Hartford Board of Education
Regular Meeting – Tuesday, November 18, 2014
L.W. Batchelder Elementary School, 757 New Britain Avenue,
Hartford, Connecticut 06106

5:30 p.m.

AGENDA

I. Call to Order

II. Roll Call

III. Opening Statement

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

V. Reports
   1. Report of the Chair
   2. Report of the Superintendent
      o 1st Quarter Financial Report as of September 30, 2014
   3. Committee Reports
      o Finance and Audit Committee
      o Human Resources Committee
      o Parent and Community Engagement Committee
      o Policy Committee
      o School Choice and Facilities Committee

VI. Business Agenda

A. Items in Order of Importance

1. Administrative Appointment (Supt et al.)

   That the Hartford Board of Education approves the Superintendent's
   recommendation to appoint Melony Brady to the position of Principal at the
   HPHS Nursing Academy, effective November 19, 2014.

2. Contract Continuation Approval: Common Core English Language Arts Consulting
   Services Contract $168,500 (Supt et al.)

   Hartford Public Schools seeks to continue the contract with Expeditionary
   Learning (EL) to provide professional development to support district staff in
effective implementation of the Common Core State Standards and the instructional shifts that the standards require for teachers and leaders.

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 $168,500.

3. Contract Continuation Approval: New Perspectives on Learning $87,300 (Supt et al.)

The Hartford Public Schools will contract with New Perspectives on Learning to provide consulting services to support district staff in effective alignment with CT Core Standards for Mathematics and the instructional shifts that the standards require for teachers and leaders.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with New Perspectives on Learning for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $87,300.

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

That the Hartford Board of Education accepts the second reading and adopts the following policies:

a. Parent Organizations
b. School Governance Councils

5. First Reading: Hartford Public School Policy on Attendance (Policy Committee)

That the Hartford Board of Education accepts the first reading of the Policy on Attendance.

B. Consent Agenda

6. Acceptance of Funds and Contracts Approval: Connecticut State Department of Education Tobacco Settlement Funds $172,000 (Supt et al.)

Hartford Public Schools has been awarded with Tobacco Settlement funds to support schools in need of additional before and after school services. The programs must offer academic, educational enrichment and recreational activities that are designed to reinforce and complement the regular academic program of participating students within the designated schools.

The following schools were identified to receive funding through this allocation; and partnering agencies were selected based on CSDE’s outlined process:

a. McDonough Expeditionary Learning School in partnership with Boys and Girls Clubs of Hartford - $67,000 for the implementation of a new after school program
b. SAND School and Martin Luther King, Jr. School, in partnership with the Village for Families & Children - $105,000 split evenly for both schools for the expansion of after school programming under their current Family Resource Centers.

That the Hartford Board of Education authorizes the Superintendent to accept the funds in the amount of $172,000 from the State of Connecticut Tobacco Settlement Funds, and authorizes the Superintendent to execute the contracts with the agencies listed above for the term delineated in the contracts ending June 30, 2015.

7. Acceptance of Funds: Family and Community Engagement Planning Grant $50,000 (Supt et al.)

The Hartford Foundation for Public Giving has awarded the Hartford Public Schools a planning grant to work in collaboration with Hartford Parent University to engage stakeholders in a review of the findings of the Transition Plan, in particular the area outlining family and community engagement, examination of existing structures, activities, and alignment of effective strategies to key district priorities.

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $50,000 from the Hartford Foundation for Public Giving.

VII. Adjournment

Upcoming Board of Education Meetings

- BOE Workshop Meeting – December 2, 2014 at Thirman L. Milner School, 104 Vine Street, Hartford, CT 06112 – Topic: Data Wise
- BOE Regular Meeting – December 16, 2014 at Martin Luther King Jr. Elementary School, 25 Ridgefield Street, Hartford, CT 06112
AGENDA

ITEM # 1

NEW BUSINESS

SCHOOL ADMINISTRATIVE APPOINTMENT

NOVEMBER 18, 2014

DR. SCHIAVINO-NARVAEZ

MS. ALLEN

BACKGROUND

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

RECOMMENDATION

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melony Brady-Shanley</td>
<td>$133,296</td>
<td>Principal, HPHS Academy of Nursing and Health Sciences</td>
<td>November 19, 2014</td>
</tr>
</tbody>
</table>
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AGENDA

ITEM # 2

NEW BUSINESS

CONTRACT CONTINUATION APPROVAL: COMMON CORE ENGLISH LANGUAGE ARTS CONSULTING SERVICES CONTRACT

NOVEMBER 18, 2014

DR. SCHIAVINO-NARVAEZ
MS. ALLEN
MR. SWAN

AMOUNT
$168,500

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

This proposal reflects a set of services to support district staff in effective implementation of the Common Core State Standards and the instructional shifts that the standards require for teachers and leaders.

The request before the board is to authorize the Superintendent to approve the consulting contract with Expeditionary Learning to provide Common Core English Language Arts professional development services for the period of November 20, 2014 through June 30, 2015. Expeditionary Learning is a sole source vendor for Expeditionary Learning curriculum consulting.

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 $168,500.
Common Core English Language Arts Consulting Services Contract

Executive Form

1. Context/Overview

The proposal reflects a set of services to support district staff in effective implementation of the Common Core State Standards and the instructional shifts that the standards require for teachers and leaders in the area of English Language Arts.

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

The contract covers professional development services provided by Expeditionary Learning.

3. Targeted populations to be served

Teachers, School Administrators, and District Office Directors.

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

Students will engage in high quality Common Core aligned learning experiences facilitated by highly trained and supported teachers. They will utilize Common Core aligned resources and activities as part of the grades 3-8 English-Language Arts curriculum. The contract supports providing high quality core instruction to all learners.

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

Due to our past and present work with this vendor, 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.)
The success of the approach will be measured by participant feedback and student outcomes. The portions of the contract focused on adult learning will be evaluated through professional development evaluations completed by participants (central office leaders, teacher leaders, principals and building leaders, and classroom teachers). The ultimate success will be measured by student achievement impact. The curriculum modules are designed with multiple assessment approaches such as formative assessments, performance tasks, and student driven assessments that inform instruction and measure the level of student impact.

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 curriculum developed by the vendor.
- 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
Expeditionary Learning is pleased to provide the following proposal for implementation of professional development services for Hartford Public School, located at 960 Main Street 9th Floor, Hartford, CT 06103 at a cost of $168,500. All dates of service scheduled between November 20, 2014 and June 30, 2015.

