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 Policy Committee
      o School Choice & Facilities Committee

VI. Business Agenda

A. Items in Order of Importance

1. Administrative Appointments (Supt et al.)

   That the Hartford Board of Education approves the Superintendent’s recommendation to appoint June Cahill to the position of Principal at Kennelly Elementary School, effective July 19, 2017.

2. Contract Approval: The Center for Children with Special Needs (CCSN) $506,000 (Supt et al.)

   As part of the Office of the Child Advocate (OCA) Action Plan a contract was executed with CCSN to conduct an assessment of Hartford Public School’s special education programs and services for students with significant neurodevelopmental disorders and complex learning needs. As a result of that assessment a proposal was set forth to begin systemic improvements through intensive consultative and direct support with staff.

   The Center for Children with Special Needs (CCSN) will provide services to expand the capacity of the current special education services to address comprehensively, and with empirically-supported interventions, the needs of
students of all ages with neurodevelopmental disorders and other complex learning needs. This will include individual and program level consultative services to establish a sustainable multidisciplinary process for engaging best practice interventions across multiple domains.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with The Center for Children with Special Needs for the term delineated in the contract ending June 30, 2018, at a cost not to exceed $506,000.

3. Contract Continuation Approval: CBS Therapy $744,016 (Supt et al.)

CBS Therapy will be contracted to provide speech and language services to mandated HPS students who require these services. Due to the shortage of speech and language professionals, it is necessary to utilize this service to ensure compliance with state and federal special education guidelines.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with CBS Therapy for the term delineated in the contract ending June 30, 2018, at a cost not to exceed $744,016.

B. Consent Agenda

4. Resolution: Appointment of School Building Committee Member (The Board)

Special Act 01-7 established a Hartford School Building Committee (HSBC) to oversee all school construction projects taking place in the Hartford Public Schools. Three members of the HSBC must be selected and approved by the Board of Education.

Currently Board members Richard F. Wareing, Michael Brescia and Dr. Leslie Torres-Rodriguez are appointed members of the committee.

That the Hartford Board of Education appoints Chairman Craig Stallings to serve on the Hartford School Building Committee in the place of Mr. Richard F. Wareing retro-active to June 19, 2017.

5. Acting Administrative Appointments (Supt et al.)

That the Hartford Board of Education approves the Superintendent’s recommendation to appoint the following individuals to the positions indicated:

a. Anthony Davila to the position of Acting Principal at Asian Studies Academy at Bellizzi, effective July 24, 2017;
b. Brooke Lafreniere to the position of Acting Principal at Classical Magnet School, effective August 1, 2017;
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 7 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 June 30, 2018, at an amount not to exceed $80,000.

7. Approval of Alliance Grant Projects and Submittal of Expenditures (Supt et al.)

   The State Department of Administrative Services, Division of Construction Services, and Office of School Construction Grants & Review requires that the Board of Education certify that the attached school projects, as identified in the Alliance Grant have been completed.

   That the Hartford Board of Education accepts the projects as listed, as complete. Furthermore, that the Board of Education approves the submittal of all expenditures to the Office of School Construction Grants & Review.

C. Executive Session (Potential Liability)

VII. Adjournment
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AGENDA

ITEM # 1

NEW BUSINESS

JULY 18, 2017

ADMINISTRATIVE APPOINTMENT

DR. TORRES-RODRIGUEZ
DR. BIRKS
MR. DART

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>June Cahill</td>
<td>$124,202</td>
<td>Principal, Kennelly Elementary School</td>
<td>July 19, 2017</td>
</tr>
</tbody>
</table>
"This page [is] intentionally left blank."
AGENDA

ITEM # 2

NEW BUSINESS

THE CENTER FOR CHILDREN WITH SPECIAL NEEDS (CCSN)

JULY 18, 2017

DR. TORRES-RODRIGUEZ
MS. ENGLAND

AMOUNT
$506,000

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

As part of the Office of the Child Advocate (OCA) Action Plan, a contract was executed with CCSN to conduct an assessment of HPS’s special education programs/services for students with significant neurodevelopmental disorders and complex learning needs. As a result of that assessment a proposal was set forth to begin systemic improvements through intensive consultative and direct support with staff.

