HARTFORD
PUBLIC SCHOOLS

Tuesday, November 16, 2021
Regular Meeting

Weaver High School Campus
415 Granby Street
Hartford, CT 06112
5:30 p.m.

1. Opening

1.1 Call to Order

1.2 Roll Call

1.3 Opening Statement

2. Dialogue Session

2.1 Public Comment

3. Reports

3.1 Report of the Chair

3.2 Report of the Superintendent

3.3 Teaching & Learning Committee Report

3.4 School Choice & Facilities Committee Report

3.5 Policy Committee Report

3.6 Family & Community Engagement Committee Report

3.7 Finance & Audit Committee Report

4. Business Agenda

4.1 Contract Approval: Intervene K-12

4.2 Contract Approval: The New Teacher Project

4.3 Contract Approval: DilingerRAD

4.4 Contract Amendment Approval: Cumberland Therapy

4.5 Resolution: Temporary Suspension of Policy

4.6 Adoption of Policies en masse policies - Recodification and Legal Reference Updates

4.7 Facility Use Agreement: Hope Academy 2

4.8 Approval of Minutes (10/19/2021)

5. Closing

5.1 Adjournment

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3. Reports

Subject **3.3 Teaching & Learning Committee Report**

Meeting Nov 16, 2021 - Regular Meeting

Type Information, Reports

Teaching & Learning Committee (Wednesday, October 27, 2021)

Members present
Craig Stallings, Kimberly Oliver, Shonta Browdy, Yvette Bello
Madeline Negron, Evette Avila, Katelin Jacobs

The committee reviewed and discussed the following contracts:

Intervene K-12, the contract was moved to the regular meeting, pending final review at the Finance Committee.

TNTP, the contract was moved to the regular meeting, pending final review at the Finance Committee.

Presentations are attached.

File Attachments
OTM.T&L Committee PPT 10.27.21.pdf (373 KB)
Intervene High Dosage Tutoring_PPT 10272021.pdf (4,794 KB)

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PUBLIC SCHOOLS

Teaching & Learning Committee Meeting
Office of Talent Management: TNTP Proposal

October 27, 2021

The Whole Student

1

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Agenda: October 27, 2021

The Whole Student

1. Review TNTP contract for the Regular Meeting
2. High-level view of the OTM Audit Report
3. Understand how partnering with TNTP will support an aggressive timeline in implementing audit findings

2

2

Contract: TNTP

Objectives	As a result of this partnership, OTM will be able to implement a more efficient and robust talent cycle this year and will establish a strong foundation for implementing long-term, sustainable practices.
Deliverables	❑ Support the development of clear and concrete goals for the talent management cycle this year, create data tracking tools, and establish routines to track progress to goals. ❑ Support the creation of a talent management timeline and project plan for the year that reflects a clear strategy and action steps central to achieving the goals. ❑ Support the design of new or revised talent processes, leveraging best practices and strong models from their work nationally. ❑ Facilitate knowledge-building related to talent management practices, grounded in artifact reviews and exemplars from national work and best practice.
Contract Amount	$217,127
Contract Term	6 months: November, 2021 - May, 2022
Department	Office of Talent Management
Strategy Alignment	Priority 4: Skillful Staff Strategy 1: Improve employee **recruitment, onboarding,** development, leadership, and recognition

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USHCA Assessment of OTM

Purpose	Stakeholder Meetings
★ Audit key talent functionality	➢ 8 District Leaders
★ Identify key strengths to build on	➢ 12 OTM Staff Members
★ Elevate pain points to address	➢ 4 School-based Staff
★ Determine best practices and benchmarks	➢ 5 Other (Financial Systems Manager, Board Member, Professional Learning, Communications)
★ Perform a strategic review of key talent data	
★ Provide holistic and prioritized recommendations	

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BIG Rocks

5

Key Findings

The Whole Student

01	Limited Early & Effective Hiring	• Late Resignations • Limited use of early contracts • Unclear roles & responsibilities in the hiring process
02	Candidate Experience	• Lengthy hiring process (approx 45 days) • Lengthy 45-60 minute online assessment • Inflexible interpretation of state certification requirements by HPS
03	Strategic Recruitment & Retention	• There is no strategic, coherent recruitment or retention plan based on data • No data to prioritize which schools need additional support
04	Performance Management	• Not connected to new teacher induction or career development & support • Compliance driven with >85% of staff rated proficient

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Key Findings

The Whole Student

05	Strategic Use of Human Capital	• OTM does not track or leverage human capital data • OTM does not share data with EDSLs
06	Organizational Structure & Alignment	• OTM is not designed to serve schools in strategic talent matters • There is no alignment to EDSLs • There is no single point of contact for Principals
07	Key Processes & Systems in Recruitment & Hiring	• Non-integrated systems require manual entry & notification • One hour to process one new hire
08	Basic HR Services & Process	• Basic HR services like leaves and benefits are tracked outside of systems of record and are paper based

7

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Recommendations

The Whole Student

- ❑ Implement early and proactive planning to target, attract and retain high quality candidates and staff
- ❑ **Improve the quality of the applicant pool and streamline application and hiring efforts**
- ❑ **Drive policies and processes to enable earlier hiring of teachers and principals**
- ❑ Develop recruitment messages that align with and reflect the district's and community's core values
- ❑ Differentiate services to high needs schools to ensure students with the most needs get the most effective teachers and principals
- ❑ Incorporate evaluation results and other teacher quality measures in all key human capital decisions including retention, development, and promotion activities
- ❑ **Identify and track clear metrics and goals for the department/teams/individual roles that align with the district's overall goals and overall talent management objectives**
- ❑ **Improve proactive and strategic talent management support to principals**
- ❑ Improve the delivery and quality of customer service

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TNTP Partnership

The Whole Student

A key goal will be to improve the candidate experience by reducing the lengthy hiring process and ensuring that OTM provides a single point of contact and consistently high-quality services for principals.

- Improve the **quality of the applicant pool and streamline application and hiring efforts**
- Drive **policies and processes to enable earlier hiring of teachers and principals**
- **Identify and track clear metrics and goals** for the department/teams/individual roles that align with the district's overall goals and overall talent management objectives
- Improve **proactive and strategic talent management support to principals**

This partnership will build on the key findings and recommendations stemming from USHCA's talent diagnostic.

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PUBLIC SCHOOLS

Extended Learning Opportunities 21-22
High Dosage Tutoring
Teaching & Learning Committee
10/27/21

The Whole Student

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High Dosage Tutoring Context

The Whole Student

Stakeholder feedback has informed our strategic plan and ESSER investments

Stakeholder	Feedback Themes	How this shows up in our Operating Plan
Students	• High school students want **flexibility in how/when they learn** (especially with time to manage work/home responsibilities) • Need for **Mental health supports**	• **Twilight school** for high schoolers • Investment in **mental health supports** - e.g. clinical staff/partnerships, wellness spaces, teacher PL on trauma-sensitive practices
Families	• Focus on **individual needs and tutoring** • **Social-emotional and other non-academic** supports and enrichment • Prioritize **school-based spending**	• Targeted **group size reductions** for Tier 2 and 3 students (including high-dosage tutoring) • Wraparound supports via the **Community Schools Model** and **increased mental health services** • **96% of planned ESSER II resources will play out in schools**
Principals	• **Target investments based on student need** • Need strategies to **re-integrate students**, connect with kids • Opportunities for **flexible, school-based resources** • Prioritize to deepen/expand **MTSS structures** and implementation • **Hiring effective teachers** is a key barrier, esp. in hard-to-staff areas	• Investments to **re-engage students** • **School-based Equity & Innovation Grants** with focus on enrichment, wellness, and relationships • **Recruitment and retention bonuses** at high-need schools and hard-to-staff areas

2

Reminder from ESSER II planning

Reminder: Investing in equity

The Whole Student

The same equity lens used to drive ESSER II has informed the ESSER III budget

Equity in...	*Our approach*	*Examples*
Process	Actively seek **stakeholder voice and needs** to inform decisions and design	• Ground in data on student needs and experiences • Stakeholder feedback on priorities and experience informs strategic plan and investments
Resource Allocation	Use data to target resources equitably by **student need** and by **school need**	• Tier ESSER resources and additional student support based on need, as defined by student early warning indicators and schools' state accountability ratings
Strategies	Deploy strategies that deliberately target **disrupting historical patterns** of inequity	• Invest in teacher pipeline, assignment, and capacity initiatives to put highest quality teachers in front of highest needs students • Expand learning time with offerings during non-traditional hours

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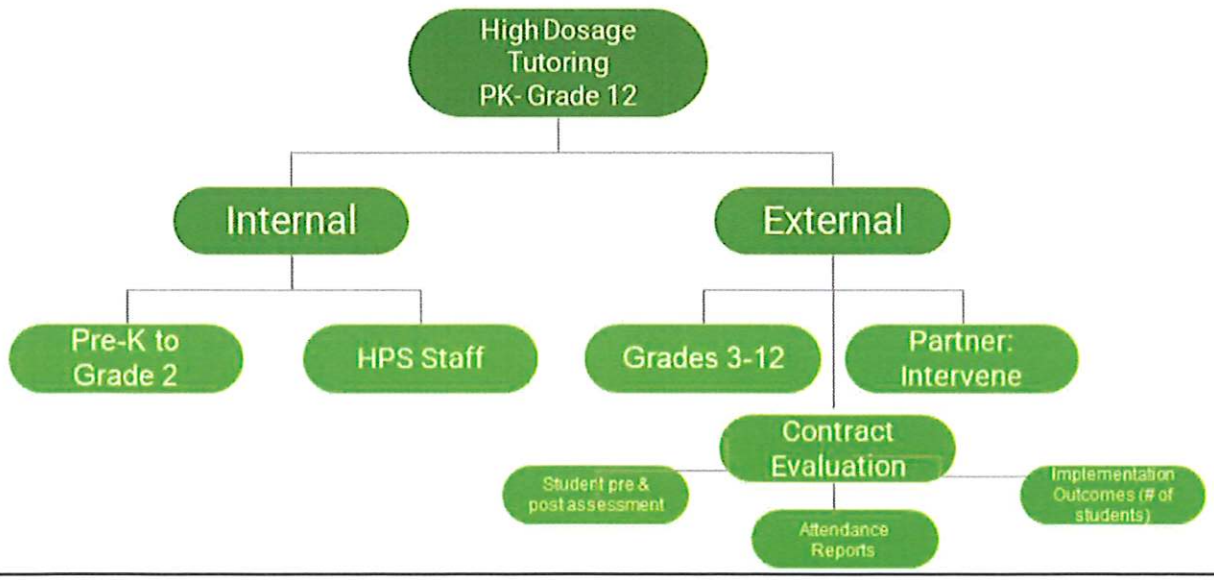
High Dosage Tutoring Context

The Whole Student



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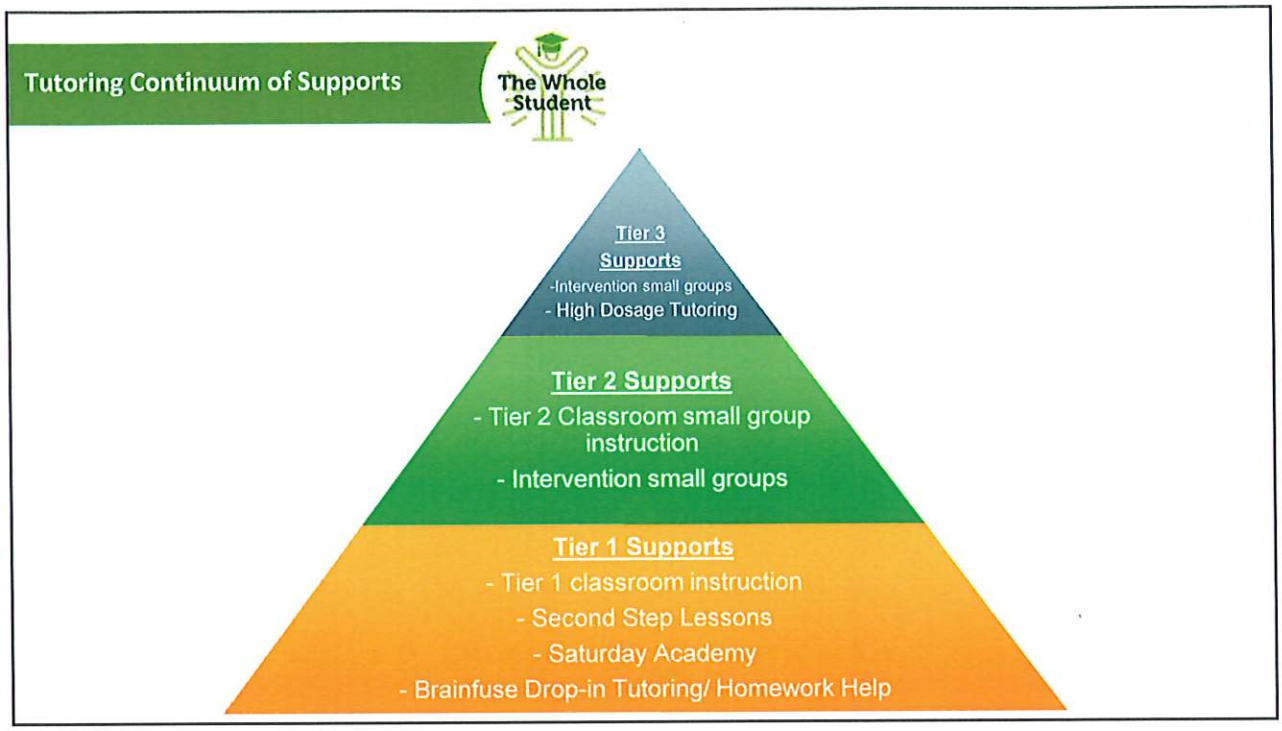
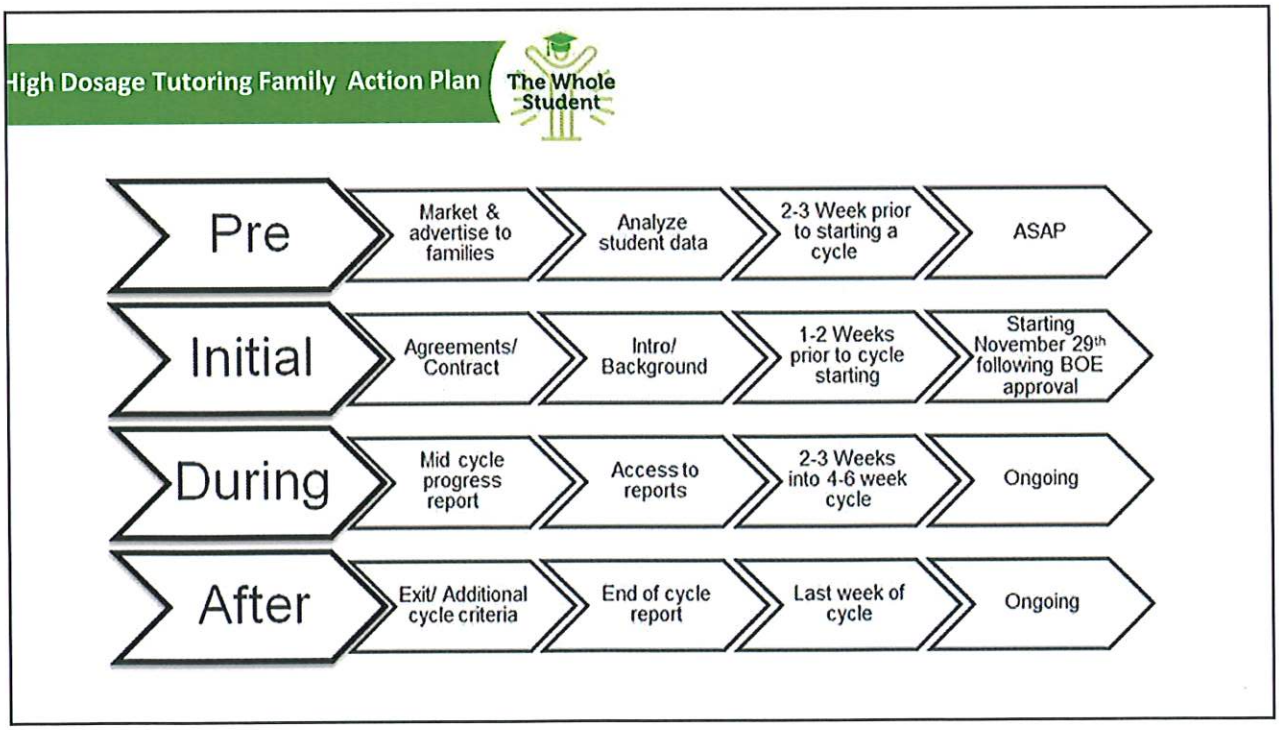
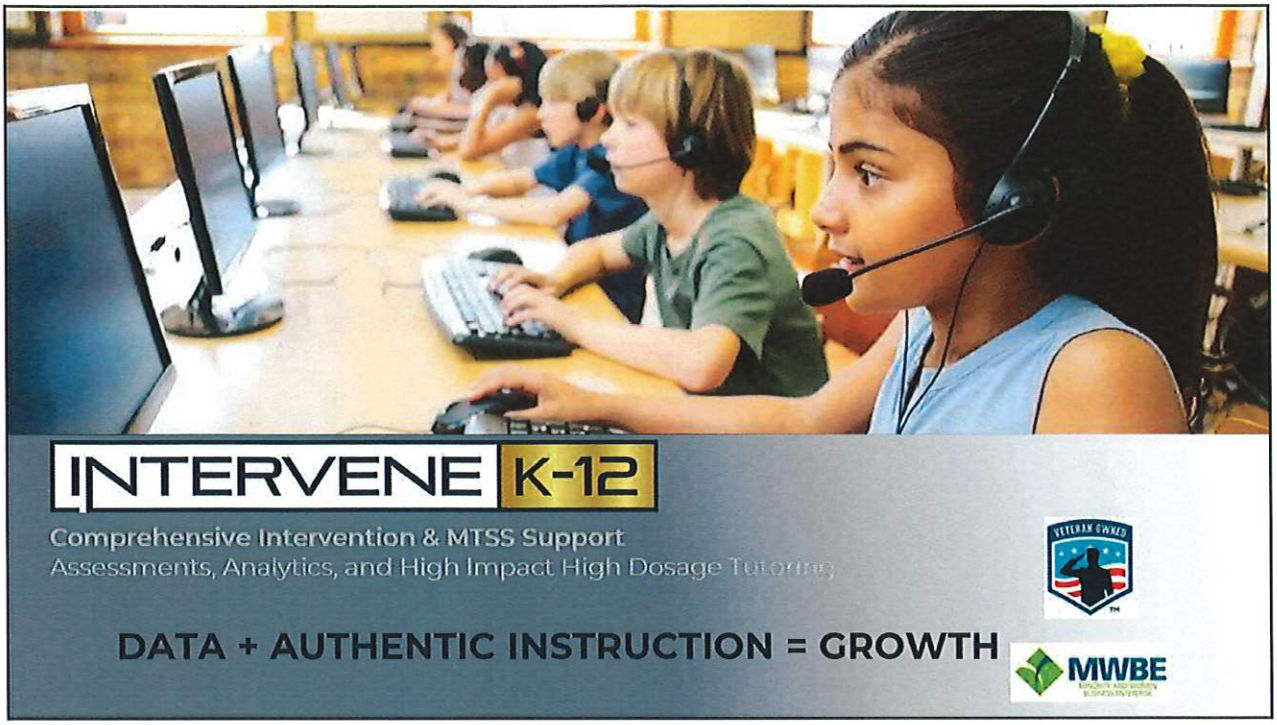