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Session Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning to Teach Module Overview/ Lesson Overview</td>
<td>Participants work in teams to learn about module documents and lesson plans in order to understand the critical moves that these Common Core lessons require. Participants develop tools to support their teaching of the module lessons.</td>
</tr>
<tr>
<td>Close Reading of Complex Texts</td>
<td>Participants in this workshop come to understand the importance and impact of addressing the staircase of text complexity as a component of a Common Core aligned curriculum. They experience and analyze close reading lessons, including the impact of high-quality text-dependent questions. Participants learn to appropriately scaffold close reading lessons, and analyze close reading scenarios and lessons for their design and impact on students.</td>
</tr>
<tr>
<td>Strengthening Writing Through Student Engaged Assessment</td>
<td>In this session, participants develop an understanding of Common Core's expectations of writing and learn about Expeditionary Learning's approach to developing quality writing through models, critique, and feedback. Participants analyze the balance of writing in a model Common Core-aligned curriculum and experience and analyze model writing lessons for their design and impact on students.</td>
</tr>
</tbody>
</table>
| K-12 Update on EL rollout                         | This session, based on EL's successful in-network institute, is designed to help principals and assistant principals plan for CCSS implementation in their schools and to support teachers as they integrate the shifts into their daily practice. Also a time to share trajectory of roll-out, collaborate and fine-tune communication and messaging, and identify systems for support. Participants:  
  - Portfolio Directors  
  - Principals  
  - Assistant Principals  
  - Deans  
  - Curriculum and Instruction ED/Directors  
  - Professional Learning Team  
  - Research and Assessment ED  
  - Special Ed Directors  
  - ELL Directors |
<p>| Bringing Common Core to Life                      | In this session, participants learn about the shifts, the 3r-State rubric, and the alignment of curriculum to the Common Core. Participants dig into essential module documents at a variety of levels to come to understand the organization and logic of a Common Core aligned curriculum. Depending on participants' prior experience with the modules, they may jog a unit plan or share the development of lesson overviews that support daily lesson planning. Finally, participants explore the impact of learning targets on student motivation and engagement as they &quot;bring the common core to life&quot; for students. |</p>
<table>
<thead>
<tr>
<th>Supporting Literacy Development Through Speaking and Listening</th>
<th>Oral literacy provides the foundation for vocabulary development, reading comprehension, and written communication. All students, including English Language learners and students with disabilities, benefit from explicit support with speaking and listening skills. The 3-8 ELA modules are rich in speaking and listening protocols for this reason. In this session, participants learn how to support productive discourse in their classrooms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Walks Facilitation</td>
<td>This session will support the implementation of Literacy Learning Walks Teacher Leaders: - Teachers-in-Residence - Interventionists - ELL Coaches - Building Instructional Coaches</td>
</tr>
<tr>
<td>Adapting the Modules</td>
<td>In this offering, Expeditionary Learning facilitators will support schools and districts by facilitating a process by which module adaptations can be reviewed and revised for alignment with the Common Core. This process, when rigorously followed, enables districts and schools to ensure that module adaptations made at the local level maintain the curricular alignment with the Common Core. The number of days needed and therefore the price of this offering varies depending on the amount of curriculum to be adapted.</td>
</tr>
<tr>
<td>Looking at Student Work</td>
<td>This workshop helps teams of teachers learn a process to examine Common Core aligned formative assessments for students’ strengths and needs and develop corresponding action plans to ensure that students master critical standards.</td>
</tr>
<tr>
<td>Differentiated Instruction: Helping all Learners Succeed</td>
<td>In this session participants get to the heart of differentiation through analyzing instructional choices to ensure alignment to the Common Core Standards. There is an emphasis on meeting the needs of all learners with particular focus on English Language Learners and students with disabilities.</td>
</tr>
<tr>
<td>Coaching Days: Building Level Embedded PD</td>
<td>RI. coaching days are intended to build capacity of all coaches to support ongoing implementation of practices, and of teacher leaders in schools to become model practitioners. Each coaching cycle will include learning walks to create a common vision and gauge progress; coaching for some teachers via co-planning, class observation &amp; feedback; debriefs with coaches to synthesize learning and discuss next steps. Further coaching day details to be collaboratively determined by RI. coach and leaders of this initiative.</td>
</tr>
</tbody>
</table>

Please see Exhibit A, Proposal Pricing Details, for a detailed breakdown of anticipated service dates, pricing, and services.

Prices are inclusive of Expeditionary Learning staff travel and prep time. Hartford Public School will be responsible for providing appropriate meeting space. Expeditionary Learning does not provide meals or supplies to workshop participants. Expeditionary Learning will provide printed handouts as needed to support the workshop(s).

Once dates are finalized, any requested changes must be made at least 4 weeks in advance of scheduled date.

**Payment Schedule**
Expeditionary Learning requires a purchase order (P/O) or payment in full by December 15, 2014, at
least 30 days prior to services being rendered. Expeditionary Learning will invoice Hartford Public School following service delivery dates with payment due within thirty days. Hartford Public School agrees to pay to Expeditionary Learning the amount indicated in each invoice by the due date reflected on that invoice. If Hartford Public School fails to pay any invoice payments, late charges equal to 1.5% of billable invoice amount per month shall also be payable by Hartford Public School to Expeditionary Learning. In addition, Hartford Public School failure to fully pay any fees within thirty (30) days after the applicable due date will be deemed a material breach of this Agreement and Expeditionary Learning may, in addition to any other remedy it may have, suspend its performance of the Services and/or terminate this Agreement. Any suspension or termination does not relieve Hartford Public School of obligations to past pay due fees or late charges.

All payments should be sent to:

Annmarie Mahler  
Controller, Expeditionary Learning  
247 West 35th Street, 8th Floor  
New York, NY 10001  
Phone: 212 239 4435 Fax: 212 239 8287
### Exhibit A
**Scope of Services for Hartford Public Schools**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Session Title</th>
<th>Max # of Participants</th>
<th>Total # of Facilitator Days</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/20/14</td>
<td>Collaborative Planning Day</td>
<td>2-3</td>
<td>1</td>
<td>$2,500</td>
</tr>
<tr>
<td>12/17/14</td>
<td>Planning to Teach: Module Overview/Lesson Overview</td>
<td>90</td>
<td>3</td>
<td>$13,500</td>
</tr>
<tr>
<td>12/18/14</td>
<td>Bringing the Common Core to Life – K-2 Teachers</td>
<td>90</td>
<td>3</td>
<td>$13,500</td>
</tr>
<tr>
<td>1/20/15</td>
<td>Close Reading of Complex Texts</td>
<td>90</td>
<td>3</td>
<td>$13,500</td>
</tr>
<tr>
<td>1/21/15</td>
<td>Teacher Leader Coaching</td>
<td>20</td>
<td>8</td>
<td>$2,500 each = $20,000</td>
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<tr>
<td>1/22/15</td>
<td></td>
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<tr>
<td>2/18/15</td>
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<tr>
<td>2/19/15</td>
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<tr>
<td>4/28/15</td>
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<tr>
<td>4/19/15</td>
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<tr>
<td>5/14/15 (2 Facilitators)</td>
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<tr>
<td>2/17/15</td>
<td>Strengthening Writing Through Student Engaged Assessment</td>
<td>90</td>
<td>3</td>
<td>$13,500</td>
</tr>
<tr>
<td>2/26/15</td>
<td>Supporting Literacy Development Through Speaking and Listening</td>
<td>90</td>
<td>3</td>
<td>$13,500</td>
</tr>
<tr>
<td>1/21/15</td>
<td>Literacy Walks Facilitation</td>
<td>15</td>
<td>4</td>
<td>$2,500 each = $10,000</td>
</tr>
<tr>
<td>3/10/15 PM</td>
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<tr>
<td>3/11/15 AM</td>
<td>Literacy Walks Facilitation</td>
<td>15</td>
<td>4</td>
<td>$2,500 each = $10,000</td>
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<tr>
<td>4/28/15 and May 2015 TBD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/10/15 AM and ½ day TBD February planning</td>
<td>K - 12 Update on EL rollout</td>
<td>30</td>
<td>1</td>
<td>$4,500</td>
</tr>
<tr>
<td>TBD</td>
<td>Looking at Student Work</td>
<td>90</td>
<td>3</td>
<td>$13,500</td>
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<tr>
<td>TBD</td>
<td>Differentiated Instruction: Helping all Learners Succeed</td>
<td>90</td>
<td>3</td>
<td>$13,500</td>
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<tr>
<td>TBD in December 2014</td>
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<tr>
<td>1/14/15</td>
<td>Building Level Embedded PD at West Middle</td>
<td>15</td>
<td>13</td>
<td>$32,500</td>
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<td>1/28/15</td>
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<td>3/11/15</td>
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<td>3/24/15 or</td>
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<td>3/25/15</td>
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<td>4/21/15 or</td>
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<tr>
<td>4/22/15</td>
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<tr>
<td>7 TBD</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2/17/15</td>
<td>Adapting the Modules</td>
<td>25</td>
<td>1</td>
<td>$4,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$168,500</strong></td>
</tr>
</tbody>
</table>

