Hartford Board of Education
Regular Meeting – Tuesday, October 17, 2017
Environmental Sciences Magnet at Mary Hooker School
440 Broadview Terrace, 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
      o Year End Financial Report – as of June 30, 2017
   3. Committee Reports
      o Policy Committee
      o Family & Community Engagement
      o School Choice & Facilities Committee
      o Finance & Audit Committee
   4. Student Report

VI. Business Agenda
A. Items in Order of Importance
   1. Resolution: Recognition of HPS Staff (The Board)

   Resolved: That the Hartford Board of Education hereby recognizes and gives
   thanks for the heroic act of providing medical assistance when called upon of
   School Nurse Linda Baxter, School Safety Officers Martin Betts, Pedro Vega, and
   David Dulault; and declares their actions and courage inspirational; and their
   bravery and good judgment will be long remembered;

   Be it Further Resolved: that this resolution shall be presented by the Chairman of
   the Hartford Board of Education.
2. Jobs for the Future $62,500 (Supt et al.)

The contract with Jobs for the Future (JFF) is to partner with the Hartford Public Schools to design and deliver monthly Coaching Academy and Administrator Professional Learning related to student-centered educator competencies. This initiative will build capacity of leaders and teachers through a systematic and intensive series of professional learning experiences that target the staff members who have direct impact on the ongoing development of teachers. This work is funded through the Nellie Mae Educator Competencies Grant.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Jobs for the Future, for the term delineated in the contract ending August 31, 2018, at a cost not to exceed $62,500.

3. First Reading: Wellness Policy 6142.101 (Policy Committee)

That the Hartford Board of Education accepts the first reading of the Wellness Policy 6142.101.

B. Consent Agenda

4. Acceptance of Funds and Contract Approval: CT State Department of Education (CSDE) Mathematics & Science Partnership (MSP) Grant - University of Oregon and Central Connecticut State University $204,704 (Supt et al.)

In January of 2016, the Hartford Public Schools were awarded $257,340.50 from the CSDE Mathematics & Science Partnership (MSP) Grant Program in service of increasing Computer Science opportunities for students, ending September 30, 2017.

The Hartford Public Schools applied for a continuation, and were awarded $204,704 for another year, to continue increasing Computer Science opportunities for students.

That the Hartford Board of Education accepts funds in the amount of $204,704 from the CT State Department of Education (CSDE) Mathematics & Science Partnership (MSP) Grant; furthermore, that it authorizes the Superintendent to execute contracts with the University of Oregon and Central Connecticut State University, for the terms delineated in the contracts ending August 31, 2018, at a cost not to exceed $76,625.

5. Contract Continuation Approval: Expeditionary Learning Contract $118,800 (Supt et al.)

The Hartford Public Schools seeks to continue the contract with Expeditionary Learning to provide ongoing professional development and support in the Expeditionary Learning (EL) Model at the McDonough Middle School, Expeditionary Learning Academy at Moylan and Sanchez Elementary School, as part of the supports provided to schools receiving Alliance grant funds. This
includes, but is not limited to, on-site and off-site professional development and access to EL school designers.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Expeditionary Learning for the term delineated in the contract ending August 31, 2018, at a cost not to exceed $118,800.

C. Workshop Session (District Model for Excellence Comprehensive Study and Guiding Principles)

VII. Adjournment
"This page [is] intentionally left blank."
TO: Dr. Leslie Torres-Rodriguez, Superintendent of Schools
FROM: Paula Altieri, Chief Financial Officer
DATE: September 11, 2017
SUBJECT: FY 16-17 General Budget Year End Financial Report
         FY 16-17 Special Funds Year End Financial Report

General Budget Financial Report as of June 30, 2017:

For the twelve-month period ending June 30, 2017 we have expended a total of $284,001,950 of the 2016-17 General Fund Budget of $284,008,187. We have closed the 2016-17 fiscal year with a positive variance of $6,237.

The final variances are explained below:

- A negative variance in salary accounts totals $206,980. The variance is attributable to salary savings resulting from attrition of $292,160 offset by higher than expected severance liabilities of $499,140 for employees separating from service at the end of the fiscal year.

- A positive variance in professional contract and services of $115,515, or 2.6% of professional contracts and services budgets. The variance is attributable to favorable savings achieved in instructional improvement and technology services.

- A positive variance in purchased property services totals $197,848, or 3.7% of purchased property services budgets. The vast majority of the variance is attributable to favorable savings in the lease and maintenance costs associated with the district copier machine fleet.

- A positive variance in student transportation of $650,418, or 3.3% of student transportation budgets.

- A negative variance in student tuition of $136,101, or 0.2% of the student tuition budgets. The variance is attributed to an increase in the reimbursement of special education costs and related services for Hartford resident students attending public in-state schools and programs.

- A positive variance in the supplies, materials and utility accounts totals $362,643, or 4.1% of these budgets. The vast majority of the savings, $286,966, or 79%, is attributable to favorable savings in supplies and materials budgets. The remainder of this variance is attributable to favorable savings in utility use and consumption totaling $75,677.

- A negative variance in Fringe and Insurance of $1,459,249, or 3.7% of fringe and insurance budgets. The variance is attributable to the following:
  - A negative variance of $177,824 in Employee Health Insurance based on health insurance claims submitted through June 30, 2017.
A negative variance of $226,574 in Workers Compensation based on claims paid through June 30, 2017.

A negative variance of $1,054,851 in General Liability Insurance based on general liability claims through June 30, 2017.

- Favorable savings achieved in all other accounts totals $482,143, or 15.5%. These accounts include; communications, advertising, printing, travel, equipment, and all other miscellaneous accounts.

Special Funds Financial Report as of June 30, 2017:

The attached Special Funds year-end report shows total grants received of $150.6 million with total expenditures of $132.8 million, for an ending balance of $17.8 million or 11.8% of total grants received.

The final variances are explained below:

- Multi-year and carry-forward grant funding totals $13,810,862, or 9.2% of grant funding.

- One-year grant funding that lapsed at June 30, 2017 totals $3,997,104, or 2.7% of total grant funding. The vast majority of the lapse, $3,924,486, or 98.2%, is attributable to Magnet Incubation Funds for the unrealized purchase and renovations of a building for Montessori Magnet School. The remaining lapse of $72,618 is attributable to unrealized program expenditures in various grants and programs.

This concludes my report. Should you have any questions or require additional information, please do not hesitate to contact me.

Thank You.
## GENERAL BUDGET
Financial Position as of June 30, 2017

<table>
<thead>
<tr>
<th>Description</th>
<th>FY 2016-17 Adopted Budget</th>
<th>FY 2016-17 Adjusted Budget</th>
<th>Year End Expenditures</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Salaries</td>
<td>105,398,701</td>
<td>103,166,229</td>
<td>103,030,087</td>
<td>135,162</td>
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<tr>
<td>Certified Benefits</td>
<td>1,215,000</td>
<td>1,215,000</td>
<td>1,465,902</td>
<td>(250,902)</td>
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<tr>
<td>Certified Salaries Total</td>
<td>106,613,701</td>
<td>104,380,229</td>
<td>104,495,989</td>
<td>(115,740)</td>
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<tr>
<td>Non Cert Salaries</td>
<td>38,103,751</td>
<td>38,722,710</td>
<td>38,565,712</td>
<td>156,908</td>
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<tr>
<td>Non Cert Benefits</td>
<td>245,000</td>
<td>245,000</td>
<td>493,238</td>
<td>(248,238)</td>
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<tr>
<td>Non Certified Salaries Total</td>
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<td>38,967,710</td>
<td>39,058,950</td>
<td>(91,240)</td>
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<tr>
<td>Instructional Improvements</td>
<td>410,883</td>
<td>1,002,771</td>
<td>956,766</td>
<td>46,005</td>
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<tr>
<td>Professional Services</td>
<td>554,857</td>
<td>863,889</td>
<td>857,131</td>
<td>6,758</td>
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<tr>
<td>MHIS/IT Services</td>
<td>2,523,183</td>
<td>2,523,183</td>
<td>2,460,431</td>
<td>62,752</td>
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<td>Professional Contracts &amp; Svcs</td>
<td>3,488,923</td>
<td>4,389,843</td>
<td>4,274,328</td>
<td>115,515</td>
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<td>Maint Supplies &amp; Services</td>
<td>400,000</td>
<td>331,000</td>
<td>316,051</td>
<td>12,949</td>
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<td>Maintenance Contracts</td>
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<td>2,803,372</td>
<td>2,688,898</td>
<td>114,474</td>
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<td>Rental - Equip &amp; Facilities</td>
<td>2,416,108</td>
<td>2,207,219</td>
<td>2,136,796</td>
<td>70,423</td>
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<tr>
<td>Building Improvements</td>
<td>3,000</td>
<td>15,776</td>
<td>15,774</td>
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<tr>
<td>Purchased Property Services</td>
<td>5,651,790</td>
<td>6,357,387</td>
<td>5,159,519</td>
<td>197,848</td>
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<td>Transportation</td>
<td>20,644,488</td>
<td>20,035,625</td>
<td>19,365,207</td>
<td>650,418</td>
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<td>Communications</td>
<td>193,361</td>
<td>197,331</td>
<td>116,428</td>
<td>76,903</td>
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<td>Advertising</td>
<td>178,008</td>
<td>175,786</td>
<td>47,895</td>
<td>127,891</td>
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<td>Printing &amp; Binding</td>
<td>2,300</td>
<td>23,365</td>
<td>14,125</td>
<td>9,240</td>
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<td>Tuition</td>
<td>58,740,626</td>
<td>59,771,647</td>
<td>59,907,748</td>
<td>(136,101)</td>
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<tr>
<td>Travel &amp; Conferences</td>
<td>72,067</td>
<td>88,025</td>
<td>65,896</td>
<td>22,129</td>
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<td>Misc Services</td>
<td>1,480,766</td>
<td>1,708,123</td>
<td>1,606,677</td>
<td>99,446</td>
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<tr>
<td>Systemwide Purchased Svcs Total</td>
<td>81,317,614</td>
<td>81,999,902</td>
<td>81,147,976</td>
<td>851,926</td>
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<tr>
<td>Instructional &amp; Other Supplies</td>
<td>2,131,211</td>
<td>1,809,958</td>
<td>1,568,998</td>
<td>220,960</td>
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<td>Utilities</td>
<td>6,433,744</td>
<td>6,705,598</td>
<td>6,629,921</td>
<td>75,677</td>
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<tr>
<td>Text &amp; Library Books</td>
<td>101,233</td>
<td>48,283</td>
<td>30,828</td>
<td>17,455</td>
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<td>Misc Supplies</td>
<td>274,498</td>
<td>362,281</td>
<td>313,730</td>
<td>48,551</td>
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<td>Supplies &amp; Materials Total</td>
<td>8,940,686</td>
<td>8,926,120</td>
<td>8,563,477</td>
<td>362,643</td>
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<td>Equipment</td>
<td>338,791</td>
<td>564,081</td>
<td>543,140</td>
<td>20,941</td>
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<td>Outlay Total</td>
<td>338,791</td>
<td>564,081</td>
<td>543,140</td>
<td>20,941</td>
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<td>Organization Dues</td>
<td>108,698</td>
<td>157,846</td>
<td>154,482</td>
<td>3,364</td>
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<td>Other Operating Expenses</td>
<td>405,361</td>
<td>189,098</td>
<td>68,859</td>
<td>120,229</td>
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<td>Other Misc Expend Total</td>
<td>514,059</td>
<td>346,934</td>
<td>223,341</td>
<td>123,593</td>
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<tr>
<td>Fringe &amp; Insurance</td>
<td>39,457,450</td>
<td>39,076,001</td>
<td>40,535,260</td>
<td>(1,459,249)</td>
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<tr>
<td>Indirect</td>
<td>(1,870,621)</td>
<td>-</td>
<td>-</td>
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<td>Sundry Total</td>
<td>37,586,829</td>
<td>39,076,001</td>
<td>40,535,260</td>
<td>(1,459,249)</td>
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<tr>
<td><strong>Fund 1003 General Budget Total</strong></td>
<td><strong>282,801,144</strong></td>
<td><strong>284,008,187</strong></td>
<td><strong>284,001,950</strong></td>
<td><strong>6,237</strong></td>
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<tr>
<td>Grant Name</td>
<td>2016-17 Adopted Budget</td>
<td>2016-17 Adjusted Budget</td>
<td>Year End Expenditures</td>
<td>Balance</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
<td>-----------</td>
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<tr>
<td>State Magnet Operating</td>
<td>50,030,702</td>
<td>57,720,442</td>
<td>57,720,442</td>
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<tr>
<td>Title I - Part A - Improving Basic Skills</td>
<td>13,266,182</td>
<td>13,366,078</td>
<td>10,310,602</td>
<td>3,146,478</td>
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<tr>
<td>Alliance District</td>
<td>13,207,422</td>
<td>12,543,354</td>
<td>12,543,354</td>
<td>-</td>
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<tr>
<td>Excess Cost</td>
<td>9,325,709</td>
<td>11,383,582</td>
<td>11,383,582</td>
<td>-</td>
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<tr>
<td>Sheffield Magnet Incubation Funds</td>
<td>5,700,000</td>
<td>9,204,387</td>
<td>1,010,843</td>
<td>8,167,544</td>
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<tr>
<td>IDEA-Part B, Section 611</td>
<td>6,207,242</td>
<td>6,406,842</td>
<td>5,098,856</td>
<td>708,086</td>
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<td>Priority School District</td>
<td>5,292,421</td>
<td>5,772,715</td>
<td>5,772,713</td>
<td>202</td>
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<td>Other Foundation/Private/Fee Collections</td>
<td>3,674,255</td>
<td>5,081,765</td>
<td>2,979,092</td>
<td>2,101,653</td>
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<tr>
<td>Title II A - Teachers</td>
<td>2,617,254</td>
<td>2,843,692</td>
<td>1,591,131</td>
<td>1,252,561</td>
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<td>Alliance District Building Grant</td>
<td>-</td>
<td>2,511,882</td>
<td>2,509,493</td>
<td>2,389</td>
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<td>Sheffield Settlement 627</td>
<td>-</td>
<td>2,207,346</td>
<td>2,207,346</td>
<td>-</td>
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<tr>
<td>Third Party Billing</td>
<td>2,161,328</td>
<td>2,164,572</td>
<td>1,432,494</td>
<td>732,078</td>
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<tr>
<td>Office for Young Children - SR Funds</td>
<td>2,232,000</td>
<td>2,092,800</td>
<td>2,092,800</td>
<td>-</td>
</tr>
<tr>
<td>Nellie Mae</td>
<td>1,524,949</td>
<td>2,002,243</td>
<td>1,445,051</td>
<td>557,192</td>
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<td>State Adult Education</td>
<td>1,910,331</td>
<td>1,871,436</td>
<td>1,871,436</td>
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<td>Title I - Part A - Carryover</td>
<td>1,979,912</td>
<td>1,566,273</td>
<td>1,566,273</td>
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<tr>
<td>Medicaid (SBCH)</td>
<td>1,180,276</td>
<td>1,180,276</td>
<td>1,082,403</td>
<td>115,785</td>
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<td>Department of Health Services (OPHAS)</td>
<td>1,074,208</td>
<td>1,064,765</td>
<td>1,076,334</td>
<td>15,462</td>
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<tr>
<td>Regional School Choice Supplement</td>
<td>850,000</td>
<td>850,000</td>
<td>832,014</td>
<td>17,986</td>
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<tr>
<td>Lighthouse Grant</td>
<td>750,000</td>
<td>750,000</td>
<td>745,579</td>
<td>4,421</td>
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<tr>
<td>Alliance District Carryover</td>
<td>-</td>
<td>710,200</td>
<td>710,200</td>
<td>-</td>
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<tr>
<td>Travelers</td>
<td>525,000</td>
<td>668,636</td>
<td>536,706</td>
<td>132,167</td>
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<td>Family Resource Centers</td>
<td>651,168</td>
<td>618,000</td>
<td>618,000</td>
<td>-</td>
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<tr>
<td>Title III Part A English Learners</td>
<td>577,714</td>
<td>591,854</td>
<td>470,388</td>
<td>121,566</td>
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<td>Carl D Perkins Voc &amp; Tech Educ Act</td>
<td>-</td>
<td>533,021</td>
<td>551,872</td>
<td>1,149</td>
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<td>School Accountability - Summer School</td>
<td>473,239</td>
<td>465,483</td>
<td>456,933</td>
<td>8,546</td>
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<td>Open Choice</td>
<td>342,000</td>
<td>441,638</td>
<td>397,084</td>
<td>44,554</td>
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<td>Title I Part A School Improvement 1003g</td>
<td>350,000</td>
<td>412,620</td>
<td>374,369</td>
<td>38,251</td>
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<td>Title II A - Teachers Carryover</td>
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<td>474,331</td>
<td>474,235</td>
<td>96</td>
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<td>Extended School Hours</td>
<td>407,999</td>
<td>402,726</td>
<td>402,726</td>
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<td>Dello Foundation</td>
<td>-</td>
<td>350,000</td>
<td>182,074</td>
<td>167,326</td>
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<td>Bilingual Education ELP</td>
<td>-</td>
<td>268,000</td>
<td>268,000</td>
<td>-</td>
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<td>Low Performing Schools</td>
<td>-</td>
<td>290,592</td>
<td>178,729</td>
<td>111,863</td>
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<td>Bilingual Education</td>
<td>240,713</td>
<td>260,351</td>
<td>260,351</td>
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<td>Math &amp; Science Partnership Grant</td>
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<td>253,863</td>
<td>204,879</td>
<td>49,984</td>
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<td>IDEA Part B, Section 619</td>
<td>198,733</td>
<td>230,593</td>
<td>84,188</td>
<td>154,405</td>
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<td>Commissioner’s Network</td>
<td>-</td>
<td>200,000</td>
<td>197,087</td>
<td>2,013</td>
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<td>High School Initiative Grant Carryover</td>
<td>-</td>
<td>163,403</td>
<td>152,977</td>
<td>10,431</td>
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<tr>
<td>School Security Grant</td>
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<td>144,724</td>
<td>117,008</td>
<td>27,716</td>
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<tr>
<td>Immigrant &amp; Youth Education</td>
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<td>105,105</td>
<td>68,992</td>
<td>36,113</td>
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<tr>
<td>Shelf Settlement (Open Choice)</td>
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<td>83,375</td>
<td>63,222</td>
<td>20,153</td>
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<tr>
<td>Title I Part D, Neglected &amp; Delinquent</td>
<td>-</td>
<td>69,892</td>
<td>68,763</td>
<td>1,129</td>
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<tr>
<td>Title I Part A, School Improvement '003a</td>
<td>-</td>
<td>53,097</td>
<td>39,049</td>
<td>14,048</td>
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<tr>
<td>Education of Homeless</td>
<td>40,000</td>
<td>40,000</td>
<td>32,266</td>
<td>7,734</td>
</tr>
<tr>
<td>IDEA-Part B, Section 611 - Carryover</td>
<td>300,000</td>
<td>37,405</td>
<td>37,405</td>
<td>-</td>
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<tr>
<td>CREC</td>
<td>-</td>
<td>33,948</td>
<td>15,503</td>
<td>18,645</td>
</tr>
<tr>
<td>PL 81-874 Federal Impact</td>
<td>18,547</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>136,226,366</strong></td>
<td><strong>160,622,745</strong></td>
<td><strong>132,814,779</strong></td>
<td><strong>17,807,986</strong></td>
</tr>
</tbody>
</table>