Tutoring Continuum of Supports
The Whole Student
Tier 3 Supports
-Intervention small groups
- High Dosage Tutoring
Tier 2 Supports
- Tier 2 Classroom small group instruction
- Intervention small groups
Tier 1 Supports
- Tier 1 classroom instruction
- Second Step Lessons
- Saturday Academy
- Brainfuse Drop-in Tutoring/ Homework Help

5


High Dosage Tutoring Family Action Plan
The Whole Student
Pre
Market & advertise to families
Analyze student data
2-3 Week prior to starting a cycle
ASAP
Initial
Agreements/ Contract
Intro/ Background
1-2 Weeks prior to cycle starting
Starting November 29th following BOE approval
During
Mid cycle progress report
Access to reports
2-3 Weeks into 4-6 week cycle
Ongoing
After
Exit/ Additional cycle criteria
End of cycle report
Last week of cycle
Ongoing

6


INTERVENE K-12
Comprehensive Intervention & MTSS Support
Assessments, Analytics, and High Impact High Dosage Tutoring
DATA + AUTHENTIC INSTRUCTION = GROWTH
VETERAN-OWNED
MWBE

7

CHANGE LIVES, CREATE LEADERS
VETERAN-OWNED
MWBE
MINORITY AND WOMEN BUSINESS ENTERPRISE
INTERVENE
INTERVENE K-12
8

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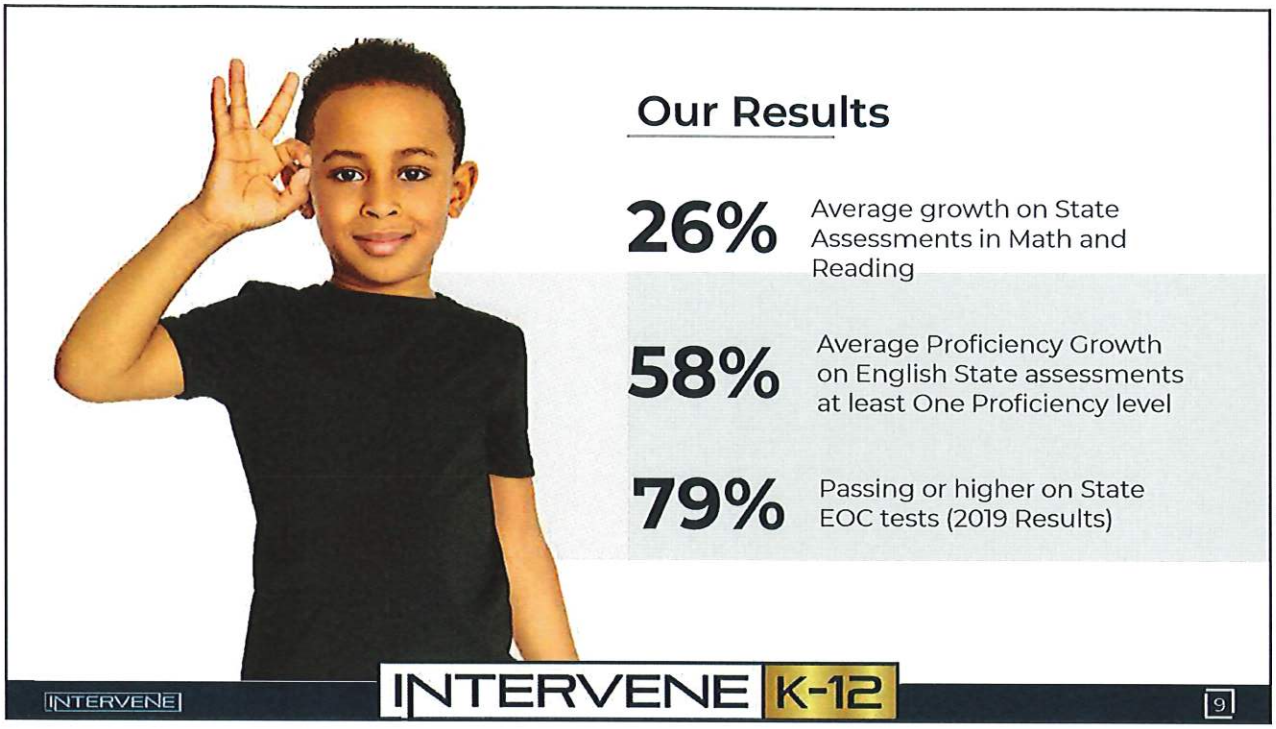
Our Results
26%
Average growth on State Assessments in Math and Reading
58%
Average Proficiency Growth on English State assessments at least One Proficiency level
79%
Passing or higher on State EOC tests (2019 Results)
INTERVENE
INTERVENE K-12
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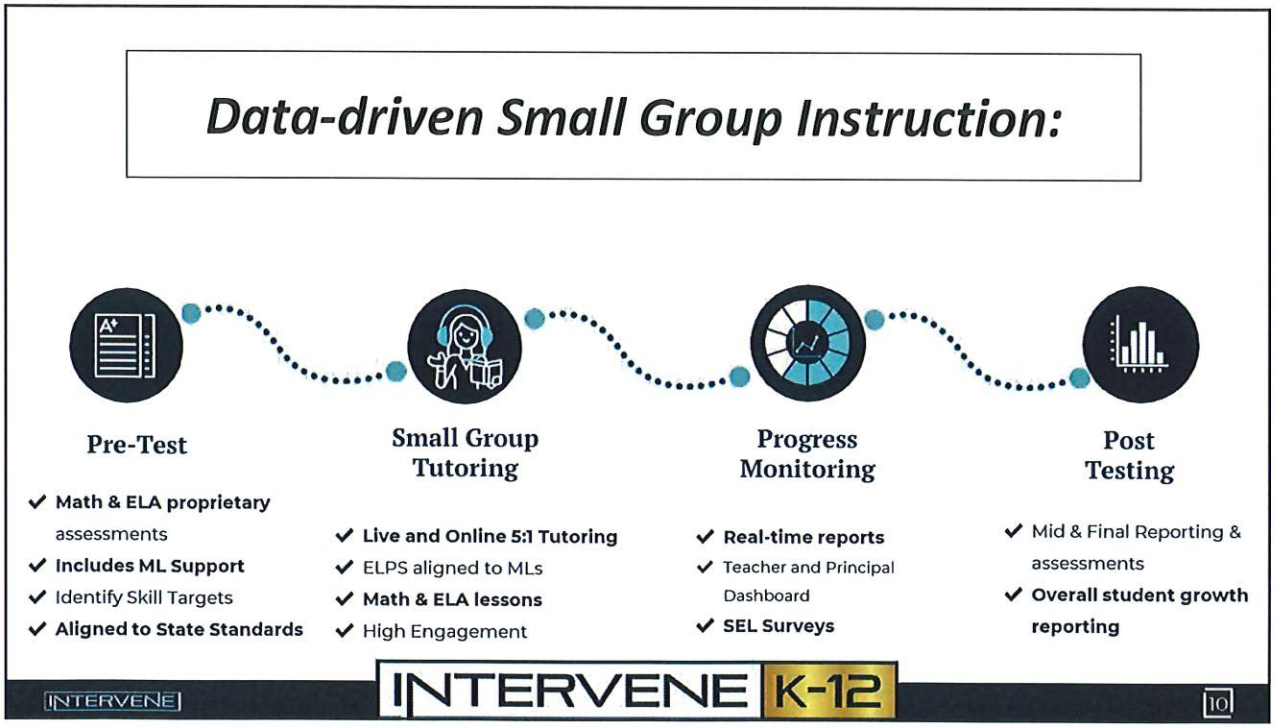
Data-driven Small Group Instruction:
Pre-Test
Math & ELA proprietary assessments
Includes ML Support
Identify Skill Targets
Aligned to State Standards
Small Group Tutoring
Live and Online 5:1 Tutoring
ELPS aligned to MLs
Math & ELA lessons
High Engagement
Progress Monitoring
Real-time reports
Teacher and Principal Dashboard
SEL Surveys
Post Testing
Mid & Final Reporting & assessments
Overall student growth reporting
INTERVENE
INTERVENE K-12
10

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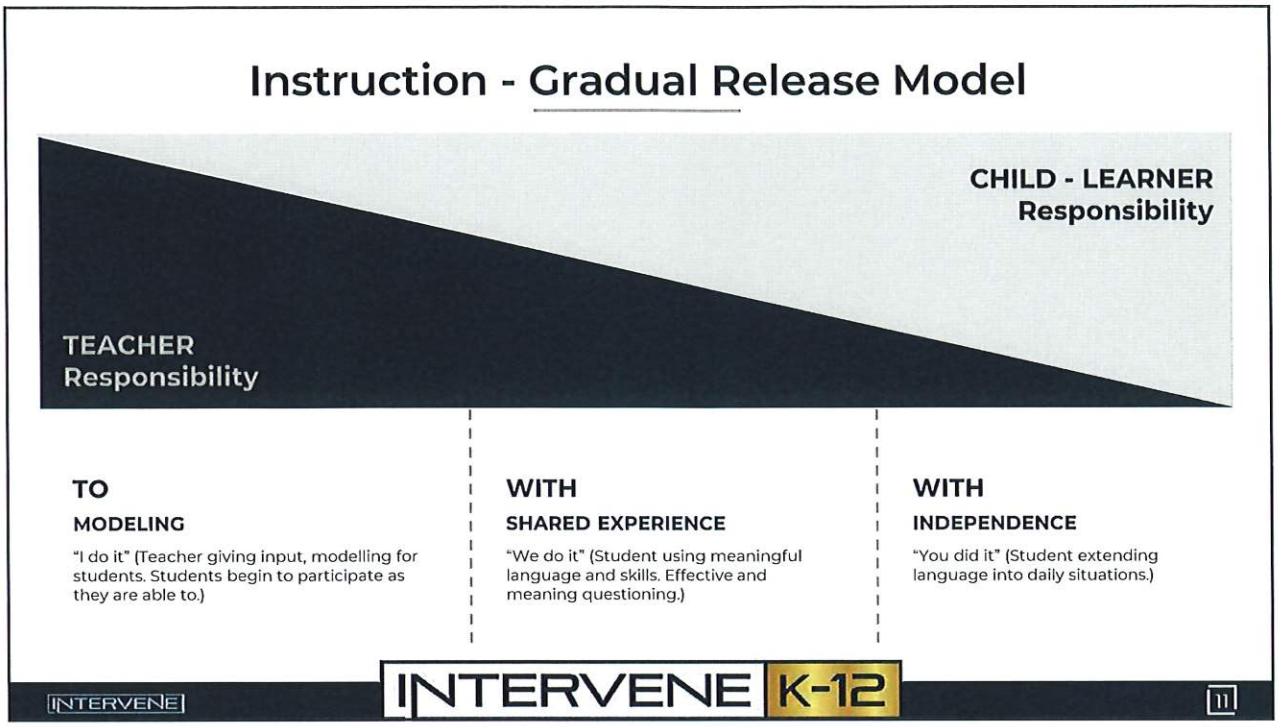
Instruction - Gradual Release Model
CHILD - LEARNER
Responsibility
TEACHER
Responsibility
TO
MODELING
"I do it" (Teacher giving input, modelling for students. Students begin to participate as they are able to.)
WITH
SHARED EXPERIENCE
"We do it" (Student using meaningful language and skills. Effective and meaning questioning.)
WITH
INDEPENDENCE
"You did it" (Student extending language into daily situations.)
INTERVENE
INTERVENE K-12
11

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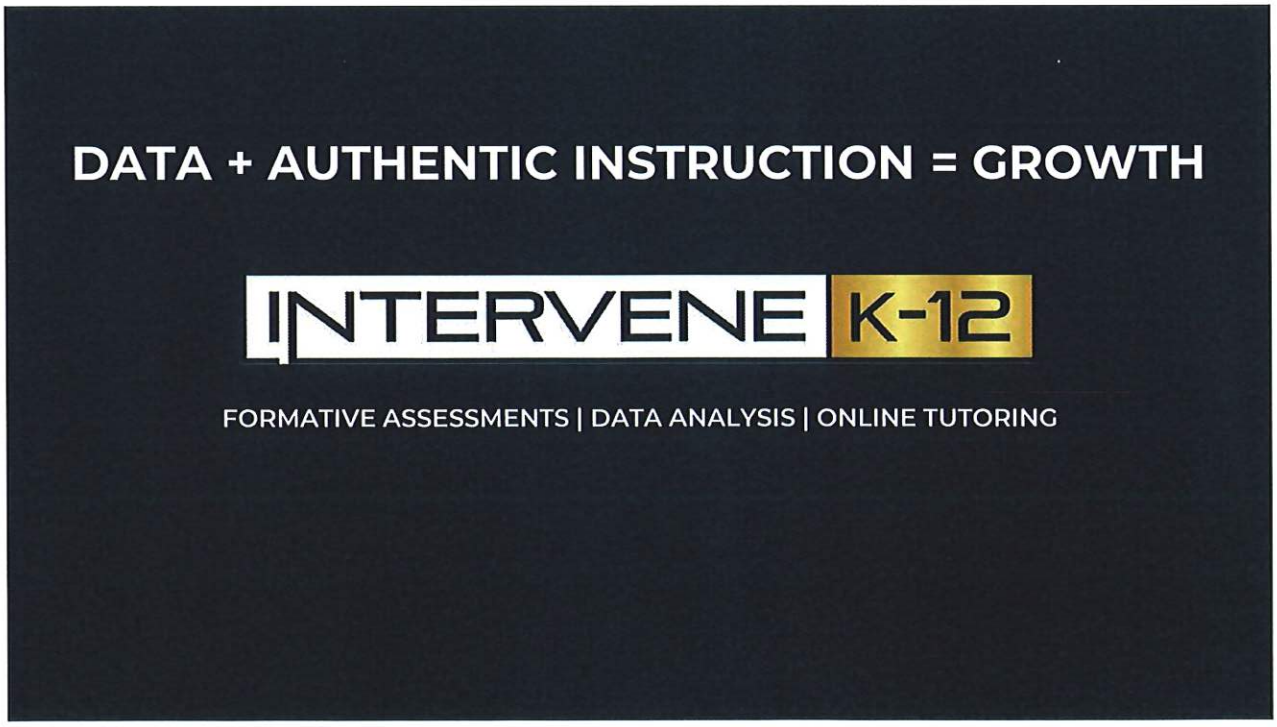

DATA + AUTHENTIC INSTRUCTION = GROWTH
INTERVENE K-12
FORMATIVE ASSESSMENTS | DATA ANALYSIS | ONLINE TUTORING

12

High Dosage Tutoring Next Steps

The Whole Student

Board Approval **$3,277,500- ESSER II**	Teaching and Learning Committee → Finance → Board of Education Regular Meeting
Partnership with Building Leaders	Partner with building leaders to develop program implementation guidelines
Students	Begin analyzing data to identify tier 2 and tier 3 students in need of High Dosage Tutoring

13

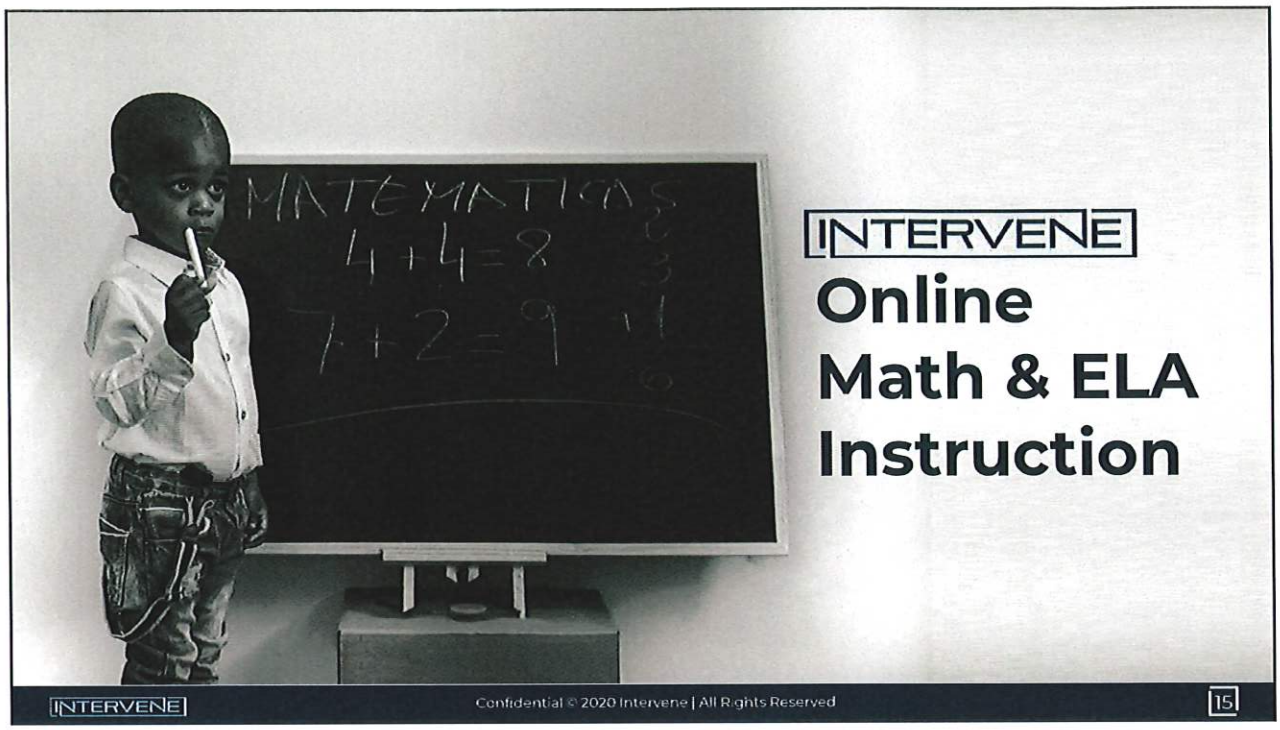
13

Thank you

INTERVENE K-12

FORMATIVE ASSESSMENTS | DATA ANALYSIS | ONLINE TUTORING

14



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Math & ELA Multilingual Support

Elementary
3rd to 5th Grade
(Support for SPED/ RTI/ ELs)

Middle School
6th to 8th Grade
(Support for SPED/ RTI/ ELs)

High School
9th to 12th Grade Math and
(Support for SPED/ RTI/ ELs)

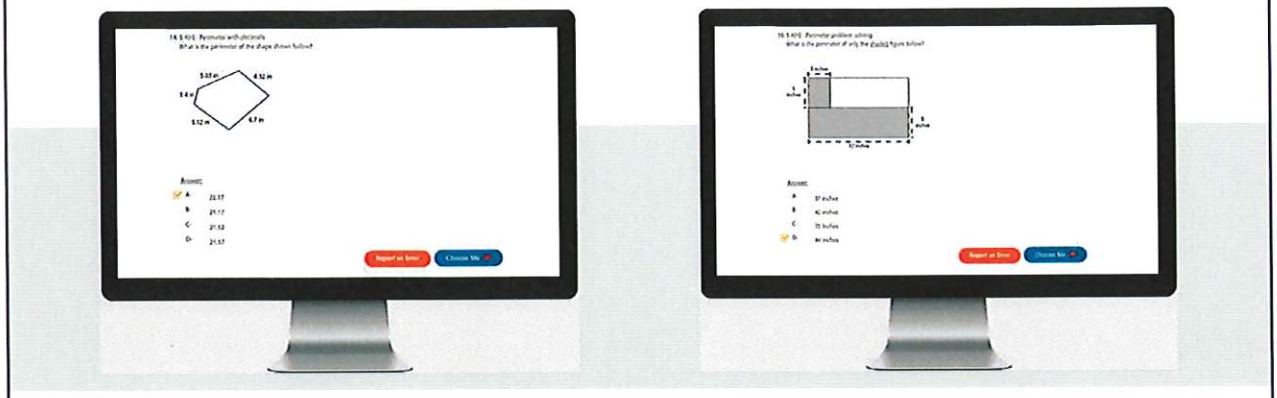
INTERVENE K-12

16

16

Assessments

Aligned to State standards



Online & Printable

INTERVENE K-12

17

INTERVENE K-12

Data inside the Questions

01 Emulates the State Test

02 Answer Key focuses on distractors

03 Data inside the questions and answers

04 Test by Lexile level or multi-grade levels for differentiation

Question	Objective	Answer	Distractor			
			A	B	C	D
1	8.6A - Supporting - Math	B	Process - Misread Question - Read the question again	Vocabulary - Circle - What is Radius and Diameter		Area - Circle - Not using formula
2	8.6A - Supporting - Math	A	Vocabulary - Circle - What is Radius and Diameter	Area - Incorrect use of formula		Area - Incorrect use of formula
3	8.7A - Readiness - Math	B	Place Value - Rounding Error	Vocabulary - Circle - What is Radius and Diameter		Volume - Incorrect use of formula
4	8.7B - Readiness - Math	A	Vocabulary - Circle - What is Radius and Diameter		Geometry - Lateral Surface Area - Did not use formula or used the wrong one (Ex. total surface area)	Geometry - What is the value of Pi = 3.14

This is an example of our answer key.
It shows students and teachers ***why*** incorrect answers may have been chosen across multiple standards.