Once dates are finalized, any requested date or session changes should be made in writing at least 4 weeks in advance of scheduled date. Any requested changes must be in writing and approved by Expeditionary Learning. **Note: Should inclement weather impact service delivery, Expeditionary Learning will make good faith efforts to reschedule with Hartford Public School. In the event that Expeditionary Learning and Hartford Public School are unable to reschedule service dates, Hartford Public School will be billed 50% of rate.**
**Exhibit B**

**Best Practices for Successful Institutes**

To ensure a successful institute, we want to inform you on our preparation process and provide you and your onsite team with guidelines to facilitate a seamless and efficient environment for professional development. These best practices can be used as a checklist for the onsite contact or team in advance of your institute(s). One of our staff will refer to this list in preparatory conversations leading up to your institute(s) to confirm readiness.

<table>
<thead>
<tr>
<th>Materials Shipping and Storage</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Materials will arrive 2-4 business days in advance of your institute. Please provide Expeditionary Learning with shipping details as well as the name of the recipient receiving the materials.</td>
</tr>
<tr>
<td>□ Onsite contact should confirm receipt of materials with Expeditionary Learning.</td>
</tr>
<tr>
<td>□ Materials should be stored in a secure location.</td>
</tr>
<tr>
<td>□ After the event, we may need to ship materials to another location. Provide details for placement/storage of materials for shipping via FedEx/UPS. Typically we request a pick up within two days of the session.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Room Selection and Setup</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Room(s) is/are ideally located in a low traffic area (i.e. away from busy halls, not used as a thoroughfare). The room(s) should be quiet with minimal ambient noise, such as that from appliances or HVAC systems. Ideally, restrooms are convenient to the PD room(s).</td>
</tr>
<tr>
<td>□ The room(s) where the institute will be delivered should be set up by 7:00 am the day of the institute(s). Any shipped materials should be in the room, along with all tables and chairs.</td>
</tr>
<tr>
<td>□ When there are two (2) or more rooms/spaces in use, we recommend having a centrally located registration table for check-in.</td>
</tr>
<tr>
<td>□ Our PD sessions encourage group discussion and activities. Round tables, when possible, should be arranged to seat 4-8 people. This helps facilitate discussion.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>A/V Arrangements</th>
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</thead>
<tbody>
<tr>
<td>□ An LCD projector, power strip, and computer speakers should be available, setup, and tested prior to the facilitator(s) arriving for your institute. Please allow at least 1-2 days for this setup.</td>
</tr>
<tr>
<td>□ If Wi-Fi is available, please provide a password to the facilitator. A web connection, not necessary for institute delivery, is preferred in case of participant requests for additional resources or to show supplementary materials or videos.</td>
</tr>
<tr>
<td>□ Please provide an onsite contact to the facilitator(s) in case of troubleshooting needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ What are recommended local lunch destinations and/or eateries?</td>
</tr>
<tr>
<td>□ Should directional signs be provided to help participants locate the institute at your location?</td>
</tr>
<tr>
<td>□ Is the facility ready for a group to utilize? In the summer months, consider building and maintenance staffing needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Considerations for Large Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Setup will vary by location and group size.</td>
</tr>
<tr>
<td>□ Consider proximity of the rooms/spaces being used for your institute(s), as well as whether a registration table is necessary.</td>
</tr>
</tbody>
</table>
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AGENDA

ITEM # 3

NEW BUSINESS

CONTRACT CONTINUATION APPROVAL:
NEW PERSPECTIVES ON LEARNING

NOVEMBER 18, 2014

DR. SCHIAVINO-NARVAEZ

MS. ALLEN

AMOUNT
$87,300

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

New Perspectives on Learning is committed to developing teachers so that they have the instructional strategies needed to support students in acquiring deep understanding of mathematics, and supporting district staff in effective alignment with the Common Core State Standards for Mathematics.

The targeted populations that will be served through the professional learning with this contract will be teacher leaders throughout the district. This includes Teachers in Residence, Building Instructional Coaches, Interventionists, ELL Coaches, and K-5 Math Teachers from all district schools. They will each receive 9 days of professional development in lesson design and implementation.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with New Perspectives on Learning for the term delineated in the contract ending June 30, 2015, at a cost not to exceed $87,300.
1. Context/Overview

The Hartford Public Schools is focused on implementing the CT Core Standards for Mathematics throughout the district. The Department of Professional Learning has contracted with New Perspectives on Learning, LLC to provide support for our teachers as they work to design and deliver high quality lessons to their students. During the 2013-2014 school year this organization facilitated sessions for K-8 teachers on examining the standards, reviewing the units of study that support the teaching of the standards, and integrating new learning in the curriculum. During the 2014-2015 school year teacher leaders will have the opportunity to visit classrooms to observe and work with colleagues and students to develop a deeper understanding of the various instructional strategies that will support increased student achievement. Consultants from New Perspectives on Learning will facilitate the classroom experiences to help teachers analyze how students are thinking about Math and what support they will need to meet the standards.

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 support district staff to effectively align their instruction with the CT Core Standards for Mathematics. Teachers are now required to place less emphasis on the memorization of facts and more on helping students apply their knowledge to solve problems. 100% of the contract will be used for Professional Development so teachers will have the instructional strategies needed to support students in acquiring a deeper understanding of mathematics.

The professional learning will be delivered using a lab school model so teacher leaders throughout the district will be able to engage in learning activities in actual classrooms. The designated lab schools are Annie Fisher STEM and Environmental Sciences Magnet at Mary Hooker School (ESMS). These schools were selected because they have a strong foundation in the delivery of hands-on math lessons that require students to solve problems using critical thinking skills. This is due to their school design which focuses on Math and Science. The K-5 teachers and instructional coaches from these schools will
receive 8 days of job-embedded professional learning to prepare them for visits from teacher leaders from across the district who will be observing their instruction to learn "best practices" around lesson design and delivery. In addition to spending time in the classrooms, the visiting teachers will also work with the facilitators from New Perspectives on Learning to design lessons and analyze student work. They will then return to their home schools and assist their colleagues with implementing these high quality lessons into their classrooms.

3. Targeted populations to be served

All K-5 students will benefit from this training. However, interventionists, Special Education teachers, and ELL coaches will be among the teacher leaders who will receive this specialized professional learning. Instructional strategies that are appropriate for our underperforming students will be integrated into the learning sessions.

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

The goal of this professional development is to assist teachers with aligning their instruction to the CT Core Standards for Mathematics so student achievement in Math will increase in every school in the district. This goal is part of the district's larger initiative to implement the CT Core Standards for English Language Arts and Mathematics so students will be college and career ready upon graduation.

