I. Call to Order
II. Roll Call
III. Opening Statement
IV. Dialogue Session
   1. Parent and Student Comment
   2. Public Comment
V. Reports
   1. Report of the Chair
   2. Report of the Superintendent
   3. Committee Reports
      o Parent and Community Engagement Committee
      o Policy Committee
      o School Choice and Facilities Committee
      o Other Committees
VI. Business Agenda

   A. Items in Order of Importance

   1. Approval of Management Operation Agreement: Capital Community College Magnet Academy (Supt et al.)

   The Hartford Board of Education and Capital Community College must enter into a mutually agreed upon Management Operation Agreement to ensure appropriate and accurate management of Capital Community College Magnet Academy. This agreement includes a term of 7 years and outlines duties and responsibilities assigned to both parties and costs assumed by Hartford Public Schools and Capital Community College.

   That the Hartford Board of Education authorizes the Superintendent of Schools to enter into a Management Operation Agreement with Capital Community College, in the form and substance attached.

   2. Contract Continuation Approval: Expeditionary Learning $248,800 (Supt et al.)
The Hartford Public Schools seeks to continue the contract with Expeditionary Learning to provide ongoing professional development and support in the Expeditionary Learning model at McDonough Expeditionary Learning School, the Expeditionary Learning Academy at Moynan, and at Maria Sanchez School. This includes but is not limited to on-site and off-site professional development and access to Expeditionary Learning designers.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Expeditionary Learning for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $248,800.

3. Contract Approval: Connecticut Science Center $200,501 (Supt et al.)

The Hartford Public Schools will contract with the Connecticut Science Center to provide science content professional development to grades 4 and 5 teachers, and to provide engaging inquiry-based science experiences for all grades 4 and 5 students; and to support teachers/students with in-class modeling.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with the Connecticut Science Center, for the term delineated in the contract ending June 30, 2016, at a cost not to exceed $200,501.

4. First Reading: Hartford Public School Policies on Parent Organizations and School Governance Councils (Policy Committee)

That the Board of Education accepts the first reading of the policies on Parent Organizations and School Governance Councils.

B. Executive Session (Collective Bargaining - Hartford Educational Support Personnel)


That the Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Educational Support Personnel, Local 82, AFSA, AFL-CIO.

C. Consent Agenda

6. Acceptance of Funds: Connecticut State Department of Education - Cooperating Eligible Entity Grant for Supplemental Adult Education Programs $256,377 (Supt. et al)

The Cooperating Eligible Entity Grant provides mandated adult education services through a collaborative relationship between the Adult Education Center in Hartford and three Cooperating Eligible Entities: Literacy Volunteers of Greater Hartford, YMCA Read to Succeed Adult Reading Clinic, and Urban League of Greater Hartford. This grant supplements existing adult education services
through enhanced activities such as services to special populations, specific literacy education and additional support services.

That the Board of Education authorizes the Superintendent to accept a total of $256,377 from the State of Connecticut Cooperating Eligible Entity Grant for the supplemental Adult Education programs described above.

7. Acceptance of Funds: Connecticut State Department of Education K-8 Science Improvement Grant $62,345 (Supt. et al)

Excelling in Science Using Literacy and STEM is a grant-funded project by the state of Connecticut’s Education Reform District K-8 Science Improvement Grant. The purpose of the grant is to increase student knowledge and interest in STEM related content fields.

That the Hartford Board of Education authorizes the superintendent to accept funds in the amount of $62,345 from the Connecticut State Department of Education Excelling in Science Using Literacy Grant.

8. Contract Continuation Approval: Johns Hopkins University Center for Talented Youth – Capital Preparatory Magnet School $95,000 (Supt. et al)

Hartford Public Schools will contract with the Johns Hopkins University Center for Talented Youth to provide gifted online curriculum to qualifying Capital Prep students.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Johns Hopkins University – Center for Talented Youth, for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $95,000.

9. Contract Approval: University of Saint Joseph and Hartford Pre-Kindergarten Magnet School Internship Program $78,576 (Supt et al)

Through a partnership with the University of St. Joseph, we have developed an internship program that serves as a pipeline for future Pre-Kindergarten teachers throughout our District and State. Interns learn as they work with certified teachers and child development associates providing high quality Pre-K instruction daily in each PreK3 and PreK4 classroom at the Hartford Pre-Kindergarten Magnet School.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with the University of Saint Joseph for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $78,576.

10. Contract Approval: Sunbelt Staffing – Speech and Language Services $72,579 (Supt. et al.)

Hartford Public Schools will contract with Sunbelt Staffing to provide speech and language services to special education students who are mandated to receive these services.
That the Hartford Board of Education authorizes the Superintendent to execute a contract with Sunbelt Staffing, LLC, for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $72,759.

11. Contract Approval: COMPASS Youth Collaborative / Dr. James H Naylor/CCSU Leadership Academy - $59,500 (Supt et al.)

Hartford Public Schools will contract with COMPASS Youth Collaborative to implement an academic intervention afterschool program for students in grades 4-7 who are performing below their grade level.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with the University of Saint Joseph for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $59,500.

VII. Adjournment

Upcoming Board of Education Meeting

- BOE Regular Meeting – November 18, 2014 at L.W. Batchelder Elementary, 757 New Britain Avenue, Hartford, CT 06106.
NEW BUSINESS

APPROVAL OF MANAGEMENT OPERATION AGREEMENT:
CAPITAL COMMUNITY COLLEGE MAGNET ACADEMY

OCTOBER 21, 2014

DR. SCHIAVINO-NARVAEZ
DR. SLATER

BACKGROUND

Capital Community College (CCC) and the Hartford Board of Education have collaborated to establish the Capital Community College Magnet Academy on the campus of CCC. The mission of the academy is to provide students with personalized and innovative learning in an early college high school environment on the campus of Capital Community College, which supports students from diverse backgrounds in developing the goals, values, self-discipline, work habits, academic and life skills needed to achieve success and become engaged citizens for the good of the community and society at large.

The Management Operation Agreement between Capital Community College and Hartford Board of Education (HBOE) outlines the partnership by and between both parties concerning the appropriate and accurate management of Capital Community College Magnet Academy. This agreement outlines the duties and responsibilities assigned to both CCC and HBOE as well as costs assumed by both educational institutions.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent of Schools to enter into a Management Operation Agreement with Capital Community College, in the form and substance attached.
Management Operation Agreement (MOA) for Capital Community College Magnet Academy

Executive Form

1. Context/Overview

Capital Community College and the Hartford Board of Education, under Sheff regulations, have entered into a partnership to open a middle college high school on the campus of Capital Community College. Capital Community College Magnet Academy is a small learning community focused on providing an authentic college immersion experience to Juniors and Seniors, including extensive college course offerings, academic supports, and vertical teaming to enhance academic rigor and college readiness. The Management Operation Agreement between Capital Community College and the Hartford Board of Education will ensure accurate and appropriate management of Capital Community College Magnet Academy.

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

Funds will be used primarily for salaries, facilities, utilities, maintenance, and IT costs.

3. Targeted populations to be served

With a current enrollment of 48 students, Capital Community College Magnet Academy serves 11th and 12th graders who reside in both the suburbs and the city of Hartford.

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

CCCMA students will be exposed to a true college experience in order to determine a college pathway that is appropriate for their college and career aspirations. Students that enter CCCMA in 11th grade could potentially follow the college pathway listed below:
- Earn 30 college credits in high school;
- Continue at CCC in the semester following high school graduation;
- Automatically transfer to a CT State school as a Junior in the spring semester following their high school graduation;

"Every student and every school thrives"
• Graduate from high school college and career ready.

The expected outcomes and benefits for students enrolled in CCCMA are directly aligned with Goal # 3 of the Hartford Public Schools Strategic Operating Plan as well as the overarching goal of college and career success for all Hartford Public Schools graduates.

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

Not Applicable

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

Capital Community College Magnet Academy will adhere to all progress monitoring procedures and protocols that are currently implemented for all of the schools in the district of Hartford Public Schools. In addition, CCCMA will design a system of assessment that provides multiple opportunities for students to demonstrate learning, knowledge, and academic growth.

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

Not Applicable

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

Not Applicable

"Every student and every school thrives"
Management Operation Agreement  
Between  
Capital Community College  
And  
Hartford Board of Education  
For the  
Capital Community College Magnet Academy

I. Definitions
A. CCC – Capital Community College  
B. HBOE – Hartford Board of Education  
C. BOR – Board of Regents of the Connecticut State Colleges and Universities  
D. CCCMA – Capital Community College Magnet Academy  
E. Capital Community College Magnet Academy Operation Plan (– A procedure and planning document required by the State Department of Education, which establishes and describes the Magnet School’s theme, mission, academic and administrative operations.  
F. Early College High School – A high school program that bridges the gap between secondary and postsecondary education by immersing high school students into the College community, as well as provide access to college coursework for eligible students.  
G. CCCMA School Governance Council (Governance Council) provides general oversight and guidance based on the Operation Plan. The Governance Council makeup is defined by BOE policy and will contain three members of CCC.  
H. Annual/Operation Budget – Document/Form that list and describes the estimated revenues and expenditures for the CCCMA school year.  
I. Per-Student Revenues: Per-student contributions of the participating districts located in the regional choice office area and the per-student funds from the State Department of Education.  
J. CCC Administrative/Facility Fee - This is a per-student charge to CCCMA, for facility usage and administrative services, which is based on the total costs of CCC’s annual facility and administrative services divided by the total head count of CCC credit enrollment, based on 4356 students enrolled at CCC. HBOE will not be billed for any students, upward or downwards of 200 based on the total student count of 4356, see operation budget, Exhibit B  
K. CCC Workplace Policies that CCCMA will adhere to:

• Affirmative Action Grievance Procedure  
• American with Disabilities Act  
• Drug-Free Workplace Policy  
• Electronic Monitoring the Workplace  
• Equal Employment Opportunity and Affirmative Action  
• Ethics Code for State Officials and State Employees  
• Political Activity  
• Records Retention and Disposition Policy  
• Sex Offender Registry  
• Sexual Harassment Policy  
• Tolerance on Campus – No Acts of Discrimination  
• Violence in the Workplace Policy Acknowledgment  
• Emergency and Safety Procedures and Protocols
• Building Closings, School Cancellation and Delay

II. Background Authority and Mission

Capital Community College (CCC, the host of the Capital Community College Magnet Academy (CCCMA); an inter-district magnet school established under the Milo Sheff vs William A. O’Neil stipulation and proposed order, dated December 13, 2013. CCC, under the Board of Regents for Higher Education (BOR), in partnership with the Hartford Public Schools (HBOE) has shared overall responsibility of CCCMA.

The specific powers and duties of the BOR are prescribed in Title 10a of the Connecticut General Statutes and are further delineated in policies adopted by the BOR from time to time.

Hartford Board of Education (HBOE) is a municipal body and State agent established pursuant to Chapter IX, Section 1 of the Charter of the City of Hartford, Connecticut, having an address and place of business at 960 Main Street, 8th Floor Hartford, CT. 06103.

CCCMA is an Early College High School serving students in the eleventh and twelfth grades. CCCMA is located on the campus of CCC, 950 Main Street, Hartford, Connecticut 06103. CCCMA is designed with a theme of “Community Engaged Learning” which strives to encourage students to think of themselves as members of a multicultural society whose vitality and health depends upon individuals who care about the community.

CCCMA is designated as an inter-district magnet Sheff school. The purpose of an inter-district magnet school is to reduce, eliminate or prevent racial, ethnic or economic isolation of public school students, while offering a high-quality curriculum that supports educational improvement. Overall, CCCMA’s goal is to provide students with personalized and innovative learning in an early college high school environment on the campus of Capital Community College, which supports students from diverse backgrounds in developing the goals, values, self-discipline, work habits, academic and life skills needed to achieve personal success and to become engaged citizens for the good of the community and society at large.

Consistent with the commitment of the State of Connecticut to provide high quality, diverse and unique public school educational choices to Connecticut students and to provide opportunities for its students to participate in public educational programs of choice, CCC and HBOE agree CCCMA shall be operated in accordance with this agreement.

III. CCC and HBOE Joint Roles and Responsibilities

Operation Plan: Shall jointly develop and maintain the approved State Department of Education OPERATION PLAN.

Share responsibility for the mission, design, implementation and assessment of CCCMA. These areas are generally described in the Operation Plan, Exhibit A

Financial Management: HBOE and CCC have shared responsibility for the overall financial management of CCCMA. Certain financial responsibilities shall be handled by HBOE and CCC including but not limited to:
Developing the annual Operation budget for Governance Council approval.

Collaboration: HBOE and CCC shall ensure the faculty and staff of CCCMA work in collaboration with CCC faculty and staff on all related academic issues, including expectations and issues related to student behavior, academic preparation for college-level work, academic advising and assessment of academic behavioral outcomes including but not limited to:

HBOE and CCC shall reach a shared vision for the implementation of consequences for violations of student behavior in accordance with HBOE policy.

IV. HBOE Roles and Responsibilities

Academic Program: HBOE is responsible for the day to day operation and management of CCCMA’s academic program and certain administrative functions as set forth herein, including accreditation and compliance with State Laws.

- HBOE shall seek to ensure the high school curriculum is designed to meet and/or exceed the standards and content of Connecticut Common Core State Standards;
- HBOE shall assist CCCMA staff in developing specific curriculum to meet the unique focus of CCCMA as a Early College High School as described in the Operation Plan as it may be amended from time to time.
- HBOE will work with CCC enrollment staff to determine appropriate College Courses to be made available to CCCMA students according to the Operation Plan.

