Hartford Board of Education  
Regular Meeting – Tuesday, December 15, 2015  
Batchelder Elementary School  
757 New Britain Avenue, Hartford, CT 06106  
5:30 p.m.  
AGENDA

I. Call to Order  
II. Roll Call  
III. Opening Statement  
IV. Dialogue Session  
   1. Parent and Student Comment  
   2. Public Comment  
V. Reports  
   1. Report of the Chair  
   2. Report of the Superintendent  
   3. Committee Reports  
      o Parent & Community Engagement Committee  
      o Policy Committee  
      o School Choice & Facilities Committee  
VI. Business Agenda  
A. Items in Order of Importance  
   1. Resolution: Recognition of Joshua Rodriguez (The Board)  

   Resolved That the Hartford Board of Education hereby recognizes and gives thanks for the bravery and good judgment of Mr. Rodriguez; Joshua Rodriguez heroically put students first;  

   Be it Further Resolved: that this resolution shall be presented to Mr. Rodriguez by the Chairman of the Hartford Board of Education.  

   2. Contract Approval: Anthem Contract – Approximately $2.5 Million (Supt et al.)  

   Anthem is our current administrator of medical insurance for employees and retirees. The Board and the City of Hartford have been in a shared contract with Anthem until recently, when the City of Hartford elected to change to CIGNA. The Hartford Board of Education will continue to contract with Anthem and they are offering the BOE the opportunity to reduce our administrative fees by $400,000 from last year.
That the Hartford Board of Education authorizes the Superintendent to execute a contract with Anthem for an effective date of January 1, 2016.

3. First Reading: Various Hartford Public Schools Policies (Policy Committee)

That the Hartford Board of Education accepts the first reading of the following policies:

   a. Policy 5114 – Attendance
   b. Policy 5113 – Ages of Attendance
   c. Policy 5173 – Physical Restraint and Seclusion

4. First Reading: Proposed School Calendar for 2016 – 2017 (Supt et al.)

That the Hartford Board of Education accepts the first reading of the proposed 2016-2017 School Calendar.

B. Consent Agenda

5. Acceptance of Funds: Connecticut State Department of Education, Extended School Hours Grant $407,999 (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 $407,999 from the Connecticut State Department of Education for Extended School Hours programs. Furthermore, the Hartford Board of Education authorizes the Superintendent to make necessary reductions should the State of Connecticut reduce its commitment to the Extended School Hours programs.

6. Contract Approval: ConnectiKids, Inc. $65,000 (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.

ConnectiKids, Inc. will receive a total of $65,000 and work with the following schools:

   • MD Fox Elementary School - $35,000
   • West Middle School - $30,000

That the Hartford Board of Education authorizes the Superintendent to execute a contract with ConnectiKids, Inc. for the term delineated in the contract ending June 30, 2016.
7. Acceptance of Funds: Connecticut State Department of Education Cooperating Eligible Entity (CEE) Grant – Adult Education Programs $255,042 (Supt et al.)

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

That the Board of Education authorizes the Superintendent to accept a total of $255,042 from the State of Connecticut Cooperating Eligible Entity Grant for the supplemental Adult Education programs described above.

8. Acceptance of Funds: Connecticut State Department of Education for Hartford Adult Education Programs $1,723,649 (Supt et al.)

This grant provides funding for state mandated educational services to adult learners in pursuit of English Language proficiency, secondary education completion, adult basic education and the acquisition of skills needed for postsecondary opportunities.

That the Hartford Board of Education authorizes the Superintendent to accept a total of $1,723,649 from the State of Connecticut Adult Education Program for the Adult Education Center in Hartford.

C. Executive Session (Collective Bargaining Agreements: Hartford Federation of School Health Professionals, Hartford Federation of Child Development Associates)

9. Approval of proposed Collective Bargaining Agreement with the Hartford Federation of School Health Professionals, Local 1018 A/B, AFT, AFL-CIO.

That the Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Federation of School Health Professionals, Local 1018 A/B, AFT, AFL-CIO.

10. Approval of proposed Collective Bargaining Agreement with the Hartford Federation of Child Development Associates, Local 1018 F, AFT, AFL-CIO.

That the Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Federation of Child Development Associates, Local 1018 F, AFT, AFL-CIO.

VII. Adjournment
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AGENDA
ITEM # 1

RESOLUTION

RECOGNITION OF:
JOSHUA RODRIGUEZ

THE BOARD

BACKGROUND
Whereas, Joshua Rodriguez is a Safety Officer at New Visions; and
Whereas, Mr. Rodriguez faced a dangerous situation and was able to deescalate the situation; and
Whereas, Mr. Rodriguez exhibited quick thinking and calm in a dangerous situation;

RECOMMENDATION
NOW, THEREFORE, BE IT RESOLVED, that the Hartford Board of Education hereby recognizes and gives thanks for the bravery and good judgment of Mr. Rodriguez; Joshua Rodriguez heroically put students first;

BE IT FURTHER RESOLVED: that this resolution shall be presented to Joshua Rodriguez by the Chairman of the Hartford Board of Education.
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AGENDA

ITEM # 2

NEW BUSINESS

CONTRACT APPROVAL:
ANTHEM BLUE CROSS & BLUE SHIELD

AMOUNT
APPROXIMATELY $2.5M

DECEMBER 15, 2015

DR. SCHIAVINO-NARVAEZ
MS. ALTIERI

FUNDING SOURCE
GENERAL FUNDS

BACKGROUND

Anthem Blue Cross & Blue Shield (Anthem) is our current administrator for the medical insurance for employees and retirees. The Board and the City of Hartford have been in a shared contract with Anthem until recently, when the City of Hartford elected to change to CIGNA.

The Administration requests the Board to authorize the Superintendent to finalize negotiations and execute a contract with Anthem for an effective date of January 1, 2016.

Anthem provides services such as: claims payments, Medical Provider Network services, Utilization Management, Wellness / Employee Assistance and Stop Loss Insurance.

The benefits of remaining with Anthem are:

1) Continue to provide valuable medical benefits to our employees / retirees and their families with no change to employee premiums and no change to medical providers;
2) Proposed Administrative Services Only fees are $400,000 less than last year;
3) Anthem has the largest in-state PPO network and offers performance guarantees valued at $250,000;
4) 85% of RX rebates are returned to BOE;
5) Offers a cost avoidance of $2M by not being subject to State regulations.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Anthem for an effective date of January 16, 2016.
Anthem Blue Cross & Blue Shield (Anthem) Executive Form

1. Context/Overview

The Hartford Board of Education needs to enter into a contract with Anthem so they may continue in the administration of the health benefits offered to employees, retirees, and their families. This contract is necessary since up until recently, the Board and the City of Hartford had a shared contract with Anthem, and the City has now elected to separate and go with Cigna. The Board now needs to contract with Anthem separately.

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

Anthem provides services such as: claims payments, Medical Provider Network services, Utilization Management, Wellness / Employee Assistance, Stop Loss Insurance and many other services necessary to offer quality health benefits. Providing quality medical benefits is important in attracting and retaining top tier employees.