**Carry**: 3,917,104

**Lapse**: 2.7%
# Hartford Board of Education - Fringe Benefits Analysis

## Fiscal Year 2016 - 2017

### Summary

<table>
<thead>
<tr>
<th></th>
<th>FY 2015-16 Actuals</th>
<th>FY 2016-17 Adjusted</th>
<th>FY 2016-17 Actuals to Year-end</th>
<th>Adjusted Budget to Year-end</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue - Surplus(Deficit)</td>
<td>79,326,839</td>
<td>81,554,907</td>
<td>81,554,907</td>
<td>(1,459,249)</td>
</tr>
<tr>
<td>Total Expense - Surplus(Deficit)</td>
<td>79,326,839</td>
<td>81,554,907</td>
<td>83,014,156</td>
<td>(1,459,249)</td>
</tr>
<tr>
<td>Total Surplus(Deficit)</td>
<td></td>
<td></td>
<td>(1,459,249)</td>
<td>(1,459,249)</td>
</tr>
</tbody>
</table>

### Revenue

**Contributions and Reimbursements**

<table>
<thead>
<tr>
<th>Source</th>
<th>FY 2015-16 Actuals</th>
<th>FY 2016-17 Adjusted</th>
<th>As of 6/30/2017</th>
<th>Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee/Retiree</td>
<td>14,515,805</td>
<td>14,325,216</td>
<td>14,325,216</td>
<td></td>
</tr>
<tr>
<td>State Subsidy - Retirees</td>
<td>980,119</td>
<td>878,100</td>
<td>878,100</td>
<td></td>
</tr>
<tr>
<td>CVS Caremark Reimbursements</td>
<td>1,692,400</td>
<td>1,991,794</td>
<td>1,991,794</td>
<td></td>
</tr>
<tr>
<td>OPEB Trust Reimbursements</td>
<td></td>
<td>-</td>
<td>1,133,107</td>
<td></td>
</tr>
<tr>
<td>Other Contributions</td>
<td>2,102,299</td>
<td>2,532,112</td>
<td>2,532,112</td>
<td></td>
</tr>
<tr>
<td>Contributions from HPS</td>
<td>60,036,216</td>
<td>60,694,578</td>
<td>60,694,578</td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>79,326,839</td>
<td>81,554,907</td>
<td>81,554,907</td>
<td></td>
</tr>
</tbody>
</table>

### Expenses

<table>
<thead>
<tr>
<th>Expense</th>
<th>FY 2015-16 Actuals</th>
<th>FY 2016-17 Adjusted</th>
<th>As of 6/30/2017</th>
<th>Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Insurance</td>
<td>59,733,496</td>
<td>60,446,029</td>
<td>60,623,853</td>
<td>(177,824)</td>
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<tr>
<td>Pension Costs</td>
<td>6,080,911</td>
<td>6,158,667</td>
<td>6,158,667</td>
<td></td>
</tr>
<tr>
<td>Worker's Compensation</td>
<td>2,984,544</td>
<td>3,298,856</td>
<td>3,525,530</td>
<td>(226,574)</td>
</tr>
<tr>
<td>Unemployment Compensation</td>
<td>714,088</td>
<td>993,905</td>
<td>993,905</td>
<td></td>
</tr>
<tr>
<td>Property and General Liability Insurance</td>
<td>1,681,451</td>
<td>2,459,431</td>
<td>3,514,282</td>
<td>(1,054,851)</td>
</tr>
<tr>
<td>Professional Improvements/Other Benefits</td>
<td>415,513</td>
<td>915,454</td>
<td>915,454</td>
<td></td>
</tr>
<tr>
<td><strong>Total BOE Expenses</strong></td>
<td>79,326,839</td>
<td>81,554,907</td>
<td>83,014,156</td>
<td>(1,459,249)</td>
</tr>
</tbody>
</table>

**Year End Balance - Surplus (Deficit)**

<table>
<thead>
<tr>
<th></th>
<th>FY 2016-17 Adjusted</th>
<th>FY 2016-17 Adjusted</th>
<th>Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>(1,459,249)</td>
<td>(1,459,249)</td>
</tr>
</tbody>
</table>
### GENERAL BUDGET
Final Allocation Changes through June 30, 2017

<table>
<thead>
<tr>
<th>Description</th>
<th>FY 2016-17 Approved Budget</th>
<th>FY 2016-16 Adjusted Budget</th>
<th>Difference</th>
<th>For Approval</th>
<th>Informational</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>143,347,930</td>
<td>143,561,160</td>
<td>213,217</td>
<td></td>
<td></td>
<td>213,217</td>
</tr>
<tr>
<td>Professional Contracts &amp; Svvs</td>
<td>4,389,843</td>
<td>4,274,328</td>
<td>(115,515)</td>
<td>(71,617)</td>
<td>(43,908)</td>
<td>(115,515)</td>
</tr>
<tr>
<td>Purchased Property Services</td>
<td>5,357,567</td>
<td>5,159,519</td>
<td>(198,048)</td>
<td>(144,274)</td>
<td>(53,774)</td>
<td>(197,148)</td>
</tr>
<tr>
<td>Systemwide Purchased Svvs</td>
<td>81,990,902</td>
<td>81,147,976</td>
<td>(851,926)</td>
<td>(31,927)</td>
<td>(819,999)</td>
<td>(851,926)</td>
</tr>
<tr>
<td>Supplies, Materials &amp; Utilities</td>
<td>8,926,120</td>
<td>8,563,477</td>
<td>(362,643)</td>
<td>(273,382)</td>
<td>(99,261)</td>
<td>(352,643)</td>
</tr>
<tr>
<td>Computers &amp; Equipment</td>
<td>564,081</td>
<td>643,140</td>
<td>(20,041)</td>
<td></td>
<td>(20,041)</td>
<td>(20,041)</td>
</tr>
<tr>
<td>Other Misc Expenses</td>
<td>346,634</td>
<td>223,341</td>
<td>(123,293)</td>
<td></td>
<td>(123,293)</td>
<td>(123,293)</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>39,078,031</td>
<td>40,535,250</td>
<td>1,457,249</td>
<td>1,459,249</td>
<td></td>
<td>1,459,249</td>
</tr>
</tbody>
</table>

**Fund 1003 General Budget Total**: 284,088,187 | 284,088,187 | - | 938,049 | (938,049)
AGENDA

ITEM # 1

RESOLUTION 

OCTOBER 17, 2017

RECOGNITION OF:
LINDA BAXER, MARTIN BETTS
PEDRO VEGA, DAVID DUFAUT

THE BOARD

BACKGROUND

Whereas, Linda Baxter is employed as school nurse at Hartford Public High School; and

Whereas, Martin Betts, Pedro Vega and David Dufault are employed as School Safety Officers at Hartford Public High School; and

Whereas, they are trained as first responders, and on the protocols and emergency procedures of the Hartford Public Schools; and

Whereas, on the 21st of September, 2017, at approximately 10:15 a.m., Lead Special Police Officer Hector Dones had an allergic reaction where he could not breathe and felt his throat closing, and

Whereas, Officer Dones was able to relay his location in the building via radio as he was losing consciousness; and

Whereas Officer Dufault dispatched a call to any officer or staff close to the location and radioed for School Nurse Baxter, and contacting 911; and

Whereas Officer Betts arrived on scene and positioned Officer Dones to keep his airway clear; and

Whereas Nurse Baxter administered an EPI Pen; and

Whereas Officer Vega accompanied Officer Dones to the hospital until his wife arrived; and

Whereas, all parties involved exhibited quick responses and a readiness to react and perform their duties, under duress in an emergency situation, which, in all likelihood resulted in saving Officer Dones life;

RECOMMENDATION

NOW, THEREFORE, BE IT RESOLVED, that the Hartford Board of Education hereby recognizes and gives thanks for the heroic act of providing medical assistance when called upon of School Nurse Linda Baxter, School Safety Officers Martin Betts, Pedro Vega, and David Dufault; and declares their actions and courage inspirational; and their bravery and good judgment will be long remembered;

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

ITEM # 2

NEW BUSINESS

CONTRACT APPROVAL:
JOBS FOR THE FUTURE

AMOUNT
$62,500

OCTOBER 17, 2017

DR. TORRES-RODRIGUEZ
MS. ENGLAND

FUNDING SOURCE
SPECIAL FUNDS – NELLIE MAE
EDUCATOR COMPETENCIES
GRANT

BACKGROUND

The contract with Jobs for the Future (JFF) is a continuation of the work that began in 2016-17. JFF partners with HPS to design and deliver monthly Coaching Academy and Administrator Professional Learning related to student-centered educator competencies. This initiative will build capacity of leaders and teachers through a systematic and intensive series of professional learning experiences that target the staff members who have direct impact on the ongoing development of teachers.

