians and the teachers.

4. Families-in-Training Components

Hispanic Health Council will provide Families in Training services using the Parents as Teachers (PAT) model, for which staff have been trained. Hispanic Health Council is a PA- affiliate: (PAT ID CT-0103). FRC staff will serve 20 families per year and will use PAT family visits (a minimum one visit/month per family), playgroups (weekly), other observation opportunities, and screening results (each family will have a comprehensive risk assessment, development of family goals yearly with quarterly follow ups) to identify concerns regarding an infant or toddler’s feeding, sitting up or walking, seeing, hearing, talking, handling toys, playing alone or with others, or other developmental issues. Staff will then work with the parent to contact the Birth to Three Program with an advocated referral to the Capital Region Education Center program, through the Child Development Info Line, requesting CREC services. Adherence to the PAT program model including screening tools will also be monitored by the Lead Parent Educator and the Program Administrator, who will assist in seeing that the program is coordinated with financial education and health workshops for parents, our Volunteer Tax Assistance Program, parent engagement with after school project activities, and referrals for services to other agencies including Birth to Three. Services to FAT families includes a minimum of monthly personal/home visits, weekly playgroups, and monthly group connection meetings.

Revised 07/2014
5. Positive Youth Development Components

Hispanic Health Council will provide positive youth development and academic enrichment programming, including homework support and tutoring, leadership development, prevention (health, nutrition) and cultural activities. These “traditional” youth development activities will include subject matter reading and reflection times, structured to support the priority afterschool component at Hispanic Health Council 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 CMT scores, including reading. Hispanic Health Council’s 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 includes small group and one on one tutoring. Staff, volunteers, college students, and interns may be used to provide this service in partnership with school personnel, and as funding is made available, certified teachers and additional support personnel are also utilized. The bi-lingual and bi-cultural competency of staff and other personnel provide a cultural context for learning and understanding of student needs, especially students who are English Language Learners. In addition, Hispanic Health Council utilizes service learning as a framework for academic support that includes parent engagement, cultural aspects of the community, and action directed at community improvements. Field trips are provided as funding is available. Hispanic Health Council will utilize a family centered approach which includes the ongoing involvement of parents in the development and monitoring of the student success plans, the family support system which includes home visits, and engagement of parents in service learning projects and special events, as well as serving as volunteers with the youth programs. A Parent Action Committee and Youth Advisory Committee will continue to be part of our structure and remain active throughout the year. Hispanic Health Council staff are also represented on the School Governance Councils.

6. Support and Training for Family Day Care Providers Components

Workshops will be provided for day care providers. These workshops will include a description of FRC services, including the visitation program, screenings, and child development activities. These will provide suggestions for child care providers on observation of children’s activities to develop improved capacity for making appropriate referrals including the process for birth to three referrals. Hispanic Health Council will also work with parents who wish to become childcare providers to assist them in obtaining skills training. In collaboration with other community providers, quarterly workshops will be offered for Family Day Care Providers focusing on literacy, health and nutrition, food safety, financial literacy, advocating for your school-aged child, etc.

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's 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. HHC also will provide emergency financial assistance (i.e. electricity, gas) to families in need to approximately 10 families during the year.

9. Data and Reports. Hispanic Health Council will comply with all State Department of Education (SDE) and Hartford Public Schools data and reporting requirements.
Scope of Services 2014-2015
Agency Information Form

Local Education Agency: Hartford Public Schools

Name of School/FRC: SAND School/SAND FRC

FRC Address: 1750 Main Street

City/State/Zip: Hartford, CT 06120

FRC Site Coordinator: Barbara Vita

FRC Site Phone: (860) 695-5061 FRC Contact Email: bvita@villageforchildren.org

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

Principal: Gerardo M. Heredia Email: HEREG001@hartsfordschools.org

Contract Amount: $106,062

The America's Choice at SAND School Family Resource Center represents 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 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:

- **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. Finally, the SAND FRC will provide a Kindergarten Readiness Program in collaboration with the Women's League Child Development Center to incoming kindergarten students, which will focus on kindergarten school readiness skills like letter recognition and sounds, number, counting, shapes, colors, and social skills.

- **School-Age Child Care Programs** - Up to 75 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, which serves 30 children in conjunction with HPS Summer Early Start morning sessions, will also be provided at the FRC, if funding is available.

- **Families-in-Training** - A full-time Site Coordinator/Parent Educator will provide the Parents-as-Teachers parent education/support program to a minimum of 5 parents and no more than 10 parents per year. This program includes home visits, support groups, and parent-child playgroups. In addition, one 8 week session of Triple P Parenting group course will be held at the SAND FRC. Also,
the Raising Readers family literacy programs will be provided once per year to 8 families with
preschool and school-age children.

- **Positive Youth Development** – The SAND FRC will coordinate after-school and summer Positive Youth Development programs to a minimum of 50 SAND students through collaborative agreements with HPS administration, teachers, volunteers, and other community-based organizations. PYD activities will include leadership development/violence prevention, academic support, and enrichment/recreational, and transition to high school activities. The FRC will make a concerted effort this year to educate both students and parents on the negative effects of chronic absence with the goal of reducing chronic absence at SAND.