3. Targeted populations to be served

Approximately 3,200 employees and 300 retirees (Fees are based on the number of employees in the plan, thus fee varies from month to month.)

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

- Anthem has the largest in-state PPO network and offers performance guarantees valued at $250,000;
- 85% of RX rebates are returned to the BOE;
- ASO (Administrative Services Only) contract creates a cost avoidance of $2M;
- Continue to provide valuable medical benefits to our employees / retirees and their families with no change to employee premiums and no change to medical providers;
- Fees are $400,000 less than last year.

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

6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)
   Size of Medical Provider Network, Effectiveness of Utilization Management and impact of Stop Loss Insurance.

7. Is this a sole source vendor?  ☑Yes  ☑No  ☑N/A
   If sole source vendor, please specify why the purchase qualifies as sole source procurement:
   a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

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

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

   b. Please attach a copy of the grant abstract and other applicable documents
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AGENDA
ITEM # 3

NEW BUSINESS

FIRST READING: VARIOUS POLICIES

BACKGROUND

As part of an ongoing policy review, the committee has been working throughout the year to prioritize mandatory policies. The following policies have been updated to conform with legislative changes.

a. Policy 5114 – Attendance
b. Policy 5113 – Ages of Attendance
c. Policy 5173 – Physical Restraint and Seclusion

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the policies listed above.
Students

Attendance

Regular and punctual student attendance in school is essential to the educational process. Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity.

The Board of Education requires that accurate records be kept of the attendance of each child. Students should not be absent from school without parental knowledge and consent. Connecticut state law places responsibility for assuring that students attend school with the parent or legal guardian having control over the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent will adopt and maintain regulations to implement this policy.

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

The Board of Education takes seriously the issue of chronic absenteeism. To address this issue, the Board of Education, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

Legal References:

Connecticut General Statutes §10-220
Connecticut General Statutes §10-184
Connecticut General Statutes §10-186
Connecticut General Statutes §10-198a
Public Act 15-225, "An Act Concerning Chronic Absenteeism"
Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)
Connecticut State Department of Education Circular Letter C-2, Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs (August 4, 2009)
Connecticut State Board of Education
Memorandum, Definitions of Excused and Unexcused Absences (June 27, 2012)

Policy adopted: September 14, 1999
Policy updated: November 1, 2005
Policy revised: June 18, 2013

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Students

Administrative Regulations Regarding Attendance and Chronic Absenteeism

I. Attendance and Truancy

A. Definitions for Section I

1. "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.

2. "Disciplinary Absences" - Absences that are the result of school or district disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent. Such absence is not considered excused or unexcused for attendance and truancy purposes.

3. "Educational evaluation" - for purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

4. "Excused-Absence" - A student's absence* from school shall be considered excused if written documentation** of the reason for the absence has been submitted within ten school days of the student's return to school., or if the child has been excluded from school in accordance with Section 10-210 of the Connecticut General Statutes (regarding communicable diseases), and meets the following criteria:

a. For absences one through nine, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.

b. For the tenth absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused for the following reasons:

1) student illness verified by an appropriately licensed medical professional;

2) student's observance of a religious holiday;

3) funeral or death in the student's family, or other emergency beyond the control of the student's family;

4) mandated court appearances (additional documentation required);
5) the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or

6) extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance and this regulation.

c. A student, age five to eighteen, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school.

5. "In Attendance" - any day during which a student is not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.

6. "Student" - a student enrolled in the Hartford Public Schools.

7. "Truant" - is defined as a student age five to eighteen, inclusive, who has four (4) unexcused absences from school in one month or ten (10) unexcused absences in a school year.

8. "Unexcused Absences" - any absence from a regularly scheduled school day for at least one half of the school day, unless they—one of the following criteria is met:

A. the absence meets the definition for an excused absence (including documentation requirements); or

B. the absence meets the definition of a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

B. Written Documentation Requirements for Absences

1. Written documentation must be submitted for each incidence of absence within ten (10) school days of the student's return to school. An incidence of absence is considered consecutive days of absence.
2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student’s parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.

3. For the student’s 10th absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:

   a. student illness:

      (1) signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or

      (2) signed note from school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.

   b. religious holidays: none.

   c. mandated court appearances:

      (1) a police summons;

      (2) a subpoena;

      (3) a notice to appear;

      (4) a signed note from a court official; or

      (5) other official, written documentation of the legal requirement to appear in court.

   d. funeral or death in the family, or other emergency beyond the control of the student’s family: written document must explain the nature of the emergency.

   e. extraordinary educational opportunity pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.

   f. lack of transportation that is normally provided by a district other than the one the student attends: none.

4. Neither e-mail nor text message shall serve to satisfy the requirement of written documentation. In rare and extraordinary circumstances, a building
administrator may, in his/her own discretion, accept the delivery of written documentation through a scanned copy sent by e-mail.

5. The Hartford Public Schools reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.

6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at his/her own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

7. Schools should take steps to allow non-English speaking parents/guardians to submit documentation in their native language

C. Extraordinary Educational Opportunities

1. To qualify as an extraordinary educational opportunity, the opportunity must:
   a. be educational in nature and must have a learning objective related to the student’s course work or plan of study;
   b. be an opportunity not ordinarily available for this exemption;
   c. be grade and developmentally appropriate; and
   d. include content that is highly relevant to the student; while some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students.

2. Family vacations do not qualify as extraordinary educational opportunities.

3. All requests for approval of extraordinary educational opportunities must:
   a. be submitted to the building principal in writing prior to the opportunity, but no later than ten (10) school days prior to the opportunity except in exceptional circumstances at the discretion of the building administrator;
   b. contain the signatures of both the parent/guardian and the student;
   c. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student’s coursework or plan of study; and
   d. include additional documentation, where available, about the opportunity.

4. The building principal shall provide a response in writing and include the following:
   a. either approval or denial of the request;
b. brief reason for any denial;

c. any requirements placed upon the student as a condition of approval;

d. the specific days approved as excused absences for the opportunity;

e. the understanding that the building administrator may withdraw its approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.

5. All decisions of the building principal relating to extraordinary educational opportunities shall be final.

6. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.

7. Approval for an extraordinary educational opportunity is determined on a case-by-case basis and the analysis of individualized factors. An opportunity approved for one student may not be approved for another.

D. Truancy Exceptions:

1. A student five (5) or six (6) years of age shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.

2. A student seventeen (17) years of age shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.

3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

E. Readmission to School Following Voluntary Withdrawal
1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section D.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student’s withdrawal from school.

2. If a student who has voluntarily withdrawn from school (in accordance with Section D.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

F. Determinations of Whether a Student is “In Attendance”:

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.

2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered “in attendance.”

3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being “in attendance” for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate by the administration so as to ensure that the student is able to successfully return to the regular classroom setting.

G. Administrative Procedures:

1. Annually at the beginning of the school year and upon any enrollment during the school year, the administration shall notify the parent or other person having control of each child enrolled in the Hartford Public Schools the obligations of the parent or such other person regarding attendance policy and regulations.

2. Annually at the beginning of the school year and upon any enrollment during the school year, the administration shall obtain from the parent or other person having control of each child in a Hartford Public School a telephone number or other means of contacting such parent or such other person during the school day.