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Skill Deficit-Based Analysis

- Writing – Run – on – Fused Sentence
- Writing – Verb Tense Error
- Writing – Progressive Tense Error
- Writing – Proper nouns and Capitalization Error
- Writing – Improper use of indefinite articles "a" or "an"
- Writing – Superlative and Comparative Adjective Error
- Writing – Verb Agreement error
- Writing – Punctuation – Use of Quotation marks
- Writing – Sentence not coherent
- Writing – Punctuation require different types of sentences

INTERVENE K-12

INTERVENE 19

19

Analytics

INTERVENE K-12

- Students take assessments online and teachers receive automated reporting.
- Planning Recommendations for **Tier 1, 2, 3** Instruction
- Small Group Targeted Intervention Planning Reteaching Summary
- PLC support Misconception Analysis

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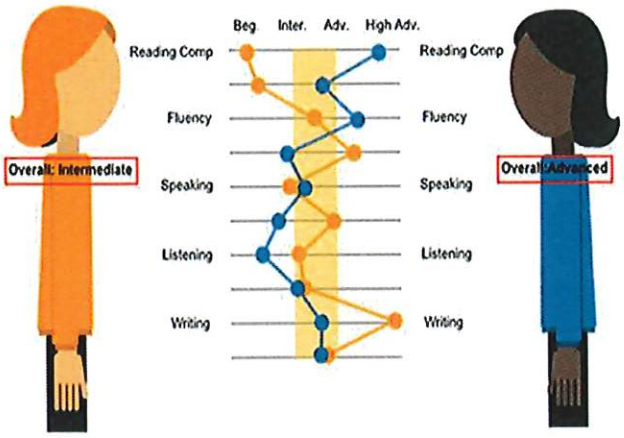
ML – Formative Assessments

Students wear headsets with microphone to practice:

- Listening
- Speaking
- Reading
- Writing

Students practice writing / typing responses to passages or prompts with automated grading.



INTERVENE K-12

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Content - Culturally Relevant

INTERVENE K-12

"Queen Bey" - A Businesswoman at Heart

By David J. DeMarkis, The Intervene Times

August 17, 2018

Who is Beyoncé?

(1) Beyoncé is a top Music star and has won 20 Grammy Awards. (2) Her 2016 Lemonade album got platinum. (3) She was the first female singer to have 12 songs on the billboard charts at one time. (4) She sang at the Super Bowl. (5) She even sang at the White House. (6) Few can question her success in music. (7) Did you know Beyoncé is also a top businesswoman. (8) She sells everything from close to watermelon water. (9) "Queen Bey" is looking to stay in business for a long time.

(10) Fortune magazine called Beyoncé one of the "Most Powerful Women" in the world. (11) She wasn't not always wealthy and powerful. (12) She grow up in a humble home in Houston, Texas. (13) As a kid in H-Town, she fell in love with singing. (14) She worked hard to get noticed by record labels.

Getting Started

(15) Beyoncé did not always succeed. (16) She had failures early in her career. (17) Like, her first deal with Elektra Records did not work out. (18) She did not let this stop her from trying again. (19) If she would have stopped, we would not know her. (20) She said, If everything was perfect, you would never learn, and you would never grow." (21) These skills made her into a great businesswoman.

1. The following sentence should be added to paragraph 7 (sentences 42 -48). Where is the **BEST** place to insert this sentence?

The funds raised by this organization go to raise awareness for girls and women around the world.

A. After sentence 42
B. After sentence 44
C. After sentence 45
D. After sentence 48

Choose Me

Print in English | Print in Spanish

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3. Reports

Subject **3.4 School Choice & Facilities Committee Report**

Meeting Nov 16, 2021 - Regular Meeting

Type Information, Reports

School Choice & Facilities Committee Meeting (October 28, 2021)

Members in attendance: Ayesha Clarke, Shonta Browdy
Sherri Davis-Googe, Claudio Bazzano, Carolyn Ross Lee, Bill Mason

1. **Buildings and Grounds:**

Update on Construction Projects

Bulkeley High School is in phase six. Demolition is proceeding. Design is nearing completion.
Burns School – Construction is scheduled to start in January 2022.
Facilities Dept and SMSA Roof contracts approved. Delay in material has pushed start date to March 2022.

Fire Alarm – Working with Encore, we have determined that 8 out of 35 schools have voice over capabilities. The schools are: MLK, Batchelder, Capital Prep, Classical, Fisher, Fox Middle/AF, McDonough, and SAND. The Facilities Dept is working with the Security Dept to test these 8 schools to determine if the voice over capabilities extend to the classrooms.

Ms. Shonta Browdy has shared that she possess documents that state the system that was permitted for was not the one installed. We have requested a copy.

2. **Transportation:**

Bus Driver Shortage

- Continue to be ok.
- Have had some challenges.
- All routes have been staffed daily.
- Able to move some vans to cover small yellow bus routes and send drivers of little yellow buses to big buses.
- Continue to recruit drivers

Saturday School

- Saturday school is set to start 12/4/2021.
- 1 School from each zone and a high school.
- Normal transportation requirements for walkers/riders.
- Bus co assures will have enough drivers to work it.
- Expect list of students on 11/19/2021.

Winter Busing

- In past the past winter, prior to COVID, we put in winter busing.
- Bring mileage requirements down to 1.5 miles for High school and 1.0 miles for middle school.
- Messages went to families, and they could sign up if interested and if the bus had enough space students could be added for the winter months.
- Need to decide if we will do this this year with COVID rules and the need to distance on the buses.

3. **CHOICE:**

Dates to Know – **DRAFT**
2021-2022 Season

Hartford Public Schools	**Opens: January 3, 2022**	**Closes: March 14, 2022**
	8th Education Expo (In-Person) Saturday, January 29th from 10am to 1pm Snow Date: Sunday, January 30th from 1pm to 4pm Pending Location	
Regional School Choice Office	**Opens: November 8, 2021** **Late App Opens: March 1, 2022**	**Closes: January 31, 2022*** **Late App Closes: August 15, 2022**
	Fall RSCO Fair (In-Person) Saturday, November 13, 2021 from 10am to 2pm Snow Date: Saturday, November 20, 2021 from 10am-2pm Location: Connecticut River Academy (CTRA) Address: 9 Riverside Drive, East Hartford, CT 06118 Fall Virtual Fair Week: Saturday, December 4 to Saturday, December 11, 2021 – This is a week schools may host a virtual information session. It will go here: https://fairs.rsco2.ct.gov/events/	
	Winter RSCO Fair (In-Person) Saturday, January 8, 2022 from 10am to 2pm Snow Date: Saturday, January 22, 2022 from 10am-2pm Location: Academy of Science & Innovation (ASI) in New Britain Address: 600 Slater Rd, New Britain, CT 06053 Winter Virtual Fair Week: Saturday, January 24 to Saturday, January 31, 2022 – This is a week schools may host a virtual information session. It will go here: https://fairs.rsco2.ct.gov/events/	

*There is an early application window for those families interested in applying early to CTECS. That deadline closes January 10, 2022 however, families are able to continue to apply to CTECS after this deadline.

Carolyn reported that new registrations have slowed significantly and were leveling off, though we anticipate there will be a new rush in January with the return from the holidays.

Board Member Questions-

1. Are we using social media post for marketing?

Yes- We can provide a marketing plan at a future meeting.

2. What was the level of progress made on finding displaced/disengaged students?

Chief Davis-Googe stated that the number had gone down significantly, and she would provide an update for the next meeting.

3. Reports

Subject **3.5 Policy Committee Report**

Meeting Nov 16, 2021 - Regular Meeting

Type Information, Reports

Policy Committee (Monday, November 1, 2021)

Members present
Kimberly Oliver, Shonta Browdy, Ayesha Clarke, AJ Johnson
Bethany Silver, Lori Mizerak

1. Review of Policy Updates

The committee discussed policies for the regular meeting. These policies would only include those that needed a recodification or legislative update.

Also discussed the timeline for future committee meetings and policies.

See attached presentation.

File Attachments
Policy Committee PPT 11.1.2021.pdf (286 KB)

HARTFORD
PUBLIC SCHOOLS

Policy Committee

November 1, 2021

The Whole Student

1

1

Meeting Agenda

The Whole Student

Policy Updates

Review edits:

- Recodification
- Legal Reference Updates

2

2

Policy Updates

Recodification

Legal Reference Updates

3

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December New Policy: 1

Immunizations (5153/5141.3) (Link to Draft)

The Board of Education adheres to those state laws and regulations that pertain to school immunizations and health assessments, including oral health assessments. It is the policy of the Board of Education to insure that all enrolled students are adequately immunized against communicable diseases. The Board may deny continued attendance in school to any student who fails to obtain the health assessments required under C.G.S. 10-206, as may be periodically amended.

PA 21-6: An Act Concerning Immunizations, calls for updates

Note: Policy recodified 10.4.21, review will be completed by staff 12/01/21

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December New Policies: 2 & 3

The Whole Student

Student Face Masks (5141.8) (Link to Draft) & Personnel Face Masks (4118.237/4218.237) (Link to Draft)

- These policies pertain to students, faculty, staff, and visitors. It has been developed to fulfill the guiding principles contained in the ***Framework for Connecticut Schools***, specifically to safeguard the health and safety of students and staff and to allow all students the opportunity to return into classrooms full time.

Note: Review will be completed by staff 12/01/21

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December New Policy: 4

The Whole Student

Attendance (Link to Draft)

- Regular and punctual student attendance in school is essential to the educational process. Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity.
  - Public Act 21-46 An Act Concerning Social Equity and the Health, Safety and Education of Children
    - Allows for 2 non-consecutive mental health absences during the school year

Note: Review will be completed by staff 12/01/21

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Proposed Upcoming Policies

The Whole Student

Committee Meeting	Proposed Policies	Board Meeting Date
December 6, 2022	1. Immunizations (5153/**5141.3**) 2. Face Masks (5141.8) 3. Face Masks (4118.237/4218.237) 4. Attendance (**5113**)	December 21, 2022
January 3, 2022	1. Student Discipline (5131.6) 2. Food Allergies (5141.25) 3. Reporting to Parents (5124) 4. Possession on School Property (6164.11)	January 18, 2022
February 7, 2022	1. Exemption from Instruction (6144.1) 2. Family Engagement (6172.4) 3. Sexual Abuse Prevention (5145.511) 4. Resident/Non-Resident Attendance (5117/**5118**)	February 15, 2022

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Proposed Upcoming Policies

The Whole Student

Committee Meeting	Proposed Policies	Board Meeting Date
March 7, 2022	1. Special Education Program (6171) 2. Pre-school Special Ed Program (6171.2)	March 15, 2022
April 4, 2022	1. Alternative Education Programs (6172) 2. Incarcerated Youth HS Credit /Grad Requirements (6140/**6146**)	April 19, 2022
May 2, 2022	1. Curriculum / G-T, Challenge (6120/**6141.5**) 2. Pesticide Applications (3524.1)	May 17, 2022
June 6, 2022	1. Bullying 2. Health 3. Administering Medications	June 21, 2022

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3. Reports

Subject **3.6 Family & Community Engagement Committee Report**

Meeting Nov 16, 2021 - Regular Meeting

Type Information, Reports

Family & Community Engagement Committee (Monday, November 4, 2021)

Members present
Ayesha Clarke, Shonta Browdy, AJ Johnson
Nuchette Black-Burke, Tamara Mitchell-Davies, Judith Fagan, Viviana Alvarado

1. Reports/Updates/Planning

1.01 Monthly Welcome Center Report
See attached report.

1.02 School Governance Councils Update
See attached presentation.

1.03 OFCP Events
See attached presentation.

1.04 Family Engagement Events Calendar
See attached presentation.

1.05 Title I Funds Update
See attached presentation.

File Attachments
Welcome Center FCE Committee Report - October 2021.pdf (243 KB)
Welcome Center October Report.pdf (2,286 KB)
Graph Intakes comparisson October 2021.pdf (405 KB)
SGC and OFCP Events_FCE Meeting 11-4-21 updated.pdf (762 KB)
FCE committee presentation TITLE 1 11-4-21.pdf (561 KB)

WELCOME CENTER REPORT SUMMARY – OCTOBER 2021

Total Intakes - 454

CCR: 48 Complaints, 27 Concerns, 379 Requests

TOP 5 REASONS:

Homeless - 147 Intakes = 147 –Requests

Transportation - 80 Intakes = 1-Concern, 79 - Requests

Hygiene Kits - 31 Intakes = 30-Requests.

Clothing - 30 Intakes = 30 -Requests

School Supplies - 29 Intakes = 29-Requests

TOP 5 SCHOOLS:

ELEM: Global-35, Parkville -21, Dwight Bellizzi -15, SAND -14, Noah Webster -13

MIDDLE: Milner-23, Burr-15, Global-14, McDonough-13, SMSA-7

HIGH: HPHS-54, Weaver-30, Bulkeley-24, Great Path-8, UHSSE-7

OTHER: OOD-61, New Students-55.

MCKINNEY VENTO:

56 students were identified under the McKinney Vento program, including seven (7) as a result of fire.

DONATIONS

No donations were received for the month of October.

OTHER

The Welcome Center is working in partnership with United Way on their Dolly Parton's Imagination Library initiative--to provide Free Books for Hartford Kids under age 5 delivered right to their home. For the month of October – 17 registrations were completed through the Welcome Center.

Welcome Center Intake Data
SY July 2021-2022

Reason	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Total
Complaint	13	10	50	48									121
Concern	32	33	31	27									123
Request	414	553	516	379									1,862
TOTAL	459	596	597	454									2,106

Welcome Center Intake Data
SY July 2021- June 2022

SCHOOLS	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Total
Elementary Schools													
AF Elementary	0	1	0	0									1
Asian Studies Academy @ Bellizi (Pk-5)	5	1	42	15									63
Betances Early Reading Lab School	8	6	6	1									21
Betances STEM Magnet @ Dwight	6	3	3	1									13
Breakthrough Magnet School (South) (Pk-5)	5	4	0	0									9
Breakthrough II Magnet School (North)	2	6	1	2									11
Burns Latino Studies Academy	11	3	3	2									19
Capital Prep Magnet (Pk-5)	6	8	7	2									23
Environmental Sciences @ Hooker (Pk-5)	4	3	2	0									9
Expeditionary Learning Academy at Moylan	11	4	12	8									35
Global Communications Academy (Pk-5)	13	10	10	35									68
Hartford Pre-K Magnet School	5	0	0	0									5
Kennelly School (Pk-5)	13	45	11	1									70
Kinsella Magnet School of Performing Arts (Pk-5)	3	2	1	1									7
M.D. Fox School	4	18	7	5									34
Montessori Magnet @ Annie Fisher	3	13	16	2									34
Montessori Magnet @ Batchelder	3	1	1	4									9
Naylor School	4	8	5	2									19
Parkville School	3	4	3	21									31
Rawson School	11	9	6	7									33
Renzulli Gifted & Talented Academy	2	1	0	0									3
Sanchez Elementary	21	10	20	8									59
SAND School	13	9	16	14									52
STEM Magnet @ Annie Fisher (Pk-5)	2	1	1	0									4
Webster MicroSociety Magnet (Pk-5)	5	8	7	13									33
West Middle School	8	3	4	1									16
Wish Museum School	10	7	14	5									36
Total Elementary Schools	181	188	198	150									717

Welcome Center Intake Data
SY July 2021- June 2022

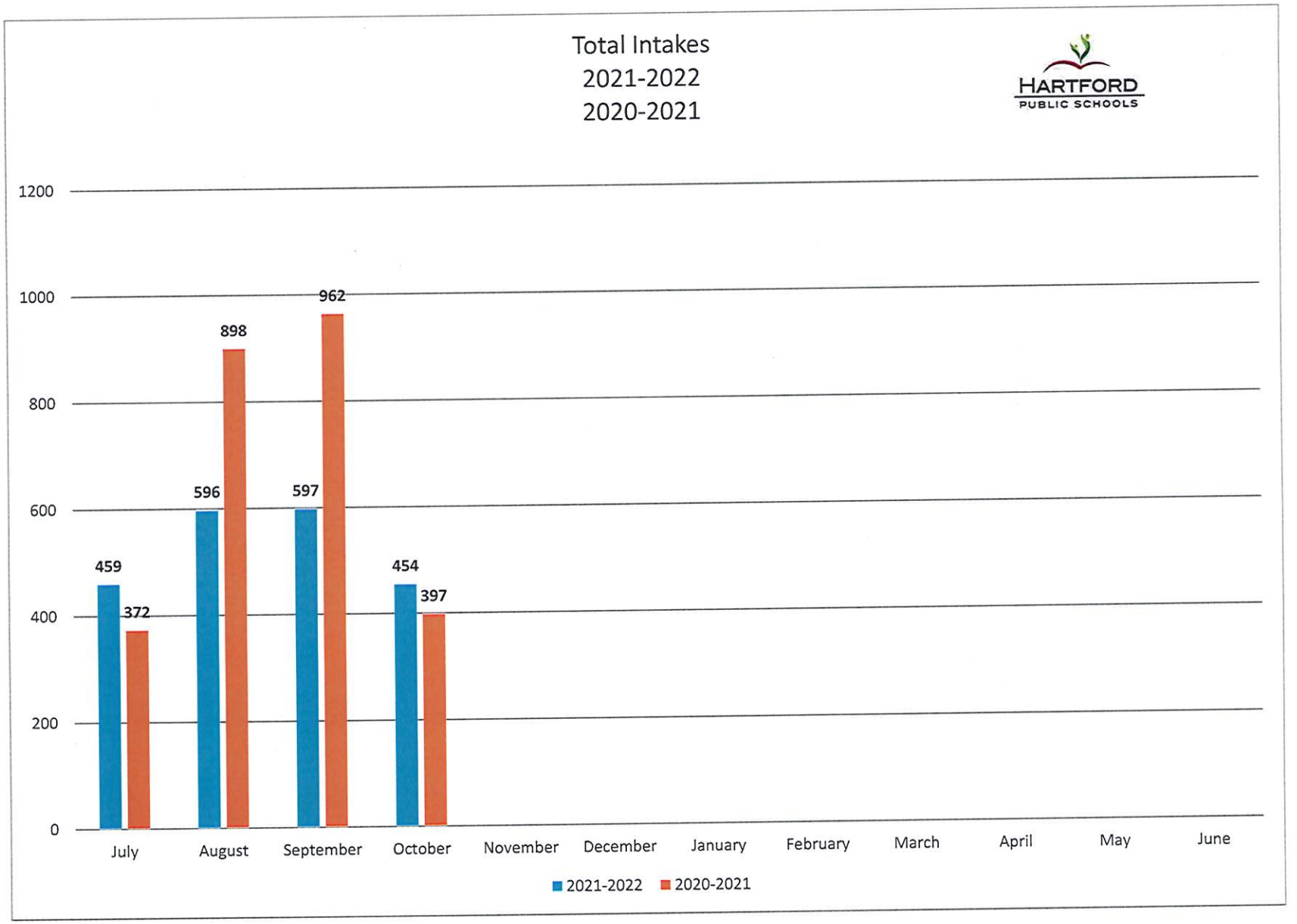
SCHOOLS	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Total
Middle Schools													
AF Summit	0	2	1	0									3
Asian Studies @ Bellizzi (6-8)	5	10	9	4									28
Breakthrough South (6-8)	4	4	0	0									8
Burr Middle School	2	12	8	15									37
Capital Prep Magnet (6-8)	9	1	1	2									13
Classical Magnet (6-8)	5	6	14	0									25
Environmental Sciences @ Hooker (6-8)	2	1	0	1									4
Global Communications (6-8)	4	3	6	14									27
Hartford Magnet Trinity College Academy (6-8)	12	4	4	5									25
Kennelly (6-8)	19	27	17	6									69
Kinsella Elementary (6-8)	1	3	3	0									7
McDonough School	11	19	12	13									55
M.L. King	9	7	8	1									25
Milner Middle School	12	11	15	23									61
Sports & Medical Science Academy (6-8)	1	9	0	7									17
STEM Magnet @ Annie Fisher (6-8)	3	1	2	0									6
Webster MicroSociety Magnet (6-8)	0	9	4	4									17
Total Middle Schools	99	129	104	95									427
High Schools													
AF High School	3	0	0	0									3
Bulkeley High School	11	39	68	24									142
Capital Preparatory Magnet School (9-12)	7	5	2	3									17
Classical Magnet (9-12)	4	1	2	2									9
Great Path Academy at MCC	1	6	0	8									15
Hartford Magnet Trinity College Academy (9-12)	0	1	4	1									6
Hartford Public High School	8	48	70	54									180
Kinsella Magnet School of Performing Arts (9-12)	1	3	5	0									9
Pathways Academy of Technology	1	2	1	0									4
Sports & Medical Science Academy (9-12)	0	0	2	0									2
University High School of Science & Eng.	6	3	5	7									21
Weaver High School	20	34	53	30									137
Total High Schools	62	142	212	129									545
Other Schools Sites													
Adult Education Center in Hartford	2	0	0	1									3
New Students	73	38	28	18									157
New Visions	1	1	0	0									2
OOD (SPED ODP) CREC/ OPEN CHOICE	41	98	55	61									255
Total Other	117	137	83	80									417
TOTAL	459	596	597	454									2106