The contract is funded through the Educator Competencies Grant. As the developers of the Educator Competencies, JFF is the only authorized provider professional learning related to the competencies.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Jobs for the Future, for the term delineated in the contract ending August 31, 2018, at a cost not to exceed $62,500.
Jobs for the Future Contract Renewal

Executive Form

1. Context/Overview

The purpose of the initiative is to build capacity of leaders and teachers through a systematic and intensive series of professional learning experiences that target the staff members who have direct impact on the ongoing development of teachers – instructional coaches, school leaders and specific central office staff who play a major role in supporting school improvement.

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

The contract with JFF is a continuation of the work that began in 2016-17. JFF partners with HPS to design and deliver monthly Coaching Academy and Administrator Professional Learning related to student-centered educator competencies and practices. The contract is funded through the Educator Competencies Grant. As the developers of the Educator Competencies, JFF is the only authorized provider professional learning related to the competencies.

3. Targeted populations to be served

Instructional Coaches, School Leaders and Central Office Staff

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

This work is directly in alignment with Putting Students at the Center of Their Learning and our Teaching & Learning priority. It is expected that coaches and leaders will build skills and resources to support teachers with designing and implementing instruction that improves student outcomes for all students.

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

NA

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

“Every student and every school thrives”
The project includes a work plan and regular required reporting.

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?

   As the developers of the Educator Competencies, JFF is the only authorized provider professional learning related to the competencies.

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
Jobs for the Future (JFF) will work with the Hartford Public Schools core team to plan and facilitate the following key project activities:

1. Learning Institute
2. Fall Learning Series (Coaches)
3. Fall Learning Series (Administrators)

In addition, Jobs for the Future will support the Hartford Public Schools core team in overall project planning, including scheduling, curriculum development, and documentation.

Key activities include:

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Activities</th>
<th>Target Date (If applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEARNING INSTITUTE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Learning Institute Team Planning Sessions</td>
<td>JFF will organize and facilitate regular planning meetings in advance of the institute.</td>
<td>Weekly</td>
</tr>
<tr>
<td>2. Institute Agenda</td>
<td>JFF will work with the HPS core team to iterate and finalize agenda for the institute.</td>
<td>Two Weeks Prior to Institute</td>
</tr>
<tr>
<td>3. Education Competencies Learning Institute</td>
<td>JFF staff will co-facilitate a 4-day institute for administrators and teachers from High School COIs, CIMAL directors and curriculum specialists, Office of Talent Management staff, and a cohort of school-based coaches from the COI and the Coaching Academy</td>
<td>November (Tentative)</td>
</tr>
<tr>
<td><strong>FALL LEARNING SERIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Planning Sessions</td>
<td>JFF will organize and facilitate regular planning meetings in advance of the Fall Learning Series.</td>
<td>10/19-10/20</td>
</tr>
<tr>
<td></td>
<td>Finalized Agenda</td>
<td>JFF will work with the HPS core team to iterate and finalize agenda for the Fall Learning Series.</td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Education Competencies Fall Learning Series and Fall/Winter Virtual Coaching Support</strong></td>
<td>JFF will advise and co-facilitate as needed.</td>
</tr>
<tr>
<td>7.</td>
<td><strong>Education Competencies Fall Session for Administrators</strong></td>
<td>JFF will co-facilitate a fall session for school and district leaders.</td>
</tr>
</tbody>
</table>

**VIRTUAL COACHING & COMMUNICATIONS**

<table>
<thead>
<tr>
<th></th>
<th>Documentation support</th>
<th>Contribute meeting notes, reviewing drafts, and light-touch editorial assistance as needed on any public-facing pieces.</th>
<th>ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Dissemination support</td>
<td>Artifacts and findings from final summary report will be shared on <a href="http://www.studentsatthecenterhub.com">www.studentsatthecenterhub.com</a> and disseminated through JFF communications efforts.</td>
<td>ongoing</td>
</tr>
</tbody>
</table>

**Total Cost for:** $62,500
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AGENDA

ITEM # 3

NEW BUSINESS

FIRST READING:
6142.101 WELLNESS POLICY

BACKGROUND

As part of ongoing policy review and development, the Board has been working to update and revise the committee functions, to reflect strategic priorities.

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the Wellness Policy, #6142.101.
Instruction

Wellness

Policy Intent / Rationale

Hartford Public Schools recognizes that wellness is a multidimensional concept. **Overall student wellness is at the core of student learning and success in school.** Achieving wellness requires balancing the various aspects of the whole person, including physical, social, and emotional well-being. These aspects are physical, emotional, intellectual, social, occupational and spiritual and are closely interconnected. Hartford Public Schools promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment and modeling positive wellness practices, good nutrition, and regular physical activity as part of a well-balanced learning environment. The District supports a healthy environment where children learn and participate in positive nutritional and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and increased physical activity. Improved health optimizes student performance potential and helps to ensure that no child is left behind while developing positive lifelong healthy behaviors. Hartford Public Schools is dedicated to optimizing student performance potential by continuously improving our wellness model to ensure that our students develop healthy behaviors that will carry them through and beyond their years in school.

Nutrition Education and Promotion

A comprehensive health education program implemented sequentially will ensure that nutrition education is taught at all grade levels in an appropriate manner, delivering key concepts and honing the skills necessary to develop the functional, nutritionally-literate student for life.

Administration will plan for students to receive adequate instruction and training in nutrition education. The goal of the schools will be to teach healthy and safe food choices. Schools will plan interdisciplinary instruction, with the goal of increasing nutrition education instruction.

Nutrition Education shall:

- It is recommended that:

  - A comprehensive health education program implemented sequentially will ensure that nutrition education is taught at all grade levels in an appropriate manner, delivering key concepts and honing the skills necessary to develop the functional, nutritionally-literate student for life.
  - Administration will plan for students to receive adequate instruction and training in nutrition education. The goal of the schools will be to teach healthy and safe food choices.
  - Schools will plan interdisciplinary instruction, with the goal of increasing nutrition education instruction in core curricula.
• Provide a Standards-Based Sequential Nutrition Education curriculum, developed with the guidance of the Health Education Assessment Project (HEAP) and/or the Health Education Curriculum Analysis Tool (HECAT). The curriculum should emphasize education strategies most likely to promote lifelong habits for good health with developmentally appropriate and culturally relevant activities.

• Be infused into core subjects such as math, science, social studies, language arts, social studies, and consumer and family sciences to complement and enhance sequential nutrition education lessons within the comprehensive school health education curriculum.

• Encourage schools to seek enhancement of nutrition education through the many opportunities that exist within the school and in the community. Examples could include coordinated school health initiatives, cafeteria-based nutrition education, after-school programs and nutrition promotions, events and initiatives such as school/community health fairs and school gardens.

• The nutrition education program will be linked to school meal programs, school gardens, cafeteria nutrition promotion, after-school programs, and farm-to-school programs.

• Be taught by state-certified health education teachers or nutritionists and teachers of other disciplines or other qualified school staff.

• Provide all school personnel with opportunities to attain updates of scientifically accurate and evidence-based health information.

• Involve sharing consistent and reinforcing health information with families and the broader community to positively impact students and the health of the community.
Instruction

Wellness

Physical Education (moved here from section below, see edits below)

It is recommended that:

- Provide all school personnel with opportunities to attain updates of scientifically-accurate and evidence-based health information. This will augment positive modeling and health messages in the school environment with the awareness of the importance of nutrition, physical activity, and positive lifestyle behaviors for student and school achievement.
- Involve sharing consistent and reinforcing health information with families and the broader community to positively impact students and the health of the community.

Students' achievement is tempered, in part, by individual levels of health and well-being. Therefore, the district administration will provide methods for promoting physical activity both during and after the school day.

Physical Activity

It is recommended that:

- Physical activity will be integrated across curricula and throughout the school day. Physical activity will be integrated as part of science, math, social studies and language arts as designed by curriculum specialists.
- All schools shall provide a daily recess period, which is not used as a punishment or a reward. Schools shall consider planning recess before lunch since research indicates that physical activity prior to lunch can increase the nutrient intake and reduce food waste. Elementary school students (PK-5) shall have at least twenty (20) minutes per day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity.
- Physical activity participation will take into consideration the “balancing equation” of food intake and physical activity.
- Children should have several opportunities for physical activity during the school day. It is recommended that children 5 to 12 years of age have 60 minutes of daily physical activity, especially during the daytime hours.
- Physical activity facilities on school grounds will be safe.
- The schools shall provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted.
- Information will be provided to families to help them incorporate physical activity into their students' lives.
- Schools are encouraged to provide community access to promote students' and community members' use of the school's physical activity facilities outside of the normal school day.
- Schools shall encourage families and community members to institute programs that support physical activity, such as a walk to school program.
- Middle and high schools shall incorporate physical activity through the physical education and health curriculums that focus on and promote physical, social, and emotional wellness of students.

- Hartford Public Schools provide parent education programs about the importance of physical activity and encourage adults to model healthy behavior by participating in wellness programs, and in physical activity programs with their children or students.

- Hartford Public Schools will encourage community partners and families to provide structured physical activity programs and opportunities for unstructured physical activities for students outside of school.

Other-School-Based-Activities

- After-school programs will encourage physical activity and healthy habit formation.
- Local wellness policy goals will be given priority in planning all school-based activities (such as school events, field trips, dances, and assemblies).
Instruction

Wellness

- Support for the health of all students will be demonstrated by hosting health clinics, health screenings, and helping to enroll eligible children in Medicaid and other state children’s health insurance programs.
- Schools shall organize local wellness committees comprised of families, teachers, administrators, and students to plan, implement, and improve nutrition and physical activity in the school environment.

Physical Education (moved to section above Physical Activity section)

The administration shall insure the curriculum implementation of Physical Education as it relates to the wellness policy and state regulatory statutes.

Physical Education instruction shall:

- Be taught by state-certified physical education teachers.
- Be aligned with national, state and local standards-based curriculum.
- Have a student/teacher ratio similar to other classes.
- Have time allotted for physical education that is consistent with state standards/guidelines.
- Be the Provide an environment where students learn, practice and are assessed on developmentally appropriate motor skills, movement patterns, social skills and knowledge needed to perform a variety of physical activities.
- Include the instruction of individual and cooperative fitness activities as well as competitive and non-competitive sport forms to encourage life-long physical activity.
- Have adequate equipment available for all students to participate in physical education.
- Provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted.
- Provide information to families to help them incorporate physical activity into their students’ daily lives.
- Encourage families and community members to institute programs that support physical activity, such as a walk to school program.

School Meals (moved from section below see edits below)

Nutrition Standards for School Foods and Beverages

Hartford Public Schools will provide students with nutritious and appealing foods that meet students’ health and nutrition needs and accommodate ethnic and cultural food preferences to help develop lifelong healthy eating habits.

The district shall follow all federal and state regulations in regards to foods and beverages available during the school day. In addition the following shall be implemented:
• All sources of food and beverage sales to students at school must comply with the Connecticut Nutrition Standards (CNS). This applies to all sources of food sales on school premises at all times including, but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises.

• All beverages sold in school must meet the state statute (C.G.S. Section 10-221g). This applies to all beverages sold as part of school meals and separately from school meals, from all sources including school cafeterias, school stores, vending machines, fundraising activities on school premises, and any other sources of beverage sales to students.

• It is encouraged that foods and beverages served at school celebrations shall meet the Connecticut Nutrition Standards and the beverage requirements of state statute.

• School meals shall be served in clean and pleasant settings. The cafeteria environment will have adequate space to eat and students will have adequate time to eat. All full day students shall be provided with a daily lunch period of not less than 20 minutes.
School Meals (moved to section above Nutrition Standards for School Foods and Beverages)

- School meals shall offer varied and nutritious food choices that are consistent with USDA nutrition standards and the Dietary Guidelines, meet the U.S. Department of Agriculture’s nutrition standards and requirements for the National School Lunch Program and School Breakfast Program, and all applicable state statutes and regulations.
- Emphasis will be placed on foods that are nutrient-rich such as fresh fruits and vegetables, whole grains, low fat dairy, lean meats, legumes, and seeds.

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- A variety of fruits and vegetables will be offered daily in school meals.
- Only low-fat milk and other low-fat dairy products will be served in school meals.
- Whole grain foods will be incorporated into school meals.
- School meals shall be planned to incorporate the basic menu planning principles of balance, variety, contrast, color and eye appeal, cultural norms and preferences and student acceptability to help develop lifelong healthy eating habits.
- Hartford Public Schools encourages all students to eat a healthy breakfast.
- A School Breakfast Program will operate in every school and students are encouraged to eat a healthy breakfast.

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- With appropriate medical documentation, efforts will be made to modify meals prepared for students with food allergies or other special nutritional needs.

- Menus and allergen information will be distributed to schools and posted on district website.

Policy Recommendations for Other Foods and Beverages

- Food and beverages sold a la carte by the Food Services Program shall meet the Connecticut’s Healthy Snack Standards as published by The Connecticut State Department of Education to include the following:
  - Limit portion sizes of all beverages, except water, to no more than 12 ounces.
  - Have available only 100% fruit or vegetable juice.
  - Encourage the availability of whole grains and foods containing fiber.
  - Use only single-serving portion sizes or portions.

- All beverages sold in school vending machines and/or school stores or school-sponsored events during the school day shall follow state of Connecticut general statutes.

- It is strongly encouraged that all foods sold in school vending machines and/or school stores or school-sponsored events during the school day shall also follow Connecticut’s healthy snack standards.
* It is strongly encouraged that school fundraising activities shall not involve food or beverages or shall only use foods and beverages that meet Connecticut's Healthy Snack Standards.

* It is encouraged that classroom snacks shall feature healthy choices that meet Connecticut's Healthy Snack Standards.

* It is encouraged that foods and beverages served at school celebrations shall meet Connecticut's Healthy Snack Standards.

Other School-Based Activities to Promote Student Wellness

It is recommended that:

* School meals shall be served in clean and pleasant settings. The cafeteria environment will have adequate space to eat and students will have adequate time to eat.
  * School staff members will be discouraged from using food as a reward or punishment.
Instruction

Wellness

* Schools shall make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free or reduced-price school meals.

* When qualified, schools will participate in the Provision 2 universal meal program providing all students a meal at no cost.

* Schools in which Summer School is being held shall sponsor the Summer Food Service Program.

* The School Food Services Program shall aim to be financially self-supporting and will be administered using sound financial and accounting practices.