3. Each school shall implement a system of monitoring individual unexcused absences of students, which shall provide that whenever a student enrolled fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child’s parent or other person having control of the child is aware of the pupil’s absence, a reasonable effort to notify, by telephone, the parent or such other person shall be made by school personnel. All parent outreach efforts must be documented. When the school in
which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child’s absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child’s family is a family with service needs. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

4. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent of each child who is a truant, or other person having control of such child, and appropriate school personnel to review and evaluate the reasons for the child being a truant, provided such meeting shall be held not later than ten school days after the child’s fourth unexcused absence in a month or tenth unexcused absence in a school year. Notice and meetings must be in a language understandable to the parent.

5. If the parent or other person having control of a child who is a truant fails to attend the meeting or fails to cooperate with the school in attempting to solve the truancy problem, the superintendent of schools shall, within fifteen (15) calendar days of such failure, file for each such truant enrolled in the schools under his or her jurisdiction a written complaint with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that his family is a family with service needs.

6. When a student is truant, the superintendent or designee, shall coordinate services and/or referrals of children to community agencies that provide child and family services. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.

7. In addition to the procedures specified, a regular education student who is experiencing attendance problems shall be referred to the building intervention Student Study Team (i.e. SST, SAT) or other appropriate body, for review and assistance. The team will review the student’s need for referral for a Planning and Placement Team (PPT) meeting. A special education student who is experiencing attendance problems must be referred for a PPT meeting for program review.

8. If a family with service needs ("FWSN") petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.

a. For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated
through the Child Study Team [or other appropriate school based team]. Upon completion of the evaluation of a regular education student, the Child Study Team [or other appropriate school based team] shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions. Such recommendations may include a referral of the student for further evaluation and/or consideration for special education eligibility.

b. In the case of a student who requires or may require special education and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student’s need for special education services and the need, if any, to write and/or revise the student’s individualized education program (“IEP”).

H. Attendance Records

All attendance records developed by the Board shall include the individual student’s state-assigned student identifier (SASID).

II. Chronic Absenteeism

A. Definitions for Section II

1. “Chronically absent child” - a child who is enrolled in a school under the jurisdiction of the Hartford Board of Education and whose total number of absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year;

2. “Absence” - (a) an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to section 10-198b of the general statutes and these administrative regulations, or (b) an in-school suspension, as defined in section 10-233a of the general statutes, that is greater than or equal to one-half of a school day;

3. "District chronic absenteeism rate" - the total number of chronically absent children under the jurisdiction of the Hartford Board of Education in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year; and

4. "School chronic absenteeism rate" - the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.
B. Establishment of Attendance Review Teams

If the Hartford Board of Education has a district chronic absenteeism rate of ten percent (10%) or higher, it shall establish an attendance review team for the school district.

If a school under the jurisdiction of the Hartford Board of Education has a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for that school.

If the Hartford Board of Education has more than one school with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

If the Hartford Board of Education has a district chronic absenteeism rate of ten percent (10%) or higher and one or more schools with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, and chronically absent children and their parents or guardians.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

D. State Chronic Absenteeism Prevention and Intervention Plan

The Hartford Board of Education and its attendance review teams, if any, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

III. Reports to the State Regarding Truancy Data

Annually, each local and regional board of education shall include information regarding the number of truants and chronically absent children in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.
Students

Ages of Attendance

The Hartford Public Schools shall be open to all children five years of age and older and under twenty-one years of age who have not graduated from a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d.

Required Ages of Attendance

Parents and those who have care of children between the ages of five and over and under eighteen inclusive, are obligated by Connecticut law to cause any such child to attend public schools, regularly during the hours and terms the public school in the district in which such child resides is in session unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools or the child is excluded pursuant to the Connecticut Statutes, sections 10-233c or 10-233d.

The parent or person having control of a child seventeen years of age may consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that this district has provided the parent or person with information on the educational opportunities available in the school system and in the community.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

(cf. 5121 – Promotion/Retention Intervention)

Legal Reference:  Connecticut General Statutes
10-15 Towns to maintain schools
10-15c Discrimination in public schools prohibited. School attendance by five-year-olds
10-76a - 10-76g re special education
10-184 Duties of parents School Attendance age requirements
10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils
10-233c Suspension of pupils
10-233d Expulsion of pupils
State Board of Education Regulations
10-76a-1 General definitions (c) (d) (q) (t)

Policy adopted: September 14, 1999
Policy updated: November 1, 2005

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Students

Physical Restraint and Seclusion of Students at Risk

The Hartford Board of Education seeks to foster a safe and positive learning environment for all students. District employees will restrict the use of physical restraint or seclusion of students to emergency situations, in accordance with these administrative regulations and the associated policy and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual.

The following sets forth the procedures for compliance with the relevant state law and regulations concerning the physical restraint and seclusion of students in the District. The Superintendent mandates compliance with these regulations at all times. Violations of these regulations by a Board of Education staff member or other individual working at the direction of, or under the supervision of, the Board of Education, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with responsibility of the District to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220.

I. Definitions:

Life Threatening Physical Restraint: Any physical restraint or hold of a person that (1) restricts the flow of air into a person's lungs, whether by chest compression or any other means, or (2) immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

Psychopharmacological Agent: Any medication that affects the central nervous system, influencing thinking, emotion or behavior;

Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a student, including a student's arms, legs or head.

The term does not include:

1. Briefly holding a student in order to calm or comfort the student;
2. Restraint involving the minimum contact necessary to safely escort a student from one area to another;
3. Medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance;

4. Helmets or other protective gear used to protect a student from injuries due to a fall;

5. Helmets, mitts and similar devices used to prevent self-injury when the device is (i) part of a documented treatment plan or an individualized education program (IEP); or (ii) prescribed or recommended by a medical professional, as defined in section 38a-976 of the Connecticut General Statutes, and is the least restrictive means available to prevent such self-injury.

School Employee: (1) Any individual employed by the Hartford Public Schools who is a teacher, substitute teacher, administrator, superintendent, guidance counselor, psychologist, social worker, nurse, physician, paraprofessional, coach; and (2) any other individual who in the course of performing his or her duties has regular contact and provides services to or on behalf of student enrolled in the Hartford Public Schools or pursuant to a contract with the Hartford Public Schools.

Seclusion: The confinement of a student in a room, whether alone or with staff supervision, in a manner that prevents the student from leaving that room. The term does not include any confinement of a student in which the student is physically able to leave the area of confinement, including but not limited to in-school suspension, time out or disciplinary detention.

Student: a child who is

1. Enrolled in grades pre-k to twelve, inclusive, in a public school under the jurisdiction of a local or regional board of education;

2. Receiving special education and related services in an institution or facility operating under a contract with a local or regional board of education pursuant to subsection (d) of section 10-76d of the Connecticut General Statutes;

3. Enrolled in a program or school administered by a regional education service center established pursuant to section 10-00a of the Connecticut General Statutes; OR

4. Receiving special education and related services from an approved private special education program.

II. Life-Threatening Physical Restraint:

No school employee shall under any circumstance use a life-threatening physical restraint on a student.
Nothing in this section shall be construed as limiting any defense to criminal prosecution for the use of deadly physical force that may be available under sections 53a-18 to 53a-22, inclusive, of the Connecticut General Statutes.