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

NA – Sole Source

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

As a district we have made progress in the implementation of the CT Core Standards for Mathematics into the core curriculum. This is due to the success of the training that was provided to the districts' K-8 teacher leaders during the 2013-2014 school year by New Perspectives on Learning. Participants engaged in an in-depth study of topics aligned with the CT Core Math Standards. Over 91% of participants reported that the ideas and skills presented during the trainings would be useful in increasing student performance. An examination of NWEA MAP assessment 2013-2014 Spring results for schools that participated in the New Perspectives on Learning Professional Development shows increases of up to 50% growth in student achievement in Math.

We are continuing our partnership with New Perspectives on Learning to ensure that our teacher leaders have the capacity they need to lead the district in supporting this work as we move forward into the 2014-2015 school year. Our goal is to support the learning
acquired by our teachers so that by 2015-2016 we are able sustain the integration of these high leverage instructional strategies using our own highly trained teacher leaders.

We will continue to measure the success of these professional learning opportunities through the collection of participant feedback and analysis of student outcomes. This will include participation in learning walks to assess the implementation of the lessons and instructional strategies at the school and classroom levels. We will monitor student achievement by analyzing the results of the units of study assessments and the NWEA MAP summative 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?

New Perspectives on Learning, LLC is the sole provider for Contexts for Learning and the professional development that supports the implementation of these K-8 Mathematics supplementary units of study. New Perspectives on Learning, LLC is the developer and writer of the Context for Learning Mathematics supplemental units of study.

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

NA

8. For grants only:

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

NA

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

NA

"Every student and every school thrives"

960 Main Street, 8th Floor, Hartford, Connecticut 06103
**EXHIBIT A
SCOPE OF SERVICES**

*New Perspectives on Learning, LLC* proposes to provide a progressive series of professional development workshops designed to support Hartford Public Schools to align with the Connecticut Core Standards for Mathematics, including the Mathematical Practice Standards. The onsite, in classroom lesson study workshops will take place in Hartford, at STEM Magnet School at Annie Fisher and Environmental Sciences Magnet School at Mary Hooker during the 2014-15 school year.

<table>
<thead>
<tr>
<th>Personnel and # involved</th>
<th>Content</th>
<th>Time and # of days</th>
<th># of Facilitators</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 K-5 Teachers and Instructional Coaches from Annie Fisher STEM and Environmental Sciences Magnet School at Mary Hooker whose classrooms are the sites for lesson studies</td>
<td>- In depth study of the landscape of learning, K-5</td>
<td>Three Mondays and Fridays in December, February, and May for a total of 6 days</td>
<td>2 (Janan Hamm and Carla Abatie of New Perspectives on Learning)</td>
<td>2,000 per facilitator, per day - 24,000</td>
</tr>
<tr>
<td></td>
<td>- Collaborative planning for the implementation of 1 lesson</td>
<td></td>
<td></td>
<td>200 per night for two facilitators for hotel - 2,400</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50 for two facilitator per day for meals - 600</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>600 for a roundtrip plane ticket for 1 facilitator - 1,800</td>
</tr>
<tr>
<td>150 K-5 Teachers, Instructional Coaches, Interventionists, and ELL Coaches (2 grades per day)</td>
<td>- Collaborative planning for the implementation of 1 lesson, at each school</td>
<td>Three Tuesdays, Wednesdays, and Thursdays in December, February, and May for a total of 9 days</td>
<td>2 (Janan Hamm and Carla Abatie of New Perspectives on Learning)</td>
<td>2,000 per facilitator, per day - 36,000</td>
</tr>
<tr>
<td></td>
<td>- Observation of the lesson implementation, at each school</td>
<td></td>
<td></td>
<td>200 per night for two facilitators for hotel - 3,600</td>
</tr>
<tr>
<td></td>
<td>- Collaborative reflection on the implementation of the lesson, at each school</td>
<td></td>
<td></td>
<td>50 for two facilitators per day for meals - 900</td>
</tr>
</tbody>
</table>
New Perspectives on Learning, LLC proposes to provide a progressive series of onsite, in classroom professional development. These lesson study days are designed to support the staff and coaches of the SAND School as they work to align with the Connecticut Core State Standards for Mathematics, including the Mathematical Practice Standards. This professional development will be funded through the awarded 1003a grant.

<table>
<thead>
<tr>
<th>Personnel and # involved</th>
<th>Content</th>
<th>Time and # of days</th>
<th># of Facilitators</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers at SAND School, including coaches</td>
<td>The professional learning will take place in classrooms using a lesson study format with professional learning communities. Three grade-span groups (K-2, 3-5, 6-8) will be formed and Contexts for Learning Mathematics units will be chosen for each grade. Each day a different group will engage in pre-planning, co-teaching, and debriefing lessons. The afternoons will be spent in workshops focused on the math of the unit, the developmental progression of it (the math landscape), and the investigations in the remainder of the unit. Participants will all be expected to implement the unit in their classrooms. One of the major thrusts of this model will be to support the coaches to work with the teachers. For this reason a co-teaching triad, comprised of the teacher, the coach, and the consultant, model will be used. It is expected that the coaches continue to support the teachers by co-teaching as they continue with the units.</td>
<td>The work will take place in 3 cycles, each comprised of three full school days, for a total of 9 days</td>
<td>1 (Jahan Hamm of New Perspectives on Learning)</td>
<td>2,000 per day - 18,000</td>
</tr>
</tbody>
</table>

Grand Total: $87,300

Revised 02/2014


**Results**

**Teacher Change.** After working with us for two years, participants (teachers K-8) were asked to rate themselves, staff developers rated them, and an outside evaluator was hired to rate five dimensions on a ten-point scale. Participants were found: 1) to have increased their math content; 2) to be more aware of the connection of mathematics strategies and ideas and to understand the goals of their instruction; 3) to be better able to listen to and to see mathematics in children's talk and their work; 4) to be able to facilitate accountable talk; and 5) to be teaching computation conceptually rather than procedurally. Participants also evidenced change in their practice on a three domain, nine-point rubric measuring the ability to support the development of children's mathematical understanding (Fosnot et. al. 2002).

**Student Achievement.** In 2002, working with the assessment division of the New York City DOE, we completed a large-scale multivariate analysis of 3rd, 4th, and 5th graders in MitC classrooms. Children in MitC classrooms when compared to controls performed significantly higher on standardized tests. On the grade 4 state performance examinations, the mean of the MitC children was solidly at level 3, whereas the mean of the control group was level 2 (Fosnot, and Dolk, 2000; Fosnot and Dolk, 2001; Fosnot et. al. 2002). A covariance analysis was done on grade 4 and 5 data, controlling for entering level by using the prior year's scores, to ensure that the gains were due to the program. A subtest analysis was also run on the grade 5 data to look at number relations, computation, operations, measurement, geometry, data and probability, patterns and functions, and problem solving. Differences were significant for the program children in all categories except for computation, operations, and algebra. Here the program children still scored higher than the control group children, but the differences were not significant. The gains on problem solving were highly significant, once again in favor of the program children. Results also showed that even only one year of the program produced significant change in student achievement and the longer the teacher stayed involved in the inservice program, the higher the scores.