Instructional Materials: HBOE shall select instructional materials (texts, audio/visual, computer software, etc.) to support the curriculum and student learning in accordance with Connecticut Statutes with approval from the CCCMA Governance Council. Instructional materials may include College textbooks and supplies for purchase by CCCMA.

Assessment and Reporting: HBOE shall assess student progress and report aggregate results to CCC and the Governance Council and shall provide individual student reports to their respective originating school districts. Assessment tools will include, but will not be limited to, required State and Federal instruments and those designed specifically for CCCMA’s special focus.

Professional Development: Within the approved budget of CCCMA, HBOE shall oversee the implementation of staff training and development.

Student Admissions: HBOE shall ensure CCCMA applicants participate in the annual lottery for student admission that meets legal requirements. However; CCCMA and Capital Community College Staff who select CCCMA as their first choice shall have preference but they must complete and submit a Regional School Choice Office application for the lottery.

Personnel: HBOE is responsible for staffing and personnel but shall collaborate with the Governance Council.

CCCMA’s Dean and staff shall be recruited, selected and hired, and if need be terminated in accordance with HBOE policies and procedures and Connecticut statutes and regulations.
Financial Management and Reporting: HBOE shall be responsible on behalf of CCCMA for the overall financial management and oversight of CCCMA as outlined herein.

Payments to CCC: HBOE must ensure CCC receives the annual per student Administrative/Facility Fee. The following services are covered by the Facility and Administrative Fee:

- Campus and facility safety and security
- Custodial services
- Renovations, maintenance and repair
- CCC will initiate and coordinate any and all renovations, modifications and alterations to CCCMA allocated space. CCCMA shall not make any changes, renovations or repairs without CCC’s explicit approval.
- Telecommunication and information technology service,
- Provide up to 75 Chrome Books with technology support, students shall be responsible for loss of this equipment.
- Utility services including electricity, heating and cooling and water
- Campus grounds keeping services including grounds maintenance, parking and sidewalks maintenance and snow and ice removal
- Trash removal and recycling
- Capital Equipment
- Parking for staff and parents will be at the Morgan street garage

Program-related Administrative Support:

As part of the Facility and Administrative Fee, CCC shall provide and support the CCCMA program, with the following services:
- College library
- Tutoring
- Athletic and student activities
- Copy of academic documents
- Parking
- Dedicated copy machine

Other Administrative Support: CCC will provide, at CCCMA’s expense, business office and clerical administrative support, including but not limited to:

- Operating buildings outside of CCC posted hours of operation
- Replacement and repair of facility, building infrastructure and equipment repair caused by malicious or excessive use beyond normal wear and tear
- Contracted CCCMA college courses
- Goods and services procured through CCC purchasing department
- Catering and Bookstore requests
- Parking that exceeds assigned access privileges
- Bus pass for CCCMA student
- Meals at cafeteria for students and guest (Normal school meals provided by HBOE)
- Supplies and cost associated with dedicated copy machine
V. Indemnification and Insurance

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

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

Insurance and Liability Coverage:

HBOE shall annually provide CCC with a certificate of insurance naming CCC as additional insured with minimum limits $1,000,000 each occurrence, $2,000,000 aggregate on General Liability.

CCC shall annually provide HBOE with a certificate of insurance naming HBOE as an additional insured with minimum limits $1,000,000 each occurrence, $2,000,000 aggregate on General Liability.

VI. Anti-Discrimination and Affirmative Action:

CCC agrees to abide by all applicable provisions of the Hartford Municipal Code, State law and federal law regarding anti-discrimination in employment in performing this Contract. CCC or any of their subcontractors shall not discriminate against any employee or applicant for employment because of race, color, religious creed, national origin, ancestry, age, sex, sexual orientation, gender identity or expression, genetic information, disability, marital status, present or past history of mental disorder, intellectual disability, or learning disability. Contractor shall take affirmative action to ensure applicants are employed and employees are treated without regard to their race, color, religious creed, national origin, ancestry, age, sex, sexual orientation, gender identity or expression, genetic information, disability, marital status, present or past history of mental disorder, intellectual disability, or learning disability. Such action shall include, but not be limited to the following: employment; upgrading; demotion; transfer; recruitment; recruitment advertising; layoff; termination; rates of pay or other forms of compensation; and selection for training and apprenticeship. CCC or any of their subcontractors shall
incorporate or cause to be incorporated, the provisions of this clause in all subcontracts it enters into pursuant to this Contract.

VII. CCC Roles and Responsibilities

Operations Plan: Any substantial submission, version or modifications to the CCCMA Operations Plan and or any substantial thematic changes to the academic program in the absence of an established Governance Council must be approved by CCC and HBOE.

Academic Program: CCC and HBOE will retain the responsibility, in absence of a Governance Council, to ensure CCCMA functions and adheres to the academic programs and themed instructional model as outlined in the OPERATION PLAN.

CCC will make available to CCCMA students college courses, after consultation with CCC enrollment staff and based on conditions of assessment, pre-requisite, content, availability and other matters of general college concern.

CCC courses shall be available to CCCMA students at no cost to CCCMA, providing those classes are listed in CCC term schedule. CCC reserves the right to cancel, modify and adjust college courses at its determination. College courses held at the request of CCCMA are considered contracted courses and costs will be billed to HBOE according to CCC standard fee schedule.

College Curriculum: College course curriculum is established and set based on accreditation and program standards. CCC will not adjust or modify college course curriculum or requirements for CCCMA enrollees.

Facility/Space: CCC will provide CCCMA full access to CCC facilities during posted Operation operating hours. CCC will provide designated office and storage space for CCCMA. CCC will assign, if needed, prior to the beginning of a CCC semester instructional or classrooms areas in various time slots for sole use by CCCMA. The goal of CCMA is to have class rooms with the same accommodations as CCC class rooms through the school year. Use of the CCC facility outside of posted operating hours and additional spaces beyond semester pre-assigned areas and times, may be requested through CCC buildings and rooms reservation coordinator for a rental fee.

Controls/Standards: CCC will manage all services provided on behalf of CCCMA in accordance with CCC policies, procedures and internal controls.

Financial Management/Other Funding: CCC may also apply for, receive and administer grants and other support for CCCMA. Other Grants and resources received by CCC which directly or indirectly support CCCMA will be managed by CCC.
VIII. Governing Council Roles and Responsibilities

Operations Plan: Any substantial submission, version or modifications to the CCCMA operation’s Plan or any substantial thematic changes to the academic program must be approved by the Governance Council.

Academic Program: The Governance Council will ensure that CCCMA functions and adheres to its academic programs and themed instructional model as generally outlined in the OPERATION PLAN.

Personnel: The Governance Council shall collaborate with HBOE on staffing, personnel, program positions and overall personnel management; including recruitment, hiring and evaluation.

Budget and Financial Reports: The annual budget must be approved by the Governance Council.

IX. Budget and Financial Management

Budget: HBOE and CCC shall jointly develop the CCCMA annual budget. HBOE shall work with CCC to determine an appropriate per pupil assessment of the participating districts, or additional funding to be requested from the State Department of Education, as may be necessary to support the total CCCMA budget.

Budget Collaboration, Planning and Approval: HBOE and CCC shall provide comparative cost information and project future costs at least three years in advance, and shall collaborate to develop and review preliminary annual budget figures and to refine and finalize the total annual CCCMA budget recommendation.

Budget Monitoring and Revision: HBOE and CCC shall review actual CCCMA revenues, expenditures and the projected budgetary net change quarterly and shall mutually develop and agree in advance to any adjustments to the budget as may be required or otherwise proposed throughout the year based on available resources and programmatic or operational needs.

Financial Reporting: All financial activity and resources related to the operation of CCCMA, whether such activity is provided and managed by CCCMA, CCC or other State agencies on behalf of CCC, shall be reflected on the financial records of CCCMA.

Annual Audit: CCCMA must have an annual audit of its financial transactions and records. HBOE shall provide timely financial, student assessment or program data to CCC for its audits, research and analysis in accordance with FERPA.

X Schedule and Payments

Invoicing and Payment: CCC shall be compensated for goods and services requested by CCMA and reimbursed within 30 days of invoice.
XI. Effective Dates and Termination

Term of Agreement: This agreement shall be in effect from the effective date of August 1, 2014 through July 30, 2021

Termination: If CCC elects to terminate this agreement, it shall give HBOE notice in writing no later than June 30 of the year prior to the terminal year in order to afford a full fiscal year for the transition. If HBOE elects to terminate this agreement, it shall give CCC notice in writing no later than June 30 of the year prior to the terminal year in order to afford a full fiscal year for the transition.

XII. Other Terms and Conditions

Name Rights: CCC reserves the right to have HBOE remove the Capital Community College logo and Capital Community College portion of the Capital Community College Magnet Academy name if termination or non-renewal is executed by either HBOE or CCC.

State Liability: The State of Connecticut, the BOR and the State contracting agency (State or College) shall assume no liability for services under the terms of this contract until the contract is fully executed by the State Contracting Agency, the Contractor and, if applicable, by the Attorney General of the State of Connecticut.

Agreement Dictate: The terms, conditions, roles, and responsibilities in this document, supersede all prior oral or written communications between CCC and HBOE and shall have foremost precedence over any other documents.

Total Contract Not to Exceed: CCC shall be compensated for a total sum outlined within this MOU not to exceed $3,000,000 for services provided under this agreement through June 30, 2021 unless this agreement is amended.

XIII. Notices:

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

To HBOE: Hartford Board of Education
960 Main Street
Hartford, CT 06103
Attn: Sonia Dinnal

To the Contractor: Capital Community College
950 Main Street
Hartford, CT. 06103
Attn: Lester Primus
Signatures:

Hartford Board of Education

Printed Name: ____________________________

Title: ____________________________

Signature: ____________________________ Date: ____________________________

Connecticut State Colleges and Universities (Capital Community College)

Printed Name: ____________________________

Title: ____________________________

Signature: ____________________________ Date: ____________________________
Section 2 - Other Terms and Conditions

I. Entire Agreement:
This written contract shall constitute the entire agreement between the parties and no other terms and conditions in any document, acceptance or acknowledgment shall be effective or binding unless expressly agreed to in writing by College. This contract may not be changed other than by a formal written contract amendment signed by the parties hereto and approved by the Connecticut Attorney General.

II. Sovereign Immunity:
The parties acknowledge and agree that nothing in this Contract shall be construed as a modification, compromise or waiver by the State of any rights or defenses of any immunities provided by Federal law or the laws of the State of Connecticut to the State or any of its officers and employees, which they may have had, now have or will have with respect to all matters arising out of this Contract. To the extent that this section conflicts with any other section, this section shall govern.

III. Offer of Gratuities:
The Licensor represents and warrants that no elected or appointed official or employee of the State of Connecticut has, or agrees to, benefit financially or materially from this procurement. This Contract may be terminated by Licensee without liability attaching to the Licensee if it is determined that the Licensor, the Licensor’s agent(s), representatives(s) or employee(s) offered or gave gratuities of any kind to any of the aforementioned officials or employees.

IV. Executive Orders:
This Contract is subject to the provisions of Executive Order No. Three of Governor Thomas J. Meskill, promulgated June 16, 1971, concerning labor employment practices, Executive Order No. Seventeen of Governor Thomas J. Meskill, promulgated February 15, 1973, concerning the listing of employment openings and Executive Order No. Sixteen of Governor John G. Rowland promulgated August 4, 1999, concerning violence in the workplace, all of which are incorporated into and are made a part of the Contract as if they had been fully set forth in it. The Contract may also be subject to the applicable parts of Executive Order 7C of Governor M. Jodi Rell, promulgated July 13, 2006, concerning contracting reforms and Executive Order No. 14 of Governor M. Jodi Rell, promulgated April 17, 2006, concerning procurement of cleaning products and services, in accordance with their respective terms and conditions. If Executive Orders 7C and 14 are applicable, they are deemed to be incorporated into and are made a part of the Contract as if they had been fully set forth in it. At the Contractor’s request, the Department shall provide a copy of these orders to the Contractor.

VI. Americans with Disabilities Act: The Licensor shall comply with the Americans with Disabilities Act in accordance with Public Law 101-336 and any other applicable federal laws and regulations.

VII. Nondiscrimination:
The following subsections are set forth here as required by section 4a-60 and 4a-60a of the Connecticut General Statutes:

(a) For purposes of this Section, the following terms are defined as follows:

i. "Commission" means the Commission on Human Rights and Opportunities;
ii. "Contract" and “contract” include any extension or modification of the Contract or contract;
iii. "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;

vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;

vii. "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;

viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;

ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

tax. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Sect 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the
Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

(c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

(d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

(e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

(f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.

(g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with
such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

VIII Campaign Contribution Restrictions:

SEEC
For all state contracts as defined in Connecticut General Statutes §9-612(g)(2), as amended by P.A. 10-1 having a value in a calendar year of $50,000 or more or a combination or series of such agreements or contracts having a value of $100,000 or more, the authorized signatory to this Agreement expressly acknowledges receipt of the State Election Enforcement Commission’s notice advising state contractors of state campaign contribution and solicitation prohibitions, and will inform its principals of the contents of the notice. See Notice below.

NOTICE TO EXECUTIVE BRANCH STATE CONTRACTORS AND PROSPECTIVE STATE CONTRACTORS OF CAMPAIGN CONTRIBUTION AND SOLICITATION LIMITATIONS
This notice is provided under the authority of Connecticut General Statutes §9-612(g)(2), as amended by P.A. 10-1, and is for the purpose of informing state contractors and prospective state contractors of the following law (italicized words are defined below):

CAMPAIGN CONTRIBUTION AND SOLICITATION LIMITATIONS
No state contractor, prospective state contractor, principal of a state contractor or principal of a prospective state contractor, with regard to a state contract or state contract solicitation with or from a state agency in the executive branch or a quasi-public agency or a holder, or principal of a holder of a valid prequalification certificate, shall make a contribution to (i) an exploratory committee or candidate committee established by a candidate for nomination or election to the office of Governor, Lieutenant Governor, Attorney General, State Comptroller, Secretary of the State or State Treasurer, (ii) a political committee authorized to make contributions or expenditures to or for the benefit of such candidates, or (iii) a party committee (which includes town committees).