- **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.

- **Adult Education** – The FRC will refer SAND parents to the Village’s RAMBUH Family Center, the Parker Memorial Community Center, and the Adult Education Center in Hartford adult education programs. All sites offer GED/ESL classes along with childcare and transportation support for enrolled students. 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.

- **Resource and Referral Services** – Each month, the SAND FRC will provide a minimum of 15-25 referrals. Methods include phone or walk-in information distribution (health, social and mental health services), pamphlets and flyers. Infoline serves as the primary referral source. The FRC will dedicate more resources to follow-up on the referrals to ensure that the customers received the requested information and/or to provide further assistance if needed. The SAND FRC will provide a full-service food pantry and clothing closet to the families at SAND. The SAND FRC also serves as a distribution center for basic-needs items (food, clothing, furniture, etc.) and holiday gift items.
Scope of Services 2014-2015
Agency Information Form

Local Education Agency: Hartford Public Schools

Name of School/FRC: Burns Latino Studies Academy / Burns FRC

FRC Address: 195 Putnam Street

City/State/Zip: Hartford, CT 06106

FRC Site Coordinator: Maribel Bermudez

FRC Site Phone: (860) 695-2994 FRC Contact Email: mabermudez@villageforchildren.org

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

Principal: Dr. Monica Brase Email: brsm@hartfordschools.org

Contract Amount: $106,062

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:

- Preschool Child Care – The Burns FRC staff will provide weekly or biweekly 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 will “mesh” with classroom teaching/learning themes throughout the year.

- School-Age Child Care – 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 focuses on building each child’s connection to the school community, while integrating effective expanded learning opportunities to positively impact academic progress.

- Families-in-Training – The Parent Educator will provide the Parents-as-Teachers parent education/support program to 15 to 20 parents per year. Two six-session Common Sense Parenting courses, serving a minimum of 8 parents per session, will be held at the Burns FRC per year. Family Read® will also be provided to 15 families with preschool and/or lower-elementary children per year.
• 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. Also, we will serve 24 students from grades 6-8, in two groups of 12 students each, in our weekly collaborative “Lunch Club”. The focus will be on positive youth topics of interest derived from student-shared insight, including conversations about transition to high school. The FRC will make a concerted effort this year to educate both students and parents on the negative effects of chronic absence with the goal of reducing chronic absence at Burns.

• Support and Training for Family Day Care Providers - The Burns 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. Providers will also be invited to financial literacy workshops developed especially for day care providers by the Village Family Financial Literacy Program.

• Adult Education – The FRC will refer Burns parents to the Village’s RAMBUH Family Center, the Parker Memorial Community Center, and the Adult Education Center in Hartford adult education programs. All sites offer GED/ESL classes along with childcare and transportation support for enrolled students. We will also provide additional leisure/enhancement classes (i.e., health and nutrition, money management, etc.) in collaboration with local community-based organizations.

• Resource and Referral Services - Each month, the Burns FRC will provide approximately 25 referrals. Methods include phone or walk-in information distribution (health, social and mental health services), pamphlets and flyers. Infoline serves as the primary referral source. The Burns FRC also provides a food pantry which has served approximately 60 families per month. Continued efforts are being made to expand these opportunities for chronically hungry families.
The MLK Family Resource Center 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 collaboration with grassroots initiatives, parent/religious/community organizations and civic and political groups, the MLK FRC will continue to provide the following core services:

- **Quality Early Care & Education Programs** – The MLK FRC will provide weekly or bi-weekly activities for the preschoolers enrolled in the Hartford Board of Education Preschool Program (18 students) and Kindergarten classes (56 students), both based at MLK School. The activities will focus on literacy (e.g., story telling, music/movement, health and safety) and transition to kindergarten. Teachers will be consulted so that the activities will “mesh” with classroom activities and themes throughout the year. The FRC will provide before school child care services to students in grades Pre-K to 1st (15 students) for full year.

- **School-Age Child Care Programs** – Students in first, second and third grade will participate in quality after school programs once or twice a week as determined by their requests and interests (e.g., 4H Club, Lunch Club, Boys Scout, dance, or other options) provided on site at MLK School. A summer afternoon program, which serves 30 children in conjunction with HPS Summer Early Start morning sessions, will also be provided at the FRC, if funding is available. The FRC intends to continue collaboration with the Justice Education Center to run a Summer Basketball Camp for 30 students.

- **Families-in-Training** – A full-time Site Coordinator/Parent Educator will provide the Parents-as-Teachers parent education/support program to 8-10 parents per year, which will include home visits and parent-child playgroups. A biweekly workshop series for parents with an emphasis on supporting children’s education will be provided in collaboration with an MLK School Social Worker. A least 2
six weekly sessions of the Common Sense Parenting course, serving at least 8 parents, will be held at the MLK FRC per year. A total of 2 workshops each comprising of 8 sessions of the Family Read® literacy program will also be provided for up to 15 families with preschool and school-age children per year.

