Hartford Board of Education
Regular Meeting – Tuesday, November 19, 2013
Sarah J. Rawson School, 260 Holcomb Street, Hartford,
Connecticut 06112
5:30 p.m.
AGENDA

I. Call to Order

II. Roll Call

III. Opening Statement

IV. Recognitions
   o Hartford Public Schools Students Attend Peace Summit in Poland
   o Special Police Officer of The Year
   o Chief Financial Officer of The Year

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

VI. Reports
   1. Report of the Chair
   2. Report of the Superintendent
   3. Committee Reports
      o Finance and Audit Committee
      o Other Committees

VII. Business Agenda
   A. Items in Order of Importance
      1. First Reading: Policy 0000 Core Beliefs (The Board)
         That the Hartford Board of Education accepts the first reading of the revised Policy on Core
         Beliefs.
      2. First Reading: Policy 0100 Mission – Vision – Strategy (The Board)
         That the Hartford Board of Education accepts the first reading of the revised Policy on
      3. Approval of Extension of Memorandum of Understanding with Our Piece of the Pie, Inc. (Supt et
         al.)
         That the Hartford Board of Education authorizes the Superintendent to enter into a one year
         extension of the current Memorandum of Understanding with Our Piece of the Pie in order to
         continue the recuperative model at Opportunity High School. This agreement would continue
the current agreement through June 30, 2015. Funding for the program shall not exceed $3,656 per student for a minimum of 150 students for FY 2014-15, which will represent no increase over FY 2013-14.

4. Acceptance of Funds: Extended School Hours Grant $404,347 (Supt et al.)

The Connecticut State Department of Education awards these funds to Priority School Districts every year to provide extended school hours for academic enrichment, support and recreation programs.

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $404,347 from the Connecticut State Department of Education for Extended School Hours programs and to make the necessary contractual agreements with community organizations for the delivery of services.

Furthermore, the Hartford Board of Education further authorizes the Superintendent to make necessary reductions should the State of Connecticut reduce its commitment to the Extended School Hours programs.

5. Contract Approval: Expeditionary Learning $239,500 (Supt et al.)

Through the Expeditionary Learning model, teachers will use active pedagogy to help students become engaged and collaborative learners: to make connections, to find patterns, to see events from different perspectives, to experiment, to go beyond the information given, and to develop empathy and compassion for events, people, and subjects.

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, 2014, at a cost not to exceed $239,500.

6. Contract Approval: Expeditionary Learning / Common Core Consulting Services $202,500 (Supt et al)

Expeditionary Learning is considered a national leader in developing high quality curriculum and professional development aligned to the Common Core Standards and the Common Core Shifts. This proposal reflects a set of services to support district staff in effective alignment with 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 to provide consulting services for the term delineated in the contract ending June 30, 2014, at a cost not to exceed $202,500.

B. Executive Session (1. Personnel matter: Betances Early Reading Lab School staff; 2. Pending litigation: Sheff v. O’Neill)

7. Approval to Implement Anticipated Sheff Agreement (Dr. Kishimoto, Chairman Poland, Mayor Segarra, and Dr. McIntye)

That the Hartford Board of Education approves the conversion of the High School, Inc. to a Sheff magnet school starting with the 9th grade in 2014-2015 with expansion to grade 12 by 2017-2018; approves the creation of a new Partnership Magnet School with Capital Community College, the Capital Community College Senior Academy; authorizes the Superintendent to negotiate a Memorandum of Understanding with Capital Community College regarding the creation of such new school; approves the creation of SAND as a Lighthouse School Design, with a non-profit management organization, Capital Preparatory Schools (“CPS”), managing both SAND ("Capital Preparatory School II") and Capital Preparatory Magnet School; and authorizes the Superintendent to negotiate a Memorandum
of Understanding with CPS regarding its role in managing the schools on behalf of, and in
conjunction, with the Hartford Public Schools.

C. Consent Agenda

8. Authorization by the Board of Education:  E-Rate Funding - $771,709 (Supt. et al)

    That the Hartford Board of Education approves the Superintendent’s recommendation to
endorse the applications filed by MHIS on behalf of the district for E-Rate funding. Payment
of the applicant’s share, at a cost of approximately $771,709 is included in the current MHIS
allocation budget for 2013-2014.

9. Payment Approval: Hartford Partnership for Student Success $95,000 (Supt et al.)

    The School Community Partnership was convened in 2007 to act as the planning body for
the development of community schools in Hartford. The community schools model was
selected for its focus on whole child development and the integration with the school day for
purpose of supporting student achievement and the emerging reform effort at Hartford Public
School. Most recently the partners voted to expand the scope of the partnership focus and
establish the Hartford Partnership for Student Success.

    The Hartford Board of Education authorizes the Superintendent to issue payment in the
amount of $95,000 to the Hartford Foundation for Public Giving, as partnership fiscal agent
and employer of record, in support of the Hartford Partnership for Student Success.

10. Contract Approval: University of Saint Joseph and Hartford Pre-Kindergarten Magnet School
Internship Program $81,625 (Supt et al.)

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

    That the Hartford Board of Education authorizes the Superintendent to execute a contract
with the University of Saint Joseph for the term delineated in the contract ending June 16,
2014, at a cost not to exceed $81,625.

11. Acceptance of Funds: Hartford Foundation for the Public Giving $70,000 (Supt et al.)

    That the Hartford Board of Education authorizes the Superintendent to accept funds up to
$70,000 from Hartford Foundation for Public Giving for the purpose of providing Hartford
Public School students in grades 5 through 8 and pertinent teachers and administration staff

12. Approval of School Construction Plans and ED042 Submittal for Hartford Magnet Trinity College
Academy (Supt. et al)

    The State Department of Education, Bureau of School Facilities (BSF) requires that School
Building Committees and Boards of Education certify that they have approved the final
construction documents for school construction projects prior to BSF review of the plans.
The Hartford Board of Education approves the final plans and authorizes the architects to
submit the documents for the Hartford Magnet Trinity College Academy – State Project
#064-0304 MAG/EA, Phase 1 – Addition and Alterations.

13. Acceptance of Funds and Contract Approval: Parent Academy Program State Grant (Supt. et al)
That the Hartford Board of Education authorizes the Superintendent to accept the funds in the amount of $79,166 from the Connecticut State Department of Education for the Parent Academy Program;

Furthermore, the Hartford Board of Education authorizes the Superintendent to execute a contract with Hartford Parent University for FY 2013-14 in an amount not to exceed $79,166 should the grant be awarded to Hartford Public Schools.

14. Resolution: Authorized Signatures – Child Nutrition Programs

The Hartford Board of Education authorizes Superintendent Christina Kishimoto or in her absence, Donald Slater, Chief Operating Officer, to sign claims for reimbursement and required reports for Child Nutrition Programs.

VIII. Adjournment

Upcoming Board of Education Meeting

- BOE Workshop Meeting: Tuesday, December 3, 2013 at Burns Latino Studies Academy, 195 Putnam Street, Hartford, CT 06106. Topics: (1) Sheff III Update, (2) Hartford Performs.

- BOE Regular Meeting: Tuesday, December 17 at Sarah J. Rawson School, 260 Holcomb Street, Hartford, Connecticut 06112.
AGENDA

ITEM # 1

NEW BUSINESS

FIRST READING: POLICY 0000
CORE BELIEFS

NOVEMBER 19, 2013

THE BOARD

BACKGROUND

The proposed revised policy updates the current Core Beliefs and Commitments policy, based on the collaborative work of the Board of Education and administration.

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the revised Policy on Core Beliefs.
Core Beliefs

Purpose:

To significantly improve the performance of Hartford students, we, the members of the Hartford Public Schools Board of Education commit ourselves to fundamental restructuring and reform of the Hartford school district, guided by the following Core Beliefs. Our core business is teaching and learning; therefore, we exist to support the relationship between the teacher and the student.

Core Beliefs

1. The specific needs, styles, and aspirations of individual students drive learning and instruction.

2. Teachers and other educators have the greatest impact on student learning as they proactively form deep, meaningful relationships with students.

3. Informed and engaged families and caregivers are necessary and vital contributors to educational success.

4. Literacy is the foundational skill upon which long-term success in and beyond school is built.

5. The entire community, as a key beneficiary of high performing schools, must be engaged in and supportive of our approach to education.

These Core Beliefs shall be reviewed at least triennially or at the initiation of any new strategic planning process.

Policy adopted: April 22, 2008
Policy revised: HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Mission-Goals-Objectives

Core Beliefs and Commitments

Purpose: To significantly improve the performance of Hartford students, we the members of the Hartford Public Schools Board of Education commit ourselves to fundamental restructuring and reform of the Hartford school district, guided by the following Core Beliefs and Commitments. Our core business is teaching and learning; therefore, we exist to support the relationship between the teacher and the student.

1. We believe all students can learn at or above grade level.

The capacity to learn is not determined or limited by race, family income, native language, gender, sexual orientation, or area of residence.
- The District will provide rigorous instruction in a safe environment that allows every child to learn at or above grade level.
- All of our schools will provide an educationally supportive and appropriate environment to ensure learning.
- All children will graduate high school having successfully completed a career and college-ready curriculum.

2. We believe that the achievement gap must and can be eliminated, by each student reaching his/her learning potential.

Our district exists in the state with the largest achievement gap in the nation; therefore, we must provide equal access to rigorous instruction, regardless of race, family income, native language, gender, sexual orientation, or area of residence. Providing equal access to rigorous instruction for every child may require the investment of unequal resources to ensure an equitable outcome – readiness for post-secondary education and participation in a global economy.
- We will provide equal access to rigorous instruction to all children in order to eliminate the achievement gap.
- We will increase the financial resources directed to the classroom by aligning business operations and resources to support student achievement.
- We commit to continue to work towards providing all students with access to a diverse and integrated learning environment, in order to properly prepare students for participation in the global economy and post-secondary education.

3. We believe schools have an enormous impact on students' lives.

Parents and caregivers are responsible for sending their students to school ready to learn. The School District is responsible for educating all students, regardless of family support or involvement.
- Students have an obligation to come to school ready to learn, but the District will not abandon those who do not and must search for ways to reach them.
- We will ensure a qualified teacher delivering rigorous instruction in every classroom, and every school will have a qualified principal who is an instructional leader.
- The school leadership team will provide opportunities for all staff to contribute to and be accountable for improve student achievement.
Mission-Goals-Objectives

Core Beliefs and Commitments (Continued)

➢ Hartford schools will be driven by student performance data, not by mere compliance with regulations.
➢ Specific incentive systems will be established to reward improvement. Schools demonstrating significant student achievement will be empowered and encouraged to be innovative.
➢ All of our actions will be driven by student performance.

4. We believe that all parents must be empowered to play an active role in their students’ education.

➢ Our schools will develop effective partnerships with parents and caregivers – based upon trust and respect – that engage the school and the parent/caregiver in a plan of action to promote the “best interest” of the child.
➢ The District will provide parents/caregivers with quality choices of schools for their children.

5. We believe that community collaboration is fundamental to achieving and sustaining excellence.

Improving the educational outcomes for our students will require support from all segments of our community including parents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, along with the District’s leaders, staff, and students. Principals must dynamically engage parents/caregivers and community in the lives of our students and schools.

➢ The District will partner with business, civic and faith-based organizations to ensure support for achieving and sustaining excellence.
➢ Schools will be responsive and accountable to their communities, providing parents/caregivers and members of the community (and where appropriate, students) with formal, structured input into decision-making through school-based councils.

Policy adopted: April 22, 2008

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
AGENDA

ITEM # 2

NEW BUSINESS

FIRST READING: POLICY 0100
MISSION – VISION – STRATEGY

NOVEMBER 19, 2013

THE BOARD

BACKGROUND

The proposed revised policy updates the current Mission - Vision - Strategy policy. The development of a revised Mission Statement and Vision Statement was based on the collaborative work of the Board of Education and administration.

Changes to the current policy are underlined.

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the revised Policy on Mission - Vision – Strategy.
Mission – Vision – Strategy

Mission

Hartford Public Schools is a community of learners, educators, families, and community members working together to ensure students meet the academic, college, and career readiness expectations that will prepare them for success in life.

Vision

Hartford Public School graduates are empowered thinkers, engaged citizens, and lifelong learners who will strengthen our city, region, and state.

Strategy

Hartford Public Schools will create a system of high performing, distinctive schools of choice with racial and socio-economic diversity. The District will employ a *balanced* theory of action of reform governance linked to the organizational structure of an *all-choice* system of schools.

The District will employ a *Balanced* Theory of Action for reform governance linked to the organizational structure of an *all choice system of schools*.

A balanced theory of action is the most promising strategy relative to Hartford Public Schools’ current operating environment and to advantage the strengths and minimize the weakness of the managed instruction and performance empowerment theories of change. Using this strategy, the district will define its relationship with each school on the basis of performance. Relatively high performing and/or significantly improving schools will be given considerable programmatic autonomy and freedom from bureaucratic operating constraints. Chronically low performing schools that fail to improve will be subject to district intervention, redesign, closure or replacement with higher performing school models. Schools in the mid-range will be provided with ‘defined autonomy’ relative to program and operations to build their capacity for improvement.

Using a ‘diverse provider’ strategy, Hartford Public Schools will evolve over time to a total system of choice schools. Two choice models will be employed. Inter-district choice schools will provide regional opportunities for the integration of city and suburban students. Intra-district choice schools will provide preference to students of their neighborhood with remaining seats available to other Hartford students. Parents would have the choice of a greater number of schools within transportation zones. Students will be equitably funded according to their needs and these funds will follow the child to their school of choice. A number of effective programmatic choices would be optimized through K-12 feeder patterns. Within the portfolio of choice available to parents would be a number of schools available through external providers or through public/private partnerships.

Policy adopted: November 4, 1998
Policy updated: March 20, 2007
Policy revised:

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Mission – Goals – Objectives

Mission

Hartford's system of schools exists to provide all students with access to participation in a global economy through attainment of Academic Standards of the State of Connecticut and readiness for post-secondary education.

Vision

Hartford Public Schools is a system of high performing, diverse and distinctive schools of choice. The attainment of Hartford students in reading, math, science and college readiness will be reflective of the high educational outcomes of the State of Connecticut.

Strategy

Hartford Public Schools will create a system of high performing, distinctive schools of choice with racial and socio-economic diversity. The District will employ a 'balanced' theory of action of reform governance linked to the organizational structure of an 'all-choice' system of schools.

The District will employ a 'Balanced' Theory of Action for reform governance linked to the organizational structure of an all choice system of schools.

A balanced theory of action is the most promising strategy relative to Hartford Public Schools' current operating environment and to advantage the strengths and minimize the weakness of the managed instruction and performance empowerment theories of change. Using this strategy, the district will define its relationship with each school on the basis of performance. Relatively high performing and/or significantly improving schools will be given considerable programmatic autonomy and freedom from bureaucratic operating constraints. Chronically low performing schools that fail to improve will be subject to district intervention, redesign, closure or replacement with higher performing school models. Schools in the mid-range will be provided with 'defined autonomy' relative to program and operations to build their capacity for improvement.

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Policy adopted: November 4, 1998
Policy updated: March 20, 2007
Policy revised:
AGENDA

ITEM # 3

NEW BUSINESS


DR. KISHIMOTO

MS. CUTLER-HODGMAN

FUNDING SOURCE
TITLE 1

BACKGROUND

Our Piece of the Pie, Inc. (OPP) is a leading youth development agency that helps urban young people become successful adults, by effectively collaborating and partnering with schools. OPP is Hartford Public Schools' partner in the operation and implementation of a recuperative strategy, based on the Good Shepherd Service model implemented in New York City.

Our Piece of the Pie provides youth development, workforce development and college/post secondary awareness/readiness support as well as OPP’s Youth Business program to OHS students, as outlined in the Design Specifications approved by the Hartford Board of Education on December 16, 2008.

All students enrolled at OHS become members of OPP’s Pathways to Success program, thereby enabling them to receive services through and beyond their high school years, into their post-secondary education and employment careers. The funds provided by Hartford Public Schools covers 45% to 55% of the total cost of running a recuperative approach at Opportunity High School. OPP is committed to raising the balance of the funds in order to fully fund the operation of the school.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to enter into a one year extension of the current Memorandum of Understanding with Our Piece of the Pie in order to continue the recuperative model at Opportunity High School. This agreement would continue the current agreement through June 30, 2015. Funding for the program shall not exceed $3,656 per student for a minimum of 150 students for FY 2014-15, which will represent no increase over FY 2013-14.
MEMORANDUM OF UNDERSTANDING

by and between

HARTFORD BOARD OF EDUCATION

and

OUR PIECE OF THE PIE, INC.

for

Educational Services

This Memorandum of Understanding (hereinafter referred to as the “Agreement”) is made as of the _________ (the “Effective Date”) by and between the HARTFORD BOARD OF EDUCATION, a municipal body and state agent established pursuant to Chapter IX, Section 1 of the Charter of the City of Hartford, Connecticut, with an office at 960 Main Street, Hartford, Connecticut 06103 (hereinafter the “Board”) and OUR PIECE OF THE PIE, INC., (“Provider”) a Connecticut corporation, with an office and place of business at 20-28 Sargeant Street, Hartford, Connecticut 06105 (hereinafter referred to as the “Provider”).

The Board and the Provider hereby agree to a one year extension of the Memorandum of Understanding originally executed by the Board and the Provider on or about June 13, 2011. The Board and the Provider agree to the same terms and conditions as the Board and the Provider agreed in the Memorandum of Understanding effective June 13, 2011, through June 9, 2014. These terms shall be extended for one additional year, through June 30, 2015, under the same terms and conditions as applied for June 2013 through June 2014.

IN WITNESS THEREOF, Board and Provider have executed this Agreement in duplicate (with each of said duplicates being deemed to be an original) as of the Effective Date.

