

STATE OF CONNECTICUT
MUNICIPAL ACCOUNTABILITY REVIEW BOARD (MARB)

REGULAR MEETING NOTICE AND AGENDA
Hartford Subcommittee of the MARB

Meeting Date and Time: Thursday, November 18, 2021 10:00 AM – 12:00 PM

Meeting Location: This will be a virtual meeting. Meeting materials may be accessed at the following website:
<https://portal.ct.gov/OPM/Marb/West-Haven-Committee-Meetings-and-Materials>

Call-In Instructions: Meeting participants may use the following telephone number and access code

Telephone Number: (860) 840-2075

Meeting ID: 259 403 477

Agenda

- I. Call to Order & Opening Remarks
- II. Approval of Minutes:
 - a. October 21, 2021 regular meeting
- III. Presentation: Norwalk Special Education Reform Initiative
- IV. Review and Discussion: Hartford Public Schools Special Education
- V. Update: BOE Health Insurance Consultant
- VI. Review and Discussion: Mitigation Measures Action Plan
- VII. Other Related Business
- VIII. Adjourn

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STATE OF CONNECTICUT
MUNICIPAL ACCOUNTABILITY REVIEW BOARD (MARB)

REGULAR MEETING MINUTES
Hartford Subcommittee of the MARB

Meeting Date and Time: Thursday, October 21, 2021 10:00 AM – 12:00 PM

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Meeting ID: 212 554 260

Members in Attendance: Kimberly Kennison (OPM Secretary designee), Christine Shaw (State Treasurer designee), David Billings, Mark Waxenberg, Robert White, Matthew Brokman

City Officials in Attendance: Jennifer Hockenhill, Phillip Penn

OPM Staff in Attendance: Julian Freund

I. Call to Order & Opening Remarks

The meeting was called to order at 10:07 AM.

II. Approval of Minutes:

a. July 22, 2021 regular meeting

Mr. White made a motion to approve the minutes, with a second by Mr. Waxenberg. The motion passed unanimously.

III. Review and Discussion: HPS Health Insurance

The MARB had previously received two analyses that attempted to project the impact of transitioning Hartford Schools employees to the State Partnership Health Plan. An analysis commissioned by a group of unions projected annual savings of \$7 million from making the transition. An analysis by the City's and district's health insurance consultant, Segal, projected a change to the Partnership would be more expensive for the District. Census and enrollment data have been compiled along with the district's self-insured renewal rates as background data for further analysis. Mr. Penn pointed out that some of the bargaining unit contracts that are currently in negotiations still feature PPO plans, though the largest group (Teachers) has completed moved to the high deductible HSA plan. The HSA plan is clearly a lower cost plan for the district. Mr. Penn provided an overview of the administrative and other fees that are included in the equivalent fully underwritten rates along with the cost of

claims. The fully underwritten rates have been the rates charged internally, but Mr. Penn indicated that the district may move to a less costly rate to the district and employees that is based on the allocation rate plus a margin for building reserves. The difference in the two analyses from Segal and the unions group cannot be fully explained at this point, but clearly is related to differences in assumptions being used.

Mr. Waxenberg said that self-insured plans often generate recurring annual surpluses because projected trendlines are not realized and become a way of accumulating available cash. He noted discrepancies in the rates depicted in the analyses provided. He asked what the ASO rate being charged by Anthem is and the broker fee charged by Segal. Mr. Penn will research and provide the ASO rate. The Segal rate is about \$160,000 in total with \$90,000 paid by the district and \$70,000 paid by the City.

Mr. Waxenberg asked that in a final analysis, that all of the costs associated with providing health care, including the premium, retention fees, and other costs, be considered. He suggested reviewing the clause in Norwalk labor contracts regarding the State Partnership plan and the protection it provides the district. Subcommittee members discussed the loss of control of plan design in a fully insured structure. Members suggested the subsequent analysis should consider differences in plan design. Summary plan descriptions will be gathered for that part of the analysis.

IV. Review and Discussion: Mitigation Measures Action Plan

Ms. Hockenull reviewed the highlights of the updated status report on budget mitigation measures. She noted that private duty police jobs have picked up reflecting a higher level of activity in the City. A number of grant applications have been prepared, though the target for grant proceeds may need to be brought down in subsequent meetings. A detailed report on energy efficiencies was included as part of the written report. A project manager has been hired to help with cost reduction strategies in the procurement area. The first Fleet working group meeting with Fire, Police and Public Works has been held, with the intent of developing strategies for lowering fleet costs. The measures currently being pursued are not required in order to balance this year's budget, but will help to generate savings that can carry forward to future fiscal year budgets. Ms. Shaw asked if there are any plans for installing electric vehicle charging stations in the downtown area. Ms. Hockenull said she would look into whether there are any plans. Mr. Waxenberg asked about some of the persistent Police private duty receivables that exceed 120 days. Ms. Hockenull said the City is working with the collection agency in determining whether some of the delinquencies are the result of businesses going out of business.

V. Other Related Business

None.

VI. Adjourn

Mr. Waxenberg made a motion to adjourn with a second by Mr. White. The meeting adjourned at 10:52 AM.



NORWALK
Public Schools

Norwalk's Special Education Reform Initiative

November 18, 2021

Where we started: CREC Report

- CREC Special Education Review – Dec. 2015:
 - Findings were extremely critical of the District
 - No progress found since earlier reports in 2008 and 2012
 - Current situation was found to be “critical” and implored the District to act with urgency
- Extremely high turnover of leadership with the Special Education Department
- Lack of timely contracts for outplaced students and contractual service providers and no system for tracking such contracts, meant the District was “flying blind” most of the year, with no idea of how much money we were spending
- Persistent large over-expenditures of the special education budget (and budgets which were not based on data and actual trends) were common

Where we started: CREC Report

- Report identified six priority goals that needed to be accomplished:
 - Improve recruitment, hiring, supervision, training, scheduling and retention of high quality special education staff
 - Implement an organizational structure that provides tiered school supervision, support, and authority to create and implement consistent standards and processes
 - Increase the focus on teaching and learning, high quality services, sufficient resources, fidelity of implementation, full continuum of services and least restrictive environment for students with disabilities
 - Implement and monitor standards for special education across the district and achieve compliance with IDEA requirements
 - Improve control and more effective use of special education resources
 - Improve parent and staff communication

SPED Development Fund

- Historic over-reliance on one-to-one aides and outplacement of students as the primary tools used by the district
- CREC Recommendation: Full continuum of special education services including in-district options for students with autism and emotional disturbance disorders
- \$3.6 million supplemental funding provided by City over a three-year period to allow the District to build in-house programs and capacity, while continuing to maintain all existing student outplacements and outside contractual service providers
- Formal MOU between City and BOE outlining obligations of the parties and planned uses of supplemental funds
- Fund sunset after three years, on assumption that annual savings on outplacements and contracted services by then would meet or exceed the cost of operating the in-house programs

SPED DEV. FUND - FINANCIAL ANALYSIS

	High School ED Program	Elementary Autism Program	Consolidate In-House 10 Student Elementary Autism Program (K-2)
Avg Per Student Tuition	\$ 60,000	\$ 156,200	\$ 125,000
Number of Students	10	5	1
Total Current Tuition	\$ 600,000	\$ 781,000	\$ 125,000
(4) 1:1 aides @ 2,520 per month/each	\$ 100,800		0
1:1 ABA's and related BCBA Services @ 98,880/yr			\$ 889,920
Other Professional Services (OT, speech therapy, etc.)	\$ 25,000	\$ 19,000	\$ 46,000
TOTAL	\$ 725,800	\$ 800,000	\$ 1,060,920
In-house Program Costs:			
Teachers/Other Certified Professionals at \$92,000/ea	\$ 92,000.00	\$ 276,000	\$ 184,000
Classroom aides at \$36,400/ea	\$ 36,400.00	\$ 109,200	\$ -
(4) In-House 1:1 aides at \$36,400/each	\$ 145,600.00	\$ -	\$ -
Shared ABA Therapists 3:1 (contacted with IPP)			\$ 395,520
FICA & Medicare Tax	\$ 15,257.00	\$ 12,356	\$ 2,668
Health Benefits at \$17,437/ea (net cost to Board)	\$ 104,622.00	\$ 104,622	\$ 34,874
Other Professional Services	\$ 25,000.00	\$ 19,000	\$ -
Supplies & Materials	\$ 10,000.00	\$ 5,000	\$ -
TOTAL	\$ 428,879.00	\$ 526,178	\$ 617,062
Projected Annual Savings	\$ 296,921.00	\$ 273,822	\$ 443,858
Savings as % of Current Expense	41%	34%	42%
IRR CALCULATION:			
Year 0	\$ (428,879.00)	\$ (526,177.80)	
Year 1	\$ 296,921.00	\$ 273,822.20	
Year 2	\$ 296,921.00	\$ 273,822.20	
Year 3	\$ 296,921.00	\$ 273,822.20	
Internal Rate of Return	48%	26%	
Simple Payback Period, in years	1.4	1.9	

SPED DEV. FUND - FINANCIAL ANALYSIS

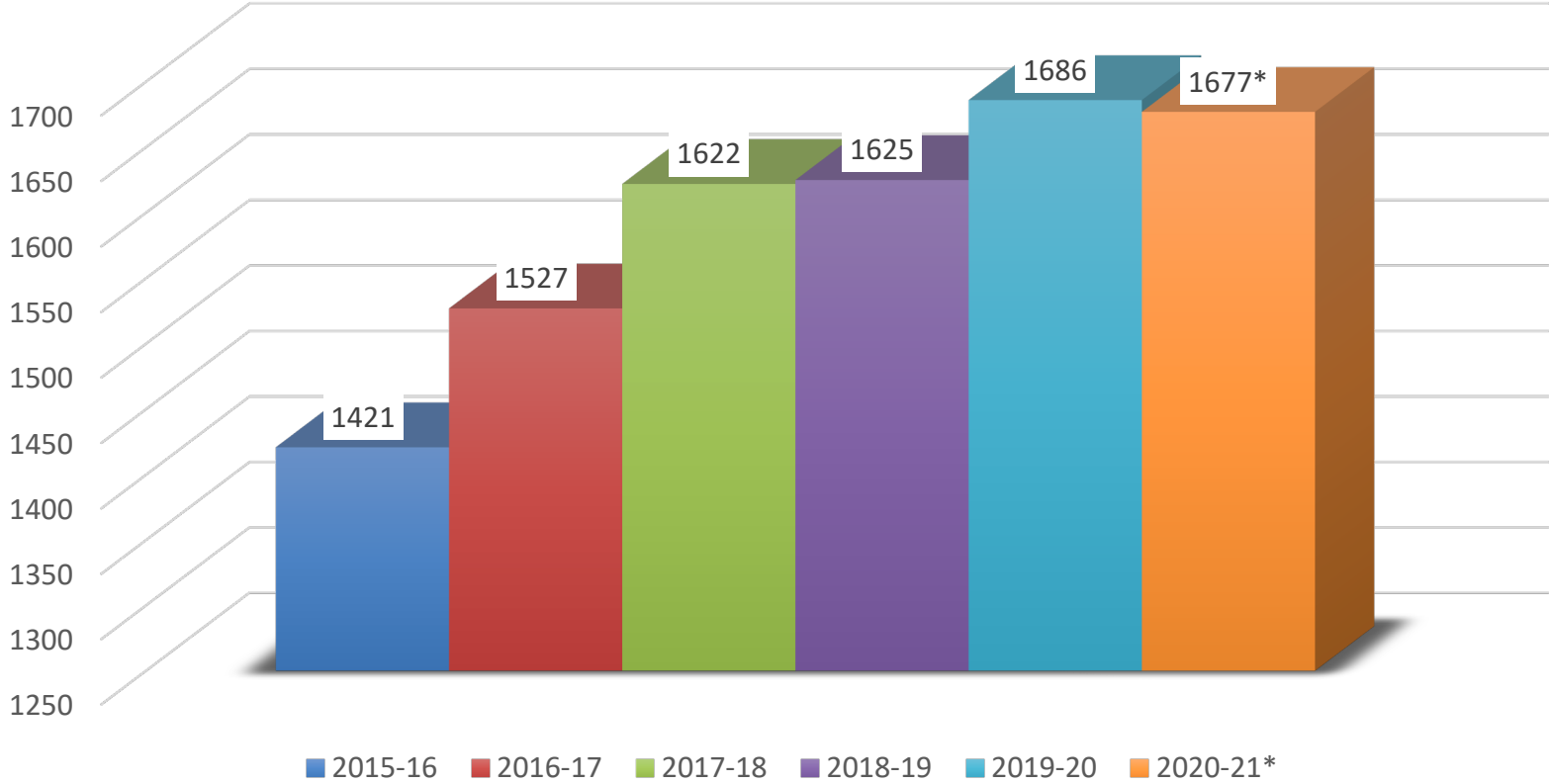
	# of Outplaced Students	Per Student Cost	AS IS Cost - No SPED Development Fund	Total Projected Outplacement Costs - With SPED Development	Replacement In-house Service Costs - 35% Savings	SPED Development Fund	Total Projected Cost	Savings
Current	136	\$ 72,347	\$ 9,839,192					
Year 1	136	\$ 75,241	\$ 10,232,760	\$ 10,232,760		\$ 1,200,000	\$ 11,432,760	\$ (1,200,000)
Year 2	121	\$ 78,251	\$ 10,642,070	\$ 9,468,312	\$ 762,943	\$ 1,200,000	\$ 11,431,255	\$ (789,185)
Year 3	111	\$ 81,381	\$ 11,067,753	\$ 9,033,239	\$ 1,322,434	\$ 1,200,000	\$ 11,555,673	\$ (487,920)
Year 4	101	\$ 84,636	\$ 11,510,463	\$ 8,548,211	\$ 1,925,463	\$ -	\$ 10,473,675	\$ 1,036,788
Year 5	91	\$ 88,021	\$ 11,970,882	\$ 8,009,928	\$ 2,574,620	\$ -	\$ 10,584,548	\$ 1,386,334
Year 6	86	\$ 91,542	\$ 12,449,717	\$ 7,872,615	\$ 2,975,116	\$ -	\$ 10,847,731	\$ 1,601,986
Year 7	86	\$ 95,204	\$ 12,947,705	\$ 8,187,520	\$ 3,094,121	\$ -	\$ 11,281,640	\$ 1,666,065
Year 8	86	\$ 99,012	\$ 13,465,614	\$ 8,515,020	\$ 3,217,886	\$ -	\$ 11,732,906	\$ 1,732,708
Year 9	86	\$ 102,972	\$ 14,004,238	\$ 8,855,621	\$ 3,346,601	\$ -	\$ 12,202,222	\$ 1,802,016
Year 10	86	\$ 107,091	\$ 14,564,408	\$ 9,209,846	\$ 3,480,465	\$ -	\$ 12,690,311	\$ 1,874,097
TOTAL			\$ 122,855,609	\$ 87,933,073	\$ 22,699,648	\$ 3,600,000	\$ 114,232,721	\$ 8,622,887
							NPV	\$6,601,305
Assumptions:								
1. In-District programs are projected to be able to accommodate 15 students during year 2; 10 students per year during years 3-5; and 5 students in year 6.								
2. Out-of-district tuition costs are projected to increase at 4% per year.								
3. In-house costs will save 35% compared to outplacement costs per student.								
4. Discount rate is 3%.								

