Call to Order

Roll Call

Opening Statement

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

Reports
1. Report of the Chair
2. Report of the Superintendent
3. Committee Reports
   o Finance & Audit Committee
   o Parent & Community Engagement Committee
   o Policy Committee

Business Agenda

Items in Order of Importance
1. First Reading: School Closing, Consolidation, and Relocation Policy

   That the Hartford Board of Education accepts the first reading of the School Closing, Consolidation, and Relocation Policy.

Consent Agenda
2. Acting Administrative Appointment(s) (Supt et al.)

   That the Hartford Board of Education approves the Superintendent’s recommendation to appoint Marc Shulman to the position of Acting Principal at Annie Fisher Montessori Magnet School, effective September 1, 2016.

3. Acceptance of Funds: UCONN/Wallace Foundation University Preparation Program Initiative $466,666 (Supt et al.)
The Neag School of Education/UCONN has applied for a four year Wallace Foundation grant to partner with three districts (Hartford, New Haven, Meriden) focused on improving leadership development and pre-service principal preparation programs. Hartford will be supported with funds from UCONN to assist us in building a leadership tracking system as well as to strengthen our in-district leadership development programs.

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $466,666 from the University of Connecticut Neag School of Education.

4. Contract Continuation Approval: Northwest Evaluation Association (NWEA) $193,200 (Supt et al.)

Northwest Evaluation Association (NWEA) provides the Measures of Academic Progress (MAP) computer adaptive assessments. Assessments are available for grades K-12 in the content areas of reading, mathematics, language usage, and science and items are aligned to CT Common Core Standards.

That the Hartford Board of Education authorizes the Superintendent to approve the contract with Northwest Evaluation Association for the term delineated in the contract ending September 30, 2017 at an amount not to exceed $193,200.

5. Contract Continuation Approval: Dr. Eric B. Cohen $420,000 / 3-year contract (Supt et al.)

Dr. Cohen provides psychiatric oversight to students who are in need of clinical services, who are identified as having emotional disturbances. Dr. Cohen provides psychiatric evaluations and consultation for Hartford Public Schools students, who are referred through the PPT process. Dr. Cohen also provides professional development to staff.

The Hartford Board of Education authorizes the Superintendent to execute a contract with Eric B. Cohen, MD, LLC, for the term delineated in the contract ending October 1, 2019, at a cost not to exceed $140,000 per year, not exceed $420,000 over the 3-year contract term.

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

Connecticut Pediatric Neuropsychology provides neuropsychological testing, evaluations and consultations to special education students who are mandated to receive these services per PPT recommendation. We have been utilizing the services of Connecticut Pediatric Neuropsychology for the past 6 years.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Connecticut Pediatric Neuropsychology Associates for the term delineated in the contract ending October 1, 2017, at an amount not to exceed $80,000.
7. Contract Approval: Pediatric Services of America, Inc. (PSA Healthcare) $52,992 (Supt et al.)

PSA Healthcare is providing an LPN for a medically fragile special education student mandated per Planning and Placement Team (PPT) recommendation. Services include accompanying student throughout the school day as well as to and from school.

That the Board of Education authorizes the Superintendent to execute a contract with PSA Healthcare for the term delineated in the contract ending June 30, 2017, at a cost not to exceed $52,992.

8. Acceptance of Funds: Connecticut State Department of Education for Hartford Adult Education Programs $1,747,160 (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 $1,747,160 from the State of Connecticut Adult Education Program for the Adult Education Center in Hartford.

9. Acceptance of Funds: Connecticut State Department of Education Cooperating Eligible Entity (CEE) Grant – Adult Education Programs $169,901 (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 two Cooperating Eligible Entities: Literacy Volunteers of Greater Hartford 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 $169,901 from the State of Connecticut Cooperating Eligible Entity Grant for the supplemental Adult Education programs described above.

C. Executive Session (Discussion of Documents Related to Collective Bargaining and Personnel Matter: Dr. Beth Schiavino-Narvaez)

10. Approval of proposed Collective Bargaining Agreement with the Hartford Federation of Teachers, Local 1018, AFT, AFL-CIO.