III. Physical Restraint and Seclusion Procedures:

In all situations, even those in which a student becomes physically violent, the Hartford Public Schools will act to protect the welfare, safety and security of all students, staff and other individuals. Whenever possible, attempts will be made to use early intervention strategies to prevent or defuse potentially assaultive or dangerous behaviors. No school employee shall use physical restraint or seclusion unless the school employee has received training in accordance with state law and/or the District’s training plans as described in this policy, upon implementation thereof.

Involuntary physical restraint and seclusion are to be used solely as emergency interventions to prevent immediate or imminent injury to the student or to others. School employees should use physical restraint and seclusion only as a last resort after all other less restrictive verbal and nonverbal strategies have been used or attempted. The sole purpose for using physical restraint and seclusion is to keep the acting out student and others safe. When the need arises for physical restraint, the least restrictive physical restraint technique requiring the least amount of force for the least amount of time will be used. Physical restraint and seclusion will not be used as disciplinary measures or as a convenience.

IV. Length of Physical Restraint or Seclusion:

Physical restraint and seclusion will be promptly terminated when the student has regained physical and/or emotional control. Except as provided below, any period of physical restraint or seclusion shall not exceed fifteen (15) minutes.

If any instance of physical restraint or seclusion of a student used as an emergency intervention exceeds fifteen (15) minutes, one of the following individuals, who have received training in the use of physical restraint or seclusion, will determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others:

1. an administrator, or such administrator’s designee;

2. a school health or mental health personnel;

3. a board certified behavior analyst.

The individual identified under in paragraphs 1-3 above shall make a new determination every thirty (30) minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.
V. Monitoring of Physical Restraint and Seclusion:

Any student who is physically restrained will be continually monitored by a trained school employee for indications of physical and/or mental distress.

Any student involuntarily placed in seclusion will be continually monitored by a trained school employee for indications of physical and/or mental distress.

A school employee monitoring a student must regularly evaluate the student being physically restrained or secluded for signs of physical distress. The school employee must record each evaluation in the educational record of the student being physically restrained or secluded.

VI. Seclusion Room Requirements:

Seclusion can happen in any location, although a district may designate an area or room for this purpose. Regardless of location, any room used for seclusion must:

A. be of a size that is appropriate to the chronological and developmental age, size and behavior of the student;

B. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;

C. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;

D. be free of any object that poses a danger to the student who is being placed in the seclusion room;

E. conform to applicable building code requirements.

If the door or doors to a room used for seclusion are to be locked, latched or otherwise secured, a modification from the State Fire Marshal’s office shall be secured prior to the installation of a locking mechanism. If a door locking mechanism is used, the student shall be constantly monitored notwithstanding any other provisions of the Connecticut General Statutes or Regulations to the contrary. The locking mechanism to be used shall be a device that shall be readily released by staff as soon as possible but in no case longer than within two minutes of the onset of an emergency and is connected to the fire alarm system so that the locking mechanism is released automatically when a fire alarm is sounded. An “emergency,” for purposes of this subsection, includes but is not limited to the following:

1. the need to provide direct and immediate medical attention to the student;
2. fire;

3. the need to remove the student to a safe location during a building lockdown; or

4. other critical situations that may require immediate removal of the student from seclusion to a safe location; and

F. have an unbreakable observation window or fixture located in a wall or door, which allows the student a clear line of sight beyond the area of seclusion, to permit frequent visual monitoring of the student and any school employee in such room. The requirement for an unbreakable observation window does not apply if it is necessary to clear and use a classroom or other room in the school building as a seclusion room for a student.

VII. Use of Psychopharmacologic Agent:

No school employee may use a psychopharmacologic agent on a student without that student’s consent and the consent of the student’s parent/guardian, except:

A. as an emergency intervention to prevent immediate or imminent injury to the student or to others; or

B. as an integral part of the student’s established medical or behavioral support or educational plan, or, if no such plan has been developed, as part of a licensed practitioner’s initial orders.

The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.

Any administration of a psychopharmacologic agent must ONLY be done in accordance with applicable federal and state law and the Board of Education’s Administration of Medication Policy.

VIII. Required Meetings:

A. Students not Eligible for Special Education (and not being evaluated for eligibility for special education)

1. In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, a team composed of an administrator, one or more of the student’s teachers, a parent or legal guardian of the student, and, if any, a school mental health professional, shall convene to:
a. conduct or revise a behavioral assessment of the student;

b. create or revise any applicable behavior intervention plan; and

c. determine whether such student may require a referral for consideration for special education pursuant to federal and state law.

2. The requirement to convene this meeting shall not supersede the District's obligation to refer a student to a planning and placement team ("PPT") as may be required in accordance with federal and state law.

B. Students Eligible for Special Education (and students being evaluated for eligibility for special education)

In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, the student's PPT shall convene to:

1. conduct or revise a functional behavioral assessment ("FBA");

2. create or revise any applicable behavior intervention plan ("BIP"), including but not limited to, such student's individualized education program ("IEP"); and

3. review or revise the student's IEP, as appropriate.

C. A District and/or school administrator(s) shall determine the school employee(s) responsible for reviewing the number of occurrences of the use of physical restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of physical restraint or seclusion in a twenty (20) day period.

Seclusion as a Behavior Intervention in an IEP

A. Only the student's PPT may determine if seclusion can be included as an intervention in the student's IEP, in which case the following must occur:

1. the PPT must ensure that all positive behavioral interventions and supports have been documented, reviewed and determined to be ineffective:

2. an FBA must be conducted or reviewed, and, if appropriate, revised; and

3. a BIP based on the FBA must be developed, which BIP must include the use of seclusion as a planned intervention.

B. The PPT must include the following information in the IEP of the student:
1. the location of seclusion for the person at risk, which may be multiple locations within a school building;

2. the maximum length of any period of seclusion, in accordance with Section III(D) of this regulation;

3. the number of times during a single day that the student may be placed in seclusion;

4. the frequency of monitoring required for the student while in seclusion;

5. the timeframe and manner of notification of each incident of seclusion, as determined by the PPT and the parents/legal guardian of the student; and

6. any other relevant information agreed to by the PPT taking into consideration the age, disability and behaviors of the student that might subject the student to the use of seclusion;

7. the use of seclusion on Page 10 of the student’s IEP, under “Special Factors,” and the BIP as an attachment to the IEP;

8. the justification of the decision to use seclusion as a planned intervention in the IEP, which justification must include documentation of evidence that all previously attempted positive behavior interventions have been ineffective, the assessment data (i.e. FBA) and other relevant information in the IEP.