IN-HOUSE NPS SPECIAL EDUCATION PROGRAMS

- Elementary Co-Teaching Model
- Special LEAP Class/ABA
- NEST Program
- Transition Program
- Special Class Program
- SUCCESS Program
- Special Class Program – High School
- Special Class – Project SEARCH
- Norwalk Next Steps
- High School Co-Teaching Model

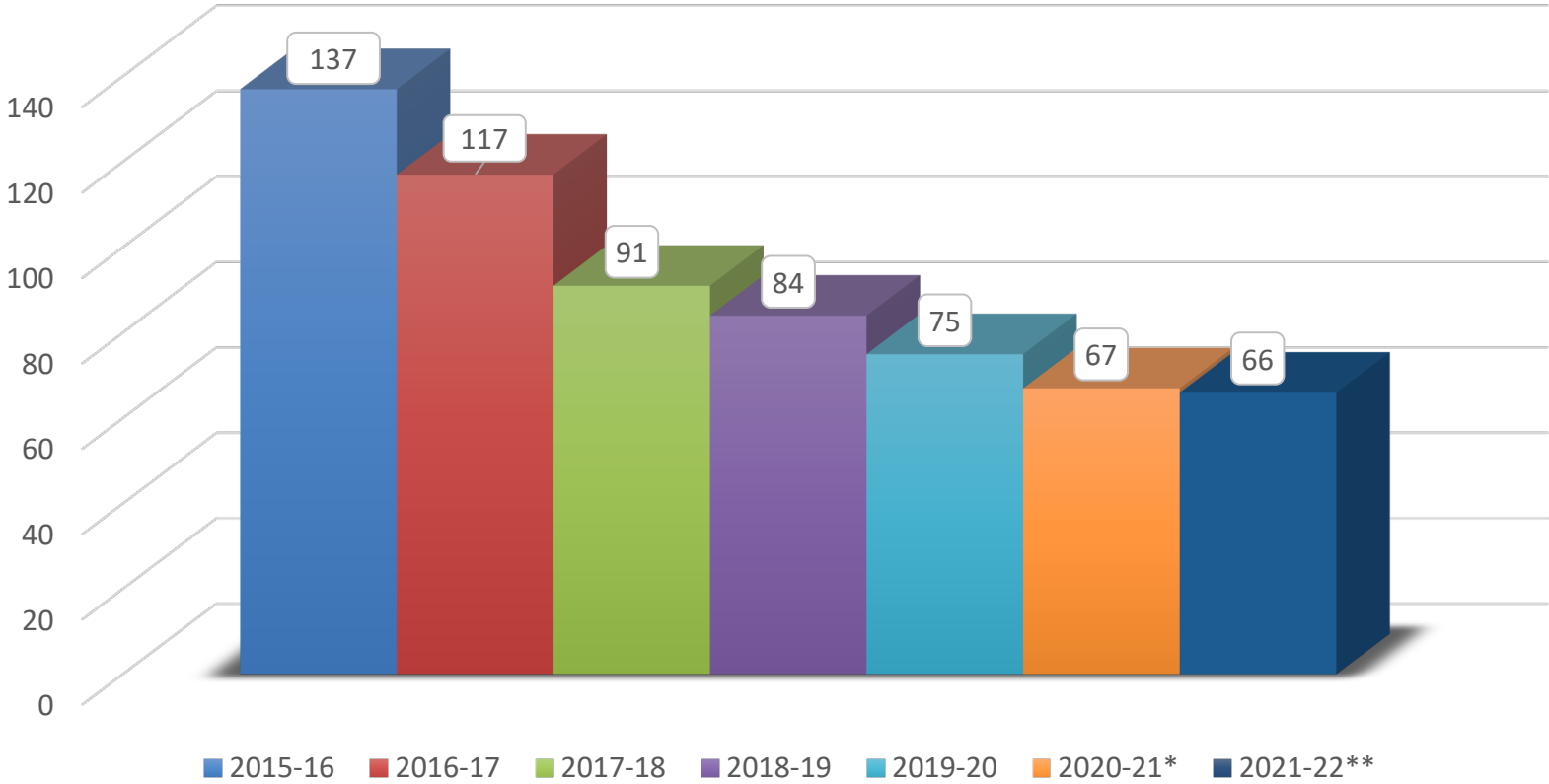
Special Education: Student Counts

Special Education Student Count (CT EdSight)



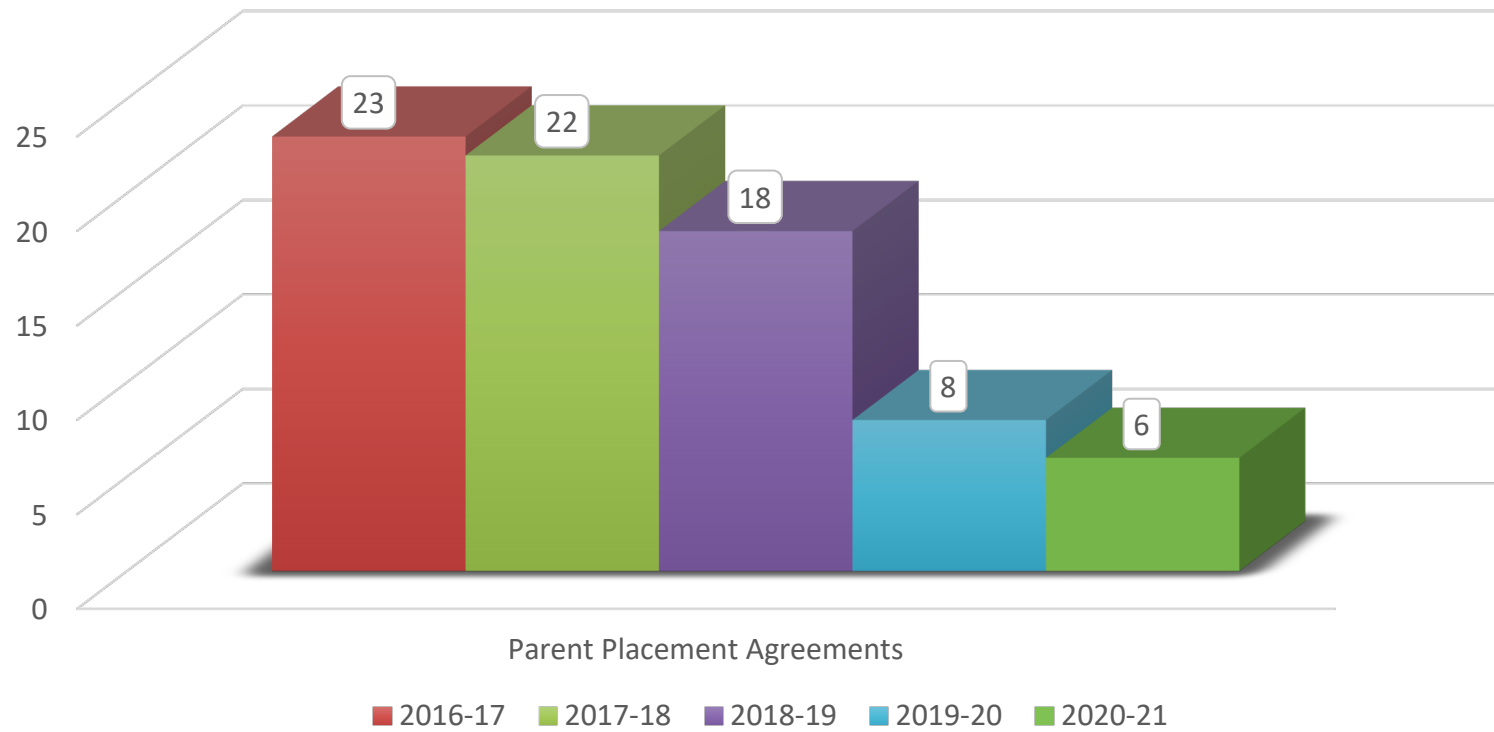
Student Outplacements

Out of District: End-of-Year Student Count



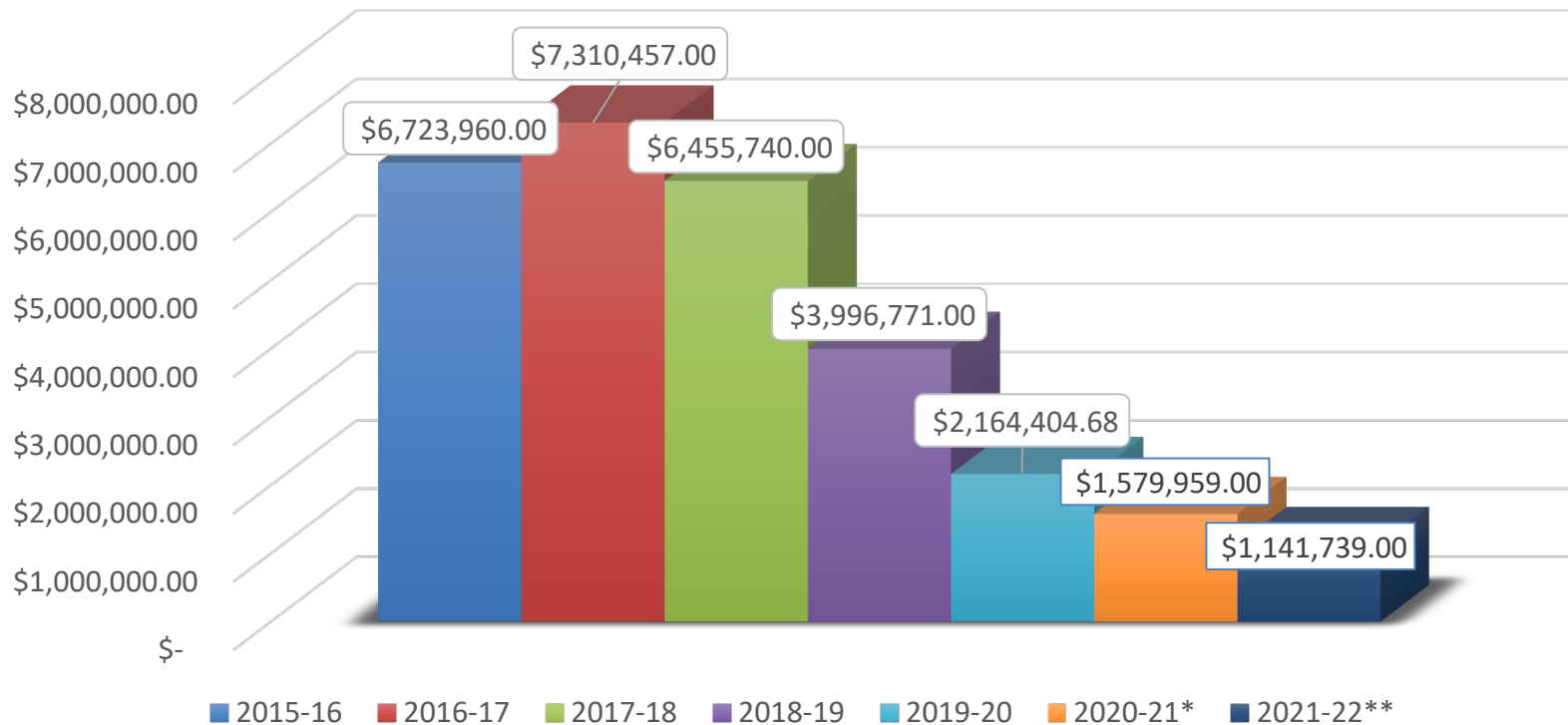
Parent Placements

Parent Placement Agreements – Total Student Count



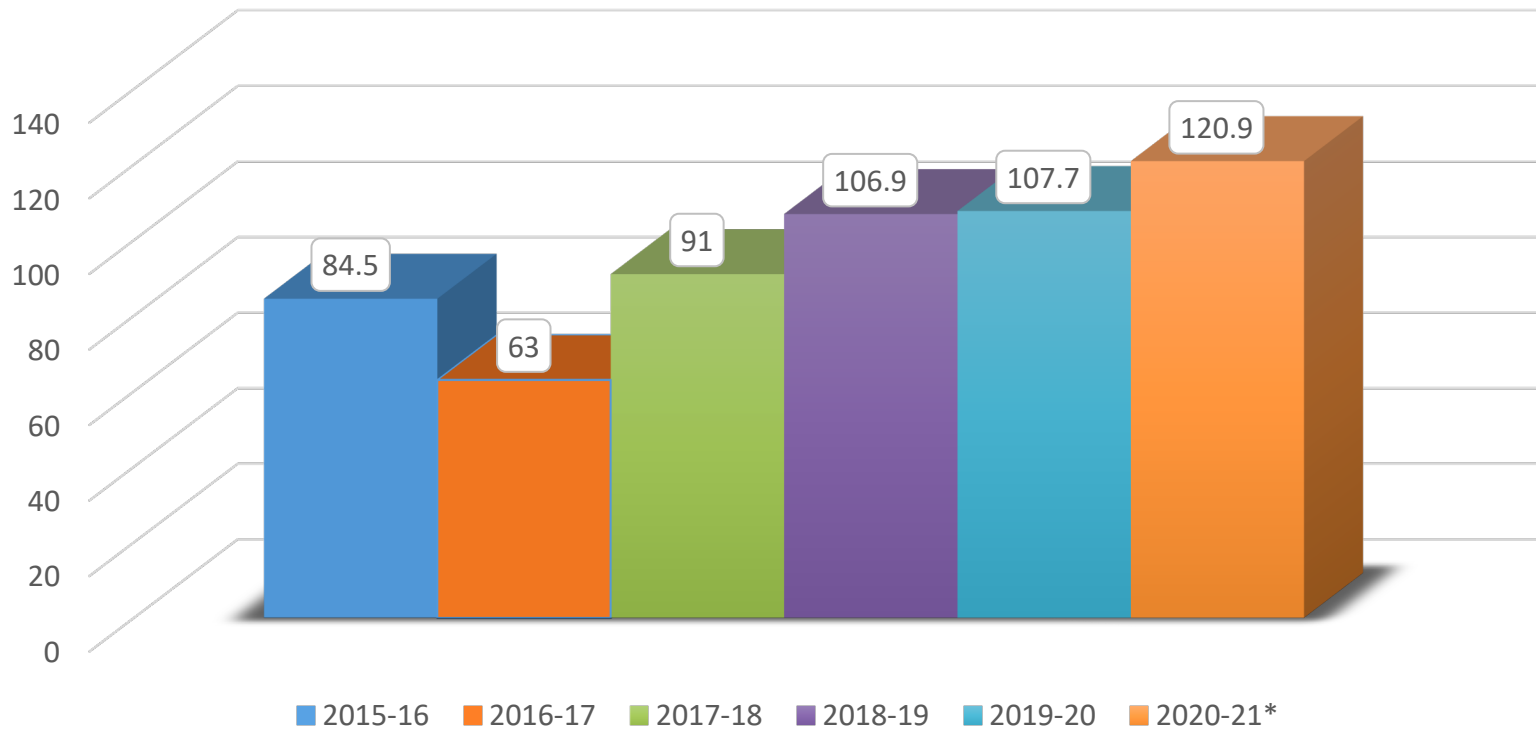
Outside Contracted Services

Contracted Professional Services Expenditures [Local Funding 330]