The Center for Children with Special Needs will provide services to expand the capacity of the current special education services to address comprehensively and with empirically-supported interventions, the needs of students of all ages with neurodevelopmental disorders and other complex learning needs. This will include individual and program level consultative services to establish a sustainable multidisciplinary process for engaging best practice interventions across multiple domains.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with The Center for Children with Special Needs for the term delineated in the contract ending June 30, 2018, at a cost not to exceed $506,000.
The Center for Children with Special Needs Contract

Executive Form

1. Context/Overview- As part of the OCA Action Plan a contract was executed with CCSN to conduct an assessment of HPS’s special education programs/services for students with significant neurodevelopmental disorders and complex learning needs. As a result of that assessment a proposal was set forth to begin systemic improvements through intensive consultative and direct support with staff.

2. Purpose for contract or grant – Funding will be utilized for consultative and direct in the classrom support for staff and administration.

3. Targeted populations to be served

Intensive support will be provided to the pre K program for students with Autism and other complex learning needs at Naylor School and to the transition program for students 18-21 (STEP). Additionally, there will be opportunities for professional learning and implementation of some strategies that will benefit students in specialized programs throughout the district.

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

The broad outcome is systemic improvements to programming for students with neurodevelopmental disorders and complex learning needs. This aligns with the tenets of the SOP equity, operational effectiveness and accountability.

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

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

Evaluation/monitoring will be conducted through a variety of formats by CCSN and HPS administration.

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"

960 Main Street Hartford CT 06103 • www.hartfordschools.org
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
HARTFORD PUBLIC SCHOOLS
PROGRAM PLANNING PRELIMINARY PROPOSAL

Date: April 13, 2017

PROGRAM DEVELOPMENT OBJECTIVE

- Expand the capacity of the current special education services to address, comprehensively and with empirically-supported interventions, the needs of students of all ages with neurodevelopmental disorders and other complex learning needs. This will include individual and program level consultative services to establish a sustainable multidisciplinary process for engaging best practice interventions across multiple instructional domains (e.g. academic, behavior regulation, adaptive living skills, social communication skills).

SUMMARY

- Our teams have met progressively throughout the course of a comprehensive Needs Assessment to open discussions about the current state of special education services for learners with complex neurodevelopmental disorders in the MD, ABA, RISE, and STEP programs within Hartford Public Schools. Through interviews, review of materials, and direct observation, we studied some current programmatic elements that are in place, the constellation of services active in multiple district schools, and preliminary concerns and visions for these services as they move forward.

- The programs observed presented with various strengths and areas in need of growth. Based on the current portfolio of services throughout the district, and when considering the initial steps of continuous improvement plans, we would recommend targeting a single site for a combined ABA and MD program at the preschool and early elementary level (minimally 2 classrooms), as well as an ABA/MD program at the high school and the current STEP program (2 classrooms).

This would allow for pilot programs to be developed across the lifespan of programming within Hartford Public Schools while ensuring sufficient programmatic control to support the completion of well-defined and intensive work that can be carefully evaluated. The ABA, MD, and STEP programs represent areas of prominent need within the district, and piloting the programs with this level of intensity and support will create a blueprint for providing services of this type across the district.

- At this time, programs that are not identified for intensive services as part of the initial pilot (e.g. RISE) could access specific professional development and coaching opportunities to begin expanding capacity for supporting complex learners and for addressing immediate concerns the teams have.

- District leadership, in conjunction with administrative staff from CCSN, will need to identify teams to be targeted for each pilot program development.
PRIMARY TARGETS FOR PROPOSED CONSULTATIVE SERVICES

- Identification of the target teams to serve as pilot programs for the consultation will be essential. As described above, it is recommended that the ABA and MD programs be combined at the elementary and high school levels and that one preschool, one early elementary, and one high school team be identified as pilot programs. It is also recommended that the STEP program be targeted for growth. Establishing a consistent programmatic approach to individualized program development will constitute a major component of the proposed consultation. These targets will require the following support:
  - Execute program planning services using a consultative training model to support the launch of a continuous improvement plan within Hartford Public Schools. Support will be provided for program assessment, planning, and implementation to defined educational teams and district administration. This will include collaborative training and implementation activities with specific teams as well as system-level planning tasks.
    - Staff, specifically including target team members from multiple disciplines, receive training on the development and implementation of best practice evidence-based services and are supported by expert level consultation as professional competencies expand to achieve independent application of these principles.