Welcome Center Intake Data
SY July 2021-2022

Reason	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	TOTAL
Academic Related	6	3	3	2									14
Accidents	0	0	0	1									1
Advocacy	0	0	0	1									1
After School	1	1	1	0									3
Alleged-Physical Contact (Staff)	0	0	1	1									2
Altercations/Assault (Student)	0	0	1	1									2
Attendance	1	6	6	1									14
Behavior	0	0	1	0									1
Building Related	1	1	2	0									4
Bullying	0	1	13	9									23
Bus Passes	5	8	11	11									35
Change Learning Preference	0	0	0	0									0
Choice/ Enrollment	86	75	3	3									167
Clothing	8	31	31	30									100
COVID Related	6	9	24	1									40
DCF	4	0	5	0									9
Device (exchange)	0	1	0	1									2
Device (new)	1	1	1	2									5
Device (return)	2	0	0	0									2
Device (tech-free)	0	0	0	0									0
ESL/ELL	0	0	0	0									0
Expulsion	0	0	0	2									2
General Information	17	15	4	0									36
Harassment	0	0	1	2									3
Homeless	71	99	127	147									444
Homeschooling	6	24	13	4									47
Hotspot/Comcast Voucher	3	7	2	0									12
Hygiene Kits	9	40	47	31									127
Magnet Related	4	1	0	0									5
Pest Control	0	0	0	0									0
Pre-K Information	2	1	0	0									3
Principal/Staff	4	5	14	23									46
Regular Uniform Assistance	6	23	10	2									41
Reopening Options	2	1	0	0									3
Return to Learn Options	0	12	4	3									19
Safety Issue	1	5	9	10									25
Safety Transfer	0	9	18	13									40
School Climate	0	0	0	1									1
School Records	19	8	6	3									36
School Supplies	1	43	47	29									120
Special Education	7	12	13	8									40
504	0	0	1	3									4
Student Transfer Request	7	16	9	8									40
Summer School	128	1	0	0									129
Superintendent's Office	0	0	0	0									0
Suspension	0	0	1	3									4
Technical Support	0	0	0	0									0
Toys	0	0	0	0									0
Transportation	24	104	116	80									324
Uniforms MCKVA	5	26	45	15									91
Withdrawal Papers	1	1	1	2									5
Working Papers	21	6	6	1									34
Zendesk	0	0	0	0									0
TOTAL	459	596	597	454									2,106

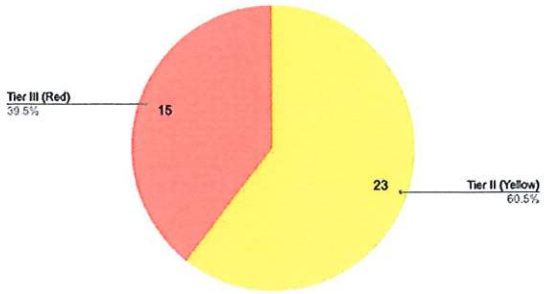
Welcome Center Intake Data
SY July 2021- June 2022

Month	Total July 2021-June 2022
July	459
August	596
September	597
October	454
November	
December	
January	
February	
March	
April	
May	
June	
TOTAL	2,106

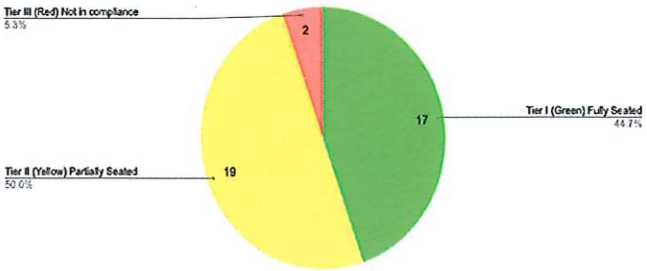

Total Intakes
2021-2022
2020-2021
HARTFORD
PUBLIC SCHOOLS
1200
1000
800
600
400
200
0
459
372
596
898
597
962
454
397
July
August
September
October
November
December
January
February
March
April
May
June
2021-2022
2020-2021

SGC Overview 20-21 vs 21-22

November 2020

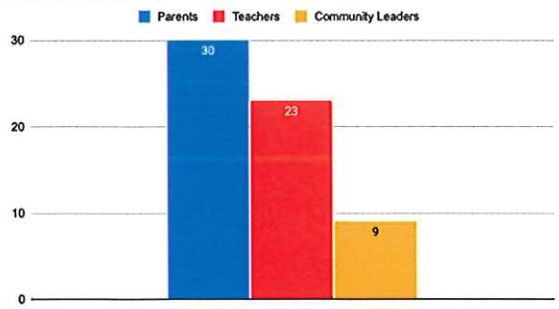


November 2021

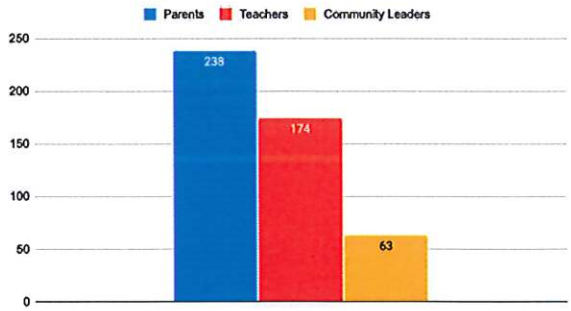


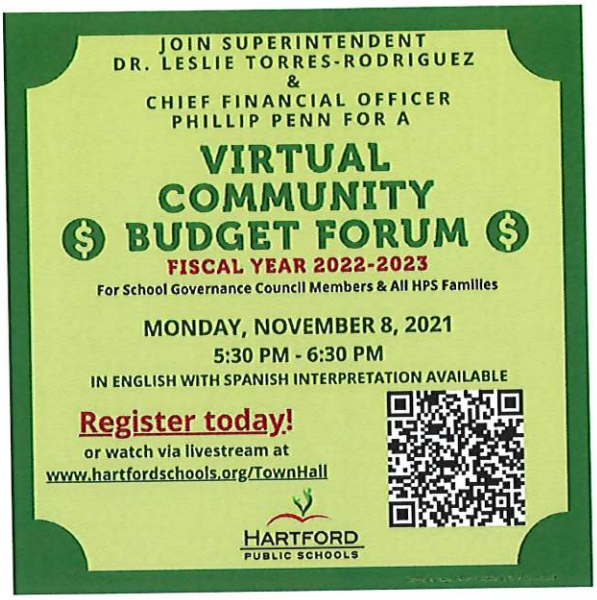
Data collected November 20-21 vs November 21-22

20-21 Membership

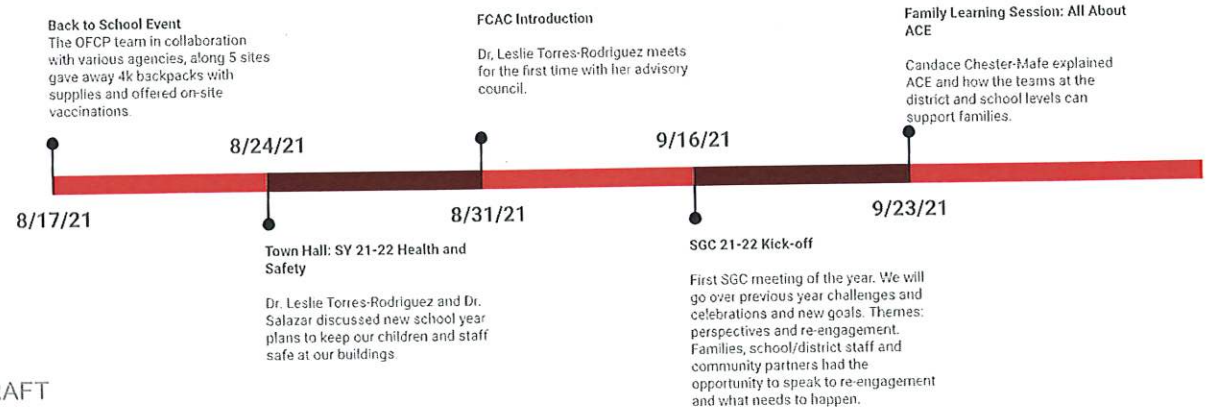


21-22 Membership





OFCP Events Timeline (1st qtr)



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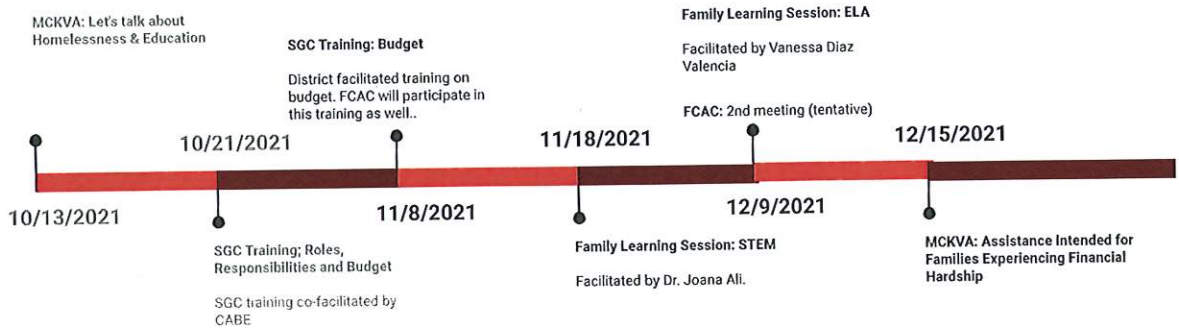
OFCP Events Timeline (2nd qtr)



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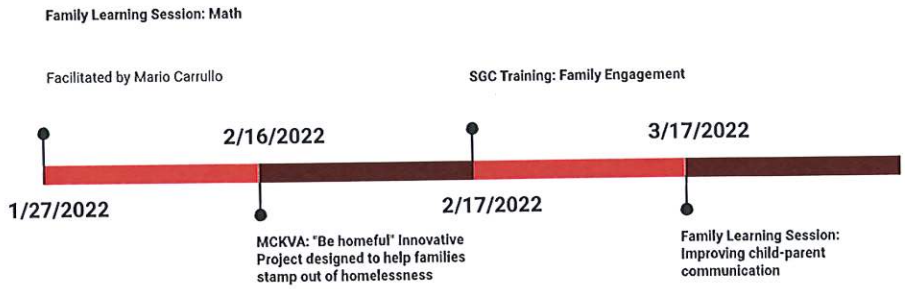
OFCP Events Timeline (3rd qtr)



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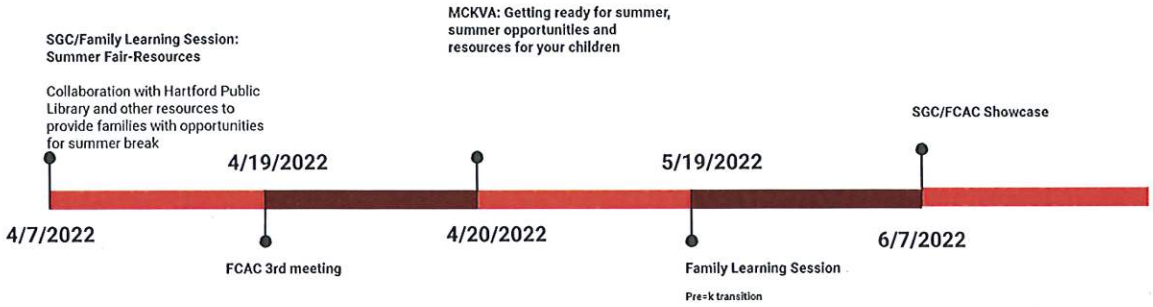
OFCP Events Timeline (4th qtr)



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Family Engagement Events Calendar SY 21-22

Family Engagement Events Calendar SY 21-22					
Event	**Date**	**Location**	**Interpretation**	**Communications Supports/needs**	**STATUS**
SGC Retreat: Welcome Back	9/16/2021	Virtual		Flyer	complete
Family Learning Session: ACE	9/23/2021	Virtual	x	flyer 9/13 week before/Zoom hosting	complete
MCKVA: Let's talk about Homelessness & Education	10/13/2021	Virtual	x	flyer? by 9/30 - Zoom hosting	complete
Effective School Solutions (ESS): On Depression	10/20/2021	Virtual		updated flyer 10/12/21 & shared	complete
SGC Training; Roles, Responsibilities and Budget CABE	10/21/2021	Virtual	x	flyer by 10/7	complete
Effective School Solutions (ESS)	11/17/2021				
Family Learning Session: STEM	11/18/2021	Virtual	x	flyer by 11/4 - Zoom hosting	
Budget Community Forum (was SGC Budget Training)	11/8/21 at 530pm	Virtual	x	Flyer by 11/2- zoom hosting	
Family Learning Session: ELA	12/9/21	Virtual	x	Flyer by 11/22- zoom hosting	
MCKVA: Assistance Intended for Families Experiencing Financial Hardship	12/15/2021	Virtual	x	flyer? by 12/1 - Zoom hosting	

Effective School Solutions (ESS)	1/19/22				
Family Learning Session: Introducing Family & Caregiver Academy w/TNTP	?	TBD	x	flyer by ?- Zoom hosting	
Family Learning Session: Math	1/27/2022	TBD	x	flyer by 1/13/22- zoom hosting	
Effective School Solutions (ESS)	02/16/2022				
MCKVA: "Be homeful" Innovative Project designed to help families stamp out of homelessness	02/16/2022	TBD	x	flyer? by 2/2/22- Zoom hosting	
SGC Training: Family Engagement	02/17/2022	TBD	x	flyer by 2/3/22	
Effective School Solutions (ESS)	03/16/2022				
Family Learning Session: Improving child-parent communication	03/17/2022	TBD	x	flyer by 3/3/22- Zoom hosting	
SGC: Principal Hiring Process	3/14/21	TBD			
Effective School Solutions (ESS)	04/20/2022				
MCKVA: Getting ready for summer, summer opportunities and resources for your children	04/20/2022	TBD	x	flyer? by 4/6/22- Zoom hosting	
SGC/Family Learning Session: Summer Fair-Resources (before spring break)	04/07/2021	TBD	x	flyer by 3/22/22- Zoom hosting	
Effective School Solutions (ESS)	5/18/2022				
Family Learning Session; Prek transition	5/19/2021	TBD	x	flyer by 5/5/22- Zoom hosting	
SGC/FCACs Showcase	06/07/2022	TBD	x	flyer by 5/23	
Effective School Solutions (ESS)	06/08/2022				

Family Engagement Events Calendar SY 21-22

FCACS Meeting Schedule			
Meeting	**Date**	**Location**	**Interpretation**
Kick-off	08/31/2021	Virtual	
Meeting	12/16/2021	Virtual	
Meeting	4/19/2021	TBD	

HARTFORD
PUBLIC SCHOOLS

Office of Family and Community Partnerships

November 4, 2021

The Whole Student

DME: Family and Community Partnerships

The Whole Student

HARTFORD
PUBLIC SCHOOLS

Office of Family & Community Partnerships

3. Engaging Family and Community Partnerships

Extend student learning opportunities through partnerships between school, home, and the community through engaged family and community partnerships.

Expand and Improve ways to **engage, communicate, and partner** with families and the community

Develop **real-world, authentic opportunities** to extend learning.

Title I: Background

Title 1 program originated as the Title 1 of the Elementary and Secondary Act of 1965. It is now associated with Title 1, Part A of the No Child Left Behind Act of 2011 (NCLB).

Title 1 is an entitlement grant that provides federal funding to schools that have low poverty levels. HPS is a Title 1 district which means that at least 40% of our student population has a low poverty level.

Title 1 Parent Involvement Funds support activities that will build the capacity of parents to be active partners in the education of their children.

Annually, approximately 2% of each school's Title 1 School Improvement funds is allocated for Parent Involvement.

Title I: Purpose

Parental Involvement funds (parent activities) are meant to address the training/development needs of parents and enable them to be active participants in the education of their children.

The focus should be placed on building parent's capacity for using effective practices to improve their own children's academic achievement.

Parent involvement funds should NOT be used for activities whose focus is solely entertainment, PTO related activities, or parental incentives.

Who decides how to use funds & restrictions?

- Parent and families determine how best to use these funds. Requires parent voice!

Restrictions:

- Funds CANNOT be used primarily for PTO meetings, entertainment, social activities or parent incentives.
- District policy allows schools to use 25% of the Parent Involvement funds for refreshments offered at these educational events.

Title I: Examples

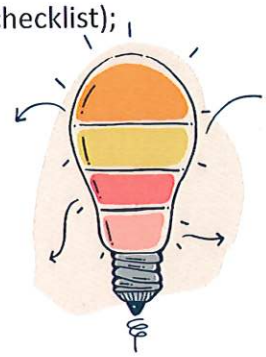
The following are some examples of the types of parent activities encouraged and supported under Title 1:

- Literacy
- Numeracy
- Parent and family's role in education
- FAFSA
- Filling out college applications
- Reading to your children
- Nutrition and health
- Technology

Title I: FCSSP

Professional Learning: October

- Capture parent voice (i.e. surveys, research);
- Identify planning team (school level);
- Submit necessary paperwork for approval (i.e vendor quotes);
- Market event/activity in advance;
- Provided resources & handouts (i.e. approved vendor list/ planning checklist);
- Title 1 is discussed collectively and during 1:1's; and
- Continuous topic for monthly professional learning and FCSSP 1:1's.