**Assessing Number Sense and Computation Strategies.** Critics of the reform have argued that children using reformed-based curricula do not learn to compute efficiently. To examine computation specifically (and number sense in general) a test was designed to measure the level of computation strategies used. Nine classrooms that were deemed exemplars of the reform were chosen from across three school districts. "Exemplar" was defined.
as implementing consistently and well what was being taught in the inservice. Matched controls were found (characterized by traditional practice but controlling for socioeconomic levels and teacher experience). A significant difference in strategies was found. Children in the experimental group were found to have a better understanding of number relations. They often solved problems mentally through decomposition and tinkering appropriately with number relations. In comparison, the control group children often rewrote every problem in column fashion, ignored number relations, and performed place value algorithms regardless of the numbers. For example, experimental children often solved $38 + 39 + 40 + 41 + 42$ by simplifying to $80 + 80 + 40$, or to 5 groups of 40, and 60% of the third graders tested got the correct answer. In contrast the majority of the control group children rewrote the problem in column fashion. Several made place value errors, and only 48% got the correct answer. Answers from control group children on the problem $147 - 28$ ranged from 14 to 966 with 20% of the total answers given not even within a more reasonable range of 100 to 147! No experimental child gave an answer above 147, and 98% of the total answers were within a reasonable range. By far the most interesting finding, however, was that the effect of sense making in classrooms was cumulative. In grade three the difference in unattempted problems was not significant. On grade four it was, and by grade five the difference was highly significant. A learned helplessness was developing in control classrooms. These findings support the argument that when mathematics is taught with realistic contexts, children will build their own ideas and make sense of problems mathematically in their own ways. They will trust in their ability and will at least make attempts to solve difficult problems. In contrast students who are not encouraged to mathematize in their own ways develop a learned helplessness. Math anxiety sets in and when faced with difficult mathematical problems, they give up.
AGENDA
ITEM # 4

OLD BUSINESS

SECOND READING AND ADOPTION: POLICIES ON PARENT ORGANIZATIONS AND SCHOOL GOVERNANCE COUNCILS

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 second reading and adopts the 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 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.

Community Relations

School Governance Councils (continued)

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 at 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 four years, 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, 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 designee, Chief of Early Literacy and Parent Engagement no later than June 1st of each year.

Community Relations

School Governance Councils (continued)

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.
Community Relations

School Governance Councils (continued)

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 a 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 meetings 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
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 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 co-chair (principal will preside as a non-voting member). Introduce new members at the council meeting and document in minutes.</td>
<td>✓</td>
</tr>
</tbody>
</table>

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

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

ITEM # 5

NEW BUSINESS

FIRST READING:
POLICY ON ATTENDANCE

BACKGROUND

Changes to the policies are listed below:

- Opening statement on the Board’s belief of the adverse consequences of excessive absences regardless of the reason.
- The Board’s requirement that the reason(s) for a student’s absence(s) be accurately recorded.
- A statement and legal reference of the board’s obligation to report student attendance to the State Department of Education annually.
- The requirement that the Superintendent provide the board with a chronic absence summary annually.

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the revised policy on Attendance.
Students

Attendance

The Board of Education believes that excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the Hartford Public Schools. Regular and punctual student attendance in school is essential to the educational process. Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity.

The Board of Education requires that accurate records be kept of the attendance of each child, including documenting the reason for a child's absence(s). Students should not be absent from school without parental knowledge and consent. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control over the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent will adopt and maintain regulations to implement this policy. Annually, each local and regional board of education shall include information regarding attendance in the strategic school profile and PSIS (Public School Information System) report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of attendance include the type of data that is required to be collected by the Department of Education regarding absences in order for the department to comply with federal reporting requirements and the actions taken by the Board of Education to reduce absences in the school district.

The Superintendent shall follow the regulations adopted by the State Board of Education regarding "excused" and "unexcused" absences. The Superintendent shall report to the Board of Education a summary regarding attendance, each year in October, January, and June. A truancy and a chronic absence summary report shall be provided to the Board annually.

Legal References: Connecticut General Statutes
10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)
10-185 Penalty
10-198a Policies and procedures concerning truants (as amended by P.A.11-136, An Act Concerning Minor Revisions to the Education Statutes.)
10-199 through 10-202 Attendance, truancy - in general
Action taken by State Board of Education on January 2, 2008, to define "attendance."
Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.
10-10a(c)(1)(A) – Public School Information System – Types of Data Collected
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AGENDA

ITEM # 6

NEW BUSINESS

ACCEPTANCE OF FUNDS & CONTRACT APPROVAL:
2014-2015 TOBACCO SETTLEMENT FUNDS

NOVEMBER 18, 2014

DR. SCHIAVINO-NARVAEZ
MR. ROLDÁN

AMOUNT
$172,000

FUNDING SOURCE
STATE OF CONNECTICUT

BACKGROUND

The Connecticut State Department of Education (CSDE) has awarded the Hartford Public Schools funds in the amount of $172,000 for the 2014-2015 academic year. This award is part of the Tobacco Settlement funds the state received and designated to school districts to support schools in need of additional before and after school services. Districts were instructed to use the allocation to implement or expand high-quality programs outside school hours. The programs must offer academic, educational enrichment and recreational activities that are designed to reinforce and complement the regular academic program of participating students within the designated schools.

In accordance with the guidelines provided by CSDE, the following schools were identified to receive funding through this allocation. These schools were prioritized in regard to needing additional supports in the form of before and after school programs and services.

Funding will be used for the expansion or startup of programs outlined below. The following schools and partnering agencies were selected based on CSDE’s outlined process:

- McDonough Expeditionary Learning School, in partnership with Boys and Girls Clubs of Hartford - $67,000 for the implementation of a new after school program.

- SAND School and Martin Luther King, Jr. School, in partnership with the Village for Families & Children - $105,000 split evenly for both schools for the expansion of after school programming under their current Family Resource Centers.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept the funds in the amount of $172,000 from the State of Connecticut Tobacco Settlement Funds; and authorizes the Superintendent to execute the contracts with the agencies listed above for the term delineated in the contracts ending June 30, 2015.
1. Context/Overview

The Connecticut State Department of Education (CSDE) has awarded Hartford Public Schools funds in the amount of $172,000 for the 2014-2015 academic year. This award is part of Tobacco Settlement funds the state received and designated to school districts to support schools in need of additional before and after school services. Districts were instructed to use the allocation to implement or expand high-quality programs outside school hours. The programs must offer academic, educational enrichment and recreational activities that are designed to reinforce and complement the regular academic program of participating students within the designated schools.

In accordance with the guidelines provided by CSDE, the following schools were identified to receive funding through this allocation. These schools were prioritized in regard to needing additional supports in the form of before and after school programs and services.

Funding will be used for the expansion or startup of programs outlined below. The following schools and partnering agencies were selected based on CSDE's outlined process:

- McDonough Expeditionary Learning School (MELS), in partnership with Boys and Girls Clubs of Hartford - $67,000 for the implementation of a new after school program.
- SAND School and Martin Luther King, Jr. School in partnership with the Village for Families & Children - $108,000 split evenly between each school for the expansion of after school programming under the current Family Resource Centers (FRCs).

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

The contracts included here are in alignment with grant expectations. Services that will be funded are as follow:

"Every student and every school thrives"
Boys and Girls Club of Hartford will focus on a diverse array of activities in the areas of academic success, healthy lifestyles, and good character and citizenship for seventy-five (75) students in grades 6-8 from MELS.

The Village for Families & Children will provide homework help and enrichment programs for sixty (60) students in grades 1-8 from SAND and sixty (60) students in grades 1-8 from MLK.

Awarded agencies may use grant funds to hire personnel to provide for the instruction and supervision of children, personnel supervision, building maintenance, program supplies, and equipment and materials.

Each school district may use the funds to carry out a broad array of activities during before- and after-school and during school breaks that advance student achievement.