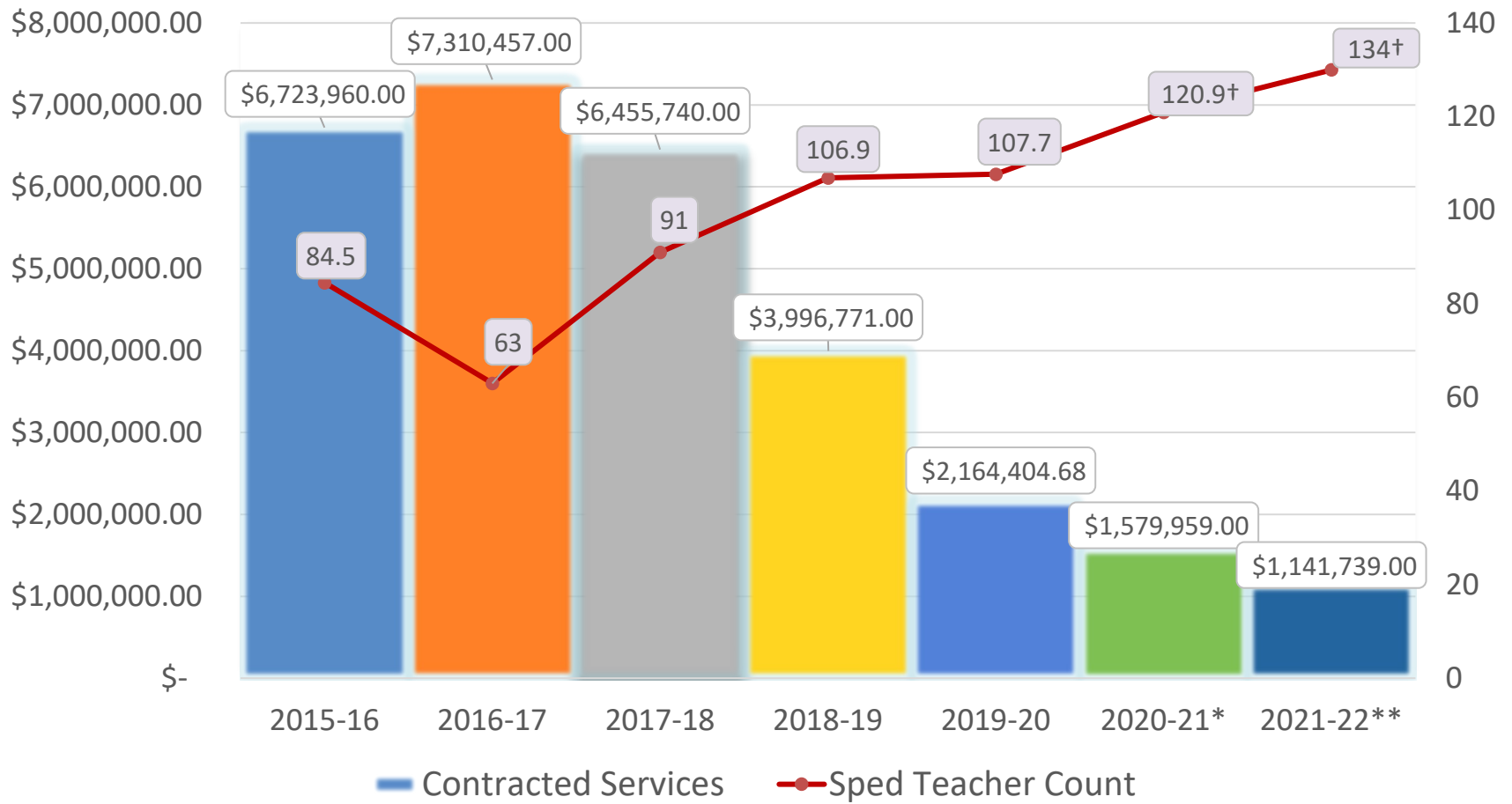
NPS Special Education Teachers

Special Education Teachers – Total Count [Source – CT EdSight]

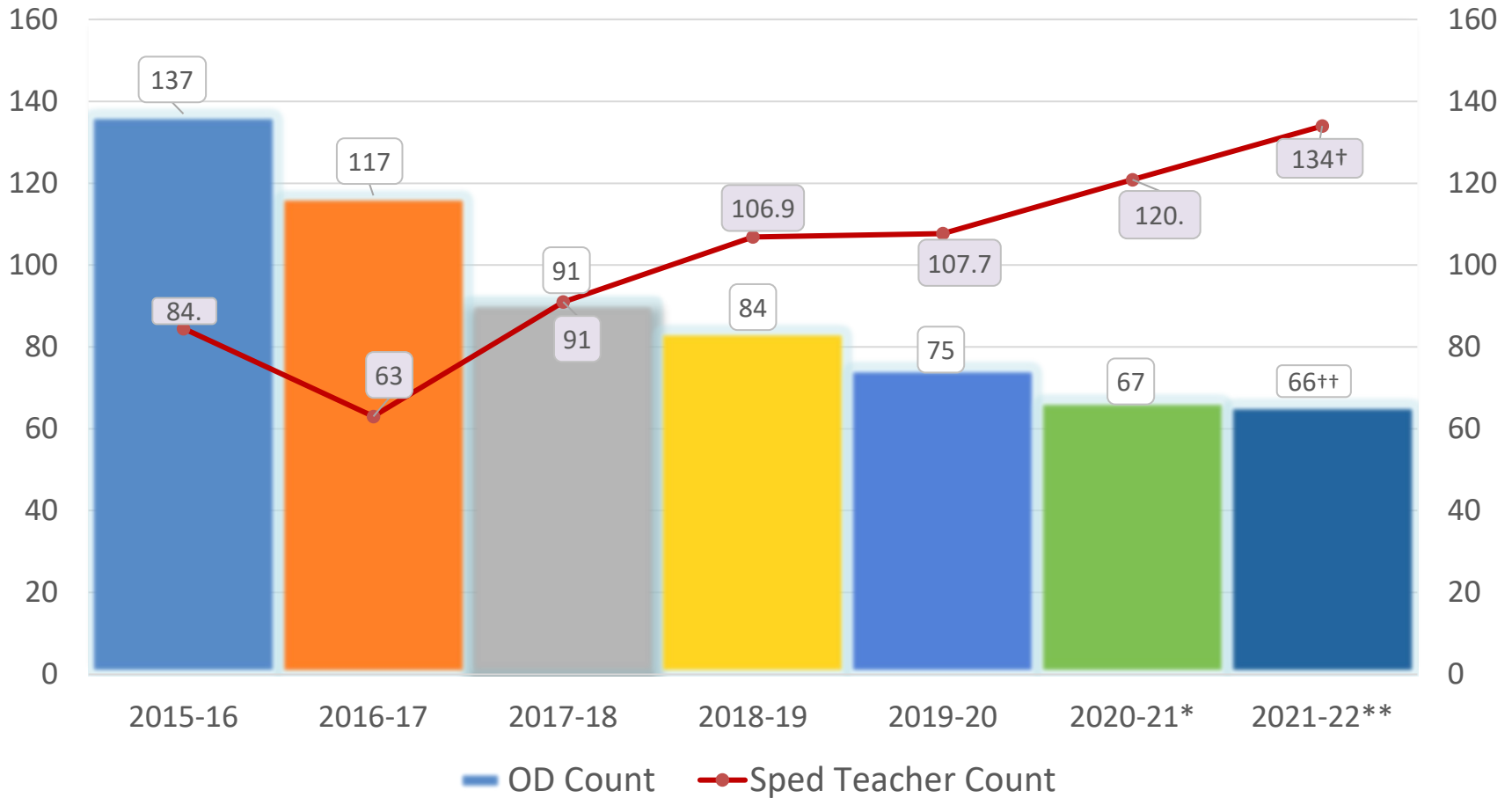


Staffing Analysis - Special Education

Contracted Services & SPED Teacher Count



Staffing Analysis - Special Education Outplacements & SPED Teacher Count



- **Program Name: Elementary Co-Teaching**

Program Location:

Brookside Elementary (k-3)

Rowayton Elementary (3)

Kendall Elementary (k-2)

Class Size: Not to exceed district class size limits

Age Range: Elementary

Curriculum: General Education Core Curriculum

Program Services: Special Education Teacher

General Education Teacher

Additional related services including:

- Speech and Language

- BCBA

- OT/PT

Provided as mandated by individual IEP's

Program Description:

Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled peers.

The maximum number of students with disabilities receiving integrated co-teaching services in a class shall be determined in accordance with the students' individual needs as recommended on their IEP's.

Additional personnel, including supplementary school personnel, such as teaching assistants, assigned to such classes by the district, may not serve as the special education teacher.

Entry Criteria:

Using standardized and diagnostic test data, curriculum-based measures, state assessments, and other classroom measures. The student must display mild to moderate disabilities in reading, writing, math, self-

management, or study skills which interfere with the ability to benefit from general education with differentiation, accommodations, and other general education interventions.

Exit Criteria:

Using standardized and diagnostic test data, curriculum-based measures, state assessments, and other classroom measures. Students demonstrate gaps in academic and/or study skills have decreased and the student can benefit from general education with differentiation, accommodations, and other general education interventions.

- Special Class LEAP /Applied Behavior Analysis (ABA)

Program Name: LEAP (Learners Excelling and Progressing) / ABA (Applied Behavior Analysis)

Program Location: ½ day Pre-K NECC; full day Wolfpit (Elementary)

Class Size: Maximum of 8 students

Age Range:

Pre-K NECC

K-2 Wolfpit

3-5 Wolfpit

Curriculum: Modified and Adapted Curriculum

Program Services:

Special Education Teacher

Programmatic Registered Behavior Technicians

Supervising BCBA

Consultation from Psychologist or Social Worker

Additional related services including:

- **Speech and Language**
- **OT, PT**
- **Assistive Technology**

Provided as mandated by individual IEP's

Program Description:

The program is designed to help students acquire academic foundation and communication skills. The program uses the principles of Applied Behavior Analysis including Discrete Trial Analysis across all domains; academic, communication, social, and behavioral to make data-driven decisions and recommendations for instruction and services.

The program offers co-curricular and exposure to adapted and individualized core curriculum commensurate with student abilities.

Students are integrated in general education classes and school-wide co-curricular activities to provide appropriate social and language role models. Students have access to technology, including computer-based instruction and devices to promote universal design using an experiential approach to learning.

Regular language services delivered in the classroom setting to support pragmatic language, peer relationships, and independence during lunch.

Development of positive social skills and interactions focusing on responsible decision-making and positive social interactions.

Individualized behavior intervention plans as appropriate.

A minimum of 2 hours on site consultation with BCBA, as well as collaborative transdisciplinary support

Monthly supervisory team meetings and parent counseling and training. With family consent, consultation with outside therapists and/or agencies that is individualized to specific student needs.

Entry Criteria:

Preschool: Students demonstrate a moderate to severe delay across several domains, including cognitive, language, social, physical or adaptive functioning. Using standardized tests, observations, and developmental checklists the student's needs and goals cannot be met in a less intensive special education program.

Elementary: Moderate to severe deficits including multiple disabilities. Developmental, intellectual, language disabilities, and/or autism which interfere with the ability to benefit from instruction in the general education setting.

Significantly delayed academic skills. Ability to work as part of a dyad and a small cooperative group with individualized support as necessary.

Students can navigate and be safely included in a comprehensive school with individualized support as needed.

Exit Criteria:

Development of verbal behavior and self-management skills which enable the student to benefit from instruction in a less intensive education setting with appropriate modifications and supports

- **NEST**

Program Name: NEST

Program Location:

Fox Run (Elementary)

Ponus Ridge (Middle School)

Class Size: Not to exceed 5 students per cohort

Age Range:

Fox Run (K, 2nd, and 4th)

Ponus Ridge (6th-8th grade)

Curriculum:

General education core curriculum

Social skills and pragmatic language

Program Services:

Special Education Teacher

General Education Teacher

Speech and Language Pathologist

Part-Time Psychologist or Social Worker

District-wide BCBA and NEST consultant from NYU

Additional related services including:

- **Speech and Language**
- **OT, PT**
- **Assistive Technology**

Provided as mandated by individual IEP's

Program Description:

Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and their typically developing peers.

The maximum number of students with disabilities receiving integrated co-teaching services in a class, shall be determined in accordance with the students' individual needs as recommended on their IEP's.

School personnel assigned to each class shall minimally include a special education teacher and general education teacher.

Development of pragmatic social/language skills via language intervention strategies embedded in the curriculum.

Direct instruction leading to the development of skills in all academic areas consistent with the common core curriculum and Positive Behavior Interventions and Supports (PBIS).

Development of positive social skills focusing on responsible decision-making and positive social interactions.

Dedicated weekly team meetings.

Entry Criteria:

Using standardized and diagnostic test data, curriculum-based measures, state assessments, and other classroom measures; the student displays mild to moderate Autism and demonstrates deficits in areas such as communication, social skills, executive functioning, self-management, or study skills which interfere with the ability to benefit from general education interventions.

Exit Criteria:

Using standardized and diagnostic test data, curriculum-based measures, state assessments, and other classroom measures. Gaps in academic and/or study skills have decreased and the student can benefit from general education with differentiation, accommodations, and other general education interventions.

- **Transition Program**

Program Name: Transition Program

Program Location:

Naramake (Elementary)

Cranbury (Elementary)

West Rocks (Middle School)

Class Size: Maximum 10 students

Age Range:

Naramake (4-5)

Cranbury (3-4)

West Rocks Middle School (6-8)

Curriculum:

Direct explicit instruction in ELA and math using multi-sensory approaches

Common Core General Education across content areas

Program Services:

Special Education Teacher

Speech and Language Pathologist Assistant

Program Description:

Part-time special education classes providing direct explicit instruction in ELA, writing and math. The reading instruction uses research based methodology of Orton Gillingham based strategies. This highly structured program directly teaches the framework of language, reading and writing to students who have been unable to benefit with other teaching strategies and who may require multi-sensory instruction.

The special education staff also provides specially designed instruction, accommodations and academic intervention to students with disabilities in the general education classroom for other core curriculum areas including social studies and/or science. Consultations (direct and indirect) are provided in electives and specials.

Entry Criteria:

Using standardized and diagnostic test data, curriculum-based measures, state assessments, and other classroom measures. The students display cognitive potential and exhibit moderate to severe learning disabilities including dyslexia which may significantly impact decoding, fluency,

reading comprehension and written expression. Learning disabilities may also impact math calculation and problem solving. Students display significant difficulty applying previously learned rules of phonics.

Students can benefit from special education supports and accommodations in the general education class and curriculum in social studies, science and electives/specials. Instruction in study skills and executive order functioning are embedded in the program.

Exit Criteria:

Data demonstrates that the student has increased ability to decode, read fluently and has mastered specific reading and writing strategies that can be established in the general education classroom with support and accommodations.

- **Special Class**

Program Name: Special Class

Program Location:

Rowayton (Elementary)

Ponus Ridge (Middle School)

Nathan Hale (Middle School)

Class size: Maximum of 12 students (Elementary)

Age Range: K-5, 6-8

Curriculum: Modified and Adapted curriculum

Program Services:

Special Education Teacher

Special Education Paraeducator; additional special education paraeducators as per IEP

Consultation from Psychologist or Social Worker, and BCBA

Additional related services including:

- **Speech and Language**
- **OT, PT**
- **Assistive Technology**

Provided as mandated by individual IEP's

Program Description:

The program is designed to help students acquire academic foundation and communication skills.