WITNESS:

HARTFORD BOARD OF
EDUCATION

__________________________
Christina Kishimoto
Superintendent of Schools

__________________________
OUR PIECE OF THE PIE, INC.

__________________________
Bob Rath
Its President/CEO
Approved as to form and legality:

______________________________
Saundra Kee Borges
Corporation Counsel
AGENDA

ITEM # 4

NEW BUSINESS

ACCEPTANCE OF FUNDS: EXTENDED SCHOOL HOURS GRANT

AMOUNT $404,347

NOVEMBER 19, 2013

DR. KISHIMOTO
MR. ROLDÁN

FUNDING SOURCE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

BACKGROUND

The Connecticut State Department of Education (CSDE) approved a grant award to the Hartford Public Schools for a total amount of $404,347. The CSDE awards these funds to Priority School Districts every year to provide extended school hours for academic enrichment, support and recreation programs, pursuant to Sections 2 and 3 of Public Act 94-6 of the Connecticut General Statutes. The development of Public Act 94-6 was the result of grassroots efforts on behalf of parents and community members to enact legislation that addresses the violence confronting their children and the need for expanded youth enrichment programs in the community.

The Extended School Hours Grant is part of the CSDE Consolidated Grant Application for Priority Districts that Hartford Public Schools must apply to every year.

According to state regulations, the process of selecting schools to offer extended school day programs must be a competitive one within each Priority School District. Such districts shall solicit applications through a Request for Proposal (RFP) process for individual school programs, on a competitive basis, from town and nonprofit agencies, prioritize the applications and select applications for funding within the total grant amount allocated to the district. District decisions to fund such programs shall be based upon criteria approved by the Commissioner of Education through a Request for Proposal. Hartford Public Schools released the RFP on October 4, 2013 and a review committee is scheduled to convene December 10, 2013. Tentative award announcements will be made on December 16, 2013.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $404,347 from the Connecticut State Department of Education for Extended School Hours programs and to make the necessary contractual agreements with community organizations for the delivery of services.

Furthermore, the Hartford Board of Education further authorizes the Superintendent to make necessary reductions should the State of Connecticut reduce its commitment to the Extended School Hours programs.
Grant Title: Extended School Hours

Contact Person: Kelvin Roldán

School/Department: Office of Institutional Advancement

Amount of Request/Award: $404,347

Granting Entity: Connecticut State Department of Education

Briefly describe the purpose of the grant:
The Connecticut State Department of Education (CSDE) awards these funds to Priority School Districts every year to provide extended school hours for academic enrichment, support and recreation programs, pursuant to Sections 2 and 3 of Public Act 94-6 of the Connecticut General Statutes.

Identify the targeted population to be served and the level of service (i.e. 130 Bilingual Students @ identify schools).
For the 2012-2013 Extended School Hours programs, 1,306 students from fifteen (15) schools were served. See attached a synopsis of the 2012-2013 Extended School Hours Grant awardees. We are expecting around the same number of students to be served for the 2013-2014 grant period.

Provide brief information on the major areas where funding will be used (i.e. salaries, professional development, supplies and materials, conferences/seminars, evaluation, transportation, etc.)
Hartford Public Schools, specifically through the Office of Institutional Advancement, is responsible for the allocation of these grant funds to local non-profit agencies servicing Hartford Public Schools’ students through a competitive Request for Proposal (RFP) process. Awarded agencies may use grant funds to hire personnel to provide for the instruction and supervision of children and for necessary support costs such as food, program supplies, equipment and materials, direct cost of building maintenance, personnel supervision and transportation.

How will this program relate to the currently approved HPS programs:
The Extended School Hours program will align with the Hartford Public Schools’ Strategic Operating Plan and Common Core State Standards as it relates to the following program initiatives set by Connecticut State Department of Education:

- Development or expansion of reading intervention programs which include summer and after-school programming.
- Academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during summer.
- Strengthen parent involvement in the education of children and parent and community involvement in school and school district programs, activities and educational policies.

Identify partnerships and their financial commitment included in this grant (be sure to include evaluators, if any).
In the past, partnership agencies included The Village for Families & Children, Catholic Charities, COMPASS, ConnecticutKids, Boys and Girls Club of Hartford, and etc. For most applicants, grant funds are supplement to their budget.

Please attach a copy of the grant abstract or other documentation applicable to this request (i.e. copy of check or letter of award, if available).
RFP is attached.
**STATE OF CONNECTICUT**  
**DEPARTMENT OF EDUCATION**

**GRANT AWARD NOTIFICATION**

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960 MAIN STREET  
HARTFORD, CT 06103-1095 | Grant Type: STATE  
Statute: C.G.S. 10-266t  
CFDA #: None  
SDE Project Code: SDE000000000002  
Grant Number: 064-000 11000-17043-2014-82054-170002 |

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| Program Manager: Shelby Rafaniello Pons (860) 807-2103  
Payment & Expenditure Inquiries: Eugene Croce (860) 713-6470 | Grant Amount: $404,347  
Funding Status: Final |

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| This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.  
Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2013 and June 30, 2014 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2014. For grants awarded for two-year periods beginning July 1, 2013, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2015. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.  
The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.  
Funds that support this contract may be provided by various Federal agencies, including but not limited to the U.S. Department of Health and Human Services through a number of grants, block grants, and grants-in-aid, including, but not limited to the Child Care and Development Fund (CCDF) and/or the Temporary Assistance for Needy Families Block Grant (TANF). Each federal block grant has a Federal Catalog of Federal Domestic Assistance requirements specific to each block grant. The CFDA numbers are as follows: U314H-93-952-3 and TANF-93.558. The Contractor shall communicate the above language to all subcontractors that perform services as delineated in a subcontract agreement. The contractor also shall maintain, and require all subcontractors to maintain any necessary data and documentation required for the auditing of any of the grant funds.  
This grant has been approved. |

Charlene Russell-Tucker  
Associate Commissioner  
Division of Family and Student Support Services  

9/11/2013  
Box 2219 • Hartford, Connecticut 06145  
An Equal Opportunity Employer
**BUDGET FORM**

**ED 114**

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**AUTHORIZED AMOUNT BY SOURCE:**

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</tr>
<tr>
<td>890</td>
<td>OTHER OBJECTS</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$404,347</td>
</tr>
</tbody>
</table>

**LOCAL BALANCE:**

**CARRYOVER DUE:**

**CURRENT DUE:** $404,347

**Original Request Date:** 9/3/2013

---

This budget was approved by Shelby Rafaniello Pons on 9/10/2013.
MEMO
TO: Hartford Board of Education
FROM: Kelvin Roldán, Chief Institutional Advancement Officer
DATE: November 19, 2013
RE: 2012-2013 Extended School Hours Grant Synopsis

For the 2012-2013 Extended School Hours (ESHH) Grant, the Hartford Public Schools awarded a total of $378,776 to seventeen (17) proposals. This is a total of thirteen (13) organizations working with fifteen (15) schools in Hartford. These programs served 1,306 students ranging from grades K-12.

Below is a matrix listing the organizations that received funding from the 2012-2013 Extended School Hours Grant, award amounts and students served at each site.

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Schools</th>
<th>Students Served</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artists Collective</td>
<td>Achievement First</td>
<td>60</td>
<td>$24,000</td>
</tr>
<tr>
<td>Billings Forge Community Works</td>
<td>Burns Latino Studies Academy</td>
<td>75</td>
<td>$18,140</td>
</tr>
<tr>
<td>Blue Hills Civic Association</td>
<td>Culinary Arts Academy at Weaver High School</td>
<td>19</td>
<td>$28,342</td>
</tr>
<tr>
<td>Boys &amp; Girls Club</td>
<td>Global Communications Academy</td>
<td>71</td>
<td>$16,000</td>
</tr>
<tr>
<td></td>
<td>Expeditionary Learning Academy at Moylan</td>
<td>47</td>
<td>$24,000</td>
</tr>
<tr>
<td>Central Area Health</td>
<td>Sarah J. Rawson Elementary School</td>
<td>96</td>
<td>$15,960</td>
</tr>
<tr>
<td>Education Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compass Youth Collaborative</td>
<td>Dr. James H. Naylor</td>
<td>35</td>
<td>$24,000</td>
</tr>
<tr>
<td>ConnectiKids</td>
<td>The Middle Grades Academy at West Middle</td>
<td>139</td>
<td>$25,334</td>
</tr>
<tr>
<td></td>
<td>MD Fox Elementary School</td>
<td>165</td>
<td>$15,000</td>
</tr>
<tr>
<td>Catholic Charities</td>
<td>Jumoke Academy at Milner</td>
<td>103</td>
<td>$24,000</td>
</tr>
<tr>
<td>Hartford Stage</td>
<td>Great Path Academy Middle College High School</td>
<td>19</td>
<td>$20,000</td>
</tr>
<tr>
<td>Ml Case</td>
<td>Maria C. Colón Sánchez Elementary</td>
<td>45</td>
<td>$24,000</td>
</tr>
<tr>
<td>Parents Opening Doors</td>
<td>Culinary Arts Academy at Weaver High School</td>
<td>25</td>
<td>$24,000</td>
</tr>
<tr>
<td>The Village for Families &amp; Children</td>
<td>Alfred E. Burr Elementary School</td>
<td>182</td>
<td>$24,000</td>
</tr>
<tr>
<td></td>
<td>John C. Clark, Jr. Elementary &amp; Middle School</td>
<td>172</td>
<td>$24,000</td>
</tr>
<tr>
<td>Youth United for Survival</td>
<td>McDonough Expeditionary Learning School</td>
<td>27</td>
<td>$24,000</td>
</tr>
<tr>
<td></td>
<td>(MELS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expeditionary Learning Academy at Moylan</td>
<td>26</td>
<td>$24,000</td>
</tr>
<tr>
<td></td>
<td>School (ELAMS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>1306</td>
<td>$378,776</td>
</tr>
</tbody>
</table>
AGENDA

ITEM # 5

NEW BUSINESS

NOVEMBER 19, 2013

CONTRACT CONTINUATION APPROVAL:
EXPEDITIONARY LEARNING

DR. KISHIMOTO
MR. SWAN

AMOUNT
$239,500

FUNDING SOURCE
SPECIAL FUNDS (TITLE 1)

BACKGROUND

Expeditionary Learning is a non-profit organization that partners with schools, districts, and charter boards to open new schools and transform existing schools. Expeditionary Learning provides school leaders and teachers with professional development, curriculum planning resources, and new school structures to boost student engagement, character, and achievement. Expeditionary Learning has a nationally recognized professional development system that deepens and energizes educator practice through a combination of coaching, seminars, workshops and ongoing support.

Hartford Public Schools will contract with Expeditionary Learning to:

- Develop leadership capacity across the schools to build a shared vision for school transformation and a professional culture rooted in quality, continuous improvement, and trust;
- Build teacher effectiveness through on-site coaching as well as regional and national professional development;
- Create a school culture based on strong adult-student relationships and positive character, with rigorous expectations for behavior and achievement;
- Organize learning around an experiential project-based approach in which students do original research and create high-quality products for audiences beyond the classroom;
- Develop critical thinking and problem-solving skills as essential elements of the deep learning that prepares students for success in college and beyond;
- Empower school leaders, teachers, and students in collecting and analyzing data from multiple sources to improve student achievement; and
- Balance an academically rigorous, and well-defined approach with teacher creativity and judgment.

Through the Expeditionary Learning model, teachers will use active pedagogy to help students become engaged and collaborative learners: to make connections, to find patterns, to see events from different perspectives, to experiment, to go beyond the information given, and to develop empathy and compassion for events, people, and subjects.
The participating schools are: The Expeditionary Learning Academy at Moylan, McDonough Expeditionary Learning School, and Sanchez School.

The Expeditionary Learning Academy at Moylan and McDonough Expeditionary Learning School partnered with Expeditionary Learning in 2011. In June 2013, the Board approved Maria Sanchez Expeditionary Learning Academy as a pathway to the McDonough Expeditionary Learning School (MELS). Upon successful completion of Grade 5, students will transition into MELS in Grade 6.

**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, 2014, at a cost not to exceed $239,500.
CONTRACT/CONSULTANT INFORMATION FORM

(Please include all anecdotal and assessment data that should be considered in continuing/renewing this contract/consultant)

NEW_____ CONTINUATION_____X____

Contract Title/Consultant Name: Expeditionary Learning

Contact Person: Mr. Jonathan Swan

School/Department: Elementary and Secondary Schools

Amount of Contract: $239,500

Funding Source: Special Funds (Title 1)

<table>
<thead>
<tr>
<th>Sites</th>
<th>Number of Students To Be Served</th>
<th>Number of Staff To Be Served</th>
<th>District Accountability Plan</th>
<th>Target Achievement Rate</th>
<th>Cost Per Unit/Student</th>
<th>Competitively Bid or Sole Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>McDonough</td>
<td>290</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td>Sole Source</td>
</tr>
<tr>
<td>Moylan</td>
<td>595</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td>Sole Source</td>
</tr>
<tr>
<td>Sanchez</td>
<td>491</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td>Sole Source</td>
</tr>
</tbody>
</table>

Briefly describe the purpose of the contract:

This contract is to provide ongoing professional development and support in the Expeditionary Learning (EL) model as a part of Hartford’s portfolio district of high performing schools. This includes, but is not limited to, on-site and off-site professional development and access to EL school designers.

Please indicate the population to be served.

The target populations to be served include the students and staff at the Expeditionary Learning Academy at Moylan (ELAMS), the students and staff at McDonough Expeditionary Learning School (MELS), and the students and staff at Sanchez School.

What are the expected outcomes and benefits to HPS students?

The community of ELAMS will continue to support all students as they embark on a personal journey to develop a moral and educational compass for navigating their path.

Form revised 2-2012
to college readiness, fulfilling careers, and responsible citizenship. Students at ELAMS have and will continue to benefit from a learning environment that teaches and expects courtesy, craftsmanship, and resilience. All students who enter ELAMS and Sanchez at grade Pre-K or Kindergarten will be reading at or above grade level by the end of third grade. Fifth grade students will continue their EL journey to the McDonough Expeditionary Learning School (MELS), which serves students in grades 6-8. Students at MELS will continue to benefit from a learning environment that teaches and expects mindfulness, ethical behaviors, leadership, and scholarship. Students will benefit from a learning environment that is designed with the specific needs of the adolescent learner in mind. Students will be given opportunities to become well known by staff, and to participate in activities that strengthen their connectedness to school. All MELS students will be expected to meet their individualized academic growth targets and an informed high school choice based on their strengths, personal interests and by the end of eighth grade.

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

McDonough Expeditionary Learning School and Expeditionary Learning Academy at Moylan have demonstrated successful implementation of the Expeditionary Learning Mode. Expeditionary Learning leadership will conduct a mid-year implementation review and a year-end implementation review. The impact of the partnership with Expeditionary Learning will be evaluated by progress towards meeting the established performance goals in the School Accountability Plan as well as feedback from the school administration and teaching staff.
City of Hartford
Sole Source Justification Form
(Please refer to Sole Source Procurement Policy for further explanation)

Date: October 31, 2013

Requestor: Jonathan Swan, Deputy Chief Portfolio Officer
Department: Office of Portfolio Schools

Sole Source Vendor: Expeditionary Learning  Amount of Request: $239,500.00

Part I – Detailed Explanation of Product or Services
Professional development services consistent with the Expeditionary Learning model.

Part II – Sole Source Justification Criteria
Please select the most appropriate justification: (Uniqueness, Legitimacy, Compatibility, Compliance.)

- 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.

Part III – Business Rationale

Be specific in answering all questions and attach additional pages if necessary.

1. 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? Give specific characteristics, compatibilities, capabilities and requirements.
   - Expeditionary Learning is the creator and sole provider of technical assistance on the education model.

2. What alternative sources were reviewed & evaluated to support this claim? Please summarize findings.
   - No alternatives were available.

3. Will this purchase obligate the City for future purchases, such as maintenance? If yes, please describe.
   - No further obligation is required.

4. What efforts were made to get the best possible price and why is it considered to be fair and reasonable?
   - Due to our past and present work with Expeditionary Learning, we received a highly customized proposal representing the lowest rates offered for these services.

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

Part IV – Approvals (Purchasing Agent approval required if amount greater than $10,000)

[Signatures and dates]
Contract For Professional Services

By And Between

The Hartford Board of Education

And

Expeditionary Learning

This Contract for Professional Services (the "Contract") is made and entered into by and between the HARTFORD BOARD OF EDUCATION, a municipal body and state agent established pursuant to Chapter IX, Section 1 of the Charter of the City of Hartford, Connecticut, having an address and place of business at 960 Main Street, 8th Floor, Hartford, CT 06103, acting herein by Dr. Christina M. Kishimoto, Superintendent, ("HBOE") and EXPEDITIONARY LEARNING, a New York, non-profit company, having an address and place of business at 247 W. 35th Street, New York, NY 10001, acting herein by Scott Hartle, its President ("Contractor").

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

1. Scope of Services:

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

2. Term:

The term of this Contract shall commence on the December 1, 2013 and end on June 30, 2014, unless terminated earlier pursuant to Section 11 below (the "Term").

3. Compensation:

The total amount of compensation to be paid to Contractor by HBOE for Services provided by or on behalf of Contractor in accordance with this Contract shall not exceed two hundred thirty nine thousand, five
hundred Dollars ($239,500) Dollars (the "Contract Price"), which Contract Price shall be payable as set forth below. Contractor acknowledges and agrees that the Contract Price constitutes the full compensation to Contractor for the Services to be performed hereunder, and includes all costs and expenses to be incurred by or on behalf of Contractor in performing the Services.

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

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

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

4. Performance Standards:

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

5. Evaluation Standards:

Revised 12/2011
Contractor and HBOE agree that they will fully cooperate with one another in the development and implementation of a system for the continuous evaluation of the Services to be provided pursuant to this Contract. HBOE reserves the sole right to evaluate the Contractor's performance pursuant to this Contract, and Contractor agrees to comply with all performance evaluation determinations made by HBOE. Contractor further agrees to comply with all reasonable recommendations regarding Contractor's performance made by HBOE as a result of such evaluation; provided, however, that HBOE agrees to provide the Contractor with any and all reports and records related to such evaluation that can be provided under applicable law. Contractor agrees that its failure to comply with reasonable recommendations of HBOE pursuant to any such evaluation shall be considered a breach of this Contract and may result in termination of this Contract.

6. Anti-Discrimination and Affirmative Action:

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

7. Personnel:

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

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

9. Insurance:

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

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

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

b) Workers' Compensation Insurance must be maintained by Contractor in accordance with Connecticut statutes.
c) Automobile Liability with limit of no less than $500,000 combined single limit per accident. Coverage extends to owned, hired and non-owned automobiles. If contractor does not own vehicle used in the execution of the contract, then only hired and non owned coverage is required. If a vehicle is not used in the execution of the contract then automobile coverage is not required.