C. Prior to including seclusion in an IEP of a student, the PPT must inquire as to whether there are any known medical or psychological conditions that would be directly and adversely impacted by the use of seclusion as a behavior intervention. A student may not be placed in seclusion if such student is known to have any medical or psychological condition that a licensed health care provider has indicated will be directly and adversely impacted by the use of seclusion. The PPT may request a medical or psychological evaluation of the child for purposes of determining whether there is a medical or psychological condition that will be directly and adversely impacted by the use of seclusion as a behavior intervention. Any written statement from a licensed health care professional in this regard shall be included in the special education file of the student.

IX. Crisis Intervention Team:

A. Each school year, the Director of Special Education [or other responsible administrator] shall require each school in the District to identify a crisis intervention team consisting of school professionals, paraprofessional staff
members and administrators who have been trained, in accordance with state law, in the use of physical restraint and seclusion.

B. Members of crisis intervention teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or others.

X. Documentation and Communication of Physical Restraint and Seclusion:

A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a school employee must complete the form provided by the Hartford Public Schools for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the student who was physically restrained or secluded. The information documented on the form must include the following:

1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;

2. a detailed description of the nature of the restraint or seclusion;

3. the duration of the restraint or seclusion;

4. the effect of the restraint or seclusion on the student’s established behavioral support or educational plan; AND

5. whether the seclusion of a student was conducted pursuant to an IEP.

B. A school employee must notify the parent or legal guardian of a student of each incident that the student is physically restrained or secluded.

1. A school employee must make a reasonable attempt to immediately notify a parent or legal guardian after a student is initially placed in physical restraint or seclusion; in all circumstances, a school employee shall notify the parent or legal guardian within twenty-four (24) hours after a student is initially placed in physical restraint or seclusion.

2. Notification must be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the student.

3. The parent or legal guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed incident report of such action no later than two (2) business days after the use of physical
restraint or seclusion, regardless of whether the parent/legal guardian received the notification described in subsections 1 and 2 above.

4. The Director of Special Education [or other responsible administrator] shall determine what school employees shall be permitted to ensure that required parent/guardian notifications are made.

C. The District, must, at each initial PPT meeting for a student, inform the child’s parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Department of Education relating to physical restraint and seclusion.

1. The District shall provide to the child’s parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the student’s referral to special education the plain language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.

2. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the student’s parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older at the first PPT meeting at which the use of seclusion as a behavior intervention is included in the student’s IEP.

D. The administrator responsible must be notified of the following:

1. each use of physical restraint or seclusion on a student;
2. the nature of the emergency that necessitated its use;
3. whether the seclusion of a student was conducted pursuant to an IEP; AND
4. if the physical restraint or seclusion resulted in physical injury to the student.

XI. Responsibilities of the assigned administrator:

A. The administrator responsible, or his or her designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion, and whether instances of seclusion were conducted pursuant to IEPs.

B. The administrator responsible, or his or her designee, must report to the Connecticut State Department of Education within two (2) business days any
instance of physical restraint or seclusion that resulted in physical injury (serious and non-serious) to the student.

XII. Professional Development Plan and Training:

A. The District shall annually provide all school professionals, paraprofessional staff members and administrators with an overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students. Such overview shall be in a manner and form as prescribed by the State Department of Education.

B. Plan Concerning Prevention Training

1. The District shall develop a plan through which training regarding the prevention of incidents requiring physical restraint or seclusion of students is provided to all school professionals, paraprofessional staff members and administrators.

2. This plan shall be implemented no later than July 1, 2017.

3. This plan shall require the training of all school professionals, paraprofessional staff and administrators not later than July 1, 2019.

C. Plan Concerning Proper Means of Using Physical Restraint and Seclusion

1. The District shall develop a plan through which training regarding the proper means of physically restraining or secluding a student is provided to all school professionals, paraprofessional staff members and administrators. Such training shall include, but not be limited to:

   a. verbal defusing or de-escalation;
   b. prevention strategies;
   c. types of physical restraint;
   d. the differences between life-threatening physical restraint and other varying levels of physical restraint;
   e. the differences between permissible physical restraint and pain compliance techniques;
   f. monitoring to prevent harm to a person physically restrained or in seclusion; and
   g. recording and reporting procedures on the use of physical restraint and seclusion.
2. This plan shall be implemented no later than July 1, 2017.

3. This plan shall require the training of all school professionals, paraprofessional staff and administrators not later than July 1, 2019, and periodically thereafter as prescribed by the State Department of Education.

XIII. Review and Revision of Policies, Regulations and Procedures:

A. The District shall make available policies and procedures regarding the physical restraint and seclusion of students on the District’s Internet web site and procedures manual.

B. The District shall update any policies, regulations and/or procedures regarding the physical restraint and seclusion of students within sixty (60) days after the State Department of Education’s adoption or revision of regulations regarding the same. Any and all such updates shall be made available in accordance with subsection A of this section.

Legal References:

Conn. Gen. Stat. § 10-76b
Conn. Gen. Stat. § 10-76d
Conn. Gen. Stat. § 53a-18 to 53a-22
Regs. Conn. State Agencies §§ 10-76b-5 through 10-76b-11, as amended July 1, 2013

Other References:


Policy adopted: May 17, 2011
Policy Revised: Hartford, Connecticut
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AGENDA

ITEM # 4

NEW BUSINESS

FIRST READING: PROPOSED SCHOOL CALENDAR 2016-17

BACKGROUND

The 2016-2017 School Calendar recommended by the Superintendent continues to reflect the following elements, related to improving the District's capacity to improve student achievement:

1. Elementary Early Start – July and August
2. One Early Release Day or full PD Day per month during school year (except the month of April) – professional development

Additionally,

- Our school calendar continues to be in alignment with the uniform regional calendar
- The uniform regional calendar is a state initiative based on legislation: Sec 322 of PA 12-247
- The legislation created a State Task Force that facilitated a process to allow school districts and other representatives in the Greater Hartford Area to come to an agreement around the adoption of a regional calendar

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the proposed 2016-2017 School Calendar.
AGENDA

ITEM # 5

NEW BUSINESS

ACCEPTANCE OF FUNDS: EXTENDED SCHOOL HOURS GRANT

AMOUNT $407,999

DECEMBER 15, 2015

DR. SCHIAVINO-NARVAEZ

MS. TAVERA

FUNDING SOURCE
CT 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 $407,999. 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 September 18, 2015 and a review committee convened on November 10, 2015. Award announcements were made on November 23, 2015.

The grant will be awarded to 12 agencies (please see attached list of grantees and breakdown). These funds will provide services to approximately 700 students in 14 of our schools.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $407,999 from the Connecticut State Department of Education for Extended School Hours programs. Furthermore, the Hartford Board of Education authorizes the Superintendent to make necessary reductions should the State of Connecticut reduce its commitment to the Extended School Hours programs.
2015-16 Extended School Hours Grant

Executive Form

1. Context/Overview

The Connecticut State Department of Education (CSDE) approved a grant award to the Hartford Public Schools for a total amount of $407,999. 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.

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The grant will be awarded to 12 agencies (please see attached list of grantees and breakdown). These funds will provide services to approximately 700 students in 14 of our schools. The contract with ConnectiKids, Inc. for a total of $65,000 will require BOE approval due to exceeding the $50,000 limit.

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)
Hartford Public Schools, specifically through the Office of Engagement and Partnerships, 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.