- **Positive Youth Development** – The MLK FRC will coordinate after-school Positive Youth Development programs for up to 50 youth through collaborative engagement with Sankofa Kuumba and other implementing partners. This is contingent on funds becoming available to these agencies. The FRC will collaborate with Rambuh to implement “Girls Circle” program for mainly teen girls (10 girls minimum). FRC will also engage other partner agencies in exploring ways to provide additional PYD activities for students. PYD activities will include leadership development/violence prevention, pregnancy prevention, enrichment/recreational activities, and transition to high school activities. The FRC will make a concerted effort this year to educate both students and parents on the negative effects of chronic absence with the goal of reducing chronic absence at MLK.

- **Support and Training for Family Day Care Providers** - The MLK FRC will offer eight (8) workshops annually for family day care providers, focusing on literacy, music/movement, safety, and health and nutrition. These workshops may be presented by FRC staff or by community providers. Providers will also be invited to financial literacy workshops developed especially for day care providers by the Village Family Financial Literacy Program.

- **Adult Education** – The FRC will refer MLK parents to the Village’s RAMBUH Family, the Parker Memorial Community Center, and the Adult Education in Hartford adult education programs. All these sites offer GED/ESL classes along with childcare and transportation support for enrolled students. The FRC will also provide a basic computer class for up to 16 adults during the school year. Additional workshops for adults will also be provided.

- **Resource and Referral Services** – The MLK FRC will participate in the Foodshare Mobile Truck food distribution program (serving 300 people/month) and will also provide a Backpack Program (serving 30 children per year). Since September 2010, the FRC Food Pantry has been opened to MLK parents and continues to serve approximately 50 families monthly. Each year, the FRC coordinates the distribution of nearly 20 backpacks full with school materials to approximately 20 students who are referred to the program. The FRC will also provide approximately 20 referrals each month for individuals and families in need. Methods will include phone or walk-in information distribution (on health, social and mental health services), pamphlets and flyers. Infoline will serve as the primary referral source. The FRC will dedicate more resources to follow-up on the referral process to ensure that the child/youth/adult participants received the requested information and/or to provide further assistance where necessary.

The MLK FRC also provides ongoing parent and school support through their well established MLK Advisory Board. The FRC facilitates monthly meetings that bring together parents, community leaders and the school principal in a family-friendly and open forum. During our open dialogue forums, the MLK principal provides a regular progress report and brings any challenges to our attention to work on as a team. Parents also express their children concerns and provide meaningful suggestions to improve the academic and social wellbeing of all MLK children/youth. The advisory board meetings also give parents the opportunity to channel their grievances rightfully, avoiding any form of aggression towards the school authority or the Hartford Board of Education, which has proven to be very effective in de-escalating negative situations/actions from occurring.

Revised 07/2014

The Village for Families and Children 17
Scope of Services 2014-15
Agency Information Form

Local Education Agency: Hartford Public Schools

Name of School/FRC: J.C. Clark Elementary & Middle School

FRC Address: 75 Clark Street

City/State/Zip: Hartford, CT 06120

FRC Site Coordinator: Trisila Tirado, Community School Director

FRC Site Phone: (860) 695-3300 FRC Contact Email: ttirado@villageforchildren.org

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

Principal: Tayariisa Stone Email: stariisa001@hartfordschools.org

Contract Amount: $106,062

The Family Resource Center (FRC) at J.C. Clark Elementary & Middle School operates within the framework of a Community School model, recognizing that family support and early education opportunities are key factors in long-term student success. Families are key stakeholders in the development and actualization of FRC programs. Through collaboration with other J.C. Clark community partners, including grassroots initiatives, parent/religious/community organizations and civic and political groups, the J.C. Clark FRC will roll out the following core services during our first school year in operation:

- **Quality Early Care and Education Programs** – Provide activities for up to 24 - 3 & 4 year olds in Community Partner ECE programs that focus on literacy (e.g., storytelling, music/movement, health and safety, and transition to Kindergarten.) Additionally, the Clark FRC will work with Pre-K and Kindergarten teachers to provide six kindergarten transition workshops for parents and their children to prepare them to apply for and enroll in to Kindergarten and prepare their children for the Kindergarten curriculum. In addition to these programs, FRC staff will screen and monitor the development of children birth to age 5 using the Ages & Stages Questionnaire tool (25 children minimum).

- **School-Age Child Care Programs** – up to 70 children will participate in a quality after school program that focuses on all core academics, enrichment, and recreational programs provided on site at Clark School in core 5-day a week programming. A summer afternoon program, which serves 50 children in conjunction with HPS Summer Early Start morning sessions, will also be provided if funding is available.

- **Families-in-Training** – A Parent Educator will provide the Parents-as-Teachers parent education/support program to 8-10 parents per year; this program includes home visits, support groups, and parent-child playgroups. In addition, Common Sense Parenting sessions, and other
parenting curriculum, will be held by the Clark FRC in English and Spanish, based on participant needs. Non-curriculum topical workshops will be organized based on parents’ interest on a quarterly basis.