In addition, no holder or principal of a holder of a valid prequalification certificate, shall make a contribution to (i) an exploratory committee or candidate committee established by a candidate for nomination or election to the office of State senator or State representative, (ii) a political committee authorized to make contributions or expenditures to or for the benefit of such candidates, or (iii) a party committee.

On and after January 1, 2011, no state contractor, prospective state contractor, principal of a state contractor or principal of a prospective state contractor, with regard to a state contract or state
contract solicitation with or from a state agency in the executive branch or a quasi-public agency or a holder, or principal of a holder of a valid prequalification certificate, shall knowingly solicit contributions from the state contractor's or prospective state contractor's employees or from a subcontractor or principals of the subcontractor on behalf of (i) an exploratory committee or candidate committee established by a candidate for nomination or election to the office of Governor, Lieutenant Governor, Attorney General, State Comptroller, Secretary of the State or State Treasurer, (ii) a political committee authorized to make contributions or expenditures to or for the benefit of such candidates, or (iii) a party committee.

DUTY TO INFORM
State contractors and prospective state contractors are required to inform their principals of the above prohibitions, as applicable, and the possible penalties and other consequences of any violation thereof.

PENALTIES FOR VIOLATIONS
Contributions or solicitations of contributions made in violation of the above prohibitions may result in the following civil and criminal penalties:

Civil penalties: Up to $2,000 or twice the amount of the prohibited contribution, whichever is greater, against a principal or a contractor. Any state contractor or prospective state contractor which fails to make reasonable efforts to comply with the provisions requiring notice to its principals of these prohibitions and the possible consequences of their violations may also be subject to civil penalties of up to $2,000 or twice the amount of the prohibited contributions made by their principals.

Criminal penalties: Any knowing and willful violation of the prohibition is a Class D felony, which may subject the violator to imprisonment of not more than 5 years, or not more than $5,000 in fines, or both.

CONTRACT CONSEQUENCES
In the case of a state contractor, contributions made or solicited in violation of the above prohibitions may result in the contract being voided.

In the case of a prospective state contractor, contributions made or solicited in violation of the above prohibitions shall result in the contract described in the state contract solicitation not being awarded to the prospective state contractor, unless the State Elections Enforcement Commission determines that mitigating circumstances exist concerning such violation.

The State shall not award any other state contract to anyone found in violation of the above prohibitions for a period of one year after the election for which such contribution is made or solicited, unless the State Elections Enforcement Commission determines that mitigating circumstances exist concerning such violation.

Additional information may be found on the website of the State Elections Enforcement Commission, www.ct.gov/seec. Click on the link to “Lobbyist/Contractor Limitations.”

DEFINITIONS
“State contractor” means a person, business entity or nonprofit organization that enters into a state contract. Such person, business entity or nonprofit organization shall be deemed to be a state
contractor until December thirty-first of the year in which such contract terminates. "State contractor" does not include a municipality or any other political subdivision of the state, including any entities or associations duly created by the municipality or political subdivision exclusively amongst themselves to further any purpose authorized by statute or charter, or an employee in the executive or legislative branch of state government or a quasi-public agency, whether in the classified or unclassified service and full or part-time, and only in such person's capacity as a state or quasi-public agency employee.

"Prospective state contractor" means a person, business entity or nonprofit organization that (i) submits a response to a state contract solicitation by the state, a state agency or a quasi-public agency, or a proposal in response to a request for proposals by the state, a state agency or a quasi-public agency, until the contract has been entered into, or (ii) holds a valid prequalification certificate issued by the Commissioner of Administrative Services under section 4a-100. "Prospective state contractor" does not include a municipality or any other political subdivision of the state, including any entities or associations duly created by the municipality or political subdivision exclusively amongst themselves to further any purpose authorized by statute or charter, or an employee in the executive or legislative branch of state government or a quasi-public agency, whether in the classified or unclassified service and full or part-time, and only in such person's capacity as a state or quasi-public agency employee.

"Principal of a state contractor or prospective state contractor" means (i) any individual who is a member of the board of directors of, or has an ownership interest of five per cent or more in, a state contractor or prospective state contractor, which is a business entity, except for an individual who is a member of the board of directors of a nonprofit organization, (ii) an individual who is employed by a state contractor or prospective state contractor, which is a business entity, as president, treasurer or executive vice president, (iii) an individual who is the chief executive officer of a state contractor or prospective state contractor, which is not a business entity, or if a state contractor or prospective state contractor has no such officer, then the officer who duly possesses comparable powers and duties, (iv) an officer or an employee of any state contractor or prospective state contractor who has managerial or discretionary responsibilities with respect to a state contract, (v) the spouse or a dependent child who is eighteen years of age or older of an individual described in this subparagraph, or (vi) a political committee established or controlled by an individual described in this subparagraph or the business entity or nonprofit organization that is the state contractor or prospective state contractor.

"State contract" means an agreement or contract with the state or any state agency or any quasi-public agency, let through a procurement process or otherwise, having a value of fifty thousand dollars or more, or a combination or series of such agreements or contracts having a value of one hundred thousand dollars or more in a calendar year, for (i) the rendition of services, (ii) the furnishing of any goods, material, supplies, equipment or any items of any kind, (iii) the construction, alteration or repair of any public building or public work, (iv) the acquisition, sale or lease of any land or building, (v) a licensing arrangement, or (vi) a grant, loan or loan guarantee. "State contract" does not include any agreement or contract with the state, any state agency or any quasi-public agency that is exclusively federally funded, an education loan, a loan to an individual for other than commercial purposes or any agreement or contract between the state or any state agency and the United States Department of the Navy or the United States Department of Defense.

"State contract solicitation" means a request by a state agency or quasi-public agency, in whatever form issued, including, but not limited to, an invitation to bid, request for proposals, request for information or request for quotes, inviting bids, quotes or other types of submittals, through a
competitive procurement process or another process authorized by law waiving competitive procurement.

"Managerial or discretionary responsibilities with respect to a state contract" means having direct, extensive and substantive responsibilities with respect to the negotiation of the state contract and not peripheral, clerical or ministerial responsibilities.

"Dependent child" means a child residing in an individual's household who may legally be claimed as a dependent on the federal income tax of such individual.

"Solicit" means (A) requesting that a contribution be made, (B) participating in any fund raising activities for a candidate committee, exploratory committee, political committee or party committee, including, but not limited to, forwarding tickets to potential contributors, receiving contributions for transmission to any such committee or bundling contributions, (C) serving as chairperson, treasurer or deputy treasurer of any such committee, or (D) establishing a political committee for the sole purpose of soliciting or receiving contributions for any committee. Solicit does not include: (i) making a contribution that is otherwise permitted by Chapter 155 of the Connecticut General Statutes; (ii) informing any person of a position taken by a candidate for public office or a public official, (iii) notifying the person of any activities of, or contact information for, any candidate for public office; or (iv) serving as a member in any party committee or as an officer of such committee that is not otherwise prohibited in this section.

"Subcontractor" means any person, business entity or nonprofit organization that contracts to perform part or all of the obligations of a state contractor's state contract. Such person, business entity or nonprofit organization shall be deemed to be a subcontractor until December thirty first of the year in which the subcontract terminates. "Subcontractor" does not include (i) a municipality or any other political subdivision of the state, including any entities or associations duly created by the municipality or political subdivision exclusively amongst themselves to further any purpose authorized by statute or charter, or (ii) an employee in the executive or legislative branch of state government or a quasi-public agency, whether in the classified or unclassified service and full or part-time, and only in such person's capacity as a state or quasi-public agency employee.

"Principal of a subcontractor" means (i) any individual who is a member of the board of directors of, or has an ownership interest of five per cent or more in, a subcontractor, which is a business entity, except for an individual who is a member of the board of directors of a nonprofit organization, (ii) an individual who is employed by a subcontractor, which is a business entity, as president, treasurer or executive vice president, (iii) an individual who is the chief executive officer of a subcontractor, which is not a business entity, or if a subcontractor has no such officer, then the officer who duly possesses comparable powers and duties, (iv) an officer or an employee of any subcontractor who has managerial or discretionary responsibilities with respect to a subcontract with a state contractor, (v) the spouse or a dependent child who is eighteen years of age or older of an individual described in this subparagraph, or (vi) a political committee established or controlled by an individual described in this subparagraph or the business entity or nonprofit organization that is the subcontractor.

IX. Indemnification and Insurance:
(a) The Contractor shall indemnify, defend and hold harmless the State and its officers, representatives, agents, servants, employees, successors and assigns from and against any and all (1) claims arising, directly or indirectly, in connection with the Contract, including the acts of commission or omission
(collectively, the "Acts") of the Contractor or contractor parties; and (2) liabilities, damages, losses, costs and expenses, including but not limited to, attorneys' and other professionals' fees, arising, directly or indirectly, in connection with claims, Acts or the contract. The Contractor shall use counsel reasonably acceptable to the State in carrying out its obligations under this section. The Contractor's obligations under this section to indemnify, defend and hold harmless against claims includes claims concerning confidentiality of any part of or all of the Contractor's bid, proposal or any records, any intellectual property rights, other proprietary rights of any person or entity, copyrighted or uncoprighted compositions, secret processes, patented or unpatented inventions, articles or appliances furnished or used in the performance.

(b) The Contractor shall not be responsible for indemnifying or holding the State harmless from any liability arising due to the negligence of the State or any third party acting under the direct control or supervision of the State.

(c) The Contractor shall reimburse the State for any and all damages to the real or personal property of the State caused by the Acts of the Contractor or any contractor parties. The State shall give the Contractor reasonable notice of any such claims.

(d) The Contractor's duties under this section shall remain fully in effect and binding in accordance with the terms and conditions of the Contract, without being lessened or compromised in any way, even where the Contractor is alleged or is found to have merely contributed in part to the Acts giving rise to the claims and/or where the State is alleged or is found to have contributed to the Acts giving rise to the claims.

(e) The Contractor shall carry and maintain at all times during the term of the Contract, and during the time that any provisions survive the term of the Contract, sufficient general liability insurance to satisfy its obligations under this Contract. The Contractor shall cause the State to be named as an additional insured on the policy and shall provide (1) a certificate of insurance, (2) the declaration page and (3) the additional insured endorsement to the policy to the Client Agency prior to the Effective Date of the Contract evidencing that the State is an additional insured. The Contractor shall not begin Performance until the delivery of these 3 documents to the Client Agency. State shall be entitled to recover under the insurance policy even if a body of competent jurisdiction determines that State is contributorily negligent.

(f) This section shall survive the termination of the contract and shall not be limited by reason of any insurance coverage.

X. Exclusive Remedy:

Contractor also agrees that the sole and exclusive means for the presentation of any claim against the State arising from this agreement shall be in accordance with Chapter 53 of the Connecticut General Statutes (Claims Against the State) and Contractor further agrees not to initiate legal proceedings in any State or Federal Court in addition to or in lieu of said Chapter 53 proceedings.

XI. Governing Law: This License Agreement shall be governed by the laws of the state of Connecticut.

XII. Notices:

Notices from Contractor to the Board shall be sufficient if in writing and or if placed with the United States Postal Services properly addressed to Capital Community College, Lester Primus, 950 Main St., Hartford, CT 06103 if hand delivered, to the same address. Delivery by United States Postal Service will be deemed given three business days after depositing at the United States Postal Service. Delivery by hand delivery will be deemed given upon receipt by the addressee during normal business hours.

Notices from the Board to Contractor shall be sufficient if delivered to

or if placed with the United States Postal Service.
XIII. Complete Agreement:

No prior stipulations, agreements or understandings, verbal or otherwise, of the parties hereto or their agents, shall be valid or enforceable unless embodied in the provisions of this License Agreement.

XIV. Approval of Attorney General:

This License Agreement shall not be binding on the Board unless and until approved and signed by the Attorney General of the state of Connecticut and delivered to Contractor.

Hartford Public Schools

By: _____________________________

Title: ____________________________

Date: ____________________________

BOARD OF REGENTS FOR HIGHER EDUCATION, ON BEHALF OF CAPITAL COMMUNITY COLLEGE

Statutory Authority C.G.S. 4a-52a, 10a-151a

By: _____________________________

Erika Steiner
Title: Chief Financial Officer

Date: ____________________________

OFFICE OF THE ATTYRNEY GENERAL

By: _____________________________

Title: Assistant Attorney General

Date: ____________________________
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AGENDA

ITEM # 2

NEW BUSINESS

CONTRACT CONTINUATION APPROVAL: DR. SCHIAVINO-NARVAEZ
EXPEDITIONARY LEARNING CONTRACT MR. SWAN

AMOUNT $248,800

FUNDING SOURCE: SPECIAL FUNDS

OCTOBER 21, 2014

BACKGROUND

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

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

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Expeditionary Learning for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $248,800.
Expeditionary Learning Contract

Executive Form

1. Context/Overview

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

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

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

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

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

3. Targeted populations to be served

School administrators

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

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

5. Alternative options (alternative sources, best priced solutions, etc.)
Due to our past and present work with Expeditionary Learning, we received a highly customized proposal representing the lowest rates offered for these services.

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

See attached.