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

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

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

10. Conflict of Interest:

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

11. Contractor Default.

11.1 Events of Default

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

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

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

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

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

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

11.2 Election of Remedies

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

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

(ii) Suspend Project operation;

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

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

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

12. Termination of Contract

Revised 12/2011
12.1 **Termination for Cause**

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

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

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

12.3 **Termination at Will**

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

12.4 **Payment upon Termination**

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

13. **Amendment:**

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

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

15. Disclaimer of Third Party Beneficiary:

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

16. Records:

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

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

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

18. Copyright:

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

19. Assignmen::

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

20. Severability:

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

21. Governing Law:

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

22. Notices:

All notices, approvals, demands, requests, or other documents required or permitted under this Contract shall be deemed properly given if hand delivered or sent by express mail courier service or United States registered or certified mail, postage prepared, as follows:
To HBOE: Hartford Board of Education
960 Main Street, 8th Floor
Hartford, CT 06103
Attn: Jonathan Swan, Deputy Chief Portfolio Officer

To the Contractor: Expeditionary Learning
247 W. 35th Street
New York, NY 10001
Attn: Scott Hartl, President

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

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

24. Non-Waiver:

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

25. Security Checks:

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

Witness

HARTFORD BOARD OF EDUCATION

By: Dr. Christina M. Kishimoto
Superintendent

Date: ________________

Witness

EXPEDITIONARY LEARNING

By: Scott Hartl
President

Date: ________________

Approved As to Form and Legality

Date ________________

Corporation Counsel

Revised 12/2011
EXHIBIT A

SCOPE OF SERVICES ATTACHED:

- McDonough Expeditionary Learning School - $85,000.00
- Expeditionary Learning Academy at Moylan School - $84,400.00
- Sanchez Elementary and Expeditionary Learning - $70,100.00
SCOPE OF CONTRACTED SERVICES

This Memorandum of Understanding covers the period from December 1, 2013 through June 30, 2014, in the multi-year partnership between McDonough Expeditionary Learning School and Expeditionary Learning. During this period, Expeditionary Learning will provide the following package of services to faculty and school leaders to foster the full implementation of the Expeditionary Learning school reform design.

The cost for this year’s Memorandum of Understanding (MOU) is $85,000.00.

Expeditionary Learning will provide the following package of contracted services:

Direct School Services

DIRECT SERVICE DAYS DELIVERED BY EXPEDITIONARY LEARNING STAFF ($1300 PER DAY)

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

The costs associated with direct school services also covers:

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

All Direct School Service days must be used before August 31, 2014. No days can be carried into the next Expeditionary Learning fiscal year that begins on September 1, 2014 and ends on August 31, 2015.

ALLOCATION FOR EL BOOKS, EL MERCHANDISE, AND PROFESSIONALLY PUBLISHED MATERIALS

This allocation is only for certain professional published books and EL Publications and EL merchandise (such as EL toolkits, SEA books, EL vests, etc.) that can be purchased through Expeditionary Learning at a discounted price. The school and the school designer determine which, if any, such books will be included in the MOU based on the annual work plan. A list of standard books and prices can be obtained by contacting Carolyn Johnson at cjohnson@elebns.org.

ALLOCATION FOR OTHER MATERIALS

Most costs for copies and materials used for professional development are covered by the per diem price for a school designer. Sometimes, additional materials are needed for the school (such as binders for each staff member, clipboards, etc.) This line item is for materials needed above and beyond normal.
professional development expenses.

**Slots Allocated for Off-Site Professional Development**

**Logistical Information and Agreements Regarding Off-site Professional Development**

- University clock hours will be available for most offerings through a partnership with the University of Denver. Costs for clock hours are separate from this MOU.
- All holds on institute slots without a confirmed reservation are dropped 20 days before the institute commences.
- All slots must be used before August 31, 2014. No slots can be carried over into the next EL fiscal year that begins on September 1, 2014. In the event that the school designer desires to substitute one purchased slot for another equally priced slot, s/he can do so with written permission of the EL Regional Director as long as the change occurs at least 14 days prior to the purchased institute start date. Substitutions are NOT permitted if the purchased institute has already occurred or is within 14 days of occurring.
- Changes to an MOU that involve an increase or decrease to the total price require an addendum that must be written by the EL Regional Director and signed by both parties.
- As part of the registration process, each participant must agree to arrive on time, participate in the full daily schedule (often longer than a normal work day), and stay for the full duration of the event. The planned daily schedule is outlined in the registration confirmation letter. This work day applies to local commuters and overnight guests alike.
- Start and end times for each event are available on line as a part of registration.
- The principal must take responsibility for travel arrangements to ensure that participants arrive on time and stay for the entire event.

**5-DAY NATIONAL INSTITUTES - EL CLASSROOMS IN PRACTICE ($1500 EACH)**

- School arranges and pays for transportation to and from Institute and some meals.
- Expeditory Learning pays for all lodging and most meals.
- Minimum enrollment to avoid cancellation = 15. In the event of cancellation, Expeditory Learning will notify participants 10 days in advance of cancellation. Expeditory Learning is not responsible for cancellation charges related to travel and lodging.

**3-DAY INSTITUTES ($800 EACH)**

- The school pays for and must arrange all travel, lodging, and dinner expenses. Expeditory Learning will provide a coffee/tea service and lunch.
- All participants must stay near the institute location unless they live within one hour of the event.
- Minimum enrollment required to avoid cancellation = 15. In the event of cancellation, Expeditory Learning will notify participants 10 days in advance of cancellation. Expeditory Learning is not responsible for cancellation charges related to travel and lodging.

**LEADERSHIP COHORT PARTICIPATION ($800 EACH)**

- The Expeditory Learning regional director will schedule one or more leadership cohort meetings. Leadership cohort meetings provide opportunities for leaders to share best practices, address dilemmas and challenges, and focus together on the role of school leaders in implementing the Expeditory Learning design.
- The school pays for and must arrange all travel, lodging, and dinner expenses. Expeditory Learning
Learning will provide a coffee/tea service and lunch.
- All participants must stay near the institute location unless they live within one hour of the event.
- Minimum enrollment required to avoid cancellation = 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

**TEACHER COHORT PARTICIPATION ($800 EACH)**
- The Expeditionary Learning regional director may schedule one or more teacher cohort meetings. Leadership cohort meetings provide opportunities for teachers to share best practices, address dilemmas and challenges, and focus together on the role of teaching in an Expeditionary Learning school.
- The school pays for and must arrange all travel, lodging, and dinner expenses. Expeditionary Learning will provide a coffee/tea service and lunch.
- All participants must stay near the institute location unless they live within one hour of the event.
- Minimum enrollment required to avoid cancellation = 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

**NATIONAL CONFERENCE ($750 EACH)**
Schools pay all travel, lodging, and food costs. Additional slots to the National Conference can be added and paid for separately at the time of NC registration.

**NATIONAL CONFERENCE PRE-CONFERENCE DAY ($200 EACH)**
An optional pre-conference day set of offerings will be available for an additional fee of $200.00 per person—descriptions will be provided with National Conference on-line registration materials. Pre-conference days can also be added and paid for separately at the time of NC registration.

**SITE SEMINARS ($400 EACH)**
- Two-day or three-day visits to highly implementing Expeditionary Learning schools.
- Schools pay all travel, lodging, and most food costs.
- Fees for site seminars are split between the school(s) hosting the seminar and Expeditionary Learning.

**CLUSTER-BASED INSTITUTE ($500 EACH)**
Cluster-based institutes are specific institutes that are held within the region that meet for 3 consecutive or non-consecutive days. No meals are provided and the Institute is held at no cost location. Examples of cluster-based institutes are Introduction to EL, etc.

**SCHOOL-BASED INSTITUTE (PRICE PRE-DETERMINED BY COO)**
School-based institutes are specific institutes that are held within a school that meet for 3 consecutive or non-consecutive days. Venue is provided by client at no cost to EL and meals are built into the price.

EL MOU 2013-14 Clustered
Details regarding the number of participants, meals, etc., must be pre-approved by the Chief Operating Officer.

**EXPEDITIONARY LEARNING NETWORK MEMBERSHIP & AMOUNT**

<table>
<thead>
<tr>
<th>Membership Level</th>
<th>Membership Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 10 staff</td>
<td>$2500</td>
</tr>
<tr>
<td>10-19 Staff</td>
<td>$5000</td>
</tr>
<tr>
<td>20-29 Staff</td>
<td>$7500</td>
</tr>
<tr>
<td>30 or more staff</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

- Ability to purchase additional off-site professional development slots at network prices.
- Copies of *The Expeditionary Learning Core Products* for each staff member.
- Annual membership to Expeditionary Learning's EL Commons
- Access to the on-line Expeditionary Learning Planner
- Access to EL newsletter entitled *Support*
- Ability to advertise job openings on the Expeditionary Learning website.
- Copies of materials for on-site work at schools for each staff member.
- School-specific support from the regional director including consultation, travel to schools, budget preparation, and support of the implementation review process.
- Eligibility for Fund for Teachers scholarships—value up to $5,000 per person or $10,000 per team of teachers.

**MOU Summary:**

**EXPEDITIONARY LEARNING SCHOOLS SERVICES**

Direct service days: $46 @ $1500.00 per day = $69,000
Allocation for EL books, EL merchandise & professionally published materials: $450
Allocation for other materials: $0
5-Day Institutes: EL Classrooms in Practice: $46 @ $1500.00 per slot = $69,000
Three-Day Institute Slots: $0 @ $800.00 per slot = $0
Leadership Cohort Slots: $2 @ $800.00 per slot = $1,600
Teacher Cohort Slots: $0 @ $800.00 per slot = $0
National Conference Slots: $5 @ $750.00 per slot = $3,750
National Conference Pre-conference Day: $3 @ $200.00 per slot = $600
Site Seminar Slots: $7 @ $400.00 per slot = $2,800
Cluster Based Slots: $0 @ $500.00 per slot = $0
School Based Institute Funds: $0

*Note*: Membership. Enter Total # of Staff = 30

Enter Fee: $10,000

("Staff = All teachers, principals, instructional guides, etc.

Total Expeditionary Learning Schools Services: $85,000

EL MOU 2013-14 Clustered
SCOPE OF CONTRACTED SERVICES

This Memorandum of Understanding covers the period from December 1, 2013 through June 30, 2014, in the multi-year partnership between <Expeditionary Learning Academy at Mayfair School> and Expeditionary Learning. During this period, Expeditionary Learning will provide a package of services to faculty and school leaders to foster the full implementation of the Expeditionary Learning school reform design.

The cost for this year’s Memorandum of Understanding (MOU) is $84,400.00.

Expeditionary Learning will provide the following package of contracted services:

Direct School Services

DIRECT SERVICE DAYS DELIVERED BY EXPEDITIONARY LEARNING STAFF ($1,300 PER DAY)

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

The costs associated with direct school services also covers:

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

All Direct School Service days must be used before August 31, 2014. No days can be carried into the next Expeditionary Learning fiscal year that begins on September 1, 2014 and ends on August 31, 2015.

ALLOCATION FOR EL BOOKS, EL MERCHANDISE, AND PROFESSIONALLY PUBLISHED MATERIALS

This allocation is only for certain professional published books and EL Publications and EL merchandise (such as EL toolkits, SEA books, EL vests, etc) that can be purchased through Expeditionary Learning at a discounted price. The school and the school designer determine which, if any, such books will be included in the MOU based on the annual work plan. A list of standard books and prices can be obtained by contacting Carolyn Johnson at cjohnson@clshools.org.

ALLOCATION FOR OTHER MATERIALS

Most costs for copies and materials used for professional development are covered by the per diem price for a school designer. Sometimes, additional materials are needed for the school (such as binders for each staff member, clipboards, etc.) This line item is for materials needed above and beyond normal
professional development expenses.

Slots Allocated for Off-Site Professional Development

Logistical Information and Agreements Regarding Off-site Professional Development:

- University clock hours will be available for most offerings through a partnership with the University of Denver. Costs for clock hours are separate from this MOU.
- All holds on institute slots without a confirmed reservation are dropped 20 days before the institute commences.
- All slots must be used before August 31, 2014. No slots can be carried over into the next fiscal year that begins on September 1, 2014. In the event that the school desigee desires to substitute one purchased slot for another equally priced slot, s/he can do so with written permission of the EL Regional Director as long as the change occurs at least 14 days prior to the purchased institute start date. Substitutions are NOT permitted if the purchased institute has already occurred or is within 14 days of occurring.
- Changes to an MOU that involve an increase or decrease to the total price require an addendum that must be written by the EL Regional Director and signed by both parties.
- As part of the registration process, each participant must agree to arrive on time, participate in the full daily schedule (often longer than a normal work day), and stay for the full duration of the event. The planned daily schedule is outlined in the registration confirmation letter. This work day applies to local commuters and overnight guests alike.
- Start and end times for each event are available online as a part of registration.
- The principal must take responsibility for travel arrangements to ensure that participants arrive on time and stay for the entire event.

5-DAY NATIONAL INSTITUTES – EL CLASSROOMS IN PRACTICE ($1500 EACH)

- School arranges and pays for transportation to and from institute and some meals.
- Expeditionary Learning pays for all lodging and most meals.
- Minimum enrollment to avoid cancellation = 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

3-DAY INSTITUTES ($800 EACH)

- The school pays for and must arrange all travel, lodging, and dinner expenses. Expeditionary Learning will provide a coffee/tea service and lunch.
- All participants must stay near the institute location unless they live within one hour of the event.
- Minimum enrollment required to avoid cancellation = 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

LEADERSHIP COHORT PARTICIPATION ($800 EACH)

- The Expeditionary Learning regional director will schedule one or more leadership cohort meetings. Leadership cohort meetings provide opportunities for leaders to share best practices, address dilemmas and challenges, and focus together on the role of school leaders in implementing the Expeditionary Learning design.
- The school pays for and must arrange all travel, lodging, and dinner expenses. Expeditionary

EL MOU 2013-14 Clustered
Learning will provide a coffee/tea service and lunch.

- All participants must stay near the Institute location unless they live within one hour of the event.
- Minimum enrollment required to avoid cancellation = 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

**TEACHER COHORT PARTICIPATION ($400 EACH)**

- The Expeditionary Learning regional director may schedule one or more teacher cohort meetings. Leadership cohort meetings provide opportunities for teachers to share best practices, address dilemmas and challenges, and focus together on the role of teaching in an Expeditionary Learning school.
- The school pays for and must arrange all travel, lodging, and dinner expenses. Expeditionary Learning will provide a coffee/tea service and lunch.
- All participants must stay near the Institute location unless they live within one hour of the event.
- Minimum enrollment required to avoid cancellation = 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

**NATIONAL CONFERENCE ($750 EACH)**

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

**NATIONAL CONFERENCE PRE-CONFERENCE DAY ($200 EACH)**

An optional pre-conference day set of offerings will be available for an additional fee of $200.00 per person—descriptions will be provided with National Conference on-line registration materials. Pre-conference days can also be added and paid for separately at the time of NC registration.

**SITE SEMINARS ($400 EACH)**

- Two-day or three-day visits to highly implementing Expeditionary Learning schools.
- Schools pay all travel, lodging, and most food costs.
- Fees for site seminars are split between the school(s) hosting the seminar and Expeditionary Learning.

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

Cluster-based institutes are specific institutes that are held within the region that meet for 3 consecutive or non-consecutive days. No meals are provided and the institute is held at no cost location. Examples of cluster-based institutes are Introduction to EL, etc.

**SCHOOL-BASED INSTITUTE (PRICE DETERMINED BY COO)**

School-based Institutes are specific institutes that are held within a school that meet for 3 consecutive or non-consecutive days. Venue is provided by client at no cost to EL and meals are built into the price.
Details regarding the number of participants, meals, etc. must be pre-approved by the Chief Operating Officer.

**EXPEDITIONARY LEARNING NETWORK MEMBERSHIP $ AMOUNT**

- **10,000**
  - Fewer than 10 staff: $2500
  - 10-19 Staff: $3000
  - 20-29 Staff: $7500
  - 30 or more staff: $10,000

- Ability to purchase additional off-site professional development slots at network prices.
- Copies of *The Expeditionary Learning Core Practice for each staff member.
- Annual membership to Expeditionary Learning's EL Commons
- Access to the on-line Expeditionary Learning Planner
- Access to EL newsletter entitled *Spotlight*
- Ability to advertise job openings on the Expeditionary Learning website.
- Copies of materials for on-site work at schools for each staff member.
- School-specific support from the regional director including consultation, travel to schools, budget preparation, and support of the implementation review process.
- Eligibility for PFD for Teachers scholarships—value up to $5,000 per person or $10,000 per team of teachers.

MOU summary:

**EXPEDITIONARY LEARNING SCHOOLS SERVICES**

Direct service days: <40> @ $1300.00 per day = $ 52,400

Allocation for EL books, EL merchandise & professionally published materials: <$ 1,000>

Allocation for other materials: <$ 0>

5-Day Institutes: EL Classrooms in Practice: <0> @ $1500.00 per slot = <$ 0>

Three-Day Institute Slots: <0> @ $800.00 per slot = <$ 0>

Leadership Cohort Slots: <0> @ $800.00 per slot = <$ 0>

Teacher Cohort Slots: <0> @ $800.00 per slot = <$ 0>

National Conference Slots: <0> @ $750.00 per slot = <$ 0>

National Conference Pre-conference Day: <0> @ $200.00 per slot = <$ 0>

Site Seminar Slots: <0> @ $400.00 per slot = <$ 0>

Cluster Based Secret Slots: <0> @ $500.00 per slot = <$ 0>

School Based Institute Funds: <$ 0>

Network Membership, Enter Total # of Staff = 80

Rater Fee: <$ 10,000>

(*Staff = All teachers, principals, instructional guides, etc.)

Total Expeditionary Learning Schools Services: <$ 104,400>

EL MOU 2013-14 Clustered
SCOPE OF CONTRACTED SERVICES

This Memorandum of Understanding covers the period from December 1, 2013 through June 30, 2014, in the multi-year partnership between Sanchez Elementary and Expeditionary Learning. During this period, Expeditionary Learning will provide a package of services to faculty and school leaders to foster the full implementation of the Expeditionary Learning school reform design.

