

HARTFORD PUBLIC SCHOOLS
Phase II School Design Specifications
Journalism and Media High School

Overview of School Model

Description of school type, accreditation & affiliation model

The Journalism and Media High School is a college preparatory model for 400 high school students, grades 9-12, who are interested in pursuing careers in the field of Communications and Journalism. Proposed to open in August 2009, students will be recruited citywide and will commit to participation in the School as members of a learning community. Grade 9 and 10 students will be temporarily housed at the present Weaver High School facility until a facility plan is completed at 150 Tower Avenue, the school's permanent location, which will include recording studio space. The School will grow one grade each year and will be at capacity in 2011. The school will serve as the City's first Northeast high school.

The goal of the school is to create a media-literate person who can access, analyze, evaluate and produce both print and digital/wire-based media. Media literacy builds an understanding of the role of media in society and provides students with the essential skills of inquiry and self-expression. It teaches young people to lead healthy, responsible, independent lives in a culture highly impacted by media. The school will develop and deliver cutting-edge curricula and innovative programs that build skills in critical thinking, literacy, diversity, community connection and creative media production. In addition, the school will integrate a strong literacy and numeracy program into its curriculum and focus on those skills that will prepare students for college.

The school will build awareness and offer preparation for college readiness and employment in the fields of Journalism and Media, especially as related to Internet Journalism and Videography, two of the fastest growing opportunities for employment in the field. Most importantly, the school will build an awareness that new media is convergent media combining print, broadcast and the web. It is a team approach to story telling with all journalists involved in deciding which format is best suited to certain aspects of the story and involving blogging, pod casting, video, print, visual story telling, photography, and more.

Three media foci will drive the goals and curriculum of the Journalism and Media School:

1. Writing as a Main Focus
 - a. Newspapers and wire services, such as Reuters
 - b. Public Relations
 - c. Radio and Television
 - d. Writing for Internet: Information, Branding, and Marketing
2. Videography and Photography
 - a. Television and Cable
 - b. Videography and Communications for Live Reporting
 - i. Composing and Editing Down
 - ii. Shooting and Camera Work
3. Audio and Media Technology
 - a. Equipment Maintenance
 - b. Signals and Transmission
 - c. Sound Broadcasting

Students at the Journalism and Media High School will operate both the Radio Station WQTQ and Channel 19 Public Access Television.

The School will focus a rigorous academic program on:

- ❖ Technology-related skills, career exploration and preparation for higher education and careers in journalism and new media
- ❖ An interdisciplinary curriculum that integrates content areas, post secondary education and workplace employability skills
- ❖ A curriculum that forms the basis for all school and external partnerships and activities
- ❖ Project-based learning that is authentic and contextual
- ❖ Innovative teaching and scheduling practices that include block scheduling, extended school day, summer bridge programs and after school programs

The School will focus on helping all students to:

- ❖ increase their knowledge and depth of understanding of all subject areas through reading, writing, and problem solving
- ❖ demonstrate the appropriate use of technology as a learning tool in all subject areas

- ❖ demonstrate a fundamental knowledge of the arts
- ❖ develop the skills necessary for college and career readiness.

Major School Partners

Active partnerships with teaching professionals, parents, community, and business leaders will support the needs of a diversified student population of advanced placement, honors, academic, special education, and bilingual students. School partners will include:

- ❖ Fox 61
- ❖ National Public Radio
- ❖ Hartford Public Access Television
- ❖ The Hartford Courant
- ❖ Quinnipiac
- ❖ ESPN

The School will offer curricular pathways and related activities for college readiness and careers in Journalism and Communications. Students will engage in media projects such as a school newspaper, graphic design, film and video studies, performance poetry, digital artwork, audio recording, story boarding, digital editing, and television and radio broadcasting. Students will showcase their media projects through school fairs, community exhibitions, film festivals, the Internet, broadcast and cable television, as well as other venues.

Research Basis

In April 2008 an NAA (Newspaper Association of America) Foundation study showed positive links between student involvement in high school journalism programs and academic performance on standardized test performance and GPAs. The study, titled *High School Journalism Matters* and led by Jack Dvorak of Indiana University, studied more than 31,000 students and confirmed studies completed in 1987.