- **Positive Youth Development** – The Clark FRC will serve a minimum of fifty (50) 7th & 8th grade students in the Teen Outreach Program, an evidence-based, high fidelity curriculum for youth development, service learning and teen pregnancy prevention. All students attend the program twice a week during the school day. In addition, Positive Youth Development activities including youth leadership development, violence prevention, high school transitioning and academic and social support will be planned and implemented with targeted students from 4th to 8th grade. Up to 70 students will be served through these activities. The FRC will make a concerted effort this year to educate both students and parents on the negative effects of chronic absence with the goal of reducing chronic absence at Clark.

- **Support and Training for Family Day Care Providers** – The Clark FRC will offer two (2) 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. In addition Three (3) home daycare providers will receive in-home professional development coaching with 2-3 sessions per provider for 45-60 minute sessions.

- **Adult Education** - The FRC will refer Clark parents to the Village’s RAMBUH Family Center, the Parker Memorial Community Center, and the Adult Education Center in Hartford adult education programs. All sites offer GED/ESL classes along with childcare and transportation support for enrolled students. In addition, the Clark 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 and both during and after school as parent availability dictate.

- **Resource and Referral Services** – Each month, the Clark FRC will provide approximately 15-25 referrals. Methods include phone or walk-in information distribution (health, social and mental health services), pamphlets and flyers. Infoline serves as the primary referral source. The FRC will dedicate more resources to follow-up on the referrals to ensure that the customers received the requested information and/or to provide further assistance if needed. The Clark FRC also provides basic needs assistance including a food pantry, opened once per week and available for emergency food, and distribution of holiday gifts.
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AGENDA
ITEM # 4

NEW BUSINESS

CONTRACT APPROVAL:
CONNECTICUT PEDIATRIC NEUROPSYCHOLOGY

AMOUNT
$80,000

SEPTEMBER 16, 2014

DR. SCHIAVINO-NARVAEZ
MR. SWAN

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

Connecticut Pediatric Neuropsychology provides neurological testing and consultations to special education students who are mandated to receive these services per PPT recommendation. We have utilizing the services of Connecticut Pediatric Neuropsychology for the past 4 years.

RECOMMENDATION

That the Hartford Board of Education authorizes the superintendent to execute a contract with Connecticut Pediatric Neuropsychology Associates for term delineated in the contract ending October 2, 2015, at an amount not to exceed $80,000.
Connecticut Pediatric Neuropsychology

Executive Form

1. Context/Overview

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

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

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

3. Targeted populations to be served

Special Education students who are mandated to receive these services.

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

Compliance with state and federal regulations

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

Hartford Public Schools does contract with other neuropsychologists if requested by attorneys/advocates.

6. Performance/Measurement: progress, success & next steps

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

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

"The Hartford Public Schools is the State Capital's Portfolio District of Excellence"
If sole source vendor, please specify why the purchase qualifies as sole source procurement:

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

We put this service out to bid last school year and Connecticut Pediatric Neuropsychology was the only vendor who submitted a bid.

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

We have been working with Connecticut Pediatric Neuropsychology for a number of years and have been very satisfied with the quality of their evaluations and consultations.

8. For grants only:

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

b. Attach a copy of the grant abstract and other applicable documents
August 29, 2014

Attention: Clare Kennedy
Executive Director
Learning Support Services
Hartford Public Schools
960 Main Street, 8th Floor
Hartford, CT 06103

Connecticut Pediatric Neuropsychology Associates will provide Neuropsychological Consultation to the Hartford Public Schools as requested. Consultation will focus on meeting with team members and reviewing records regarding students of concern, and providing recommendations related to educational and therapeutic strategies, and making recommendations as to whether additional assessment is indicated. Consultation services will be billed at $250 per hour.

Connecticut Pediatric Neuropsychology Associates will also provide Neuropsychological Evaluations in our Glastonbury office for students referred by the district. Evaluation will be billed at $300 per hour. The cost of each evaluation differs depending on the amount of time required to answer identified questions. The cost of evaluations typically ranges from $2,150 to $2,750.

Gary M. Isenberg, Psy.D.
Managing Partner
CT Pediatric Neuropsychology Associates
AGENDA

ITEM # 5

NEW BUSINESS

CONTRACT APPROVAL

HARTFORD PARENT UNIVERSITY

AMOUNT

$78,334

SEPTEMBER 16, 2014

FUNDING SOURCE

DR. SCHIAVINO-NARVAEZ
MR. GENAO

CT STATE DEPARTMENT OF EDUCATION

BACKGROUND

The implementation of district-wide training for families is a core component of the district’s multi-year Family and Community Engagement Plan created by parents and presented by parents to the Board in June 2013. As part of this effort, Hartford Public Schools seeks to support family engagement in student achievement through a contract with Hartford Parent University to support families as partners in learning to increase student success and close achievement gaps.

Hartford Parent University is a grassroots organization modeled after the Parent University in the Boston Public Schools and the Charlotte-Mecklenburg Schools and with a record of success in parent training in Hartford. Hartford Parent University builds on research and best practices in the field of school-family-community partnerships.