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3. Reports

Subject **3.7 Finance & Audit Committee Report**

Meeting Nov 16, 2021 - Regular Meeting

Type Information, Reports

Finance & Audit Committee (Wednesday, November 10, 2021)

Members present
Kimberly Oliver, Shonta Browdy, Philip Rigueur

Phil Penn, Maureen Colman, Madeline Negron, Jennifer Hoffman

1. Items for the Regular Meeting

1.01 Dilinger RAD
The committee reviewed the contract and moved it to the regular meeting.

1.02 Cumberland Therapy
The committee reviewed the contract and moved it to the regular meeting.

1.03 TNTP
The committee reviewed the contract and moved it to the regular meeting.

1.04 Intervene K-12
The committee reviewed the contract and moved it to the regular meeting.

2. Financial Sustainability work with ERS
See attached report.

3. Updates

3.01 Year to Date (YTD) Budget Report - through September 2021
See attached report.

4. Progress Monitoring: ESSER II and ARP Spending
See attached report.

File Attachments
Strategic Projects November 2021 Memo to Finance Committee.pdf (418 KB)
Finance Committee Items 11-10-21-A.pdf (1,525 KB)
Finance Committee Items 11-10-21-B.pdf (1,490 KB)

HARTFORD
PUBLIC SCHOOLS

MEMO

From: Phillip J. Penn
To: Dr. Leslie Torres-Rodriguez
Date: November 8, 2021
Re: Strategic Projects – Brief Updates

We continue to make progress on the Finance Strategic Assessment and the Financial Sustainability project. Key milestones during the past month include:

Finance Strategic Assessment

An anonymous survey was sent to 200 Finance customers as means of gauging how well they are supported by the Department. The survey closed Friday, November 5, and we received 71 responses, or about a 35% response rate. Initial findings and commonalities to the answers will be used in the interviews being conducted this week by CliftonLarsonAllen of the Finance staff and of the Cabinet members.

Financial Sustainability Project

We are in the process of building an annual financial model through the year 2029-2030. ERS is working on the expense side of the model, using the past eight years of actual spending as a means of extrapolating into the future. A team of volunteers from the Finance department is working on the revenue portion of the model, with that work further broken down into Federal and State grants, and funding from all other sources. We are utilizing projected enrollment data as a means of calculating what is likely to happen to our existing grants that are dependent on overall student enrollment. This is particularly important with our Federal entitlement grants (Title I, Title II, etc.).

Detailed updates on both projects will be presented to the Finance Committee at the December 15 meeting.

HARTFORD
PUBLIC SCHOOLS

MEMO

From: Phillip J. Penn

To: Dr. Leslie Torres-Rodriguez

Date: November 5, 2021

Re: September 2021 Financial Results

Attached please find our year to date financial results through the month ended September 30, 2021 period.

Total spending in the month of September across all funds totaled $31.4 million, raising the year to date spending total to just over $55 million. Staff salaries and associated fringe benefits make up about 80% of our year to date spending, as this was the first month of the fiscal year with all school-based staff contributing to the salary costs.

Encumbrances increased to $33.2 million from $14.3 million in the prior month, with essentially all of the change coming in the tuition line. This is consistent with us encumbering funds for out of district Special Education services, and will grow more substantially in general education tuition as well now that we are past the October 1 'official' state enrollment date.

Largely as a result of the number of vacancies we have across the district and based on everything we no today, we don't feel there is a concern for operating in a deficit for the 2021-22 year. Of course, we will continue to monitor spending closely going forward, especially as our tuition expenses become more fully developed in the coming months.

General Fund Budget

Financial Position Report as of 11/2/2021
For: 7/1/2021 to 9/30/2021 Period: 1 to 3

Description	Series	FY 2021-22 Adopted Budget	FY 2021-22 Adjusted Budget	Year To Date Expenditures	Year To Date Encumb/ Commitment	Balance
Certified Salaries	100	87,382,326	86,102,928	7,724,634	-	78,378,294
Severance/Other	199	1,215,000	1,215,000	35,940	-	1,179,060
Certified Salaries Total		**88,597,326**	**87,317,928**	**7,760,574**	**-**	**79,557,354**
Non Cert Salaries	200	37,589,890	37,587,350	5,325,142	-	32,262,208
Severance/Other	299	383,498	383,498	164,240	-	219,258
Non Certified Salaries Total		**37,973,388**	**37,970,848**	**5,489,381**	**-**	**32,481,466**
Instructional Improvements	322	310,149	1,843,263	19,391	1,171,458	652,415
Professional Services	333	1,222,010	1,230,397	218,803	187,131	842,767
MHIS/IT Services	335	2,278,990	2,278,990	569,748	-	1,709,243
Professional Contracts & Svs		**3,811,149**	**5,352,650**	**807,942**	**1,358,588**	**3,204,424**
Maint Supplies & Services	442	382,000	382,000	56,352	259,135	66,514
Maintenance Contracts	443	3,284,086	3,207,837	555,729	1,572,155	1,096,608
Rental - Equip & Facilities	444	1,764,113	1,765,989	182,285	311,795	1,271,910
Building Improvements	445	612,900	629,250	-	-	629,250
Purchased Property Services		**6,043,099**	**5,985,076**	**794,366**	**2,143,084**	**3,064,281**
Transportation	551	20,958,487	20,959,457	19,999	55,998	20,883,461
Communications	553	164,170	200,886	73,028	12,566	115,292
Advertising	554	19,106	14,606	5,400	-	9,206
Printing & Binding	555	49,450	52,750	-	3,895	48,856
Tuition	556	88,024,708	88,024,708	204,456	8,460,995	82,624,676
Travel & Conferences	558	65,989	68,409	6,270	-	62,140
Misc Services	559	1,415,233	1,470,307	48,580	162,358	1,259,369
Systemwide Purchased Svs Total		**110,697,143**	**110,791,123**	**357,733**	**8,695,811**	**105,002,998**
Instructional & Other Supplies	610	1,938,834	1,843,802	366,902	749,942	754,858
Utilities	620	6,363,149	6,363,149	1,391,092	5,004,527	(32,470)
Text & Library Books	640	21,300	23,863	39	2,563	21,261
Misc Supplies	690	418,799	434,720	50,057	46,153	347,415
Supplies & Materials Total		**8,742,082**	**8,665,533**	**1,808,090**	**5,803,185**	**1,091,063**
Equipment	730	821,134	792,867	37,958	74,151	680,758
Outlay Total		**821,134**	**792,867**	**37,958**	**74,151**	**680,758**
Organization Dues	810	130,370	145,665	65,961	9,799	69,905
Legal Judgments	820	220,000	220,000	-	-	220,000
Other Operating Expenses	899	(5,391,446)	(5,312,208)	19,606	55,061	(5,386,876)
Other Misc Expend Total		**(5,041,076)**	**(4,946,543)**	**85,567**	**64,860**	**(5,096,971)**
Fringe Benefits/Insurances	990	34,848,040	34,562,802	11,952,717	135,246	22,474,840
Contingency	998	-	-	-	-	-
Indirect	999	(2,479,011)	(2,479,011)	-	-	(2,479,011)
Sundry Total		**32,369,029**	**32,083,791**	**11,952,717**	**135,246**	**19,995,829**
General Fund Budget Total		***284,013,274***	***284,013,274***	***29,094,328***	***18,274,925***	***236,644,020***

All Funds Budget

Financial Position Report as of 11/2/2021
For: 7/1/2021 to 9/30/2021 Period: 1 to 3

Description	Series	FY 2021-22 Adopted Budget	FY 2021-22 Adjusted Budget	Year To Date Expenditures	Year To Date Encumb/ Commitment	Balance
Certified Salaries	100	151,494,542	152,002,512	14,411,541	-	137,590,971
Severance/Other	199	1,215,000	1,215,000	35,940	-	1,179,060
Certified Salaries Total		**152,709,542**	**153,217,512**	**14,447,480**	**-**	**138,770,031**
Non Cert Salaries	200	60,090,162	61,532,612	9,096,958	-	52,435,654
Severance/Other	299	383,498	383,498	164,240	-	219,258
Non Certified Salaries Total		**60,473,660**	**61,916,110**	**9,261,198**	**-**	**52,654,913**
Instructional Improvements	322	3,491,938	10,578,376	109,451	1,443,725	9,025,200
Professional Services	333	3,032,915	5,487,874	1,348,009	753,976	3,404,193
MHIS/IT Services	335	3,075,236	3,075,236	768,809	-	2,306,427
Professional Contracts & Svs		**9,600,089**	**19,141,486**	**2,226,269**	**2,197,701**	**14,735,820**
Maint Supplies & Services	442	384,500	384,500	56,352	259,135	69,014
Maintenance Contracts	443	3,455,670	3,390,839	555,729	1,592,155	1,259,611
Rental - Equip & Facilities	444	2,232,613	2,259,239	296,593	450,335	1,512,311
Building Improvements	445	612,900	795,110	154,480	-	933,377
Purchased Property Services		**6,685,683**	**6,829,688**	**1,063,154**	**2,301,625**	**3,774,312**
Transportation	551	21,513,932	22,258,806	415,848	204,501	21,638,457
Communications	553	1,342,435	3,460,723	1,081,822	817,497	1,561,404
Advertising	554	256,606	253,606	22,730	185,370	45,506
Printing & Binding	555	91,950	95,750	-	3,895	91,856
Tuition	556	100,998,020	101,453,402	1,202,149	18,430,298	85,086,374
Travel & Conferences	558	171,239	162,654	7,083	-	155,570
Misc Services	559	1,819,359	1,914,883	91,443	162,383	1,661,057
Systemwide Purchased Svs Total		**126,193,541**	**129,599,824**	**2,821,075**	**19,803,944**	**110,240,224**
Instructional & Other Supplies	610	5,075,451	7,338,827	967,758	2,092,649	4,306,320
Utilities	620	8,246,853	8,246,853	1,853,042	6,287,004	106,808
Text & Library Books	640	113,879	128,147	18,299	3,043	106,805
Misc Supplies	690	836,668	3,082,618	251,116	131,677	2,708,730
Supplies & Materials Total		**14,272,851**	**18,796,445**	**3,090,214**	**8,514,373**	**7,228,663**
Equipment	730	1,382,609	4,801,508	47,291	129,464	4,624,754
Outlay Total		**1,382,609**	**4,801,508**	**47,291**	**129,464**	**4,624,754**
Organization Dues	810	206,520	227,578	79,491	21,419	126,668
Legal Judgments	820	220,000	220,000	-	-	220,000
Other Operating Expenses	899	(5,030,360)	(4,931,500)	33,781	74,926	(5,040,207)
Other Misc Expend Total		**(4,603,840)**	**(4,483,923)**	**113,271**	**96,345**	**(4,693,539)**
Fringe Benefits/Insurances	990	57,232,079	57,621,236	21,950,562	135,246	35,535,429
Contingency	998	-	-	-	-	-
Indirect	999	-	88,492	-	-	88,492
Sundry Total		**57,232,079**	**57,709,728**	**21,950,562**	**135,246**	**35,623,920**
All Funds Budget Total		***423,946,213***	***447,528,378***	***55,020,514***	***33,178,698***	***359,329,166***

HARTFORD
PUBLIC SCHOOLS

MEMO

From: Phillip J. Penn

To: Dr. Leslie Torres-Rodriguez

Date: November 5, 2021

Re: COVID-19 Relief Grant Spending

Through November 4, 2021, Hartford Public Schools has spent or encumbered roughly $15 million of its COVID grant funds, up $2.5 million from the month of September. The table that follows summarizes that spending by grant:

Grant	Spending Deadline	Total Grant Award	Total Spent or Encumbered	Change From Prior Month
ESSER I/CARES Act	9/30/2022	$10,314,679	$7,958,958	$427,920
ESSER II	9/30/2023	$45,730,706	$4,450,782	$2,008,993
ARP/ESSER III	9/30/2024	$98,589,663	$2,558,879	$89,481
Total		$154,635,048	$14,968,619	$2,526,394

Several initiatives are in the process of being developed and finalized, which will impact spending later in the fiscal year. However, the challenges we are encountering as a District hiring staff are impacting our COVID spending as well, since a large portion of our targeted spend involves new staff. I believe working with ERS and Cabinet next week in our step-back exercise will help quantify the largest deviations and help refine our planning across the three-year spending period.

Finally, a breakdown of the expenditures in each grant by object code follows on the next three pages.

ESSER I/CARES ACT

Expenditures through 11/4/21

OBJECT	ACCOUNT DESCRIPTION	2020-21 EXPENDED	2021-22 EXPENDED	ENCUMBRANCES	TOTAL
511360	TEACHER-REG	45,828.44	15,345.76	0.00	61,174.20
511361	TEACHER-PT	0.00	2,128.50	0.00	2,128.50
511400	SOC WKR-REG	0.00	134,279.89	0.00	134,279.89
512280	SUPPORTIVE STAFF-REG	200,940.33	96,949.64	0.00	297,889.97
512281	SUPPORTIVE STAFF-PT	0.00	1,326.92	0.00	1,326.92
512591	FOOD SERVICE WORKER PT	53,823.43	26,014.89	0.00	79,838.32
512680	CUSTODIAN-REG	232,682.74	131,649.91	0.00	364,332.65
512682	CUSTODIAN-OT	37,052.09	369.97	0.00	37,422.06
529997	FRINGE BENEFITS-CERT	11,773.33	34,355.00	0.00	46,128.33
529998	FRINGE BENEFITS-NON-CER	206,584.97	101,789.39	0.00	308,374.36
533220	INSTR PROG IMPROVE SVS	310,750.00	0.00	0.00	310,750.00
533305	OTHER PROF TECH SVS	288,142.47	257,414.60	70,585.40	616,142.47
555301	POSTAGE	0.00	0.00	0.00	0.00
555303	INTERNET COMMUNICATIONS	382,838.93	233,740.59	0.00	616,579.52
555600	TUITION	0.00	0.00	0.00	0.00
555900	MISC PURCHASED SVS	10,683.00	0.00	0.00	10,683.00
566110	INSTRUCTIONAL SUPPLIES	306,590.08	107,253.00	0.00	413,843.08
566504	TECHNOLOGY RELATED SUPP	46,310.40	0.00	0.00	46,310.40
566909	SUPPLIES AND MATERIALS	575,561.09	26,497.86	0.00	602,058.95
577340	EQUIPMENT	91,749.00	0.00	0.00	91,749.00
577348	COMPUTER/TECH RELATED H	3,871,861.93	-1,339.89	0.00	3,870,522.04
599999	INDIRECT - OVERHEAD	47,424.11	0.00	0.00	47,424.11
	Expense Total	**6,720,596.34**	**1,167,776.03**	**70,585.40**	**7,958,957.77**

ESSER II

Expenditures through 11/4/21

OBJECT	ACCOUNT DESCRIPTION	YTD EXPENDED	ENCUMBRANCES	TOTAL
511020	ADMINISTRATOR-REG	45,472.07	0.00	45,472.07
511240	PRIN/VP-REG	24,163.17	0.00	24,163.17
511360	TEACHER-REG	554,512.43	0.00	554,512.43
511361	TEACHER-PT	193,785.00	0.00	193,785.00
511365	TCHR-STIPENDS & ATHLETI	115,470.16	0.00	115,470.16
511400	SOC WKR-REG	47,781.66	0.00	47,781.66
512280	SUPPORTIVE STAFF-REG	31,956.38	0.00	31,956.38
512281	SUPPORTIVE STAFF-PT	19,642.06	0.00	19,642.06
512461	NURSE-PT	6,600.00	0.00	6,600.00
512541	PARAPROFESSIONAL-PT	43,254.00	0.00	43,254.00
512561	SPEC POLICE OFF-PT	17,238.00	0.00	17,238.00
512681	CUSTODIAL PART TIME	3,000.00	0.00	3,000.00
529997	FRINGE BENEFITS-CERT	158,624.79	0.00	158,624.79
529998	FRINGE BENEFITS-NON-CER	20,797.65	0.00	20,797.65
533210	INSTR CONTRACT SVS	0.00	0.00	0.00
533220	INSTR PROG IMPROVE SVS	253,000.00	0.00	253,000.00
533230	PUPIL SVS: NON-PYRL SVS	0.00	1,516,110.00	1,516,110.00
533305	OTHER PROF TECH SVS	228,000.00	298,250.00	526,250.00
555100	STUDENT TRANSP	110,048.51	0.00	110,048.51
555303	INTERNET COMMUNICATIONS	220,635.24	65,842.00	286,477.24
555400	ADVERTISEMENT	10,000.00	0.00	10,000.00
555900	MISC PURCHASED SVS	20,000.00	0.00	20,000.00
566130	MAINT & CUSTODIAL SUPPL	31,820.10	206,000.00	237,820.10
566909	SUPPLIES AND MATERIALS	175,399.10	33,379.44	208,778.54
	Expense Total	**2,331,200.32**	**2,119,581.44**	**4,450,781.76**

ARP/ESSER III

Expenditures through 11/4/21

OBJECT	ACCOUNT DESCRIPTION	YTD EXPENDED	ENCUMBRANCES	TOTAL
511040	DIRECTOR/ASST-REG	43,812.00	0.00	43,812.00
511240	PRIN/VP-REG	42,629.43	0.00	42,629.43
512280	SUPPORTIVE STAFF-REG	5,210.52	0.00	5,210.52
529997	FRINGE BENEFITS-CERT	19,829.66	0.00	19,829.66
529998	FRINGE BENEFITS-NON-CER	2,271.79	0.00	2,271.79
533220	INSTR PROG IMPROVE SVS	57,985.27	12,349.73	70,335.00
533305	OTHER PROF TECH SVS	90,000.00	225,000.00	315,000.00
555303	INTERNET COMMUNICATIONS	651,962.47	157,802.94	809,765.41
566110	INSTRUCTIONAL SUPPLIES	0.00	765,440.20	765,440.20
566113	TRAINING SUPPLIES	460,900.00	0.00	460,900.00
566504	TECHNOLOGY RELATED SUPP	9,500.40	14,184.60	23,685.00
577348	COMPUTER/TECH RELATED H	0.00	0.00	0.00
	Expense Total	**1,384,101.54**	**1,593,297.87**	**2,558,879.01**

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4. Business Agenda

Subject	**4.1 Contract Approval: Intervene K-12**
Meeting	Nov 16, 2021 - Regular Meeting
Type	Action
Preferred Date	Nov 16, 2021
Absolute Date	Nov 16, 2021
Dollar Amount	$3,277,500.00
Budgeted	Yes
Budget Source	Special Funds: ESSER Funds
Recommended Action	Motion that the Hartford Board of Education authorize the Superintendent to execute a contract with Intervene K-12, for the term delineated in the contract, at an amount not to exceed $3,277,500, ending June 30, 2022.
Goals	Priority: Teaching & Learning

Executive Summary:

Intervene K-12 ia an online, virtual tutoring service which offers a comprehensive intervention system that combines research-based learning science, intervention best practices, and smart technology to drive measurable student growth. Intervene was created to assist students, educators, and administrators in achieving sustained academic growth and success. Intervene K-12 will be support. They will be meeting with students 3 times a week for 50 minutes a session, and providing additional synchronous support for the remaining 2 days a week.