It was found that students who participated in high school journalism programs jumpstart their college careers. Findings included:

- Students with journalism experience in high school had significantly higher overall grade point averages, higher grades on English standardized tests, and college freshman English courses as well as higher college GPAs.
- Students involved in journalism programs showed a strong aptitude for leadership roles.

Additionally, during a recent site visit to the Digital Harbor High School in Baltimore, Maryland, members of the design team met with staff in charge of the school's television studio suite. The suite serves not only as a broadcast quality television facility but also as an instructional environment exposing student to industry standards. Project design highlights include a baseband audio/video cabling system, a "live" digital broadcast production/recording studio, audio record and edit suite and a master control production console.

School Mission & Vision

Mission

The Journalism and Media High School will create media-literate students with high levels of technology, writing, research and creative thinking skills who are competitive candidates for four-year colleges and ultimately Masters Degree programs in Communications or Journalism.

Vision

To achieve its vision, the Journalism and Media High School seeks to develop each student's talents and interests as an independent-minded person within the community. Students will acquire technological and critical thinking skills and will develop a sense of personal and social responsibility that will enable them to participate successfully in a global economy. Students will write, photograph, videotape, blog, do pod casts, do layouts and maintain web pages. Students will develop these skills in the context of Journalism and Media competencies and careers.

The goals of the Journalism and Media High School are to:

- Develop an interdisciplinary curriculum that integrates and aligns both post secondary education and workplace employability skills with already established academic area outcomes.
- Develop classroom instruction that is based on high performance expectations using established academic and occupational standards. Students will be engaged in project-based learning that is authentic, integrated, and contextual.
- Introduce comprehensive career awareness and guidance program that motivates students to greater achievement by providing realistic career information about what they need to know and be able to do in order to succeed in a career or post-secondary education after high school.

- Acquire those tools of technology that are utilized in business/industry, especially as those tools are related to journalism and new media.
- Demonstrate the use of technology tools to enhance learning, increase productivity, and promote creativity within all academic and elective courses.
- Develop a technology media center that implements effective curriculum support services and library and information skills instruction.
- Build partnerships with the business and school community that foster the development of work-based and academic experiences that validate student learning, help sustain student engagement, maintain student interest and actively retain student participation until graduation.

Student Body

Grade Configuration and School Size

The School will serve approximately 400 students in grades 9-12 by 2011.

Year-by-Year Phase In

The following are transitional plans for the August 2009 opening of the High School:

- During its first year of implementation, the school will serve students in Grades 9 and 10.
- The current Grade 9 students enrolled in the Freshman Academy at Weaver High School will have seat preference for Grade 10 enrollment at the new high school for entry in August 2009.
- Grade 8 students will be recruited city-wide for enrollment in Grade 9 through the Hartford Choice process.
- The high school will add grow to grades 9-11 in August 2010 and to grades 9-12 in August 2011.

Governance Structure

The School governance structure will be based on collaboration and partnership and will involve all stakeholders: students, parents, school staff, media and community partners.

The Principal

The strong leadership of the principal will be essential to the success of this new high school. It is highly recommended that the principal:

- Be driven by a personal commitment to get every school graduate into college including exposure to Masters Degree and Terminal Degree educational paths
- Has training or expertise in the fields of communications or journalism
- Has outstanding writing, creative thinking, and project based teaching skills
- Can work effectively with the media, higher education and community partners
- Understands and supports strategies to provide meaningful out-of-school experiences for students and ensures that they are integrated with classroom instruction
- Involves parents in meaningful roles in the school
- Put students first in all decision making
- Believes that good school discipline comes from rigor in the curriculum and actively engaged students
- Has autonomy to hire staff with relevant communications, writing, and technology experience to ensure robust curriculum relevance to today's media market

School Deans

An *Academic Dean* will be appointed to build and strengthen partnerships with higher education and business partners in order to extend learning outside the school walls by coordinating internships, job shadowing, mentoring, senior projects, dual credit courses and other learning opportunities. A *Dean of Students* may be appointed to support the principal in establishing a safe environment and school culture that emulates a business atmosphere.