Hartford Public Schools (HPS) issued a ‘Request for Qualifications’ for interested agencies to submit proposals to partner with HPS, to jointly provide training for parents and families to engage successfully in the education of their children. Interested agencies were interviewed by a committee and Hartford Parent University was selected by the committee. After a successful partnership during the 2013-2014 school year, Hartford Public Schools seeks to partner again with Hartford Parent University to provide a parent training program during the 2014-2015 school year.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Hartford Parent University for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $78,334.
1. Context/Overview

Board of Education approval is needed for the superintendent to enter into a contract with the Hartford Parent University to conduct a parent training program, in partnership with the Hartford Public Schools, during the 2014-2015 school year.

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

The funding for this HPU/HPS training program will be for payment for services of the trainers and director, materials for workshops, translations, refreshments, transportation, and childcare for the parent participants.

3. Targeted populations to be served

At least 200 parents of Hartford Public School students

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

Family Engagement is one of the strategies to achieve the three SOP goals. Training of families is also one of the goals of the Family Engagement Plan. Parents who participate in this training will learn how to navigate the school system, how to advocate for their and all children, how to understand the standards and assessment currently in use, how to support their children's learning at home, and how to access tools and resources of the district, community, and state.

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

Hartford Parent University was selected through an RFQ process.

6. Performance/Measurement: progress, success & next steps

In its first year, HPU trained 20 parent facilitators, offered 25 unique courses, enrolled 104 participants, and celebrated 24 graduates who completed at least 10 courses. In its second year (2013-2014), HPU hosted 161 participants who

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completed at least one to five classes, and 37 became HPU graduates by completing 10 classes within one 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?
      Click here to enter text.
   b. Any other information that supports the need for the sole source request.
      Click here to enter text.

8. For grants only:
   a. Identify partnerships and their financial commitment included in the grant
      Click here to enter text.
   b. Please attach a copy of the grant abstract and other applicable documents
      Click here to enter text.
EXHIBIT A

SCOPE OF SERVICES

Hartford Parent University (HPU) will serve at least 200 parents during the 2014-2015 school year beginning in October 2014 and ending in June 2015. HPU will offer four day-long Saturday Learning Sessions and two 2 hour mini-Learning Sessions in the evenings. The educational sites will consist of Hartford Public Schools (HPS) facilities and/or local colleges, public library branches, community centers.

Hartford Parent University is responsible for:
1. Project implementation
2. Securing non-school sites, education and childcare sites
3. Securing all Learning Sessions facilitators, other than those provided by HPS
4. Engaging in parent outreach, recruitment, and communication
5. In collaboration with HPS, developing and selecting curriculum, course content, and materials
6. Leading parent assessment and project evaluation
7. Arranging for transportation, food, and childcare for parent participants
8. Quality control and liability
AGENDA

ITEM # 6

NEW BUSINESS

CONTRACT CONTINUATION APPROVAL:
STATE EDUCATION RESOURCE CENTER/
POSITIVE BEHAVIOR INTERVENTIONS 
AND SUPPORTS

AMOUNT
$76,200 / 3-Year Contract

FUNDING SOURCE
SPECIAL FUNDS

SEPTMBER 16, 2014

DR. SCHIAVINO-NARVAEZ
MS. MASSEY

BACKGROUND

It is recommended that Hartford Public Schools continues the contract with the State Education Resource Center (SERC) to provide Positive Behavior Interventions and Supports (PBIS) training, technical assistance, and consultation to Hartford Public Schools during the 2014-2015 through the 2017-2018 School Years.

PBIS was initiated in Hartford in 2008 and is now being implemented in 29 schools of all grade levels throughout the district. PBIS is a multi-tiered system of support framework that uses scientific research based intervention and response to intervention to provide behavioral supports for students. It is a system based approach that uses behavioral data to mold practices in order to achieve positive behavioral student outcomes.

Each PBIS school has a PBIS team and a coach that helps to turnkey trainings and practices to staff to maximize implementation. PBIS uses a three tiered system to provide support to all students. Tier I consists of universal supports for all students, Tier II consists of targeted group supports for students that need additional behavioral intervention; and Tier III supports are intense, individual supports that may include the procurement of wrap around services for students. At present, Hartford Public Schools are implementing Tier I and Tier II of PBIS.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with the State Education Resource Center for the term delineated in the contract ending June 30, 2018, at the amount not to exceed $76,200.
1. Context/Overview

Hartford Public Schools has been implementing Positive Behavior Interventions and Supports (PBIS) since 2008. Twenty nine schools are currently implementing PBIS with another three potential schools hoping to start implementing during the 2014-2015 school year bringing the total to thirty two. Additional schools will be added each year per the request of the Principal and/or Portfolio Director and if the required 80% staff buy-in is procured in addition to administrative support and commitment to training dates and implementation guidelines.

PBIS is a Three Tiered Framework that provides students with behavioral supports in order to maximize instructional time by reducing problematic behaviors using behavioral data for strategic intervention(s), systems for responding to and reporting behavioral violations, professional staff development around behavior management, crisis planning/intervention, and a system for recognizing students for positive behavior. These proactive measures ensure a preventative approach to behavior management and intervention.