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

VII. Adjournment
"This page [is] intentionally left blank."
AGENDA

ITEM # 1

NEW BUSINESS

FIRST READING: SCHOOL CLOSING, CONSOLIDATION AND RELOCATION POLICY

BACKGROUND

As part of ongoing policy review and development, the committee has been working on revising and expanding the policy on school closing. For consideration, the following revised policy articulates the proposed process for school closing, consolidation, and relocation decisions.

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the School Closing, Consolidation, and Relocation policy.
SCHOOL CLOSING, CONSOLIDATION, AND RELOCATION POLICY

In its role of ensuring high quality education for all students, the Hartford Board of Education shall determine appropriate school facilities for the students of the Hartford Public Schools in accordance with its statutory obligations. In making such determinations, the Hartford Board of Education shall consider the district’s strategic operating plan, the comprehensive long range facilities plan, and/or any recommendations regarding the organization and consolidation of schools, school buildings, facilities, and/or grade levels made by a committee of the Board of Education. Such recommendations shall, as appropriate, be informed by an ad hoc committee representative of both internal and external stakeholders, which committee members shall be appointed by the Superintendent or his/her designee. Additionally, the ad hoc committee shall include a minimum of three Board members appointed by the Board Chair. The ad hoc committee shall, as part of its initial work, establish specific school and facility review criteria, determine a family and community engagement and communications plan, and develop a committee work timeline.

Any final decisions concerning the organization and consolidation of schools, school buildings, facilities, and/or grade levels shall be made by a vote of the Board. Such vote may be informed by a public hearing as determined by the Board.

If the Board of Education determines that a building operated and maintained by the Hartford Public Schools should be retired from use, by operation of law the control of such building shall return to the City of Hartford or appropriate entity.

In the event that an unusual or emergency situation arises requiring the immediate relocation of a school, the Board delegates authority to the Superintendent of Schools to effect such relocation and requires the Superintendent to provide timely updates and information to the Board regarding such relocation. Additionally, the Superintendent shall provide short term and long term recommendations for Board consideration and action as appropriate.

The Board delegates authority over programs to the Superintendent of Schools.

The Superintendent shall update the Board regarding schools housed in temporary locations due to construction, incubation, or unusual or emergency situations annually.

For the purposes of this policy, the following definitions apply:

School: Educational learning community of students, staff, and families operating as a school with a state issued school identification number;

School Building or Facility: The physical space in which a school operates;
District or School Program: Planned educational program that does not have its own state issued school identification number;

Incubation: Educational learning community of students, staff, and families operating on a temporary basis as a program with district intention to grow the program into a “school” pending Board approval.

The Board delegates authority to the Superintendent of Schools to develop administrative regulations in accordance with this policy.

Legal References:

Conn. Gen. Stat. § 10-220
Conn. Gen. Stat. § 10-240
Conn. Gen. Stat. § 10-241

Policy adopted: February 4, 2003              HARTFORD PUBLIC SCHOOLS
Policy revised: September ___ 2016           Hartford, Connecticut
SCHOOL CLOSING, CONSOLIDATION, AND RELOCATION
ADMINISTRATIVE REGULATIONS

In its role of ensuring high quality education for all students, the Hartford Board of Education shall determine appropriate school facilities for the students of the Hartford Public Schools in accordance with its statutory obligations. In making such determinations, the Hartford Board of Education shall consider the district’s strategic operating plan, the comprehensive long range facilities plan, and/or any recommendations regarding the organization and consolidation of schools, school buildings, facilities, and/or grade levels made by a committee of the Board of Education. Such recommendations shall, as appropriate, be informed by an ad hoc committee representative of both internal and external stakeholders, which committee members shall be appointed by the Superintendent or his/her designee. Additionally, the ad hoc committee shall include a minimum of three Board members appointed by the Board Chair.

If the Board of Education determines that a building operated and maintained by the Hartford Public Schools should be retired from use, by operation of law the control of such building shall return to the City of Hartford or appropriate entity.

I. Board Committees on School Closing/Consolidation

In the event the Board designates an ad hoc committee for purposes of determining appropriate school facilities within the Hartford Public Schools, such committee shall be charged with making recommendations regarding the organization and consolidation of schools, school buildings, facilities, and/or grade levels with such recommendations to be informed by the ad hoc committee described above.