School Deans will teach a minimum of two courses.

One or more *Field Experts* may be appointed to support the operations for the radio and television studios.

School Governance Council

The School Governance Council will foster collaborative decision-making through a representative body of school educators, parents, student and community members who will review the school improvement plan, assess the school budget based on student learning goals, and monitor adherence to the school mission. This Council will also make decisions about school-wide concerns, curriculum and assessment and the organization of the school schedule.

The School Advisory Board

The Advisory Board will include media partners along with higher education partners to bring field expertise to the continued development of the high school curriculum and co-curricular programming. The primary role of the Board will be to provide industry-based guidance in the accomplishment of the School's mission.

Parent Leadership Development

The school will assist parent volunteers to organize a PTO which will conduct meetings on a regular basis throughout the school year. The parent group shall function as an independent body in regard to funds, meeting dates, meeting agenda, etc.

Parents will be engaged in student research projects and field experiences. As part of their curriculum, students will use multi-media to create a documentary on their family history.

Student Leadership

Student leadership is discussed in the School Culture and Climate section below.

Curriculum and Instruction

Curriculum Design/Course of Study

The curriculum for the Journalism and Media High School will align with the philosophy and objectives currently used by Hartford Schools, State and National Standards, and the new graduation policy adopted by the Hartford Board of Education.

The curriculum is designed to explore the various fields of journalism and new media and the technology required for those fields.

Learning objectives include:

- Evaluation of the appropriate use of technology in the fields of journalism and media used in the world of work today
- Demonstration of the use of technology in journalism, communications, and media

The school will incorporate the following skill sets in its core and career path elective curriculum:

- **Creativity and Innovation**
 - Demonstrating originality and inventiveness in work
 - Developing, implementing and communicating new ideas to others
 - Being open and responsive to new and diverse perspectives
 - Acting on creative ideas to make a tangible and useful contribution to the domain the innovation occurs
- **Critical Thinking and Problem Solving**
 - Exercising sound reasoning in understanding
 - Making complex choices and decisions
 - Understanding the interconnections among systems
 - Identifying and asking significant questions that clarify various points of view and better solutions
 - Framing, analyzing and synthesizing information in order to solve problems and questions
- **Communication and Collaboration**
 - Articulating thoughts and ideas clearly and effectively through speaking and writing
 - Demonstrating flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
 - Assuming shared responsibility for collaborative work

Two (2) course levels offered:

1. College Readiness
2. Honors/Advanced Placement

Suggested Course Schedule

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12	
Mandatory Summer Bridge	Media Survey Course and High School Orientation for Students and Parents (<i>summer prior to grade 9</i>)				C A P S T O N E I N T E R N S H I P (1.0)
English (4.0)	English Lit & Composition 1 (1.0)	English Lit & Composition 2 and Research 1.0)	World Lit (1.0)	AP English (1.0)	
World Lang (2.0)	Spanish (1.0)	Spanish (1.0)	Spanish, AP Spanish, or Spanish Lit. (1.0)(<i>college course</i>)		
Social Studies (3.0)	World Geography and the Media (1.0)	Civics/ Foundation US History (1.0)	US History (1.0)	Psychology Or International Relations (1.0)	
Mathematics (4.0)	Algebra for Engineers (1.0)	Geometry/ Trigonometry (1.0)	Algebra 2 (1.0)	Pre-Calculus (1.0)	
	Geometry/ Trigonometry	Algebra 2	Pre-Calculus	Calculus	
Science (3.0)	Physics (1.0)	Chemistry w/lab (1.0)	Biology w/lab Or AP Biology (1.0)		
Theme Courses (4.0)	Writing for Radio, TV and Public Relations (1.0) (<i>inc. technology competencies</i>)	Media Technology (1.0)	Videography (1.0)	Studio Project Or Advanced Media Technology II (1.0)	
Health (0.5) P. E. (1.5)	Health (.5) P.E. (.5)	P.E. (1.0)			
Art/Music (2.0)			Digital Photography & Photojournalism (1.0)	Global Media Imagery (1.0)	

The school's broad academic goals and objectives for student learning are as follows:

- Explore career pathways and post-secondary options in the various fields of journalism and media communications and their attendant employment opportunities in today's world of work.
 - ◆ Evaluate communication and new media needs
 - ◆ Explore communications as a personal productivity/creativity tool
 - ◆ Embed writing as a fully integrated skill within all content areas
 - ◆ Explore writing for newspapers, radio, television, and internet
 - ◆ Explore engineering needs in the fields of journalism and new media
 - ◆ Demonstrate the use of technology in journalism and new media.