Tier I of PBIS focuses on universal supports that include a recognition system for students exhibiting positive behavior and social skills. These include the identification of school settings where the 3-5 clearly defined expectations/rules/attributes/values will be taught, an incentive system that recognizes appropriate behavior, the tracking of behavior using an Office Disciplinary Referral (ODR) form, clearly defined expectations between staff and administrators as to what behaviors will be office managed vs. classroom managed, crisis response procedures, and behavioral data analysis and reporting to the school staff to assist in proactive measures that decrease inappropriate behaviors.

Tier II focuses on a targeted group and involves a systemic behavioral plan for students that have met criteria for additional supports through behavioral data (ODR’s), teacher/staff recommendations and/or administrative recommendations. Tier II provides students with a mentor that will track their daily progress through a check-in/out system that is points based with student centered goals to promote positive behavior.

Tier III supports are yet to be systemically implemented and include intensive supports for students that are unable to succeed with Tier I and II supports. These may include, but are not limited to the Special Education screening process and the need for wrap-around
services through school based resources and/or community organizations that can provide social/service supports for the student(s) and families.

<table>
<thead>
<tr>
<th>Tier</th>
<th>Supports</th>
</tr>
</thead>
</table>
| Tier I | 3-5 behavioral expectations  
  • System for reporting behavioral violations  
  • System for responding to behavioral violations  
  • System for recognizing positive behavior  
  • Behavioral data tracking/reporting/analyses for strategic intervention |
| Tier II | Targeted group interventions  
  • System behavior plans  
  • Rapid response |
| Tier III | Individual student needs  
  • High intensity  
  • SPED  
  • Wrap-around services |

2. Purpose for contract or grant

The funding being requested will be utilized to provide PBIS training for 3 Cohorts:

- **Cohort A** will be schools in the initial planning/implementation phase of PBIS.
  - First year schools
  - Development of 3-5 clearly defined behavioral expectations
  - School-wide teaching matrix for settings and expectations in each setting
  - Establishment of a school PBIS Team and identification of PBIS Coach
  - Training in behavioral data entry/tracking/analysis/intervention

- **Cohort B** will consist of schools that need support in strengthening their Tier I supports and in the process of planning to implement Tier II.
  - Evaluation of Tier I and Tier II supports
  - Differentiated needs assessments per school
  - Changes in implementation practices if necessary
  - Establishing Tier II data tracking via points based behavior plans

- **Cohort C** will consist of schools whose Tier I supports are fully implemented at a high level, and are, or will be implementing Tier II this school year.
  - Tier I and Tier II needs assessments per school
  - Demonstrative efficacy in Tier I and II supports
  - Training for Tier III interventions

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In addition funds will be used to provide each school with 1.5 days of technical assistance by an expert to progress monitor each school’s implementation. The technical assistance will focus on identifying and addressing the needs of each school to differentiate interventions and supports on a “per school” basis. Lastly, the funds will be used to facilitate quarterly meetings between SERC designated personnel and an HPS designated district level staff member to coordinate all aspects of the scope of services, strategic planning, reporting, and district level needs.

3. Targeted populations to be served

PBIS is currently implemented in 6 high schools, 2 middle schools, and 21 PK-8 schools throughout the district with various themes. All students in all 29 schools will be served through PBIS implementation. In addition, all staff in the schools are required to participate in the implementation of PBIS at their respective schools through behavioral data analysis and reporting, surveys, staff PBIS activities and the recognition of students. The PBIS framework also encourages parental engagement and PBIS teams are recommended to provide a parental engagement activity to their community quarterly via the district coordinator.

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

The outcomes that are expected are reduced out-of-school suspensions, in-school suspensions, bus suspensions, expulsions, verified bullying incidents, and Office Discipline Referrals for PBIS schools. This will directly benefit the students and staff members by providing systemic approaches to behavior management that will support increased instructional time due to a decreased number of disruptions of said instructional time, and a nurturing learning environment that encourages positive behavior.

PBIS is aligned with the 3rd Grade Promise by teaching students in the early grades the importance of social etiquette and positive behavior. It encourages the teaching of clearly defined behavioral expectations to create a common language in order to facilitate positive relationships between peers and staff members. As well as promoting a positive classroom/school climate that will allow for a more engaged learning community. Increased instructional time will directly correlate to increased learning and literacy.

The Middle Years Redesign focus of the Strategic Operating Plan is enhanced by PBIS through the differentiated recognition/incentive systems for students. The middle years are characterized by the development of a sense of community and the importance of a student’s place in his/her social groups. PBIS provides for incentives that are social in nature but educational by design. It focuses on the

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960 Main Street, 8th Floor, Hartford, Connecticut 06103
reinforcement of positive peer relationships as well as addresses the needs of students for attention and obtaining the items/activities they desire. Addressing the developmental needs of these students using behavioral data greatly decreases potential disruption of the learning environment while being proactive about their social needs. The school-specific expectations also allow for teachable moments where students learn respect and responsibility during a developmental phase where their own self-respect and sense of responsibility are being formalized.

Lastly, PBIS promotes College and Career Readiness by encouraging students to become self-sufficient. Students that are provided with Tier II supports eventually learn to self-regulate and learn coping skills to ensure appropriate responses to emotional stimuli. High school students are taught the expectations as well and these attributes are embedded in the framework to teach them respect, responsibility, safety, and self-confidence that will transcend into their collegiate and professional careers. They are taught the importance of self in a team environment and how to work as a community to achieve their goals. This is taught through class and grade level incentives. Furthermore, students who show positive and appropriate behavior are recognized by the school population building their confidence and self-esteem this will also help them longitudinally in their educational/professional careers.