Intervene focuses on the following key areas:

- Learner academic growth and success
- Building student confidence and inspiring ownership of their learning
- Providing Teachers & Interventionists tools for efficient and effective interventions
- Equipping educators to accurately identify student gaps by diagnosing misconceptions
- Providing administrators with real-time data to determine instructional effectiveness
- Delivering solutions that allow administrators to plan and drive interventions
- Improving student outcomes on EOC's in the classroom and beyond

Strategic Goal Alignment:

Priority 1.2: High Quality Teaching and Learning
Provide an academic **system of support** to ensure **instruction**, **interventions, and enrichments** meet the needs of all students.

b. Implement extended day/year calendar design and strategy to provide students with more high quality learning opportunities and teachers
more time to plan and collaborate to meet heightened student needs.
4. Design a district-wide mentoring and tutoring program

File Attachments
Revised_High Dosage High Impact Tutoring Proposal Intervene + Hartford Public Schools.pdf (1,028 KB)

HARTFORD
PUBLIC SCHOOLS

Proposal for High Dosage/ High Impact Tutoring
Academic Recovery Program
Math, ELA, & English for English Learners

Prepared by:
Intervene K-12
(855) 345-3276
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www.intervenek12.com

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Company Overview:

Intervene offers a comprehensive intervention system that combines research-based learning science, intervention best practices, and smart technology to **drive measurable student growth**. Intervene was created to assist students, educators, and administrators in achieving **sustained academic growth** and success. Intervene focuses on the following key areas:

- Learner academic growth and success
- Building student confidence and inspiring ownership of their learning
- Providing Teachers & Interventionists tools for efficient and effective interventions
- Equipping educators to accurately identify student gaps by diagnosing misconceptions
- Providing administrators with real-time data to determine instructional effectiveness
- Delivering solutions that allow administrators to plan and drive interventions
- Improving student outcomes on EOCs, in the classroom, and beyond.

Our Focus: We leverage the latest advances in technology to effectively create solutions that help students grow, educators identify and address student gaps, and support administrators guide instruction with proven results.

Intervene uses these focus areas as the premise for creating educator friendly solutions for schools and districts. Intervene strives to ensure it reveals and gathers key performance indicators and data in an impactful and efficient manner, such that educators can focus on planning and driving classroom instruction.

Results of Work — Intervene has a proud track Record of Success – School districts can rely on Intervene interventions to drive student growth with all students but especially struggling students. In 2020 Intervene K-12 English Learners grew an average of **one language proficiency** from previous year. In 2019, **79%** of the students in Intervene programs that were previously failing passed the EOCs. On average students increase scores by **30%. Intervene K-12 serves all student, however has shown significantly higher results with economically disadvantaged students and Black and Latino students.**

COVID -19 & Remote Instruction

We understand that this is a challenging time for school districts and campuses to move traditional K12 class settings to online instruction due to COVID-19. Many of our partners have faced issues with connectivity and communicating with parents and students at home.

Intervene has supported school districts with online live instruction for over 5 years. We have become experts in delivering online instruction. We use the latest technology fused with engagement strategies to ensure students interact and receive high quality instruction. As your partner we would be happy to support you with sharing knowledge on best practices in teaching online.

Hartford Public Schools Challenges/ Solutions

Intervene has worked closely with educators and campuses across the US and has identified some of the challenges faced in the district's goal of promoting data-driven instruction, effective PLCs, and driving effective interventions.

Below is a list of challenges that Intervene would like to work with Hartford Public Schools to help overcome by utilizing our proposed set of solutions, followed by a detailed description of our **service proposal**.

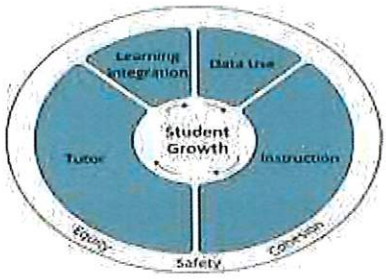
Challenges:	Solutions:
Challenge: Providing targeted and measured instruction to students who are struggling.	**Solution: Targeted / Small Group Online Interventions** - Intervene provides adapted instruction, personalized intervention via LIVE online tutor, and tutorial support at scale during the day, after school, and on the weekends based on District and campus needs.
Challenge: Formative Assessments - Assessing students in real-time online to measure student performance, instruction, teacher effectiveness, and curriculum.	**Solution: Intervene Formative Assessments (Data Dash)** enables administrators to assess students weekly to determine student readiness Assessment data is provided in real-time and formatted with recommendations to take actions to differentiate instruction and provide teacher coaching.
Challenge: Engagement & Attendance – Competing with student attention in an afterschool program. Gaining buy-in from stakeholders, Campus leaders, Coordinators, and Parents.	**Solution: Stakeholder Reporting** - Enable administrators to review student progress and readiness. Invite Parents to engage. Explore incentives for students to encourage attendance and participation.
Challenge: Progress Monitoring Student Performance - By design, multiple-choice questions tests, do not give insight as to why students chose the wrong answer - in comparison to open-ended questions. Thus, it requires precious time post-assessment to uncover student misconceptions.	**Solution: Misconception and Distractor Analyses** - creates its own content and release tests. We insert misconceptions/ distractors into the answer choices. Our proprietary algorithms patterns student misconceptions generating analytics based on student responses. Thus, allowing administrators and teachers to save valuable time by not having to dig deep into data and item analysis reviews.

Intervene High Impact/High Dosage Tutoring

Method & Approach - Intervene K-12 is involved with creating national standards for high dosage / high impact tutoring as an advisor with National Student Support Accelerator housed inside of Brown University's Annenberg Institute https://studentsupportaccelerator.com / https://studentsupportaccelerator.com/people.

Design Considerations for Effective High Impact Tutoring during the school - An effective High Impact/ High Dosage Tutoring Model should include the following seven elements:

1. Instructors (high quality and trained tutors)
2. Data – Assessments, analytics for evaluation
3. Instruction
4. Learning Integration
5. Equity
6. Safety
7. Cohesion



Student Growth - Measured outcomes

Intervene K-12 has been providing online interventions/ high impact tutoring inside the school districts for four years. The elements of delivery that are key to our success have been to include the following:

- **Assessments** determine student skill deficits locally, school districts different types of benchmarks
- **Content** - tutorials must be adaptable to ensure it addresses concepts in creative ways and research-based methods to ensure student understanding. Developing engaging content
- **Instruction** - is adapted to meet the students where they are. Often students need help in concepts from previous grade levels.
- **Progress Monitoring** - checks for understanding to evaluate instruction and mastery of topics and reporting to teachers, and administrators
- **Parent & Student Engagement** – Especially with remote students or afterschool Parents are vital to the success of the program. Student engagement is arguably the most important stakeholder, thus making the experience enjoyable for the student is a high-priority.

Applying High-Dosage High-Impact Tutoring Design in Practice - Currently Intervene K-12 is conducting a Random Control Testing (RCT) Studies with the National Student Support Accelerator at Brown University at two school districts in TEXAS, Pharr-San Juan-Alamo ISD and Spring ISD, with a focus on high-impact dosage tutoring within the school day. The students selected are Migrant Students, SPED, and English Learners. The studies include Math and Reading subject in 3rd- 11th grade.

High-Impact Online Live Small Group Intervention / Tutoring - Intervene K-12's model for delivering live online group interventions consist of data-driven and targeted skill development along with social-emotional elements of instruction. Online interventions include exit quizzes and progress monitoring tools for teachers, principals, and administrators to review student progress.

Scope of Work/ Proposed Solutions

Tutoring & Instructional Model

Online Live Small Group Intervention / Tutoring

Intervene will be delivering live person led online group interventions. Interventions consist of data-driven and targeted skill development along with social-emotional elements of instruction. Online interventions will include exit quizzes and progress monitoring tools for teachers and principals to review student progress. Intervene will target growth in one or two of the following tested subjects:

Reading and writing and support for English for English Learners

(1) Intervene K-12 follows a data-driven tutorial/ RTI instruction model.
(2) Start with an assessment of skills based in Reading
(3) Students are small grouped into groups of 3 up to 8 students with similar skills gaps including misconceptions and distractors.
(4) Groups are assigned a course of study to close gaps based on targeted objectives.
(5) Schedule a sequence of data reviews and feedback sessions with district partners and stakeholders. In those sessions Intervene K-12 will share data, insights, request feedback on programming, share student feedback, and adjust delivery as needed to support district partners.
(6) Provide teachers and administrators a dashboard for real-time reporting in between data-reviews

Pre-Test

- ✓ Math and Reading State aligned standards assessments
- ✓ English Language assessments
- ✓ **Identify Domain targets**

Small Group Tutoring

- ✓ Live and Online 3:1 to 5:1 Tutoring
- ✓ Authentic English Instruction
- ✓ **Aligned to ELPS**
- ✓ High Engagement

Progress Monitoring

- ✓ **Real-time reports**
- ✓ Teacher and Principal Dashboard

Post Test

- ✓ Final assessments
- ✓ **Overall student growth reporting**

Assessments & Reporting

Data Dash – Math & Reading

provides teachers, interventionists, and administrators with tangible, useful, easy to read data. It can be used to run and analyze data from release tests, unit tests, benchmarks, and/or formative assessments. It replaces your traditional data binder and data reports with an easy-to-follow visual that helps teachers plan for their next day, week, or unit.

Traditional data reports after benchmark exams give teachers a large number of pages of data with the next steps being unclear and often lead to non-usage. Data Dash empowers teachers with sorted small groups for tutoring/intervention. Reports auto group students and identify which objectives and misconceptions they need to reteach. It also identifies foundational gaps in student understanding of grade-level content. Data Dash brings together and uncovers useful analytics missing from other databases and test prep books, empowering teachers and administrators with insights into their students' challenges and strengths.

Reporting Features:

- Online Student Assessment Tests & Analyses
- Customizable assessments -
- Auto segmentation of students by misconception/ distractor analytics
- Teacher/ interventionists data dashboard (printable)

English Learning Assessments

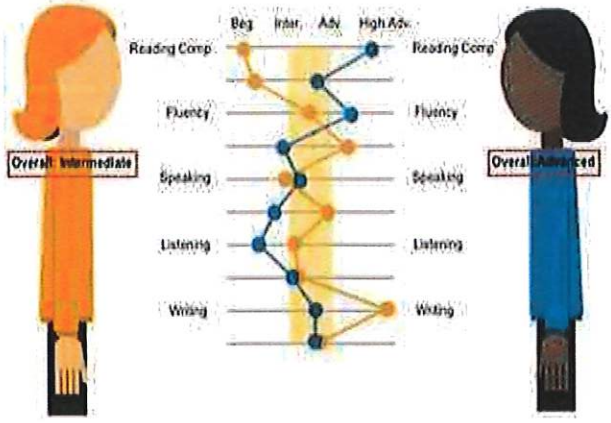
Intervene K-12's English Language Learning support program evaluates and drives English Learner proficiency in academic English. Program uses similar rubric Proficiency Level Descriptors as state standardized tests. Web-based program designed to both assess students and provide practice

Reporting – English program provides data on student proficiency level. Gives early indicators of Success and provides data on student academic growth. English Program can also be used for teacher training on use of PLDs

Areas of Focus:

- **Listening**
- **Speaking**
- **Reading** comprehension
- **Writing**

Fluency assessments are recorded for teacher post review.



Tutorial Instruction & Content:

Intervene K-12 small groups the students based on the skill deficits as described above. The lessons are then aligned to students. Lessons are aligned to the **state standards and will integrate content objectives from its partners as needed**.

Social Emotional Learning

Intervene K-12 takes a holistic approach to instruction that includes SEL surveys, assessments, and lessons. Students have suffered emotionally through the COVI-19 pandemic it's important for to understand student critical needs and provide reporting to teachers and administrators.

Why include SEL - One of the most unique elements of Intervene's K-12 Program Model is our intense focus and inclusion of Social Emotional Learning (SEL) throughout our entire delivery model. According to the peer leader in the field, the Collaborative for Academic, Social, and Emotional Learning (CASEL), "social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. (CASEL, 2020.)

Workforce Readiness

Intervene K-12 is working with companies to integrate workforce readiness and exposure for students that are struggling and need additional supports. Intervene K-12 is integrating information about career pathways, salaries, and insights to roles as part of instructional pedagogy that helps in developing student's, "Grit", towards studies.

Intervene K-12 will occasionally show students videos of professionals interviewed in their workplace describing how they got to their roles and how they may have overcome challenges. Intervene K-12 works to ensure that interviews reflect similar demographics of the students participating.

Research - Why Include Workforce Future and Skill Force Readiness Preparation
Promising new research out of Harvard University's interdisciplinary Project on Workforce highlights important opportunities for corporations, nonprofits, schools, and higher education need to engage in more interdisciplinary models to meaningfully connect post-secondary education with employment. In order for our nation to build a future where social and economic opportunity are available for all, it is imperative that we develop equitable job pathways that integrate work and learning. As previously identified in the section on how the Covid-19 pandemic disrupted the traditional school model, low-income communities and communities of color disproportionately experienced this economic fallout and will encounter new systemic barriers as a result to workforce entry and participation (Fuller et al., 2021). Armed with this information, Intervene K-12

purposefully integrates soft and hard skills within our tutoring platform to ensure that the student populations who face the steepest barriers to entry are adequately prepared to compete with students from higher socioeconomic status backgrounds.

Training & Professional Development Modules

Adapted professional development modules are provided to develop teacher instructional capacity and administrator leadership skills to drive sustainable student academic growth.

PD Modules utilize actual student and instructional data from Intervene implemented programs, such that sessions are customized to partner. PD sessions include strategies, action plans, and steps to progress monitor improvements.

PD Modules Options include:

- PLCs
- Data driven instruction for Reading
- Online / remote instruction engagement
- Effective Small group Intervention (Tier 2 Instruction)
- Effective Benchmark / Assessment programs

PD Modules are delivered remotely and in person to accommodate schedules and partner logistics.

Targeted & Measured Results:

The goal of our partnership is to **drive measurable and sustainable** student growth using Intervene's comprehensive intervention system. Intervene will work to develop relationships, buy-in, gather feedback, and make adjustments to delivery as needed to ensure success. The following Key Performance Indicators (KPIs) are recommended to determine success:

To Measure Student Growth, Intervene will:

- Progress monitor students participating in tutorials/ targeted interventions through exit tickets
- Compare start and end of program student performance from assessment data
- View data on usage and student engagement

To Monitor program effectiveness, Intervene will provide:

- Real-time data to progress monitor student growth and progress
- Clear and timely communications and transparency of student outcomes
- Ease of use, relevance to instruction, and the efficacy of the program

Implementation:

In preparation for implementation and throughout service delivery, Intervene will work closely with Hartford Public Schools designated leadership to ensure a seamless and successful engagement. Intervene's implementation team will work through the following details:

- Integration requirements with 3rd party applications and rostering
- Scheduling of students into intervention / tutoring cohorts
- Administration of assessments and data review
- Parent and Student at home support
- Training for administrators and instructional staff

Timeline & Support Model

Pre-Implementation

- Stakeholder Kickoff
- Technology Integrations
- Rostering & Scheduling
- Teacher and Administrator Onboarding

Delivery

- Baselines/ Benchmarks
- Engagement Teams – Parent liaison (If parent participation) and Teacher teams
- Data Review
- Instructional plan reviews
- Schedule check-ins, PDs, PLCs, and data reviews

Ongoing Check ins & Partner Support

- Engagement Teams – (Parent & Teacher teams)
- Data Review and Reporting
- Instructional updates
- Feedback Sessions

Closing Out:

- Post-Assessments
- Final Reports
- Final Prep for Testing season
- Lesson Learned
- Planning for next phase of support

Technology & Equipment:

Hardware:

- **Web-enabled device** - Students will need to connect using laptops or desktops with internet access.
- **Camera** – Intervene recommends desktops or laptops include a camera for video/ live interaction in online instruction
- **Headsets** - Students will need a headset and microphone with noise cancellation. Intervene recommends using Califone 3068MUSB, which is widely used for online English assessments.
- **Wireless Pens** – Intervene recommends using wireless pens for online instruction. The pens allow students to use any surface to write on the virtual whiteboard. Intervene will procure these pens for clients. Please reference the pricing section.

Accessing Program

- **Internet Browser** - Intervene's programs are web-based. There are no downloads required. Services are best delivered using a Chrome Browser. Students will not be able to access through Internet Explorer

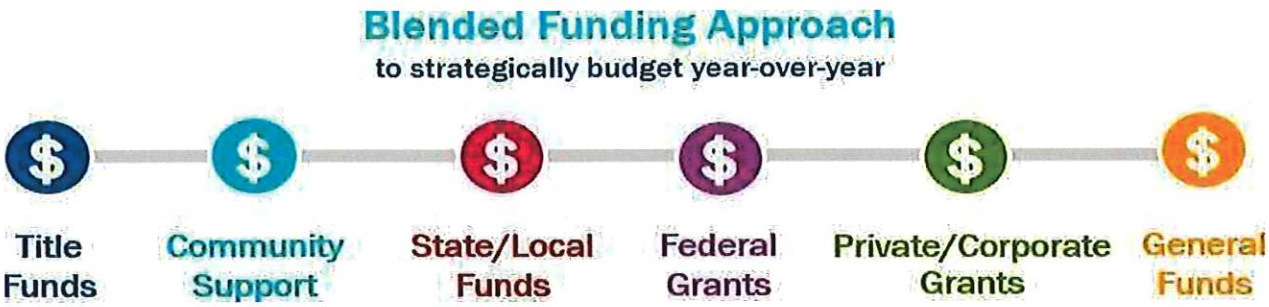
- **Internet connection** - broadband wired or wireless (3G or 4G/LTE)

- **Bandwidth Recommendations** - 2 Mbps upload, 2 Mbps download

Funding Sources:

Intervene partners often ask for guidance in determining the budget line items for purchasing our comprehensive solutions. Thus, we are providing a breakdown for your reference.

ESSER 2 & 3 Funding for academic recovery



- Title 1 - Data Dash | Online small group instruction/ interventions
- Title 2 - PD | Formative Assessments (Data Dash)
- Title 3 - Online English Instruction | Data Dash - Bilingual version

Pricing:

The pricing below is based on support for small groups. Pricing bundles in technology, PD, software licensing, training, and data reviews and reporting. Includes 22 weeks of support

4500 Students

3 Days of Tutoring	Price Per student
3 to 1	$ 1,498
4 to 1	$ 1,141
5 to 1	$ 728

Pricing Bundles Includes

- Small group Tutoring
- Data Dash Assessments (Progress Monitoring and Reporting)
- Spanish Assessments
- 3rd party Technology Integrations (Rostering & SSO)
- Data Reporting
- **English Learners Assessment support included for all students including non-tutored students**

Includes extra days of literacy, English Learners, or quiz activities aligned to tutorials

Total for 4500 students $3,277,500

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4. Business Agenda

Subject	**4.2 Contract Approval: The New Teacher Project**
Meeting	Nov 16, 2021 - Regular Meeting
Type	Action
Budget Source	Special Funds: ESSER Funds
Recommended Action	Motion that the Hartford Board of Education authorize the Superintendent to execute a contract with The New Teacher Project, for the term delineated in the contract, at an amount not to exceed $217,127, ending June 30, 2022.

Executive Summary:

In response to the Urban Schools Human Capital Acaday's (USHCA) audit of the Office of Talent Management (OTM), the District would like to partner with TNTP to lift several of the findings from the audit. Specifically, this short term partnership will support OTM in positioning the department to execute an aggressive hiring and onboarding process for the 22-23 school year.

A key goal of this partnership is to improve the candidate experience by reducing the lengthy hiring process and ensuring that OTM provides a single point of contact and consistently high-quality services for principals. The partnership aims to:

- Improve the quality of the applicant pool and streamline application and hiring efforts
- Drive policies and processes to enable earlier hiring of teachers and principals
- Identify and track clear metrics and goals for the department/teams/individual roles that align with the district's overall goals and overall management objectives
- Improve proactive and strategic talent management support to principals.