3. Targeted populations to be served

The 2015-2016 Extended School Hours Grant will be awarded to 12 agencies (please see attached list of grantees and breakdown). These funds will provide services to approximately 700 students in grades K-12 in 14 of our schools.

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

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

N/A

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

Awarded agencies will submit quarterly and final attendance, progress and financial reports. Agencies will also have regular check in and at least two site visits per program throughout the grant period.

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

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

"Every student and every school thrives"
a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

N/A

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

N/A

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

      For most of the grantees, such as the Village for Families & Children, COMPASS Youth Collaborative, ConnectiKids, Blue Hills Civic Association, Ebony Horsewomen, Inc., etc., grant funds are supplement to their budget.

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

      Scope of services and budget for ConnectiKids, Inc. are attached.
# Grant Award Notification

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<td>Shelby Rafaniello Pons ($60) 807-2103</td>
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<td></td>
<td>Karen Calabrese 860-713-6472</td>
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### Terms and Conditions of Award

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, 2015 and June 30, 2016 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2016. For grants awarded for two-year periods beginning July 1, 2015, 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, 2017. 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: CCDBG-93575 and TANF-93558. 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  

10/14/2015
### 2015-2016 Extended School Hours (ESH) Grant

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<td>ConnectiKids, Inc. (Board Approval Needed)</td>
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<td>Ebony Horsewomen, Inc.</td>
<td>Milner School</td>
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<td>Family Life Education</td>
<td>Breakthrough Magnet School</td>
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<td>Girls for Technology</td>
<td>Martin Luther King, Jr.</td>
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<td>Hartford Stage</td>
<td>Great Path Academy</td>
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<td>Legacy Foundation</td>
<td>Global Communications Academy</td>
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<td>Padres Abriendo Puertas, Inc.</td>
<td>Culinary Arts Academy</td>
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<td>The Village for Families and Children</td>
<td>MD Fox Elementary School</td>
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<td>Urban League of Greater Hartford</td>
<td>HPHS Engineering &amp; Green Technology, HPHS Law and Government Academy,</td>
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<td>HPHS- Nursing and Health Sciences</td>
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<td><strong>HPS Personnel Services</strong></td>
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AGENDA

ITEM # 6

NEW BUSINESS

DECEMBER 15, 2015

CONTRACT APPROVAL - CONNECTIKIDS
EXTENDED SCHOOL HOURS GRANT

DR. SCHIAVINO-NARVAEZ
MS. TAVERA

AMOUNT
$65,000

FUNDING SOURCE
CT 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 $407,999. 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. Hartford Public Schools released the RFP on September 18, 2015 and a review committee convened on November 10, 2015. Award announcements were made on November 23, 2015. The grant will be awarded to 12 agencies (please see attached list of grantees and breakdown). These funds will provide services to approximately 700 students in 14 of our schools.

The contract with ConnectiKids, Inc. for a total of $65,000 will require BOE approval due to exceeding the $50,000 limit.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with ConnectiKids, Inc. for the term delineated in the contract ending June 30, 2016.
Scope of Services
Agency Information Form

I. School: West Middle School

II. Name of Agency: ConnectiKids Inc.
   Address: 814 Asylum Avenue
   City: Hartford       State: CT       Zip Code: 06105
   Telephone Number: 860-527-6083   Facsimile Number: 860-249-5901
   Primary Contact(s): John L. Prescod, Executive Director
   Telephone Number(s): 860-856-6908
   E-mail address: johnpre@ct-kids.org

III. Program Operation

   Number of Students to be Served under this grant: 120
   Approximate Number of Parent Volunteers (if applicable): Varies
   Approximate Number of Business Volunteers (if applicable): 120
   Grades to be Served: K-8
   Program Start Date: January 5, 2016       Program End Date: May 31, 2016
   Program Dates (e.g. Mon., Wed., Fri.): Tuesday - Friday
   Program Times (e.g. 3:30 PM - 5:00 PM): 3:55 – 6:15 P.M.

IV. Description of Services

   ConnectiKids provides one-on-one, community based tutoring and mentoring services to students from West Middle School. Once a week students are bused one of the host sites and paired with a trained volunteer who provides them with academic assistance (such as help with homework completion and reading. ConnectiKids also provides additional curriculum for each session designed to supplement current classroom learning and tied to the Common Core National Academic
standards. Upon completion of program students are transported back to MD Fox where they are either picked up by a designated parent/guardian/family member/family friend, or walk with permission. Students who participate in the Tutoring/Mentoring program are also able to partake of ConnectiKids Arts and Enrichment program which offers such options as health and nutrition/cooking, dance, drill/step, etc. All classes are facilitated by a local artist and supervised by an average of 1-2 additional youth workers.
EXHIBIT B

BUDGET FORM
## Budget
The Chief Engagement and Partnership Officer must approve all revisions.
The Hartford Board of Education/ConnectiKids, Inc.

<table>
<thead>
<tr>
<th>Line Item Codes</th>
<th>Descriptions</th>
<th>Line Item Totals</th>
</tr>
</thead>
</table>
| 100             | Salaries; Gross salary payments for employees. These include:  
**Program Director** .40 FTE @ annual salary  
$49,000 = $19,600 +  

**Program Coordinator** .40 FTE @ annual salary  
$26,000 = $10,400 +  

**3 Program Assistants** @ rate of $11/hour x 11/hours week x 16 weeks x 2 = $3,872 +  
@ rate of $10/hour x 11/hours week x 16 weeks x 1 = $1,760  
@ rate of $11/hour x 11/hours week x 12 weeks x 2 = $2,904+  
@ rate of $10/hour x 11/hours week x 12 weeks x 1 = $1,320+  

**Enrichment Instructors**  
@ rate of $30/hour x 2.5 hours week x 15 weeks x 2  
= $2,250 | $42,106 |
| 200             | Employee Benefits; Amounts paid on behalf of the employees whose salaries are reported in 100. These amounts are in addition to the gross salary (i.e. insurance, social security, retirement). These include:  
**Program Director** @ 32.5% of $9,800 = $3,185.50+  

**Program Coordinator** @ 23.5% of $5,200 = $1,222 | $4,407.50 |
| 500             | Other Purchased Services; These include travel reimbursement/pupil transportation/communication:  
Tutoring/Mentoring Program $69 per bus x 1 bus/day x 105 sessions = $7,245+  
Arts & Enrichment Program $69 per bus x 1 bus/day x 15 sessions = $1,035 | $8,280 |
<table>
<thead>
<tr>
<th>Line Item Codes</th>
<th>Descriptions</th>
<th>Line Item Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>600</td>
<td>Supplies; Allowable expenditures for supplies. These include instructional and administrative Supplies: Paper/copies and other necessary materials to produce and implement program curricula = $579.50+ Books for students, to be read with mentors—and taken home at the end of the program year—as part of ConnectiKids Tutoring Programs literacy component = $1,547+ Incentives/Rewards for positive student behavior/performance = $600+ Snacks for students @ approximately $300/month x 5 months = $1,500+ Cooking materials and Enrichment supplies @ $150/month x 5 months = $750</td>
<td>$4,976.5</td>
</tr>
<tr>
<td>800</td>
<td>Other Objects; Amounts paid for goods and services not otherwise classified: Field Trips - @ approximately $13 per participant x 120 (110 students + 10 staff/chaperons) x 3 outings = $4,680+ Family Night and additional Family activities (including food, incentives, etc.) @ $275 x 2 = $550</td>
<td>$5,230</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>$65,000</strong></td>
</tr>
</tbody>
</table>