The program provides intensive, direct, explicit special education instruction across all domains including language, academic, independence, social, adaptive, and self-management skills, using individual and small group data- driven instruction.

The program offers co-curricular and exposure to adapted and individualized core curriculum commensurate with student abilities.

Integration of students in general education activities to provide appropriate social and language role models.

Access to technology, including computer-based instruction and devices to promote universal design using an experiential approach to learning.

Development of pragmatic social/language skills via on-going language intervention strategies embedded in the curriculum as needed. Foundations provides direct explicit special education instruction that provides academic intervention and skill development for independent living and self-management.

Language skills instruction delivered in the classroom setting.

Entry Criteria:

Severe disabilities including autism, intellectual and/or language disabilities which interfere with the ability to benefit from the core curriculum in the general education setting.

Students may exhibit hearing and/or physical disabilities which can be addressed programmatically or by related service personnel.

Students require intensive individualized, data-driven instruction, constant supervision, and/or physical or visual prompts.

Student can be safely included in a mainstream school with individualized support as needed.

Students are eligible for the CT Alternative Assessment.

Exit Criteria:

Increased academic skills to benefit from instruction in the core curriculum with modifications.

- **SUCCESS**

Program Name: Success

Program Location:

Tracey (Elementary)

Roton (Middle School)

Brien McMahon (High School)

Norwalk (High School)

Class Size Ratio: Maximum number of students 12

Grade: K-12

Curriculum: Common Core

Program Services:

Special Education Teacher

2 Teaching Assistants (per class)

Psychologist or Social Worker (at secondary)

Part-time Psychologist or Social Worker (elementary)

District-wide BCBA and consulting Psychiatrist

DBT coach

Additional related services including:

- **Speech and Language**
- **OT, PT**

Provided as mandated by individual IEP's

Program Description:

Classes are staffed with highly trained special education teachers. Special instruction is offered in special classes for core academic areas and skills support using the principles of Applied Behavior Analysis (ABA).

Supervision during electives and lunch is programmatically provided. Students may participate in general education classes or co-curricular activities with programmatic support as needed.

Weekly individual and group counseling and daily in class skills training using research-based techniques, including Dialectical Behavior Therapy (DBT). Development of pragmatic social/language skills via language intervention strategies embedded in curriculum.

Direct instruction leading to the development of skills in all academic areas consistent with the common core curriculum and Positive Behavior Interventions and Supports (PBIS). Development of positive social skills focusing on responsible decision-making and positive social interactions.

Data driven program-wide behavior intervention programmatic approach using a token economy which may include a “level system” that leads toward increased student responsibility and decreased need for supervision.

Individual Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP).

Twice monthly on-site consultation with the DBT coach and monthly consultation with psychiatrist. Dedicated weekly team meetings.

Monthly parent counseling and training. With family consent, consultation with outside therapists and/or agencies that is individualized to specific student needs.

Entry Criteria:

Student exhibits disabilities which impact behavioral, social, and/or self-management skills that significantly interfere with the ability to benefit from the general education setting despite accommodations, aids and supports.

Average to above average cognitive potential. Mild to moderate academic deficits may exist as demonstrated by math and reading assessments, standardized test scores, individual achievement assessments, and/or day-to-day functioning.

Students may be classified as ED, OHI, or Autism; and students may have psychiatric disorders, such as but not limited to; depression, OCD, phobias, ADHD, anxiety disorders, Autism Spectrum Disorder (ASD).

Students are typically emotionally fragile, and do not typically display physically aggressive or physically assaultive behaviors that cannot be brought under instructional control using programmatic resources.

Student requires intensive supervision, individually developed, data-driven behavior management programs, therapeutic, cognitive-behavioral, and/or social skill interventions.

Exit Criteria:

Data demonstrates that the student has developed improved self-management and independence skills requiring less supervision and/or explicit special education instruction.

Data support that the student can benefit from a less intensive special education program, including increased participation in general education classes.

The student has met the criteria for a regular high school diploma or reached the age of 22, whichever comes first.

- **Special Class High School**

Program Name: Special Class

Program Location:

Brien McMahon (High School)

Norwalk (High School)

Class Size: Maximum 12 students

Age Range: High School

Curriculum: Modified and Adapted

Program Services:

Special Education Teacher

Teaching Assistant

Teacher Aide

Transition Coordinator

Job Coach

Travel Trainer

Consultation from Psychologist, Social Worker and/or District-wide Behavior Consultant

Program Description:

Designed for students to acquire functional literacy in reading, math and career-readiness skills, and self-determination skills.

Program offers community-based experiences and exposure to adapted and individualized core curriculum commensurate with student disabilities.

Career readiness skills and experiences in a variety of settings, including a restaurant-based culinary arts program, individually identified supported work experiences in a medical center and local businesses. Access to travel-training.

Access to technology, including computer-based instruction and devices to promote universal design using an experiential approach to learning.

Foundations provides direct explicit special education instruction that provides academic intervention and skill development for independent living and self-management.

Integration of students in general education activities to provide appropriate social and language role models. Development of pragmatic social/language skills via daily language intervention strategies embedded in the curriculum as needed. Language skills instruction delivered in the classroom setting.

Development of positive social skills focusing on responsible decision-making and positive social interactions. Individualized Behavior Intervention Plans (BIPs) which may include discrete trial instruction as appropriate. Data-driven, behavior intervention programmatic approach using a token economy.

Monthly on-site consultation with the district-wide behavioral consultant and collaborative training focus groups. Monthly team meetings.

Development of adaptive living skills including: hygiene, money management, shopping, cooking, laundry, housekeeping, leisure and personal safety. Foundations provides a coordinated set of transition activities and meaningful and measurable postsecondary goals that are individualized to specific student needs. With family or student consent, consultation with community-based agencies and adult services providers.

Entry Criteria:

Severe disabilities including autism, intellectual and/or language disabilities which interfere with the ability to benefit from core curriculum in the general education setting.

Students may exhibit hearing and/or physical disabilities which can be addressed programmatically or by related service personnel.

Students require intensive individualized, data-driven instruction, constant supervision, and/or physical or visual prompts.

Student can be safely included in a mainstream school with individualized support as needed.

Students are eligible for the CT Alternate Assessment.

Exit Criteria:

Increased academic skills to enable to benefit from instruction in the core curriculum with modifications.

- **Special Class Project SEARCH**

Program Name: SEARCH

Program Location: Community-Based at Norwalk Community College

Class Size: Maximum of 12 students

Age Range: 18-22

Curriculum: Career-Readiness Curriculum

Program Services:

Special Education Teacher

Paraprofessional/Job Coach

Daily embedded job development from Employment Specialist/Skills Trainer from Abilities Beyond

Transition Coordinator

Psychologist Consultation

Social Worker and/or BCBA

Availability of Travel Trainer (Kennedy Center)

Program Description:

Nationally recognized high school transition program for 18-22 year olds with cognitive and developmental disabilities. It is a community based career development program and serves as an alternative for students in their last year of high school.

Program provides training and education leading to competitive employment and self-determination skills. Students participate in classroom instruction 5 days a week at Norwalk Community College to develop independent employability skills, soft skills, and self-management in the NCC classroom. To develop job decision making skills for complex systematic tasks while participating in internship experiences on-site in a variety of departments. The cornerstone of project SEARCH is total immersion in a large business.

The goal of the program is upon completion, students will be ready to enter competitive or supported employment for a minimum of 20 hours a week. SEARCH may serve as the capstone experience towards HS graduation.

If necessary, high school credit recovery or remedial functional academic intervention is available via blended learning (on-line learning facilitated by the Project SEARCH teacher) in the SEARCH classroom.

Entry Criteria:

**18-22 year olds with significant cognitive and/or developmental disabilities.
Can safely be integrated into a community based-business environment.
Has the potential to work in competitive or supported employment upon exiting.**

Exit Criteria:

The student has met criteria for a regular high school diploma including 26 credits and a capstone experience AND has obtained competitive employment. Student is enrolled in a college program as a matriculated student or is attending an adult secondary training program;

OR

At the end of the school year in which the student has reached the age of 22, whichever comes first.

- **Norwalk Next Steps**

Program Name: Norwalk Next Steps

Program Location: Community-Based Norwalk Community College

Class Size: Maximum of 12 students

Age Range: 18-22

Curriculum: Life Skills, Career Readiness, Transition to Adulthood

Program Services:

Special Education Teacher

Paraprofessional/Job Coaches

Transition Coordinator

Consultation from Psychologist

Social Worker and/or BCBA

Availability of Travel Trainer (Kennedy Center)

Consultation and direct service for follow along services and supports from Bureau of Rehabilitation Services (BRS), Department of Developmental Services (DDS), Bureau of Educational and Services for the Blind from CT for students eligible for service from the State Agencies.

Program Descriptions:

A community-based life and job skills development program. Students participate in community based programming to develop the skills necessary to successfully navigate all aspects of independent adult life,

Employment, financial literacy, activities of daily living, social events, social-emotional learning, decision making, self advocacy and self determination.

Entry Criteria:

18-22 year olds with significant cognitive and/or developmental disabilities. Can safely be integrated into community-based environments with support.

Exit Criteria:

The student has met the criteria for a regular high school diploma including 26 credits, a Capstone experience AND has obtained competitive employment, enrolled in a college program as a matriculated student or is attending an adult secondary training program.

OR

The day before the student's 22nd birthday, whichever comes first.

- **High School Co-Teaching**

Program Name: High School Co-Teaching (Includes 9th grade co-taught cluster)

Program Location:

Norwalk High School

Brien McMahon High School

Class size: Not to exceed district class size limits

Age Range: Grades 9-12

Curriculum: Refer to high school program of studies for complete curriculum description and course offerings by grade level.

Program Services:

Special Education Teacher

General Education Teacher

Additional related services including:

- **Speech and Language**
- **OT, PT**
- **BCBA**

Provided as mandated by individual IEP's

Co-Taught cluster includes:

Special education teacher assigned a specific caseload of 9th grade students who remain with this teacher for all 4 core co-taught classes and one academic assistance class.

Program Description:

Specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled peers.

The maximum number of students with disabilities receiving integrated co-teaching services in a class shall be determined in accordance with the students' individual needs as recommended by their IEPs.

Entry Criteria:

Using standardized and diagnostic test data, curriculum-based measures, state assessments, and other classroom measures. The student displays mild to moderate disabilities in reading, writing, math, self-management, or study skills which interfere with the ability to benefit from general education with differentiation, accommodations, and other general education interventions.

Exit Criteria:

Using standardized and diagnostic tests data, curriculum based measures, state assessments and other classroom measures. Gaps in academic and/or study skills have decreased and the student can benefit from general education with differentiation, accommodations, and other general education interventions.

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (the "Agreement"), is made and entered into this 29th day of June, 2016, by and between the Norwalk Board of Education (hereinafter referred to as "Board of Education") and the City of Norwalk (hereafter referred to as "City") (collectively, the Board of Education and the City will be referred to as "the Parties").

WHEREAS, the Board of Education is subject to the mandates of the Individuals with Disabilities Education Act (the "IDEA"), the federal law concerning the delivery of special education and related services to eligible resident students with disabilities; and

WHEREAS, an audit conducted by the Capitol Region Education Council (hereafter referred to as "CREC") identified critical challenges facing the Board of Education in its efforts to comply with the mandates of the IDEA and provide appropriate and efficient special education and related services to eligible students; and

WHEREAS, the audit conducted by CREC included recommendations for priority action to be taken by the Board of Education to ensure compliance with the IDEA and the delivery of appropriate and efficient special education and related services to eligible students; and

WHEREAS, the Board of Education (for the Norwalk School District), and the Norwalk Common Council and Norwalk Board of Estimate and Taxation (for the City) agree that prompt implementation of the recommended priority actions identified by the CREC audit report is in the best interests of the City of Norwalk, its residents, and its students; and

WHEREAS, the Parties desire to establish shared financial responsibility for the costs of implementing a plan to address the priority recommendations of the CREC audit report (the "Plan"), pursuant to the terms and conditions set forth herein.

NOW THEREFORE, the Parties hereby agree as follows:

1. It is the sole responsibility of the Board of Education to address the priority recommendations of the CREC audit report by implementing the Plan that is included as **Attachment B** during the fiscal years beginning July 1, 2016 (FY 2016-2017), July 1, 2017 (FY 2017-2018), and July 1, 2018 (FY 2018-2019). The term of this Agreement shall commence upon execution of this Agreement by the Parties and shall terminate on June 30, 2019. ~~This Agreement shall impose no obligations on the Parties after June 30, 2019, and the Agreement shall have no effect after said date.~~

2. Implementation of the Board of Education's Plan is currently estimated to require expenditures by the Board of Education of \$3.6 million, in total. The Board of

Education has committed to making such expenditures during the three full fiscal years following execution of this Agreement (i.e., FY 2016-2017, FY 2017-2018, and FY 2018-2019). The Board of Education shall expend approximately \$1.2 million during each such fiscal year in furtherance of the Plan to address the priority recommendations of the CREC audit.

Obligations of the City of Norwalk

3. To ensure the availability of funding sufficient to implement the Plan the City shall make a contribution of \$1.1 million by June 30, 2016, through a special appropriation, to the Board of Education's "SPED Development Fund Org Code" Account 15652000-xxx-56 for the purpose of funding the Plan. By approving and executing this Agreement, the City agrees to take all necessary action required under state and local law, regulation, rule, policy or ordinance, to approve such supplemental appropriation. By executing this Agreement, the City acknowledges and agrees that no issue related to the availability of funding to fulfill the obligations set forth herein presently exists. The Parties acknowledge that The Board of Education has taken all necessary action required under state and local law, regulation rule, policy and ordinance, to appropriately request such supplemental appropriation from the City.

4. The supplemental appropriation made by the City to the Board of Education pursuant to Paragraph 3 of this Agreement shall be expended by the Board of Education during FY 2016-2017 in support of the Plan. To ensure the availability of the funding appropriated by the City of Norwalk to the Board of Education (and to be provided by the Board of Education as set forth in Section 5 below) during FY 2016-2017 and FY 2017-2018, and to prevent the lapsing of the funds so provided back to the City at the end of FY 2015-2016 and FY 2016-2017, the Board of Estimate and Taxation shall vote, in accordance with C.G.S. §10-248a (the text of which is included as **Attachment A**), to establish a non-lapsing account for the deposit of unexpended funds appropriated to the Board of Education pursuant to Paragraph 3 during the fiscal year ending June 30, 2016 (FY 2015-2016) and provided by the Board of Education pursuant to Paragraph 5 during the fiscal year ending June 30, 2017 (FY 2016-2017).

Obligations of the Board of Education

5. To ensure the availability of funding sufficient to address the priority recommendations of the CREC audit, the Board of Education shall contribute \$1.3 million to support the Plan, in FY 2016-2017. The Board of Education shall make such contribution by placing said funds into a separate "SPED Development Fund Org Code" Account 15652000-xxx-56.

6. The Board of Education shall expend all funding contributed by the City pursuant to Paragraph 3 of this Agreement and by the Board of Education pursuant to Paragraph

5 of this Agreement solely in support of the Plan. The Board of Education shall have the authority to designate such funds in furtherance of the Plan but shall, at no time transfer any amount out from the "SPED Development Fund Org Code" Account 15652000-xxx-56 or spend any amount for any purpose other than the implementation of the Plan. The Board of Education shall not designate the funds appropriated to the non-lapsing accounts established pursuant to Paragraph 4 of this Agreement for any other purpose.