* Qualified nutrition professionals shall administer the school meal programs.

* The School Food Services Program shall comply with state and local food safety and sanitation regulations.

* A Qualified Food Operator (QFO) shall be in each school as required by state and local regulations.

Schools shall discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns with allergies or other special nutritional needs of students.

* Maintain updated information on HPS website with links to important public health messages and guidance for staff, parents and children.

* Ensure compliance with Connecticut State mandated physicals, immunizations, and health screenings at state determined grade levels.

* Hartford Public Schools Dental Department to provide dental screenings and routine dental care and procedures to students enrolled in program, allowing students to promote and maintain dental health with the understanding that student dental health is linked to overall student health.

* Local wellness policy goals be given priority in planning all school-based activities such as school events, field trips, dances, and assemblies.

* After-school programs during the school year and during the summer will encourage physical activity and other healthy habit formation.

* Support for health of all students will be demonstrated by hosting health clinics, health screenings, and helping to enroll eligible children in Medicaid and other state children’s health insurance programs.

* Schools shall organize local wellness committees comprised of families, teachers, administrators, and students to plan, implement, and improve nutrition and physical activity in the school environment.

Staff Wellness

It is recommended that:

* The district plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle.
• The district shall build awareness among administrators, teachers, food service staff, coaches, nurses and other school staff members about the importance of nutrition, physical activity, and body-size acceptance to academic success and lifelong wellness. School staff members shall be encouraged to model healthy eating and physical activity behaviors.

Communication and Promotion

It is recommended that:

Hartford Public Schools will promote clear and consistent messages that explain and reinforce healthy eating and physical activity habits.

• The Coordinator of Health Services and the Medical Director provide wellness and health communication for students and families within the district. Communication strategies include but are not limited to: monthly health and wellness newsletter, updating district website with most current health-related information, relevant links, and community resources for families and Hartford Public School personnel.

• Hartford Public Schools use a coordinated school health approach to wellness through interdepartmental collaboration and teamwork to promote the healthiest environment possible for students to enhance their academic, social, emotional, and physical development.

• Hartford Public Schools will promote clear and consistent messages that explain and reinforce health eating and physical activity habits.

• Students shall receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school environment.

• Hartford Public Schools will encourage family involvement to support and promote healthy eating and physical activity habits.

• Schools shall consider student needs in planning for healthy school nutrition environments.

• Schools shall partner with community organizations to provide consistent health messages.

• School-based marketing shall be consistent with nutrition education and health promotion.

Social and Emotional Wellness

It is recommended that:

Cognizant of the negative impact of stress on school performance and the overall quality of life of students, families and school personnel, the Hartford Public Schools is committed to the creation and maintenance of a stress-free school environment.

• Hartford Public Schools create and maintain a stress free school environment for the overall quality of life of students, families, and school personnel.

• Mental health counseling services shall be available for all students.

• Confidential Employee Assistance Programs will be well publicized throughout the district.

• Confidential screening for stress, depression, and other mental health conditions shall be available for all students.
Instruction

Wellness

Measurement and Evaluation

- The superintendent or designee shall ensure compliance with the established district-wide Wellness Policy.
- Wellness Policy Leadership shall consist of Director of Arts and Wellness and Senior Director for Food & Child Nutrition Services.
- District Wellness Committee shall be comprised of individuals from the following groups including but not limited to: Parents, Teachers, Students, School and District Administration, Food Service Director and staff, Registered Dietitian, Board of Education, Health Services, and Health and Physical Education Staff, and any other interested district community member interested in participating in the Wellness Policy process.
- Committee will meet biannually. Meeting dates and times will be posted on the district website and open to the public.

- In each school building the principal or designee shall ensure compliance with the Wellness Policy and shall report on their school's compliance to the Wellness Policy Committee annually.
- The Hartford Public Schools Wellness Committee will monitor, review, and revise as necessary the Wellness Policy using tools such as the WellSat 2.0 on-line evaluation tool. Any changes or updates to the policy will be communicated to schools.
- The Hartford Public Schools Wellness Committee will provide an evaluation report annually to the Hartford Board of Education and post the report on the district web site.

Legal Reference:

Child Nutrition and WIC Reauthorization Act of 2004 (Public Act 108-265)
An Act Concerning Healthy Food and Beverages in Schools (State of Connecticut PA No. 06-63)

CGS Section 10-215f
CGS Section 10-221a
CGS Section 10-221p
CGS Section 10-221q
AGENDA

ITEM # 4

NEW BUSINESS

ACCEPTANCE OF FUNDS & CONTRACT CONTINUATION APPROVAL: EXPLORING COMPUTER SCIENCE

OCTOBER 17, 2017

DR. TORRES-RODRIGUEZ

MS. ENGLAND

AMOUNT

$204,704

FUNDING SOURCE

MATHEMATICS & SCIENCE PARTNERSHIP GRANT

BACKGROUND

In January of 2016, the Hartford Public Schools were awarded $257,340.50 from the CT State Department of Education (CSDE) Mathematics & Science Partnership (MSP) Grant Program in service of increasing Computer Science opportunities for students, for the period of October 1, 2015 – September 30, 2017. The Hartford Public Schools were awarded an extension on the grant, in the amount of $204,704 for the period of October 1, 2017 – September 30, 2018 to continue increasing Computer Science opportunities for students.

The CSDE’s acceptance of Hartford Public Schools’ 2017-2018 Continuation Application for the MSP Grant Program, requires the continuation and amendment to the Scope of Services of two contracts including University of Oregon and Central Connecticut State University (CCSU). University of Oregon provides the Exploring Computer Science curriculum, Saturday Professional Learning, and Summer Workshop. CCSU serves as a consultant to the program assisting with project research, providing workshop locations, and providing expertise in developing an online community among the grant participants.

RECOMMENDATION

a. That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $204,704 from the CSDE Mathematics & Science Partnership Grant Program;

b. Furthermore, that the Hartford Board of Education authorizes the Superintendent to approve the contracts with University of Oregon and Central Connecticut State University for the terms delineated in the contracts ending September 30, 2018.
Exploring Computer Science

Executive Form

1. Context/Overview

In January 2016, the Hartford Public Schools were awarded $257,340.50 for 10/1/2015-9/30/2017 from the CSDE Mathematics & Science Partnership (MSP) Grant Program in service of increasing Computer Science opportunities for students. The Hartford Public Schools were awarded $204,704 for 10/1/2017-9/30/2018 from the CSDE MSP Grant Program to continue increasing Computer Science opportunities for students.

The CSDE's acceptance of Hartford Public Schools' 2017-2018 Continuation Application for the MSP Grant Program, requires the continuation and amendment to the Scope of Services of two contracts including University of Oregon and Central Connecticut State University. University of Oregon provides the Exploring Computer Science curriculum, Saturday Professional Learning, and Summer Workshop. CCSU serves as a consultant to the program assisting with project research, providing workshop locations, and providing expertise in developing an online community among the grant participants.

The Exploring Computer Science curriculum was designed to provide a rigorous, but accessible, introduction to computer science. The three major themes are: (1) the creative nature of computing; (2) technology as a tool for solving problems; and (3) the relevance of computer science and its impact on society. Topics covered include: Human Computer Interactions; Problem Solving; Web Design; Introduction to Programming; Computing and Data Analysis; and, Robotics.

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

Attached

3. Targeted populations to be served

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

Building teacher capacity and preparedness in teaching computer science, while also engaging students in learning computer science.

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.)

Please refer to the Evidence of Impact to Date beginning on page 4 in the 2017-2018 Mathematics & Science Partnership Continuation Application.

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?

University of Oregon are the creators of the Exploring Computer Science curriculum and Central Connecticut State University is named in the 2015 MSP Grant Application.

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

Partners include: Central Connecticut State University, CREC, Covenant Preparatory, St. Augustine, Watkinson Grace Academy, Choate Rosemary Hall and Wallingford Public Schools.

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

Attached.
STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

<table>
<thead>
<tr>
<th>1 Grant Recipient</th>
<th>4 Award Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>HARTFORD PUBLIC SCHOOLS</td>
<td></td>
</tr>
<tr>
<td>960 MAIN STREET</td>
<td></td>
</tr>
<tr>
<td>HARTFORD, CT 06103-1095</td>
<td></td>
</tr>
<tr>
<td>Grant Type: FEDERAL</td>
<td></td>
</tr>
<tr>
<td>Statute: P.L. 107-110; Title II, Part B</td>
<td></td>
</tr>
<tr>
<td>CFDA #: 84.366B</td>
<td></td>
</tr>
<tr>
<td>SDE Project Code: SDE000000000002</td>
<td></td>
</tr>
<tr>
<td>Grant Number: 064-000 12060-21592-2017-84157-170003</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Grant Title</th>
<th>5 Award Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHEMATICS &amp; SCIENCE PARTNERSHIP PROGRAM</td>
<td></td>
</tr>
<tr>
<td>10/1/2017 - 9/30/2018</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 Education Staff</th>
<th>6 Authorized Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Manager:</td>
<td></td>
</tr>
<tr>
<td>Jennifer Michalek</td>
<td></td>
</tr>
<tr>
<td>Payment &amp; Expenditure Inquiries:</td>
<td></td>
</tr>
<tr>
<td>Karen Calabrese 860-713-6472</td>
<td></td>
</tr>
<tr>
<td>Grant Amount: $294,704</td>
<td></td>
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<tr>
<td>Funding Status: Final</td>
<td></td>
</tr>
</tbody>
</table>

7 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, 2017 and June 30, 2018 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2018. For grants awarded for two-year periods beginning July 1, 2017, 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, 2019. 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.

This grant has been approved. 6/26/2017

Ellen Cohn 2
# BUDGET FORM ED 114 WORKSHEET – MATHEMATICS PROJECT

**Mathematics and Science Partnership Grant Program**  
**Local Competitive – ESEA, Title II Part B**

**GRANTEE NAME (Fiscal Agent):** Hartford Public Schools  
**TOWN CODE:** 64

**GRANT TITLE:** Mathematics and Science Partnership Program – Math Projects

**PROJECT TITLE:** COMPUTER SCIENCE FOR ALL – Mathematics Project  
(Include Mathematics in title)

**ACCOUNTING CLASSIFICATIONS:**

**FUND:** 12060  
**SPID:** 21592  
**PROGRAM:** B4157  
**BUDGET:** 2015  
**CHARTFIELD1:** 170003  
**CTFD:** 2

**GRANT PERIOD:** 10/01/2017 – 09/30/2018  
**AUTHORIZED AMOUNT:**

<table>
<thead>
<tr>
<th>CODE</th>
<th>DESCRIPTION</th>
<th>BUDGET AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>111A</td>
<td>NON-INSTRUCTIONAL SALARIES</td>
<td>$23,225</td>
</tr>
<tr>
<td>111B</td>
<td>INSTRUCTIONAL SALARIES</td>
<td>$33,420</td>
</tr>
<tr>
<td>200</td>
<td>PERSONAL SERVICES EMPLOYEE BENEFITS</td>
<td>$1,180</td>
</tr>
<tr>
<td>322</td>
<td>IN-SERVICE (CCSU + U of O)</td>
<td>$52,885</td>
</tr>
<tr>
<td>330</td>
<td>EMPLOYEE TRAINING AND DEVELOPMENT SERVICES</td>
<td>$42,720</td>
</tr>
<tr>
<td>352</td>
<td>OTHER TECHNICAL SERVICES</td>
<td>$20,000</td>
</tr>
<tr>
<td>530</td>
<td>COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>560</td>
<td>TUITION</td>
<td></td>
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<tr>
<td>580</td>
<td>TRAVEL</td>
<td></td>
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<tr>
<td>640</td>
<td>BOOKS/PERIODICALS</td>
<td></td>
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<tr>
<td>650</td>
<td>SUPPLIES</td>
<td>$1000</td>
</tr>
<tr>
<td>917</td>
<td>INDIRECT COSTS (8½ maximum)</td>
<td>$2530</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>$177,360</td>
</tr>
</tbody>
</table>
Annotated Budget Narrative

Describe in detail the basis for determining the amounts shown on the Budget Form ED114. Fill in the AMOUNT for each line item, and then in the space below each code, give a brief explanation of how the funds will be used. Provide a detailed breakdown of hourly, daily or per unit costs or rates.