The cost for this year's Memorandum of Understanding (MOU) is $70,100.

Expeditionary Learning will provide the following package of contracted services:

**Direct School Services**

**DIRECT SERVICE DAYS DELIVERED BY EXPEDITIONARY LEARNING STAFF ($1300 PER DAY)**

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

The costs associated with direct school services also cover:

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

All Direct School Service days must be used before August 31, 2014. No days can be carried into the next Expeditionary Learning fiscal year that begins on September 1, 2014 and ends on August 31, 2015.

**ALLOCATION FOR EL BOOKS, EL MERCHANDISE, AND PROFESSIONALY PUBLISHED MATERIALS**

This allocation is only for certain professional published books and EL Publications and EL merchandise (such as EL toolkits, SEA books, EL vests, etc) that can be purchased through Expeditionary Learning at a discounted price. The school and the school designer determine which, if any, such books will be included in the MOU based on the annual work plan. A list of standard books and prices can be obtained by contacting Camryn Johnston at cjohnson@elschools.org.

**ALLOCATION FOR OTHER MATERIALS**

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MOU 2013-14 Clustered
Slots Allocated for Off-Site Professional Development

Logistical Information and Agreements Regarding Off-site Professional Development:

- University clock hours will be available for most offerings through a partnership with the University of Denver. Costs for clock hours are separate from this MOU.
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- School arranges and pays for transportation to and from institute and some meals.
- Expeditionary Learning pays for all lodging and most meals.
- Minimum enrollment to avoid cancellation = 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

3-DAY INSTITUTES ($800 EACH)

- The school pays for and must arrange all travel, lodging, and dinner expenses. Expeditionary Learning will provide a coffee/tea service and lunch.
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- Minimum enrollment required to avoid cancellation = 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

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- The school pays for and must arrange all travel, lodging, and dinner expenses. Expeditionary Learning will provide a coffee/tea service and lunch.

EL MOU 2013-14 Clustered
• All participants must stay near the institute location unless they live within one hour of the event.
• Minimum enrollment required to avoid cancellation = 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

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• The Expeditionary Learning regional director may schedule one or more teacher cohort meetings. Cohort meetings provide opportunities for teachers to share best practices, address dilemmas and challenges, and focus together on the role of teaching in an Expeditionary Learning school.
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• All participants must stay near the institute location unless they live within one hour of the event.
• Minimum enrollment required to avoid cancellation = 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

NATIONAL CONFERENCE ($750 EACH)
Schools pay all travel, lodging, and food costs. Additional slots to the National Conference can be added and paid for separately at the time of NC registration.

NATIONAL CONFERENCE PRE-CONFERENCE DAY ($200 EACH)
An optional pre-conference day set of offerings will be available for an additional fee of $200.00 per person—descriptions will be provided with National Conference on-line registration materials. Pre-conference days can also be added and paid for separately at the time of NC registration.

SITE SEMINARS ($400 EACH)
• Two-day or three-day visits to highly implementing Expeditionary Learning schools.
• Schools pay all travel, lodging, and most food costs.
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CLUSTER-BASED INSTITUTE ($500 EACH)
Cluster-based institutes are specific institutes that are held within the region that meet for 3 consecutive or non-consecutive days. No meals are provided and the institute is held at a no cost location. Examples of cluster-based institutes are Introduction to EL, etc.

SCHOOL-BASED INSTITUTE (PRICE PRE-DETERMINED BY COO)
School-based institutes are specific institutes that are held within a school that meet for 3 consecutive or non-consecutive days. Venue is provided by client at no cost to EL and meals are built into the price. Details regarding the number of participants, meals, etc. must be pre-approved by the Chief Operating Officer.

EL MOU 2013-14 Clustered
EXPEDITIONARY LEARNING NETWORK MEMBERSHIP AMOUNT

Less than 10 staff: $2,500
10-19 Staff: $5,000
20-29 Staff: $7,500
30 or more staff: $10,000

- Ability to purchase additional off-site professional development slots at network prices.
- Copies of The Expeditionary Learning Core Practice for each staff member.
- Annual membership to Expeditionary Learning's EF Commons
- Access to the on-line Expeditionary Learning Planner
- Access to BL newsletter entitled Shoplot
- Ability to advertise job openings on the Expeditionary Learning website.
- Copies of materials for on-site work at schools for each staff member.
- School-specific support from the regional director including consultation, travel to schools, budget preparation, and support of the implementation review process.
- Eligibility for Fund for Teachers scholarships—value up to $5,000 per person or $10,000 per team of teachers.

MOU summary:

EXPEDITIONARY LEARNING SCHOOLS SERVICES

Direct service days: 30 @ $1300.00 per day = $39,000
Allocation for BL books, BL merchandise & professionally published materials: $0
Allocation for other materials: $0
5-Day Institutes: BL Classrooms in Practice: 6 @ $1500.00 per slot = $9,000
Three-Day Institute Slots: 2 @ $800.00 per slot = $1,600
Leadership Cohort Slots: 2 @ $800.00 per slot = $1,600
Teacher Cohort Slots: 0 @ $800.00 per slot = $0
National Conference Slots: 6 @ $750.00 per slot = $4,500
National Conference Pre-conference Day: 6 @ $200.00 per slot = $1,200
Site Seminar Slots: 6 @ $400.00 per slot = $2,400
Cluster-Based Slots: 0 @ $500.00 per slot = $0
School-Based Institute Funds: $0
Network Membership. Enter Total # of Staff = 30+ Enter Fee $10,000
(Staff = All teachers, principals, instructional guides, etc.)
Total Expeditionary Learning Schools Services: $70,100

EL MOU 2013-14 Clustered
Midyear Review Summary
Expeditionary Learning School SY 2012-13

"Targets start with "I can" and it's not negative. It's about you and it's positive because the teachers know you can!"
"HOS set us up for college and getting a job—to be successful in life. Our teachers are trying to teach us all that."
- MELS Students (focus group participants)

Dear MELS Team,

The purpose of the Midyear Review is to take stock of progress toward specific goals outlined in the annual EL work plan, reflect on the impact of the partnership and recommend midcourse adjustments. This year's Midyear Review showed classrooms where the focus is on learning, and in several cases, at 100%. Your MAP data shows growth in student achievement, a reflection of how hard you've worked to build a positive culture and be strategic about curriculum and instruction. It is clear that many foundations are laid and you are at a critical point as a school to dig deeper into greater consistency. You have both a leadership team and a faculty that is eager to accomplish this and as your partners, we are eager to support the work. With that in mind, we share this summary of findings from our learning walk, the survey, and the teacher and student focus groups. The summary focuses on the Midyear Review guiding questions, derived directly from our long term work plan goals.

Thank you for welcoming us into your classrooms and for your participation in the survey and the focus group. We are grateful for all you do.

Sincerely,
Lily Newman, Erica Cone, Mark Coulal, Expeditionary Learning Northeast Region

<table>
<thead>
<tr>
<th>Patterns of Strength</th>
<th>Next Steps/Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guiding Question #1:</strong> How are students engaging in critical thinking through meaningful work aligned to learning targets?</td>
<td>- Learning walk and survey results agree that about 25% of teachers consistently implement the targets around this goal from the work plan.</td>
</tr>
<tr>
<td>- Some classrooms had targets and tasks that prompted students to think critically.</td>
<td>- To achieve greater consistency, specific strategies to provide teachers with feedback and quality professional learning are essential, including:</td>
</tr>
<tr>
<td>- A few classrooms used stations, whiteboards, and catch and release to engage all learners.</td>
<td>- Analyze and reset coaching and feedback to teachers to meet teacher needs and strategically use leaders’ time.</td>
</tr>
<tr>
<td>- A few classrooms had tasks that engaged students in applying learning to their lives.</td>
<td>- Systematize the coaching and feedback to ensure implementation.</td>
</tr>
<tr>
<td>- A few classrooms used critical thinking questions and probing questions to elicit student reasoning.</td>
<td>- The planned differentiated professional learning cycle is well designed to meet this need and aligned to teacher requests for professional learning that would best support them.</td>
</tr>
<tr>
<td>- Survey results indicate that about one quarter of teachers feel comfortable with implementing the targets on the work plan for this goal, from using TI's effectively and checking for understanding, to teaching through projects.</td>
<td>- A few considerations for this plan:</td>
</tr>
<tr>
<td>- According to the survey, about half of teachers are clear how projects and meaningful work can be used</td>
<td>- Add an outline for each session to ensure a strategic, thorough cycle and adequately support...</td>
</tr>
</tbody>
</table>
effectively to support basic skills, critical thinking and the challenges of the CMT.
- Survey results also included requests for additional professional development on defining rigorous, quality work and developing quality projects and lesson plans.

### Guiding Question #2: How are students exhibiting and engaging with the HOS, taking ownership of their learning and their behaviors?

- Student focus group members reported that students like to come to MELS and “it’s fun to learn here.”
- Attendance is up dramatically from last year and has held consistently around 88% this year.
- Nearly all classrooms had a calm tone with the majority of students on task.
- In most cases, teachers did not have to redirect behavior to keep the class flowing.
- Several classrooms had the HOS posted.
- Some classrooms had evidence of students engaging explicitly with the HOS through reflection, a targeted focus for the day, feedback on the HOS, and recognition for quality HOS.
- In a few classrooms, students effectively redirected their peers to elicit positive behaviors.
- A few students identified Crew as a place where they learn and work with the HOS to improve the culture of the school.
- Some Crews have built a feeling of family that students look forward to and feel is meaningful.
- About 50% of teachers indicate the culture has improved this year and some teachers noted that their own management practices have improved dramatically.
- More than 50% of teachers would like to see more time and focus on this goal.

### Guiding Question #3: How are adults owning the work at MELS, implementing all agreed-upon consistencies?

- Survey data points to a lack of consistency across the school with implementation of HOS and behavior support strategies and systems with more than 73% of teachers identifying as inconsistent in this area.
- Survey results indicate less than 20% of teachers believe students have a clear vision of what it means to be a MELS scholar.
- Teacher and student focus groups show deep concern about student behaviors, especially outside of classrooms and centered on the most challenging 20% of students.
- Students noted most know the HOS and common courtesies, but some don’t follow them. Focus group results indicate they are not clear about the consequences for not following these agreements, as they seem to vary.
- Consistency around school culture is essential to achieve a positive climate and achieve 100% focus on learning. To better support teachers so all students are focused on learning
  - Continue plans to increase staffing to support school culture and strategize around a behavior planning room
  - Ensure leadership clarity and consistency through clarification of systems and regular check-ins on data and action steps
  - Support teacher consistency through review of all systems and procedures and regular feedback around this goal
  - Design a plan with team leaders to support greater consistency amongst teams
  - Incorporate classroom culture and management strategies into upcoming differentiated professional learning, especially around the development of learning contracts and social conferencing.
Survey results rate faculty collaboration high, particularly amongst teams. Teachers cite EL institutes, learning from each other and collaboration within PD as the most effective professional learning experiences. According to the survey, 75% of teachers are clear about what they can do to better support a positive student culture of learning. 65% of teachers implement the Crew units. 65% of teachers feel their Crew is a positive place that supports student culture and learning. Teachers and leaders are eager to have an effective data process in place to best support students. have a growth mindset. Survey results indicate that effective processes for data analysis are not yet in place at MELS, though data is incorporated into their work.
- Leaders developed an assessment and data cycle at the beginning of the year. It has not yet been implemented due to testing constraints but this plan was recently revisited and refined. Include steps to monitor implementation of the plan.
- Review systems for communication as a whole staff and brainstorm a few specific actions/refinements for all to implement.
- Continue plans to include collaboration and team building in all faculty gatherings.

Summary and Midcourse Adjustments
The Midyear Review shows that MELS has developed a foundation of systems and made progress this year in its culture and in consistencies in some areas of instruction. Students are eager to come to MELS, are more focused on learning and are beginning to engage in some meaningful work and critical thinking. Total participation techniques are emerging in a few places as well. Teachers and leaders are keen to collaborate effectively to meet the needs of MELS students. Now there is both an opportunity and urgency to build on this work to achieve school-wide consistency around student culture, quality curriculum and instruction and to develop a more cohesive adult team.

After careful analysis of our Midyear Review data, we identified the following specific mid-course adjustments. Note that in several cases, plans are in place already to implement some of these pieces:
- School leadership will support school-wide consistency for supporting positive behavior through
  - Daily check-ins as a team to identify steps and strategies used
  - Regular feedback and support to teachers and utilizing the team leader structure to ensure greater consistency around behavior systems and strategies, including classroom-based steps, specific interventions and support outside the classroom when needed
  - Examining options for the students who struggle the most, including a reinvented approach to developing learning contracts and an exploration of options for additional staffing and structures to support this next year, such as a behavior planning room
- In support of strengthening faculty culture and developing more cohesion, the MELS team will continue time for adults to build community, for all teachers to engage in collaborative, professional learning together, and review current communication systems and strategies to develop more consistency and clarity around decision-making, actions taken and upcoming action items.
- To support students in critical thinking and rigorous, high quality work, the MELS team will move forward with developing a more clearly articulated sequence and specific strategies for the upcoming differentiated professional learning groups aligned to teacher needs (EL 101, High Quality Work and Learning Expeditions).
- To provide support and effective feedback to all teachers to move the culture and academic work forward to greater consistency and efficacy, MELS leaders will re-examine coaching structures and opportunities for faculty collaboration. Consider regular learning walks with teachers, teacher leadership that leverages teachers’ expertise to support colleagues or other structures for teachers to learn from each other.
- School Designers will provide MELS with EL curriculum as it is developed and set aside strategic time to support curriculum work and teacher leadership development over the summer.

Thank you again for your time and commitment to quality throughout this process and for your dedication to MELS students! We look forward to moving our partnership forward in the months to come.
Dear School Staff,

The attached materials present the findings from the Spring 2013 Expeditionary Learning (EL) Implementation Review. The Implementation Review (IR) scores for your school have meaning locally and nationally, since the scores are standardized across the network. The IR is designed to help:

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

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

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

You will notice that EL reduced the number of power practices assessed by the Implementation Instrument by six, leaving 26 power practices to be evaluated. The purpose of the reduction came as a response to issues of redundancy and lingering questions about whether we had really winnowed down to those most correlated with student achievement. After close review and discussion, the following power practices were removed by consensus:

Curriculum PP 5 - Guiding Questions
Curriculum PP 6 - Fieldwork, Experts & Service Learning
Curriculum PP 8 - College and Career Readiness
Curriculum PP 9 - Global Skills
Instruction PP 8 - Fitness and Wellness
Culture & Character PP 6 - Promoting Adventure

Accompanying this letter are the following documents:
• School Report: Numerical report showing Implementation Review scores for each power practice
• Individual School Chart: Bar chart showing implementation review scores for each power practice
• Rasch Variable map: Map that shows your school in relation to the implementation continuum
• Explanation of Rasch Variable map: Document that explains how to read the variable map
• Electronic copy of the Implementation Review Instrument

The first step in using these materials is to review the School Report and Individual School Chart. The Individual School Chart provides a graphical view of the score report. The scores for each power practice correspond to the individual rubric in the IR Instrument, which is provided for your reference. Column 5 describes the exemplar implementation of that power practice, and school designers and school leadership teams should use this column to identify specific targets for work plan goals and objectives. For power practices that a school is not implementing at an exemplary level, the IR instrument and Core Practices can be used as tools to establish explicit goals for improvement.
After reviewing the School Report and Individual School Chart, please examine the Rasch Variable Map. The Rasch variable map shows the extent to which schools are implementing EL practices (the “variable” that is being measured). The map was constructed using the Rasch Measurement Model—a measurement approach that represents EL practices as a continuum spread along the vertical line near the left side of the page. This continuum may be understood as a ladder-like progression for both schools and power practices. The position of your school on the map is marked with a star; this position indicates the extent to which your school is implementing EL practices in relation to the average practice of other schools in the EL network. Please reference the Explanation of Rasch Variable Map for additional information.

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

Respectfully,

EL Implementation Review Research Team
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<td>2. Case Studies</td>
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<td>4. Projects &amp; Products</td>
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<td>5. Beautiful Spaces</td>
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<td>2. Using Data</td>
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<td>3. Supporting Planning, Assessment, &amp; Instruction</td>
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<td></td>
<td>5. Professional Learning</td>
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Expeditionary Learning Implementation Review – Spring 2013
System Level Variable Map: Level of Implementation Relative to the Average Practice
McDonough Expeditionary Learning School

School - Map - Practice

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Power Practices
A4-Communicating Student Achievement
I6-Culture of Mathematics
A2-Assessment for Learning (AFL)
A5-Analyzing Assessment Data
A3-Quality Assessments
I1-Effective Lessons
L3-Supporting Plan, Assess, Instr
C1-Mapping Skills & Content
C6-Learning Expeditions
C33-Fostering Character
C15-Beautiful Spaces
I3-Reflecting & Restructuring
I7-Integrating the Arts
L2-Using Data
I5-Culture of Writing
C2-Case Studies
C4-Projects & Products
L5-Professional Learning
A1-Learning Targets
CC2-Crew
I2-Supporting All Students
I4-Culture of Reading
CC4-Engaging Families
CC1-Community of Learning
L1-School Vision
L4-Positive School Culture

Lowest Possible Score
**Explanation of Rasch Variable Map**

- **Highest possible score**: Schools scoring “5” on all the Power Practices are doing exceptionally well in all aspects of the EL design and are likely working on additional aspects of the design not measured by the Implementation Review Instrument.

- Schools located between the horizontal lines marking off the 4 and 5 averages most likely have average rubric scores of “4’s” and “5’s”. These schools are generally doing very well on all 26 Power Practices. The higher up a school is located on the scale, the probability for not only a “4” but also a “5” response increases.

- Schools located between the horizontal lines marking off the 3 and 4 averages most likely have average rubric scores of “3’s” and “4’s”. These schools have generally done well on the easier Power Practices and are working now on the more difficult Power Practices.

- Schools located between the horizontal lines marking off the 2 and 3 averages most likely have average rubric scores of “2’s” and “3’s”. These schools are working on the easier Power Practices and have much work to do on the more difficult Power Practices.