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

Although there are other programs that address behavior management and student Social Emotional Learning, PBIS is the most comprehensive framework in the field that is evidence based and data driven. It provides a common language for teachers/staff, and administrator’s that creates consistent approaches to behavior management that is positively based rather than punitive. It nurtures a team based implementation technique that allows for the framework to be school-specific and can be differentiated to each school’s needs as they change and/or evolve. It establishes clear systems and facilitates communication between administration and staff to eliminate guesswork and each process is documented and developed by each school’s staff to reinforce building based capacity and communication. It allows teachers and staff members to recognize students for their positive behavior rather than punishing them for inappropriate behavior. It focuses on adult approaches to prevent student’s negative responses through proactive means that are evidence based and data driven.

6. Performance/Measurement: progress, success & next steps
Overall the district has shown success in schools that are implementing PBIS to fidelity. Using the School-Wide Evaluation Tool (SET) assessment that gauges implementation efficacy the results have been as follows:

- 20 of 25 PBIS schools that had comparative data from the SY 2012-2013 and SY 2013-2014 sustained or improved
- District PBIS schools showed a 12% decrease in average major disciplinary violations that warranted an Office Discipline Referral (ODR)
- 52% (13 of 25) PBIS schools decreased suspensions from the SY 2012-2013 to the SY 2013-2014
- 64% (16 of 25) of PBIS schools decreased ODR's from the 2012-13 school year to the 2013-14 school year
- 48% (12 of 25) of PBIS schools decreased suspensions
  - 10 of 25 PBIS schools decreased suspensions by more than 25%
  - 2 PBIS schools decreased suspensions by 50% or more
- 6 of 25 PBIS schools decreased ODR's by 30% or more
- 4 of 25 PBIS schools decreased ODR's by 45% or more
- 18 of 27 PBIS schools decreased ODR's
- 3 of 25 schools decreased ODR's by more than 70%
### SERC Proposal for 2014-2015 Contract with Hartford Public Schools

<table>
<thead>
<tr>
<th>District Goal</th>
<th>Objectives</th>
<th>SERC Will:</th>
<th>District/School Will:</th>
<th>Date/Time</th>
<th>Location</th>
<th>Audience</th>
<th>SERC Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS</td>
<td>Implement, support &amp; sustain the PBIS Framework consistently district-wide in order to meet District Priority #5 To ensure that students with disabilities have access to research-based, effective instructional and behavioral practices and interventions through the implementation of the School-Wide Positive Behavior Support</td>
<td>• Assist with the development/implementation of the district-wide PBIS implementation plan</td>
<td>• Provide opportunities (site visits, district-wide meetings, PD days, etc.) for staff to share best practices, successes and lessons learned in order to scale up PBIS implementation district-wide</td>
<td>Oct. 2014 x2 days</td>
<td>MHIS/Various Schools</td>
<td>School-based PBIS Leadership Teams</td>
<td>$24,000: ($1,200 per diem per trainer) for 10 days of training (6 days Cohort A planning/implementation with 2 trainers, 2 days Cohort B planning/implementation with 2 trainers, Cohort C planning/implementation with 2 trainers). All cohorts consist of multiple year schools at various levels of implementation.</td>
</tr>
<tr>
<td></td>
<td>Provide coaching to the District PBIS Leadership team.</td>
<td>• Meet Quarterly with the District Safe School Climate Coordinator</td>
<td>• Host quarterly SERC/HPS PBIS Partnership meetings</td>
<td>Sep. 2014, Dec. 2014</td>
<td>Central Office Various schools</td>
<td>District Safe School Climate Coordinator</td>
<td>$2,400 Four ½ day meetings with the District Safe School Climate Coordinator at $1,200 per diem.</td>
</tr>
</tbody>
</table>

**August 11th, 2014**
<table>
<thead>
<tr>
<th>District Goal</th>
<th>Objectives</th>
<th>SERC Will:</th>
<th>District/School Will:</th>
<th>Date/Time</th>
<th>Location</th>
<th>Audience</th>
<th>SERC Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS</td>
<td>Provide on-going, on-site technical assistance in effective implementation of the SWPBS framework</td>
<td>• Provide self-evaluation tools for each building PBIS team</td>
<td>• Instruct building principals to host TA providers for half day visits.</td>
<td>Groups A, B, and C; Nov. 2014, Feb. 2015, Apr. 2015</td>
<td>PBIS Schools</td>
<td>• Each building’s PBIS team&lt;br&gt;• District PBIS team (on as-needed basis)</td>
<td>$30,000:&lt;br&gt;1 full day per school for Cohorts B and C schools (25 schools) at $1,200 per diem executed as two ½ day visits.</td>
</tr>
<tr>
<td>To ensure that students with disabilities have access to research-based, effective instructional and behavioral practices and interventions through the implementation of the School-Wide Positive Behavior Support</td>
<td>• Analyze self-evaluation data</td>
<td>• Provide summary of data analysis at district PBIS team meeting in order to determine next steps for each school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$14,400:&lt;br&gt;2 full days per school for Cohort A schools (6 schools) at $1,200 per diem executed as four (4) ½ day visits.</td>
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<tr>
<td></td>
<td>• Provide on-site TA implementing schools</td>
<td>• Provide TA to schools implementing Tiers I, II and III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$4,200:&lt;br&gt;3.5 additional half days of Technical Assistance visits on an “as-needed” basis for schools that need additional support at $1,200 per diem and executed as seven (7) ½ day visits.</td>
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<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$76,200</td>
</tr>
</tbody>
</table>