<table>
<thead>
<tr>
<th>CODE</th>
<th>OBJECT</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>111A</td>
<td>Non-Instructional Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.</td>
<td>$23,225</td>
</tr>
<tr>
<td></td>
<td><strong>Project coordinator compensation can be viewed in the following ways:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>a)</strong> As the Grantee's in-kind contribution to the project; if Option (a) is elected, do not enter any amount in this line.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>b)</strong> As reimbursable to the grantee institution (if the work occurs during the contractual day or year); if Option (b) is elected, estimate the number of days to be devoted solely to the coordination of this project. Use the daily per diem rate to calculate the amount that will be allocated to the grantee to compensate for the time devoted to MSP project coordination. Enter that amount in Line 111A; or</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>c)</strong> As reimbursable to the project coordinator (if the work occurs beyond the contractual day or year). If Option (c) is elected, estimate the number of days to be devoted solely to the coordination of this project. Use the daily per diem rate to calculate the amount that will be paid to the project coordinator as compensation for the time devoted to MSP project coordination. Enter that amount in Line 119. Project Coordinator stipend - in Phase 3, the coordinator will work a total of 18.5 hours a week. Seven and a half of those hours will consist of released time from his school (in-kind contribution), and eleven hours will be compensated at a rate of $33/hour (11 x 48 weeks x $33/hour = $17,424). Administrative assistant for 20 hours at $35.95/hour = $719. Online support Assistant: $33 x 15 hours a month x 11 months = $5,082</td>
<td></td>
</tr>
<tr>
<td>111B</td>
<td>Instructional Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.</td>
<td>$33,420</td>
</tr>
<tr>
<td></td>
<td>• Insert stipends for salaried teachers from the Lead Partner only (after school, weekends or summer activities). Stipend cannot be issued for time spent in professional development activities for which graduate credits are being issued. • Substitute teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported. Stipends for HPS teachers attending quarterly Saturday meetings during school year 2017-18 (cohort 1 only), 4 meetings x 6 hours x 10 teachers x $33/hour = $7,920</td>
<td></td>
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<tr>
<td>Stipends for HPS teachers attending the Summer Institute in summer 2018, 10 teachers in cohort 2: $33/hour x 30 hours x 10 teachers = $9,900</td>
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<tr>
<td>Stipends for HPS teachers attending technical Saturday Sessions (optional to attend)</td>
<td>Cohort 1 &amp; 2 4 meetings x 4 hours x 20 teachers x $33/hour = $10,560</td>
<td></td>
</tr>
<tr>
<td>• Substitute teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported. Substitute (certified teacher) to enable release time for coordinator; 1 day a week x 36 weeks x $140/day = $5,040</td>
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<tr>
<td><strong>Personal Services - Employee Benefits</strong></td>
<td></td>
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</tr>
<tr>
<td>Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 100 or 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer’s cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen’s compensation insurance.</td>
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<tr>
<td>$28,380 x 1.45% = $412 (teachers)</td>
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<tr>
<td>$17,424 x 1.45% = $253 (coordinator)</td>
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<tr>
<td>$719 x 7.65% = $55 (administrative assistant)</td>
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<tr>
<td>$5,040 x 7.65% = $385 (substitute)</td>
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<tr>
<td>$5,082 x 1.45% = $74 (online support assistant)</td>
<td></td>
<td></td>
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<tr>
<td><strong>In-service (Instructional Program Improvement Services)</strong></td>
<td>$1,180</td>
<td></td>
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<tr>
<td>Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.</td>
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<tr>
<td><strong>FACILITATOR FEES:</strong></td>
<td></td>
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<tr>
<td>ECS facilitator honorarium for 30-hour Summer Institute = $5,000</td>
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<tr>
<td>ECS facilitator honorarium for quarterly meetings; 2 facilitators x 4 days x $500/day = $4,000</td>
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<tr>
<td>5 days of ECS coaching with teachers in the classroom during the school year; 5 x $500/day = $2,500</td>
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<tr>
<td>CCSU faculty serving as consultants to the program; 6 hours a month for planning and advising x 11 months + 30-hour summer institute + 24-hour quarterly meetings + 4 technical Saturday sessions X 4 hours= 136 hours @ $75/hour x 2 faculty = $20,400</td>
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<tr>
<td>Compensation for CCSU student worker to prepare and open facility for summer institute ($25/day x 5 days) = $125</td>
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<tr>
<td>Total = $32,025</td>
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<tr>
<td><strong>FACILITATOR EXPENSES:</strong></td>
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<tr>
<td>Summer Institute: Air fare for two ECS facilitators @ $600 = $1,200</td>
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<tr>
<td>Lodging for five days for two ECS facilitators @ $1,000 = $2,000</td>
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<tr>
<td>Meals for six days (one travel day) for two ECS facilitators @ $35/day = $420</td>
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</tr>
<tr>
<td>Ground transportation for two ECS facilitators for Summer Institute = $500</td>
<td></td>
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<tr>
<td>Total = $4,120</td>
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<tr>
<td>Quarterly Meetings: Facilitator airfare to quarterly meetings; 2 facilitators x 4 meetings x $600 = $4,800</td>
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<tr>
<td>Facilitator lodging for quarterly meetings; 4 meetings x 2 facilitators x 2 nights per trip x $200/night = $3,200</td>
<td></td>
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<tr>
<td>Facilitator meals for 6 days (1.5 days per trip); 4 meetings x 2 facilitators x 1.5 days x $35/day = $420</td>
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<tr>
<td><strong>Total = $52,885</strong></td>
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<tr>
<td>Item</td>
<td>Cost</td>
<td></td>
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<td>-----------------------------</td>
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<tr>
<td>Ground transportation for quarterly meetings; 4 days x $100/day = $400</td>
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<tr>
<td>Total = $8,820</td>
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<tr>
<td>Technical Training Development and delivery</td>
<td></td>
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<tr>
<td>40 hours x $33 an hour = $1,320 x 6 sessions = $7,920</td>
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<tr>
<td>Employee Training and Development Services</td>
<td></td>
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<tr>
<td>Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.</td>
<td>$42,720</td>
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<tr>
<td>Fees such as:</td>
<td></td>
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<tr>
<td>- digitizing web-based learning modules</td>
<td></td>
<td></td>
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<tr>
<td>- web design</td>
<td></td>
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<tr>
<td>- Videography</td>
<td></td>
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<tr>
<td>Stipends for non-Hartford teachers for Summer Institute; 20 teachers x $36/hour x 30 hours = 21,600</td>
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<tr>
<td>Stipends for non-Hartford teachers attending technical Saturday Sessions (optional to attend)</td>
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<tr>
<td>Cohort 1 &amp; 2 4 meetings x 4 hours x 40 teachers x $33/hour = $21,120</td>
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<tr>
<td>Other Technical Services</td>
<td></td>
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<tr>
<td>Technical services other than data-processing and related services.</td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td>- Project Evaluation costs are entered here. Include an itemized breakdown of services to be rendered, including number of work days/hours and per diem/hourly rate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Cannot exceed 20% of total budget.</td>
<td></td>
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<tr>
<td>- Project evaluation costs of $20,000: 160 hours x $125/hour (approximately 11%)</td>
<td></td>
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</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payments for services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone services as well as postage machine rental and postage.</td>
<td></td>
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</tr>
<tr>
<td>- Enter fees for on-line or distance learning and/or website development and hosting.</td>
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<tr>
<td>Tuition</td>
<td></td>
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<tr>
<td>Expenditures to reimburse other educational agencies for instructional services to pupils.</td>
<td></td>
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</tr>
<tr>
<td>- If college credit is being issued, all fees related to tuition, registration, etc. are entered on this line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
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<tr>
<td>Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.</td>
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</tr>
<tr>
<td>- Enter costs for travel, as authorized under the budget guidelines or CSDE MSP program managers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books and Periodicals</td>
<td></td>
<td></td>
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<tr>
<td>Expenditures for books, textbooks, and periodicals prescribed and available for general use, including reference books. This category includes the cost of workbooks, textbook binding or repairs, and textbooks that are purchased to be resold or rented. Also recorded here are the costs of binding or other repairs to school library books.</td>
<td></td>
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</tr>
<tr>
<td>- Itemize costs for textbooks and other instructional resource publications purchased for use in the professional development, including credit-bearing college courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenditures for consumable items purchased for instructional use, including technology-related hardware or software.</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>$1,000 for consumable supplies to be used during summer institute; e.g., copies of curriculum and other materials= $1,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- **Itemized breakdown of costs for supplies purchased for use in the professional development.**

<table>
<thead>
<tr>
<th>Indirect Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. Please note, however, that grantees who receive the majority of their grant funds other than through the Connecticut State Department of Education may use the rate approved by another federal agency.</td>
</tr>
</tbody>
</table>

- **8% maximum**
- **Hartford Public Schools indirect rate of 1.68% =** $2,929

<table>
<thead>
<tr>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>$177,360</td>
</tr>
</tbody>
</table>
II. EVIDENCE OF IMPACT TO DATE (2-page maximum, excluding artifacts)

a) *Describe quantitative and qualitative evidence of change in targeted teacher content knowledge;*

To quantitatively measure growth in content knowledge the project administered pre-post online unit based assessment items from the newly developed SRI Education’s ECS Unit 1-4 Assessments. Overall 20 of the 29 participating teachers completed matched pre/post assessments, with 60% showing substantially significant increases in computer science content knowledge. The assessment scores show a 10% average increase in content knowledge with an average pre-score of 51% and a post score of 61%. Of the scores showing increased content knowledge, the average increase was 21%. Of the 6 teachers not showing increased scores, the pre to post scores of 83% varied by less than 10%. Supplementing the objective scores are teacher responses to items on a project developed pre-post self-report survey in which teachers rated increases in their content acquisition, based on a 5-point likert-type scale, as an increase of .15 points from “slightly to somewhat.” In addition to ratings teacher comments made clear the vast difference in content understanding among the phase one/two participants with some identifying a full understanding while others admitted to having either no understanding or only an awareness of the subject. For those with limited knowledge, comments collected on surveys and during informal interviews confirmed that their knowledge had increased as a result of the course, with a few recognizing that as their first year of teaching ECS comes to end, more content knowledge is still needed.

b) *Describe quantitative and qualitative evidence of change in targeted teaching practices;*

The project is designed to also impact teacher practice, especially changes in teacher’s thinking about instruction in computer science. Initial quantitative evidence of change in thinking about instruction was measured using pre-post survey items, including 4-point likert-type scale item ranging from “not confident at all” to “very confident,” to rate confidence with various computer science teaching strategies. In every case confidence increased overall from “somewhat confident to confident,” with teacher’s experiencing the greatest confidence increases in strategies for teaching computer science content and concepts and on using equitable practices to support student learning. Confirming these ratings one teacher wrote that “teaching an actual lesson during the institute improved confidence levels.” Although not all participants were able to begin using their new knowledge in the classroom, those that did begin
teaching computer science indicated in survey comments and during informal interviews that the carryover from the course to the classroom was seamless, with many stating that they had established collaborative learning groups and promoted inquiry-based teaching strategies in their classrooms. The most often mentioned comment both after the summer institute and during the school year focused on the importance of providing students with foundational understandings of computer science and computer-based thinking and the need to ensure that the teaching of computer science takes into account an equitable pedagogy that encourages and engages a diverse group of students. For many the computer science pedagogy promoted by ECS was new, changing original thinking that computer science is coding only to a new thought process that computer science teaching and learning needs to promote the use of computer-based thinking to engage all students and to advance skills that lead to more effective applications for everyday life.

c) Describe quantitative and/or qualitative evidence of change in student learning or achievement; Although impact on students has not been a focus thus far teachers who are implementing ECS provided data on survey items and during informal interviews on impacts on student interest and learning. According to comments the initial impact on interest and engagement was rated as “average,” increasing to “above average.” Impacts on learning were not measurable but increased engagement is thought to improve achievement. Qualitative observations showed increased interest of students, especially girls and students not invested in other courses, with teachers noting that all students are fully engaged in the class activities.

d) Attach work samples or other artifacts that show evidence of the impact of Year 2 activities (if available). No artifacts are available at this stage of the evaluation.
"This page [is] intentionally left blank."
AGENDA

ITEM # 5

NEW BUSINESS

CONTRACT CONTINUATION APPROVAL: EXPEDITIONARY LEARNING

AMOUNT
$118,800

FUNDING SOURCE
SPECIAL FUNDS

OCTOBER 17, 2017

DR. TORRES-RODRIGUEZ
DR. CARBONE

BACKGROUND

This contract is a continuation of professional services with Expeditionary Learning to provide ongoing professional development and support in the Expeditionary Learning (EL) Model at the McDonough Middle School, Expeditionary Learning Academy at Moylan and Sanchez Elementary School, as part of the supports provided to schools receiving Alliance grant funds. This includes, but is not limited to, on-site and off-site professional development and access to EL school designers.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Expeditionary Learning for the term delineated in the contract ending August 31, 2018, at a cost not to exceed $118,800.
Expeditionary Learning

Executive Form

1. Context/Overview

This contract is a continuation of professional services with Expeditionary Learning to:
   - Provide ongoing professional development and support in the Expeditionary Learning (EL) Model at the McDonough Middle School, Expeditionary Learning Academy at Moylan, and Sanchez Elementary School.
   - This includes, but is not limited to, on-site and off-site professional development and access to EL school designers.

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

Expeditionary Learning’s technical assistance is specifically designed in collaboration with the principal and leadership teams of each school to meet the District’s Strategic Operating Plan goals that apply at each school site including the Third Grade Promise at the Expeditionary Learning Academy at Moylan, Maria Sanchez School, and the Middle Years Redesign at the McDonough Middle School.

3. Targeted populations to be served

HPS Students and staff

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

   - Continued development/refinement of the design models at each school;
   - Ongoing professional development for the teaching staff and building administrators in an effort to reach the goals established in each of the respective School Accountability Plans.

5. Alternative options (alternative sources, best priced solutions, etc.)
Due to our past and present work with Expeditionary Learning, we received a highly customized proposal representing the lowest rates offered for these services.

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

Please see the attached.

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

If sole source vendor, please specify why the purchase qualifies as sole source procurement:
   a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?
      - Professional development services consistent with the Expeditionary Learning model.
      - Uniqueness: Expeditionary Learning is the only provider of consulting services related to the Expeditionary Learning model.
      - Compatibility: The compatibility of equipment and services are of paramount consideration.

b. Any other information that supports the need for the sole source request.
   - Expeditionary Learning is the developer of the Expeditionary Learning curriculum modules.

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

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

"Every student and every school thrives"

950 Main Street Hartford CT 06103 • www.hartfordschools.org
COOPERATION AGREEMENT

This Cooperation Agreement covers the period from September 1, 2017 through August 31, 2018 for the partnership between Sanchez Elementary School and EL Education, Inc. During this period, EL Education will provide a package of services to faculty and school leaders to foster the full implementation of the EL Education school reform design. Changes to this Cooperation Agreement require an Addendum that must be written by the EL Education Regional Director and signed by both parties. (The protocol for requesting an Addendum can be found below in the Cost and Payment section of this agreement.)