- Schools located between the horizontal lines marking off the 1 and 2 averages most likely have average rubric scores of “1’s” and “2’s”. These schools are working on improving their scores on both the easier and more difficult Power Practices.

- **Lowest possible score**: Schools that score a “1” on all 26 Power Practices will receive the lowest possible score.
Dear ELAMS Team,

The purpose of the Midyear Review is to take stock of progress toward specific goals outlined in the annual EL work plan, reflect on the impact of the partnership and recommend midcourse adjustments. This year's Midyear Review really showcased the school-wide attention you've given to curriculum work this year. We were pleased to see that, in addition to making progress on this new work, you have not lost sight of the work you did last year around classroom ecology and the Compass for Learners.

Your professionalism and your commitment to making ELAMS a place where all students achieve at high levels is evident in all the work that you do. Even with all of the transitions you experienced from last spring through this fall, it appears that you haven't missed a beat or lost focus on the important work you're doing to support your students. It is clear to us that in year 2 of your partnership with EL you have really worked hard to deepen the work you started in year 1.

Thank you for welcoming us into your classrooms and for your participation in the survey and the focus group. We are grateful for all you do.

Below is a summary of our findings from our learning walk, the survey and from the teacher and student focus groups, centered on the Midyear Review guiding questions, derived directly from the work plan.

<table>
<thead>
<tr>
<th>Patterns of Strength</th>
<th>Next Steps/Needs</th>
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| **Focus Area #1: School Culture** | • Continue to strengthen the communication structures at ELAMS to ensure transparency with decision-making processes. Ensure all teachers feel invited to take leadership roles in the building (such as serving on the leadership team) by communicating openly about the selection process.  
• Make sure school-wide goals and progress in relation to our work plan are clearly communicated to all teachers.  
• Continue to build on the faculty’s growth |
| • According to the teacher focus group and the survey, there is a high degree of trust in the building. Almost all members of the ELAMS team feel invited and encouraged to share feedback with teachers, leaders, and support staff in the building.  
• Several comments from the survey and the teacher focus group suggest that the school leaders are having a positive impact on the culture of ELAMS and that the leaders are listening and responding to feedback. |
• The survey results, teacher focus group, and evidence in learning walks show a strong desire by almost all teachers at ELAMS to continue to push and refine their practices. Almost all members of your team believe that the adult culture at ELAMS operates with a growth mindset.

• The teacher focus group expressed that the school feels more like a community this year. They cited the following evidence of that: regular community meetings built around the design principles, after-school programs, and attendance awards. There is a sense of more vertical alignment around school-wide structures.

• Students in the focus group expressed an appreciation for purposeful activities in crew. Older students mentioned using crew time to discuss problems they are having and come up with ways to prevent them from happening again. Younger students mentioned using crew to play a variety of different games.

Focus Area #2:
• Work Plan Goal: All students will demonstrate growth in key Common Core standards through meaningful high quality work with attention to craftsmanship.

• Learning walk data showed that all teachers are using the EL curriculum modules or modifying the Core Knowledge domains for instruction in reading comprehension.

• Survey data showed that more than 85% of teachers feel that they are able to sequence and refine units of instruction aligned to CCSS.

• Learning walk data and student focus group results showed evidence of students building their vocabulary skills. Students in the focus group named a variety of strategies that their teachers use to support their use of rich vocabulary.

• The learning walk revealed evidence of consistency, tight transitions, and established routines that supported students and teachers in maximizing time on learning in most classrooms.

• Several data sources pointed to the high level of preparedness/planning in advance that is valued by the ELAMS team.

• Some teachers have already seen an overlap between the skills students are building by mindset by encouraging teachers to experiment in the science of teaching and to put the “ELAMS stamp” on the work that we do.

• Teachers need more time to work with students to prepare for community meetings so that students take ownership of these meetings.

• Faculty survey data suggests that student behavior challenges sometimes get in the way of other work. Student survey results suggest that some students have challenges with their behavior (but that it doesn’t happen every day). Continue to use crew time, the tiered intervention system ELAMS started last year, and your work with PBIS to address student behaviors.

• Many teachers feel they are serving two masters by trying to simultaneously align instruction with the Common Core and prepare students for the CMT.

• Teachers need support with identifying the areas where CMT skills are already built in to the modules so that they don’t need to bring in as many CMT prep lessons.

• Many teachers expressed a need for more support with using models, critique, and descriptive feedback.

• Moving forward (beyond this year) we will need to provide time for conversations about vertical alignment of curriculum especially to address the shift between 2nd and 3rd grade.

• As you move into summer work, you can make the curriculum units more meaningful and deepen student ownership of this work by moving toward more authentic, community-linked products.
engaging with rich curricula and the skills students will need on CMT.

**Focus Area #3**
- **Work Plan Goal:** Students will demonstrate a clear understanding of their learning targets and ownership of their progress.

- Learning walk data showed learning targets were present, visible, and related to the work students were doing in all classrooms. Lessons in almost all classrooms were directly aligned to the posted learning target. It seems that teachers have a clear vision of where they are headed.
- Survey data shows a high level of teacher confidence with crafting daily learning targets. ELAMS is on the right trajectory for building school-wide proficiency with using learning targets for teachers and students.
- In many classrooms teachers use questioning to move the lesson forward. They scaffold questions and ask follow-up questions.
- On the learning walk, we saw a few classrooms where teachers were prompting students to support their answers with evidence. In a few classrooms students had the opportunity for think time, pair sharing, and share out so that all students were engaged with answering every question.
- Multiple data sources showed that students have a strong sense of pride about their learning. Teachers have laid a strong foundation with work on the Compass for Learners, and this has created a scholarly culture in our classrooms.
- Students in the focus group suggested that their favorite subjects and activities in their classes are the ones where they feel a high level of success. Students are ready to pay more attention to their own progress.
- About 70% of teachers in the survey expressed a need for more practice or support with Total Participation Techniques and other protocols for assessing learning on a daily basis.
- Many teachers need more practice with unpacking daily learning targets with students and helping students track their progress on a target.
- Learning walk showed that, although most teachers are using some checking for understanding strategies, there are many missed opportunities to adjust instruction to meet the needs of the students.
- Now that most teachers are feeling successful about their initial work with the curriculum, it's time to allocate some professional learning time to strengthen school-wide capacity for using those curriculum lessons in a more flexible way.

**Focus Area #4:**
- **Work Plan Goal:** All teachers will implement a data inquiry process to support all students to increase achievement on assessments.

- Teachers have their eye on the needs of individual students; they know who is meeting the learning targets and who needs additional resources.
- ELAMS has recently started allocating Friday common planning time to looking at student work.
- Continue to refine the data meetings and monitor their effectiveness.
### Summary and Midcourse Adjustments

The staff survey, focus groups, and learning walk show that the ELAMS team has built on last year's work of establishing a strong student culture and has used the curriculum modules and domains to increase student engagement in your classrooms.

So far this year you have had success with strengthening faculty culture by improving communication throughout the building. You have put a concentrated effort into implementing the EL and Core Knowledge curricula, and as a result you have increased levels of engagement and use of rich vocabulary in your classrooms. Teachers throughout the building have mastered the foundational practices with learning targets—crafting and aligning lessons to daily targets. The highest priority next steps are based on a need to build school-wide consistency with using active protocols to check for understanding and adjust instruction and a need to continue moving forward with a strong faculty culture.

Based on all the midyear review data, here are your next steps with curriculum and instruction:

- Continue the PD cycle on Assessment in Daily Instruction, but shift your emphasis to successfully responding to on-the-spot assessment data and making in-the-moment adjustments to lessons based on student need. Use *Total Participation Techniques* and EL’s “Models, Critique and Descriptive Feedback” booklet as resources for this work.
- Continue to provide Wednesday time for teams to carry on with their current curriculum work.
- Provide a crosswalk document that shows the overlap between the modules and CMT so that teachers can include CMT prep in strategic ways without feeling like they are teaching two separate curricula.

Here are your next steps to continue to strengthen faculty culture:

- Communicate systems for transparent decision-making to make sure all faculty members know they are equal members of the team.
- Involve teachers in regular learning walks, and use an openly communicated system for soliciting teacher participation.
- Differentiate professional learning by creating opportunities for teachers who have attended offsite EL institutes to pilot their new learning without taking time from whole school PD. Consider creating pilot groups open to interested teachers who have the time to dig deeper into a selected practice.

Strategic considerations for School Designer support for the remainder of the year will be addressed in the coming weeks.

Thank you again for your time and commitment to quality throughout this process and for your dedication to ELAMS students on a daily basis! We look forward to the moving our partnership forward in the months to come.
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Respectfully,

EL Implementation Review Research Team
### Expeditionary Learning Implementation Review Scores Spring 2013

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**State:** CT  
**Region:** Northeast

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<td></td>
<td>Engaging Families</td>
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<td>Beautiful Spaces</td>
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<td><strong>Leadership</strong></td>
<td>School Vision</td>
<td>4</td>
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<tr>
<td></td>
<td>Using Data</td>
<td>3</td>
</tr>
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<td>Supporting Planning, Assessment, &amp; Instruction</td>
<td>3</td>
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<tr>
<td></td>
<td>Positive School Culture</td>
<td>4</td>
</tr>
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<td></td>
<td>Professional Learning</td>
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</tbody>
</table>
Expeditionary Learning at Moylan

Implementation Review Scores Spring 2013

[Bar chart showing scores for various aspects of expeditionary learning.]
<table>
<thead>
<tr>
<th>School - MAP - Practice</th>
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<td>0</td>
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</tbody>
</table>

**Power Practices**
- A4-Communicating Student Achievements
- I6-Culture of Mathematics
- A2-Assessment for Learning (AFL)
- A5-Analyzing Assessment Data
- A3-Quality Assessments
- I1-Effective Lessons
- L3-Supporting Plan, Assess, Instruct
- C1-Mapping Skills & Content
- C6-Learning Expeditions
- CC3-Fostering Character
- CC5-Beautiful Spaces
- I3-Reflecting & Restructuring
- I7-Integrating the Arts
- L2-Using Data
- I5-Culture of Writing
- C2-Case Studies
- C4-Projects & Products
- L5-Professional Learning
- A1-Learning Targets
- CC2-Crew
- I2-Supporting All Students
- I4-Culture of Reading
- CC4-Engaging Families
- CC1-Community of Learning
- L1-School Vision
- L4-Positive School Culture
Explanation of Rasch Variable Map

5. **Highest possible score:** Schools scoring "5" on all the Power Practices are doing exceptionally well in all aspects of the FL design and are likely working on additional aspects of the design not measured by the Implementation Review Instrument.

Schools located between the horizontal lines marking off the 4 and 5 averages most likely have average rubric scores of "4's" and "5's". These schools are generally doing very well on all 26 Power Practices. The higher up a school is located on the scale, the probability for not only a "4" but also a "5" response increases.

4. Schools located between the horizontal lines marking off the 3 and 4 averages most likely have average rubric scores of "3's" and "4's". These schools have generally done well on the easier Power Practices and are working now on the more difficult Power Practices.

3. Schools located between the horizontal lines marking off the 2 and 3 averages most likely have average rubric scores of "2's" and "3's". These schools are working on the easier Power Practices and have much work to do on the more difficult Power Practices.

2. Schools located between the horizontal lines marking off the 1 and 2 averages most likely have average rubric scores of "1's" and "2's". These schools are working on improving their scores on both the easier and more difficult Power Practices.

1. **Lowest possible score:** Schools that score a "1" on all 26 Power Practices will receive the lowest possible score.
AGENDA

ITEM # 6

NEW BUSINESS

CONTRACT APPROVAL:
EXPEDITIONARY LEARNING/COMMON CORE
CONSULTING SERVICES

AMOUNT
$202,500

NOVEMBER 19, 2013

DR, KISHIMOTO
MR. SWAN

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

Expeditionary Learning (EL) is a national school transformation organization operating in 165 schools in 30 states and reaching over 45,000 students. Working in both district and public charter schools across the full K-12 spectrum, EL partners with schools to improve student achievement through an inquiry and project-based approach. EL inspires the motivation to learn, engage teachers and students in new levels of focus and effort, and transform schools into places where students and adults become leaders of their own learning. EL is considered a national leader in developing high quality curriculum and professional development aligned to the Common Core Standards and the Common Core Shifts.

This proposal reflects a set of services to support district staff in effective alignment with Common Core State Standards and the instructional shifts that the standards require for teachers and leaders. Specifically, this proposal is built around three related strands of work:

Strand 1: Central Office Leaders – Purpose: Establish a consistent set of classroom criteria to use during learning walks and other structures to align expectations for CCSS alignment. These criteria will be differentiated for different levels – primary, intermediate, middle and high.

Strand 2: K-12 Principals, Assistant Principals and ELA Coaches – Purpose: Create a consistent understanding and common language regarding the CCSS shifts in ELA and define essential instructional leadership actions to support implementation of CCSS.

Strand 3: 6-8 Teachers and Schools implementing ELA Modules – Purpose: Provide introductory training in the CCSS shifts and ELA modules to teams of teachers and/or literacy coaches from each school implementing the curriculum and support the launch of Communities of Practice through training of Literacy Leads.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Expeditionary Learning to provide consulting services for the term delineated in the contract ending June 30, 2014, at a cost not to exceed $202,500.
CONTRACT/CONSULTANT INFORMATION FORM

(Please include all anecdotal and assessment data that should be considered in continuing/renewing this contract/consultant)

NEW X CONTINUATION

Contract Title/Consultant Name: Expeditionary Learning Consulting Services

Contact Person: Jonathan Swan, Deputy Chief Portfolio Office and Michelle L. Puhlick, Executive Director of Curriculum & Instruction

School/Department: Office of Portfolio Schools – Dept of Curriculum & Instruction

Amount of Contract: $202,500

Funding Source: Special Funds

<table>
<thead>
<tr>
<th>Sites</th>
<th>Number of Students To Be Served</th>
<th>Number of Staff To Be Served</th>
<th>District Accountability Plan</th>
<th>Target Achievement Rate</th>
<th>Cost Per Unit/Student</th>
<th>Competitiveness Bid or Sole Source</th>
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</thead>
<tbody>
<tr>
<td>30</td>
<td>4,600</td>
<td>300</td>
<td>Middle Years Redesign/College Readiness</td>
<td></td>
<td></td>
<td>Sole Source</td>
</tr>
</tbody>
</table>

Briefly describe the purpose of the contract:

The purpose of the contract is to support district staff in effective alignment with Common Core State Standards and the instructional shifts that the standards require for teachers and leaders.

Please indicate the population to be served.

The contract supports three specific, but related strands of work. Strand 1: Central Office Leaders – Purpose: Establish a consistent set of classroom criteria to use during learning walks and other structures to align expectations for CCSS alignment. These criteria will be differentiated for different levels – primary, intermediate, middle and high. Strand 2: K-12 Principals, Assistant Principals and ELA Coaches – Purpose: Create a consistent understanding and common language regarding the CCSS shifts in ELA and define essential instructional leadership actions to support implementation of CCSS. Strand 3: 6-8 Teachers and Schools implementing ELA Modules – Purpose: Provide introductory training in the CCSS shifts and ELA modules to teams of teachers and/or literacy coaches from each school implementing the curriculum and support the launch of Communities of Practice through training of Literacy Leads.

Form revised 2-2012
What are the expected outcomes and benefits to HPS students?

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 6-8 English/Language Arts curriculum.

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

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.
City of Hartford
Sole Source Justification Form
(Please refer to Sole Source Procurement Policy for further Explanation)

Date: November 2013
Requestor: Jonathan Swan, Deputy Chief Portfolio Officer
Department: Office of Portfolio Schools

Sole Source Vendor: Expeditionary Learning  Amount of Request: $202,500.00

Part I – Detailed Explanation of Product or Services
The contract supports three specific, but related strands of work. Strand 1: Central Office Leaders – Purpose: Establish a consistent set of classroom criteria to use during learning walks and other structures to align expectations for CCSS alignment. These criteria will be differentiated for different levels – primary, intermediate, middle and high.
Strand 2: K-12 Principals, Assistant Principals and ELA Coaches – Purpose: Create a consistent understanding and common language regarding the CCSS shifts in ELA and define essential instructional leadership actions to support implementation of CCSS.
Strand 3: 6-8 Teachers and Schools implementing ELA Modules – Purpose: Provide introductory training in the CCSS shifts and ELA modules to teams of teachers and/or literacy coaches from each school implementing the curriculum and support the launch of Communities of Practice through training of Literacy Leads.

Part II – Sole Source Justification Criteria
Please select the most appropriate justification: (Uniqueness, Legitimacy, Compatibility, Compliance.)

Uniqueness: Expeditionary Learning is the only provider of consulting services related to the Expeditionary Learning English/Language Arts Common Core State Standards curriculum.

Part III – Business Rationale
Be specific in answering all questions and attach additional pages if necessary.

1. 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? Give specific characteristics, compatibilities, capabilities and requirements.
   Expeditionary Learning is the developer of the Expeditionary Learning curriculum modules.

2. What alternative sources were reviewed & evaluated to support this claim? Please summarize findings.
   No alternatives were available.

3. Will this purchase obligate the City for future purchases, such as maintenance? If yes, please describe.
   No further obligation is required.

4. What efforts were made to get the best possible price and why is it considered to be fair and reasonable?
Due to our past and present work with Expeditionary Learning, we received a highly customized proposal representing the lowest rates offered for these services.

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

Part IV – Approvals *(Purchasing Agent approval required if amount greater than $10,000)*

[Signature]

Department Head Date Purchasing Agent Date
Contract For Professional Services

By And Between

The Hartford Board of Education

And

Expeditionary Learning

This Contract for Professional Services (the "Contract") is made and entered into by and between the HARTFORD BOARD OF EDUCATION, a municipal body and state agent established pursuant to Chapter IX, Section 1 of the Charter of the City of Hartford, Connecticut, having an address and place of business at 960 Main Street, 8th Floor, Hartford, CT 06103, acting herein by Christina M. Kishimoto, Superintendent, ("HBOE") and Expeditionary Learning, non-profit company, having an address and place of business at 247 West 35th Street, 8th Floor, New York, NY 10001, acting herein by Scott Hartl, its President ("Contractor").