Joint Obligations of the City of Norwalk and Board of Education

7. The Parties acknowledge that \$3.6 million is currently estimated as the amount that is required over the three year term of this Agreement to implement the priority recommendations of the CREC audit, and \$2.4 million of said requirement will be met through the funds referenced in Sections 3 and 5 hereinabove. The Parties agree that funding of the third year of the program (\$1.2 million) will be mutually agreed upon based on analysis by the City and the Board of Education of their respective financials, including the free balance above a 20% reserve of the Board of Education's insurance account reserves. The City and the Board of Education shall meet no later than March 1, 2018, for the purpose of determining the most appropriate method of assuring the funding for the third year of the Plan, which is currently estimated to require \$1.2 million.

Miscellaneous Terms

8. This Agreement shall become effective and binding upon the Parties upon the subsequent execution hereof by authorized representatives thereof. This Agreement shall be executed in duplicate with an original to remain on file in the office of each of the Parties hereto.

9. Notwithstanding any provisions to the contrary contained herein, the Board of Education retains the right during any fiscal year to request an additional appropriation of funds from the City that are not associated with the plan to implement the priority recommendations of the CREC audit. This Agreement shall not restrict the relative rights or obligations of the Parties, except as expressly set forth herein.

10. This Agreement may be modified by written agreement between the Parties hereto, upon affirmative vote of their respective bodies and execution of the same.

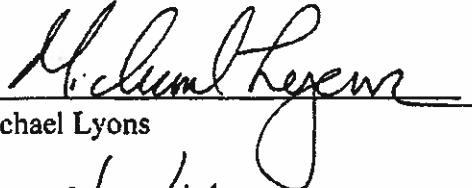
11. This Agreement constitutes the entire agreement between the Parties concerning the subject matter hereof. All prior agreements, discussions, representations, warranties and covenants are merged herein. In the event that any of the terms or provisions of this Agreement are declared invalid or unenforceable by any court of competent jurisdiction or any federal or State government agency having jurisdiction over the subject matter of this Agreement, the

remaining terms and provisions that are not affected thereby shall remain in full force and effect.

In Witness Whereof, the parties hereto subscribe their names on the date and year first above written.

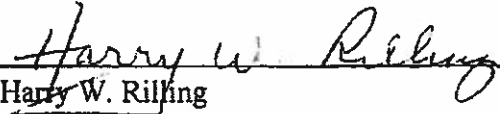
NORWALK BOARD OF EDUCATION
By its Chairperson

CITY OF NORWALK, CONNECTICUT
By its Mayor



Michael Lyons

6/28/16
Date



Harry W. Rilling

6/29/16
Date

ATTACHMENT A

Conn. Gen. Stat. § 10-248a. Unexpended education funds account.

For the fiscal year ending June 30, 2011, and each fiscal year thereafter, notwithstanding any provision of the general statutes or any special act, municipal charter, home rule ordinance or other ordinance, the board of finance in each town having a board of finance, the board of selectman in each town having no board of finance or the authority making appropriations for the school district for each town may deposit into a nonlapsing account any unexpended funds from the prior fiscal year from the budgeted appropriation for education for the town, provided such amount does not exceed one per cent of the total budgeted appropriation for education for such prior fiscal year.

ATTACHMENT B

Special Education Development Fund

2016-17 through 2018-19

\$3.6M

(\$1.2M per year for three years)

The Fund Sunsets at the Conclusion of the 2018-19 SY

Purpose

The Special Education Development Fund shall be used exclusively for the purpose of implementing the priority recommendations of the 2015 CREC Audit/Review of Norwalk Special Education Services. The Fund will enable the development of new service delivery models and programs for specialized instruction necessary to provide Norwalk students with special needs a full continuum of Scientifically Research Based Interventions (SRBI).

Current services are skewed toward over-reliance on one-on-one paraprofessional services (Aides and ABAs) and contractual services (out-of-district placements). It is necessary to create a continuum of professional services within the District and a service delivery model for each placement category before students can be transitioned from their current IEP-mandated placements. The Fund entails a greater investment in special education teachers while paraprofessional services and contracted expenditures are reduced and repurposed over a three-year period of time.

Anticipated expenditures include: funding Special Education Case Managers at each elementary school; management of outside placements; more robust defensive legal capacity; creation of "model school" sites at each level demonstrating a full continuum of services; development of a staff training capacity; developing general education solutions for 504 Plans and adaptive technology; and recruitment and retention of high quality professional staff. Moreover, the fund will be used to develop new roles, programs and systems, and provide training, and development of special education staff at all levels to improve the scope and quality of specialized instruction.

The fund would sunset in three years once the goals of program restructuring and budget repurposing were met. Expenditures of the funds would be transitioned into the Operating Budget and/or funded by dollars currently expended on less cost-effective services.

In response to the priority recommendations of the CREC Special Education Review, a series of steps have been identified to be accomplished or planned in the period of January-July 2016, with implementation continuing into the 2016-17 school year:

- 1. Conclude a search for a Chief of Specialized Learning and Student Services (Chief), reporting to the Superintendent.**
 - 2. Plan and implement centralization of Inclusive Preschool Classrooms at the Roosevelt Center, effective September, 2016.**
 - 3. In partnership with current providers, return students to Norwalk in three out-placed classes for 2016-17: two secondary E.D. classes to Norwalk High School, and one elementary Autism classroom to Wolfpit School.**
 - 4. Request a CSDE 'desk audit' of IEPs.**
 - 5. Improve the system of financial controls: All District level expenditures and contracts will be approved by the Chief of Specialized Learning and Student Services. The Budget Director will meet bi-weekly with the Chief of Specialized Learning and Student Services to assess and project budgets.**
 - 6. Plan and implement an elementary school demonstration and training site offering a full continuum of services for 2016-17.**
 - 7. Combine and integrate each high school with feeder middle schools for development of a consistent continuum of services.**
 - 8. Reconstitute the District Special Education Department – people, positions, roles and responsibilities – to create the capacity to accomplish all priority recommendations of the CREC Special Education Review during the term of the Strategic Operating Plan, 2016-2019.**
 - 9. Establish the extra-duty position of Special Education School Compliance and Quality Case Manager in all elementary schools beginning in 2016-17; negotiate compensation with NFT.**
 - 10. Improve capacity to plan, develop, implement and communicate 504 Plans and the use of adaptive technology beginning in 2016-17.**
-
- 11. Create the capacity to audit and manage outside placements, coordinate shared services and facilitate return of students to the District when appropriate, to include DCF and Court placements.**

Tentative Allocation Plan: 2016-17 SY

(Subject to review of current data, review by the BOE Ad Hoc Committee or on Special Education, consultation with the Norwalk Federation of Teachers and approval by the Board of Education.)

Furnishings and equipment at Norwalk High School and Wolpitt Elementary School for the return of three out-placed classes (ED and Autism) to Norwalk for 2016-17	\$50,000
Implement one elementary school demonstration and training site offering of full-continuum services for 2016-17	\$200,000
Establish the extra-duty positions of Special Education School Compliance and Quality Case Managers in elementary schools for 2016-17	\$300,000
Manager of Outside Placements (self-funding beyond 2018-19)	\$150,000
Evaluation/Assessment Coordinator	\$100,000
Elementary to middle grades enrollment growth of IEP-related professional services	\$200,000
Special Education Teacher <i>Teach-to-One</i> Math Program, 6-8	\$100,000
Professional Development	\$100,000
TOTAL	\$1,200,000.00

Tentative Allocation Plan: 2017-18 SY

(Subject to review of current data, review by the BOE Ad Hoc Committee on Special Education, consultation with the Norwalk Federation of Teachers and approval by Board of Education.)

Start-up cost (furnishing, equipment and personnel) for CREC Hearing Impaired Regional Program (PK-5)	\$175,000
Training and transition costs for Norwalk Teachers to assume responsibility for E.D. classrooms	\$200,000
Implement middle school demonstration and training site offering a full continuum of services	\$200,000
Special Education School Compliance and Quality Case Managers in elementary schools (2/3 funding)	\$200,000
Evaluation/Assessment Coordinator (3/4 funding)	\$75,000
Elementary to middle grades enrollment growth of IEP-related professional services.....	\$100,000
Special Education Teacher <i>Teach-to-One</i> Math Program, 6-8 (2nd school)	\$100,000
Professional Development (3/4 funding).....	\$75,000
Special Education Office Support Staff	\$75,000
TOTAL	\$1,200,000.00

Tentative Allocation Plan: 2018-19 SY

(Subject to review of current data, review by the BOE Ad Hoc Committee on Special Education, consultation with the Norwalk Federation of Teachers and approval by Board of Education.)

Return additional out-placed classes to the District (TBD)	\$300,000
Implement high school demonstration and training site offering a full continuum of services	\$200,000
Special Education School Compliance and Quality Case Managers in elementary schools (1/2 funding).....	\$150,000
Special Education School Compliance and Quality Case Managers in middle schools	\$200,000
Assumption of 504 plans/adaptive technology by IT Department	\$100,000
Evaluation/Assessment Coordinator (1/2 funding)	\$50,000
Professional Development (1/2 funding).....	\$50,000
Special Education Office Support Staff	\$150,000
TOTAL	\$1,200,000.00



NORWALK SPECIAL EDUCATION REVIEW

December 15, 2015





Background

- Special Education Reviews in 2008 and 2012
- Special Education Review August-Nov. 2015
 - Evaluation Questions
 - Progress since 2012 report
 - Recommendations for Organizational Structure
 - Data Sources
 - Parents, Staff, Classroom Observations, IEP and In-Depth Reviews, State and Local Information
 - CREC Evaluation Team





Findings

- Little to no progress on the seven goals and related activities recommended in 2012 CREC report
 1. Increase focus on teaching and learning
 2. Implement and monitor consistent standards
 3. Centralize the preschool programs
 4. In-district options for students with autism and emotional disturbance
 5. Obtain and reallocate funding for special education
 6. Special education department decision making authority
 7. Improve communication between parents and school staff





Additional Findings

- Recruitment, hiring, training, and retention of highly qualified staff

- Budget and program oversight





Recommendations

- The current situation is critical and the district will need to act with a sense of urgency
- 3 Year Strategic Plan
 - Integrated into district plans, staff evaluation and goal setting
 - Regularly monitor the strategic plan
 - Stakeholder involvement and support
 - Six goals and related activities to be completed by June 2016





2015-16 Strategic Plan Goals

Goal 1 Improve recruitment, hiring, supervision, training, scheduling, and retention of high quality special education staff

Staffing

- Chief Special Services Officer
- Special Education Administrators job descriptions, work year and assignments
- Special education preschool coordinator
- Out of district coordinator
- Special education office staff
- Special education aide assignments
- Teacher assignments and recommendations for additional SPED teacher(s)





2015-16 Strategic Plan Goals

Goal 1 Improve recruitment, hiring, supervision, training, scheduling, and retention of high quality special education staff

Processes

- Implement procedures for hiring, assignments, caseloads, tracking, and retention of high quality staff
- Monitor special education staff and provide regular reports
- Building and SPED administrators collaborate in the hiring, supervision and evaluation of all certified special education staff





2015-16 Strategic Plan Goals

Goal 1 Improve recruitment, hiring, supervision, training, scheduling, and retention of high quality special education staff (cont'd)

Recruitment

- Staffing agencies, RESCs, colleges

Training

- 2 year PD plan





2015-16 Strategic Plan Goals

Goal 2 Implement an organizational structure that provides tiered school supervision, support, and authority of the special education office to create and implement consistent standards and processes

- School clusters
- 504 responsibilities
- Coordinator of evaluation and assessment
- Tiered system of school support and supervision





2015-16 Strategic Plan Goals

Goal 3 Increase the focus on teaching and learning, high quality services, sufficient resources, fidelity of implementation, full continuum of services and least restrictive environment for students with disabilities.

- SPED Administrators-Instructional Leaders
- Instructional materials and equipment inventory
- Research-based special designed instruction
- Continuum of services and entry/exit criteria
- Community based 18-21 year old program and high school program for students with ED





2015-16 Strategic Plan Goals

Goal 4 Implement and monitor standards for special education across the district and achieve compliance with IDEA requirements

- Update procedures manual, train and monitor
- Professional development of writing IEPs and admin review of every IEP
- Monitoring system aligned with School Tiered System of Supervision and Support





2015-16 Strategic Plan Goals

Goal 5 Improve control and more effective use of the special education resources

- Develop a plan to reduce cost for out of district tuition and transportation and consulting services
- Weekly meetings with central office departments of special education, business services and human resources
- No special education expenditures without approval of Chief Special Services Officer





2015-16 Strategic Plan Goals

Goal 6 Improve parent and staff communication

- Conduct school cluster special education staff meetings regularly
- Strategic Plan committee- parents, staff and community
- Centralize parent contact information
- Procedure for handling parent concerns and communication changes in child's program





Discussion and Questions





Board of Education Committee of the Whole: ARP ESSER Projected Funding Uses

July 14, 2021



CSDE's authorized uses of ARP ESSER funds



HPS is eligible to apply for **\$98.5M** in ARP ESSER funds. CSDE has 5 updated categories the funds may be spent on.