File Attachments
TNTP Proposal to HPS_Talent Strategy_October 2021 Final.pdf (299 KB)

Proposal to Hartford Public Schools

November 2021

Talent Strategy

TNTP reimagine teaching

TNTP reimagine teaching

Introduction

Year after year, schools struggle to find enough high-quality teachers. As veteran educators retire, universities and preparation programs graduate fewer new teachers, and community needs shift, districts face fierce competition for individuals with the skills and mindsets needed to succeed in the classroom. A lack of racial and ethnic diversity in the teacher workforce adds to this challenge, especially for systems that serve large numbers of students of color and that want to build instructional teams that reflect their student populations. To ensure every student has access to diverse, talented teachers, school systems need a deep understanding of the root causes of their unique talent challenges and a strong talent strategy, that is grounded in data and driven by a commitment to providing every student with excellent educational opportunities.

A growing body of research shows that a more diverse teacher workforce leads to better outcomes for all students—especially students of color. Specifically, research has found that students of color who have teachers of color are more likely to be enrolled in gifted programs, less likely to be suspended or drop out, more likely to aspire to attend a four-year college, and more likely to achieve at higher levels.[1] Yet, while nearly half of American public-school students are students of color, approximately 80 percent of teachers are white.[2] There's a significant body of research pointing to the benefits a more diverse workforce would have on *all* students.[3] Yet those benefits have not been fully realized, again because most of America's public- school teachers are white.

In *The Opportunity Myth*, we found that among classrooms where students were at least 75 percent Black or at least 75 percent Latinx, 66 percent of teachers who were the *same* race or ethnicity as the majority of their students had high expectations. In classrooms with similar student demographics but with teachers who were a *different* race or ethnicity from the majority of the class, just 35 percent reported high expectations. In addition, since teachers with lower expectations were more likely to provide weaker assignments and ask less of their students, low expectations translated into some groups of students getting less access to grade-appropriate assignments and strong instruction. This inequitable allocation of key resources in turn produces inequitable outcomes for students. Our recent report underscores the urgency of not only raising expectations for student achievement, but also in ensuring teachers reflect the cultural diversity of the students whom they serve.

Implementing a streamlined, laser-focused talent strategy is more important now than ever before. As we demonstrated in *Missed Opportunities* (2003), the districts we studied lost 30 to 60 percent of all applicants—and two of three applicants holding licenses in shortage subject areas—because of slow and inefficient hiring practices. The candidates ultimately hired are less promising than those lost. And conversely, as we demonstrated in *Greenhouse Schools* (2012), if schools hire a majority of their new teachers early, they typically have stronger instructional culture and better student outcomes. With the coronavirus pandemic upending traditional approaches to recruitment, hiring and retention and placing unexpected burdens on staff capacity and financial resources, systems will need to be deliberate about how and where they spend their human capital energy. A strategic recruitment and staffing plan can help systems foresee and meet talent needs efficiently and effectively, so that every student is afforded the excellent educations they deserve.

Scope of Work

TNTP proposes to partner with Hartford Public Schools to **plan to implement a robust talent strategy** over the coming year that will set the district up for long-term success in cultivating a talented, diverse pipeline of teachers to HPS. This work will build on the key findings and recommendations stemming from USHCA's talent diagnostic, and

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[1] Dee, 2004; Gershenson, Hart, Lindsay & Papageorge, 2017; Grissom & Redding, 2016; Lindsay & Hart, 2017.

[2] Dee, 2004.

[3] Cherng, H. and Halpin, P. (2016). The Importance of Minority Teachers: Student Perceptions of Minority Versus White Teachers. *Educational Researcher*, 45 (7), 407–420. Retrieved on July 31st, 2018 from http://journals.sagepub.com/doi/abs/10.3102/0013189X16671718.

will leverage the ongoing work of the Chief Talent Officer to align the organizational capacity within the Office of Talent Management to a talent strategy for HPS.

Specifically, the USHCA talent diagnostic laid out nine recommendations for the Office of Talent Management, and recommended the district to focus on the following as areas of top priority:

- ✓ Improve the **quality of the applicant pool and streamline application and hiring efforts**
- ✓ Drive **policies and processes to enable earlier hiring of teachers and principals**
- ✓ **Identify and track clear metrics and goals** for the department/teams/individual roles that align with the district's overall goals and overall talent management objectives
- ✓ Improve **proactive and strategic talent management support to principals**

In response to the key findings and recommendations from the diagnostic, TNTP will support HPS to develop a talent strategy that supports the district in implementing an efficient and robust talent cycle this year, while also laying the foundation in planning for the long-term talent strategy. This will include improving the candidate experience by reducing the lengthy hiring process, which is approximately 45 days currently, and ensuring that OTM's organizational structure provides a single point of contact and consistently high-quality services for principals.

Specifically, TNTP will partner with the Chief Talent Officer to facilitate a series of strategic planning and design conversations to:

- Develop clear and concrete goals for the talent management cycle this year, creating data tracking tools, and establishing routines to track progress to goals
- Create a talent management timeline and project plan for the year that reflects a clear strategy and action steps central to achieving the goals. For example, action steps TNTP will support HPS to implement may include but are not limited to:
    - Developing key messages and core values to be communicated in recruitment messaging;
    - Implementing evidence-based practices to cultivate candidates through the interview and hiring process to ensure offers translate to hires;
    - Designing and implementing a competency-based centralized selection process, norming selectors, and providing anti-bias training;
    - Planning for the smooth operations and logistics of selection, hiring, and onboarding experiences throughout a candidate life cycle;
    - Providing support and capacity-building to school leaders and other hiring managers to implement best practices for recruiting, cultivating and selecting talent into new roles
    - Creating an efficient onboarding experience that sets all new employees up for success.
- Leading district staff through design conversations to envision new or revised talent processes, leveraging best practices and strong models from our work nationally (e.g. train the trainer session on recruiting diverse candidates, reducing bias in selection, talent data tracking and analysis, etc).
- Knowledge-building sessions focused on key areas of opportunity in talent management for OTM staff, including artifact reviews from our work across the country and within the region to support talent strategy alongside analysis of Hartford artifacts
- Creating materials and content that codify core practices, learnings, and recommendations into end of project report or manual, including suggested next steps, key data points to track, and resources
- Visioning conversations to define what a successful talent management system looks like in the long-term for HPS and establishing a clear theory of action to achieve that vision over time
- Planning for and facilitation of data stepbacks to monitor progress towards goals and begin to track the outcomes of key initiatives over time

As a result of this work and our partnership together, we hope to achieve the following outputs:

- OTM staff will utilize routines and systems to track progress towards key metrics to ensure a robust, high-quality pipeline of talent for open positions.
- OTM staff will have a set of key messages and core values about the experience of working at HPS that will be leveraged in all cultivation materials.
- OTM staff will have high-quality tools (i.e. application, interview templates, screening tools, norming tools, etc) to ensure a competency-based, fair and equitable application and centralized selection process for all candidates for HPS positions.
- OTM staff will have clear routines and processes for all operations and logistics related to moving candidates through the life cycle, from recruitment to onboarding.
- HPS school leaders will receive training and support on how to leverage the resources and services from OTM to support school-based hiring for the 2022-2023 school year.

Together, this work will lead to:

- Candidates for HPS positions will experience a more efficient and consistent hiring and onboarding experience as they pursue new job opportunities with the district, as evidenced by fewer days spent from point of application to point of hire.
- New hires to HPS for school year 2022-2023 will be higher quality and more diverse, as evidenced by data collected during the application, selection, and staffing process.
- School-based hiring teams will report increased satisfaction with the services provided by OTM in support of their talent needs for the upcoming school year.

Timeline and Budget

TNTP proposes to complete the strategic planning work detailed above over a period of six months, from November through May.

This project will include a TNTP Director, who will serve as the primary point of contact and will oversee strategy development and day to day management of the full scope of the partnership, and a TNTP Senior Manager who will lead design conversations and knowledge building around core talent functions and best practices and support content and materials creation. The team will be supported by a TNTP Partner**.** We estimate the total cost of these services to be **$217,127.**

What We Bring to the Partnership

We partner with public school systems to attract and train talented teachers and school leaders, ensure rigorous and engaging classrooms, and create environments that prioritize great teaching and accelerate student learning. We work at every level of the public school system, partnering with school districts, state departments of education, and charter school networks. Since 1997, we've partnered with more than 200 public school districts, charter school networks and state departments of education. We offer a range of support to our partners, from strategic advice to multi-year execution. Today, TNTP is active in more than 30 cities.

Contact Information

TNTP is excited to partner with Hartford Public Schools to support the development of a comprehensive strategy and approach to talent, with a focus on diversification of the workforce and ensuring equitable access to great talent for students and families. Please reach out to Shauna Hart, Partner at shauna.hart@tntp.org or 860-573-3406 for questions and to discuss this proposal.

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4. Business Agenda

Subject	**4.3 Contract Approval: DilingerRAD**
Meeting	Nov 16, 2021 - Regular Meeting
Type	Action
Budget Source	Special Funds: ESSER Funds
Recommended Action	Motion that the Hartford Board of Education authorize the Superintendent to execute a contract with DilingerRAD, for the term delineated in the contract, at an amount not to exceed $136,000, ending June 30, 2023.

Executive Summary:

Over the past 3 years, the Hartford Public School system has invested an immense amount of time, money, and resources to implement the Data Wise Improvement Process throughout all of its schools and data teams. This collaborative process will provide a long-term impact to both students and staff across the district if it continues to be utilized as intended. Currently, the Office of Performance and Accountability lacks the time or resources to develop and implement a centralized system to help manage the district Data Wise process, monitoring school and department data teaming. Dillinger Research and Applied Data can help to ensure the right system and processes are implemented.

DillingerRAD will

- create a sustainable system to identify and track all data teams throughout the district
- Curate and maintain data team artifacts, examine for quality and report to the Chief Performance Officer and Superintendent
- Design differentiated training in Data Wise continuous improvement, in response to data from multiple indicators
- Report the extent to which the Data Wise practices are integrated with integrity into the core work of the schools Data Wise practices by data teams
- Administer self-assessments and report results, twice annually
- Schedule, coordinate, and support staff Data Wise training in coordination with Data Wise Executive Team and District Data Wise Coaches
- Connect data teams to coaching support, training and resources
- Schedule Data Wise Advanced Training
- Submit data for incorporation into data warehouse and analytics system (DecisionED)
- Collaborate with Harvard University Data Wise Project around district prioritized research endeavors

Strategic Priority Alignment:

This work is an essential component of Priority 4: Skillful Staff and Effective Operations, Core Strategy 2: Enhance collaboration and teamwork to support innovation, collective inquiry, and continuous improvement.

File Attachments
Hartford Data Wise Proposed Project, methodologies and approaches.pdf (200 KB)

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Hartford Public Schools Data Team / Data Wise Support RFP

Executive Summary

Over the past 3 years, the Hartford Public School system has invested an immense amount of time, money, and resources to implement the Data Wise Improvement Process throughout all of its schools and data teams. This collaborative process will provide a long-term impact to both students and staff across the district if it continues to be utilized as intended. Currently, the Office of Performance and Accountability lacks the time or resources to develop and implement a centralized system to help manage the district Data Wise process, monitoring school and department data teaming. Dillinger Research and Applied Data can help to ensure the right system and processes are implemented.

Summary of Qualifications, Background, & Experience

Dillinger Research and Applied Data (DillingerRAD) has the experience, expertise, and knowledge needed to ensure that a system to manage and track the Data Wise improvement process is implemented with fidelity. DillingerRAD's staff bring over a decade of teaching experience, extensive research and analysis experience in the educational setting, a knowledge of coding, database and tool design, development, and implementation, as well as an ability to incorporate multiple voices and perspectives within a solution, all while keeping the needs, challenges, and context of our partners in mind. Our team members have extensive experience in Hartford, having worked within various high schools over the past 2 years as well as being employed as a Hartford Public School teacher. Additionally, our team has experience with the Data Wise process and we have a certified Data Wise coach on staff who has worked extensively in the Boston Public School District, focusing on coaching schools directly, engaging in systems-level inquiry cycles, and monitoring and sustaining the implementation of the process across a large network of schools.

Our previous and current work with partners has provided DillingerRAD with the experience in undertaking similar projects. We are currently engaged in a multi-year partnership with the Connecticut Youth Service Association (CYSA), the non-profit umbrella organization of Connecticut's Youth Service Bureaus (YSBs). YSBs are independent agencies across the state that focus on diversion, working with at-risk children, youth and families. Each YSB must serve the specific needs of their communities , utilizing the resources at their disposal. As such, each organization has a slightly different focus and approach to the work at hand. Although each organization is unique with regards to focus and function, all 104 YSBs across the state are working to provide at-risk youth with the support and services they need to succeed. Currently, the YSBs operate independently with no shared data tools or processes that allow for a system wide analysis of trends, challenges, and opportunities.

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To address this challenge, CYSA has partnered with DillingerRAD to work towards a unified data collection and management process which will enable a system level analysis of support and service effectiveness. Through direct work with multiple YSBs across the state, DillingerRAD developed recommendations for CYSA to address and build common processes, meaningful and actionable intermediate and long-term outcome metrics, and seamless data sharing and usage strategies which will enable the entire network of organizations to leverage available data to answer critical questions about programs and evaluate youth outcomes. All this work began with a detailed landscape analysis and extensive stakeholder interviews to help DillingerRAD understand the context of the work and develop a solution that would enable data driven decisions to be made while ensuring that the solution would work for all organizations in Connecticut.

Beyond the Connecticut context, DillingerRAD has managed multiple complicated projects involving numerous stakeholders and thoughtfully structured them in a way that brings focus and clarity to the work. DillingerRAD is currently partnered with Indianapolis Public Schools (IPS) working with several departments to connect all of their data needs into a single cohesive and usable system. Until now, IPS departments have functioned independently, drawing on a variety of software systems, skills sets, and data sources. This piecemeal approach has limited IPS' capability to function in a seamless and efficient manner. DillingerRAD is working to create an standard ETL (Extract, Transform, Load) process that will enable the coordinated ingestion, analysis, and sharing of data from various stakeholders, which will ultimately streamline the work being done and increase meaningful data usage across the system. The work with IPS has provided DillingerRAD with the understanding and experience to develop a solution that is impactful for all, while simultaneously staying within the context of the needs and perspectives of all stakeholders.

References from Current & Past Partners

- Justin Carbonella
  Connecticut Youth Service Association
  President
  justin.carbonella@middletownct.gov
  860.854.6030

- Christina Aden
  Indianapolis Public Schools
  Director of System Performance and Strategy
  adenc@myips.org
  317.226.3281

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Scope of the Work

The overall work required to support this initiative will be broken down into two broad phases. The ***first phase***, which will start as soon as possible and run through the rest of the 2021-2022 school year, will focus on understanding the current context of the Hartford Public Schools landscape while designing, developing, and implementing a standardized district wide Data Wise process utilized across data teams. The process will be designed to utilize a consistent set of tools and systems that currently exist within Hartford Public Schools and will endeavour to answer two broad questions:

1. What steps and to what fidelity are data teams across Hartford Schools using and leveraging the Data Wise process?
2. To what extent do Data Teams understand the steps in the Data Wise process and how to implement them with efficacy?

Part of the work done through surveys and interviews will be to develop and align on a set of metrics that help answer the aforementioned questions. Basic intermediate metrics like attendance at meetings, meeting dates and topics (i.e. tracking what step of the process the team is on), agendas, artifact completion and quality ratings, as well as data utilized, can help provide transparency around implementation but other data (e.g. team observations, meeting products, etc...) will need to be collected to further explain levels of understanding. The ultimate goal and deliverable for this phase is to develop a way to track and report on the fidelity of implementation of the Data Wise process.

The ***second phase*** of work will begin in the summer of 2022 through the 2022-2023 school year and will continue to build upon the process and tools built out in the first phase. Once we understand the scope of high quality implementation of the process, we will provide ongoing training around the systems, tools, and processes that we develop to support implementation. We then will shift our focus from measuring the level of implementation to the level of impact of the Data Wise Improvement Process. Measuring impact across a district is a challenging endeavor and will first require a shared understanding of what impact means, and how data teams expect to achieve that impact. Once there is a shared understanding of impact, work can be done to track and measure progress of data teams through the Data Wise process. Due to Hartford's work around a shared data warehouse, the second phase will focus on connecting and integrating data across numerous systems to provide a more holistic picture of implementation and impact. Work will be done to develop ways to leverage current tools (e.g. Decision Ed, PowerSchool) to track and understand the impact of data teams engaging in the Data Wise Improvement Process within their schools.

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Milestones, Deliverables, & Project Schedule

Milestones	*Approach and Deliverables*	*Estimated Schedule*
	Phase I	
School/Data Team Landscape Analysis	Assess the current landscape of Hartford Public School's data teams (through surveys and interviews) understanding the extent to which data teams are operating, how much Data Wise is being utilized, as well as what tools/resources are being utilized across the district.	Dec. 2021-Jan. 2022
District System Landscape Analysis	Assess and understand the various data tools, resources, and components of the general data ecosystem that exists within Hartford Public Schools.	Dec. 2021- Jan. 2022
Process Design, Buildout and Implementation of Standardized Process	Utilizing information gathered through the Landscape Analyses, design, develop, and implement standard tracking processes with the intent of adoption starting Semester 2.	Jan. 2022- Feb. 2022
Training	Provide virtual and in person training to schools and data teams around the use and tracking of Data Wise implementation.	Feb. 2021- Mar. 2022 / Aug. 2022 - Sep 2022
Dashboard/Report Buildout	In concert with the process design and implementation, interviews with various stakeholders at the district level will be conducted to understand the needs around district level aggregation of Data Wise implementation. Through that collaboration a set of dashboards & reports will be designed, built, tested, and refined.	Jan. 2022- Jun. 2022
	Phase II	
Understanding & Measuring Impact	Following the roll out of a standardized process to collect implementation data, the work will build towards connecting implementation data with student data to track and measure the impact of data teams across the district.	Jun. 2022-Jun. 2023

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Fee Proposal

The staff at DillingerRAD will carry out both phases of work detailed above. There will be three Project Positions to handle the work across both years. The table below covers position descriptions and responsibilities for the ***entire project***, estimated time required to complete the work and the project budget for each position.

Project Position	*Position Description & Responsibilities*	*Budget Hours(Cost)*
Nick Stellitano (Project Lead)	Experienced manager overseeing the entire project including landscape analysis, stakeholder engagement, data analysis, development of dashboards/tools and system design and buildout. Lead would also oversee development of deliverables. Expertise in programming and data visualization.	750hrs ($75,000)
Data Specialist	Provide support around the landscape analysis, stakeholder interviews, data cleaning, and in person training and consultations.	500hrs ($40,000)
Data Wise Coach	Provide regular support and insight around the Data Wise process to include providing consultation around implementation metrics, assessment of Data Wise implementation fidelity, and training.	210hrs ($21,000)
Budget Totals		1460hrs ($136,000)

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4. Business Agenda

Subject	**4.4 Contract Amendment Approval: Cumberland Therapy**
Meeting	Nov 16, 2021 - Regular Meeting
Type	Action
Dollar Amount	$600,000.00
Budget Source	General Funds
Recommended Action	Motion that the Hartford Board of Education authorize the Superintendent to amend the contract with Cumberland Therapy, for the term delineated in the contract, for the additional amount of $600,000, ending June 30, 2022.

- Cumberland Therapy Services, LLC will be contracted to provide paraeducator support to mandated Hartford Public Schools students who require adult support on their IEP. Due to a shortage of paraeducators, it is necessary to utilize this service to ensure compliance with state and federal education guidelines.
- Hartford Public Schools has worked with Cumberland Therapy Services, LLC for the past several school years and has had a very successful relationship. They have been able to fill all our requested positions in a timely manner, with their highly skilled and professional staff.
- Hartford Public Schools has contracted with other companies in the past, but have had issues filling vacancies, causing delays and risking compliance issues.
- During the 2021-2022 school year, we would contact for 20 paraeducators with Cumberland Therapy Services, LLC. This contract is economical in that we pay the company a flat fee, and do not pay for their benefits.
- The cost is paid from existing salary lines, from the positions that could not be filled.
- Original contract was approved by the board on July 20, 2021 for $925,000, for Language, Speech and Hearing Pathologists.