**Yearly Cost Per Student = $318** (MD Fox = $35,000/110); **$250** (West Middle $30,000/120)

Authorized Signature: _____________________________ Date: __________

John L. Prescod  
Executive Director

Hartford Public Schools  
Representative: _____________________________ Date: __________

Deidre Tavera  
Chief Engagement and Partnership Officer

Signatures indicate budget agreement
AGENDA

ITEM # 7

NEW BUSINESS

ACCEPTANCE OF FUNDS:
ADULT EDUCATION COOPERATING
ELIGIBLE ENTITY GRANT

DECEMBER 15, 2015

DR. SCHIAVINO-NARVAEZ
MR. SWAN

AMOUNT
$255,042

FUNDING SOURCE
STATE OF CONNECTICUT

BACKGROUND

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

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

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

YMCA “Read to Succeed”

• The Read to Succeed Adult Literacy Clinic provides effective and affordable instruction to adults who have impaired reading and spelling skills.

• The program is unique because it is specifically structured to assist adults with poor reading skills, with a specialty in helping those with reading disabilities.

• The Read to Succeed Program also offers assessments to help adults identify their literacy strengths and weaknesses. These assessments help us determine if our program meets the person’s needs.
Urban League of Greater of Hartford, Inc.

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

Literacy Volunteers of Greater Hartford

- Literacy Volunteers of Greater Hartford (LVGH) will provide student-centered, Basic Literacy instruction in small groups (max 4) to 100-135 students, and ESOL small group instruction to 200-260 students at the Hartford Literacy Center.

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

RECOMMENDATION

That the Board of Education authorizes the Superintendent to accept a total of $255,042 from the State of Connecticut Cooperating Eligible Entity Grant for the supplemental Adult Education programs described above.
Cooperating Eligible Entities Grant
Executive Form

1. Context/Overview

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

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

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

3. Targeted populations to be served

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

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

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

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

N/A

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

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

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

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

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

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

8. For grants only:

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

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

b. Please attach a copy of the grant abstract and other applicable documents
# Grant Award Notification

<table>
<thead>
<tr>
<th>1 Grant Recipient</th>
<th>4 Award Information</th>
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| HARTFORD PUBLIC SCHOOLS  
960 MAIN STREET  
HARTFORD, CT 06103-1095 | Statute: C.G.S. 10-71(c) |
| Grant Number: 064-000 11000-17030-2016-84004-170013 |

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<td>7/1/2015 - 6/30/2016</td>
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</table>

<table>
<thead>
<tr>
<th>3 Education Staff</th>
<th>6 Authorized Funding</th>
</tr>
</thead>
</table>
| Program Manager:  
Valerie Marino 860-807-2130 | Grant Amount: $95,078 |
| Payment & Expenditure Inquiries:  
Karen Calabrese 860-713-6472 | Funding Status: Preliminary |

## Terms and Conditions of Award

Subject to the availability of state funds, your application (ED-244A) for total adult education expenditures of $158,001 has been approved for Fiscal Year 2016.

State funds eligibility is based on estimated state/local expenditures allowable under Section 10-71 of Connecticut General Statutes. This grant may be subject to revision based on the ED-245A to be submitted in March 2016 and the expenditure report for FY 2015 that will be submitted by September 1, 2015. The required expenditure report for FY 2015 was forwarded to you under separate cover.

In accepting these funds, the Grantee agrees that, as required by the assurances listed on the ED-244A grant application, it will prepare and deliver to the Department of Education an audit in accordance with Sections 7-394a and 7-396a of Connecticut General Statutes. Such audit shall identify any expenditures made by the Grantee that are not in compliance with the terms of Section 10-69 through 10-73c of the Connecticut General Statutes. Furthermore, the Grantee agrees to reserve all records and accounts for a period of three years.

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: CCDBG-93575 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  
8/25/2015

Box 2219 • Hartford, Connecticut 06145  
An Equal Opportunity Employer
## Grant Award Notification

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<th>Award Information</th>
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| 1 | HARTFORD PUBLIC SCHOOLS  
960 MAIN STREET  
HARTFORD, CT 06103-1095 | 4 | Statute: C.G.S. 10-71(c) |
|         | Grant Number: 064-000 11000-17030-2016-84004-170013-SDE00007 | |
| 2 | Grant Title | 5 | Award Period |
|    | ADULT EDUC.-COOPERATING ELIGIBLE ENTITY | 5 | 7/1/2015 - 6/30/2016 |
| 3 | Education Staff | 6 | Authorized Funding |
|    | Program Manager:  
Valerie Marino 860-807-2130 | 6 | Grant Amount: $106,408 |
|    | Payment & Expenditure Inquiries:  
Karen Calabrese 860-713-6472 | 6 | Funding Status: Preliminary |
| 7 | Terms and Conditions of Award | |
|    | Subject to the availability of state funds, your application (ED-244A) for total adult education expenditures of $176,831 has been approved for Fiscal Year 2016. |
|    | State funds eligibility is based on estimated state/local expenditures allowable under Section 10-71 of Connecticut General Statutes. This grant may be subject to revision based on the ED-244A to be submitted in March 2016 and the expenditure report for FY 2015 that will be submitted by September 1, 2015. The required expenditure report for FY 2015 was forwarded to you under separate cover. |
|    | In accepting these funds, the Grantee agrees that, as required by the assurances listed on the ED-244A grant application, it will prepare and deliver to the Department of Education an audit in accordance with Sections 7-394a and 7-396a of Connecticut General Statutes. Such audit shall identify any expenditures made by the Grantee that are not in compliance with the terms of Section 10-69 through 10-73c of the Connecticut General Statutes. Furthermore, the Grantee agrees to preserve all records and accounts for a period of three years. |
|    | 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: CCDBG-93575 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. | 8/25/2015 | |
|   | Charlene Russell-Tucker  
Associate Commissioner  
Division of Family and Student Support Services | |

Box 2219 • Hartford, Connecticut 06145  
An Equal Opportunity Employer
# STATE OF CONNECTICUT
## DEPARTMENT OF EDUCATION

**GRANT AWARD NOTIFICATION**

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<th>3 Education Staff</th>
<th>4 Award Information</th>
<th>5 Award Period</th>
<th>6 Authorized Funding</th>
<th>7 Terms and Conditions of Award</th>
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| HARTFORD PUBLIC SCHOOLS  
960 MAIN STREET  
HARTFORD, CT 06103-1095 | ADULT EDUC.-COOPERATING ELIGIBLE ENTITY | Program Manager:  
Valerie Marino 860-807-2130  
Payment & Expenditure Inquiries:  
Karen Calabrese 860-713-6472 | | | | | |

**Statute:** C.G.S. 10-71(c)  
**Grant Number:** 064-000 11000-17030-2016-84004-170013-SDE00006  
**7/1/2015 - 6/30/2016**  
**Grant Amount:** $53,556  
**Funding Status:** Preliminary

## Terms and Conditions of Award

Subject to the availability of state funds, your application (ED-244A) for total adult education expenditures of $89,000 has been approved for Fiscal Year 2016.