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

1. Scope of Services:

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

2. Term:

The term of this Contract shall commence on the December 1, 2013 and end on June 30, 2014 unless terminated earlier pursuant to Section 11 below (the "Term").

3. Compensation:

The total amount of compensation to be paid to Contractor by HBOE for Services provided by or on behalf of Contractor in accordance with this Contract shall not exceed Two Hundred Two Thousand Five Hundred

Revised 12/2011
(\$202,500) Dollars (the "Contract Price"), which Contract Price shall be payable as set forth below. Contractor acknowledges and agrees that the Contract Price constitutes the full compensation to Contractor for the Services to be performed hereunder, and includes all costs and expenses to be incurred by or on behalf of Contractor in performing the Services. Prices are inclusive of EL staff travel and prep time. Hartford Public Schools 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).

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

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

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

4. Performance Standards:

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

Revised 12/2011
and the living wage; (iii) the terms and conditions of this Contract; and (iv) any and all directives or instructions provided or issued by HBOE.

5. Evaluation Standards:

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

6. Anti-Discrimination and Affirmative Action:

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

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

8. Indemnification:

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

9. Insurance:

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

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

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

Revised 12/2011
damage. If a general aggregate is used, the general aggregate shall apply separately to the project or the general aggregate limit shall be $2,000,000.

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

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

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

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

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

10. Conflict of Interest:

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

11.1 **Events of Default**

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

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

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

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

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

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

11.2 Election of Remedies

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

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

(ii) Suspend Project operation;

(iii) Require Contractor to correct or cure such default to the satisfaction of HBOE; and/or
(iv) Terminate this Contract for cause in accordance with Section 12 hereof.

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

12. Termination of Contract

12.1 Termination for Cause

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

12.2 Termination for Non-availability of Funds

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

12.3 Termination at Will

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

12.4 Payment upon Termination

In the event this Agreement is terminated pursuant to Sections 12.2 or 12.3 above and unless Contractor is in default hereunder, HBOE shall make full payment to Contractor for all Services performed in accordance with this Contract up to and including the date of termination within sixty (60) days of such date of termination and presentation of Contractor's invoices therefore in accordance with Section 3 above.
This Contract may be amended or modified only by a writing duly executed by the parties to this Contract.
14. Subcontracts:

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

15. Disclaimer of Third Party Beneficiary:

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

16. Records:

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

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

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

18. Copyright:

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

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

20. Severability:

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

21. Governing Law:

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

22. Notices:

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

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

To the Contractor: Expeditionary Learning
247 West 35th Street, 6th Floor
New York, NY 10001

Revised 12/2011
Attn: Annmarie Mahler, Controller
Attn: Scott Hartl, President

To Corporation Counsel:

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

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

24. Non-Waiver:

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

25. Security Checks:

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

Witness

HARTFORD BOARD OF EDUCATION

By: Dr. Christina M. Kishimoto
   Superintendent

Date: ________________

Witness

Expeditionary Learning

By: Scott Hartl
   President

Date: ________________

Approved As to Form and Legality

Date ______________________

Corporation Counsel

Revised 12/2011
EXHIBIT A

SCOPE OF SERVICES
October 8, 2013

Proposal for Hartford Public Schools

Expeditionary Learning is pleased to provide the following proposal for implementation of professional development services for Hartford Public Schools in 2013 – 2014.

This proposal reflects a set of services to support district staff in effective alignment with Common Core State Standards and the instructional shifts that the standards require for teachers and leaders. Specifically, this proposal is built around three related strands of work:

Strand 1: Central Office Leaders – Purpose: Establish a consistent set of classroom criteria to use during learning walks and other structures to align expectations for CCSS alignment. These criteria will be differentiated for different levels – primary, intermediate, middle and high.

Strand 2: K-12 Principals, Assistant Principals and ELA Coaches – Purpose: Create a consistent understanding and common language regarding the CCSS shifts in ELA and define essential instructional leadership actions to support implementation of CCSS.

Strand 3: 6-8 Teachers and Schools implementing ELA Modules – Purpose: Provide introductory training in the CCSS shifts and ELA modules to teams of teachers and/or literacy coaches from each school implementing the curriculum and support the launch of Communities of Practice through training of Literary Leads.

<table>
<thead>
<tr>
<th>Strand 1: Central Office Leaders: Three 3-hour Sessions (Late Fall-Spring)</th>
<th>Session Description</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core Literacy Classrooms: November 11, 2013</td>
<td>This session will involve the close analysis of videos from classrooms where ELA CCSS shifts are evident. The session will also include a review of sample criteria lists and an opportunity to reflect on and revise these lists to meet HPS needs and priorities.</td>
<td>Approx. 15-20</td>
</tr>
<tr>
<td>Common Core Literacy Learning Walks Date: TBD</td>
<td>This session will examine how CC Learning Walks can align district leaders around a common vision for classroom practice and set a practical tools for conducting effective learning walks.</td>
<td>Approx. 15-20</td>
</tr>
<tr>
<td>Reflecting on Progress Date: TBD</td>
<td>After using the common criteria and conducting a series of learning walks, the team will share successes and challenges, reflect on evidence collected through learning walks and determine next steps.</td>
<td>Approx. 15-20</td>
</tr>
</tbody>
</table>

Estimated Cost: $6,750
### Strand 2: K-12 Principals and Assistant Principals: Three 6-hour Sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Session Description</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bringing the Common Core to Life – Leaders</td>
<td>Introduction to the standards, the shifts, and the modules. The session explores how instructional leaders can support teacher implementation of the shifts in their classrooms.</td>
<td>Approx. 75-100</td>
</tr>
<tr>
<td>December 10, 2013</td>
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</tr>
<tr>
<td>Close Reading of Complex Texts - Leaders</td>
<td>Develop understanding of text complexity, the need for students to consistently read complex texts in order to be college and career ready, learn about close reading, and examine close reading lessons in the modules.</td>
<td>Approx. 75-100</td>
</tr>
<tr>
<td>January 14, 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Coaching for School Leaders</td>
<td>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.</td>
<td>Approx. 75-100</td>
</tr>
<tr>
<td>Date: TBD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Estimated Cost: $40,500**

**Note:** Each session will include 3 hours of whole group learning in the morning followed by small groups sessions in the afternoon led in collaboration with Portfolio Directors and others. It is our understanding that assistant principals will join for the morning portion only.

### Strand 2: K-12 Literacy Coaches: Three 3-hour Sessions (Late Fall-Winter)

<table>
<thead>
<tr>
<th>Session</th>
<th>Session Description</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bringing the Common Core to Life – Coaches</td>
<td>Introduction to the standards, the shifts, and the modules. The session explores how instructional coaches can support teacher implementation of the shifts in their classrooms.</td>
<td>Approx. 50-60</td>
</tr>
<tr>
<td>Date: TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close Reading of Complex Texts - Coaches</td>
<td>Develop understanding of text complexity, the need for students to consistently read complex texts in order to be college and career ready, learn about close reading, and examine close reading lessons in the modules.</td>
<td>Approx. 50-60</td>
</tr>
<tr>
<td>Date: TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Coaching for the Common Core</td>
<td>This session, based on EL’s successful in-network institute, is designed to provide coaching resources and cycles to support coaches as they work with teachers to integrate the shifts into their daily practice.</td>
<td>Approx. 50-60</td>
</tr>
<tr>
<td>Date: TBD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Estimated Cost: $13,500**

### Strand 3: 6-8 Teacher Leaders (3/school) - Six 6-hour Sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Session Description</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bringing the Common Core to Life – Teachers</td>
<td>Introduction to the standards, the shifts, and the modules. Intended to be to be held prior to the first week of module implementation.</td>
<td>Approx. 160</td>
</tr>
<tr>
<td>December 2, 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning to Teach: Module Overview/ Lesson</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>
<td>Approx. 160</td>
</tr>
<tr>
<td>Overview/ Lesson Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 3, 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close Reading of Complex Texts</td>
<td>Develop understanding of text complexity, the need for students to consistently read complex texts in order to be college and career ready, learn about close reading, examine close reading lessons in the modules.</td>
<td>Approx. 160</td>
</tr>
<tr>
<td>Strengthening Writing Through Student Engaged Assessment</td>
<td>Develop understanding of Common Core’s expectations of writing, learn EL’s approach to writing instruction, examine writing lessons in the modules.</td>
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</tr>
<tr>
<td>Looking at Student Work and Action Planning</td>
<td>This workshop helps teams of teachers learn a process to examine module assessments for students’ strengths and needs and develop corresponding action plans to ensure that students master critical standards.</td>
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<tr>
<td>Differentiated Instruction/Helping All Learners Succeed</td>
<td>This session helps teachers who are implementing the modules appropriately scaffold and flex module tasks for learners needing extra support.</td>
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<td><strong>Estimated Cost:</strong> $108,000</td>
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</table>

<table>
<thead>
<tr>
<th>Strand 3: 6-8 Teacher Leaders (1/ school) : One 3-day Session <strong>Session</strong></th>
<th><strong>Session Description</strong></th>
<th><strong>Participants</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Facilitator Training</td>
<td>This 3-day session trains one teacher leader from each 6-8 school to deliver turnkey professional development sessions related to the modules. Participants will learn how to use EL materials and agendas and build an understanding of the characteristics of adult learners. Additionally, all participants will have the opportunity to practice using EL protocols and will receive feedback from EL staff. The session will include a performance task designed to assess the readiness of each participant to deliver PD in his/her school.</td>
<td>Approx. 50-60</td>
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<tr>
<td><strong>Estimated Cost:</strong> $27,000</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand 3: 6-8 Literacy Leads - Three 3-hour Sessions (1 Late Fall-Spring) <strong>Session</strong></th>
<th><strong>Session Description</strong></th>
<th><strong>Participants</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session Content TBD</td>
<td>We will work with HPS leaders to determine the right support for Communities of Practice but need additional details about the vision for this structure.</td>
<td>All Literacy Leads Approx. 15</td>
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<tr>
<td><strong>Estimated Cost:</strong> $6,750</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Total Cost** |  |
| **Total Cost for All Strands** | $202,500 |

Prices are inclusive of EL staff travel and prep time. Hartford Public Schools 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).

Payment Schedule
Hartford Public Schools will forward payment to Expeditionary Learning within 30 days of receipt of invoice.

All payments should be sent to:

Kemi Akinsanya-Rose
Chief Operating Officer, Expeditionary Learning
247 West 35th Street, 8th Floor
New York, NY 10001
Phone: 212-239-4455 Fax: 212-239-8287

Agreement
Expeditionary Learning and Hartford Public Schools agree to the above scope of services. This scope of services may only be changed in writing and must be signed by both parties.

[Signature]  [Signature]
EL Representative HPS Representative

Chief Product Officer
Title

October 8, 2013 Date

Please return a signed copy of this agreement to:

Annamarie Mahler
Controller
Expeditionary Learning
247 West 35th Street, 8th Floor
New York, NY 10001
Phone: 212-239-4455 Fax: 212-239-8287

Proposal prepared for Hartford Public Schools
AGENDA

ITEM # 7

NEW BUSINESS

APPROVAL TO IMPLEMENT

ANTICIPATED SHEFF AGREEMENT

NOVEMBER 19, 2013

DR. KISHIMOTO

MR. POLAND

MAYOR SEGARRA

DR. MCINTYE

BACKGROUND

The State Department of Education has actively undergone extensive negotiations with the Sheff Plaintiffs to develop a new one-year settlement for the 2014-2015 school year. Negotiations have focused on increasing opportunities for Hartford families to access quality, integrated educational options within their community balanced with the need to ensure that Hartford remains a viable and strong school district.

As part of the Sheff III anticipated settlement, the State Department of Education (SDE) has requested Hartford Public Schools to create two additional magnet schools for the 2014-2015 school year by (1) converting, High School, Inc., an existing Hartford Public School to a Hartford Sheff Magnet School beginning with the 9th grade in 2014-2015 with expansion to grade 12 by 2017-2018; and (2) creating a new Partnership Magnet school with Capital Community College for 11th and 12th grade students to access early college opportunities. Further, the SDE has requested that the Hartford Public Schools convert SAND school to a Lighthouse model, to be managed by a non-profit organization while remaining a Hartford Public School. All current students at SAND would have the opportunity to remain enrolled in the school and would not be displaced by suburban students. The Lighthouse School Design is intended to, on a long-term basis, meet Sheff quality integrated education goals through investment in Hartford neighborhood schools, as an alternative to magnets and open choice.

The operations plan for the new schools will go through the State Department of Education process.

RECOMMENDATION

That the Hartford Board of Education approves the conversion of the High School, Inc. to a Sheff magnet school starting with the 9th grade in 2014-2015 with expansion to grade 12 by 2017-2018; approves the creation of a new Partnership Magnet School with Capital Community College, the Capital Community College Senior Academy; authorizes the Superintendent to negotiate a Memorandum of Understanding with Capital Community College regarding the creation of such new school; approves the creation of SAND as a Lighthouse School Design, with a non-profit management organization, Capital Preparatory Schools (“CPS”), managing both SAND (“Capital Preparatory School II”) and Capital Preparatory Magnet School; and authorizes the Superintendent to negotiate a Memorandum of Understanding with CPS regarding its role in managing the schools on behalf of, and in conjunction, with the Hartford Public Schools.
AGENDA

ITEM # 8

NEW BUSINESS

NOVEMBER 19, 2013

AUTHORIZATION BY THE BOARD OF EDUCATION

E-RATE APPLICATION

DR. KISHIMOTO
MS. SITARU

BACKGROUND

The Schools and Libraries Program of the Universal Service Fund makes discounts available to eligible schools and libraries for telecommunication services, Internet access, and internal connections. The E-Rate program is intended to ensure that schools and libraries have access to affordable telecommunications and information services. The Hartford Public Schools has received over $60,000,000 in discounted services over the first fifteen years of this program. Discounts are awarded in two categories: priority one, which includes telecommunications and internet services; and priority two, which includes internal connections and support for basic maintenance of those eligible internal connections.

Each year the Universal Service Administrative Company requires that each local school board endorse the applications filed by the district administration, and commit to funding its share (the non-discounted portion) of the applications. The Hartford Board of Education has passed similar resolutions since this program requirement was initiated after a recommendation of program auditors.

RECOMMENDATION

That the Hartford Board of Education, a legally authorized board under Connecticut State Law,

1. Authorizes the filing of FCC Forms 471, Schools and Libraries Universal Program Services Ordered and Certification Form, for the services and products as detailed in the attached report, "Funding Year 2013 E-Rate Applications", for the fiscal year July 1, 2013 to June 30, 2014.

2. Authorizes payment of the applicant’s share subject to the following conditions: (1) approval of funding of the discounted portion by the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC) and (2) receipt of the services during fiscal year July 1, 2013 to June 30, 2014.

<table>
<thead>
<tr>
<th>Application Number</th>
<th>Pre-Discount Amount</th>
<th>E-Rate Amount</th>
<th>Applicant’s Share</th>
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<td>$1,664,576.16</td>
<td>$1,429,572.94</td>
<td>$235,003.22</td>
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<tr>
<td>9041-6</td>
<td>$410,741.52</td>
<td>$369,667.37</td>
<td>$41,074.15</td>
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<tr>
<td>919918</td>
<td>$2,150,415.86</td>
<td>$1,935,374.29</td>
<td>$215,041.57</td>
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<tr>
<td>920062</td>
<td>$2,338,248.56</td>
<td>$2,057,658.72</td>
<td>$280,599.84</td>
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<tr>
<td>Totals:</td>
<td>$6,563,982.10</td>
<td>$5,792,273.32</td>
<td>$771,708.78</td>
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## E-Rate Requests, FY 2013 (07/01/2013-06/30/2014)

Applicant Name: HARTFORD SCHOOL SYSTEM  
Billed Entity #: 122325

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<thead>
<tr>
<th>471 App #</th>
<th>FRN</th>
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<th>SPIN</th>
<th>Category</th>
<th>Pre-Dist Amount</th>
<th>Disc</th>
<th>Requested Amount</th>
<th>Applicant Share</th>
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</thead>
<tbody>
<tr>
<td>002573</td>
<td>2513820</td>
<td>The Southern New England Telephone</td>
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<td>TelecomSvc</td>
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<td>2513871</td>
<td>2513822</td>
<td>The Southern New England Telephone</td>
<td>143035650</td>
<td>InternetAccess</td>
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<td>85%</td>
<td>1,479.00</td>
<td>261.00</td>
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<td>2513822</td>
<td>2513930</td>
<td>Choice One Communications</td>
<td>143019319</td>
<td>TelecomSvc</td>
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<td>86%</td>
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<td>2513930</td>
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<td>TelecomSvc</td>
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<td>Windstream Communications, Inc.</td>
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<td>TelecomSvc</td>
<td>15,909.96</td>
<td>86%</td>
<td>13,682.57</td>
<td>2,227.39</td>
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<tr>
<td>2514004</td>
<td>2514005</td>
<td>Verizon Wireless (Celtco Partnership)</td>
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<td>TelecomSvc</td>
<td>316,893.72</td>
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<td>American Messaging Services, LLC</td>
<td>143003128</td>
<td>TelecomSvc</td>
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<td>2514083</td>
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<td>Notpless, LLC</td>
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<td>InternetAccess</td>
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<tr>
<td>2514154</td>
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<td>Fiber Technologies Networks, L.L.C.</td>
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<td>781,200.00</td>
<td>86%</td>
<td>671,832.00</td>
<td>109,368.00</td>
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</table>

Totals for 471 App # 902573: 1,664,576.16 | 1,429,572.84 | 235,003.22

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<tr>
<th>471 App #</th>
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<th>Applicant Share</th>
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<tbody>
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<td>904156</td>
<td>2515186</td>
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<td>Maintenance</td>
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<td>2515186</td>
<td>2522318</td>
<td>Red Thread Spaces LLC</td>
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<td>2522318</td>
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Totals for 471 App # 904156: 410,741.52 | 368,667.37 | 41,074.15

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<th>Disc</th>
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<th>Applicant Share</th>
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<tbody>
<tr>
<td>919918</td>
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<td>Red Thread Spaces LLC</td>
<td>143006736</td>
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Totals for 471 App # 919918: 2,150,415.86 | 1,935,374.29 | 215,041.57

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<th>SPIN</th>
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03/18/2013 07:09 AM  © Kellogg & Sovereign Consulting, LLC  Page 122
## E-Rate Requests, FY 2013 (07/01/2013-06/30/2014)

**Applicant Name:** HARTFORD SCHOOL SYSTEM  
**Billed Entity #:** 122325

<table>
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<tr>
<th>Billed Entity</th>
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<th>Contract #</th>
<th>Service Description</th>
<th>Amount</th>
<th>CPE</th>
<th>CPE Percentage</th>
<th>ICW</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>88%</td>
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Totals for Billed Entity # 122325: 6,563,962.10  
5,792,273.32  
771,708.78

### Notes
- The table lists the details of E-Rate requests for FY 2013, including service provider names, contract numbers, service descriptions, amounts, and percentage contributions.
- The totals for the Billed Entity # 122325 are provided at the bottom of the table.
# RFP Rating Sheet

**RFP Name:** Pharmacy Benefit Management  
**RFP Number:** 4967  
**Respondent Name:** E-Rate Consultant

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**Instructions:** Enter a score (0 to 5) in each of the five evaluation criteria boxes:

- 0: Totally unresponsive, does not meet minimum requirements.
- 1: Well below average, barely meets minimum requirements.
- 2: Slightly below average, meets minimum requirements.
- 3: Average, meets minimum requirements, exceeds minimum requirements in some areas.
- 4: Above average, exceeds minimum requirements in many or all areas.
- 5: Outstanding, far exceeds minimum requirements in most areas.