3. Targeted populations to be served

Schools targeted for services are based on the need for a start-up or expansion of before and after school programs. The following are the grades and number of students to be served in each school:

- Seventy-five (75) students in grades 6-8 from MELS
- Sixty (60) students in grades 1-8 from SAND School
- Sixty (60) students in grades 1-8 from Martin Luther King, Jr. School

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

Programs will serve the needs of each school by filling the gap in services or expanding on an existing service that is aligned with the Strategic Operating Plan.

Programs will reinforce and complement the regular academic program of participating students. Each agency, per CSDE request, will need to comply with an End of Year Report providing program data and measures which will also be provided to HPS.

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

Programs were selected according to guidelines set by the Connecticut State Department of Education. Services were chosen based on schools' need, existing partnerships with agencies and consultation with the Office of Portfolio Schools and school principals.
The Boys & Girls Clubs was selected for MELS because of existing services by the same agency at Expeditionary Learning at Moylan (ELAMS). This opportunity will allow MELS to have more after school options for students and provide an opportunity for both schools (ELAMS and MELS) to work together. The program will allow parents of students attending both MELS and ELAMS access to the same service provider for all members in the family regardless of grade level.

The Village was chosen for SAND and MLK because the Village is currently the agency running the Family Resource Centers at both schools. This opportunity will allow for the expansion of services to more students and greater alignment of supports.

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

Each agency, per CSDE request, will need to comply with an End of Year Report providing program data and measures which will also be provided to HPS. The two purposes of the end of year report are to: (a) demonstrate that progress has been made toward meeting the objectives of the project; and (b) collect data that address the performance indicators of a quality after-school program. Agencies will also need to provide student data monthly that includes program attendance, student demographics and State Assigned Student Identification Numbers (SASID), per CSDE request.

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?

An application was submitted to CSDE outlining the three programs. The requested vendors are chosen based on existing partnerships.

MELS is currently a school in need of more after school programs. Boys & Girls Clubs of Hartford was chosen for MELS for a startup program because they are already serving students at ELAMS which is in close proximity to MELS. It will be cost effective to expand services to MELS and allow the possibility of schools to work together. In addition, the program will allow parents of students attending both MELS and ELAMS access to the same service provider for all members in the family regardless of grade level.

“Every student and every school thrives”
The Family Resource Centers at SAND and MLK are in need of expansion of after school programing services. Since the Village is currently the agency running the Family Resource Centers at both schools, it will allow for the expansion of services to more students and greater alignment of supports.

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

Vendors were chosen based on schools' need and consultation with the Office of Portfolio Schools and school principals. Programs were selected according to guidelines set by the Connecticut State Department of Education.

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

      Boys & Girls Clubs of Hartford is to be partnered with McDonough Expeditionary Learning School (MELS) for a startup program with the funds of $67,000. The agency is currently serving students the nearby ELAMS School.

      The Village for Families and Children is to be partnered with SAND and MLK with the funds of $105,000 for the expansion for services under the current Family Resource Centers.

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

   Please see attached copy of contracts.
SCOPE OF SERVICES

I. School: McDonough Expeditionary Learning School (MELS)

II. Name of Agency: Boys & Girls Clubs of Hartford

   Address: 170 Sigourney Street
   City: Hartford  State: CT  Zip Code: 06105
   Telephone Number: 860-724-0700  Facsimile Number: 860-724-2722
   Primary Contact(s): Lorie McGee
   Telephone Number(s): 860-929-7662
   E-mail address: lmcgee@bgchartford.org

III. Program Operation

   Number of Students to be Served under this grant: 75
   Approximate Number of Parent Volunteers (if applicable): 5
   Approximate Number of Business Volunteers (if applicable): 5
   Grades to be Served: 6th through 8th
   Program Start Date: December 1, 2014  Program End Date: June 5, 2015
   Program Dates (e.g., Mon., Wed., Fri.): Monday through Friday
   Program Times (e.g., 3:30 PM – 5:00 PM): 3:45 to 6 p.m.

IV. Description of Services:

<table>
<thead>
<tr>
<th>Site name and name of all schools served</th>
<th>Grades served</th>
<th>Total number of students expected to serve at each site</th>
<th>Target number of students with minimum dosage (see page 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>McDonough Expeditionary Learning</td>
<td>6-8</td>
<td>75</td>
<td>60</td>
</tr>
</tbody>
</table>

OBJECTIVES: The Boys & Girls Clubs of Hartford (BGCH) will partner with McDonough Expeditionary Learning School (MELS) through the Hartford Public Schools Tobacco Settlement After School Grant Program. There is a strong support from parents of MELS students to provide a quality after-school option to the students and families at the school. Currently there is only one after-school provider at MELS, which services a cohort of 20 referred youth with specialized needs. We truly believe that granting this proposal to MELS and BGCH, a significant gap in services would be filled. In addition to our desire to forge a significant collaboration and partnership, our organization is prepared to support MELS students and families by offering an enriching after-school program that will focus on a diverse array of activities in the areas of academic success, healthy lifestyles, and good character and citizenship. MELS is currently on the low spectrum of “Targeted Supervision” on the School Performance Matrix and an After School Program would aid MELS in continuing to meet their annual growth target. BGCH will provide 75 students in grades Six through Eighth, as well as their parents, with greater access to quality programs and services, in a continuum from the school day, that will enhance their lives and positively shape their futures. Students will attend the program Mondays through Fridays at MELS, immediately following school dismissal until 6:00 pm. The Hartford Public Schools Tobacco Settlement After School Grant Program will assist in BGCH providing quality after school services to these students from MELS at their school. The program
will be in operation from December 1, 2014 through June 5, 2015. A unique aspect of our proposal is that we address a critical and chief concern of the parents from MELS: early release Wednesdays. We recognize that this is a genuine need that we are eager to address. The design in this proposal supports our Clubhouse opening early every Wednesday at 12:45 pm to accommodate MELS students. Furthermore, we plan to utilize the hours of 12:45 pm to 3:45 pm to facilitate curriculum-based activities that will promote learning that, which provide HPS and MELS with outcome measurement data illustrating knowledge gained. The goals of this after-school program will be in alignment with that of the Hartford School District’s Strategic Operating Plan. The objectives of this program will align with MELS, as follows: 1) Academic enrichment, tutorial and recreation programs or activities during non-school hours; 2) Development or expansion of reading and other academic intervention programs which include after-school programming; and 3) Strengthen parent involvement in the education of children and parent and community involvement in school and school district programs, activities and educational policies.

PROJECT DESIGN: The MELS Boys & Girls Club After School Program will be characterized by highly qualified Youth Development Professionals. All BGCH staff members are Youth Development Professionals that receive additional Boys & Girls Club training to complement their academic achievements and past experiences working with youth. BGCH staff are equipped and trained to provide quality supervision, based on the development of youths’ personal and professional goals. BGCH staff will work closely with Hartford Public School teachers and administrators to ensure quality programs are being provided and that individual students’ needs are being addressed. Additionally, programs will be supported through the use of qualified and passionate volunteers, parents and professionals. Staff, parents, and volunteers will all have opportunities to be trained in educational strategies for positive youth development and in after-school policies and procedures, as provided by BGCH. MELS Principal and Operations Manager plan to effectively communicate this after-school opportunity to the entire school, families and students that demonstrate need and interest in BGCH’s Priority Outcomes; Academic Success, Good Character & Citizenship, and Healthy Lifestyles, will receive necessary support from the Family Support Service Provider to ensure eligibility. Students will be identified by school administration, teachers, and support service staff with the intention to support each student who could utilize and maximize academic success programs in an effort to increase gains to achieving district-wide goals, are being recognized for their ability to show leadership and good character in the classroom community, or have been identified by key school staff of needing emotional or behavioral supports through positive peer to peer interaction and activities through BGCH. This approach blends our organizations’ strategic plan and goals as well as the school district’s Strategic Operating Plan and MELS needs and aspirations.