TIMELINE

- Once target cohorts have been identified a timeline should be proposed that will define factors such as:
  - Translating the Needs Assessment into the first steps of the continuous improvement plan for preliminary program planning
  - Administrative program development planning to ensure consistency in efforts city-wide
  - Initiation of initial consultative services to address individual student program planning needs and offer internal models for the use of comprehensive evidence-based interventions across all environments
  - Roll out of Initial program development throughout the summer of 2017 and 2017-18 school year
  - Staff training and system preparation tasks
  - Initiation of program development plans and subsequent adjustment to consultative activities to address individual and system level goals

PROGRAM PLANNING FEATURES OF THE CONSULTATION

- Developing Plans:
  - The continuous improvement plan will be used to establish a full definition of the current state of programming, the desired state of programming, and the short and long term steps required to move forward into desired programming.
    - This will be a collaborative process between Hartford and CCSN administrative staff that engages all system stakeholders (e.g. special education teachers and therapists, parents, students, general education team members).
  - Consistent participation will be necessary from the lead CCSN consultant and a designated member of the Hartford administrative team. Periodic participation of many school community members will be necessary and defined on an ongoing basis.
**DIRECT CONSULTATIVE SERVICES: GENERAL SCHEMA**

- Initiation of consultative services to the current teams (exact teams yet to be determined)
- As direct consultation services begin, consultation will address student specific needs and establish a model for the use of intensive, evidence-based, supports. This may include support to the teams on targets such as:
  - Direct support to the current teaching team, acting within the current program infrastructure, to enable individualized program development. This support is provided, at all times, in direct collaboration with members of the team.
  - Development and implementation of a comprehensive staff training model
  - Support and training on the implementation of program development targets such as:
    - Criterion referenced skills assessments
    - Individualized lesson planning (Evidence-based programming employed across 1:1, small group, and large group settings)
      - Direct (1:1) teaching
      - Small group and embedded program planning
    - Component skill analyses to address skill deficits and associated program planning
    - Support with individualized program implementation:
      - Training on lesson plan implementation
      - Training data collection
      - Support with the use of prompting protocols and guiding skill generalization
    - Functional assessment and positive behavior support planning
    - Antecedent supports (individual and group level)
    - Functional communication and social skill program planning
    - Social interaction and communication skill programming
    - Coping skill and self-regulation supports
    - Ecological assessment
    - Overcoming generalization barriers
    - Programming for functional independence
    - Addressing prompt dependency and proactively planning for its avoidance
    - Working with families to support generalization and maintenance
  - Overall programmatic support on:
    - Utilizing data-based decision making frameworks to guide team-based decision making for all supports
    - Collaborating with related service team members on the development of evidence-based instructional protocols that support extensive skill generalization
    - Dissemination of individualized program data, in an accessible manner, to all family and school team members

- Establishing a capacity building consultation:
  - The identified consultation tasks will adjust, following initial implementation, to allow for ongoing attention to individualized program development needs and to support the system-level targets for program growth.
    - Capacity development will be measured on an ongoing basis to allow district teams to guide recommendations for program expansion and support moving forward while ensuring stability at all initial sites.
PRELIMINARY RECOMMENDATION OF CONSULTATION SUPPORT

- Administrative level consultation services
  - 3 days/month
    - Provided by the Senior CCSN administration team members
    - Development of implementation proposals for targeted teams
    - Review of active consultative activities and ongoing update to the consultative structure to support all program development objectives
- Direct ongoing support to the teaching teams
  - Provided by CCSN Senior BCBA program consultant
  - Proposed services at 8 days/week total consultation, separated into 4 days for the preschool-elementary team and 4 days for the high school-STEP team
  - NOTE: This is a general estimate based on our initial observations and may be adjusted following review of the continuous improvement plan and based upon mutually agreed changes to the initial pilot program targets.

Mark J. Feinberg, Psy.D., BCBA-D
Licensed Psychologist and Assistant Director
CCSN: The Center for Children with Special Needs

Assistant Clinical Professor of Psychology
Yale Child Study Center
Yale University School of Medicine

Courtney Cotter, Ph.D., BCBA-D
Licensed Psychologist
Director of Consultation Services
CCSN: The Center for Children with Special Needs

Solandy Forte, LCSW, BCBA
Assistant Director of Consultation Services
CCSN: The Center for Children with Special Needs
ADDENDUM

Hartford Public Schools Program Planning and Consultation Proposal
July 1, 2017-June 30, 2018

This Addendum supplements the Hartford Public Schools Program Planning Preliminary Proposal dated April 13, 2017.