In making its recommendations to the Board regarding the organization and consolidation of schools, school buildings, facilities, and/or grade levels, the committee shall consider the following categories and criteria:

1. Academic: Such criteria may include, but are not limited to, school academic performance, the need for robust educational programming, and opportunities for academic programming and partnerships;
2. Non-Academic: Such criteria may include, but are not limited to, safety, building conditions and capacities, and opportunities for programming and partnerships that provide supports and resources for student success;
3. Systemic: Such criteria may include, but are not limited to, enrollment trends, equity amongst the district’s student populations, alternative educational programs, construction and/or renovation projects, budgetary considerations, and family and community impact.
The ad hoc committee shall establish a plan to engage the broader community in order to receive input, establish a timeline for recommendations, and endeavor to effectively communicate with the school community and public concerning the committee’s work. Such plan shall be made publicly available and include a variety of family and community communications and engagement strategies.

In addition, the ad hoc committee shall fulfill any additional obligations as may be required by the Superintendent or his/her designee. The final recommendations of the ad hoc committee shall be shared with the Board and/or Board Committee as designated.

In the event the Board votes to close, consolidate, or relocate a school or a school building, a school transition team shall be established, with members appointed by the Superintendent or his/her designee. The school transition team shall endeavor to effectively communicate with the school community and public concerning the school closure, consolidation, or relocation transition, coordinate the logistics, and establish recommendations for supports and assistance needed.

II. Temporary Suspension of School Building Operations Due to Construction

Any school building that is operated and maintained by the school district may have a temporary suspension of operations for construction activities if the long range facilities plan or the school district’s strategic operating plan contains a major addition and/or renovation project for the school and the following conditions apply:

1. The conditions in the building require improvement, modification or expansion to meet programmatic or code related issues.

2. A set of educational specifications has been developed for the project work and they have been approved by the Board of Education

3. A school construction grant application has been reviewed and approved by the Connecticut State Department of Education’s School Facilities Unit.

4. A grant commitment letter has been issued to the City of Hartford by the State of Connecticut.

5. Full funding for the project work has been authorized and the Common Council has approved an appropriation for the total cost of the project work.

6. The Hartford School Building Committee has determined that the project budget can support the cost of temporary space to relocate students to another location.

7. The Hartford Board of Education has determined the best possible interests of
students, parents, and staff will be served by relocating programs to temporary space to allow construction to occur.

8. The parents and community are advised of the suspension of operations as soon as practicable prior to the date students and staff are moved to a temporary space, realizing the complexity and hardship this will bring to all involved.

9. The parents and community are provided with a timeline of construction activities that defines all the critical items in the construction project and the anticipated date when the school will be ready for occupancy.

In the event the Board votes to temporarily suspend the operations of a school facility for construction activities, a school transition team shall be established with members appointed by the Superintendent or his/her designee. The transition plan shall be developed and published as soon as practicable prior to suspension of operations. The plan shall detail the location where the programs and services will be provided and provide a timeline for the construction activities including the anticipated reopening date. The school transition team shall endeavor to effectively communicate with the school community and public throughout the relocation transitions and construction period, coordinate relocation logistics, and establish recommendations for supports and assistance needed.

As early as possible prior to occupancy, parents and the community will be notified of the reopening of the renovated facility. A reopening transition plan with the actual move-in date shall be developed by the transition committee.

The Superintendent shall update the Board regarding schools housed in temporary locations due to construction, incubation, or unusual or emergency situations annually.

Nothing in this Section shall prevent the temporary suspension of operations of a school building due to unforeseen or emergency situations. In such case, the Superintendent or his/her designee shall appoint a transition team to develop a transition plan in accordance with these regulations as soon as practicable.