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

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

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

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

SCOPE OF SERVICES

- McDonough Expeditionary Learning School – $78,900.00
- Expeditionary Learning Academy at Moylan School – $85,000.00
- Sanchez Elementary and Expeditionary Learning – $84,900.00
税 ID: 506-1576405

COOPERATION AGREEMENT

This Cooperation Agreement covers the period from September 1, 2014 through June 30, 2015, in the partnership between, Sanchez Elementary School and Expeditionary Learning. During this period, Expeditionary Learning will provide a package of services to faculty and school leaders to foster the full implementation of the Expeditionary Learning school reform design. Changes to this Cooperation Agreement require an Addendum that must be written by the Expeditionary Learning Regional Director and signed by both parties.

SCHOOL AND DISTRICT INFORMATION

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<th>Name of School:</th>
<th>Sanchez Elementary School</th>
<th>School District:</th>
<th>Hartford Public Schools</th>
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<tr>
<td>Street or P.O. Box:</td>
<td>176 Babcock St</td>
<td>Superintendent:</td>
<td>Dr. Beth Schlavino-Narvaez</td>
</tr>
<tr>
<td>City, State, Zip:</td>
<td>Hartford, CT 06106</td>
<td>District Phone:</td>
<td>(860) 695-8454</td>
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<td>School Phone:</td>
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<td>Principal/Director:</td>
<td>Azra Redzic</td>
<td>Billing Contact Person:</td>
<td>Jonathan Swan</td>
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<td>Principal’s Email:</td>
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<td>Billing Email:</td>
<td><a href="mailto:SWANJ002@hartfordschools.org">SWANJ002@hartfordschools.org</a></td>
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<tr>
<td>Principal’s Phone:</td>
<td>(860) 695-4940</td>
<td>Billing Telephone:</td>
<td>(860) 695-8860</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Billing Fax:</td>
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</table>

SERVICES PAYMENT MAILING ADDRESS

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

RETURN SIGNED CONTRACT TO:

Regional Director
Lily Newman
7 N Pleasant St
Amherst, MA 01002

SUMMARY OF COSTS

- Direct service days: 41 @ $1,300.00 per day = $53,300.00
- 5-Day Institutes: 2 classrooms in practice: 2 @ $1000.00 per slot = $2,000.00
- Leadership Cohort Slots: 4 @ $800.00 per slot = $3,200.00
• National Conference Slots: 8 @ $300.00 per slot = $6,400.00
• Site Seminar Slots: 15 @ $400.00 per slot = $6,000.00
• Cluster Based Slots: 6 @ $500.00 per slot = $3,000.00
• Network Membership. Total Staff*: 30 – $10,000.00
  (*Staff = All teachers, principals, instructional guides, etc.)

Total Cost: $84,900.00

COST AND PAYMENT

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

Payment Plan and Schedule - CHOOSE ONLY ONE OPTION

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

Option 3:

An initial payment of $28,300 is due on: October 15, 2014.
A second payment of $28,300 is due on: December 15, 2014.
A third payment of $28,300 is due on: March 15, 2015.

RESERVATION OF INTELLECTUAL PROPERTY

All materials and products developed by teachers, students and school leaders in Expeditionary Learning network schools are the property of those individuals and schools. Expeditionary Learning’s intellectual property remains the property of Expeditionary Learning. Expeditionary Learning will have perpetual license to use any content developed by teachers or school leaders in Expeditionary Learning network schools, while such content shall remain the property of those individuals and schools.

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

All notices, reports, requests, or other communications given pursuant to this Partnership Agreement shall be made in writing, shall be delivered by hand delivery, overnight courier service, fax, or electronic mail, shall be deemed to have been duly given when delivered to the respective party at the notice and contact addresses listed above.

ORDER OF PRIORITY

Should Expeditionary Learning and Sanchez Elementary School and/or Hartford Public Schools sign another Agreement in addition to this Cooperation Agreement, the service payment terms, indemnification and intellectual property reservations set forth in this Cooperation Agreement shall govern in the event of a conflict.

DEFAULT AND CURE:

In the event that either party hereto defaults in the performance of any of its material duties or obligations under this Cooperation Agreement, including failure to make any payments due under this Cooperation Agreement, and such default is not cured within thirty (30) days after written notice is given to the defaulting party specifying the default, then the party not in default may terminate this Cooperation Agreement, after given written notice thereof to the defaulting party.

INDEMNIFICATION CLAUSE:

Each party assumes the responsibility for the negligence of its own respective employees, appointees or agents, while acting in the scope of their employment, and each party will defend its own respective employees, appointees or agents in the event of any claim for damages or lawsuits for any remedy.

CHOICE OF LAW AND FORUM:

This Cooperation Agreement will be governed by the laws of the United States and the State of Connecticut. Any action relating to this Cooperation Agreement must be brought in the Federal or State Courts located in Connecticut, and Sanchez Elementary School and Hartford Public Schools consent to the jurisdiction of such courts.
SEVERABILITY:

If any provision of this Cooperation Agreement is deemed illegal, invalid, void or otherwise unenforceable in whole or in part, that provision shall be severed or shall be enforced only to the extent legally permitted, and the remainder of the provision and the Cooperation Agreement shall remain in full force and effect. With respect to a particular application, if any provision of this Cooperation Agreement is deemed to be invalid, void or unenforceable, such term or provision shall retain full force and effect in respect to all other applications.

SURVIVAL:

All provisions of this Cooperation Agreement relating to Sanchez Elementary School and Hartford Public Schools intellectual property rights, Sanchez Elementary School and Hartford Public Schools indemnification obligations and payment obligations shall survive the termination or expiration of this Cooperation Agreement.

NO WAIVER:

Expeditionary Learning’s failure to enforce the strict performance of any provision of this Partnership will not constitute a waiver of Expeditionary Learning’s right to subsequently enforce such provision or any other provisions under this Cooperation Agreement.

APPROVALS:

Expeditionary Learning and Sanchez Elementary School and/or Hartford Public Schools agree to the above costs, intellectual property reservations, indemnifications and scope of services from September 1, 2014 to June 30, 2015. Each Signatory certifies that it has the authority to sign and enter into this Cooperation Agreement on behalf of the party it represents and agrees to be bound by the terms of this Cooperation Agreement.

This Collaboration Agreement must be signed and returned to the EL Regional Director prior to August 1, 2014. If this agreement is not received by that date, EL reserves the right to withhold the services outlined here until this agreement has been executed.

ELS Representative: ____________________________

Authorized School or District Signatory:

Title: Regional Director

Title: ____________________________

Date: ____________________________

Date: ____________________________

APPENDIX A - DESCRIPTION OF SERVICES

SCHOOL-BASED PROFESSIONAL DEVELOPMENT SERVICES

(41) DIRECT SERVICE DAYS DELIVERED BY EXPEDITIONARY LEARNING STAFF ($1,300.00 per day)
Direct service includes professional development and technical assistance provided by Expeditionary Learning staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which Expeditionary Learning staff accompanies a group of teachers from the school to an Expeditionary Learning professional development event to provide further intensive work. The costs associated with direct school services also covers:

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

*Please note: All Direct School Service days must be used before August 31, 2015. No days can be carried into the next Expeditionary Learning fiscal year that begins on September 1, 2015 and ends on August 31, 2016.*

**OFF-SITE PROFESSIONAL DEVELOPMENT INSTITUTES**

University clock hours will be available for most off-site institutes through a partnership with the University of Denver. Costs for clock hours are separate from this Partnership Agreement.

There will be two different opportunities to register for national and regional institutes and site seminars. For institutes occurring between September 22, 2014 and May 1, 2015, schools with signed contracts will be able to register for institutes beginning on Thursday, August 14, 2014. For institutes occurring between May 2, 2015 and August 31, 2015, registration will open on Monday, March 16, 2015 for schools with signed contracts.

All institute slots must be used before August 31, 2015. No slots can be carried over into the next EL fiscal year that begins on September 1, 2015. In the event that the school designer desires to substitute one purchased slot for another equally priced slot, she can do so with written permission of the EL Regional Director as long as the change occurs at least 30 days prior to the purchased institute start date. Substitutions are NOT permitted if the purchased institute has already occurred or is within 30 days of occurring.

As part of the registration process, each participant must agree to arrive on time, participate in the full daily schedule (often longer than a normal work day), and stay for the full duration of the event. The planned daily schedule is outlined in the registration confirmation letter. This work day applies to local commuters and overnight guests alike.

Start and end times for each event are available online as part of registration.

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

Minimum enrollment to avoid cancellation = 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

(2) 5-DAY NATIONAL INSTITUTES - EL CLASSROOMS IN PRACTICE ($150) EACH.

- School arranges and pays for transportation to and from institute and some meals.
• Expeditionary Learning pays for all lodging and most meals.

(4) LEADERSHIP COHORT PARTICIPATION ($800 EACH)

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

(6) CLUSTER-BASED INSTITUTE ($500 EACH)

• Cluster-based institutes are specific institutes that are held within the region that meet for 3 consecutive or non-consecutive days.

(8) NATIONAL CONFERENCE ($800 each).

• Schools pay all travel, lodging, and food costs. Additional slots to the National Conference can be added and paid for separately at the time of National Conference registration.

(15) SITE SEMINARS ($400 EACH)

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

EXPEDITIONARY LEARNING NETWORK MEMBERSHIP

($10,000.00) SIZE OF COLLABORATING SCHOOL AND DISTRICT

• Fewer than 10 staff: $250
• 10-19 Staff: $500
• 20-29 Staff: $750
• 30 or more staff: $10,000

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

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

Initialed: Expeditionary Learning Representative

Initialed: School Signatory

Initialed: District Signatory (optional)
EXPEDITIONARY LEARNING

Dear School Staff,

The attached materials present the findings from the Spring 2014 Expeditionary Learning (EL) Implementation Review. The Implementation Review (IR) scores for your school have meaning locally and nationally, since the scores are standardized across the network. The IR is designed to help:

1. Determine the level of implementation of EL practices in your school and all EL schools,
2. Track growth of your school's implementation practices levels over time,
3. Provide standardized scores that allow individual schools and researchers to analyze the relationships between level of implementation and other outcomes (e.g., growth in achievement, engagement, motivation, etc.), and
4. Inform the work plan and professional development activities for your school and EL schools nationally.

While the official scores for your school are reflected in the School Designer score, school staff scores are analyzed as they provide a valuable and critical contribution to the validation of the instrument (so that there is independent confirmation that the instrument measures what it is supposed to measure).

The IR score is meant to be an accurate measure of the actual extent of implementation of 26 key EL practices in your school, called the EL Power Practices. The Power Practices are essential components of the EL model that are hypothesized to have an impact on student achievement either directly or indirectly. By establishing Power Practices, EL is not saying that anything in our Core Practices is unimportant; rather, we are attempting to prioritize those aspects of our design that we believe are most correlated with increased achievement.

Accompanying this letter are the following documents:

- Table of Scores - A numerical report showing Implementation Review scores for each power practice
- Chart of Scores - A bar chart showing Implementation Review scores for each power practice
- IR Progress Report - A visual report that indicates your school's overall raw score on a scale of targeted outcomes for schools by length of partnership
- An electronic copy of the Implementation Review Instrument

An important step in benefiting from these materials is to review each report carefully. The Individual School Chart provides a graphical view of the score report. The scores for each Power Practice correspond to the individual rubric in the IR Instrument, which is provided for your reference. Column 5 describes the exemplary implementation of that Power Practice, and School Designers and school leadership teams should use this column to identify specific targets for work plan goals and objectives. For Power Practices that a school is not implementing at an exemplary level, the IR Instrument and Core Practices can be used as tools to establish explicit goals for improvement.

The Progress Report provides an additional way of viewing your school's overall progress towards implementation of the EL design and IR target score. The IR staff has identified IR score targets for each year of partnership, beginning with year 1 and ending with year 4 or higher. This report displays a graphic that shows your school's score in relation to its target score and last year's IR score (if applicable).

As you deepen your understanding of the Implementation Review instrument, we believe that you will gain new insight into the power of this instrument as it relates to achieving your school's goals and documentation of progress along the way. We appreciate your partnership and look forward to working with you on your annual work plan.