SCHOOL AND DISTRICT INFORMATION:
Name of School: Sanchez Elementary School
Street or P.O. Box: 175 Babcock Street
City, State, Zip: Hartford, CT, 06106
School Phone: (860) 695-4940
School Fax:
School Website: http://www.hartfordschools.org/index.php/our-schools/school-listing/schools/items/view/maria-c-colon-sanchez-elementary

School District Name: Hartford Public Schools
District Phone: 860-655-8541
District Website: http://www.hartfordschools.org/
District Fax: 860-722-8454
Superintendent:

Principal and/or Director: Azra Redzic
Principal’s Phone: (860) 695-4940
Principal’s Email: redza001@hartfordschools.org

Billing Contact Person:
Billing Phone:
Billing Address:
Billing Email:

PAYMENT MAILING ADDRESS:
EL Education, Inc.
247 West 35th St. - Eighth Floor
New York, NY. 10001

SEND SIGNED CONTRACT TO:
EL Education, Inc.
Attn: Client Services Team
7 North Pleasant St., Ste. 3A
Amherst, MA 01002

© 2017 EL Education Inc.
SUMMARY OF SERVICES AND COSTS:

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Service</th>
<th>Rate</th>
<th>Cost</th>
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<tbody>
<tr>
<td>32.00</td>
<td>Direct Service Days (in Region)</td>
<td>1,550.00</td>
<td>$49,600.00</td>
</tr>
<tr>
<td>1.00</td>
<td>Regional Leadership Cohort Participant Slot</td>
<td>900.00</td>
<td>$900.00</td>
</tr>
</tbody>
</table>

Total Cost: $50,500.00

COST AND PAYMENT
Sanchez Elementary School agrees to pay to EL Education the amount indicated in each invoice by the due date reflected on that invoice. If Sanchez Elementary School fails to pay any invoices payments, late charges equal to the lesser of one and one-half percent (1.5%) per month or the maximum allowable under applicable law but at no time less than $15 shall also become payable by Sanchez Elementary School to EL Education. In addition, failure to fully pay any fees and taxes within thirty (30) days after the applicable due date will be deemed a material breach of this Cooperation Agreement, and EL Education may, in addition to any other remedy it may have, suspend its performance of the Services and/or terminate this Cooperation Agreement. Any suspension or termination of Services does not relieve Sanchez Elementary School of obligations to pay past due fees plus late charges.

If Sanchez Elementary School requires a change in purchased services, the school leader (or his/her designee) will contact the appropriate regional director with specific changes being requested. If these requests are consistent with the terms of this Cooperation Agreement, an addendum will be drafted and sent to the Cooperation Agreement signatory. Sanchez Elementary School will return the signed addendum to EL Education within two weeks of receipt.

Sanchez Elementary School agrees to schedule, with the School Designer, contracted direct service days at least 30 days in advance of the requested date. Any needed cancellations should be communicated to the School Designer as soon as possible and no later than 14 days prior to the scheduled service. Cancellations made within 14 days of the identified delivery date may not be rescheduled and may be charged as a delivered direct service day. It is the school’s responsibility to schedule direct service days with their School Designer. EL Education staff will make all reasonable efforts to coordinate direct service days; however, in the event that the school fails to schedule all direct service days, the school is responsible for full payment of contracted services unless a contract addendum is agreed to by both parties.
Payment Plan and Schedule
EL Education encourages the use of Purchase Orders when possible. For schools/districts that can issue an official Purchase Order, the Purchase Order should be issued within 30 days of executing this agreement.

<table>
<thead>
<tr>
<th>Payment Scheduled Amount</th>
<th>Payment Scheduled Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>$25,250.00</td>
<td>October 31, 2017</td>
</tr>
<tr>
<td>$25,250.00</td>
<td>December 29, 2017</td>
</tr>
</tbody>
</table>

RESERVATION OF INTELLECTUAL PROPERTY:
In connection with the Cooperation Agreement between EL Education and Sanchez Elementary School, EL Education, its agents, employees, or representatives may disclose practices and materials that are the intellectual property of EL Education, including but not limited to: National Institute Facilitator Agendas; National Institute Participant Notebooks; EL Commons Resources—EL Branded; EL Commons Resources—School Branded; Customized School-Based Professional Development Agendas; Materials for School-Based Professional Development Agendas; Site Seminar Content; School Leader Residencies; and Demonstration Events by Network Schools (hereinafter, collectively, the “Content”). The Content is being disclosed for the purpose of implementing the package of services to faculty and school leaders to foster the full implementation of the EL Education school reform design.

The Content may be disclosed to Sanchez Elementary School in hard copy format, electronic format, downloadable media format, and/or may be available for viewing and/or downloading via various EL Education web portals. No license or other rights of any kind are granted or conveyed by the act of transmitting or making available proprietary or copyrighted Content to Sanchez Elementary School under this Cooperation Agreement, except for the limited license to use the Content for the purposes expressly provided to Sanchez Elementary School in the Cooperation Agreement. Sanchez Elementary School may seek permission from EL Education to use the Content for activities such as conference presentations, dissemination activities, or non-EL Education demonstration site visits. Any use of the Content in contravention of the Cooperation Agreement is a violation of the Cooperation Agreement and U.S. Copyright law.

The entire right, title, and interest in the intellectual property rights and the Content made available to Sanchez Elementary School through the Cooperation Agreement with EL Education, including all copyright, patent, trademark, trade secret, or other legal rights shall remain the exclusive property of EL Education. Sanchez Elementary School, its employees, agents, and representatives are permitted to use the Content during the pendency of the Cooperation Agreement, but shall be prohibited from sharing, distributing, or disseminating the Content to institutions or individuals outside of Sanchez Elementary School.
Sanchez Elementary School shall retain the right to utilize the Content for a period of two (2) years after the expiration or termination of the Cooperation Agreement. During that two (2) year period, Sanchez Elementary School, its employees, agents, and representatives shall be prohibited from sharing, distributing, or disseminating the Content to institutions or individuals outside of Sanchez Elementary School. Upon expiration of the two (2) year period following the expiration or termination of the Cooperation Agreement, Sanchez Elementary School shall return and/or destroy all Content, whether in hard copy or electronic media, and shall confirm the destruction of all content in the possession of Sanchez Elementary School, and its current or former employees, agents, and representatives, or enter into a new agreement with EL Education for the Content’s use.

Any materials created by Sanchez Elementary School, its employees, agents, or representatives for use in connection with the EL Education school reform design during the pendency of the Cooperation Agreement shall be the intellectual property of Sanchez Elementary School, its employees, agents, or representatives to the extent that such materials are derivative of the Content and do not explicitly contain or repurpose the Content. Sanchez Elementary School, its employees, agents, and representatives may utilize any such derivative content during the term of the Cooperation Agreement and may continue to use such derivative content after the expiration or termination of the Cooperation Agreement.

Any materials created by Sanchez Elementary School, its employees, agents, or representatives for use in connection with the EL Education school reform design during the pendency of the Cooperation Agreement and subsequently uploaded to the EL Commons web portal shall be licensed to EL Education perpetually. Sanchez Elementary School, its employees, agents, or representatives acknowledge that EL Education shall be permitted to incorporate any uploaded materials into EL Education’s existing Content, share and distribute uploaded materials with other clients, and otherwise use any such uploaded materials for any business purpose.

Sanchez Elementary School may, in its discretion, submit student work to the Models of Excellence web portal. Sanchez Elementary School acknowledges that the student work shall be perpetually licensed to EL Education and that EL Education shall be permitted to incorporate any uploaded student work into EL Education’s existing Content, share and distribute uploaded student work with other clients, and otherwise use such uploaded student work for any business purpose.

Other terms and conditions may apply to the use of specific portions or features of EL Education’s EL Commons web portal, Models of Excellence web portal, or such other service or site offered by EL Education, all of which terms are made a part of this Agreement by this reference. Sanchez Elementary School hereby agrees to abide by such other terms and conditions. If there is a conflict between the terms in this Agreement and the terms posted for or applicable to the use of any web portal maintained by EL Education, the terms set forth herein are controlling.

Any violation of the provisions in this section may be the basis for termination of the Cooperation Agreement by EL Education. Sanchez Elementary School acknowledges that the Content is valuable to EL Education and that EL Education may not have an adequate remedy at law for a breach of the Cooperation Agreement related to the Content. Sanchez Elementary School acknowledges that
EL Education reserves the right to pursue any necessary remedies, at law or in equity, including but
not limited to injunctive relief, consequential damages, liquidated damages, and attorney’s fees.

NOTICES:
All notices, reports, requests, or other communications given pursuant to this Cooperation
Agreement shall be made in writing, shall be delivered by hand delivery, overnight courier service,
fax, or electronic mail, shall be deemed to have been duly given when delivered to the respective
party at the notice and contact addresses listed above.

DATA SHARING AGREEMENT:
EL Education tracks the annual academic progress and demographics of our partner schools. These
data are used to create reports for internal and external stakeholders, for continuous improvement
and to build its evidence-based case for the EL Education model of school reform. In addition, this
information allows School Designers and School Leaders to track progress towards Credentialing
requirements, set yearly goals and identify evidence on Work Plans.

Requested Data
To meet these goals, EL Education asks all network schools to provide upon requests the following
types of information:
- School administrative data, including enrollment, attendance, and student demographics
  (aggregated student data—no individual information).
- State ELA and Math assessment results, including scores by student subgroup and grade.
- Selected data related to the Three Dimensions of Student Achievement: Mastery of
  Knowledge and Skills, Student Character, and High-Quality Student Work.
Note that no student-level data that includes Personally Identifiable Information (PII) will be requested unless an
additional data agreement specifying this data collection is in place between EL Education and the school and/or
district.

Requirements for EL Education Network Schools
As part of this agreement, EL Education Network Schools agree to the following:
- To identify a “Data Liaison” that will collect and transmit data for the categories listed above
to EL Education. EL Education School Designers will be asked support this person for such
tasks as needed.
- EL Education requests that each School Data Liaison transmit the state report cards or
  assessment reports for assessment results and other commonly reported data such as
  attendance (in .pdf or .csv file formats). EL Education will then take the data and enter it
  into our secure systems. If this is not possible, EL Education will provide an alternate
  submission format and support for Data Liaisons.
- Data submission by the School Data Liaison will follow the following schedule:
  - Enrollment and demographic will be submitted each fall (October-November) once
    enrollment has stabilized.
  - State testing results will be submitted within two weeks of the report being
    transmitted to the school (Summer/Fall)
Other requested data related to the Three Dimensions of Student Achievement will be submitted at the same time as the fall or spring transmissions, depending on when it is available.

PHOTO RELEASE
EL Education staff periodically take and/or use photographs, audio and/or video recordings of teachers and students for purposes of documenting school practice and/or publicizing the EL Education program. Sanchez Elementary School agrees to secure necessary permissions from parents/guardians and teachers for their images and work to be featured in these photographs or recordings and to identify students and staff who should not be photographed.

Sanchez Elementary School gives consent and permission for EL Education to use school-created audio or video recordings and photographic images, and/or to create and take and to publicly display and publish, photographic images and audio and/or video recordings of teachers and students a Sanchez Elementary School. Sanchez Elementary School disclaims any right to review or approve any materials prepared, displayed or published by or on behalf of EL Education which may include any photographic, audio or visual images, recordings made by Sanchez Elementary School staff.

ORDER OF PRIORITY:
Should EL Education and Sanchez Elementary School and/or Hartford Public Schools sign another Agreement in addition to this Cooperation Agreement, the service payment terms, indemnification and intellectual property reservations set forth in this Cooperation Agreement shall govern in the event of a conflict.

DEFAULT AND CURE:
In the event that either party hereto defaults in the performance of any of its material duties or obligations under this Cooperation Agreement, including failure to make any payments due under this Cooperation Agreement, and such default is not cured within thirty (30) days after written notice is given to the defaulting party specifying the default, then the party not in default may terminate this Cooperation Agreement, after given written notice thereof to the defaulting party.

INDEMNIFICATION CLAUSE:
Each party assumes the responsibility for the negligence of its own respective employees, appointees or agents, while acting in the scope of their employment, and each party will defend its own respective employees, appointees or agents in the event of any claim for damages or lawsuits for any remedy.

ATTORNEY FEES:
The parties agree that if any suit or action at law, in equity, or through arbitration is filed to enforce any of the terms of this Cooperation Agreement, the prevailing party shall be entitled to recover from the other party its reasonable attorney’s fees, costs and disbursements in addition to any other relief to which that party may be entitled.
CHOICE OF LAW AND FORUM:
The laws of the United States and the State of New York will govern this Cooperation Agreement. Any action relating to this Cooperation Agreement must be brought in the Federal or State Courts located in New York, and Sanchez Elementary School and Hartford Public Schools consent to the jurisdiction of such courts.

SEVERABILITY:
If any provision of this Cooperation Agreement is deemed illegal, invalid, void or otherwise unenforceable in whole or in part, that provision shall be severed or shall be enforced only to the extent legally permitted, and the remainder of the provision and the Cooperation Agreement shall remain in full force and effect. With respect to a particular application, if any provision of this Cooperation Agreement is deemed to be invalid, void or unenforceable, such term or provision shall retain full force and effect in respect to all other applications.

SURVIVAL:
All provisions of this Cooperation Agreement relating to Sanchez Elementary School and Hartford Public Schools intellectual property rights, Sanchez Elementary School and Hartford Public Schools indemnification obligations and payment obligations shall survive the termination or expiration of this Cooperation Agreement.

NO WAIVER:
EL Education’s failure to enforce the strict performance of any provision of this agreement will not constitute a waiver of EL Education’s right to subsequently enforce such provision or any other provisions under this Cooperation Agreement.

APPROVALS:
EL Education and Sanchez Elementary School and/or Hartford Public Schools agree to the above costs, intellectual property reservations, indemnifications and scope of services from September 1, 2017 to August 31, 2018. Each Signatory certifies that it has the authority to sign and enter into this Cooperation Agreement on behalf of the party it represents and agrees to be bound by the terms of this Cooperation Agreement. This Cooperation Agreement must be signed and returned to the EL Regional Director prior to August 1, 2017. If this agreement is not received by that date, EL Education reserves the right to withhold the services outlined here until this agreement has been executed.

EL Education Representative

Authorized School or District Signatory:

Title:

Title:
APPENDIX A – DESCRIPTION OF SERVICES

SCHOOL-BASED PROFESSIONAL DEVELOPMENT SERVICES

DIRECT SERVICE DAYS DELIVERED
Direct service includes professional development and technical assistance provided by EL Education staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which EL Education staff accompanies a group of teachers from the school to an EL Education professional development event to provide further intensive work. The costs associated with direct school services also cover:

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

Please note: All Direct School Service days must be used before August 31, 2018. No days can be carried into the next EL Education fiscal year that begins on September 1, 2018 and ends on August 31, 2019.

ALLOCATION FOR EL EDUCATION BOOKS, AND PROFESSIONALLY PUBLISHED MATERIALS
This allocation is only for certain professional published books and EL Education Publications that can be purchased through EL Education at a discounted price. The school and the school designer determine which, if any, such books will be included in this Cooperation Agreement based on the annual work plan.

OFF-SITE PROFESSIONAL DEVELOPMENT INSTITUTES REGISTRATION TERMS

When to Register
For institutes occurring between September 1, 2017 and April 30, 2018, schools with signed contracts will be able to register for institutes beginning on Monday, August 8, 2017.