Accurate attendance records and reports on each participant will be maintained and reported on as required by Hartford Public Schools on a monthly basis. Records will be maintained on spreadsheets, and will track attendance, time spent, frequency, and duration for each program offered. BGCH will also participate and cooperate with the mid-year and end-of-the-year review, as required by the Hartford Public Schools. Additionally, quarterly financial reports will be made available to Hartford Public Schools regarding how the funds awarded are being used.

Student development and achievement will be expected to accomplish the goals of the grant. In addition to attendance records, BGCH will use the following measurement tools to determine success of the program:

Revised 07/2014
• All attendance, pre-tests, post-tests, and other pertinent information will be tracked and recorded in Efforts to Outcomes (ETO). Operated and designed by Social Solutions, these online systems will capture the activities conducted during the MELS Boys & Girls Club After School Program.

• Commitment to Quality is a Boys & Girls Clubs of America intake and rating survey, taken by Club staff, members, parents and community partners to self-assess programs and make adjustments as needed.

• Measures of Academic Progress (MAPS) testing scores, as provided by school administration, will be used to show growth of MELS students participating in the Boys & Girls Club program. The MAPS testing benchmarks are in the fall, winter, and spring. We would be able to provide a high-level report when the scores are released to track the progress of the students participating in the program.

• A Parent Satisfaction Survey will be used to determine satisfaction levels of program implementation, as well as allow for direct feedback from parents.

Below is a sample schedule of BGCH after school program at the MELS.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:45 p.m.</td>
<td>Meet in Cafeteria / Attendance</td>
<td>Meet in Cafeteria / Attendance</td>
<td>Meet in Cafeteria / Attendance * Early Release</td>
<td>Meet in Cafeteria / Attendance</td>
<td>Meet in Cafeteria / Attendance</td>
</tr>
<tr>
<td>3:45 – 4:45 p.m.</td>
<td>Power Hour &amp; Project Learn</td>
<td>Power Hour &amp; Project Learn</td>
<td>Power Hour &amp; Project Learn</td>
<td>Power Hour &amp; Project Learn</td>
<td>Kids Care Club</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Computer Lab</td>
</tr>
<tr>
<td>4:45 – 5:30 p.m.</td>
<td>Fine Arts / Photography – Imagemakers Class</td>
<td>Robotics/STEM Programming</td>
<td>COMMUNITY Service Day</td>
<td>SMARTMOVES</td>
<td>Sports and Social Recreation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Games Room Tournament</td>
<td>Torch Club</td>
<td>Passport to Manhood / SMART Girls</td>
<td></td>
</tr>
<tr>
<td>5:30 – 6:00 p.m.</td>
<td>Kids Café (free hot meal) and Dismissal</td>
<td>Kids Café and Dismissal</td>
<td>Kids Café and Dismissal</td>
<td>Kids Café and Dismissal</td>
<td>Kids Café and Dismissal</td>
</tr>
</tbody>
</table>
# Budget

The Chief Institutional Advancement Officer must approve all revisions.
The Hartford Board of Education/Boys & Girls Clubs of Hartford

<table>
<thead>
<tr>
<th>Line Item Codes</th>
<th>Descriptions</th>
<th>Line Item Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Salaries; Gross salary payments for employees. These include (be specific):&lt;br&gt;Salary for Program Director ($2,179 bi-weekly x 14 pays x 25% = $7,626)&lt;br&gt;(1) Lead Youth Development Professional (4hrs/day x $14/hr x 115 days = $6,440)&lt;br&gt;(7) Youth Development Professionals (3 hrs/day x $12/hr x 115 days x 7 YDPs = $28,980)</td>
<td>$43,046</td>
</tr>
<tr>
<td>200</td>
<td>Employee Benefits; Amounts paid on behalf of the employees whose salaries are reported in 100.&lt;br&gt;12.9% assessed against total wages as follows: 12.9% x $43,046 = $5,553.&lt;br&gt;Benefits comprised of the following: employer portion of payroll tax at 7.6% of gross wages; workers compensation at 1.3% of gross wages; unemployment at 4% of gross wages; Also, health benefits assessed at 10% of Program Director wages: $7,626 x 10% = $763.</td>
<td>$6,316</td>
</tr>
<tr>
<td>300</td>
<td>Purchased Professional and Technical Services; Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. These include (be specific):&lt;br&gt;Professional training and development: $500 x 9 youth development professionals = $4,500</td>
<td>$4,500</td>
</tr>
<tr>
<td>500</td>
<td>Other Purchased Services; These include travel reimbursement/pupil transportation/communication (be specific):</td>
<td>$</td>
</tr>
<tr>
<td>Line Item Codes</td>
<td>Descriptions</td>
<td>Line Item Totals</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>600</td>
<td>Supplies; Allowable expenditures for supplies. These include instructional and administrative supplies. (be specific) Supplies used by youth during program activities (Power Hour, Smart Moves, Passport to Manhood/Smart Girls, Computer Lab, Arts &amp; Crafts, Sports &amp; Recreation, Snacks). Program supplies include paper, pencils, books, arts &amp; craft supplies, board &amp; learning games, gym supplies, (5) Google Chromebook, academic enrichment curriculum. Also included are motivational posters and other materials used to decorate rooms into a colorful, interesting, and fun place that is attractive to kids. $7,500 ($100 x 75 kids)</td>
<td>$7,500</td>
</tr>
<tr>
<td>800</td>
<td>Other Objects; Amounts paid for goods and services not otherwise classified (be specific) Youth snacks - $98/month: 6 months x $98 = $588 Reward &amp; recognition for youth - $750 ($10 x 75 kids) Family events and Parent/Volunteer engagement activities - $1,000 (4 events x $250). Field trips/Special events/Holiday celebrations - $3,300 ($44 x 75 kids)</td>
<td>$5,638</td>
</tr>
</tbody>
</table>

**Total**                                     | $67,000              |

**Yearly Cost Per Student** = $67,000 / 75 students = $893

**Authorized Signature:**

Samuel S. Gray, Jr.  
President and CEO, Boys & Girls Clubs of Hartford

**Hartford Public Schools**

**Representative:**

Kelvin Roldán  
Chief Institutional Advancement Officer

**Signatures indicate budget agreement**
Scope of Services

Program Name: The Village for Families & Children After-School Program

Program Director: Aldwin Allen, Senior Director, Community Programs

Program Director Email and phone: aallen@thevillage.org; (860) 297-0521

Grade levels served: 1-8

Program Start Date: January 7, 2015    End Date: June 30, 2015

Total number of weeks where after-school program activities will be provided: 20 weeks

Average number of days per week where after-school program activities will be provided: 5

Sample:

<table>
<thead>
<tr>
<th>Site name and name of all schools served</th>
<th>Grades served</th>
<th>Partners</th>
<th>Total number of students expected to serve at each site</th>
<th>Target number of students with minimum dosage (see page 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAND School (Coordinator-Barbara Vita)</td>
<td>1-8</td>
<td>The Village</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>MLK Coordinator (Joseph Kalapele)</td>
<td>1-8</td>
<td>The Village</td>
<td>60</td>
<td>50</td>
</tr>
</tbody>
</table>

OBJECTIVES: State briefly the objectives of the project (one paragraph)

The Village’s after-school program at SAND and MLK schools will help students succeed by:

- Promoting students’ motivation to read
- Increasing students’ school engagement
- Supporting students’ classroom success
- Improving students’ social skills and study habits

PROJECT DESIGN: Give a brief description of the overall design or plan of the project (one paragraph).