Respectfully,
The EL Implementation Review Research Team
## Expeditionary Learning Academy at Moylan
### 2014 Implementation Review Scores

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Practice</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td>1 Mapping Skills &amp; Content</td>
<td>3</td>
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<tr>
<td></td>
<td>2 Case Studies</td>
<td>2</td>
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<td></td>
<td>4 Projects &amp; Products</td>
<td>2</td>
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<tr>
<td></td>
<td>6 Learning Expeditions</td>
<td>1</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>1 Effective Lessons</td>
<td>3</td>
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<tr>
<td></td>
<td>2 Supporting All Students</td>
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<tr>
<td></td>
<td>3 Reflecting &amp; Structuring Revision</td>
<td>2</td>
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<td>4 Culture of Reading</td>
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<td>5 Culture of Writing</td>
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<td>7 Integrating the Arts</td>
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<td><strong>Assessment</strong></td>
<td>1 Learning Targets</td>
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<td></td>
<td>2 Assessment For Learning (AFL)</td>
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<td>3 Quality Assessments</td>
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<td>5 Analyzing Assessment Data</td>
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</tr>
<tr>
<td><strong>Culture &amp; Character</strong></td>
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<td><strong>Leadership</strong></td>
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**TOTAL SCORE:** 68
### Expeditionary Learning Academy at Moylan

**2014 Implementation Review Scores**

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<tr>
<th>Category</th>
<th>Curriculum</th>
<th>Instruction</th>
<th>Assessment</th>
<th>Culture &amp; Character</th>
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</table>
Expeditionary Learning Academy at Moylan

2014 Implementation Review Progress Report

<table>
<thead>
<tr>
<th>POINTS FROM TARGET SCORE</th>
<th>TOTAL SCORE</th>
<th>YEARS OF PARTNERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>-16</td>
<td>68</td>
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</tr>
</tbody>
</table>

Highest Possible Score: 130

Year 4 Target: 98
Year 3 Target: 84
Year 2 Target: 66
Year 1 Target: 47

TARGET SCORE: 84
LAST YEAR'S SCORE: 69
YOUR SCHOOL'S SCORE: 68

Lowest Possible Score: 26
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<tr>
<td></td>
<td>3. Fostering Character</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>4. Engaging Families</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5. Beautiful Spaces</td>
<td>1</td>
</tr>
<tr>
<td>Leadership</td>
<td>1. School Vision</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2. Using Data</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3. Supporting Planning, Assessment, &amp; Instruction</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>4. Positive School Culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>5. Professional Learning</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL SCORE:** 52
McDonough Expeditionary Learning School

2014 Implementation Review Progress Report

<table>
<thead>
<tr>
<th>POINTS FROM TARGET SCORE</th>
<th>TOTAL SCORE</th>
<th>YEARS OF PARTNERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>-32</td>
<td>52</td>
<td>3</td>
</tr>
</tbody>
</table>

Highest Possible Score: 130

Year 4 Target: 98
Year 3 Target: 84
Year 2 Target: 66
Year 1 Target: 47

TARGET SCORE: 84

Your School's Score: 52

Lowest Possible Score: 26
"This page [is] intentionally left blank."
AGENDA

ITEM # 3

NEW BUSINESS

OCTOBER 21, 2014

CONTRACT APPROVAL:
CONNECTICUT SCIENCE CENTER

DR. SCHIAVINO-NARVAEZ
MR. SWAN

AMOUNT
$200, 501

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

The Hartford Public Schools will contract with the Connecticut Science Center to provide STEM Enrichment Program that will follow the successful model that was implemented over the past three years. The program includes the following and focuses on three areas:

1. One-day professional development training for all grade 4 and 5 teachers, with grade 4 focused on (4.4) Electromagnetism; and grade 5 focused on (5.1) Light. The workshop will introduce the engineering design process, which is aligned to Common Core State Standards and Next Generation Science Standards.

2. The outreach classroom program for each 4th and 5th grade class serves as a follow-up to the professional development session and focuses on staff scientist modeling engineering design activities in the classroom with students and teachers.

3. A field trip to the Science Center for each of the 4th and 5th grade classes as a follow-up to the outreach classroom program. The field trip experience will include a 45 minute science/engineering program for the students in the center’s Discovery Center labs that align with their outreach program experience. In addition, students will tour exhibits related to the engineering and science concepts related to their grade level topics.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with the Connecticut Science Center, for the term delineated in the contract ending June 30, 2016, at a cost not to exceed $200,501.
Agenda Item Title: Grades 4 and 5 Districtwide STEM Enrichment Program

Executive Form

1. Context/Overview:

The Connecticut Science Center (CSC) will provide the following educational services for the Hartford Public Schools (HPS), to all grades 4 and 5 teachers and students, during the 2014-2015/2015-2016 school years.

Since 2011-2014, HPS has collaborated with the Connecticut Science Center, in a similar program to support grades 4 and 5 teachers and students. The 2014-2016 contract encompasses:

- Professional development workshops for teachers using the Engineering is Elementary program model;
- Outreach programs to the teacher’s classrooms, presenting grade level specific science content (electromagnetism and light) for their students that model integration of engineering design activity;
- Discovery Center labs for each class of students that take place at the CSC as follow-up science content/engineering design lesson, and students tours of specific exhibits relating to these content areas.

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

The district continues to see large (double-digit) gains on the science CMT, with an increased number of students scoring at or above proficiency. The contract will provide continual support for a two year period to all grades 4 and 5 teachers and students. Purpose of this contract is focused on improvement and continued support, particularly focused on science content/pedagogy and instructional practice. Teachers will be exposed to a one-day professional development workshop where they will be immersed in the science content and explore scientific inquiry/engineering practices, as outline in the NGSS (Next Generation Science Standards).
3. Targeted populations to be served

   All grades four (4) and five (5) students, along with professional STEM outreach for grades 4 and 5 teachers, will be served.

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

   - Increased teacher preparedness of content and implementation of inquiry instruction/engineering practices within classrooms
   - Increased student interest in STEM-related content/fields
   - Increased student performance, both in class and on state assessments (CMT)

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

   N/A

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

   Over the past several years, Hartford schools have seen a double-digit increase at/above proficiency on grade 5 science CMTs. Teachers have been communicating their need for continual science support, particularly with-respect-to engineering practices and inquiry instructional support. Performance will be monitored via student assessments both in class and on the state's CMT assessment.

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?

   The Connecticut Science Center (CSC) is the officially designated provider of Engineering is Elementary training for teachers, in Connecticut with the CSC program staff trained and certified by the Museum of Science (MOS) in Boston, MA. Engineering is Elementary is a trade-marked program developed by the MOS. The MOS has developed a network of partner organizations to expand training in this award-winning program for teachers across the nation. The CSC in the national partner serving Connecticut teachers.

"Every student and every school thrives"

960 Main Street Hartford CT 06103 • www.hartfordschools.org
The "Classroom Outreach" and "Discovery Center Lab" education programs are unique programs that have been developed by the CSC and are solely offered to schools across Connecticut by the CSC. Likewise, the exhibits featured in the program have been developed by the CSC working with a national team of exhibit designers and fabricators and are unique to the Center and sole provided by the CSC to schools in Connecticut.

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

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

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

SCOPE OF SERVICES

During the past three academic years (2011-2013) the Connecticut Science Center has partnered with the Harford Public Schools to provide a comprehensive, inquiry-based STEM experience for all grade 4 and grade 5 teachers and students in the district. This program included professional development workshops for teachers focused on science content, outreach science programs to each teacher’s classroom and follow-up field trips for the students to the Science Center to participate in related science content lab sessions and exhibit experiences. This unique partnership and collaboration has helped to increase the grade 5 students scoring at or above proficiency on the CMT, to more than 7%. This increase is particular of note in our neighborhood schools, with several schools (i.e., Batchelder, Burns, Burr, Rawson, SAND, Simpson-Waverly and Wish) demonstrating double digit gains on the Science CMT at/above proficiency! With the increased and necessary focus on science at the elementary level, it is important to maintain and support the current momentum.

The 2014-2016, two-year partnership will build upon the work of the previous three years by integrating a comprehensive engineering unit to compliment the 4th and 5th grade science content curriculum. This approach will strategically begin to move the district science curriculum towards the direction of the Next Generation Science Standards (NGSS), which include engineering design practices at all grade levels.

The Science Center will utilize the Engineering is Elementary (EiE) format for the engineering unit. EiE is a nationally recognized, research based and classroom tested program. Through a partnership with the Museum of Science in Boston, the Connecticut Science Center has been established as a core provider of EiE professional development and programming and Science Center staff have received EiE training.

The 2014-2016 program will follow the successful model that was implemented over the past three years and will include the following elements:

- One-day professional development training for all 4th and 5th grade teachers with the 4th grade focusing on 4.4 Electromagnetism and the 5th grade focusing on 5.1 Light. The workshop will introduce the engineering design application aligned with the science content and CSC staff will work with teachers to facilitate integration of the content with the engineering practices. Participating teachers will receive EiE teachers guides and resource kits for the engineering activity.

- One outreach classroom program for each 4th and 5th grade class as a follow-up to the professional development session. The outreach programs will focus on modeling engineering design activities with students for the teachers.

- One field trip to the Science Center for each of the 4th and 5th grade classes as a follow-up to the outreach classroom program. The field trip experience will include a 45 minute science/engineering program for the students in the Center’s Discovery Center Labs that

Revised 07/2014
aligns with their outreach program experience. In addition, students will tour exhibits related to the engineering and science concepts related to their grade level topics.

Outcomes
Anticipated outcomes of the program are as follows:

Teachers (4th and 5th grade)
- Will have a greater understanding of engineering design practices and how science content integrates with engineering as a component of STEM.
- Will have received training and resources that will enable them to integrate engineering design activities within the district's 4th and 5th grade science curriculum, and as a result they will implement these activities in their classrooms. Follow-up contact with teachers will assess the percentage integration.

Students (4th and 5th grade)
- Will continue to post positive achievement gains in science as reflected on the CT CMT.
AGENDA

ITEM # 4

NEW BUSINESS

FIRST READING: POLICIES ON PARENT ORGANIZATIONS AND SCHOOL GOVERNANCE COUNCILS

POLICY COMMITTEE

OCTOBER 21, 2014

BACKGROUND

Changes to the policies are listed below:

a) Parent Organizations
   • Parent Involvement is changed to Family Engagement;
   • Official Parent Group is defined;
   • Responsibilities of the principal in promoting and supporting the Parent Organization are clarified;
   • Language that establishes that no parent shall be denied the right to belong to the Parent Organization because of their inability to pay dues. All parents in the school are eligible to be members of the Parent Organization;
   • Clarification of the election vs. selection process of Parent Organization officers.

b) School Governance Councils (SGCs)
   • Clarification on the supports for SGCs (who and how);
   • Each school’s SGC meeting schedule for the year and approved minutes including attendance to the meetings, are to be posted on the district’s website;
   • Parent Chair may not serve more than two consecutive terms;
   • SGC meetings are open to the public, but are not meetings with the public.

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the revised policies on Parent Organizations and School Governance Councils
Community Relations

School Community Associations

Parent Organizations

The Hartford Board of Education recognizes that family engagement parent involvement in the educational process is a necessary ingredient of success. As a means of encouraging parent involvement at the school level, every school should have an official parent group. Official parent group means a group of parents elected to an executive board by all the parents/legal guardians of students in the school to represent all the parents in that school.

The Board also recognizes school-community groups such as Parent/Teacher Associations as integral parts of the school community which can promote better educational programs.
Community Relations

School-Community Associations

Parent Organizations

The definition of an official parent group is a group of parents elected to an executive board by all the parents/legal guardians of students in the school to represent all the parents in that school, which represents the parents of students in a particular school. Parent advisory councils and community associations are not acceptable as an official parent group.

It shall be the responsibility of the school principal to ensure that the school has an official functioning parent group. The principal shall:

1. Encourage parents to establish and participate in an official parent group and establish written bylaws. The principal shall keep a copy of the most recent written bylaws.
2. Work with parents to organize such a group if one does not exist and promote parent and staff participation in all parent activities.
3. Assist parents in developing an election process for Parent Organization elections in May of each year.
4. Serve in an advisory capacity to that group.
5. Permit the use of school facilities for parent group meetings.
6. Submit a listing of parent group executive officers, including their home addresses, email addresses, and telephone numbers, to the superintendent or designee by October 15 of each year.
7. Facilitate leadership training to executive officers

The following regulations apply to a school's official parent group:

1. The parent group should conduct meetings at least monthly at a time convenient to most parents on a regular basis throughout the school year. The parent group shall function as an independent body in regard to funds, meeting dates, meeting agenda, etc. The role of the principal is an advisory one only.

2. If the members so choose, the parent group may affiliate with an umbrella organization such as the Parent Teacher Association. No parent/legal guardian shall be denied membership in the Parent Organization because of inability to pay dues. All parents/legal guardians of students in the school are eligible to be members of the Parent Organization with all rights and privileges.

3. Officers of the parent group shall be elected by the group's members. It is suggested that the election of officers take place in May so that the new slate of officers is ready to start the school year in September or during the summer as necessary.
4. To ensure that parent groups function independently from the school administration, to increase parent participation, and to avoid any possible conflict of interest, the executive officers president of a school's parent group should not be an employee of that particular school.

5. The president of the parent group shall serve as the representative to the monthly meetings (during the school year) between the superintendent or designee and parent group presidents from throughout the city. If the president is unable to attend these meetings, he/she should designate another executive officer or parent to serve as an alternate representative.

Regulation: November 4, 1998
Updated: October 5, 2004
HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Community Relations

School Governance Councils

Purpose

Consistent with its adopted theory of action and commitment to create and maintain a system of high-performing, distinctive schools of choice, the Board of Education will authorize the formation of school-based governance councils to guide the development of its schools. The Board believes that the success of the school and the students it serves is the shared responsibility of school staff, parents or legal guardians, and community members.

The School Governance Council (SGC) is the primary, local school decision-making body of a school devoted to achieve its mission and vision. Toward this end, the SGC will focus on the analysis of student achievement, development of improvement plans, allocation of resources, programmatic and operational changes, and after being in place for three years, a council may vote to recommend that a school be reconstituted in order to improve the quality of the school and the achievement of its students. All members of the council will perform their duties with integrity, discretion and loyalty.

The principal is the chief executive officer of the school and accountable for school quality and student achievement. The principal shall be responsible for forming, developing and maintaining an effective and cohesive School Governance Council. Principals and School Governance Councils are supported through the Portfolio Directors, SGC process coaches, and the SGC Coordinator.

The councils are not intended to replace parent organizations.

Scope of Policy

All schools will have a School Governance Council.

Membership and Election

Members will be elected through a fair, open, widely publicized, recorded, and timely election process. The process for parent election shall be developed by the Principal in collaboration with the school’s Parent-Teacher organization or a comparable parent organization. Any staff member employed within the school who has children attending the school where they are employed cannot serve as a parent member on the council; any staff member who lives in the community of the school in which they are employed by the school or has any other affiliation with the school cannot serve as the community representative on the council.