For institutes occurring between May 1, 2018 and August 31, 2018, schools with signed contracts and up-to-date payments will be able to register for institutes beginning on Monday, March 13, 2017.

Separate Registration for EL National Conference
Registration for the EL National Conference will begin on Monday, August 7, 2017. National Conference registration will close on September 15 or until the conference fills, whichever comes first.
Registration Confirmation
Confirmations are e-mailed within 48 hours after processing your registration. If you do not receive a confirmation, please contact Nicole Graziano at ngraziano@eleducation.org.

Please do not book nonrefundable airline tickets without confirmation that your registration has been received and processed. EL Education will not be held responsible for airfares booked before confirmation is received.

Cancellation Policy
If you are unable to attend an event you have registered for, contact Nicole Graziano at EL Education at ngraziano@eleducation.org or call 413-362-3068 no later than 14 calendar days prior to the start of the event. After the 14-day timeframe, you are ineligible for a refund, but you may send a non-registered person in your place, with registration confirmation or written authorization from the school designee.

EL Education reserves the right to cancel programs because of low registration. Minimum enrollment to avoid cancellation is 15. In the event of cancellation, EL Education will notify participants 10 days in advance of cancellation. EL Education is not responsible for cancellation charges related to travel and lodging.

All institute slots must be used before August 31, 2018. No slots can be carried over into the next EL Education fiscal year that begins on September 1, 2018. In the event that the school designee desires to substitute one purchased slot for another equally priced slot, s/he can do so with written permission of the EL Education Regional Director as long as the change occurs at least 14 calendar days prior to the purchased institute start date. Substitutions are NOT permitted if the purchased institute has already occurred or is within 14 days of occurring.

Special Services
Please notify EL Education at the time you register if you need a sign language interpreter or other special assistance. EL Education must be notified in writing at least 30 days in advance of the event.

Full Participation
The school designee must take responsibility for travel arrangements to ensure that participants arrive on time and stay for the entire event.

5-DAY NATIONAL INSTITUTES – EL CLASSROOMS IN PRACTICE
The school pays for and must arrange all travel, lodging, and dinner expenses. EL Education will provide a breakfast buffet, coffee and/or tea service and lunch. All participants must stay near the institute location unless they live within one hour of the event.

3-DAY INSTITUTES and LEADERSHIP COHORT PARTICIPATION
The school pays for and must arrange all travel, lodging, breakfast and dinner expenses. EL Education will provide a coffee and/or tea service and lunch.
All participants must stay near the institute location unless they live within one hour of the event.

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

NATIONAL CONFERENCE PRE-CONFERENCE DAY
An optional pre-conference day set of offerings will be available for an additional fee of $275.00 per Person — descriptions will be provided with the online registration materials. Pre-conference days can also be added and paid for separately at the time of National Conference registration.

SITE SEMINARS
Two-day or three-day visits to highly implementing EL Education schools. Schools pay all travel, lodging, and most food costs.

EL EDUCATION NETWORK MEMBERSHIP
In addition to the services outlined above, the following membership benefits are in effect for the period of time covered by this Cooperation Agreement:
- Discounts for off-site professional development slots.
- EL Education Core Practices and other training documents for each staff member.
- Member access to the resources in EL Commons online platform.
- Ability to post jobs on the EL Education website. Contact Jillian Rogers at jrogers@eleducation.org to inquire about posting a job.
- EL Education resource materials in support of the on-site work for each staff member.
- Individual consultation from the Regional Director for implementation concerns including travel to schools, budget preparation, and support of the Cooperation Agreement review process.
- Member access to the Fund for Teachers scholarship application pool.

APPENDIX REVIEW COMPLETED:
Initialed: EL Education Representative

Initialed: School Signatory

Initialed: District Signatory (optional)
COOPERATION AGREEMENT

This Cooperation Agreement covers the period from September 1, 2017 through August 31, 2018 for the partnership between McDonough Middle School and EL Education, Inc. During this period, EL Education will provide a package of services to faculty and school leaders to foster the full implementation of the EL Education school reform design. Changes to this Cooperation Agreement require an Addendum that must be written by the EL Education Regional Director and signed by both parties. (The protocol for requesting an Addendum can be found below in the Cost and Payment section of this agreement.)

SCHOOL AND DISTRICT INFORMATION:
Name of School: McDonough Middle School
Street or P.O. Box: 111 Hillside Avenue
City, State, Zip: Hartford, CT, 06106
School Phone: 860 695-4260
School Fax:
School Website: http://www.hartfordschools.org/index.php/our-schools/school-listing/schools/items/view/mcdonough-expeditionary-learning-school-mels

School District Name: Hartford Public Schools
District Phone: 860-695-8541
District Website: http://www.hartfordschools.org/
District Fax: 860-722-8454
Superintendent:

Principal and/or Director: Bethany Sullivan
Principal’s Phone: 860.695.4261
Principal’s Email: sullb001@hartfordschools.org

Billing Contact Person:
Billing Phone:
Billing Address:
Billing Email:

PAYMENT MAILING ADDRESS:
EL Education, Inc.
247 West 35th St. - Eighth Floor
New York, NY. 10001

SEND SIGNED CONTRACT TO:
EL Education, Inc.
Attn: Client Services Team
7 North Pleasant St., Ste. 3A
Amherst, MA 01002

© 2017 EL Education Inc.
SUMMARY OF SERVICES AND COSTS:

<table>
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<th>Quantity</th>
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<tr>
<td>2.00</td>
<td>3-Day Institute Participant Slot</td>
<td>900.00</td>
<td>$1,800.00</td>
</tr>
</tbody>
</table>

**Total Cost: $33,700.00**

COST AND PAYMENT

McDonough Middle School agrees to pay to EL Education the amount indicated in each invoice by the due date reflected on that invoice. If McDonough Middle School fails to pay any invoices payments, late charges equal to the lesser of one and one-half percent (1.5%) per month or the maximum allowable under applicable law but at no time less than $15 shall also become payable by McDonough Middle School to EL Education. In addition, failure to fully pay any fees and taxes within thirty (30) days after the applicable due date will be deemed a material breach of this Cooperation Agreement, and EL Education may, in addition to any other remedy it may have, suspend its performance of the Services and/or terminate this Cooperation Agreement. Any suspension or termination of Services does not relieve McDonough Middle School of obligations to pay past due fees plus late charges.

If McDonough Middle School requires a change in purchased services, the school leader (or his/her designee) will contact the appropriate regional director with specific changes being requested. If these requests are consistent with the terms of this Cooperation Agreement, an addendum will be drafted and sent to the Cooperation Agreement signatory. McDonough Middle School will return the signed addendum to EL Education within two weeks of receipt.

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Payment Plan and Schedule

EL Education encourages the use of Purchase Orders when possible. For schools/districts that can issue an official Purchase Order, the Purchase Order should be issued within 30 days of executing this agreement.

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<td>December 29, 2017</td>
</tr>
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RESERVATION OF INTELLECTUAL PROPERTY:

In connection with the Cooperation Agreement between EL Education and McDonough Middle School, EL Education, its agents, employees, or representatives may disclose practices and materials that are the intellectual property of EL Education, including but not limited to: National Institute Facilitator Agendas; National Institute Participant Notebooks; EL Commons Resources—EL Branded; EL Commons Resources—School Branded; Customized School-Based Professional Development Agendas; Materials for School-Based Professional Development Agendas; Site Seminar Content; School Leader Residencies; and Demonstration Events by Network School's (hereinafter, collectively, the “Content”). The Content is being disclosed for the purpose of implementing the package of services to faculty and school leaders to foster the full implementation of the EL Education school reform design.

The Content may be disclosed to McDonough Middle School in hard copy format, electronic format, downloadable media format, and/or may be available for viewing and/or downloading via various EL Education web portals. No license or other rights of any kind are granted or conveyed by the act of transmitting or making available proprietary or copyrighted Content to McDonough Middle School under this Cooperation Agreement, except for the limited license to use the Content for the purposes expressly provided to McDonough Middle School in the Cooperation Agreement. McDonough Middle School may seek permission from EL Education to use the Content for activities such as conference presentations, dissemination activities, or non-EL Education demonstration site visits. Any use of the Content in contravention of the Cooperation Agreement is a violation of the Cooperation Agreement and U.S. Copyright law.

The entire right, title, and interest in the intellectual property rights and the Content made available to McDonough Middle School through the Cooperation Agreement with EL Education, including all copyright, patent, trademark, trade secret, or other legal rights shall remain the exclusive property of EL Education. McDonough Middle School, its employees, agents, and representatives are permitted to use the Content during the pendency of the Cooperation Agreement, but shall be prohibited from sharing, distributing, or disseminating the Content to institutions or individuals outside of McDonough Middle School.
McDonough Middle School shall retain the right to utilize the Content for a period of two (2) years after the expiration or termination of the Cooperation Agreement. During that two (2) year period, McDonough Middle School, its employees, agents, and representatives shall be prohibited from sharing, distributing, or disseminating the Content to institutions or individuals outside of McDonough Middle School. Upon expiration of the two (2) year period following the expiration or termination of the Cooperation Agreement, McDonough Middle School shall return and/or destroy all Content, whether in hard copy or electronic media, and shall confirm the destruction of all content in the possession of McDonough Middle School, and its current or former employees, agents, and representatives, or enter into a new agreement with EL Education for the Content’s use.

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All notices, reports, requests, or other communications given pursuant to this Cooperation Agreement shall be made in writing, shall be delivered by hand delivery, overnight courier service, fax, or electronic mail, shall be deemed to have been duly given when delivered to the respective party at the notice and contact addresses listed above.

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EL Education tracks the annual academic progress and demographics of our partner schools. These data are used to create reports for internal and external stakeholders, for continuous improvement and to build its evidence-based case for the EL Education model of school reform. In addition, this information allows School Designers and School Leaders to track progress towards Credentialing requirements, set yearly goals and identify evidence on Work Plans.

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- Selected data related to the Three Dimensions of Student Achievement: Mastery of Knowledge and Skills, Student Character, and High-Quality Student Work.

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McDonough Middle School gives consent and permission for EL Education to use school-created audio or video recordings and photographic images, and/or to create and take and to publicly display and publish, photographic images and audio and/or video recordings of teachers and students a McDonough Middle School. McDonough Middle School disclaims any right to review or approve any materials prepared, displayed or published by or on behalf of EL Education which may include any photographic, audio or visual images, recordings made by McDonough Middle School staff.

ORDER OF PRIORITY:
Should EL Education and McDonough Middle School and/or Hartford Public Schools sign another Agreement in addition to this Cooperation Agreement, the service payment terms, indemnification and intellectual property reservations set forth in this Cooperation Agreement shall govern in the event of a conflict.

DEFAULT AND CURE:
In the event that either party hereto defaults in the performance of any of its material duties or obligations under this Cooperation Agreement, including failure to make any payments due under this Cooperation Agreement, and such default is not cured within thirty (30) days after written notice is given to the defaulting party specifying the default, then the party not in default may terminate this Cooperation Agreement, after given written notice thereof to the defaulting party.

INDEMNIFICATION CLAUSE:
Each party assumes the responsibility for the negligence of its own respective employees, appointees or agents, while acting in the scope of their employment, and each party will defend its own respective employees, appointees or agents in the event of any claim for damages or lawsuits for any remedy.

ATTORNEY FEES:
The parties agree that if any suit or action at law, in equity, or through arbitration is filed to enforce any of the terms of this Cooperation Agreement, the prevailing party shall be entitled to recover
from the other party its reasonable attorney’s fees, costs and disbursements in addition to any other relief to which that party may be entitled.

CHOICE OF LAW AND FORUM:
The laws of the United States and the State of New York will govern this Cooperation Agreement. Any action relating to this Cooperation Agreement must be brought in the Federal or State Courts located in New York, and McDonough Middle School and Hartford Public Schools consent to the jurisdiction of such courts.

SEVERABILITY:
If any provision of this Cooperation Agreement is deemed illegal, invalid, void or otherwise unenforceable in whole or in part, that provision shall be severed or shall be enforced only to the extent legally permitted, and the remainder of the provision and the Cooperation Agreement shall remain in full force and effect. With respect to a particular application, if any provision of this Cooperation Agreement is deemed to be invalid, void or unenforceable, such term or provision shall retain full force and effect in respect to all other applications.

SURVIVAL:
All provisions of this Cooperation Agreement relating to McDonough Middle School and Hartford Public Schools intellectual property rights, McDonough Middle School and Hartford Public Schools indemnification obligations and payment obligations shall survive the termination or expiration of this Cooperation Agreement.

NO WAIVER:
EL Education’s failure to enforce the strict performance of any provision of this agreement will not constitute a waiver of EL Education’s right to subsequently enforce such provision or any other provisions under this Cooperation Agreement.

APPROVALS:
EL Education and McDonough Middle School and/or Hartford Public Schools agree to the above costs, intellectual property reservations, indemnifications and scope of services from September 1, 2017 to August 31, 2018. Each Signatory certifies that it has the authority to sign and enter into this Cooperation Agreement on behalf of the party it represents and agrees to be bound by the terms of this Cooperation Agreement. This Cooperation Agreement must be signed and returned to the EL Regional Director prior to August 1, 2017. If this agreement is not received by that date, EL Education reserves the right to withhold the services outlined here until this agreement has been executed.

EL Education Representative

Authorized School or District
Signatory:

Title:

Title:
APPENDIX A – DESCRIPTION OF SERVICES

SCHOOL-BASED PROFESSIONAL DEVELOPMENT SERVICES

DIRECT SERVICE DAYS DELIVERED
Direct service includes professional development and technical assistance provided by EL Education staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which EL Education staff accompanies a group of teachers from the school to an EL Education professional development event to provide further intensive work. The costs associated with direct school services also cover:

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

Please note: All Direct School Service days must be used before August 31, 2018. No days can be carried into the next EL Education fiscal year that begins on September 1, 2018 and ends on August 31, 2019.

ALLOCATION FOR EL EDUCATION BOOKS, AND PROFESSIONALLY PUBLISHED MATERIALS
This allocation is only for certain professional published books and EL Education Publications that can be purchased through EL Education at a discounted price. The school and the school designer determine which, if any, such books will be included in this Cooperation Agreement based on the annual work plan.