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4. Business Agenda

Subject	**4.5 Resolution: Temporary Suspension of Policy**
Meeting	Nov 16, 2021 - Regular Meeting
Type	Action
Fiscal Impact	No
Recommended Action	Motion that the Board of Education, pursuant to Policy 9314, Suspension of Policies, Bylaws, Regulations, temporarily suspend Policy 9310, Development, Distribution and Maintenance of Manual of Policies, Regulations, Bylaws, for the purpose of voting on the policies listed in agenda item 4.6.

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4. Business Agenda

Subject **4.6 Adoption of Policies en masse policies - Recodification and Legal Reference Updates**

Meeting Nov 16, 2021 - Regular Meeting

Type Action

Recommended Action Motion that the Hartford Board of Education adopt the policies listed below.

The policies being adopted contain only re-codification (numbering) and legal reference updates.

Policy Title	Number	District's Former Number
Communications with the Public	1100	1110
Parent Involvement	1110.1	1205
		5123
School Governance Council	1110.3	1211
Constituent Services	1110.4	1206
Recognition of Citizens, Staff Members, Members of Board of Education, Students	1170	1146
Educational Foundations	1260	1215
Community Schools	1260.1	1260
Community Partnerships	1260.2	1261
Relations With Youth Organizations (Before and After School Childcare Programs	1327	1330.1
State/Federal Funds	3220	3210
Gifts, Grants and Bequests	3280	3230
School Fund Raisers	3281	5159
Paying for Goods & Services	3326	3320
Periodic Audit	3434	3420
Petty Cash Funds	3451	3460
School Activity Fund	3453	3455
Equipment ("Maintenance and Control of Materials")	3514	3445
Safety Inspections	3516	3510
Hazardous Materials Communication	3516.11	3520
Accident Prevention	3516.3	5154
Insurance	3532	3540
Transportation	3541	5181
Privately Owned Vehicles	3541.44	3550
Student Behavior	3541.7	5182
Food Service	3542	3560
Vending Machines	3542.45	3565
Mail and Delivery	3543.13	3570
Capital Outlay	3560	3150
Nondiscrimination	4118.114218.11	4118.11
Sexual Harassment	4118.112	4118.31/
Harassment	4118.113	4118.3
Alcohol and Drugs	4118.231	4118.4
Smoking and Tobacco Use		4118.41
Weapons and Dangerous Instruments	4118.233	4118.5
Prohibition on Recommendations for Psychotropic Drugs	4118.234	4118.7
Acceptable Computer Network Use	4118.5	4118.6
Social Networking	4118.51	4118.61/
Travel; Reimbursement	4133	3530

Foreign Exchange Students	5111.1	5112
Ages of Attendance	5112	5113
Attendance and Excuses	5113	5114
Request for Early Dismissal	5113.15	5114.1
School Attendance Areas	5117	5116
Nonresident Attendance	5118	5117
Academic Dishonesty/Plagiarism	5121.3	5139
Student Records; Confidentiality	5125	5124
Health/Medical Records	5125.11	5125
Assault/Threats	5131.2	5134
Vandalism	5131.5	5135
Drugs, Tobacco, Alcohol	5131.6	5131.6
		5137
Steroid Use	5131.62	5137.1
Parent Conferences		6144
Out of School Grounds Misconduct (Conduct of Athlete)	5131.8	5132
Gang Activity or Association	5131.9	5138
Hazing	5131.91	5138.1
Dress and Grooming (Student Attire)	5132	5140
Married/Pregnant Students	5134	5169
Communicable/Infections Diseases	5141.22	5155
Students with Special Health Care Needs/Food Allergy Management	5141.25	5152
Health Assessments & Immunizations	5141.3	5153
Reports of Suspected Abuse or Neglect or Sexual Assault of Students	5141.4	4118.21
Reporting of Child Abuse and Neglect of Mentally Retarded Adults	5141.41	4118.2
Suicide Intervention and Prevention	5141.5	5157
Student School Time Accident Insurance	5143.1	5158
Use of Physical Force	5144.1	5167
Physical Restraint, Seclusion and Use of Exclusionary Time-Out	5144.11	5173
Physical Exercise and Discipline of Students	5144.4	5131.1
Questioning and Apprehension/Police in Courts	5145.11	5164
Search and Seizure	5145.12	5166
Use of Metal Detectors	5145.123	5166.1
Freedom of Speech/Expression	5145.2	5161
Student Government	5145.21	6121
Nondiscrimination	5145.4	5162
Exploitation; Sexual Harassment	5145.5	5163.1
Harassment	5145.52	5163
Research Involving Students	5156	5170
Release Time	6113	1610
Bomb Threats	6114.3	6160
Emergency Closings	6114.6	6164
Equal Educational Opportunity	6121.1	6110
Computers: Acceptable Use of the Internet, Other	6141.321	5171.1
Student Volunteers and Community Service	6141.42	6123
Service Learning Project	6141.421	6130
Advanced College Placement/Honors	6141.5	6120
School Readiness/Day-Care	6141.8	6128
Family Life and Sex Education (Reproductive Health Education)	6142.1	6113
Student Nutrition (Student Wellness)	6142.101	6142.101
Student Volunteers and Community	6141.42	6123

Service		
Physical Activity	6142.61	6142.2
Aquatic Activity Safety (Pool Safety)	6142.63	5160.1
Publications	6145.3	6125
Organizations/Associations	6145.5	6124
National Honor Society	6145.51	6122
Graduation Requirements	6146	6140
Field Trips	6153	6126
Homework/Make-Up Work	6154	6127
Extended Day/Year Programs	6155	6129
Individualized Education /Special Education Program	6159	6132
Equipment, Books and Materials: Provision/Selection	6161	6150
Damage of Instructional Materials: Fees/Fines/Charges	6161.21	5172
Acquired Immune Deficiency Syndrome (AIDS)	6164.12	6112
Magnet Schools	6172.12	6110.1
Homeschooling	6172.3	6171
Smaller Learning Communities	6172.4	6116
Virtual/Online Courses	6172.6	6131
Evaluation of the Instructional Program ("School Accountability")	6180	2500
Adult/Continuing Education	6200	6170
Planning	7100	6180
Retirement of Buildings	7113.1	3600
Temporary School Facilities ("Lease/Acquisition")	7114.2	3700
Naming of Facility	7551	3505
Monitoring Products and Processes "Management Oversight"	9400	9322

4. Business Agenda

Subject	**4.7 Facility Use Agreement: Hope Academy 2**
Meeting	Nov 16, 2021 - Regular Meeting
Type	Action
Dollar Amount	$72,000.00
Budget Source	Special Funds: ESSER Funds
Recommended Action	Motion that the Hartford Board of Education authorize the Superintendent to execute the Facility Use Agreement with the Boys & Girls Club, for Hope Academy 2, for the term delineated in the agreement, ending June 30, 2022.

As part of the HPS Strategic Operating Plan and the CSDE's authorized uses for the ARP/ESSER funds*, the district will expand the Hope Academy, and house Hope Academy 2 at the Boys & Girls Club (BGCH)

The facility use agreement is for 6 months, (December 2021 – June 2022) for $72,000. Funding was allocated with the ESSER/ARP funding.

The cost will go to incremental utility costs for the hours the school is in the building, general wear & tear on FF&E (Furniture, Fixtures and Equipment). The Boys and Girls Club also gives HOPE Academy students (1 and 2) membership at no cost. Also, BGCH provides financial literacy and workforce readiness programs and activities during the school day, and provides staffing to implement a variety of programs and services to students at no additional cost. BGCH also provides HOPE Academy students paid internships during the school year and summer.
The students and HPS staff will have access to BGCH's College & Career Center, Computer Lab, Arts & Crafts Room, Music & Drama Room, Teen Center, and gymnasium.

The HOPE Academy offers students academic credit in core content classes (English, Math, Science, Social Studies) taught by certified staff trained in project-based learning. It allows students to participate in internships and programming that helps them lead healthy lifestyles, develop good character and citizenship, and achieve academic success. Targeted students are experiencing behavior difficulties in the larger school setting and need a temporary smaller setting. The goal is to transition the student back to the high school with recovered credits and coping/management skills.

Hope Academy 1 supports students from HPHS at the Sigourney Street Boys and Girls Club, and now Hope Academy 2 will support students from Weaver and Bulkeley High Schools at the South End Boys & Girls Club.

* 1.Academic Supports, Learning Loss/Acceleration/Recovery: the supports must be targeted and in response to learning loss assessments. Vulnerable populations will have to be prioritized.
2.Family Community Connection: initiatives to engage families

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4. Business Agenda

Subject	**4.8 Approval of Minutes (10/19/2021)**
Meeting	Nov 16, 2021 - Regular Meeting
Type	Action, Minutes
Recommended Action	Motion to approve minutes of the October 19, 2021 Regular Board Meeting.

Regular Meeting (Tuesday, October 19, 2021)

Members present
Ayesha Clarke, Craig Stallings, Kimberly Oliver, Shonta Browdy, AJ Johnson, Jim Shmerling

1. Opening

1.1 Call to Order

1.2 Roll Call

1.3 Opening Statement

2. Dialogue Session

Information: 2.1 Public Comment

Victor Cristofaro, Principal at Burns. Unions asked for safe/secure environment, partnership with cabinet, clear health protocols, respectful climate; doesn't feel any of this has happened. Wants Superintendent/cabinet to work with them.

Carol Gale, President of the Hartford Federation of Teachers, stated that resignations are high across the country/industries. Staff now do not have the same benefits/opportunities that she did through her career with HPS. Need to show appreciation for staff, help with workloads, etc. to retain staff in collaboration with union leaders.

Shelly Davis, president of the Paraeducator's union, echoed Mr. Cristofaro's comments, that union demands have not been met. Communications are unclear, staff don't feel safe. There are two paras who worked during summer that have not been paid. Board needs to ensure students and staff are given support necessary to succeed. Encouraged Board members to shadow employees. Requesting Superintendent/cabinet work with unions to improve working conditions.

Raquel Calderon, spoke on supporting the unions and everything they're asking for. Many teachers are not happy and are looking to leave the district. Need better benefits. Need more paras. Need more 1:1 help for students. Not enough substitutes because pay is not high enough.

Lisa Kessler, Special ed teacher in HPS since 1988. Students are being asked to use ipads for speech and language therapy after teacher left. Already had challenging case loads and since losing staff it's even more unmanageable, no planning time. School has lost many teachers this year. what is being done to attract and retain teachers? Need to retain longevity bonus. Believes more teachers will resign unless something is done.

Wilfredo Medina, Representing School Safety Officers. Has been SSO for 34 years. Has been assaulted many times, has permanent back injuries. No matter what happens SSOs continue to come to work and keep people safe. SSOs deserve a respectable contract.

Mario Robles, SSO union secretary. More student assaults/lockdowns/etc. TikTok challenges have been difficult. SPOs have been confiscating a lot of weapons. Substance abuse problems in schools. Staff and officers are being assaulted. Staff absences are increasing, more students in schools with no direction. Needs Board to support staff.

Davey Velez, SPO President. Same points as Cristofaro, Board/District have not met union demands. Superintendent/Cabinet need to work with unions to create better working conditions.

Tifffany Moyer-Washington, Teacher. Feels tired and overworked. Work day is too long, pay is too low. Deserve more than insignificant bonuses. Excessive amounts of training. Job is emotionally and physically draining. Need a half day a month to collaborate with colleagues. Need autonomy to make PD decisions. Need more time, not more training. Teachers need time to listen, reflect, and plan.

Sherwin Haynes, Spoke to support HPU contract

Raquel Smith, Spoke to support HPU contract

Belkis Guzman Spoke to support HPU contract

Cauleen Bennett, Spoke to support HPU contract

Damaris Bolorin, Spoke to support HPU contract

Milagros Vega, Spoke to support HPU contract

Rosanna Davalos, Spoke to support HPU contract

Imelda Barajas, Spoke to support HPU contract

Edwin Espinoza, Spoke to support HPU contract

Elizabeth Rivera, Spoke to support HPU contract

Wanda Ortiz, Spoke to support HPU contract

Anna Cruz, Spoke to support HPU contract

Jane Grahn, HPS Teacher. Hasn't had a real raise in 5 years. A lot of her money goes to classroom/student supplies. Staff bonus didn't even cover groceries. Teachers don't have enough time to do everything they need to do. Does not feel supported by the district.

Shavone Russell, Secretary of the nurses' union. Insurance plan is not adequate. Cannot get important screenings/care because of insurance plan. New contract for nurses needs better healthcare options. Does not understand where they are in negotiations process and why the district won't shift to state health plan.

Sharon Douglas, Paraeducator, stated the Ratio of teachers and paras to students is not good. iGoal paras were in the building with students while others worked remote, didn't get essential worker compensation. Felt bonus was insulting. District is losing too many teachers.

Christopher Ewing, Collapsing class sizes across the district is major problem. Staffing shortage is negatively impacting his school. Long term subs are teaching subjects they aren't qualified for. Staff are stressed and considering leaving earlier than expected. District needs to do better recruiting and retaining staff.

Lucy Smith, Spoke to support HPU contract

Ellen Mathiss, Spoke to support HPU contract

Wanda Jones, Local 566 member. Wants District to utilize dept sharing between buildings.

John Walton, Local 566 member. More investment in 566 staff is imperative. Wants Superintendent/Board to honor performance incentive portion of contract, recognizing their service during pandemic. Mitigation strategies were unclear, COO and Staff Attorney were very helpful. Strategies have still not been clearly communicated. Staff have been disciplined when they don't understand the procedures. Need more training instead of discipline.

Drupatti Phulbas, Spoke to support HPU contract

Natalie Delgado-Pastor Spoke to support HPU contract

Janieka Lewis, Spoke to support HPU contract

Lashawn Robinson, Spoke to support HPU contract

Jane Russell, Spoke to support HPU contract

Joshua Rosario, Spoke to support HPU contract

Jaritza Rosado, Spoke to support HPU contract

Jessie Pierce, Spoke to support HPU contract

3. Reports

All reports are in the meeting agenda.

3.1 Report of the Chair

3.2 Report of the Superintendent

3.3 Teaching & Learning Committee Report

3.4 School Choice & Facilities Committee Report

3.5 Policy Committee Report

3.6 Family & Community Engagement Committee Report

3.7 Finance & Audit Committee Report

4. Business Agenda

4.1 Contract Approval: Hartford Parent University
Motion that the Hartford Board of Education authorize the Superintendent to execute the contract with Hartford Parent University, for the term delineated in the contract, ending June 30, 2022, at an amount not to exceed $232,800.

Motion by AJ Johnson, second by Kimberly Oliver.
Final Resolution: Motion Passed
Aye: Ayesha Clarke, Kimberly Oliver, Shonta Browdy, AJ Johnson, Jim Shmerling
Not Present at Vote: Craig Stallings

4.2 Contract Approval: TNTP, Inc.
Motion that the Hartford Board of Education authorize the Superintendent to execute a contract with TNTP, for the term delineated in the contract, ending June 30, 2022, at an amount not to exceed $111,235.

Motion by Jim Shmerling, second by Kimberly Oliver.
Final Resolution: Motion Passed
Aye: Ayesha Clarke, Kimberly Oliver, AJ Johnson, Jim Shmerling
Nay: Shonta Browdy
Not Present at Vote: Craig Stallings

4.3 Contract Approval: Blue Hills Civic Association
Motion that the Hartford Board of Education authorize the Superintendent to execute a contract with Blue Hills Civic Association for the term delineated in the contract, at an amount not to exceed $285,000, ending July 31, 2022.

Motion by AJ Johnson, second by Jim Shmerling.
Final Resolution: Motion Passed
Aye: Ayesha Clarke, Kimberly Oliver, Shonta Browdy, AJ Johnson, Jim Shmerling
Not Present at Vote: Craig Stallings

4.4 Contract Approval: ReadyCT
Motion that the Hartford Board of Education authorize the Superintendent to execute the contract with Ready CT for the term delineated in the contract, ending June 30, 2022, at an amount not to exceed $246,980.

Motion by Jim Shmerling, second by Shonta Browdy.
Final Resolution: Motion Passed
Aye: Ayesha Clarke, Kimberly Oliver, Shonta Browdy, AJ Johnson, Jim Shmerling
Not Present at Vote: Craig Stallings

4.5 Second Reading and Adoption: Core Beliefs and Commitments
Motion that the Hartford Board of Education adopts Policy 0000 Core Beliefs and Commitments.

Motion by AJ Johnson, second by Kimberly Oliver.
Final Resolution: Motion Passed
Aye: Ayesha Clarke, Kimberly Oliver, Shonta Browdy, AJ Johnson, Jim Shmerling
Not Present at Vote: Craig Stallings

4.6 Second Reading and Adoption: Policy 6140 - Graduation Requirements
Motion that the Hartford Board of Education adopts the amended Policy 6140 - Graduation Requirements.

Motion by Jim Shmerling, second by AJ Johnson.
Final Resolution: Motion Passed
Aye: Ayesha Clarke, Kimberly Oliver, Shonta Browdy, AJ Johnson, Jim Shmerling
Not Present at Vote: Craig Stallings

5. Consent Agenda

Action (Consent): 5.1 Approval of Consent Agenda
Resolution: Motion to approve consent agenda items.

Motion to approve consent agenda items.

Motion by Kimberly Oliver, second by Jim Shmerling.
Final Resolution: Motion Passed
Aye: Ayesha Clarke, Kimberly Oliver, Shonta Browdy, AJ Johnson, Jim Shmerling
Not Present at Vote: Craig Stallings

Action (Consent): 5.2 Acceptance of Funds: Adult Education Provider Grant

Resolution: Motion that the Hartford Board of Education authorize the Superintendent to accept funds in the amount of $2,802,300 from the CT State Department of Education Adult Education Provider Grant.

Motion to approve consent agenda items.

Motion by Kimberly Oliver, second by Jim Shmerling.
Final Resolution: Motion Passed
Aye: Ayesha Clarke, Kimberly Oliver, Shonta Browdy, AJ Johnson, Jim Shmerling
Not Present at Vote: Craig Stallings

Action (Consent): 5.3 Acceptance of Funds: Adult Education CEE Grant
Resolution: Motion that the Hartford Board of Education authorize the Superintendent to accept funds in the amount of $116,304 from the Cooperating Eligible Entity grant.

Motion to approve consent agenda items.

Motion by Kimberly Oliver, second by Jim Shmerling.
Final Resolution: Motion Passed
Aye: Ayesha Clarke, Kimberly Oliver, Shonta Browdy, AJ Johnson, Jim Shmerling
Not Present at Vote: Craig Stallings

Action (Consent), Minutes: 5.4 Approval of Minutes (9/21/21)
Resolution: Motion to approve minutes as attached.

Motion to approve consent agenda items.

Motion by Kimberly Oliver, second by Jim Shmerling.
Final Resolution: Motion Passed
Aye: Ayesha Clarke, Kimberly Oliver, Shonta Browdy, AJ Johnson, Jim Shmerling
Not Present at Vote: Craig Stallings

6. Closing

Action: 6.1 Adjournment
Motion to adjourn.

Motion by Kimberly Oliver, second by AJ Johnson.
Final Resolution: Motion Passed
Aye: Ayesha Clarke, Kimberly Oliver, Shonta Browdy, AJ Johnson, Jim Shmerling
Not Present at Vote: Craig Stallings

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5. Closing

Subject	**5.1 Adjournment**
Meeting	Nov 16, 2021 - Regular Meeting
Type	Action
Recommended Action	Motion to adjourn.