Legal Reference:

Conn. Gen. Stat. § 10-220
Conn. Gen. Stat. § 10-240
Conn. Gen. Stat. § 10-241

Regulations adopted: February 4, 2003
Regulations revised: September ____, 2016

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
AGENDA
ITEM # 2

NEW BUSINESS
SEPTEMBER 20, 2016

ACTING
DR. SCHIAVINO-NARVAEZ
ADMINISTRATIVE ASSIGNMENT
MS. CUTLER-HODGMAN

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marc Schulman</td>
<td>$121,707</td>
<td>Acting Principal, Montessori at Annie Fisher</td>
<td>September 1, 2016</td>
</tr>
</tbody>
</table>
"This page [is] intentionally left blank."
AGENDA
ITEM # 3

NEW BUSINESS

ACCEPTANCE OF FUNDS:
UCONN/WALLACE FOUNDATION

AMOUNT
$466,666

FUNDING SOURCE
WALLACE FOUNDATION

SEPTEMBER 20, 2016

DR. SCHIAVINO-NARVAEZ
MR. PETER DART

BACKGROUND

The Neag School of Education/UCONN has applied for a four year Wallace Foundation grant to partner with three districts (Hartford, New Haven, and Meriden) focused on improving leadership development and pre-service principal preparation programs. Hartford will be supported with funds from UCONN to assist us in building a leadership tracking system as well as strengthening our in-district leadership development programs.

UCONN’s Neag School of Education is a vital partner that currently supports Hartford Public Schools through the UCONN UCAPP PLUS administrator training program which is in its third year. Through this grant, Hartford will be able to further develop programs that support aspiring and emerging school leaders with enhanced professional learning opportunities. In addition, we will collaboratively work with UCONN to develop a curriculum that meaningfully integrates essential knowledge about urban school leadership that develops skills aligned to the field-based reality of the principal’s job.

The leadership tracking system is an integrated data management tool that will assist HPS in hiring, retention, professional learning, and leadership preparation. The system will capture multiple points of data that will help us best-support principals and administrators with appropriate supports, coaching, and differentiated professional development to ensure that every school is being led by a highly effective principal.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $466,666 from the University of Connecticut Neag School of Education/Wallace Foundation.
UCONN/Wallace Foundation University Preparation Program Initiative

Executive Form

1. Context/Overview

Hartford Public Schools has been invited to participate as one of three districts in the UCONN Neag School of Education’s University Preparation Program Initiative (UPPI) project. The University Preparation Program Initiative (UPPI) is a five-year, $47 million initiative funded by the Wallace Foundation that will help universities partner with urban districts to improve how they prepare future principals.

UCONN submitted a grant proposal for Hartford Public Schools (HPS) for year 1 in the amount of $466,666 to support HPS leadership development and to create a leadership tracking system.

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

The UCONN UPPI project aims to:

1. Develop a leader tracking system that will support decisions in hiring, coaching, developing, and retaining HPS administrators as well as inform principal preparation improvement in the UCONN Administrator Preparation Program (UCAPP).

2. Support high-quality clinical (i.e., internship) experiences for HPS educators enrolled in the UCAPP PLUS-Hartford and residency program.

3. Support HPS leadership development and professional learning for aspiring leaders.

3. Targeted populations to be served

The initiative aims to improve the quality and effectiveness of current school-level leaders and the preparation of aspiring urban school leaders.

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

"Every student and every school thrives"

960 Main Street Hartford CT 06103 • www.hartfordschools.org
The goal of the UCONN UPPI project is to prepare aspiring school leaders to be qualified and prepared to perform successfully as assistant principals and principals. The Preparing Leaders for Urban Schools (PLUS) cohort aims to prepare educators who want to remain in Hartford to become school leaders. This aligns to the HPS SOF Strategy 2: Develop Leaders to Lead for Learning.

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

None. The UCONN/Wallace UPPI initiative is a competitive national project. Only 24 universities were invited to apply, and UCONN was one of six chosen to participate.

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

The UCONN UPPI initiative will measure outcomes such as graduation of the UCAPP program and certification rates as short-term indicators of success. Intermediate indicators will be continuous service in HPS and service in a leadership role. Long-term, the leader tracking system will provide data on the impact all principals in HPS, not only UCONN graduates, have on school and student success outcomes.