**Review Committee:**

Member 1:  
Member 2:  
Member 3:  
Member 4:  
Member 5:  
Member 6:  
Member 7:  
Member 8:  
Member 9:  

**Review Date:** 9/3/2013
AGENDA

ITEM # 9

NEW BUSINESS

PAYMENT APPROVAL: HARTFORD PARTNERSHIP FOR STUDENT SUCCESS

AMOUNT
$95,000

NOVEMBER 19, 2013

DR. KISHIMOTO

MR. ROLDÁN

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

The School Community Partnership (SCP) was convened in 2007 to act as the planning body for the development of community schools in Hartford. The community schools model was selected for its focus on whole child development and the integration with the school day for purpose of supporting student achievement and the emerging reform effort at Hartford Public Schools. Group members focused on policy and funding issues and worked to align their individual institution’s work to support the development of this collaborative strategy known as Hartford Community Schools.

The founding members included Hartford Public Schools, City of Hartford originally through its Office for Youth Services, and now through the Department of Families, Children, Youth and Recreation, Hartford Foundation for Public Giving, and United Way of Central and Northeastern Connecticut. There are currently seven (7) schools under the community schools umbrella:

- Alfred E. Burr Elementary School served by The Village for Families and Children
- Hartford Magnet Trinity College Academy served by COMPASS
- Burns Latino Studies Academy served by COMPASS
- Jumoke Academy at Milner served by Catholic Charities
- Asian Studies Academy Dwight-Bellizzi served by COMPASS.
- John C. Clark Jr. Elementary and Middle School served by The Village for Families and Children
- West Middle Elementary School/Middle Grades Academy at West Middle served by Boys and Girls Clubs

Most recently the partners voted to expand the scope of the partnership focus and establish the Hartford Partnership for Student Success (HPSS). This new structure was formalized through an MOU in November of 2012.

The aspirational goals of the HPSS over the next three years include:

- To support the continued development of Hartford Community Schools;
- To explore the opportunities to expand Out-of-School Time programming;
• To explore the opportunities to increase high-quality summer learning experiences;
• To implement elements of the Community Schools’ core practices in select schools in need;
• To serve a vehicle to review emerging opportunities relevant to the agenda of the HPSS.

The staffing structure of the partnership is a jointly funded effort. Each partner provides an share in support of the positions of Director of the HPSS, Hartford Community Schools Coordinator and other infrastructure needs such as training and evaluation. To support infrastructure costs for the Hartford 2013-2014 academic year, The Hartford Foundation for Public Giving is investing $120,000, the City of Hartford is investing $100,000, and the United Way is investing $111,690. Hartford Public Schools investment is $95,000 toward infrastructure costs as well as funding the costs of security in the after-school programs and late transportation home for students.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to issue payment in the amount of $95,000 to the Hartford Foundation for Public Giving in support of the Hartford Partnership for Student Success.
Hartford Partnership for Student Success
Memorandum of Understanding

This Memorandum of Understanding serves as a partnership agreement amongst the founding and convening members of the Hartford Partnership for Student Success (HPSS). Members of the partnership include Hartford Public Schools, the City of Hartford, the Hartford Foundation for Public Giving, and United Way of Central and Northeastern Connecticut. This partnership exists for the purposes outlined below for the greater purpose of increasing Hartford students’ achievement:

- To deepen existing partnership efforts designed to advance student achievement;

- To ensure the delivery of high quality programs and services in order to support increased student achievement;

- To consider expansion in both number and type, the scope of partnership to improve outcomes for Hartford students;

- To intentionally and strategically leverage the shared strategic institutional goals of all partners to support student success.

Our aspirational goals over the next three years include:

- To support the continued development of Hartford Community Schools;

- To explore the opportunities to expand Out-of-School Time programming;

- To explore the opportunities to increase high-quality summer learning experiences;

- To implement elements of the Community Schools’ core practices in select schools in need;

- To serve a vehicle to review emerging opportunities relevant to the agenda of the HPSS.

The partners will accomplish this through the following strategies:

- The convening of an advisory group to implement the work of the HPSS, consisting of senior leadership from the four lead partners, as well as broader community representation;
Hartford Partnership for Student Success
Memorandum of Understanding

- Supporting providers in adherence to standards of best practice;

- To support training and technical assistance opportunities for providers in order to improve program quality and organizational effectiveness;

- To coordinate and support a system of data collection to provide consistent feedback for program improvement;

- To support independent evaluation to assess the effectiveness of partnership models supported by the HPSS;

- To jointly participate in site visits and other means of assessing community schools and other partnership models;

- To develop and advocate for policies that support partnership approaches and advance student success;

- To support and advance opportunities for marketing and communications to promote the work of the partnership, and;

- To develop and implement a resource development strategy to support partnership approaches.

Implementation of the aforementioned goals and strategies will be carried out by the Director of the Hartford Partnership for Student Success, who will be accountable to the four institutional partners through a work plan to be developed by the Director and approved by the leadership team’s organizational representatives. Day to day supervision around the implementation of this work plan will be the responsibility of Hartford Public Schools, with monthly reporting to the four partners through executive session of the Hartford Partnership for Student Success as part of its monthly meeting. The director position will be funded jointly by the four partners, and stationed at Hartford Public Schools with the Hartford Foundation for Public Giving serving as the employer of record.

This MOU will remain in effect from July 1, 2012 through June 30, 2015 conditional upon availability of funding.
Hartford Partnership for Student Success
Memorandum of Understanding
Signature Page

Signature  Date
Pedro E. Segarra, Esq.
Mayor, City of Hartford

Signature  Date
Dr. Christina M. Kishimoto
Superintendent, Hartford Public Schools

Signature  Date
Linda J. Kelly, Esq.
President, Hartford Foundation for Public Giving

Signature  Date
Susan B. Dunn
President and Chief Executive Officer, United Way of Central and Northeastern CT

Page 3 of 3
AGENDA

ITEM # 10

NEW BUSINESS

CONTRACT APPROVAL: UNIVERSITY OF ST. JOSEPH AND HARTFORD PRE-KINDERGARTEN MAGNET SCHOOL INTERNSHIP PROGRAM

AMOUNT $81,625

NOVEMBER 19, 2013

DR. KISHIMOTO MR. GENAO

FUNDING SOURCE GENERAL BUDGET

BACKGROUND

In an effort to reach the goals of the Third Grade Promise and develop a pipeline of highly qualified teachers for our district’s Prekindergarten and primary programs, the Office of Early Literacy and Parent Engagement proposes to contract with the University of St. Joseph University to provide eight (8) teacher candidates (interns) to be placed in each of the PreK3 and PreK4 classrooms at the Hartford Prekindergarten Magnet School.

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

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with University of Saint Joseph for the term delineated in the contract ending June 16, 2014, at a cost not to exceed $81,625.
CONTRACT / CONSULTANT SCOPE OF SERVICE

(Please include all anecdotal and assessment data that should be considered in continuing / renewing this contract/consultant)

NEW______ CONTINUATION X

Contract Title: Partnership with the University of St. Joseph to provide classroom interns at the Hartford Pre-Kindergarten Magnet School

Contact Person: Dee Cole, Executive Director, Office of Early Literacy and Parent Engagement

School/Department: Hartford Pre-Kindergarten Magnet School

Amount of Contract: $81,625

Funding Source: General Budget

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Briefly describe the purpose of the contract:

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

Please indicate the population to be served.

The students and teachers in the 8 PreK3 and PreK4 classrooms at the Hartford Prekindergarten Magnet School.

What are the expected outcomes and benefits to HPS students?

Well trained Interns who are Nursery-Grade 3 teacher licensure candidates will be placed in the Hartford public schools for the student teaching experience and the practicum, provided placements are available.

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

Interns will want to be part of the Hartford Public Schools district working in the early childhood classrooms as highly qualified teachers. They will apply to work for HPS when openings are made available via the HPS Office of Talent Management teacher postings.
City of Hartford

Sole Source Justification Form

(Please refer to Sole Source Procurement Policy for further Explanation)

Date: Nov. 19, 2013
Requestor: Dee Cole
Department: Office of Early Literacy & Parent Engagement
Sole Source Vendor: University of St. Joseph
Amount of Request: $81,625

Part I – Detailed Explanation of Product or Services
A contract to provide 3 interns for Hartford Pre-Kindergarten Magnet School as a pipeline to the district upon their graduation from University of St. Joseph.

Part II – Sole Source Justification Criteria
Please select the most appropriate justification: (Uniqueness, Legitimacy, Compatibility, Compliance.)
The uniqueness of our partnership with University of St. Joseph is what makes this contract sole source justifiable.

Part III – Business Rationale

Be specific in answering all questions and attach additional pages if necessary.

1. 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? Give specific characteristics, compatibilities, capabilities and requirements. This contract serves as collaboration with St. Joseph University School of Education. The interns receive credits and the Pre-K school receives educational support.

2. What alternative sources were reviewed & evaluated to support this claim? Please summarize findings. None

3. Will this purchase obligate the City for future purchases, such as maintenance? If yes, please describe. None

4. What efforts were made to get the best possible price and why is it considered to be fair and reasonable? This price is very equitable – we could not get support form 8 interns if we were to pay the going rate per hour.

5. Any other information that supports the need for the sole source request. The interns provide academic support to our PreK teachers to implement the curriculum.

Part IV – Approvals (Purchasing Agent approval required if amount greater than $10,000)

Department Head

Date

Purchasing Agent

Date
Contract For Professional Services  
By And Between  
The Hartford Board of Education  
And  
University of Saint Joseph

This Contract for Professional Services (the "Contract") is made and entered into by and between the HARTFORD BOARD OF EDUCATION, a municipal body and state agent established pursuant to Chapter IX, Section 1 of the Charter of the City of Hartford, Connecticut, having an address and place of business at 960 Main Street, 8th Floor, Hartford, CT 06103, acting herein by Dr. Christina M. Kishimoto, Superintendent, ("HBOE") and the University of Saint Joseph, having an address and place of business at 1678 Asylum Avenue, West Hartford, CT 06117 acting herein by Dr. Michelle Kalis its Provost("Contractor").

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

1. Scope of Services:

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

2. Term:

The term of this Contract shall commence on November 25, 2013 and end on June 16, 2014, unless terminated earlier pursuant to Section 11 below (the "Term").

3. Compensation:

The total amount of compensation to be paid to Contractor by HBOE for Services provided by or on behalf of Contractor in accordance with this Contract shall not exceed eighty-one thousand six hundred and twenty-five dollars ($81,625), which Contract Price shall be payable as set forth below. Contractor acknowledges and agrees that the Contract Price constitutes the full compensation to Contractor for the Services to be performed hereunder, and includes all costs and expenses to be incurred by or on behalf of Contractor in performing the Services.

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

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

HBOE's obligation to make any payments for any Services rendered hereunder is expressly contingent upon Consultant having satisfactorily performed the same.

Revised 12/2011
Contractor agrees to meet with HBOE representatives to discuss the Contractor’s performance of the Services, as HBOE deems necessary. HBOE reserves the right to delay payment, adjust payment or suspend or terminate this Contract in the event that Contractor’s performance is not satisfactory or in compliance with the terms of this Contract. Payment will be made by HBOE for any Services provided in accordance with the terms hereof within thirty (30) days of its receipt of Contractor’s invoice submitted in accordance with the terms of this Section 3.

4. Performance Standards:

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

5. Evaluation Standards:

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

6. Anti-Discrimination and Affirmative Action:

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

7. Personnel:

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

8. Indemnification:

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

9. Insurance:

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

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

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

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

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

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

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

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

10. Conflict of Interest:

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

11. Contractor Default.

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

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

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

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

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

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

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

11.2 Election of Remedies

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

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

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

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

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

12. Termination of Contract

12.1 Termination for Cause

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

12.2 Termination for Non-availability of Funds

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

12.3 Termination at Will

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

12.4 Payment upon Termination

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

13. Amendment:

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

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

15. Disclaimer of Third Party Beneficiary:

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

16. Records:

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

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

17. Reports and Records:

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

18. Copyright:

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

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

20. Severability:

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

21. Governing Law:

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

22. Notices:

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

To HBOE: Hartford Board of Education
960 Main Street
Hartford, CT 06103
Attn: Dolores “Dee” Cole, Executive Director – Office of Early Literacy

To the Contractor: University of Saint Joseph
1678 Asylum Avenue
West Hartford, CT 06117
Attn: Dr. Michelle Kalis, Provost

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

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

24. Non-Waiver:

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

25. Security Checks:

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

Witness

HARTFORD BOARD OF EDUCATION

By: Dr. Christina M. Kishimoto
Superintendent

Date: ______________

Witness

University of Saint Joseph

By: Provost Michelle Kalis

Date: ______________

Approved As to Form and Legality

Corporation Counsel

Date

Revised 12/2011
EXHIBIT A

SCOPE OF SERVICES
SCOPE OF SERVICES

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

Definitions
- Faculty: member of the USJ faculty
- Intern: graduate student who serves as an instructional aide in a classroom at the Hartford Pre-K Magnet School
- Student: pre-K-12 child
- Student teacher: a teacher candidate who engages in “supervised full day practice teaching, with a trained cooperating teacher, as part of a teacher preparation program in a school setting of 10 or more weeks, following the completion of a minimum of 12 semester hours of credit in professional education in a teacher preparation program” (Connecticut State Department of Education).

Responsibilities of USJ

USJ shall:

a. Offer Interns eighteen graduate credits within a one-year (12 month) time period as part of a Masters Degree in Early Childhood Special Education with Nursery-Grade 3 teacher licensure, elementary teacher licensure (grades 1-6), special education teacher licensure (grades K-12), or an MA degree program.
b. Provide ongoing coordination of the internship program to ensure high academic standards are maintained. The USJ Director of the Early Childhood/Special Education (ECSE) program will be the initial contact for the interns. The Director will
   1. Inform the principal of the school of course expectations for each course in the Nursery-Grade 3 licensure program so that Interns enrolled in this program can complete the field assignments related to Pre-Kindergarten in their internship.
   2. Be the primary contact person for USJ in cases of school concern regarding Interns from the USJ teacher licensure program. The Dean of the School of Education and the principal of the Hartford Prekindergarten Magnet School will be apprised of any and all concerns.
   3. Ensure that quality of the internship is appropriate and that Interns meet their obligations. USJ will give preference in selecting interns to applicants who are enrolled in the ECSE MA with Nursery-Grade 3 licensure or are bilingual.
   4. Provide Interns with a copy of all rules and regulations regarding their activities while working at the HBOE and take reasonable steps to require Interns to comply with said rules and regulations.
   5. Require withdrawal of an Intern who fails to follow HBOE policies and procedures or otherwise disrupts the continuity of learning within reasonable time of notification by HBOE.

Revised 12/2011
6. Use commercially reasonable efforts to impress upon the Interns their obligation to respect the confidentiality of all records and information which may come to them with regard to the students’ and HBOE’s records.

c. Accept, ensure fingerprinting has occurred, and screen the graduate students applicants as Interns pursuant to the terms and conditions of this contract.

d. Participate with school district personnel in the selection process in which academic credentials and standards for admission to the USJ graduate program are the primary criteria.

e. Participate with school district personnel in the planning and evaluation of the internship.

f. Conduct an annual review of the program.

g. Make a good faith effort to place the Interns who are Nursery-Grade 3 teacher licensure candidates in the Hartford School District for the student teaching experience and the practicum, provided placements are available.

h. When possible, hold USJ courses on site at the Hartford Pre-Kindergarten Magnet School, if appropriate parking and evening security can be provided.

3. Responsibilities of HBOE

The HBOE shall:

a. Plan the schedule of Intern assignments and make all individual assignments in cooperation with USJ.

b. Provide on-site supervision of the clinical experience by HBOE-qualified staff assigned to the program.

c. Provide staff members as guest lecturers for seminars or courses, as appropriate and agreeable to both parties, without cost to the University.

d. Provide materials, site, etc., for Interns’ work with youngsters.

e. Participate with USJ in the selection process for Interns in which academic standards for admission to USJ graduate programs are the primary criteria.

f. Conduct an annual review of the program.

g. Provide emergency care to Interns or Faculty who become ill or injured during the internship which is similar to the care that would be given to any visitor or employee. The Interns and Faculty are financially responsible for this care if the illness or injury has not occurred due to the negligence of the HBOE.

h. Provide USJ with HBOE rules, regulations, and policies and procedures for defining school programs and services.

i. Agree that HBOE staff shall not be entitled to any benefits of USJ or be considered an employee of USJ.

j. Maintain its responsibility and authority for defining student instruction and care.

k. The Hartford School District will select only USJ Interns for intern positions, provided that sufficient Interns are available from USJ.

l. USJ Interns will be given release time to observe within the Hartford School District, and suburban and rural districts, as required for their licensure coursework. Each course averages 10 hours of observation per semester. Most candidates will be enrolled in two- three courses per semester.

m. USJ Interns who are Nursery-Grade 3 teacher licensure candidates will be accepted at Hartford schools for the student teaching placement and a required practicum. In most instances, placements will occur in the fall. The ECSE candidate placements:
i. 10-week Student Teaching placement in grades 1, 2, or 3 with a TEAM trained teacher. The Student Teacher will be observed weekly by a USJ supervisor. The school-based cooperating teacher will participate in a co-teaching arrangement with the Student Teacher and complete assessments and evaluations as required by the USJ Office of Student Teaching.

ii. 5-week practicum placement in a Pre-K or K setting with weekly observation by a USJ supervisor. The school-based cooperating teacher does not need to be TEAM trained but should be highly regarded as a master teacher. The school-based cooperating teacher will participate in a co-teaching arrangement with the Student Teacher and complete assessments and evaluations as required by the USJ Office of Student Teaching.