CSDE State-Level Priorities

CSDE Category Parameters

Updated
New

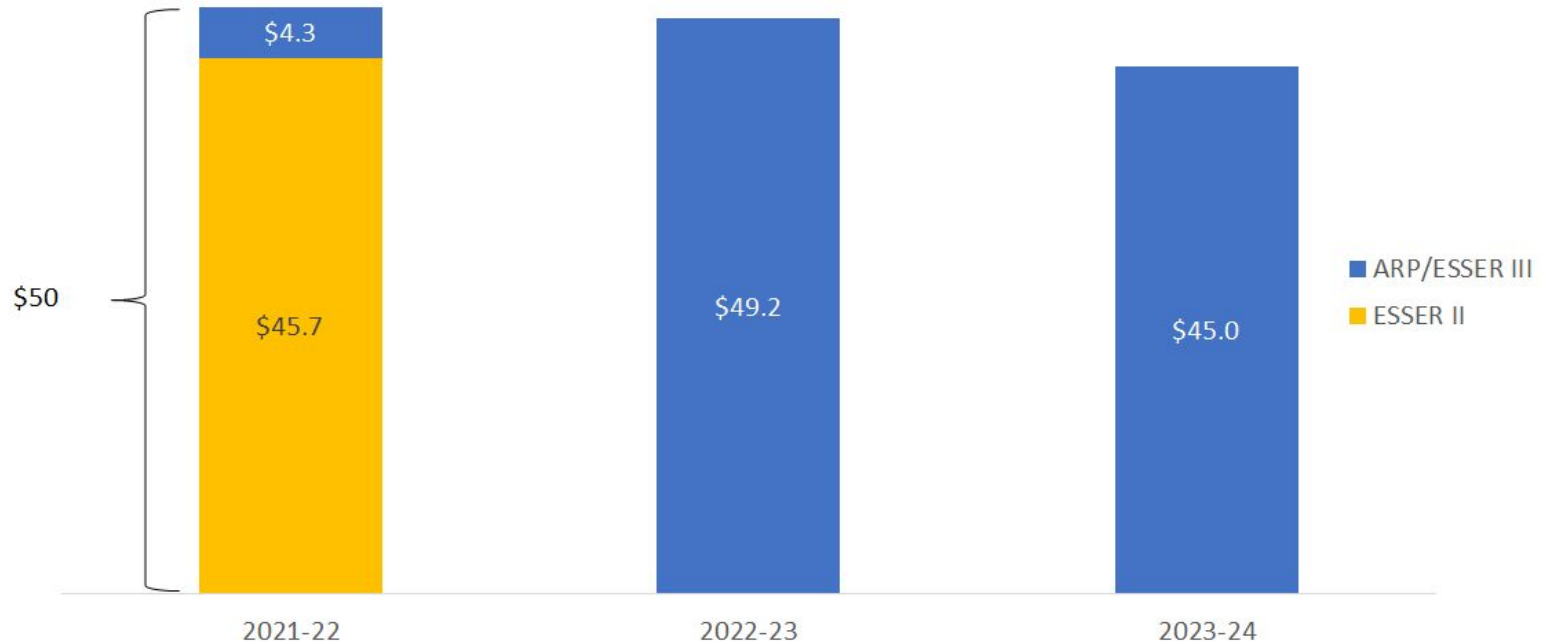
Learning Acceleration, Academic Renewal, and Student Enrichment	Supports must be targeted and in response to learning loss assessments, prioritizing vulnerable populations
Family Community Connection	Initiatives to engage families and community, including providing families with the skills to support student learning
Social, Emotional, and Mental Health of Students and Staff	Behavioral and mental health services, PPE
Strategic Use of Technology, Staff Development, and the Digital Divide	Access to technology and connectivity for students, families, staff
Building Safe and Healthy Schools	Facility repairs/improvements to support physical health and safety

Federal Stimulus Overview



Through ESSER II and ARP stimulus funding, HPS will receive \$144.2M to spend over the next 3 years

ESSER II & III Investments SY21-24 (\$M), By Year





Principles for investing ESSER/ARP funds for sustainable impact



1. Understand and quantify **students' recovery needs**, with an equity lens
2. Invest in **proven, high-impact strategies**
3. Center spending on strategies that specifically **target recovery**
4. Invest deliberately in **equity**
5. Plan spending with an **eye toward the future**
6. Clarify **decision-making roles** and support flexibility
7. Continually **adapt** based on your context and what works



We've leveraged feedback from several stakeholder groups to inform our plan

Stakeholder Feedback

Stakeholder	Feedback Themes:	Stakeholder	Feedback Themes:
Students	<ul style="list-style-type: none"> ● High school students want flexibility in how/when they learn (esp. with time to manage work/home responsibilities) ● Need for Mental health supports 	Families	<ul style="list-style-type: none"> ● Focus on individual needs and tutoring ● Social-emotional and other non-academic supports and enrichment ● Prioritize school-based spending
Principals	<ul style="list-style-type: none"> ● 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, especially in hard-to-staff areas 	Board Members	<ul style="list-style-type: none"> ● Prioritize teacher pipeline and recruitment (particularly POC) ● Invest in family supports, education, partnerships (Parent & Caregiver Academy, financial management, grant writing) ● Ensure operational effectiveness supports implementation of priorities
Community Partners	<ul style="list-style-type: none"> ● Expand ways to engage, communicate, and partner with families ● Develop real world, authentic opportunities to extend learning 	Union Representatives	<ul style="list-style-type: none"> ● Employee retention efforts ● Digital learning resources ● Real world learning experiences and college/career support

ESSER II & III Investment Priorities, by Year



HPS remains committed to academic & SEL recovery as the main investment area for federal stimulus dollars over the next three years

Category	SY21-22 (\$M)	SY21-22 (\$M)	SY22-23 (\$M)	SY23-24 (\$M)	% Total	Examples
Academic & SEL recovery	\$38	\$0.9	\$40.9	\$37.6	82%	“Must-Win” investment areas (see next slide), including flexible funding streams
Lingering health and safety considerations	\$5.4	\$0	\$2.5	\$1.9	6%	PPE, additional nursing and custodial services, HVAC upgrades
Technology infrastructure	\$0.6	\$3.4	\$4.2	\$4.1	9%	Educational technology, tech capacity support
Continuous Improvement & Capacity Building	\$0.8	\$0	\$0.7	\$0.7	1%	Central office capacity to implement initiatives and engage in continuous improvement cycles on planned investments
Indirect costs	\$0.8	\$0	\$0.9	\$0.8	2%	District’s Federally-approved indirect cost rate
Total	\$45.7	\$4.3	\$49.1	\$45	100%	

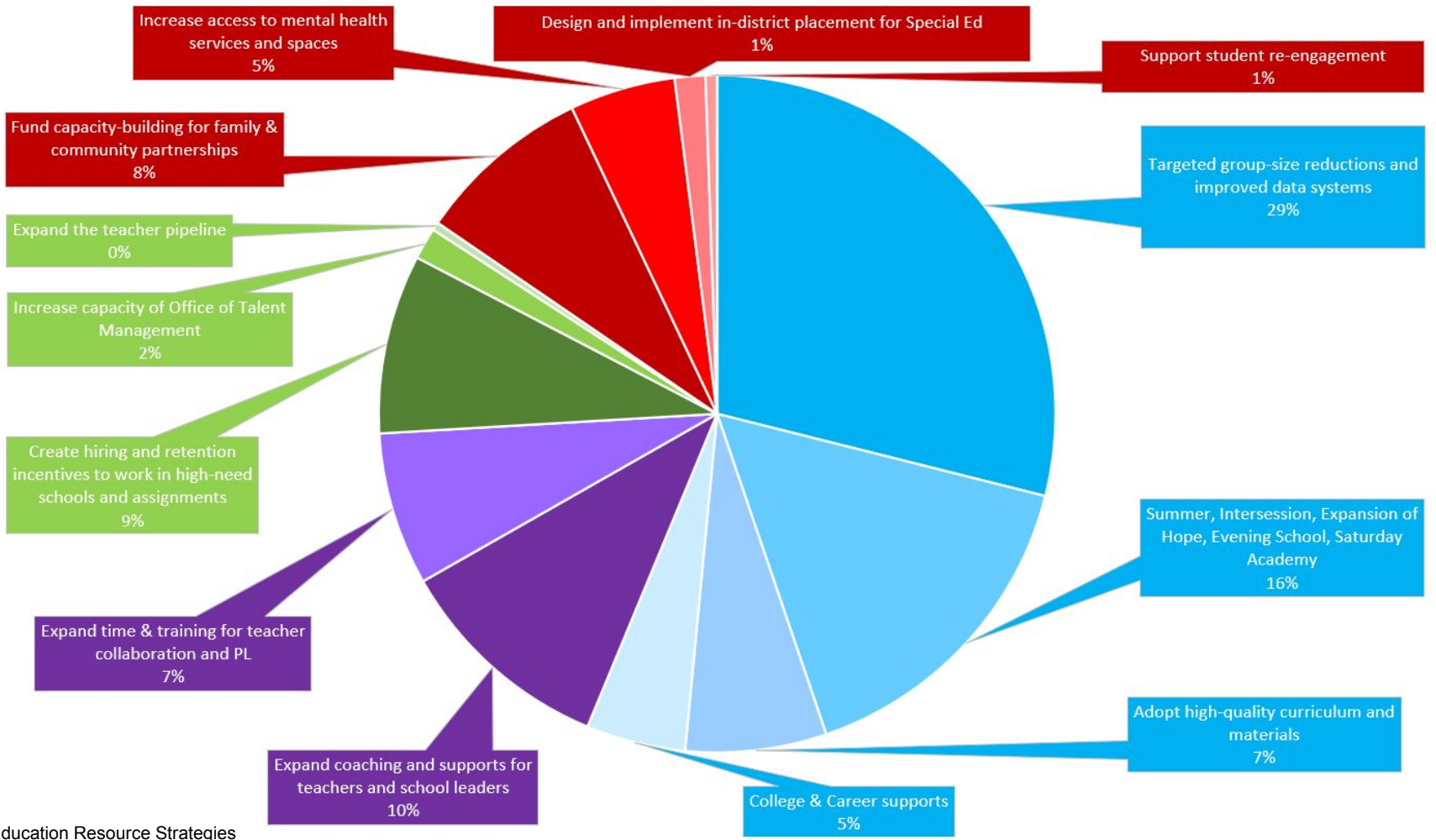
Academic & SEL Recovery “Must Win” Areas



ESSER III investments aligns with the four areas for investments in academic and social/emotional recovery identified in the ESSER II planning process

1. Expand learning time and targeted support opportunities in and outside of the school day	ESSER II: \$15M ESSER III: \$37M	2. Increase support for teachers and school leaders	ESSER II: \$10M ESSER III: \$21M
<ul style="list-style-type: none"> ● Extend learning time through expanded summer school, intersession/Saturday opportunities, evening school for high school, and expanding Hope Academy ● Deepen MTSS supports through targeted group-size reductions and improved data systems ● **NEW** Expand College and Career supports in middle and high school 		<ul style="list-style-type: none"> ● Adopt high-quality curriculum and materials ● Expand time and training for teacher collaboration and professional learning ● Expand coaching and supports for teachers and school leaders 	
3. Connect every student to an adult advocate and expand wellness supports	ESSER II: \$7M ESSER III: \$12M	4. Cultivate a sustainable teacher pipeline	ESSER II: \$5M ESSER III: \$9M
<ul style="list-style-type: none"> ● Support student re-engagement through a centralized re-engagement team and flexible school-based grants ● Fund capacity-building for family & community partnerships ● Expand the Community School Model to 11 total schools next year ● Increase access to mental health services and spaces ● *NEW* Supporting in-district programs for special education 		<ul style="list-style-type: none"> ● Create hiring and retention incentives to work in high-need schools and assignments ● Partner with higher ed and third party organizations to expand the teacher pipeline ● Increase capacity of Office of Talent Management 	
Equity Innovation Grants: Flexible funding for schools to expand/deepen successful practices at their schools			ESSER II: \$0.5M
NEW Scaling Innovations Fund: Flexible funding for schools and/or central to deepen successful practices			ESSER III: \$0.2M

ESSER III “Must Win” Investments for Academic & SEL Recovery



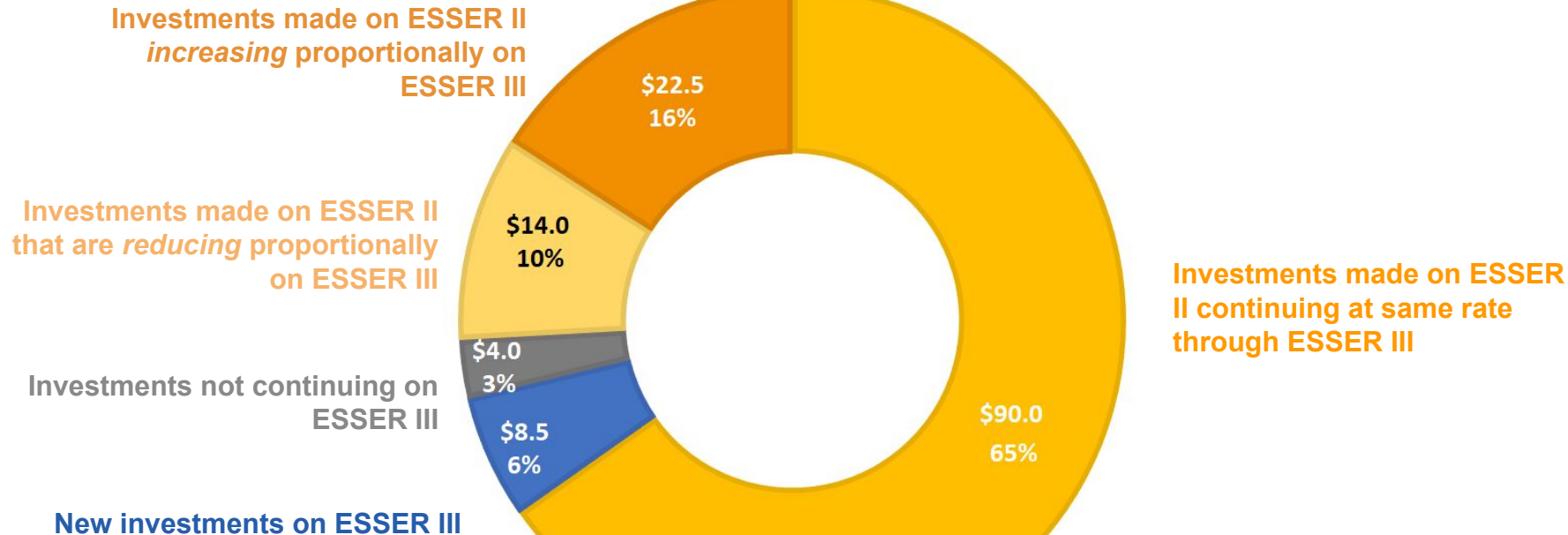
Source: Education Resource Strategies

Total Stimulus Investments



90% of total stimulus funds across ESSER II and III are investments identified in the ESSER II planning process

Total ESSER II & III Investments
(\$141M Total*)



*Excludes indirect costs

Total Stimulus Investments



As teams have begun planning and implementing the Strategic Operating Plan, we've fine-tuned our plan for stimulus investments

Change from ESSER II	Reasons	Key Investments
New Investments (\$8.5M)	<ul style="list-style-type: none"> • Less time-sensitive priority areas in strategic plan • Flexible funds to support, scale, and adjust current investments 	<ul style="list-style-type: none"> • College & career pathways, opportunities & curriculum • Programs to reduce special education outplacement • Hope Academy expansion • Scaling innovations funds
Increased Investments (\$23M)	<ul style="list-style-type: none"> • Doubling-down to accelerate impact • More \$ needed to launch effectively 	<ul style="list-style-type: none"> • Device/technology infrastructure to support 2:1 • Third party support for instructional coaching • Additional curricular materials & supports • Capacity-building for continuous improvement & fiscal sustainability
Reduced Investments (\$14M)	<ul style="list-style-type: none"> • Intentional ramp-down • Reduced feasibility to implement well 	<ul style="list-style-type: none"> • Summer, Intersession, and Saturday Academy programming • Capacity-building contracts & third party supports • Curriculum writing & implementation support
Not continuing on ESSER III (\$4M)	<ul style="list-style-type: none"> • One-time start-up 	<ul style="list-style-type: none"> • Contracts for professional learning (e.g. LETRS, Restorative Practices, ESS)- some are multi-year but only on ESSER II • Contracts to develop & enhance OTM practices & pipeline • Data systems contracts & implementation

Talent Needs



Talent investments from ESSER II will remain through the ESSER III grant; additional FTE increases exist on ESSER III to support new program foci

Positions	ESSER II	ESSER III	Description
Teachers	85	+10	In-district SPED programming, Hope Academy Expansion
Counselors & Social Workers	21	+3	In-district SPED programming, College & Career counseling
Instructional Coaches	28	+1	Reading Acceleration
EDLs and school leader supports	6	+0	
Central admin	9	+6	College & Career pathway development, Extended Day/Year Management, Recruitment Data support
Others	23.5	+7	In-district SPED programming, Hope Academy expansion
Total	172.5	+27	

Expected Partnerships



In addition to the ~200 FTEs we aim to hire, we anticipate drawing on partners for feasibility, sustainability, and capacity building for the HPS team

1. Expand learning time and targeted support opportunities in and outside of the school day

- CBO partnerships for Summer School, Intersession
- CT Afterschool Network training
- Tutoring partnership
- MTSS technology training and data analysis training