OFF-SITE PROFESSIONAL DEVELOPMENT INSTITUTES REGISTRATION TERMS

When to Register
For institutes occurring between September 1, 2017 and April 30, 2018, schools with signed contracts will be able to register for institutes beginning on Monday, August 8, 2017.

For institutes occurring between May 1, 2018 and August 31, 2018, schools with signed contracts and up-to-date payments will be able to register for institutes beginning on Monday, March 13, 2017.

Separate Registration for EL National Conference
Registration for the EL National Conference will begin on Monday, August 7, 2017. National Conference registration will close on September 15 or until the conference fills, whichever comes first.
Registration Confirmation
Confirmations are e-mailed within 48 hours after processing your registration. If you do not receive a confirmation, please contact Nicole Graziano at ngraziano@eleducation.org.

Please do not book nonrefundable airline tickets without confirmation that your registration has been received and processed. EL Education will not be held responsible for airfares booked before confirmation is received.

Cancellation Policy
If you are unable to attend an event you have registered for, contact Nicole Graziano at EL Education at ngraziano@eleducation.org or call 413-362-3068 no later than 14 calendar days prior to the start of the event. After the 14-day timeframe, you are ineligible for a refund, but you may send a non-registered person in your place, with registration confirmation or written authorization from the school designee.

EL Education reserves the right to cancel programs because of low registration. Minimum enrollment to avoid cancellation is 15. In the event of cancellation, EL Education will notify participants 10 days in advance of cancellation. EL Education is not responsible for cancellation charges related to travel and lodging.

All institute slots must be used before August 31, 2018. No slots can be carried over into the next EL Education fiscal year that begins on September 1, 2018. In the event that the school designee desires to substitute one purchased slot for another equally priced slot, s/he can do so with written permission of the EL Education Regional Director as long as the change occurs at least 14 calendar days prior to the purchased institute start date. Substitutions are NOT permitted if the purchased institute has already occurred or is within 14 days of occurring.

Special Services
Please notify EL Education at the time you register if you need a sign language interpreter or other special assistance. EL Education must be notified in writing at least 30 days in advance of the event.

Full Participation
The school designee must take responsibility for travel arrangements to ensure that participants arrive on time and stay for the entire event.

5-DAY NATIONAL INSTITUTES – EL CLASSROOMS IN PRACTICE
The school pays for and must arrange all travel, lodging, and dinner expenses. EL Education will provide a breakfast buffet, coffee and/or tea service and lunch. All participants must stay near the institute location unless they live within one hour of the event.

3-DAY INSTITUTES and LEADERSHIP COHORT PARTICIPATION
The school pays for and must arrange all travel, lodging, breakfast and dinner expenses. EL Education will provide a coffee and/or tea service and lunch.
All participants must stay near the institute location unless they live within one hour of the event.

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

NATIONAL CONFERENCE PRE-CONFERENCE DAY
An optional pre-conference day set of offerings will be available for an additional fee of $275.00 per Person — descriptions will be provided with the online registration materials. Pre-conference days can also be added and paid for separately at the time of National Conference registration.

SITE SEMINARS
Two-day or three-day visits to highly implementing EL Education schools.
Schools pay all travel, lodging, and most food costs.

EL EDUCATION NETWORK MEMBERSHIP
In addition to the services outlined above, the following membership benefits are in effect for the period of time covered by this Cooperation Agreement:

- Discounts for off-site professional development slots.
- EL Education Core Practices and other training documents for each staff member.
- Member access to the resources in EL Commons online platform.
- Ability to post jobs on the EL Education website. Contact Jillian Rogers at jrogers@eleducation.org to inquire about posting a job.
- EL Education resource materials in support of the on-site work for each staff member.
- Individual consultation from the Regional Director for implementation concerns including travel to schools, budget preparation, and support of the Cooperation Agreement review process.
- Member access to the Fund for Teachers scholarship application pool.

APPENDIX REVIEW COMPLETED:
Initialed: EL Education Representative

Initialed: School Signatory

Initialed: District Signatory (optional)
COOPERATION AGREEMENT

This Cooperation Agreement covers the period from September 1, 2017 through August 31, 2018 for the partnership between Expeditionary Learning Academy at Moylan and EL Education, Inc. During this period, EL Education will provide a package of services to faculty and school leaders to foster the full implementation of the EL Education school reform design. Changes to this Cooperation Agreement require an Addendum that must be written by the EL Education Regional Director and signed by both parties. (The protocol for requesting an Addendum can be found below in the Cost and Payment section of this agreement.)

SCHOOL AND DISTRICT INFORMATION:
Name of School: Expeditionary Learning Academy at Moylan
Street or P.O. Box: 101 Catherine Street
City, State, Zip: Hartford, CT, 06106
School Phone: (860) 695-4500
School Fax:

School District Name: Hartford Public Schools
District Phone: 860-695-8541
District Website: http://www.hartfordschools.org/
District Fax: 860-722-8454
Superintendent:
Principal and/or Director:
Principal’s Phone:
Principal’s Email:
Billing Contact Person:
Billing Phone:
Billing Address:
Billing Email:

PAYMENT MAILING ADDRESS:
EL Education, Inc.
247 West 35th St. - Eighth Floor
New York, NY, 10001

SEND SIGNED CONTRACT TO:
EL Education, Inc.
Attn: Client Services Team
7 North Pleasant St., Ste. 3A
Amherst, MA 01002
SUMMARY OF SERVICES AND COSTS:

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Service</th>
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<tr>
<td>1.00</td>
<td>Regional Leadership Cohort Participant Slot</td>
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</tr>
</tbody>
</table>

Total Cost: $34,600.00

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Education

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PHOTO RELEASE
EL Education staff periodically take and/or use photographs, audio and/or video recordings of teachers and students for purposes of documenting school practice and/or publicizing the EL Education program. Expeditionary Learning Academy at Moylan agrees to secure necessary permissions from parents/guardians and teachers for their images and work to be featured in these photographs or recordings and to identify students and staff who should not be photographed.

Expeditionary Learning Academy at Moylan gives consent and permission for EL Education to use school-created audio or video recordings and photographic images, and/or to create and take and to publicly display and publish, photographic images and audio and/or video recordings of teachers and students a Expeditionary Learning Academy at Moylan. Expeditionary Learning Academy at Moylan disclaims any right to review or approve any materials prepared, displayed or published by or on behalf of EL Education which may include any photographic, audio or visual images, recordings made by Expeditionary Learning Academy at Moylan staff.

ORDER OF PRIORITY:
Should EL Educator and Expeditionary Learning Academy at Moylan and/or Hartford Public Schools sign another Agreement in addition to this Cooperation Agreement, the service payment terms, indemnification and intellectual property reservations set forth in this Cooperation Agreement shall govern in the event of a conflict.

DEFAULT AND CURE:
In the event that either party hereto defaults in the performance of any of its material duties or obligations under this Cooperation Agreement, including failure to make any payments due under this Cooperation Agreement, and such default is not cured within thirty (30) days after written notice is given to the defaulting party specifying the default, then the party not in default may terminate this Cooperation Agreement, after given written notice thereof to the defaulting party.

INDEMNIFICATION CLAUSE:
Each party assumes the responsibility for the negligence of its own respective employees, appointees or agents, while acting in the scope of their employment, and each party will defend its own respective employees, appointees or agents in the event of any claim for damages or lawsuits for any remedy.

ATTORNEY FEES:
The parties agree that if any suit or action at law, in equity, or through arbitration is filed to enforce any of the terms of this Cooperation Agreement, the prevailing party shall be entitled to recover from the other party its reasonable attorney's fees, costs and disbursements in addition to any other relief to which that party may be entitled.

CHOICE OF LAW AND FORUM:
The laws of the United States and the State of New York will govern this Cooperation Agreement. Any action relating to this Cooperation Agreement must be brought in the Federal or State Courts located in New York, and Expeditionary Learning Academy at Moylan and Hartford Public School's consent to the jurisdiction of such courts.

SEVERABILITY:
If any provision of this Cooperation Agreement is deemed illegal, invalid, void or otherwise unenforceable in whole or in part, that provision shall be severed or shall be enforced only to the extent legally permitted, and the remainder of the provision and the Cooperation Agreement shall remain in full force and effect. With respect to a particular application, if any provision of this Cooperation Agreement is deemed to be invalid, void or unenforceable, such term or provision shall retain full force and effect in respect to all other applications.

SURVIVAL:
All provisions of this Cooperation Agreement relating to Expeditionary Learning Academy at Moylan and Hartford Public Schools' intellectual property rights, Expeditionary Learning Academy at Moylan and Hartford Public Schools indemnification obligations and payment obligations shall survive the termination or expiration of this Cooperation Agreement.

NO WAIVER:
EL Education's failure to enforce the strict performance of any provision of this agreement will not constitute a waiver of EL Education's right to subsequently enforce such provision or any other provisions under this Cooperation Agreement.

APPROVALS:
EL Education and Expeditionary Learning Academy at Moylan and/or Hartford Public Schools agree to the above costs, intellectual property reservations, indemnifications and scope of services from September 1, 2017 to August 31, 2018. Each Signatory certifies that it has the authority to sign and enter into this Cooperation Agreement on behalf of the party it represents and agrees to be bound by the terms of this Cooperation Agreement. This Cooperation Agreement must be signed and returned to the EL Regional Director prior to August 1, 2017. If this agreement is not received by that date, EL Education reserves the right to withhold the services outlined here until this agreement has been executed.

EL Education Representative

Authorized School or District Signatory:

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APPENDIX A – DESCRIPTION OF SERVICES

SCHOOL-BASED PROFESSIONAL DEVELOPMENT SERVICES

DIRECT SERVICE DAYS DELIVERED
Direct service includes professional development and technical assistance provided by EL Education staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which EL Education staff accompanies a group of teachers from the school to an EL Education professional development event to provide further intensive work. The costs associated with direct school services also cover:

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

Please note: All Direct Service days must be used before August 31, 2018. No days can be carried into the next EL Education fiscal year that begins on September 1, 2017 and ends on August 31, 2018.

ALLOCATION FOR EL EDUCATION BOOKS, AND PROFESSIONALLY PUBLISHED MATERIALS
This allocation is only for certain professional published books and EL Education Publications that can be purchased through EL Education at a discounted price. The school and the school designer determine which, if any, such books will be included in this Cooperation Agreement based on the annual work plan.

OFF-SITE PROFESSIONAL DEVELOPMENT INSTITUTES REGISTRATION TERMS

When to Register
For institutes occurring between September 1, 2017 and April 30, 2018, schools with signed contracts will be able to register for institutes beginning on Monday, August 8, 2016.

For institutes occurring between May 1, 2018 and August 31, 2018, schools with signed contracts and up-to-date payments will be able to register for institutes beginning on Monday, March 13, 2017.

Separate Registration for EL National Conference
Registration for the EL National Conference will begin on Monday, August 15, 2017. National Conference registration will close on September 15 or until the conference fills, whichever comes first.
Registration Confirmation
Confirmations are e-mailed within 48 hours after processing your registration. If you do not receive a confirmation, please contact Nicole Graziano at ngraziano@eleducation.org.

Please do not book nonrefundable airline tickets without confirmation that your registration has been received and processed. EL Education will not be held responsible for airfares booked before confirmation is received.

Cancellation Policy
If you are unable to attend an event you have registered for, contact Nicole Graziano at EL Education at ngraziano@eleducation.org or call 413-362-3069 no later than 14 calendar days prior to the start of the event. After the 14-day timeframe, you are ineligible for a refund, but you may send a non-registered person in your place, with registration confirmation or written authorization from the school designee.

EL Education reserves the right to cancel programs because of low registration. Minimum enrollment to avoid cancellation is 15. In the event of cancellation, EL Education will notify participants 10 days in advance of cancellation. EL Education is not responsible for cancellation charges related to travel and lodging.

All institute slots must be used before August 31, 2018. No slots can be carried over into the next EL Education fiscal year that begins on September 1, 2018. In the event that the school designee desires to substitute one purchased slot for another equally priced slot, s/he can do so with written permission of the EL Education Regional Director as long as the change occurs at least 14 calendar days prior to the purchased institute start date. Substitutions are NOT permitted if the purchased institute has already occurred or is within 14 days of occurring.

Special Services
Please notify EL Education at the time you register if you need a sign language interpreter or other special assistance. EL Education must be notified in writing at least 30 days in advance of the event.

Full Participation
The school designee must take responsibility for travel arrangements to ensure that participants arrive on time and stay for the entire event.

5 Day National Institutes – EL Classrooms in Practice
The school pays for and must arrange all travel, lodging, and dinner expenses. EL Education will provide a breakfast buffet, coffee and/or tea service and lunch. All participants must stay near the institute location unless they live within one hour of the event.

3-Day Institutes and Leadership Cohort Participation
The school pays for and must arrange all travel, lodging, breakfast and dinner expenses. EL Education will provide a coffee and/or tea service and lunch.
All participants must stay near the institute location unless they live within one hour of the event.

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

NATIONAL CONFERENCE PRE-CONFERENCE DAY
An optional pre-conference day set of offerings will be available for an additional fee of $275.00 per Person — descriptions will be provided with the online registration materials. Pre-conference days can also be added and paid for separately at the time of National Conference registration.

SITE SEMINARS
Two-day or three-day visits to highly implementing EL Education schools. Schools pay all travel, lodging, and most food costs.

EL EDUCATION NETWORK MEMBERSHIP
In addition to the services outlined above, the following membership benefits are in effect for the period of time covered by this Cooperation Agreement:
- Discounts for off-site professional development slots.
- EL Education Core Practices and other training documents for each staff member.
- Member access to the resources in EL Commons online platform.
- Ability to post jobs on the EL Education website. Contact Jillian Rogers at jrogers@eleducation.org to inquire about posting a job.
- EL Education resource materials in support of the on-site work for each staff member.
- Individual consultation from the Regional Director for implementation concerns including travel to schools, budget preparation, and support of the Cooperation Agreement review process.
- Member access to the Fund for Teachers scholarship application pool.

APPENDIX REVIEW COMPLETED:
Initialed: EL Education Representative

Initialed: School Signatory

Initialed: District Signatory (optional)