SERC Contact: Terry Miller  
District Contact: Mario J. Florez  

August 11th, 2014
AGENDA

ITEM # 7

NEW BUSINESS

APPROVAL OF EDUCATIONAL SPECIFICATIONS FOR AIR CONDITIONING AT BELLIZZI SCHOOL

SEPTEMBER 16, 2014

DR. SCHIAVINO-NARVAEZ

DR. SLATER

BACKGROUND

Bellizzi School, currently the home of the Asian Studies Academy, does not have a central ventilation and air conditioning system, a feature which has been included in all of the recently renovated schools. A construction grant to cover this work is available from the State and a grant application will be submitted as soon as all project approvals are in place. The project carries a budget of approximately $5,000,000 and is projected to receive a state grant of 80% of eligible project costs. A new electrical service will be required, which is only partially eligible for state reimbursement. Partial funding is in place and the balance will be requested as part of the City’s Fiscal Year 2016 Capital Budget. At this time the Educational Specifications for the design and construction effort require the approval of the Hartford Board of Education in order for the application and appropriation processes to move forward.

Bellizzi School is currently the only school without a classroom air conditioning system.

The only areas of Bellizzi that have air conditioning are the office and cafeteria.

This is a procedural step in the process that must be approved by the City.

80% of the entire cost is reimbursable to the City by the State. The 20% required has already been allocated in prior CIP funds.

RECOMMENDATION

That the Hartford Board of Education accepts and approves the Educational Specifications for the installation of air conditioning at Bellizzi School and authorizes submission of the documents to the Office of School Facilities for purposes of securing a construction grant.

Attachments: Educational Specifications
EDUCATIONAL SPECIFICATIONS FOR
AIR CONDITIONING SYSTEM INSTALLATION
Bellizzi School
215 South Street, Hartford, CT
(For BOE Approval September 16, 2014)

1. PROJECT RATIONALE

Constructed in 1960 and having received a series of alterations through 2013, Bellizzi School currently houses the Asian Studies Academy, serving Pre Kindergarten through Eighth grade students. To increase parity with recently renovated elementary schools in Hartford, a full air conditioning system will be installed as soon as a construction grant is secured.

2. LONG-RANGE PLAN

The Hartford Public Schools long-range school facilities plan calls for the continued use of Bellizzi School. Installation of a new air conditioning system will improve the level of usefulness of this facility, especially in support of summer school programs.

3. THE PROJECT

Design and install a code compliant and energy efficient air conditioning and ventilation system, including other necessary upgrades such as electrical service and electrical distribution work.
AGENDA

ITEM # 8

NEW BUSINESS

SEPTEMBER 16, 2014

APPROVAL OF:
BUDGET ALLOCATION CHANGES

FINANCE AND AUDIT COMMITTEE

BACKGROUND

In accordance with Board of Education Policy No. 3140 Transfer of Funds between Categories – Amendments; the following transfers require Board of Education approval:

- Allocation Changes through June 30, 2014 (see attached listing).

RECOMMENDATION

That the Hartford Board of Education approves the Transfer of Funds between Categories listed.
## HARTFORD PUBLIC SCHOOLS
### GENERAL BUDGET
#### Allocation Changes Summary thru June 30, 2014

<table>
<thead>
<tr>
<th>Description</th>
<th>FY 2013-14 Amended Budget</th>
<th>FY 2013-14 Revised Budget</th>
<th>Difference</th>
<th>Approval</th>
<th>Informational</th>
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<td>536,473</td>
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<td>Systemwide Purch Svs</td>
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<td>796,483</td>
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<td>73,794</td>
<td>(110,114)</td>
<td>(36,320)</td>
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<td>Fringe &amp; Reserve Comp</td>
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<td>(1,058,574)</td>
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<td>-</td>
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<td>YEAR</td>
<td>JOURNAL</td>
<td>ORG</td>
<td>OBJECT</td>
<td>DR/CR</td>
<td>AMOUNT</td>
<td>COMMENTS</td>
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<td>2014</td>
<td>5356</td>
<td>36802321</td>
<td>511010</td>
<td>D</td>
<td>51,000.00</td>
<td>Transfer funding for Dr. Jacoby</td>
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<td>511040</td>
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<td>Funding to cover salary difference for ELL coaches</td>
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<td>Funding to cover principal salaries</td>
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<td>Move funding to cover PT Principal for coverage</td>
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# ALLOCATION CHANGES
## FOR APPROVAL
### thru JUNE 30, 2014

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