2. Increase support for teachers and school leaders

- LETRS Science of Reading training
- LINC Spring Platform Access
- Restorative practices professional learning
- District- and school-level coaching for standards-based, grade-level instruction and instructional leadership
- Post-secondary support partnerships (eg. Educator Rising, Higher Heights)

3. Connect every student to an adult advocate and expand wellness supports

- Parent Academy design, coordination, facilitation, micro-credentialing
- Capacity building for Office of Family & Community Engagements
- Community schools partnerships and technical assistance
- ESS partnership for mental health and therapy services
- Partnerships to help (re)engage families with barriers to access

4. Cultivate a sustainable teacher pipeline

- Assessment, redesign, and capacity building for Office of Talent Management
- Teacher pipeline design and implementation support
- Higher ed partnerships for student teacher and substitute teacher coverage

Invest in stronger technology, equipment, data infrastructure, and sustainability

- Red Pepper Training for Data & Accountability team
- Google Dual-Domain technical assistance
- Financial strategy and sustainability analysis, consulting, and capacity building



Invest in proven, high-impact strategies



Investments are targeted in strategies with strong evidence based for improving student outcomes:

What research says:	How this shows up in ESSER II & III plan
<p>High-quality curriculum and materials has a direct effect on student learning- especially when combined with job-embedded, content-based professional learning</p>	<p>\$7M in curriculum; \$18M for increased time and coaching for integrated professional learning</p>
<p>High-dosage tutoring and significantly reduced group sizes at targeted times can meaningfully accelerate learning</p>	<p>\$34M in investments to target group size reductions in school; \$12M for high-dosage tutoring for students</p>
<p>Teacher effectiveness has about 3X the impact on student scores as any other factor. Early hiring and incentives to work in high-priority areas and schools improve retention of effective teachers in those areas and schools</p>	<p>\$11M to support incentives for teachers in harder-to-staff schools and assignments, \$4M to expand teacher pipeline and increase capacity for OTM</p>
<p>Impact of school leader quality - through their effect on teachers- even greater than previously thought on student outcomes</p>	<p>\$3M in Increased coaching and strategic planning/operational support for school leaders</p>
<p>Evidence supports the use wraparound services to leverage community resources, increase access, and provide a structure for families and community members</p>	<p>\$8M for expanded Community Schools Model and increased mental health partnerships in schools</p>
<p>**New** Evidence-based practices in post-secondary readiness- such as career and technical education, work-based learning, and career pathways- are shown to impact post-secondary enrollment and success</p>	<p>\$4M in career pathway, exploration, and post-secondary transition supports</p>



Reminder: Investing in equity

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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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



Reminder: Investing in sustainability



Investments are designed to have both immediate and lasting impact on the system

What makes a good short-term investment?

For example:

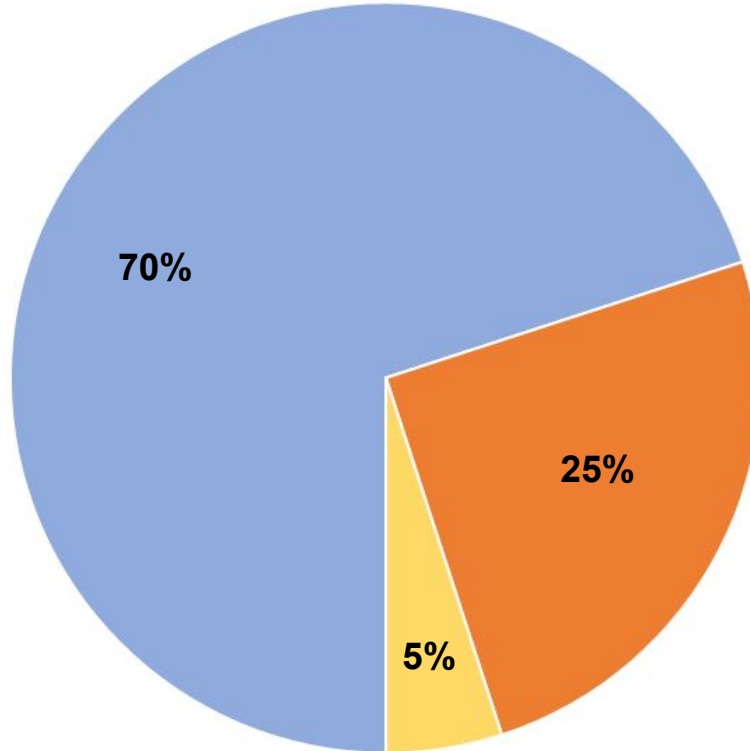
Addresses an urgent, short-term need	Expanded summer school, intersession academies, increased capacity to deliver tier 2&3 interventions through MTSS
Builds lasting capacity of individuals, systems & processes	Professional learning for teachers/leaders - outside partners that build internal capacity, deepened community partnerships, improved pipelines
Addresses start-up costs or one-time investments	Investments in infrastructure such as technology, HVAC updates, data infrastructure for MTSS, new curriculum
Catalyzes (or buys time for) long-term resource shifts	Investments in tier one academic and SEL support that will catalyze shifts away from intensity of tier 2&3 need over time <i>*New from ESSER III* Investments in reducing special education outplacement</i>
Includes explicit exit plan for any added FTE	New teacher or tutor positions absorbed through natural attrition, others explicitly temporary

How are investments distributed across the system?



The majority of resources will live at schools, or shared across schools, even as they are budgeted at central department locations

ESSER III Investment %, by Category



School-based resources

Examples: Targeted group size reductions, Equity Innovation grants, school-based coaches, Community School services, recruitment & retention bonuses

Shared resources

Examples: Summer school, Evening school, MTSS data systems/training, re-engagement supports, school leader coaching/supports

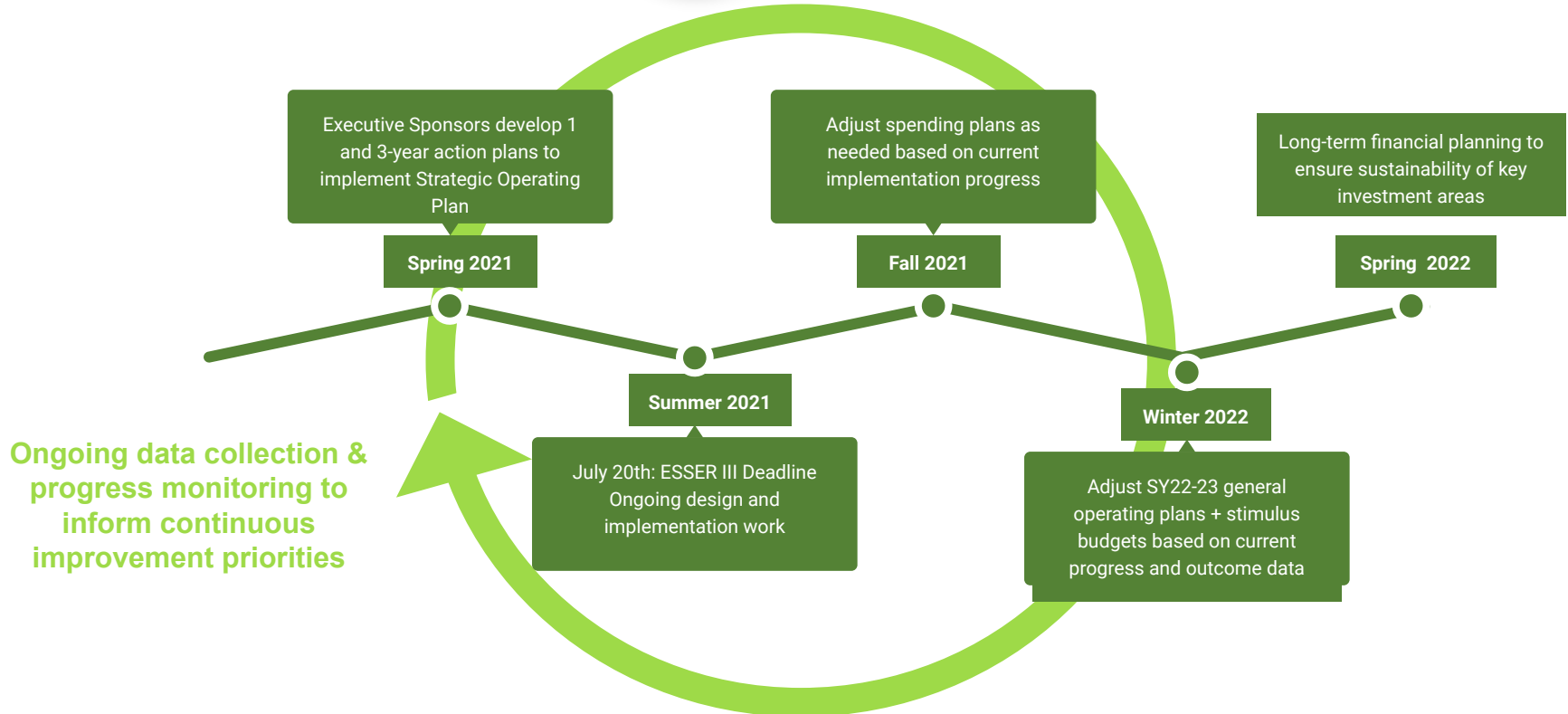
Centralized resources

Examples: Central office capacity to implement initiatives (particularly in OTM and Finance) and to engage in continuous improvement cycles on planned investments

In-progress decision milestones



Many design choices are still in-progress, and will be the focus of the next 2-3 months of strategic planning



**Hartford Public Schools
Special Education Costs
2017-2021**

	2017	2018	2019	2020	2021
General Fund					
Special Education Teachers	\$22,262,031	\$23,285,213	\$19,688,760	\$22,513,503	\$21,713,764
Paraprofessionals	\$11,235,073	\$11,555,734	\$10,015,624	\$10,526,150	\$9,549,493
Tuition:*					
- Public In-State Schools	\$24,545,470	\$27,549,781	\$31,910,775	\$36,232,478	\$37,559,593
- Out of State Schools	\$214,194	\$96,318	\$124,879	\$162,264	\$224,868
- Private Schools	\$16,373,313	\$17,701,226	\$20,523,851	\$20,483,906	\$21,946,069
- Charter Schools	<u>\$1,426,189</u>	<u>\$2,145,873</u>	<u>\$2,112,040</u>	<u>\$1,108,659</u>	<u>\$714,153</u>
Subtotal Tuition	\$42,559,166	\$47,493,198	\$54,671,545	\$57,987,307	\$60,444,683
Transportation	\$12,311,730	\$12,589,880	\$14,417,391	\$13,044,934	\$12,564,886
All Other Costs**	<u>\$9,124,984</u>	<u>\$11,120,940</u>	<u>\$10,064,122</u>	<u>\$10,980,532</u>	<u>\$10,170,025</u>
General Fund Total	\$97,492,984	\$106,044,965	\$108,857,442	\$115,052,426	\$114,442,851
Special Funds (Grants)					
Special Education Teachers	\$8,965,449	\$5,562,364	\$10,310,357	\$8,450,088	\$10,771,049
Paraprofessionals	\$1,648,857	\$1,419,668	\$2,354,496	\$1,139,548	\$1,445,244
Tuition:*					
- Private Schools	\$2,595,655	\$2,645,974	\$2,762,777	\$2,762,777	\$2,926,678
Transportation	\$560,166	\$442,048	\$446,254	\$0	\$0
All Other Costs**	\$7,025,537	\$5,818,298	\$9,497,035	\$7,988,281	\$8,237,049
General Fund Total	\$20,795,664	\$15,888,352	\$25,370,919	\$20,340,694	\$23,380,020
Total, All Funds	\$118,288,648	\$121,933,317	\$134,228,361	\$135,393,120	\$137,822,871

**In this context, tuition refers to charges for Special Education services provided to Hartford students by other schools/districts, and is net of tuition received.*

***Includes fringe benefits*

Location:

EDUCATION - SPECIAL;

Scope:

Connecticut laws/regulations; Other States laws/regulations; Federal laws/regulations; Court Cases; Background;



October 21, 2010

2010-R-0439

**OLR BACKGROUNDER: BURDEN OF PROOF IN SPECIAL EDUCATION
DUE PROCESS HEARINGS**

By: Judith Lohman, Assistant Director

James Orlando, Legislative Analyst II

This report provides background information and an explanation of the issue of “Burden of proof” in special education due process hearings in Connecticut and neighboring states. It updates OLR Report 2010-R-0054.

SUMMARY

Special education due process hearings are impartial administrative hearings held to resolve disputes between parents and public agencies, usually school districts, over the evaluation or educational placement of, or individualized education program established for, a child requiring special education. Although such a hearing may be requested by either a parent or a school district, in practice, most are requested by parents.

Special education is governed by both federal and state law. Federal law generally establishes a child's right to special education and imposes the procedural requirements for states and school districts to implement that right. State laws must conform to federal requirements.

Although federal law requires due process hearings to resolve disputes, it does not specify which party to a hearing bears the burden of proof (i.e., is required to prove its claim that a special education program or placement is or is not appropriate for a particular child). In 2005, because the federal law is silent on this point, the U.S. Supreme Court ruled that the burden falls on the plaintiff (i.e., the party requesting the hearing) to prove his or her claims (*Schaffer v. Weast*, 546 U.S. 49 (2005)). At the same time, the Court declined to decide whether states could choose not to follow this rule. As noted by both the majority opinion and Justice Breyer's dissent in *Schaffer*, the question of who bears the burden of proof in administrative hearings should arise rarely, as it only comes into play when the hearing officer finds that the evidence is closely balanced, a relatively rare occurrence.

Connecticut State Board of Education (SBE) regulations adopted in 2000 place the burden of proof in all special education due process hearings on the school district. This means that, even when the parent is the plaintiff, school districts must prove that their special education decisions are appropriate.

Bills introduced in 2007, 2009, and 2010 sought to override the regulation to require plaintiffs to bear the burden of proof, but the Education Committee did not report favorably on the proposals.

New Jersey and New York both have statutes placing the burden of proof on the school district, while a Vermont regulation places the burden on the plaintiff. We found no statutes or regulations addressing the issue in Maine, Massachusetts, New Hampshire, Pennsylvania, or Rhode Island.

SPECIAL EDUCATION DUE PROCESS HEARINGS

State and federal laws require school districts to identify children with disabilities that affect their educational performance and provide them with a “free and appropriate public education” tailored to their individual needs (20 U.S.C. § 1400 *et seq.*; CGS §§ 10-76a to 10-76i). To meet this requirement, school districts must evaluate children referred for special education to determine if they are eligible and create an individualized education program (IEP) for each eligible child. The IEP establishes the student's educational placement and the educational and related services the school district must provide.

Under state and federal law, a parent may request a “due process” hearing before an impartial hearing officer if (1) the parent disagrees with a school district on his or her child's evaluation, placement, or IEP or (2) a school district fails to provide the child with a free appropriate education that meets his or her needs. School districts may also request such hearings when a parent refuses to consent to a child's evaluation or placement (CGS § 10-76h; 20 U.S.C. § 1415).

In Connecticut, special education due process hearings are held before impartial special education hearing officers appointed by the State Department of Education. Hearings are conducted according to procedures established in federal and state special education laws and regulations. Both parties to the hearing may be represented by legal counsel, present evidence and sworn testimony, and cross-examine witnesses. Decisions must be written and include both findings of fact and conclusions of law.