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

   HPS will partner with the UCONN Neag School of Education for up to four years. The benefit to HPS is that it will receive up to $1.1 million to fund the development of a comprehensive leader tracking system and support local school-level leadership efforts. In return, HPS will provide services related leadership development with a value of up to $275,000 over the four years of the project.

b. Please attach a copy of the grant abstract and other applicable documents
"This page [is] intentionally left blank."
AGENDA

ITEM # 4

NEW BUSINESS

CONTRACT CONTINUATION APPROVAL:
MEASURES OF ACADEMIC PROGRESS
NORTHWEST EVALUATION ASSOCIATION

AMOUNT
$193,200

BACKGROUND

Northwest Evaluation Association (NWEA) provides the Measures of Academic Progress (MAP) computer adaptive assessments. Assessments are available for grades K-12 in the content areas of reading, mathematics, language usage, and science and items are aligned to CT Common Core Standards. MAP assessments provide a standardized measure for educators to use to inform and monitor instructional improvement of teaching and learning. District-wide implementation of these assessments fulfills state mandates and requirements for the use of universal screening assessments to monitor achievement and progress of all students and identify students in need of more support or other types of instruction. MAP achievement and growth results are reported three times per year to the Connecticut State Department of Education Turnaround Office for Alliance Grant monitoring. A contract with NWEA was first initiated in 2012, and services of the contract include: MAP for Primary Grades, MAP and MAP Science interim assessments; a test administration and reporting system; a learning continuum to support the application of results to instruction; a professional learning platform containing a variety of resources to support educators in the use of the system; and technical support for users of the system.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to approve the contract with Northwest Evaluation Association for the term delineated in the contract ending September 30, 2017 at an amount not to exceed $193,200.
Continuation of Services Northwest Evaluation Association (NWEA) 2016-17

Executive Form

1. Context/Overview

Northwest Evaluation Association (NWEA) provides the Measures of Academic Progress (MAP) computer adaptive assessments. Assessments are available for grades K-12 in the content areas of reading, mathematics, language usage, and science and items are aligned to CT Common Core Standards. MAP assessments provide a standardized measure for educators to use to inform and monitor instructional improvement of teaching and learning. During the 2016-17 school year, the district will administer MAP mathematics and reading assessments to all students in grades 1-10. District-wide implementation of these assessments fulfills state mandates and requirements for the use of universal screening assessments to monitor achievement and progress of all students and identify students in need of more support or other types of instruction. MAP achievement and growth results are reported three times per year to the Connecticut State Department of Education Turnaround Office for Alliance Grant monitoring. In addition, results are used to identify students for summer school.

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

To continue services related to the NWEA Measures of Academic Progress (MAP) assessments for district use. Services include:

- CT Common Core aligned assessments for MAP for Primary Grades, MAP and MAP Science
- A test administration and reporting system
- A learning continuum to support the application of results to instruction
- A professional learning platform containing a variety of resources to support educators in the use of the system
- Technical support for users of the system

3. Targeted populations to be served

The population served includes all students enrolled in grades 1-10 and district and school educators.

"Every student and every school thrives"
4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

- MAP assessments provide a standardized measure for educators to use to monitor goals of the strategic plan and inform and monitor instructional improvement of teaching and learning.
- MAP results are reported using a stable equal interval scale independent of grade level allowing achievement and growth to be compared and predicted over time.
- MAP provides growth targets for all students assessed, allowing the opportunity to engage in goal-setting with educators and students.
- MAP is used as a requirement of SRBI to universally screen students for intervention services; differentiate instruction based on student need and monitor progress of interventions provided.
- The district uses MAP assessments to tri-annually reading and math achievement and growth per requirements of the Alliance/1003g/Network application and identify students in grades K-7 for summer school.

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

A team of district and school-based educators studied alternative Common Core-aligned interim assessments during the 2015-16 school year, including STAR, i-Ready, AimsWeb, Easy CBM, Acuity, Smarter Balanced Interims, ANet, PSAT and ACT Aspire. It was found that many of the alternative assessment systems do not meet state or district interim assessment requirements. Also, stakeholder feedback indicates that the district has established a culture of trust and comfort with the MAP assessments and the results they provide. MAP has been a consistent measure of math and reading achievement since 2012. The final recommendation of the team for the 2016-17 school year is to continue the MAP assessments for students in grades 1-10.

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

- Students will be universally screened to monitor achievement and progress and identify those in need of more support or other types of instruction.
- Educators will know how to access and interpret MAP results to inform goal-setting and instruction.

Next Steps:
- The District Core Assessment Team will continue to explore ways to improve district assessment practices.

"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?