Preliminary Recommendation for Consultation Support and Budget:

Administrative level consultation services
Provided by the Senior CCSN administration team members
Development of implementation proposals for targeted teams
Review of active consultative activities and ongoing update to the consultative structure to support all program development objectives

33 days per contract term (3 days/month for 11 months): $66,000

Direct ongoing support to the teaching teams
Provided by CCSN Senior BCBA program consultant
Proposed services at 8 days/week total consultation, separated into 4 days for the preschool-elementary team and 4 days for the high school-STEP team

NOTE: This is a general estimate based on our initial observations and may be adjusted following review of the continuous improvement plan and based upon mutually agreed changes to the initial pilot program targets.

352 days (8 days/week per contract term of 44 weeks): $440,000

Total: ............................................................................................................$506,000

Respectfully submitted,

Michael D. Powers, Psy.D
Director and Licensed Psychologist
CCSN: The Center for Children with Special Needs & The Center for Independence
Glastonbury, CT

Assistant Clinical Professor of Psychology
Yale Child Study Center
Yale University School of Medicine
New Haven, CT
contents of this message. If you have received this message in error, please notify the sender immediately by email or telephone (+1.860-430-1762) and permanently delete this message in its entirety. Thank you.
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AGENDA
ITEM # 3

NEW BUSINESS  JULY 18, 2017

CONTRACT CONTINUATION APPROVAL:  DR. TORRES-RODRIGUEZ
CBS THERAPY  MS. ENGLAND

AMOUNT  FUNDING SOURCE
$744,016  GENERAL & SPECIAL FUNDS

BACKGROUND

CBS Therapy will be contracted to provide speech-language services to mandated Hartford Public Schools students who require these services. Due to the shortage of speech-language professionals, it is necessary to utilize this service to ensure compliance with state and federal education guidelines.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with CBS Therapy for the term delineated in the contract ending June 30, 2018, at a cost not to exceed $744,016.
CBS Therapy

Executive Form

1. Context/Overview

CBS Therapy will be contracted to provide speech and language services to mandated HPS students who require these services.

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 speech and language services to special needs students who are mandated to receive these services. These are budgeted salaried positions that HPS is unable to fill, due to the nationwide shortage.

3. Targeted populations to be served

Mandated special education students.

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

Compliance with state and federal guidelines.

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

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

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

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

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

"Every student and every school thrives"
In order to be in compliance with state and federal special education laws, and given that speech and language is a shortage area, CBS Therapy is the company that can provide qualified speech and language clinicians within very tight time constraints. CBS Therapy has a proven track record with Hartford Public Schools, and because of the good relationship, we have been able to hire clinicians directly from them after they have worked for CBS for a year. No other company has agreed to this.

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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NEW BUSINESS

APPOINTMENT: BOARD OF EDUCATION CHAIRMAN TO THE SCHOOL BUILDING COMMITTEE THE BOARD

BACKGROUND

Special Act 01-7 established a Hartford School Building Committee (HSBC) to oversee all school construction projects taking place in the Hartford Public Schools. Three members of the HSBC must be selected and approved by the Board of Education.

Currently Board members Richard F. Wareing, Michael Brescia and Dr. Leslie Torres-Rodriguez are appointed members of the committee.

RECOMMENDATION

That the Hartford Board of Education appoints Chairman Craig Stallings to serve on the Hartford School Building Committee in the place of Mr. Richard F. Wareing retro-active to June 19, 2017.
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AGENDA
ITEM # 5

NEW BUSINESS

JULY 18, 2017

DR. TORRES-RODRIGUEZ
DR. BIRKS
MR. DART

ACTING ADMINISTRATIVE ASSIGNMENTS

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 individuals to the positions indicated:

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zandralyn Gordon</td>
<td>$141,388</td>
<td>Acting Director Adult Education</td>
<td>July 1, 2017</td>
</tr>
<tr>
<td>Anthony Davila</td>
<td>$130,000</td>
<td>Acting Principal, Asian Studies Academy</td>
<td>July 24, 2017</td>
</tr>
<tr>
<td>Brooke Lafreniere</td>
<td>$147,000</td>
<td>Acting Principal, Classical Magnet School</td>
<td>August 1, 2017</td>
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AGENDA

ITEM # 6

NEW BUSINESS

JULY 18, 2017

CONTRACT CONTINUATION APPROVAL
CONNECTICUT PEDIATRIC
NEUROPSYCHOLOGY ASSOCIATES

DR. TORRES-RODRIGUEZ
MS. ENGLAND

AMOUNT
$80,000

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

Connecticut Pediatric Neuropsychology provides neuropsychological testing and consultations to Hartford Public Schools special needs 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 Associates for the past 7 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 June 30, 2018, at an amount not to exceed $80,000.
Executive Form

1. Context/Overview

The Special Education Department utilizes the services of neuropsychologists to provide neuropsychological assessments and consultations for special needs 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 needs 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

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560 Main Street Hartford CT 06103 • www.hartfordschools.org
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

"Every student and every school thrives"
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AGENDA

ITEM# 7

NEW BUSINESS

JULY 18, 2017

APPROVAL OF ALLIANCE GRANT PROJECTS
2016-2017 AS COMPLETE AND SUBMITTAL
OF EXPENDITURES

DR. TORRES-RODRIGUEZ
DR. COLON-RIVAS

BACKGROUND

The State Department of Administrative Services, Division of Construction Services, Office of School Construction Grants & Review requires that the Board of Education certify that the following school projects, as identified in the Alliance Grant have been completed.

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<thead>
<tr>
<th>SCHOOL</th>
<th>PROJECT NAME</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wish</td>
<td>Renovate Bathrooms</td>
<td>$ 611,448.37</td>
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<tr>
<td>Wish</td>
<td>Abatement Lockers</td>
<td>$ 307,963.10</td>
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<tr>
<td>Wish</td>
<td>Replace Lockers</td>
<td>$ 74,100.00</td>
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<tr>
<td>Wish</td>
<td>Replace Exterior Doors</td>
<td>$ 21,431.62</td>
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<tr>
<td>SAND/Burr/Wish/Rawscn</td>
<td>Replace Playground Surfacing</td>
<td>$ 189,598.00</td>
</tr>
<tr>
<td>Kennelly</td>
<td>Replace Lockers</td>
<td>$ 43,873.72</td>
</tr>
<tr>
<td>Classical</td>
<td>Replace Obsolete Intrusion Detection Sys.</td>
<td>$ 54,500.00</td>
</tr>
<tr>
<td>Fox Middle</td>
<td>Replace Exterior Door and Electronic Release</td>
<td>$ 16,565.03</td>
</tr>
<tr>
<td>Fox Middle</td>
<td>Replace Large Group Instructional Seating</td>
<td>$ 10,417.00</td>
</tr>
<tr>
<td>McDonough</td>
<td>Replace Main Foyer Doors</td>
<td>$ 13,588.56</td>
</tr>
<tr>
<td>Simpson-Waverly</td>
<td>Replace Bathroom Partitions and Dispensers</td>
<td>$ 12,310.00</td>
</tr>
</tbody>
</table>

TOTAL $ 1,355,795.40

At this time, acceptance of the work by the Board of Education is requested.

RECOMMENDATION

That the Hartford Board of Education accepts the project, as complete. Furthermore, that the Board of Education approves the submittal of all expenditures to the Office of School Construction Grants & Review.
Alliance Grant

Executive Form

1. Context/Overview

The Hartford Public Schools received $2,680,000 from a State of Connecticut sponsored Alliance grant. The grant requires that the HBOE accept the projects as completed before going to State audit.

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

The Grant was specific for projects not eligible under the State Construction Grant Program. Projects such as these are normally funded through the HPS Building Improvement Fund or the City of Hartford’s Capital Improvement Project funding.

3. Targeted populations to be served

District Schools in need of Facility Improvements

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

Continued Facility Improvements during HBOE and City of Hartford funding/fiscal constraints.

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

The City of Hartford and State of Connecticut Procurement process was followed to ensure the best prices

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

All projects completed under the Grant

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

"Every student and every school thrives"
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

"Every student and every school thrives"