- Promote information problem solving and critical thinking
 - ◆ Think, analyze, evaluate, and share information through collaborative experiences and team-based activities
 - ◆ Enhance traditional inquiry/research methods through the use of technology
 - ◆ Frame, analyze, and synthesize information in order to solve problems and respond to questions

- ◆ Use a variety of information technology resources to create new meaning and knowledge by combining and synthesizing different types of information technologies
- ◆ Judge the validity of information obtained through the use of technology
- ◆ Understand interconnectedness among communications systems
- Demonstrate use of technology for effective productivity and communications
 - ◆ Demonstrate strong verbal and written communication skills
 - ◆ Demonstrate effective use of presentation software
 - ◆ Evaluate constructively the presentations and productions of self and others
 - ◆ Use various electronic and traditional sources to present an effective, unified message to more productively communicate with one's audience
 - ◆ Recognize advantages and limitations of new media
- Understand the ethical use of technology
 - ◆ Recognize issues of plagiarism
 - ◆ Credit sources properly
 - ◆ Agree to district policies regarding use of technology
 - ◆ Practice security measures when involved in data communications
- Integrate everyday technology into the student's academic and elective course work.
 - ◆ Design curriculum that integrates technology into academic and elective course work
- Develop a variety of assessment tools to monitor student's progress and to promote continuous improvement of the program
 - ◆ Pass State and National academic tests
 - ◆ Achieve certification in the major technology area

In planning the educational program, the Journalism and Media High School curriculum for all high school academic courses (Math, Science, Social Studies, Language Arts, Languages, and Physical Education) will mirror the philosophy and objectives of the Hartford System of Schools as well as its graduation requirements. Additionally, all curricula will align with State and National Standards.

During Grade 9, all students will be part of the Grade 9 Academy for the Journalism and New Media High School. This school, modeled on the Talent Development High School program, is organized around interdisciplinary teams designed to provide incoming ninth grades students with a smooth transition into high school. It also provides an opportunity for Grade 9 students to engage in supplemental Math and English courses. These courses provide a double dose of Math and English for those students who need it. Grade 9 students are also required to take a Survey Course which is an orientation to the language of the various career fields offered in the areas of journalism, radio, television and new media. This survey will be offered during the required Summer Bridge Program for 8th to 9th graders enrolled in this school.

Course requirements and academic expectations and standards meet or exceed the secondary school reform recommendations of the State's "Secondary School Reform Framework."

The following variety of teaching methods will be used to enhance student achievement:

- ◆ Team teaching
- ◆ Constructivism
- ◆ Individualized instruction
- ◆ Critical thinking
- ◆ Scaffolding
- ◆ Technology integration
- ◆ Multimedia instruction
- ◆ Authentic assessment
- ◆ Outside lectures\Job shadowing/Internships

Faculty is focused on teaching the skills that students will need to flourish in college and their professional lives: writing, reading, problem solving, and public speaking. Because students learn best by doing, teachers are expected to integrate real-world projects and authentic assessment into their curricula.

Learning Outcomes & Assessment Design

The following initiatives will drive assessment procedures:

- The school team will use a performance assessment system to demonstrate the success of the school.
- School staff will use disaggregated data on students to modify instruction and ensure that all students are achieving their goals.
- Teachers are responsible for the academic achievement of their students.
- Students are assessed using multiple forms of assessment.
- Personalization systems, such as an advisory system, will enable teachers to identify and respond to students' individual academic strengths and needs.

Student performance will be assessed based on each student's ability to meet performance standards and demonstrate competency in those areas established by the School staff, prescribed in the Connecticut State Department of Education's curriculum frameworks, NETS (National Education Technology Standards), Connecticut Business and Industry Association's (CBIA) skill standards, and OWC (Office for Workforce Competitiveness) skill standards.