NWEA is the owner and exclusive licensor of Measures of Academic Progress and the Learning Continuum.

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 # 5

NEW BUSINESS

CONTRACT CONTINUATION APPROVAL: DR. ERIC B. COHEN

AMOUNT: $420,000/3 YEARS

SEPTEMBER 20, 2016

DR. SCHIAVINO-NARVAEZ

MR. SWAN

FUNDING SOURCE: SPECIAL FUNDS

BACKGROUND

Dr. Cohen will provide psychiatric evaluations and consultations to Hartford Public Schools’ students who are mandated to receive these services through the Planning and Placement Team (PPT) process.

RECOMMENDATION

The Hartford Board of Education authorizes the Superintendent to execute a contract with Eric B. Cohen, MD, LLC, for the term delineated in the contract ending October 1, 2019, at a cost not to exceed $140,000 per year, $420,000 over the 3-year contract term.
1. Context/Overview

Dr. Cohen will provide psychiatric evaluations and consultations to Hartford Public Schools' students. The form and scope of these consultation services will be determined upon collaboration by Provider and Hartford Public School designees. These services may include program development, consultation to school psychologists, social workers, or administrators; consultations with outside clinicians involved in providing services to specific Hartford Public Schools' students.

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

To provide psychiatric evaluations and consultations to Hartford Public Schools' students mandated to receive these services through the Planning and Placement Team (PPT) process.

3. Targeted populations to be served

Pre-kindergarten to 12th grade students who are referred for psychological consultations or evaluations through a PPT.

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

Outcomes and benefits include improved diagnostic information; educational and therapeutic strategies, leading to better student performance; decreased need for formal testing due to ongoing consultation; and ensured compliance with evaluation time frames.

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.)

"Every student and every school thrives"
N/A

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

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

   We have utilized the RFP process in the past, and have not had other vendors apply.

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

   Dr. Eric Cohen has been providing oversight to Hartford Public Schools’ students identified as having emotional disturbances. He has provided psychiatric evaluations and consultations to HPS students and teachers since 2008. Dr. Cohen has an excellent rapport with students and staff alike. He provides quality comprehensive evaluations within a reasonable timeframe. He meets all timelines and has been instrumental in keeping us in compliance with evaluations.

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
"This page [is] intentionally left blank."
AGENDA

ITEM # 6

NEW BUSINESS

CONTRACT CONTINUATION APPROVAL:
CONNECTICUT PEDIATRIC
NEUROPSYCHOLOGY ASSOCIATES

AMOUNT
$80,000

FUNDING SOURCE
SPECIAL FUNDS

SEPTEMBER 20, 2016

DR. SCHIAVINO-NARVAEZ
MR. SWAN

BACKGROUND

Connecticut Pediatric Neuropsychology provides neuropsychological testing and consultations to Hartford Public Schools' special education students who are mandated to receive these services per Planning and Placement Team (PPT) recommendation. Hartford Public Schools have been utilizing the services of Connecticut Pediatric Neuropsychology for the past 5 years.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Connecticut Pediatric Neuropsychology Associates for the term delineated in the contract ending October 1, 2017, at an amount not to exceed $80,000.
Connecticut Pediatric Neuropsychology Associates

Executive Form

1. Context/Overview

The Special Education Department utilizes the services of neuropsychologists to provide neuropsychological assessments and consultations for special education students who are mandated to receive these services through the Planning and Placement Team (PPT) process.

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

To obtain professionals that provide neuropsychological assessments and consultations for Hartford Public Schools’ special education students who are mandated to receive these services.

3. Targeted populations to be served

Pre-kindergarten to 12th grade students who are referred for neuropsychological consultations or evaluations through the Planning and Placement Team (PPT) process.

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

Outcomes and benefits include improved diagnostic information; educational and therapeutic strategies leading to better student performance; decreased need for formal testing due to ongoing consultation; and ensured compliance with evaluation time frames.

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.)

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

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

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

The RFP process has been utilized in the past with Connecticut Pediatric Neuropsychology being the only vendor to apply.