Once the hearing officer issues his or her decision on the matter, any aggrieved party may appeal it to state or federal court.

BURDEN OF PROOF

Federal Law

The federal special education law establishes detailed procedural requirements for special education due process hearings. But it does not specify which party, the parent or the school district, has the burden of proof in such a hearing.

U.S. Supreme Court Ruling

In 2005, the U.S. Supreme Court held that because federal law was silent on the issue, the standard legal default rule that the plaintiffs in a case bear the burden of proving their claims should apply. Thus, it ruled that “the burden of proof in an administrative hearing challenging an IEP is properly placed upon the party seeking relief” (*Schaffer v. Weast*, 546 U.S. 49 (2005)).

The Court noted that the term “burden of proof” has historically encompassed both “the 'burden of persuasion,' *i.e.*, which party loses if the evidence is closely balanced, and the 'burden of production,' *i.e.*, which party bears the obligation to come forward with the evidence at different points in the proceeding” (*Schaffer*, 546 U.S. at 56). *Schaffer* concerned only the burden of persuasion.

In its decision, the Court expressly declined to rule on whether a state law or regulation could, if the state wished, override the legal default rule. The *Schaffer* case involved a Maryland school district and, like the federal law, Maryland's state special education law and regulations take no position on the burden of proof issue.

In *Schaffer*, the Court noted that “very few cases will be in evidentiary equipoise” (546 U.S. at 58). In his dissent, Justice Breyer further noted that the burden of persuasion in this context is:

a relatively minor issue that should not often arise. That is because the parties will ordinarily introduce considerable evidence . . . [a]nd judges rarely hesitate to weigh evidence, even highly technical evidence, and to decide a matter on the merits, even when the case is a close one. Thus, cases in which an administrative law judge (ALJ) finds the evidence in precise equipoise should be few and far between (*Schaffer*, 546 U.S. at 68 (Breyer, J., dissenting)).

Connecticut Law and Regulations

Connecticut's special education burden of proof requirement is different from the one determined by the U.S. Supreme Court ruling. In all cases, Connecticut requires the school district or other public agency responsible for providing special education to prove its placement or program appropriate. This rule applies even when the parent requests the due process hearing. If, however, the hearing officer decides the school district's program or placement is not appropriate, any party seeking reimbursement for a unilateral placement or program (such as a parent asking to be reimbursed for private school tuition for the parentally-placed student) must prove that the unilateral placement is appropriate.

Connecticut's burden of proof requirement is not part of the special education due process statute (CGS § 10-76h). Rather, it is SBE's regulations that require that, “in all cases . . . the public agency has the burden of proving the appropriateness of the child's program or placement, or of the program or placement proposed by the public agency” (Conn. Agencies Regs. § 10-76h-14).

The regulations define the “public agency” as a local or regional school board, the state vocational-technical school system, a state agency unified school district, or any other state agency that is responsible for providing special education and related services to eligible children.

Other States

As noted above, the U.S. Supreme Court in *Schaffer* declined to address whether a state could overrule the default rule that plaintiffs in special education due process hearings carry the burden of proving their claims.

We surveyed the law in the other New England states, New Jersey, New York, and Pennsylvania. In 2008, New Jersey enacted legislation providing that the burden of proof falls on the school district (N.J. Stat. § 18A:46-1.1). New York enacted similar legislation in 2007, although New York also provides that the burden falls on parents or other persons in parental relation “seeking tuition reimbursement for a unilateral parental placement” (NY Educ. Law § 4404(1)). By regulation, Vermont allocates the burden of proof to the plaintiff (Code Vt. Reg. § 2365.1.6.15).

We did not find any statutes or regulations in Maine, Massachusetts, New Hampshire, Pennsylvania, or Rhode Island addressing the burden of proof in special education due process hearings.

PROPOSED LEGISLATION

In 2007, 2009, and 2010, the General Assembly's Education Committee raised bills to override the SBE's regulation and place the burden of proof in special education due process hearings on the party that requests the hearing. Since most due process hearing requests come from parents, this change would relieve school districts of the requirement that, when challenged, they prove the appropriateness of a special education placement or program.

In public hearings on the bills, school districts and municipalities supported the change, while the State Department of Education, parents of special education students, and advocacy groups for people with disabilities opposed it. The Education Committee took no favorable action on these proposals (2007 Raised Bill 7176, § 1; 2009 Raised Bill 1142, § 4; and 2010 Raised Bill 5425, § 3).

JL:df

City of Hartford
 FY2022 Mitigation Efforts Update
 Through 10-31-21 (Report as of 11-9-21)

	Initiative	Savings/ Increased Revenues Estimated (Annual)	Savings/ Increased Revenue Year-to- Date (FY2022)	Remaining Savings/ Revenues to Recognize to Meet Goal	Steps to Take
	REVENUE:				
1	Tax Collection Efforts (Estimated Additional Annual Revenues \$300K- \$500K)	\$300,000	\$0 \$92,156 <u>\$0</u> \$92,156	\$207,844	<ol style="list-style-type: none"> 1) Annual Tax Deed Sale – process begins around June (revenue typically exceeds budget annually) 2) License Plate Scanning & Compliance – 3rd party agreement with 50/50 split of revenue and work performed throughout the year by 3rd party (revenue not budgeted) - through 10-31-21 3) Personal Property Audits – ongoing efforts using in-house staff
2	Private Duty Jobs and Other Receivable Collection Efforts (Estimated Additional Annual Revenues \$250,000-\$350,000)	\$250,000	\$0	\$250,000	<ol style="list-style-type: none"> 1) City to review outstanding receivables (non-tax) to assess collection steps based on type of service provided, date of service and amounts (By July 31, 2021) As of 10-13-21, we have sent out second requests for payment for over \$50k of blight and citations invoices related to trash clean up; continue to work with other departments to determine how best to collect on unpaid invoices. UPDATE ON PROGRESS 11-9-21: We are receiving payments on the invoices sent out for payment which were old, though not a significant amount. We intend to send batches to collections or to the tax collector by the end of November 2021. Progress on this continues. 2) City to engage with collection agency and begin to assign past due invoices (by August 2021) Engaged with Revenue Services LLC for assistance with collections. As of 10-13-21, we have placed over \$115k out for collections related to private duty police services. On 11-8-21 we sent an additional \$15,856 in outstanding receivables to the collection agency. We are sending items to collections in a more timely manner due to a new process set in place during the summer of 2021. 3) City to establish written procedures on collection efforts for outstanding receivables going forward (by August 2021) We are working with Revenue Services LLC and various City Departments to determine the best practices for City collections and continue to refine our policies and procedures. Also, OMBG is in the process of promoting a staff member to serve as the Assistant Director - Revenue. This person will work on overseeing the collections process going forward. This transition is expected to be finalized prior to November 1, 2021. UPDATE ON PROGRESS - This transition will officially take place in December 2021. Written procedures will continue to be reviewed, with a goal of finalization by January 2022.

City of Hartford
 FY2022 Mitigation Efforts Update
 Through 10-31-21 (Report as of 11-9-21)

4	Grant Opportunities (Estimated Additional Annual Revenues Amount Varies by Grant)	\$2,000,000	\$0 \$0 \$0 <u>\$200,000</u> \$200,000	\$1,800,000	<p>The Grants Department is actively seeking new grants which meet our core objectives. This is an ongoing effort. (<i>City to distinguish between operations and CIP below.</i>)</p> <p>Current significant grant opportunities currently on deck include (but are not limited to) -</p> <ol style="list-style-type: none"> 1) DOT - Rebuilding American Infrastructure with Sustainability and Equity (RAISE) \$5m-\$25m; FY2022 to FY2026 2) CT DEEP - LWCF State and Local Assistance Program and Outdoor Recreation Legacy Partnership (ORLP) Program \$300k-\$5m; FY2022 3) DOT - Pilot Program for Transit-Oriented Development (TOD) Planning \$200k-\$250k; FY2022 Funding not yet available 4) Other grants not previously awarded related to operating or CIP expenditures Brownfield grant received in 2Q22 <p>As of Number 9, 2021, the City has applied for, or is working on applicants for, a significant number of new grants. We will report out on the dollars received upon award of new grants in the future.</p>
EXPENDITURES:					
3	Energy Efficiency Opportunities (Estimated Additional Annual Savings \$350,000-\$400,000)	\$350,000	\$0	\$350,000	<p>The Energy Division is managed by a dedicated individual who manages all energy projects throughout the City. They work with departments to track progress and savings. These are ongoing efforts. The City will include updates in future reports on savings to date by project. Refer to attachment for update from September 2021 report.</p>
5	Strengthening Golf Course Enterprise Operations (Estimated Additional Annual Savings \$100,000)	\$100,000	\$0	\$100,000	<p>The City hired a new Golf Operations Manager in March 2021. Due in large part to the pandemic limiting the number of activities individuals could participate in, golf saw a significant increase in customers. For FY2021, there continues to be a surplus in the golf fund. Therefore, the \$240k set-aside will be repurposed. For FY2022, the City is only including a set-aside of \$100k with the hope that it will not be needed to fill any gaps in the coming year. The continued improvement in the golf operations is expected to continue in future years. This will be updated at the end of the fiscal year upon Golf account reconciliation.</p>

City of Hartford
 FY2022 Mitigation Efforts Update
 Through 10-31-21 (Report as of 11-9-21)

6	Workers Compensation Cost Reduction Strategies (Estimated Additional Annual Savings \$75,000-\$200,000)	\$150,000	\$61,548 \$0 \$0 \$61,548	\$88,452	<p>Workers Compensation is managed as part of our Safety & Risk Department. The City is currently negotiating a contract with a TPA to ensure additional savings by using new tools to manage both risk and payments out related to workers' compensation.</p> <ol style="list-style-type: none"> 1) Negotiating a lower annual admin rate Annual amount for (5) years (includes BOE savings) total = \$307,740 2) Planning to use a 24-hour triage nurse line in lieu of urgent care visits, when possible Currently piloting in DPW; plans to roll out to HPF and HFD in 3rd quarter 2021 UPDATE FOR OCTOBER 2021 REPORT: Program is being set up in HFD for rollout in the coming months. It is likely that both will be set up in the first quarter of calendar year 2022. Since the inception of the program at DPW we have decreased the number of lost time claims by 41.7% (36 in calendar year 2020 vs 21 YTD in calendar year 2021). The average cost of a loss time claim has also decreased by 20% for the same period. We continue to monitor the claims closely to ensure fiscally responsible management of the workers' compensation program. 3) Closely working with TPA to review program for other efficiencies Currently working to set up Safety Committees in required locations to qualify for a Managed Care Plan option for WC which will save significant dollars.
7	Cost Reduction Strategies Through Procurement Efforts (Estimated Additional Annual Savings of at Least \$300k Annually)	\$300,000	\$0 \$0 \$120,000 \$3,333 \$0 \$0 \$123,333	\$176,667	<p>In FY2021, the City negotiated an office supply contract which is set to save the City approx. \$128k annually. The City is hiring a Project Manager in FY2022 to take on additional cost reduction projects. Projects that are in discussions for FY2022 include (but are not limited to) -</p> <ol style="list-style-type: none"> 1) Fleet Program Savings 2) Copier/Printer Management and Savings 3) Office Supply Contract Savings - estimated for the FY 4) Mail Machine Contract Savings - \$10k over 3 years 5) Energy Bill Payment and Tracking Program Savings 3) Other Cost Savings Measures <p>Interviews for the Project Manager position noted above wrapped up on 9-15-21. Employee will transition to new role on 10-18-21. Will report on savings once an employee starts in this new role in the coming months.</p>
8	Cost Reduction Strategies Through Facility and Fleet Management Efforts (Estimated Additional Annual Savings \$75,000 to \$100,000)	\$75,000	\$0	\$75,000	<p>The City has a Fleet Manager works closely with departments to determine the need for vehicle replacements, repairs, etc. on a City-Wide basis. The City is considering establishment of a Fleet Working Group to determine where savings can be realized; from replacing old vehicles with more fuel-efficient vehicles to sourcing repair parts at contracted prices. Working group currently under consideration. The Fleet Working Group Charter is being established. The working group met on 10-13-21. Based on early discussions, we are hopeful to see cost savings from recommendations yet this fiscal year. Recently approved the purchase of 15 new hybrid vehicles for departments and retired several old, less fuel efficient vehicles. Savings to be calculated in coming months.</p>
Totals		\$3,525,000	\$477,037	\$3,047,963	

City of Hartford

Misc. Revenue Collections Reporting
 Monthly Reporting
 As of 10-31-21

NOTE: Currently working with collection agency on Private Duty collections. No Fire Marshall services sent to agency at this time. Rents, PILOTS, Other are being monitored internally and do not require agency help at this time. City will be adding various Health Code violations (blight clean up and citations) in coming months. Currently sending out second notices for payment prior to sending to agency. City will add agings to this report

	Sum of 1 to 30 Days Past	Sum of 30 to 60 Days Past	Sum of 61 to 90 Days Past	Sum of 91 to 120 Days Past	Sum of Over 120 Days Past	Sum of Total Due Now	Total Change Month over Month
Police Private Duty	313,557	50,325	16,968	2,928	2,461,781	2,845,559	
Fire Marshall Services	-	-	-	-	511,399	511,399	
Rents, PILOT, Other	53,941	46,501	46,501	46,501	397,745	591,189	
Total as of 6-21-21	367,497	96,826	63,469	49,429	3,370,925	3,948,147	
	9.3%	2.5%	1.6%	1.3%	85.4%		
Police Private Duty	134,639	53,909	10,224	6,744	2,449,577	2,655,093	(190,466)
Fire Marshall Services	-	-	-	-	501,544	501,544	(9,855)
Rents, PILOT, Other	4,346	-	7,440	-	366,516	378,302	(212,887)
Total as of 7-31-21	138,985	53,909	17,664	6,744	3,317,637	3,534,939	
	3.5%	1.4%	0.4%	0.2%	84.0%		
Police Private Duty	165,914	42,746	40,359	20,448	683,998	953,465	(1,701,628) Payment received on XL Center
Fire Marshall Services	-	-	-	-	69,591	69,591	(431,954) Payment received on XL Center
Rents, PILOT, Other	61,904	-	2,750	7,440	359,076	431,170	52,868
Total as of 8-31-21	227,818	42,746	43,109	27,888	1,112,664	1,454,225	
	5.8%	1.1%	1.1%	0.7%	28.2%		
Police Private Duty	270,391	444,222	100,463	18,743	669,000	1,502,819	549,354 Significant number of jobs performed in past 60 days
Fire Marshall Services	-	7,722	-	-	64,663	72,385	2,795
Rents, PILOT, Other	78,367	51,034	-	-	360,493	489,894	58,724
Total as of 9-30-21	348,758	502,978	100,463	18,743	1,094,156	2,065,098	
	8.8%	12.7%	2.5%	0.5%	27.7%		
Police Private Duty	132,916	112,218	36,547	7,304	600,686	889,671	(613,148) Significant number of jobs performed in past 60 days and payments received
Fire Marshall Services	-	-	7,721	-	56,779	64,500	(7,885)
Rents, PILOT, Other	54,895	46,591	50,201	-	360,495	512,182	22,288
Total as of 10-31-21	187,811	158,809	94,469	7,304	1,017,960	1,466,353	
	4.8%	4.0%	2.4%	0.2%	25.8%		