School Governance Councils shall be comprised of 14 voting duly elected members, plus up to three nonvoting members depending on the type of school involved. The following tables describe the category of membership, the number of members and how they are elected.
Community Relations

School Governance Councils (continued)

<table>
<thead>
<tr>
<th>Member</th>
<th>Number</th>
<th>Election Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents or guardians of students currently attending the school</td>
<td>7</td>
<td>Elected by the parents/legal guardians of students attending the school, each household with students attending the school will have one vote in the SGC parent election process.</td>
</tr>
<tr>
<td>Teachers (as per state definition*) at the school</td>
<td>5</td>
<td>Elected by the teachers of the school.</td>
</tr>
<tr>
<td>Community leaders within the school district</td>
<td>2</td>
<td>Elected by the parent/legal guardian and teacher members of the council.</td>
</tr>
<tr>
<td>School principal or designee (nonvoting)</td>
<td>1</td>
<td>Principal may participate directly or name a designee.</td>
</tr>
</tbody>
</table>

Additional members and election process in high schools:

<table>
<thead>
<tr>
<th>Member</th>
<th>Number</th>
<th>Election Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student members, high school councils only (nonvoting)</td>
<td>2</td>
<td>Elected by the school's student body.</td>
</tr>
</tbody>
</table>

The names and contact information (email and/or telephone number) for the SGC members will be made available to the school community via approved SGC meeting minutes attendance, and the school and district websites.

The Parent Chair of each School Governance Council shall be elected every two years by the 14 members of the council. A Parent Chair may not serve two consecutive terms as SGC chair.

All members are equal partners in decision-making, and all decisions are made by consensus. If consensus cannot be achieved, decisions are made by a two-thirds majority vote. When a vote is taken, it must be open and recorded; secret ballots are not permitted. Consensus is defined as all members being in agreement or members being able to support the general agreement of the group.

Requirements

In order to continue to have a strong and effective council, any members that join the council must attend all required trainings provided by the District. Failure to meet training requirements will result in removal from the council. The trainings will provide SGC members with the necessary skills and tools to be active participants in the decision-making process.

*Regulations of Connecticut State Agencies Section-10-145d-400a*
Teacher representatives must be teachers in active service at the school and parent representatives must be parents of children currently attending the school.

School Governance Councils shall meet at least six times per year. The principal of the school shall make the SGC meeting schedule for the academic year available to the school community by the end of October of each year, via the school and district websites, emailing it to staff and parents, and displaying it in key areas of the school. Absence from two consecutive meetings or half of the meetings will result in removal from the council.

Terms of Voting

Voting members shall have a two-year term and no one member can serve more than two terms on a council, if re-elected for a second term. The nonvoting student members shall serve a one-year term, and no student member can serve more than two terms, if re-elected for a second term. After the two terms are completed, the council will have elections in the month of May following the requirements stated in the election process within this policy. This process also includes any vacancies throughout the year. (See Attachment A for Guidance on Election Procedures.) The year of each term shall be from July through June.

Roles and Responsibilities

A. Parent-Chairperson

The Parent Chair shall:

1. Work with the Principal to prepare the agenda and ground rules for SGC meetings
2. Conduct the SGC meetings
3. Select a member to take attendance and minutes of a least six SGC meetings
4. Attend semi-annual district-wide meetings of SGC Chairs/Co-Chairs with the Superintendent
5. Attend annual meeting of SGC Chairs/Co-Chairs with the Board of Education
6. Maintain regular communication with Principal, and SGC Coordinator, and the Parent Organization President.

B. Principal or School Director

The Principal shall:

1. Serve as the SGC Co-Chair
2. Work collaboratively with the Parent Chair to prepare the agenda and ground rules for the SGC meetings
3. Inform and provide school related information to the council in a timely fashion, make recommendations, and implement agreed-upon SGC decisions
4. Maintain on file, for at least five, all documentation related to SGC elections (parents, teachers, community members, students), meeting agenda, minutes, and attendance. Provide any of these documents to the Superintendent or his/her designee upon request.
5. Distribute approved SGC minutes to SGC members and school community via email, and by posting them on the school and district websites, 's website, or by displaying
them in an appropriate and visible space in the school building, and by including them in staff and parent newsletters.

6. Submit a complete list of the elected SGC members to the Superintendent or designees Chief of Early Literacy and Parent Engagement no later than June 1st of each year.

In the exceptional case where the principal is in disagreement with the consensus or two-thirds vote of the SGC, the Superintendent or designee Deputy Chief Portfolio Officer shall review both recommendations and make a final determination.

C. Council Members

The council collectively, shall establish an effective timeline for the following functions:

1. Analyze school achievement data and school needs as they relate to the school's improvement plan.

2. Assist in developing and reviewing the School Accountability Plan (SAP) and advise the Principal before the report is submitted to the Superintendent of Schools. The council as a whole must approve SAP before the Parent Chair and Principal sign the consent form and submit it to the School Governance Council Coordinator by the end of October.

3. Review fiscal objectives of the school's draft budget and advise the Principal before the budget is submitted to the superintendent. The council as a whole must approve the school budget before the Parent Chair and Principal sign the consent form and submit it to the School Governance Council Coordinator by the end of February.

4. Participate in the Executive Search Committee for the hiring of the school principal or other administrators of the school by conducting interviews of candidates and reporting on such interviews to the superintendent of schools for the district and the local and regional board of education. The SGC will complete the Office of Talent Management form stating recommendations and comments of at least two candidates for the superintendent's consideration.

5. Assist the Principal in making programmatic and operational changes to improve the school's achievement.

6. Develop and approve a written school parent involvement policy that outlines the role of parents and guardians. Schools that receive federal Title 1 funds are required to have a parent involvement policy developed jointly with, approved by, and distributed to parents. Note: A district Title 1 policy can serve this purpose.

7. Work with the Principal in the promotion of the school as a parental choice relative to its enrollment goals.

8. Work with school administrators in developing and approving a school compact for parents, legal guardians, and students that outlines the school's goals and academic focus identifying ways that parents and school personnel can build a partnership to improve student learning. The council as a whole must approve the school compact before the Parent Chair and Principal sign the consent form and submit it to the Chief of Early Literacy and Parent Engagement.

   Schools that receive federal Title I funds are required to have a school-parent compact, developed with parents.

9. Work with the Principal in reviewing data around partnership impact and viability of new school partnerships. Review and approve an after-school program.
10. Advise and assist the Principal in the analysis of the school survey data and creation of programs to improve school climate.

11. For those schools mandated by state law, after being in place for three years, a council may vote to recommend that a school be reconstituted using one of the following models for reconstitution: (1) turnaround; (2) restart; (3) transformation; (4) CommPact school; (5) innovation school; and (6) any other model developed under federal law. However, a council cannot vote to reconstitute a school if it was already reconstituted for another purpose. The statute provides a process whereby the council’s recommendation for reconstitution must be heard by the local board of education which must accept, modify or reject the proposal. In case where the council and the local board of education cannot agree on reconstitution, the Commissioner of Education must decide. The State Board of Education cannot allow more than 25 schools per year to be reconstituted under state law (Public Act 10-111).

**Reporting and Oversight**

All schools are expected to adhere to all provisions of this policy regarding school governance councils with regard to the manner of representation and conduct of elections.

*School Governance Council meetings are open to the public, but are not meeting with the public.*

Each School Governance Council shall report annually to the school’s stakeholders on their progress in meeting the goals of the School Accountability Plan (SAP).

The Board of Education shall conduct an annual forum with School Governance Council Chairs and Co-Chairs to assess the implementation of this policy.

Within available resources, the Superintendent shall maintain one website with information about all School Governance Councils that includes an updated schedule of meetings, a link to the minutes of each past meeting, and resources for parents, including, but not limited to, staff contact information and informational materials.

The Superintendent will report annually to the Board on the effectiveness of School Governance Councils as an element of the Board’s strategy to close the achievement gap for Hartford students and recommend revision of the policy as warranted.

This policy will be reviewed by the Board of Education annually to make any changes deemed necessary and make sure the requirements of the policy are met.

**Legal Reference:** Substitute Senate Bill No. 438 Public Act No. 10-111 An Act Concerning Education Reform in Connecticut

Policy adopted: May 19, 2009
Policy Revised: November 15, 2011
Policy Revised: October 15, 2013
Policy Revised: ??? (DRAFT as of October 14, 2014)
Process and Checklist for School Governance Council Elections

The table below presents the process for conducting School Governance Council elections. This process must be conducted in collaboration with the PTO/PTA/PO.

<table>
<thead>
<tr>
<th>Parent Process</th>
<th>Insert Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Notice of election and call for nominations distributed to all parents.</td>
<td>✓</td>
</tr>
<tr>
<td>2. Closing date for nominations.</td>
<td>✓</td>
</tr>
<tr>
<td>• Once the nomination forms come back, notify the persons(s) and determine</td>
<td></td>
</tr>
<tr>
<td>if they are eligible and if they accept or decline.</td>
<td></td>
</tr>
<tr>
<td>3. Date by which the list of candidates will be displayed.</td>
<td>✓</td>
</tr>
<tr>
<td>• Prepare your ballot with all names of nominees.</td>
<td></td>
</tr>
<tr>
<td>4. Provide an opportunity for parents to meet the candidates.</td>
<td>✓</td>
</tr>
<tr>
<td>• Candidates must be present to accept nomination.</td>
<td></td>
</tr>
<tr>
<td>5. Date by which voting ballots will be prepared and distributed.</td>
<td>✓</td>
</tr>
<tr>
<td>• Send out ballots to every household with deadline for return.</td>
<td></td>
</tr>
<tr>
<td>• Provide various times and methods for parents to cast their ballots.</td>
<td></td>
</tr>
<tr>
<td>7. Vote count.</td>
<td>✓</td>
</tr>
<tr>
<td>• Once ballots are returned, determine election results.</td>
<td></td>
</tr>
<tr>
<td>8. Announcement of new council members.</td>
<td>✓</td>
</tr>
<tr>
<td>• Send election results out to school community and to SGC Coordinator.</td>
<td></td>
</tr>
<tr>
<td>9. Schedule first council meeting to elect community members and parent</td>
<td>✓</td>
</tr>
<tr>
<td>co-chair (principal will preside as a non-voting member).</td>
<td></td>
</tr>
<tr>
<td>Introduce new members at the council meeting and document in minutes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Process</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers are in charge of their own election process. Process must</td>
<td>✓</td>
</tr>
<tr>
<td>be documented.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Process</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parents and teachers elect community members.</td>
<td>✓</td>
</tr>
</tbody>
</table>
AGENDA

ITEM # 5

NEW BUSINESS

PROPOSED COLLECTIVE BARGAINING AGREEMENT: HARTFORD EDUCATIONAL SUPPORT PERSONNEL, LOCAL 82, AFSA, AFL-CIO

DR. SCHIAVINO-NARVAEZ

MS. CUTLER-HODGMAN

OCTOBER 21, 2014

BACKGROUND

- The current contract expired on June 30, 2013.
- The Parties reached a tentative agreement on July 21, 2014.
- The membership of the bargaining unit ratified the tentative agreement on September 15, 2014.
- The Board must now take a formal vote on the proposed agreement.

RECOMMENDATION

That the Board of Education approves the proposed Collective Bargaining Agreement with Hartford Educational Support Personnel, Local 82, AFSA, AFL-CIO.
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AGENDA

ITEM # 6

NEW BUSINESS

ACCEPTANCE OF FUNDS: ADULT EDUCATION COOPERATING ELIGIBLE ENTITY GRANT

AMOUNT
$256,377

OCTOBER 21, 2014

DR. SCHIAVINO- NARVAEZ

MR. GENAO

FUNDING SOURCE
STATE OF CONNECTICUT

BACKGROUND

A Cooperating Eligible Entity Grant provides mandated adult education services through a collaborative relationship between an eligible organization and the local educational agency which provides adult education programs. The CEE supplements existing adult education services through enhanced activities such as services to special populations, specific literacy education, additional support services or a unique academic curriculum.

Hartford Public Schools Adult Education collaborates with three Cooperating Eligible Entities: Urban League of Greater Hartford, YMCA Read to Succeed Adult Reading Clinic, and Literacy Volunteers of Greater Hartford.

YMCA “Read to Succeed”

- The Read to Succeed Adult Literacy Clinic provides effective and affordable instruction to adults who have impaired reading and spelling skills.
- The program is unique because it is specifically structured to assist adults with poor reading skills; with a specialty in helping those with reading disabilities.
- The Read to Succeed Program also offers assessments to help adults identify their literacy strengths and weaknesses. These assessments help us determine if our program meets the person’s needs.

Urban League of Greater of Hartford, Inc.

- The Adult Education Center and the Urban League of Greater Hartford adult education program have worked together both formally and informally for a number of years. The Urban League of Greater Hartford (ULGH) offers GED and ABE classes to students not served by Hartford Adult Education. Students applying to ULGH who need GED in Spanish, English as a Second Language, and an external diploma program are referred to Hartford Adult Education for classes. Hartford Adult Education and ULGH propose to continue this collaboration.
Literacy Volunteers of Greater Hartford

- The Adult Education Center in Hartford will provide Basic ESL and GED to 20 students each. Literacy Volunteers of Greater Hartford (LVGH) will provide student-centered, basic literacy instruction in small groups (max 4) to 100-125 students, and ESL small group instruction to 200-225 students at the Hartford Literacy Center and Poser Library Wintonbury branch.

Together, these collaborative services provide educational opportunities not otherwise available to students.

Grant amount by source:
$ 53,018 - YMCA Read to Succeed
$ 97,048 - Urban League of Greater Hartford
$106,311 - Literacy Volunteers of Greater Hartford
$256,377 Total

RECOMMENDATION

That the Board of Education authorizes the Superintendent to accept a total of $256,377 from the State of Connecticut Cooperating Eligible Entity Grant for the supplemental Adult Education programs described above.
Cooperating Eligible Entities Grant

Executive Form

1. Context/Overview

According to Connecticut General Statutes Section 10-71(3)(b), a Cooperating Eligible Entity (CEE) may apply for State Adult Education dollars by submitting an application through a local or regional board of education or a regional educational service center which provides adult education services. The majority of CEE funds are allocated towards teacher salaries.