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

Connecticut Pediatric Neuropsychology Associates has been providing neuropsychological consultations and evaluations to Hartford Public Schools’ students and teachers since 2011. Connecticut Pediatric Neuropsychology Associates’ physicians have had an excellent rapport with students and staff alike. They provide quality comprehensive evaluations within a reasonable timeframe. They meet all timelines and have been instrumental in keeping HPS in compliance with evaluations.

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
"This page [is] intentionally left blank."
AGENDA

ITEM # 7

NEW BUSINESS

CONTRACT APPROVAL:
PEDiatric SERVICES OF AMERICA, INC.
(PSA HEALTHCARE)

AMOUNT
$52,992

FUNDING SOURCE
SPECIAL FUNDS

SEPTEMBER 20, 2016

DR. SCHIAVINO-NARVAEZ
MR. SWAN

BACKGROUND

PSA Healthcare provides LPN Services to a Hartford Public Schools’ medically fragile student. This care is provided during the school day, as well as to and from school.

RECOMMENDATION

That the Board of Education authorizes the Superintendent to execute a contract with PSA Healthcare for the term delineated in the contract ending June 30, 2017, at a cost not to exceed $52,992.
1. Context/Overview
   
   An LPN is needed to provide healthcare for a medically fragile student during the school day and to and from school.

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

   To obtain an LPN to provide healthcare services to a medically fragile student.

3. Targeted populations to be served
   
   A medically fragile special education student.

4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)
   
   To ensure the safety of a medically fragile student.

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.)
   
   N/A

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?
PSA Healthcare has been providing care for our medically fragile students since 2013.

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

"Every student and every school thrives"

960 Main Street Hartford CT 06103 • www.hartfordschools.org
"This page [is] intentionally left blank."
AGENDA

ITEM # 8

NEW BUSINESS

ACCEPTANCE OF FUNDS:
ADULT EDUCATION PROGRAM

AMOUNT
$1,747,160

SEPTEMBER 20, 2016

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: 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 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 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 1100 students yearly for an average enrollment of approximately 3,000 (Program Profile 2016). On an average, the Adult Education Center in Hartford graduates approximately 50 students yearly, which includes GED and NEDP.

RECOMMENDATION:

That the Hartford Board of Education authorizes the Superintendent to accept a total of $1,747,160 from the State of Connecticut Adult Education Program for the Adult Education Center in Hartford.
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: United States citizenship; English for adults with limited English proficiency; Elementary basic skills; and Secondary school completion. In order to meet this requirement, Hartford Public Schools provides its own 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
- 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.
5. Alternative options (alternative sources, best priced solutions, etc.)

N/A

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

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

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. Please attach a copy of the grant abstract and other applicable documents
"This page [is] intentionally left blank."
NEW BUSINESS

ACCEPTANCE OF FUNDS:
ADULT EDUCATION COOPERATING ELIGIBLE ENTITY GRANT

AMOUNT $169,901

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.


Urban League of Greater of Hartford, Inc.

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

Literacy Volunteers of Greater Hartford

- The Adult Education Center in Hartford will provide Basic ESL and GED to 20 students each. Literacy Volunteers of Greater Hartford (LVGH) will provide student-centered, Basic Literacy instruction in small groups (max 4) to 100-125 students, and ESOL small group instruction to 200-225 students at the Hartford Literacy Center and Poser Library Wintonbury branch.
Together, these collaborative services provide educational opportunities not otherwise available to students.

RECOMMENDATION

That the Board of Education authorizes the Superintendent to accept a total of $169,901 from the State of Connecticut Cooperating Eligible Entity Grant for the supplemental Adult Education programs described above.
Cooperating Eligible Entities Grant

Executive Form

1. Context/Overview

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

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

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

3. Targeted populations to be served

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

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

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

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

N/A

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

All data is entered into the Connecticut Adult Reporting System (CARS). Progress on multiple indicators is updated daily.
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 # 10

NEW BUSINESS

PROPOSED COLLECTIVE BARGAINING AGREEMENT: THE HARTFORD FEDERATION OF TEACHERS, LOCAL 1018, AFT, AFL-CIO

BACKGROUND

- The current contract will expire on June 30, 2017.
- The Parties reached a tentative agreement on August 29, 2016.
- The HFT ratified the tentative agreement on September 8, 2016.
- 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 Teachers, Local 1018, AFT, AFL-CIO.