An integral part of the program will be an evaluation process that is closely related to program design and implementation. Data will be collected to track progress and document the success of each component project, as well as of the overall School. Data collection and management procedures will require identification of clear performance measures and benchmarks by which to determine program success.

Authentic assessment through the use of rubrics will be developed for each standard.

Other forms of assessment used will be team presentation, product evaluation, student portfolio, electronic assessment, team assessment by students, team assessment by teachers, written tests, and class participation.

The Journalism and Media High School offers a complete program of study that clearly defines what each student should know and be able to do in all academic and career pathway areas. The resources that will guide student high academic achievement include:

- Hartford System of Schools Curriculum
- National Education Technology Standards for Students
- NWCET Skill Standards
- CBIA Skill Standards
- Technology and Information Literacy Curriculum Framework

Close alignment between the proposed curriculum, delivery of instruction, and assessment of student learning further insures high academic achievement.

Teacher Capacity

The School staff will foster authentic, caring and respectful relationships with each other and with students and will share the common belief that all students can achieve at high levels.

Teachers will begin their training during the summer of 2009 in preparation for the opening of the new school and will be expected to participate in the school's mandatory Summer Bridge Program for new students. Teams of teachers will complete intensive training in the teaching of writing, such as the Columbia University Writing Project. All staff will complete training in teaching/tutoring students in writing within the first two years of employment.

Theme-Specific Certification Requirements

In addition to highly qualified certified teachers in all curriculum areas, teaching staff will include educators who have certification in technical areas in order to deliver proficiently the school theme courses.

School teaching staff are also expected to:

- Have strong writing skills
- Develop interdisciplinary projects
- Have solid computer skills
- Support students in defining personal interests for project development
- Have broad academic knowledge as well as depth in their subject
- Use a variety of strategies to accommodate individual learning styles and engage students
- Work as a school team
- Use common planning time to discuss individual student achievement, as well as class and school-wide academic issues
- Regularly infuse technology into instruction
- Define benchmarks for improved student achievement
- Embed assessment into instruction and use rubrics as part of the learning process

Training and Professional Development Program

Professional development will be designed as coherent, sustained and sequential opportunities for collaboration to support focus areas of:

- writing
- team-teaching for interdisciplinary study
- project-based learning
- technology infusion
- data-based decision making
- monitoring of student achievement
- integration of core curriculum and themes

Teaming/Collaborative Planning Expectations

School teachers are expected to work as a team. Teachers will use project-based and technology-based approaches which integrate knowledge from a variety of disciplines and promote active participation of faculty and students. This approach is a shift from “teacher ownership” of a classroom to being an integral contributor to a highly-skilled team of professionals working together to enhance student performance. Teachers will create a learning environment in which they will serve as role models and resources for students, while empowering students to direct their own learning through active participation.

School Schedule

Length of School Day

The High School will have an extended school day and will use a block schedule. This schedule will provide the greatest opportunity for students to benefit from additional reading and math support, group project work, field-based work and internships.

After-School Projects

Students will have a variety of opportunities to extend and apply their learning after school in the camera studios, printing the school newspaper, filming shows and news events for Channel 19, hosting radio shows, and designing web pages. The goal is to have students go beyond school projects to providing services within the district and city that may be in the form of paid jobs for services such as webpage designing, marketing and brochure development, and so forth.

Partnerships

Community and business partners will be developed that go beyond the superficial exposure to the workplace and become an integral part of pedagogy. These learning experiences as connected to the classroom will be:

- Work-based placements: paid or unpaid substantive placements in business and community settings that engage students in meaningful work and are connected to the curriculum’s pathway studies in journalism and media. These experiences may include school-based enterprises.
- Field-based research and investigation: extended projects that involve field work in an area of journalism or media communications with adults who have expertise in the area of study.

Community partners include:

Channel 19 will serve as a critical design element of the high school. Students will be able to design, film and run programming, and will work with the district to create a diverse menu of public television programs of interest to the community.