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

A CEE grant provides mandated adult education services through a collaborative relationship between an eligible organization and the local educational agency which provides adult education programs. The CEE supplements existing adult education services through enhanced activities such as services to special populations, specific literacy education, additional support services or a unique academic curriculum.

3. Targeted populations to be served

Students identified as needed special literacy services offered by the CEE programs.

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

Adult students will make progress toward, earn a high school diploma, and/or improve English language proficiency in order to become college and career ready.

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

N/A

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

All data is entered into the Connecticut Adult Reporting System (CARS). Progress on multiple indicators is updated daily.

"Every student and every school thrives"
7. Is this a sole source vendor? □Yes □No □N/A

If sole source vendor, please specify why the purchase qualifies as sole source procurement:
a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

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

   Hartford Public Schools Adult Education collaborates with three Cooperating Eligible Entities: Urban League of Greater Hartford, YMCA Read to Succeed Adult Reading Clinic and Literacy Volunteers of Greater Hartford.

b. Please attach a copy of the grant abstract and other applicable documents
**ED 114**

**Fiscal Year:** 2015

**Grantee Name:** HARTFORD

**Grantee:** 864-009

**Grant Title:** ADULT EDUC.-COOPERATING ELIGIBLE ENTITY

**Project Title:**

**Fund:** 11000

**SPID:** 170030

**Year:** 2015

**PROG:** 84004

**CF1:** 170013

**CF2:** SDE0000

**Authorised Amount:** $143,018

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Original Request Date: 7/10/2014

This budget was approved by Valerie Marino on 8/18/2014.
BUDGET FORM

ED 114
Fiscal Year: 2015
Grantee Name: HARTFORD
Grant Title: ADULT EDUC-COOPERATING REGIONAL ENTITY
Project Title: Fund: 11000
SPID: 17030
Year: 2015
PROG: 84001
CF1: 170043
CF2: SDE000007
Authorized Amount: $284,773
Grant Period: 7/1/2014 - 6/30/2015
Project Code: SDE000000000002

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Original Request Date: 7/10/2014

This budget was approved by Valere Marino on 8/18/2014.
**Budget Form**

**ED 114**

**Fiscal Year:** 2015  
**Grantee Name:** HARTFORD  
**Grantee:** 064-000  
**Grant Title:** ADULT EDUCATING ELIGIBLE ENTITY  
**Project Title:**  
**Fund:** 11600  
**SPID:** 17030  
**Year:** 2015  
**PROG:** 84084  
**CF1:** 170013  
**CF2:**  
**Authorized Amount:** $250,960

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**Original Request Date:** 7/10/2014

This budget was approved by Valerie Marino on 8/18/2014.
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AGENDA

ITEM # 7

NEW BUSINESS

ACCEPTANCE OF FUNDS: CONNECTICUT STATE DEPARTMENT OF EDUCATION K-8 SCIENCE IMPROVEMENT GRANT

OCTOBER 21, 2014

DR. SCHIAVINO-NARVAEZ

MR. SWAN

AMOUNT $62,345

FUNDING SOURCE STATE OF CONNECTICUT

BACKGROUND

This is the second year that Hartford Public Schools has been awarded a K-8 Science Improvement Grant, from the Connecticut State Department of Education. The purpose of the grant is to increase student knowledge and interest in STEM-related content/fields. To this end, the ACE (Achievers Continuously Excelling) Youth Program, introduces middle school students to engineers and scientists; and also takes students on field trips to colleges/universities and STEM-companies (e.g., Pratt & Whitney) – as well as providing mentoring to students. The grades K-5 component principally focuses on building students STEM-literacy, via National Geographic libraries, science/math consultants and in-classroom modeling of best practices in STEM/inquiry.

RECOMMENDATION

That the Hartford Board of Education authorizes the superintendent to accept funds in the amount of $62,345 from the Connecticut State Department of Education Excelling in Science Using Literacy Grant.
Excelling in Science Using Literacy and S.T.E.M.

Executive Form

1. Context/Overview

This is a continuation science grant and is the second year that Hartford Public Schools has received the K-8 Science Improvement Grant from the Connecticut State Department of Education. This year, in grades K-5, we will focus on instructional practices using the STEM-literacy libraries, as well as supporting teachers with in-classroom instruction around inquiry and the engineering practices. In grades 6-8, the focus will continue on engaging students in STEM-related topics/ideas (via mentoring, field trips).

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

The purpose of this grant is to increase student science knowledge/content in grades K-8 and to provide classroom teachers with instructional support. The major funding areas include: Tutors/mentors, field trips and in-class teacher coaching/training.

3. Targeted populations to be served

The population to be served includes students and teachers in grades K-5 and grades 6-8.

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

- Increase student STEM-content knowledge;
- Increase student interest in STEM-related content;
- Increase student knowledge and interest of STEM-related careers;
- Increase student performance on in-district and state mandated assessments;
- Increase the number of students entering or thinking of entering STEM-focused secondary, post-secondary school/careers.

5. Alternative options (alternative sources, best priced solutions, etc.)
6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

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

If sole source vendor, please specify why the purchase qualifies as sole source procurement:
   a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

   ACE Youth Project is a trade-marked program, located in Hartford, who’s mention is to increase the number of under-represented students in STEM fields. National Geographic’s trade-marked libraries are specific to the inquiry program that the district will use.

   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

   National Geographic and ACE (Achievers Continually Excelling) Youth Program

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

   (Grant Abstract Attached)
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NEW BUSINESS

CONTRACT CONTINUATION APPROVAL:
JOHNS HOPKINS UNIVERSITY CENTER
CENTER FOR TALENTED YOUTH

AMOUNT
$95,000

OCTOBER 21, 2014

DR. SCHIAVINO-NARVAEZ
MR. SWAN

FUNDING SOURCE
MAGNET FUNDS, TITLE 1 & TUITION

BACKGROUND

The Johns Hopkins University Center for Talented Youth (CTY) identifies and develops the talents of the most advanced K-12 learners worldwide. Each year thousands of students in PK-12, from more than 60 countries, enroll in CTYOnline, CTY’s unique distance learning program that offers challenging courses throughout the year.

CTY will conduct and manage eligibility testing at Capital Preparatory Magnet School on dates and times to be agreed upon by CTY and Capital Preparatory Magnet School. CTY shall administer educational services and provide access to any and all related materials, as specified in the CTYOnline catalog for each course. CTY will provide academic progress reports to Capital Preparatory Magnet School, in which all pertinent content will be agreed upon by CTY and Capital Preparatory Magnet School. Students will receive course completion documents upon successful completion of each CTYOnline course.

Capital Preparatory Magnet School has partnered with Johns Hopkins University Center for Talented Youth since July 2011. The program started with a small amount of students (30) and keeps growing every year. At the end of each year, students complete two courses in addition to completing state mandated curriculum.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Johns Hopkins University – Center for Talented Youth, for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $95,000.
Johns Hopkins University Center for Talented Youth

Executive Form

1. Context/Overview

Hartford Public Schools will contract with the Johns Hopkins University Center for Talented Youth to provide gifted online curriculum to qualifying Capital Prep students.

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

CTY Online offers gifted students in grades pre-K-12 challenging academic course work throughout the year.

3. Targeted populations to be served

Qualifying K – 12 students

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

Johns Hopkins University Center for Talented Youth identifies and develops the talents of the most advanced K-12 learners worldwide. CTY’s unique distance learning program offers challenging courses throughout the year.

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

No alternative sources were reviewed because CTY’s academic talent and achievement helps locate and nurture talent from all neighborhoods and nations to engage in, and communicate, meaningful research to advance the understanding of teaching the world’s most capable young people that other programs can’t offer.

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

Johns Hopkins University – CTY will provide report cards of each student’s academic performance at the end of each program.

"Every student and every school thrives"
7. Is this a sole source vendor? ☑Yes ☐No ☐N/A

If sole source vendor, please specify why the purchase qualifies as sole source procurement:
   a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

CTY serves the needs of academically gifted students worldwide by providing challenging programs matched to their abilities. CTY Online distance courses offer eligible students opportunities to accelerate and enrich their learning at home or at school. Students can take advanced math, for example, without having to take a bus to a high school or college and without having to miss other classes at their local school.

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

   CTY brings together the best resources for each course, which includes multimedia resources, interactive virtual classrooms, texts, student guides, and CD-ROMs. Each student works with a qualified CTY faculty member who provides guidance, feedback, encouragement, and evaluation.

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

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

SCOPE OF SERVICES

CTY shall perform online educational services and provide access to the related materials, as specified in the CTYOnline catalog for each course. Courses will be offered in the Fall and Spring at a length of 10 weeks, 12 weeks, 20 weeks, or 3 months. Students may enroll in any course up to the $718.00 amount; this amount of $718.00 represents the average dollar amount of courses offered. However, students have the option of enrolling in Individually Paced ("IP") courses at a higher rate.

CTY will provide a quarterly progress report for each student and conduct/manage eligibility testing on the school premises on the date and time agreed upon by CTY and Capital Preparatory Magnet School. Information regarding refunds and withdrawals can be found in the CTY Online catalog. All costs for courses reflect a 10% discount. Please note that there is a built in cushion to accommodate additional students and/or students enrolling in IP courses.

- Fall enrollment up to 50 kids @ $718.00 = $35,900.00
- Spring enrollment up to 50 kids @ $718.00 = $35,900.00

- CTY will provide one testing per year and offer a discount on the Talent Search fee if school qualifies for free or reduced lunch. School will have to provide written proof at least two weeks prior to testing.
  - Testing - Up to 70 kids @ $70 = $4,900 ($10 Talent Search and $60 testing for free and reduced lunch)

- HBOE will be invoiced on a monthly basis.
AGENDA

ITEM # 9

NEW BUSINESS

CONTRACT CONTINUATION APPROVAL: UNIVERSITY OF SAINT JOSEPH

OCTOBER 21, 2014

DR. SCHIAVINO-NARVAEZ
MR. GFINAO

AMOUNT
$78,576

FUNDING SOURCE
MAGNET SCHOOL FUNDS

BACKGROUND

In its first year of operation (2013-2014), the Hartford Prekindergarten Magnet School entered into a contract with the University of St. Joseph’s School of Education to provide interns to assist students in the Prekindergarten classrooms. The school is seeking to renew this contractual agreement with the University of St. Joseph to develop a pipeline of highly qualified teachers for its Pre-K and primary programs.

The University of Saint Joseph (USJ) will receive funding for 18-credits of tuition waivers plus a stipend for the preparation of four (4) teacher candidates or Master’s candidates admitted to the USJ School of Education and placed at the Hartford Pre-Kindergarten Magnet School.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with the University of Saint Joseph for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $78,576.
University of Saint Joseph Contract

Executive Form

1. Context/Overview

The contract with the University of St. Joseph provides the Hartford Prekindergarten Magnet School with four interns for its PreK3 and PreK4 classrooms. The interns provide instructional support for the students while learning through first-hand experience with teachers.

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

This contract contributes to this school and our district's vision of developing a pipeline of highly qualified and talented teachers for its PreK and primary programs. The funding will allow the university to provide tuition waivers for 18 credits plus a stipend for the preparation of 4 teacher candidates or MA candidates admitted to the School of Education and placed at the Hartford Pre-Kindergarten Magnet School.

3. Targeted populations to be served

PreK3 and PreK4 students

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

This contract supports the Third Grade Promise by providing interns within the PreK classrooms to assist students through instructional support. These PreK students will be ready to enter Kindergarten with the social and academic skills needed for success in Kindergarten and beyond.

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

The success of the partnership and experience for interns, students, and PreK Magnet staff, coupled with the geographical proximity of the university to the school, makes St. Joseph's the best option for this program.
5. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

The interns last year did an exceptional job of enhancing the learning experience for the PreK magnet students. They contributed tremendously to the rich literacy environment, as well as the positive culture and experience for both students and staff. The university also reported that the candidates felt that it was a very rewarding learning experience for them. The goal is that these interns will want to be part of our district when they complete their requirements and positions become available.

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

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

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

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

7. For grants only:

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

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

Purpose of the USJ/Hartford School District Partnership
1. The Hartford School District will develop a pipeline of highly qualified teachers for its Pre-K programs.
2. The University of Saint Joseph (USJ) will receive funding for 18-credits of tuition waivers plus stipend for USJ teacher candidates placed at the Hartford Pre-Kindergarten Magnet School.

Definitions
Faculty: member of the USJ faculty; Intern: graduate student serving as an instructional aide in Hartford Pre-K Magnet School classroom; Student: pre-K-12 child

Responsibilities of USJ: USJ shall:
1. Offer Interns graduate credits as part of graduate planned program.
2. Provide ongoing coordination of the internship program to ensure high academic standards are maintained. The USJ Director of the Early Childhood/Special Education (ECSE) program will be the initial contact for the Interns. The Director will inform the principal of the intern’s field experience expectations; be the primary contact person for USJ in cases of school concern regarding Interns from the USJ teacher licensure program.
3. Ensure that quality of the internship is appropriate and that Interns meet their obligations.
4. Provide Interns with a copy of all rules and regulations regarding their activities while working at the Agency and take reasonable steps to require Interns to comply with said rules and regulations.
5. Require withdrawal of an Intern who fails to follow Agency policies and procedures or otherwise disrupts the continuity of learning within reasonable time of notification by Agency.
6. Use commercially reasonable efforts to impress upon the Interns their obligation to respect the confidentiality of all records and information which may come to them with regard to the students’ and Agency’s records.
7. Accept, ensure fingerprinting has occurred, and screen the graduate students applicants as Interns pursuant to the terms and conditions of this contract.