State funds eligibility is based on estimated state/local expenditures allowable under Section 10-71 of Connecticut General Statutes. This grant may be subject to revision based on the ED-245A to be submitted in March 2016 and the expenditure report for FY 2015 that will be submitted by September 1, 2015. The required expenditure report for FY 2015 was forwarded to you under separate cover.

In accepting these funds, the Grantee agrees that, as required by the assurances listed on the ED-244A grant application, it will prepare and deliver to the Department of Education an audit in accordance with Sections 7-394a and 7-396a of Connecticut General Statutes. Such audit shall identify any expenditures made by the Grantee that are not in compliance with the terms of Section 10-69 through 10-73e of the Connecticut General Statutes. Furthermore, the Grantee agrees to preserve all records and accounts for a period of three years.

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: CCDBG-93575 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  

8/25/2015

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Box 2219 • Hartford, Connecticut 06145  
An Equal Opportunity Employer
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AGENDA

ITEM # 8

NEW BUSINESS

ACCEPTANCE OF FUNDS:
ADULT EDUCATION PROGRAM

AMOUNT
$1,723,649

DECEMBER 15, 2015

DR. SCHIAVINO-NARVAEZ
MR. SWAN

FUNDING SOURCE
STATE OF CONNECTICUT

BACKGROUND

Section 10-69 of the Connecticut General Statutes requires that each local and regional board of education must provide adult education services in: United States citizenship; English for adults with limited English proficiency; Elementary basic skills; and Secondary school completion programs or classes. In order to meet this requirement, Hartford Public Schools provides its own adult education program.

Each year, on or before April 15, the Adult Education Center in Hartford, on the behalf of Hartford Public Schools, submits a proposal (ED244) to the Connecticut State Department of Education for funding of the mandated adult education program.

The Adult Education Center in Hartford provides the various state mandated educational services to adult learners in pursuit of English Language proficiency, secondary education completion, adult basic education and the acquisition of skills needed for postsecondary opportunities. Three sessions are offered throughout the day and evening, Monday through Friday. Adult Basic Education (ABE), General Education Development (GED), English as a Second Language (ESL) and U.S. Citizenship programs are offered at the main site, 110 Washington St. and at various satellites throughout Hartford. The National External Diploma Program (NEDP) offers high school completion credit for work and life achievements.

The Adult Education Center in Hartford serves approximately 1,200 students yearly for an average enrollment of 3300 (Program Profile-June 2015).

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept a total of $1,723,649 from the State of Connecticut Adult Education Program for the Adult Education Center in Hartford.
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<td>C.G.S. 10-71(c)</td>
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<td>Grant Number:</td>
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<tr>
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<td></td>
<td>Grant Amount:</td>
<td>$1,723,649</td>
</tr>
<tr>
<td>Valerie Marino  860-807-2130</td>
<td></td>
<td>Funding Status:</td>
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<td>Payment &amp; Expenditure Inquiries:</td>
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<tr>
<td>Karen Calabrese  860-713-6472</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>7</th>
<th>Terms and Conditions of Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject to the availability of state funds, your application (ED-244) for total adult education expenditures of $2,864,389 has been approved for Fiscal Year 2016.</td>
<td></td>
</tr>
<tr>
<td>State funds eligibility is based on estimated state/local expenditures allowable under Section 10-71 of Connecticut General Statutes. This grant may be subject to revision based on the ED-245 to be submitted in March 2016 and the expenditure report for FY 2015 that will be submitted by September 1, 2015. The required expenditure report for FY 2015 was forwarded to you under separate cover.</td>
<td></td>
</tr>
<tr>
<td>In accepting these funds, the Grantee agrees that, as required by the assurances listed on the ED-244 grant application, it will prepare and deliver to the Department of Education an audit in accordance with Sections 7-394a and 7-396a of Connecticut General Statutes. Such audit shall identify any expenditures made by the Grantee that are not in compliance with the terms of Section 10-69 through 10-73c of the Connecticut General Statutes. Furthermore, the Grantee agrees to preserve all records and accounts for a period of three years.</td>
<td></td>
</tr>
<tr>
<td>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: CCDBG-93575 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.</td>
<td></td>
</tr>
</tbody>
</table>

This grant has been approved. 8/25/2015

Charlene Russell-Tucker
Associate Commissioner
Division of Family and Student Support Services
State Adult Education – Provider Grant
Executive Form

1. Context/Overview

Section 10-69 of the Connecticut General Statutes requires that each local and regional board of education must provide adult education services in: American and United States citizenship; English for adults with limited English proficiency; Elementary basic skills; and Secondary school completion programs or classes. In order to meet this requirement, Hartford Public Schools provides its own adult education program.

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

The Adult Education Center in Hartford provides various programs to assist adult learners in their pursuit of English language proficiency, secondary education completion, and the acquisition of skills needed for postsecondary opportunities and/or the workforce. The programs offered by Adult Education are:

- Adult Basic Education
- English as a Second Language
- General Education Development
- U.S. Citizenship Program
- National External Diploma Program

3. Targeted populations to be served

The Adult Education Center in Hartford provides educational services to individuals 17 years or older.

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

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

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

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

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

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

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

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

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

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

ITEM # 9

NEW BUSINESS

PROPOSED COLLECTIVE BARGAINING
AGREEMENT: THE HARTFORD
FEDERATION OF SCHOOL HEALTH
PROFESSIONALS, LOCAL 1018 A/B, AFT, AFL-CIO
DR. SCHIAVINO-NARVAEZ
MS. CUTLER- HODGMAN

BACKGROUND

- The current contract expired on June 30, 2015.
- Negotiations for the new contract started in May 28, 2015.
- The Parties reached a tentative agreement on November 5, 2015.
- The membership of the bargaining unit ratified the tentative agreement on
  November 24, 2015.
- The Board must now take a formal vote on the proposed agreement.

RECOMMENDATION

That the Board of Education approves the proposed Collective Bargaining Agreement
with the Hartford Federation of School Health Professionals, Local 1018 A/B, AFT, AFL-
CIO.
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NEW BUSINESS  

PROPOSED COLLECTIVE BARGAINING AGREEMENT: THE HARTFORD FEDERATION OF CHILD DEVELOPMENT ASSOCIATES, LOCAL 1018 F, AFT, AFL-CIO  

BACKGROUND  

- The current contract expired on June 30, 2015.  
- Negotiations for the new contract started on September 29, 2015.  
- The Parties reached a tentative agreement on November 2, 2015.  
- The membership of the bargaining unit ratified the tentative agreement on December 2, 2015.  
- The Board must now take a formal vote on the proposed agreement.

RECOMMENDATION  

That the Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Federation of Child Development Associates, Local 1018 F, AFT, AFL-CIO.