Additional partnerships are being explored with local media outlets such as:

Fox 61, Connecticut Public Television, Hartford Public Access Television, Quinnipiac University, Capitol Community College, and the Hartford Courant.

Postsecondary partnerships will be established to:

- Providing access to college courses
- Assisting in the design of contextual, applied curriculum
- Tutoring
- College visits

High School/College Readiness

The Journalism and Media High School will offer curricular pathways and related activities for college readiness and careers in communications. Students will program for the district’s radio station and Channel 19 which will be located in the school.

Students will engage in media projects such as a school newspaper, graphic design, film and video studies, performance poetry, digital artwork, audio recording, story boarding, digital editing, and television and radio broadcasting. Students will showcase their media projects through school fairs, community exhibitions, film festivals, the Internet, broadcast and cable television, as well as other venues. Students will be placed in job-shadowing and internship positions in the areas of journalism, radio, television and other areas of technologically driven communications. Finally, all students will complete a Capstone project, a Senior demonstration project, portfolio, performance internship or community project. The project is a supervised year long course of independent study which will reflect learning of 21st Century skills and professional habits within an area of journalism and new media.

Other considerations for the school's college readiness initiatives include:

- College readiness is one of the primary goals of the School. In each grade, students will be exposed to college campuses in Connecticut; staff from the colleges will visit the high school to meet with students; and classroom learning will constantly be tied to college and careers.
- The walls in the School will have posters and charts depicting the benefits of college education and the options available to students.
- Students will acquire study skills needed for academic success, both in high school and college.
- Students will understand the career pathways and the post-secondary options tied to these careers.
- Job shadows will provide career information about the skills and attitudes needed to be successful in the workplace.
- Students will be assisted with the preparation of their college and financial aid applications and understand what opportunities are available to them.

Dual Credit/Advanced Placement

Prior to the school's opening and during the first year of implementation, the school will develop further articulation agreements with local colleges and universities for dual credit courses. Advanced Placement courses will provide additional opportunities for students to earn college credits while in high school. The school will look to begin with AP English, AP Spanish and AP Biology.

School Culture & Climate

The school culture and climate of the Journalism and Media High School will be defined by active student leadership within and beyond the school. Areas of the school will emulate various newsroom environments.

The school will institute structural leadership that allows for meaningful involvement in decision-making by students. This strategy will be supported by

- A School Newspaper with an editorial board
- An expert (student) technical film crew
- Student participation in the School Governance Council
- Two seniors will be elected annually to serve on the school's external advisory board of field experts
- Personalized Learning Plans that allow students to plan their learning and the activities that support it
- Student-led district-wide and multi-district conferences and photography shows
- Student government

Annual student recognitions will be based on peer student selections in areas such as:

- ✓ News Writer of the Year
- ✓ Best Family Documentary Award
- ✓ Student Leader of the Year
- ✓ Photojournalist of the Year
- ✓ Outstanding Community Service Award
- ✓ Outstanding Public Relations Campaign
- ✓ Excellence in Internship

Student Advisory System

The Student Advisory will be a critical component to the development and success of the School; it will ensure that no student becomes anonymous, guarantees each student an advocate and supports the learning program and personal growth of each student through nurturing individualized attention. Personalizing the School through the advisory system will provide the means to better meet the learning needs of each student.

The advisory system will be formally structured and may allow for up to one credit as an elective course. It may also be structured to include the Health credit.

School Compact

The school will develop a *School Compact* in which teachers, parents and students, as partners in education, sign an agreement specifying respective roles and responsibilities relevant to and integrated with the mission of the Journalism and Media High School. This agreement commits families, students, and school staff to work collaboratively to help each student reach his or her potential. The *Compact* will establish agreed targets for improving student outcomes; will identify conditions which must be created in the school and the community to enable outcomes to improve; and will specify shared responsibilities of schools and communities to create the conditions for continuous improvement. The Compact will include expectations around students' use of multi-media equipment, ethical practices in gathering interview data and various recordings, and standards of professional practice in engaging the broader community in research/class projects.

Student Orientation and Bridge Programs

Orientation to the School will be provided at the start of each academic year for new students and will include a review of the School Compact. A Summer Bridge Program will be required for all entering Grade 9 students. This program will provide an induction into the School and an opportunity to meet faculty. All students will take a Media Survey Course during the summer prior to 9th grade.