Responsibilities of the Agency. The Agency shall:
1. Pay a total of $78,376.00 to USJ for Intern assignments from November 3, 2014- June 30, 2015
2. Plan the schedule of Intern assignments and make all Intern assignments in cooperation with USJ.
3. Provide on-site supervision of the Interns by Agency-qualified staff assigned to the program.
4. Provide materials, site, etc., for Interns’ work with youngsters.
5. Provide emergency care to Interns or Faculty who become ill or injured during the internship which is similar to the care that would be given to any visitor or employee. The Interns and Faculty are financially responsible for this care if the illness or injury has not occurred due to the negligence of the Agency.
6. Provide USJ with Agency rules, regulations, policies and procedures for defining school programs and services.
7. Agree that Agency staff shall not be entitled to any benefits of USJ or be considered an employee of USJ.
8. Maintain its responsibility and authority for defining student instruction and care.
9. Select only USJ Interns for Intern positions, provided that sufficient Interns are available from USJ.
10. Defend, indemnify and hold harmless USJ and their respective officers, agents and employees against all suits, claims or liabilities of every nature arising out of or as a consequence of the acts, omissions or negligence of the Agency, its subcontractors, and/or any of their respective employees, agents, contractors, suppliers, and/or representatives in performance of this Contract.

Responsibilities of the Interns. The Interns shall:
1. Attend courses at USJ and report for full day school assignments daily, 7:45 – 2:45 for the duration of November 3, 2014 – June 30, 2015. Punctual attendance is required. If time is required (30 minutes before or after school), the Intern will meet these expectations.
2. Provide support for students in the program, 5 days a week as identified by the Agency, including direct instructional support, behavioral support, data collection, facilitation of social interactions, monitoring of safety and other duties required to support student learning under the supervision of Agency and the USJ staff and faculty. The Intern shall not perform clerical duties or duties unrelated to an academic experience.
3. Follow Agency daily schedule of the school system.
4. Follow Agency professional standards of deportment.
5. Follow Agency and USJ policies, procedures, rules, and regulations.
AGENDA

ITEM # 10

NEW BUSINESS

CONTRACT APPROVAL:
SUNBELT STAFFING, LLC

OCTOBER 21, 2014

DR. SCHIAVINO-NARVAEZ
MR. SWAN

AMOUNT
$72,579

FUNDING SOURCE
GENERAL BUDGET

BACKGROUND

Sunbelt Staffing will be contracted to provide speech and language services to mandated Hartford Public Schools students who require these services through the PPT (Planning and Placement Team) process.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Sunbelt Staffing, LLC, for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $72,759.
Sunbelt Staffing Contract

Executive Form

1. Context/Overview

Sunbelt Staffing will be contracted to provide speech and language services to mandated HPS students who require these services. Due to the shortage of speech and language professionals, it is necessary to utilize this service to ensure compliance with federal special education guidelines. We are presently contracting with two other vendors who are not able to fill all of our positions.

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

The purpose of the contract is to obtain speech and language clinicians to provide services to our mandated special education students.

3. Targeted populations to be served

Special Education students mandated to receive these services.

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

Compliance with State and Federal laws.

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

We have no alternative options.

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

Ability of Sunbelt to fill requested positions.

7. Is this a sole source vendor? ☒Yes ☐No ☐N/A
If sole source vendor, please specify why the purchase qualifies as sole source procurement:

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

   We have not been able to fill these positions with another vendor. We are currently contracting with 2 other vendors to provide speech and language services.

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

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

   b. Please attach a copy of the grant abstract and other applicable documents
SCOPE OF SERVICES
Hartford Public Schools, Hartford, CT

SUPPLIER:
Sunbelt Staffing, LLC
3687 Tampa Road, Suite 200
Oldsmar, FL 34677

DESCRIPTION OF SERVICES:
Provide speech language services for special needs students identified per individual educational plan recommendation. Dates of services shall be October 2014 through June 2015.

PRICE:
Hourly Bill Rate of $74.44 is an all-inclusive rate for services provided based on approximately 32.5 hours per week.
Overtime Bill Rate of $111.66 will apply to hours worked over 40 in a one-week period. Sunbelt stipulates that only overtime hours pre-approved by Hartford Public Schools will be billed.

DETAILS:
Work to be performed: .S Betances STEM @ Dwight School on Wethersfield Ave.
.2 at Asian Studies Academy on South St.
.2 at Simpson-Waverly School on Waverly St.
AGENDA

ITEM # 11

NEW BUSINESS

CONTRACT APPROVAL:
COMPASS YOUTH COLLABORATIVE

AMOUNT
$59,500

OCTOBER 21, 2014

DR. SCHIAVINO-NARVAEZ
MR. SWAN

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

In order to continue the 10 year community partnership with COMPASS Youth Collaborative Naylor/CCSU Leadership Academy would like to use Title 1 funds to implement an academic intervention afterschool program. The program is targeted to 60 students in need of academic support based on MAP scores. Students are selected from grades 4-7 and are performing below their grade level.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with the University of Saint Joseph for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $59,500.
COMPASS CONTRACT

Executive Form

1. Context/Overview

COMPASS was the recipient of a 5 year 21st Century Community Learning Center grant from the State Department of Education to provide an afterschool program at Naylor. FY 2013-14 was the final year of the grant and unfortunately COMPASS was not able to secure necessary funding to continue the program thus the shift to the Blended Learning model we are initiating for this school year.

COMPASS served approximately 125 students last year in the afterschool program. In order to continue the partnership, Naylor would like to use Title 1 Funds to retain the program for the 2014-2015 school year, although in a different format with more targeting to 60 under performing students.

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

The funds will be used to partially cover the salaries of the Senior Director, the Educational Coordinator, the full salaries of 4 professional youth development workers assigned to Naylor’s site and their fringe benefits. Additionally, funding will cover program supplies, office supplies, staff uniforms and background checks.

3. Targeted populations to be served

Sixty (60) 4th-7th graders at Naylor who are scoring below their grade level on MAP testing will be enrolled in the program.

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

The expected outcome is the students will gain between a year and a quarter to a year and three quarters growth in MAP scores.

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

Less structured after school tutoring provided by volunteers.

"Every student and every school thrives"
6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

Participants in this program will take a pre-assessment; progress will be measured throughout using the Read 180 and Math 180 systems. A final assessment will be this year’s MAP assessment scores. We hope to see a minimum of 1 year and a quarter growth.

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?

NCLA has a long standing partnership with COMPASS. We have been community partners for 10 years and therefore to maintain this long standing relationship they are the only vendor to provide these services to the Naylor community.

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

8. For grants only:

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

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

Name of the Organization: COMPASS Youth Collaborative, Inc.
Address: 55 Airport Road, Suite 201, Hartford Connecticut, 06114
Phone: (860) 296.2855

President and CEO: Mr. Robert Pawlowski, President & CEO
bhp@compassye.org, x302

Contact Person/Title: Christina Morales, Senior Director, School Programs christinamorales@compassye.org, x305

On-Site Contact: Constance Mack, Education Coordinator constancemack@compassye.org

Location of Program Services: Naylor Leadership Academy

Program Start/End Dates: October 6, 2014 – May 29, 2015 (28 weeks)

Time of Program: 3:30pm – 6:15pm

Breakdown of Program:

This contract is to provide personnel services for Naylor/CCSU Leadership Academy. Naylor /CCSU Leadership Academy to support staff salaries for selected identified group of staff (1 certified teacher and 4 non-certified employees).

Program Provider Responsibilities
1. To provide salaries for additional personnel services for the COMPASS Youth Collaborative, Inc. After School Program for 60 students located at Naylor/CCSU Leadership Academy (1 certified teacher and 4 non-certified: professional youth development workers);
2. To implement an academic intervention model through individualized instruction and computer based programming for 60 students 4 days a week for 1 hour a day. In addition to 30-45 minute academic enrichments 2-4 days a week to support social, emotional and physical development of students.
3. The coordination of space and program scheduling including supper will be conducted by staff from COMPASS Youth Collaborative, Inc.
4. The program will be managed by the senior director of school programs and daily operations will be coordinated by the education coordinator (certified teacher).
5. Education Coordinator will work with the school staff on collection of data to identify students for intervention.

BUDGET - Direct Expenses
Senior Director $16,125
Ref Coordinator $13,500
PYD’s (4) $16,464
Pringes $10,911
Program Supplies $ 1,000
Field Trips $ 250
Office Supplies $ 250
Food $ 500
Transportation $ 250
Staff Uniforms $ 150
Background checks $ 100

Total Direct $59,300
Indirect $23,638
TOTAL COST: $83,138
DESCRIPTION OF THE PROGRAM

COMPASS Youth Collaborative, Inc. (COMPASS) offers academic intervention/homework help, academic enrichments, and recreational programs for youth. The after-school program will coordinate the supper program with HPS Food Service as well as work with Naylor Staff to test and support students' academic needs.

OUR MISSION

COMPASS Youth Collaborative, Inc. raises the expectations of youth, inspires families, and builds peace in the community.

HISTORY

COMPASS Youth Collaborative, Inc. was established in 1995 as the Southend Knightriders Youth Center. The youth center was created in response to the rash of gang activity in the Barby Square and Southend Neighborhoods in Hartford. As our vision and funding changed, it became evident that the best preventative medicine to reach our youth was through the school system. In 2004 through a very competitive selection process the Hartford Foundation for Public Giving awarded COMPASS Youth Collaborative, Inc. a grant to implement and coordinate quality after-school programs.

ABOUT US

COMPASS Youth Collaborative, Inc. offers positive youth development programs five days a week throughout the school year to support, extend, and enhance students’ academic success in a seamless transition through our initiatives. We serve more than 600 youth between the ages of 10 and 17, and provide educational, cultural, community service learning and recreational programming at each site. Complementing our school year program is our highly regarded summer program that works with the school to prevent summer learning loss and expose students to fun and innovative programs.

ABOUT OUR PROGRAMS

Guided by its fundamental objective—to raise the expectations of youth—COMPASS Youth Collaborative fulfills its mission by offering high-quality programs and services designed to enrich youth, empower residents, and build assets through partnerships. We do this through our two initiatives:

COMMUNITY SCHOOLS INITIATIVE

The concept of community schools was modeled after the Children's Aid Society, a non-profit that has served the Metropolitan New York area for more than 100+ years. The philosophy behind community schools is to combine the best educational practices of a quality school with a wide range of vital in-house health and social services to ensure that children are physically, emotionally, and socially prepared to learn. Examples of services include but not limited to dental, medical, mental health, parent workshops, vision screenings and an after-school program are among the many services to be provided at our schools: Asian Studies Academy @ Bellizzi, Latino Studies Academy @ Burns, Hartford Magnet Trinity College Academy & The Learning Corridor and Naylor/CCSU Leadership Academy.

PEACEBUILDERS INITIATIVE

With help from the City of Hartford: Department of Family, Children, Youth and Recreation, Peacebuilders strives to improve the lives of youth throughout Hartford by serving the community’s most disconnected population, ages 13-17, during non-school hours. Through conflict mediation, resource connection, crisis intervention and other counseling services, Peacebuilders rebuilds the lives of this vulnerable population.

ABOUT THE AFTER-SCHOOL PROGRAM MODEL

The after-school program is modeled after the Children’s Aid Society’s non-profit organization that serves over 150,000 children per year in the New York area. COMPASS delivers academic, quality enrichment programming Monday – Thursday as well as recreational activities on Fridays that foster child development. The following is the after-school model:

Academic Intervention/Homework Help – Academic intervention will focus on individualized instruction blended with computer-based programming for 1 1/2 hours. Once completed, support for homework, if time allows, students will begin their homework with support from a certified teacher as well as receive tutoring from COMPASS
professional youth development workers. (NOTE: Unfortunately there is not enough time to finish assignments however we make our best effort that homework assignments are clear for the students to finish at home.)

**Enrichment** – our enrichment program allows for creativity and self-definition to transpire. Students are given the opportunity to shop for their ideal program which consists of art, theater, computer research techniques, cooking, team building activities, life skills, yoga, dance, etc.

Example(s):

*Poetry, Rhyme and Life*
Poetry, Rhyme and Life will concentrate on literature and self expression. This will lead to artistic creativities, social development and leadership skills. The students will have the opportunity to begin a poetry book and/or songs to be recorded on CD.

*The Review*
The Review will allow students to examine approved films/movies that demonstrate spirit, importance in creativity and cohesiveness. The students will take an active role in critiquing the films/movies for a positive open debate.

**Recreation** – our recreation program encompasses opportunities for students to release academic pressures and enjoy ½ hour of free play including but not limited to gym, pool, outdoor activities, educational and inspiring films/movies and challenging game opportunities.

*Light Supper* – in partnership with the Food Service Department of Hartford Public Schools students are offered dinner prior to the departure of program. Dinner is provided Monday through Friday and all students in the COMPASS program have access to dinner.

*Fun Friday's* – our fun Friday activities allow for students to engage in social discussions with their peers and are developed to build team spirit and cohesiveness. Field trips are also included along with free play activities mentioned above. NOT APPLICABLE AT NAYLOR.

**2014-2015 AFTER-SCHOOL PROGRAM SCHEDULE**

**MONDAY – THURSDAY**

3:30 pm – 3:45 pm  **Snack/Transition**
3:50 pm – 4:50 pm  **Academic Intervention/Homework Help**
4:55 pm – 5:15 pm  **Supper Program**
5:20 pm – 5:55 pm  **Enrichment Component**
6:00 pm – 6:10 pm  **Transition/Dismissal**