The Village’s program will expand and enhance the current after school programming offered at SAND and MLK schools. The activities offered will expand learning opportunities while coordinating with the school-day curricula to create a coherent educational experience. Programming will be comprised of daily academic support, enrichment and recreation.

1. Homework Help. Students will be provided homework help.

2. Enrichment Program. Students will be offered a variety of pro-social activities that help students feel connected to their school and community and foster positive relationships with adults and other students.
### Schedule for SAND and MLK After-School Program

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:55-4:15</td>
<td>Snack/Check in</td>
<td>Snack/Check in</td>
<td>Snack/Check in</td>
<td>Snack/Check in</td>
<td>Snack/Check in</td>
</tr>
<tr>
<td>4:15-4:45</td>
<td>Homework Help</td>
<td>Homework Help</td>
<td>Homework Help</td>
<td>Homework Help</td>
<td>Fun Fridays</td>
</tr>
<tr>
<td>4:45-5:30</td>
<td>Enrichment Activities</td>
<td>Enrichment Activities</td>
<td>Enrichment Activities</td>
<td>Enrichment Activities</td>
<td>Enrichment Activities</td>
</tr>
<tr>
<td>5:30-6:00</td>
<td>Dinner/Dismissal</td>
<td>Dinner/Dismissal</td>
<td>Dinner/Dismissal</td>
<td>Dinner/Dismissal</td>
<td>Dinner/Dismissal</td>
</tr>
</tbody>
</table>
EXHIBIT B

BUDGET
# Budget
The Chief Institutional Advancement Officer must approve all revisions.
The Hartford Board of Education/ The Village for Families & Children, Inc.

<table>
<thead>
<tr>
<th>Line Item Codes</th>
<th>Descriptions</th>
<th>Line Item Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Salaries; Gross salary payments for employees. These include:</td>
<td>$63,000</td>
</tr>
<tr>
<td></td>
<td>*Management of After School Grant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior Director, Community &amp; School Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 hrs/wk x 25 weeks x $40.00/hr = $4,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coordinators, MLK &amp; SAND schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 staff x 4 hrs/wk x 25 weeks x $25/hr = $5,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*After School Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive Youth Development Worker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 staff x 19.20 hrs/wk x 25 weeks x $11.25/hr = $54,000</td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>Employee Benefits; Amounts paid on behalf of the employees whose salaries are reported in 100. These amounts are in addition to the gross salary (i.e. insurance, social security, retirement). These include:</td>
<td>$7,252</td>
</tr>
<tr>
<td></td>
<td>FT = 21.83% x $9,000 = $1,965</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Senior Director)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FT = 9.79% x $54,000 = $5,287</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(PYD)</td>
<td></td>
</tr>
<tr>
<td>300</td>
<td>Purchased Professional and Technical Services; Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. These include:</td>
<td>$16,000</td>
</tr>
<tr>
<td></td>
<td>Education Consultant for Academic Support: 4 staff x $25/hr x 4 hrs/wk x 20 wks = $8,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrichment Stipends: 8 staff x $25/hr x 2 hrs/wk x 20 weeks = $8,000</td>
<td></td>
</tr>
<tr>
<td>500</td>
<td>Other Purchased Services; These include travel reimbursement/pupil transportation/communication:</td>
<td>$2,800</td>
</tr>
<tr>
<td></td>
<td>Rental of buses for Field Trips: 8 trips x $350/trip = $2,800</td>
<td></td>
</tr>
<tr>
<td>Line Item Codes</td>
<td>Descriptions</td>
<td>Line Item Totals</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
<td>------------------</td>
</tr>
<tr>
<td>600</td>
<td>Supplies; Allowable expenditures for supplies. These include instructional and administrative Supplies: Program supplies such as books, craft supplies, etc.: $400/wk x 20 weeks = <strong>$8,000</strong></td>
<td><strong>$8,000</strong></td>
</tr>
<tr>
<td>800</td>
<td>Other Objects; Amounts paid for goods and services not otherwise classified: Activities &amp; Incidentals for Field Trips such as admissions, meals, etc: 100 students x 8 field trips x $9.94/student = <strong>$7,948</strong></td>
<td><strong>$7,948</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$105,000</strong></td>
</tr>
</tbody>
</table>

**Yearly Cost Per Student =** $105,000 / 120 students = $875.00

Authorized Signature: ________________________________ Date: __________
Galo A. Rodriguez, MPH
President and CEO

Hartford Public Schools
Representative: ________________________________ Date: __________
Kelvin Roldán
Chief Institutional Advancement Officer

Signature indicates budget agreement
AGENDA
ITEM # 7

NEW BUSINESS

ACCEPTANCE OF FUNDS:
FAMILY AND COMMUNITY ENGAGEMENT
PLANNING GRANT

AMOUNT
$50,000

NOVEMBER 18, 2014

DR. SCHIAVINO-NARVAEZ
MR. GENAO

FUNDING SOURCE
HARTFORD FOUNDATION FOR
PUBLIC GIVING

BACKGROUND

Family and community engagement is a core component of the district’s Portfolio Strategy, as well as an area of focus in the Superintendent’s Transition Plan. The Board and Superintendent agree that the current family and community engagement processes and structures have limitations in engaging families and the community, especially in the work of monitoring, improving, or transforming low performing schools.

The Hartford Foundation for Public Giving has provided the district with resources through a planning grant and technical assistance, to engage in a planning process, in partnership with the Hartford Parent University (HPU). This planning process will include examination of the input from the transition team, existing HPS and HPU plans in this area, focus points, strategies, and activities. The goal of the planning process is to review key district priorities, build capacity in staff, parents, and community stakeholders, and align our collective work to improve schools performance, and increase student achievement.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $50,000 from the Hartford Foundation for Public Giving.
Family Engagement Planning Grant

Executive Form

1. Context/Overview

The Hartford Foundation for Public Giving has awarded the Hartford Public Schools (HPS) a $50,000 planning grant to work in collaboration with Hartford Parent University (HPU) to engage stakeholders in a review of the findings of the Transition Plan, in particular the area outlining family and community engagement, examination of existing family and community engagement plans (HPS, HPU, other providers), structures, activities, and alignment of effective strategies to key district priorities, including capacity building of staff, parents, and community members with the goal of improving school performance and student achievement through increased family and community engagement.

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

Funding will be used to hire a consultant to facilitate and carry out the planning process, materials and refreshments for meetings with parent and community focus groups, and a part-time project manager to assist with the logistics, including the focus group meetings and creation of reports.

3. Targeted populations to be served

Family and community members with a special focus on the low performing schools

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

The expected outcome is a final plan by May 2015 that will be used to seek additional funding from the Hartford Foundation for Public Giving for implementation beginning in 2015-2016.

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

The planning process will be monitored through the establishment of an Advisory Group composed of HPS and HPU parents and staff, as well as community members. The Advisory Group will have work sessions during the months of January-May.

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

      This planning grant proposal was submitted with Hartford Parent University as a partner. There is no financial commitment on the part of HPS or HPU for this planning work. The planning activities are covered by the planning grant.

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