School Uniforms

All students in the School will be required to wear a uniform that will distinguish them as young professionals.

Parental Role

Recognizing the critical role that parents and guardians play in the academic achievement of their students, the school will include families of all its students in ways that foster partnership. The following framework specifies the types of involvement that will be an integral part of the school to provide opportunities for parents and schools to work together. The school will devise specific activities to develop this involvement.

Parenting: Assist families with education support skills

Communicating: Develop methods of two-way communication between home and school

Volunteering: Create ways that families can be involved in the school

Learning: Link families with the curriculum through learning activities and homework in which families can participate

Decision Making: Include families as decision makers, advocates, and members of school councils and committees

Support Services

Behavior Support Program

Student behavior and conduct play a crucial role in the business student's academic, civic, and social development. The standard for School behavior and its support program will be guided by the:

- √ Hartford Public School Code of Conduct and Discipline
- √ Code of Conduct from national and state student organizations (CTSO)
- √ Corporate codes of conduct from the insurance and financial services industry
- √ Mentoring programs provided by business partners who will model positive behaviors

Academic Support

- Academic support services such as math labs and tutoring
- After-school and summer programs for skill development
- A plan for tutoring and remedial services to help students achieve the high expectations set by the School
- A technology and new media center that implements effective curriculum support services
- A behavioral management program that promotes a safe and effective learning environment.
- A support system for parents, student, and teachers to take responsibility in creating a learning environment that has high expectations for student achievement

Special Education Students

The School will follow all federal mandates regarding special education. In circumstances where there is a referral for a special education assessment CT State Special Education procedures will be implemented to determine if the child has any special education needs. If the planning and placement team determines that special education resource services are needed, the Special Education inclusion model will be used. Pathways full-time special education teachers will consult with the child's teachers and provide direct services to him/her within the classrooms, giving attention to the student's least restrictive environment.

If it is determined by a planning and placement team that a full-time placement for special education services is needed to best meet the educational needs of a child, the child's sending district will assume responsibility for the most appropriate placement for the services that the PPT recommends.

To address the needs of students who do not perform at acceptable levels of proficiency on the statewide examinations, The School will offer an after school remediation program with the following supports:

- Literacy tutors will provide one-on-one instruction for all students reading below grade level
- Students in need of remediation in academic areas will receive tutorial help through the after-school program
- Students in need of remediation will be required to attend summer school in literacy and math
- Volunteers from partnering organizations and higher education will provide additional support for students needing remediation.

Time Support

Students will be given increased time to meet curriculum requirements through extended year, extended day and/or additional time at a given grade level.

English Language Learner Support Approach

A Support Services Team consisting of a Literacy Coach, Special Education staff, and an English Language Learner Instructional Coach, will provide both professional development and classroom support to increase educator capacity in instructional techniques that will support instruction for English Language Learners.

Intervention Program (2+ years behind; 1 year behind; 5-minutes behind)

A tiered instructional approach is suggested as an essential component to an intervention process to support achievement for all students. The components of this research-based model include:

- Decision-making teams that use formative assessments to inform interventions
- A reading support program such as Read 180
- Tiered levels of implementation of high quality instruction/intervention
- Monitoring of progress
- Family involvement
- Considerations for English Language Learners

Application Process

Enrollment in the Journalism and Media High School will follow the district timelines and procedures for the Hartford School Choice process. Additionally, promotional materials and presentations will be delivered to the middle schools and guidance counselors to encourage enrollment into the School.

The school will maintain its own webpage with a wealth of up-to-date school information for both current and future students.

School Zone 2

Journalism and Media High School will enroll students from city-wide, but will give seat preference to students who live in Zone 2.

- During its first year of implementation, the School will serve 200 students in Grades 9 and 10.
- The current Grade 9 students enrolled in the Freshman Academy at Weaver High School will have seat preference for Grade 10 enrollment at the School for entry in August 2009. This is a one year transition plan.
- Grade 8 students will be recruited city-wide for enrollment in Grade 9 through the Hartford Choice process.