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

5. Responsibilities of the Interns

The Interns shall:

a. Attend courses at USJ and report for full day school assignments daily, 7:45 – 2:45 for the duration of the school district calendar, August 27, 2013 – June 14, 2014 (or the actual conclusion of the school year). Punctual attendance is required. If time is required (30 minutes before or after school), the Intern will meet these expectations.

b. Provide support for students in the program, 5 days a week as identified by the HBOE, including direct instructional support, behavioral support, data collection, facilitation of social interactions, monitoring of safety and other duties required to support student learning under the supervision of HBOE and the USJ staff and faculty. The Intern shall not perform clerical duties or duties unrelated to an academic experience.

c. Follow HBOE academic calendar and daily schedule of the school system.

d. Follow HBOE professional standards of department.

e. Follow HBOE and USJ policies, procedures, rules, and regulations.

f. Participate in staff development opportunities, school-community events, including parent/teacher conferences. Attend a minimum of two evening meetings per year.
AGENDA

ITEM # 11

NEW BUSINESS

ACCEPTANCE OF FUNDS:
HARTFORD FOUNDATION FOR PUBLIC GIVING

NOVEMBER 19, 2013

DR. KISHIMOTO
MR. SWAN

AMOUNT
$70,000

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

Through the generosity of an anonymous donor, the Hartford Foundation for Public Giving has awarded the Hartford Public School District a grant of up to $70,000. The purpose of the grant is to provide Hartford Public Schools students with a hardcover copy of the Oxford American Dictionary & Thesaurus, 2nd Edition, including shipping costs, for all 2013-2014 HPS students in grades 5 through 8, and for pertinent teachers and administration staff. It is intended that the students keep the books for their personal use.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept funds up to $70,000 from Hartford Foundation for Public Giving for the purpose of providing Hartford Public School students in grades 5 through 8 and pertinent teachers and administration staff with a hardcover copy of the Oxford American Dictionary & Thesaurus, 2nd Edition.
Grant Title: Hartford Foundation for Public Giving (Anonymous Donor)

Contact Person: Michelle L. Puhlick, Executive Director of Curriculum & Instruction

School/Department: Hartford Public School District – Grades 5 through 8

Amount of Request/Award: $70,000

Granting Entity: Hartford Foundation for Public Giving

Briefly describe the purpose of the grant:

To provide HPS students in grades 5 through 8 with a personal copy of the Oxford American Dictionary & Thesaurus, 2nd Edition. Students will be able to take the books home for their personal use.

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

All Hartford Public School students in grades 5 through 8 and pertinent staff and administration staff.

Provide brief information on the major areas where funding will be used (i.e. salaries, professional development, supplies and materials, conferences/seminars, evaluation, transportation, etc.)

The entire donation will be used for the purchase and shipping costs associated with providing students in grades 5 through 8 with a copy of the Oxford American Dictionary & Thesaurus 2nd Edition.

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

Goal 2 – Middle Years Redesign – All middle grade students will demonstrate sustained performance gains that will prepare them for the rigor of a college ready high school curriculum

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

The individual making the contribution wants to remain anonymous. Please attach a copy of the grant abstract or other documentation applicable to this request (i.e. copy of check or letter of award, if available).

See grant award letter number 20131403, dated October 7, 2013, addressed to Dr. Christina Kishimoto attached.
October 7, 2013

Dr. Christina Kishimoto, Superintendent of Schools
Hartford Public Schools
Office of Institutional Advancement
960 Main Street, 8th Floor
Hartford, CT 06103

Grant Number 20131403

Dear Dr. Kishimoto:

I am pleased to inform you that the Hartford Foundation for Public Giving has approved a grant of up to $70,000 to Hartford Public Schools (HPS) to purchase hardcover copies of the Oxford American Dictionary & Thesaurus (ISBN# 978-0-19-538465-9), 2nd Edition, including shipping costs, for all 2013-14 HPS students in grades 5 through 8 (6,796), and for pertinent teachers and administration staff. It is intended that the students keep the books for their personal use. This grant was recommended by an anonymous donor advisor.

Books are to be purchased by HPS through Oxford University Press USA in New York (212.743.8336). The school district is required to report the date students received the dictionaries, and to verify the number of students receiving books.

Payment will be made once an invoice reflecting the total purchase price of all books and related expenses is received by the Hartford Foundation.

By accepting this grant, your organization certifies that, to the best of your knowledge and belief, no portion of this grant will be used to provide any private benefit, goods, or services to the donor(s), fund advisor(s) or any related party associated with the fund.

To accept the terms of this grant, return a signed copy of this letter to the Foundation within 30 days of receipt. Signing and returning your grant award letter copy indicates your compliance with the procedures in the enclosed Hartford Foundation Grant Payment and Reporting Procedures.

You are welcome to, but we do not require efforts to communicate the good news about your grant. If you do decide to publicize the grant in any form, the text must be reviewed in advance by our Communications Department. To assist, guidelines for various forms of communications and a sample news release/newsletter story are available at http://hfpg.org/GrantCommunication.

1 Related party, as defined by the IRS, includes (i) a donor’s or fund advisor’s spouse, ancestors, children, grandchildren, great grandchildren, brothers, and sisters (whether by the whole or half blood), and the spouses of children, grandchildren, great grandchildren, brothers and sisters, and (ii) entities in which donors, donor advisors or their respective family members described above own more than 35 percent of the (a) combined voting power if the entity is a corporation, (b) profit interest if the entity is a partnership, or (c) beneficial interest if the entity is a trust or estate.
We wish you the best on this important effort.

Sincerely,

Linda J. Kelly
President

Enclosure: Hartford Foundation Grant Payment and Reporting Procedures

Agreed to and accepted by:

Signature of Agency Director  
Signature Date

cc: Michelle L. Puhlick
    Sandra J. Ward

Oct 15, 2013
AGENDA

ITEM # 12

NEW BUSINESS

APPROVAL OF SCHOOL CONSTRUCTION PLANS
AND ED042 SUBMITTAL
HARTFORD MAGNET TRINITY COLLEGE ACADEMY

BACKGROUND

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

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

Hartford Magnet Trinity College Academy -- State Project #064-0304 MAG/EA
Phase 1 – Addition and Alterations

A cost estimate has been prepared and the scope is within budget. Project schedules call for such work to be bid and implemented, while the existing school remains in use. The Additions and Alterations are scheduled to be completed by the Fall of the 2015-16 school year.

RECOMMENDATION

The Hartford Board of Education approves the final plans and authorizes the architect to submit the documents for the Additions and Alterations phase of work for the above referenced school project, to the Office of School Facilities for their review and approval.

Attachments: ED042 Form
ED042 Rev. 05/09
Statutory Ref.: C.G.S. Sections
10-222, 10-223, 10-291, 10-284
and 10-292

STATE OF CONNECTICUT
Department of Education
Bureau of School Facilities
168 Capitol Avenue
Hartford CT 06106-1630

REQUEST FOR REVIEW OF FINAL PLANS

**DISTRIBUTION NAME:**
HARTFORD

**FACILITY NAME AND ADDRESS:**
HARTFORD MAGNET TRINITY COLLEGE ACADEMY
55 VERNON STREET
HARTFORD, CT. 06106

**STATE/PROJECT NUMBER:**
054-0304 MAG/EA

**PHASE NUMBER:**
1 OF 2

Estimated date to begin construction: 6/11/2014
Estimated date to complete construction: 9/28/2015

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

**Certification of Approval dates:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Board of Education</td>
<td>11/19/2013</td>
</tr>
<tr>
<td>School Building Committee</td>
<td>11/18/2013</td>
</tr>
</tbody>
</table>

We hereby certify that these final plans and project manual as prepared for bidding and dated 11/01/2013 and the professional costs estimate dated 11/01/2013 for this project have been reviewed and approved for this site on the dates shown above.

For the Town or Regional Board of Education:
Matthew Poland
Chairperson's Name (Type or print) ____________________________
Signature ____________________________ Date __________

For the School Building Committee:
John H. Motley
Chairperson's Name (Type or print) ____________________________
Signature ____________________________ Date __________

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

**Project Architect/Engineer Firm:**
Tel Soo Kim Partners Architects
Firm Name (Type or print) ____________________________
Telephone 860-547-1970

I hereby: [check one]

(INDICATE FOR BUREAU OF SCHOOL FACILITIES REVIEW)
[ ] request a review of the final plans, project manual, Ineligible and Limited Eligible Costs Worksheet and professional cost estimate cited above. (Attach copies of all these documents.)

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

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

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

ITEM #13

NEW BUSINESS

ACCEPTANCE OF FUNDS AND CONTRACT APPROVAL: PARENT ACADEMY PROGRAM STATE GRANT

NOVEMBER 19, 2013

DR. KISHIMOTO
MR. GENAO

AMOUNT
$79,166

FUNDING SOURCE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

BACKGROUND

The Connecticut State Department of Education (CSDE) is seeking proposals to support family engagement in student achievement through the establishment of Parent Academies. The goal of parent academies is to support families as partners in learning to increase student success and close achievement gaps. Successful Parent Academies build on research and best practice in the field of school-family-community partnerships. Hartford Public Schools (HPS) issued a Request for Qualifications for interested agencies to submit proposals to partner with HPS to jointly submit a proposal and run the Parent Academy. Interested agencies were interviewed by a committee and Hartford Parent University was selected by the committee. Hartford Public Schools will partner with Hartford Parent University to submit a proposal to the CSDE to jointly run a Parent Academy during the 2013-2014 school year.

Timeline:
- September 30, 2013 - date indicated as publication date on the actual RFP
- October 4, 2013 - RFP posted on SDE website
- Week of October 7, 2013 - HPS became aware of RFP
- September 20, 2013 - HPS issued an RFQ for partnership
- October 4, 2013 - RFQ due to HPS
- October 11, 2013 - HPS conducted interviews with the 3 agencies that responded to the RFQ
- October 14, 2013 - HPS notified the selected agency

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept the funds in the amount of $79,166 from the Connecticut State Department of Education for the Parent Academy Program.

Furthermore, the Hartford Board of Education authorizes the Superintendent to execute a contract with Hartford Parent University for FY 2013-14 in an amount not to exceed $79,166 should the grant be awarded to Hartford Public Schools.
HARTFORD BOARD OF EDUCATION
GRANTS SUBMISSION/ACCEPTANCE INFORMATION FORM
BOARD ITEM

Grant Title: Parent Academy Program 2013-2014

Contact Person: Eduardo V. Genao

School/Department: Early Literacy and Parent Engagement

Amount of Request/Award: $79,166

Granting Entity: Connecticut State Department of Education

Briefly describe the purpose of the grant:

This grant will provide classes and workshops to approximately 200 parents in three Saturday full day Parent University Learning Sessions and four Evening Parent University mini-Learning Sessions. Learning Sessions will take place at schools, local colleges, and public library branches within the City of Hartford. The program will operate from January through June 2014.

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

The target population consists of at least 200 Hartford parents. Recruitment of parents for the Learning Sessions will be targeted to the lowest performing schools.

Provide brief information on the major areas where funding will be used (i.e. salaries, professional development, supplies and materials, conferences/seminars, evaluation, transportation, etc.)

Funding will be used in the major areas of salary for parent facilitators, childcare, transportation, food for parents/children, books, and materials.

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

Family and community engagement is one of the identified strategies in our Strategic Operating Plan. Additionally, the Family Engagement Plan created by the Parent and Community Taskforce identifies parent training as a necessary element to help parents become engaged in the education of their own and all children and to help them learn strategies to assist their children at home.

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

Through and RFQ process, HPS has partnered with Hartford Parent University to submit a proposal and, if approved, provide classes and workshops. Hartford Parent University is providing $24,103 of the $39,583 matching funds required by the grant.
Contract For Professional Services

By And Between

The Hartford Board of Education

And

Hartford Parent University

This Contract for Professional Services (the "Contract") is made and entered into by and between the HARTFORD BOARD OF EDUCATION, a municipal body and state agent established pursuant to Chapter IX, Section 1 of the Charter of the City of Hartford, Connecticut, having an address and place of business at 960 Main Street, 8th Floor, Hartford, CT 06103, acting herein by Dr. Christina M. Kishimoto, Superintendent, ("HBOE") and HARTFORD PARENT UNIVERSITY, Non-Profit Parent Empowerment and Training company, having an address and place of business at 126 Yale Street, Hartford, CT 06106 acting herein by Lillian Arciniegos, its President ("Contractor").

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

1. Scope of Services:

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

2. Term:

The term of this Contract shall commence on January 2, 2013 and end on June 30, 2014, unless terminated earlier pursuant to Section 11 below (the "Term").

3. Compensation:

The total amount of compensation to be paid to Contractor by HBOE for Services provided by or on behalf of Contractor in accordance with this Contract shall not exceed $79,166 Dollars (the "Contract Price").

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which Contract Price shall be payable as set forth below. Contractor acknowledges and agrees that the Contract Price constitutes the full compensation to Contractor for the Services to be performed hereunder, and includes all costs and expenses to be incurred by or on behalf of Contractor in performing the Services.

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

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

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

4. Performance Standards:

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

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

6. Anti-Discrimination and Affirmative Action:

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

7. Personnel:

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

Revised 12/2011
8. Indemnification:

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

9. Insurance:

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

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

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

b) Workers' Compensation Insurance must be maintained by Contractor in accordance with Connecticut statutes.
c) Automobile Liability with limit of no less than $500,000 combined single limit per accident. Coverage extends to owned, hired and non-owned automobiles. If contractor does not own vehicle used in the execution of the contract, then only hired and non owned coverage is required. If a vehicle is not used in the execution of the contract then automobile coverage is not required.

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

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

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

10. Conflict of Interest:

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

11.1 Events of Default

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

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

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

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

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

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

11.2 Election of Remedies

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

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

(ii) Suspend Project operation;

(iii) Require Contractor to correct or cure such default to the satisfaction of HBOE; and/or
(iv) Terminate this Contract for cause in accordance with Section 12 hereof.

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

12. **Termination of Contract**

12.1 **Termination for Cause**

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

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

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

12.3 **Termination at Will**

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

12.4 **Payment upon Termination**

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

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

14. Subcontracts:

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

15. Disclaimer of Third Party Beneficiary:

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

16. Records:

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

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

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

18. Copyright:

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

19. Assignment:

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

20. Severability:

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

21. Governing Law:

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

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

To HBOE: Hartford Board of Education
960 Main Street
Hartford, CT 06103
Attn: Eduardo V. Genao
Chief of Early Literacy and Parent Engagement

To the Contractor: Hartford Parent University
126 Yale Street
Hartford, CT 06106
Attn: Lillian Arciniegas, President

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

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

24. Non-Waiver:

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

25. Security Checks:

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

Witness

HARTFORD BOARD OF EDUCATION

By: Dr. Christina M. Kishimoto
Superintendent

Date: ________________

Witness

HARTFORD PAENT UNIVERSITY

By: Lillian Arciniega
President

Date: ________________

Approved As to Form and Legality

Date ________________

Corporation Counsel

Revised 12/2011
EXHIBIT A

SCOPE OF SERVICES

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

Hartford Parent University is responsible for:

1. project implementation
2. securing non-school sites, education and childcare sites
3. securing all Learning Sessions facilitators, other than those provided by HPS
4. engaging in parent outreach, recruitment, and communication
5. in collaboration with HPS, developing and selecting curriculum, course content, and materials
6. leading parent assessment and project evaluation
7. arranging for transportation, food, and childcare for parent participants
8. quality control and liability.
NEW BUSINESS

RESOLUTION: AUTHORIZED SIGNATURES
CHILD NUTRITION PROGRAMS

THE BOARD

NOVEMBER 19, 2013

BACKGROUND

The ED-099 Agreement for Child Nutrition Programs is the formal agreement between the Hartford Board of Education and the State Department of Education to operate one or more Child Nutrition Programs. Part 4 of the Agreement designates representatives authorized to sign claim forms for reimbursements and required reports for the Child Nutrition Programs. The Authorized Signatures Change Form must be executed whenever one of the two authorized signers changes. One of the signers changed from Dr. Nardone to Dr. Slater.

RECOMMENDATION

That the Hartford Board of Education authorizes Superintendent Christina Kishimoto or in her absence, Donald Slater, Chief Operating Officer, to sign claims for reimbursement and required reports for the Child Nutrition Programs.
This is to certify that on Tuesday, November 19, 2013, as shown in the minutes of (Date),

The Hartford Board of Education for Hartford Public Schools

(Name of Corporation, Board of Education or Governing Body)

the following action was taken to revise the Authorized Signers of the ED-099 Agreement for Child Nutrition Programs.

1. The person designated below is authorized to sign this agreement and to sign claims for reimbursement.

Signature  
Superintendent of Schools  
ינת (-Superintendent of Schools, Mayor, Selectman, President or Chairperson of the Board, Pastor or Commissioner)  
Christina Kishimoto, Ph.D.  
Printed Name  
November 19, 2013  
Date  

2. In the absence or incapacity of the first designated individual, the second person designated below is authorized to sign claims for reimbursement.

Signature  
Chief Operating Officer  
ינת (-Assistant Superintendent, Business Official, Principal, Headmaster, City or Town Manager, Executive Director or Deputy Commissioner)  
Donald Slater, Ph.D.  
Printed Name  
November 19, 2013  
Date  

3. The signature below certifies the above action.

Signature  
Robert Cotto, Jr., Secretary of the Board  
ינת (-Secretary of Corporation, Town Clerk, Secretary of the Board)