

**Hartford Board of Education
Informational Meeting – Wednesday, May 23, 2007
MHIS Conference Room, 260 Constitution Plaza**

I. Opening

A. Call to Order – roll call / Moment of Silence

At 5:43 p.m. Chairman Perez called the meeting to order. Nancy Williams, Support Administrator for the Board, administered the roll call, and a quorum was present.

<u>Present:</u> Honorable Mayor Eddie A. Perez, Chair Ms. Ada Miranda, First Vice Chair Mr. David MacDonald, Secretary Ms. Andrea Comer Mr. Israel Flores Ms. Elizabeth Brad Noel Ms. Sharon Patterson-Stallings Mr. Luis Rodriguez Davila	<u>Absent:</u> Ms. Pamela Richmond
Superintendent Steven Adamowski	

I. Action Item

1. Approval of Construction Documents: R.J. Kinsella Magnet School for the Arts (Supt. et al)

That the Hartford Board of Education approves the construction documents prepared by Fletcher-Thompson and HRP Associates, Inc. for Phase I – Hazardous Materials Abatement and Partial Demolition – to be presented to the Bureau of School Facilities for review and approval.

Item #1 – Ms. Miranda moved; Mr. MacDonald seconded the motion. The item was approved unanimously by voice vote.

II. Workshop - The Design of an “All Choice” System of Schools

Superintendent Adamowski began the workshop by stating that the Hartford Public Schools will have to exceed the growth of the state achievement average by 4% each year to meet the average and surpass it within the next 10 years. He explained that each of Hartford’s schools falls into one of four categories, based on their achievement level, in the school improvement matrix: autonomy, defined autonomy, intermediate and re-design.

Superintendent Adamowski stated that the Vision of the district, which was set by the Board of Education, is to develop a system of high performing, distinctive schools of choice. All of the school models outlined in his presentation are not original. They are a compilation of ideas from staff, community members, technical schools, etc. The plan is a refinement of these ideas and models.

Superintendent Adamowski reviewed the Objectives and explained that they are a starting point, rather than an ending point for the district. The district will improve the quality of education through the use of the Ten Measures. He explained that research reveals that students who stay in a continuum of study do better academically than those students who do not. One of the key elements is to prepare Hartford students for

participation in a regional, national and global economy. By expanding choice, students will have expanded options. Four transportation zones will be put into operation to expand choice to Hartford students. The plan is to give an opportunity for competing bus transportation companies to provide transportation within the different zones.

The proposed plan complements the district's Theory of Action. Phase I will be planned during the next school year and implemented for the 2008-2009 school year. The Board and Administration need to move quickly to meet students' needs. Superintendent Adamowski stated that the district will use the barometer of the community to decide which models move ahead. Phase I is a flexible living plan, and adjustments may need to be made. Five or six schools will be redesigned within Phase I.

Superintendent Adamowski reviewed the parameters for school planning that had been approved by the Board at the previous meeting. From there, Superintendent Adamowski reviewed Phase I.

Model 1 – Grades K-8/9-12 (K-8 Schools)

Under this model, there are seven educational models for consideration.

Micro-Society currently exists at Noah Webster School

Environmental Studies exists at Hooker School.

Multi-age/Interdisciplinary exists at Breakthrough I; however, the idea is to add a Breakthrough II because of the highly successful program.

Year Round Education is a very expensive model that can be a stand-alone school or be part of another school.

The E.D. Hirsh model, titled Core Knowledge School, is based on Hirsch's cultural literacy research.

A British Primary School is based on West Indian tradition. The district currently has teachers who have taught or been taught this model.

Model 1 – Grades K-8/9-12 (Independent 9-12 Schools)

Under this model, there are fourteen distinct educational models for consideration.

The Science and Engineering model currently exists at University High School for Science and Engineering.

The Technology model exists at Pathways to Technology.

The Micro-Economics Small Business Development, titled Entrepreneurship Academy, could be created in partnership with the National Junior Achievement, which is currently developing such a school in Orlando, Florida.

Career 2 + 2, Nursing Academy, allows students to receive entry level certification after two2 years of study. Students then continue for two years after graduating from high school to become a Registered Nurse. The student could then continue for another two years in college to receive a Bachelor of Science in Nursing.

Career 2 + 2, Information Technologies Academy, follows the same patter as the Nursing Academy but in a different field. A student could graduate high school with a Cisco certification.

The Military Academy – Aviation or Naval is another model for consideration.

Career Technical 1, 2, and 3 are a model based on the state vocational technical schools. Currently, there are 128 Hartford students on the Prince Technical School waiting list.

The Residential model is based on the highly-successful Hershey School Model in Pennsylvania.

The Financial Services model, Insurance City Institute, would meet the needs of Hartford companies facing a projected worker shortage.

The Teacher Prep model, Future Teachers Academy, would be adjacent to an elementary school, so students could “work” in an educational setting.

The Research/History/Anthropology model, Museum School, is a national model.

The Mother and Child model would be a high school with infant and toddler care, so young mothers could complete their high school education.

Model 2 – Grades K-5 or 6/6 or 7-12

Under this model, there are five educational models for consideration.

The STEM model is at Hartford Magnet Middle and is proposed for a Hartford Magnet Primary School.

The Sports/Physiology model is currently at the Sport and Medical Sciences Academy.

The Single Sex models, Hartford Young Men’s Leadership Academy and Hartford Young Women’s Leadership Academy, will be aimed at students in 7th, 8th, and 9th grades because research confirms that single sex instruction makes the most impact at this age. Students’ world views are created at this point in life.

Model 3 – K-12 Pathways

Under this model, there are seven educational models for consideration.

The Paideia model, which is currently in use at the Classical Magnet Middle/Upper School, would be implemented at a Classical Magnet Primary School.

The College Prep/Social Justice model would expand to include a Capital Prep K-12 Magnet Campus, similar to private day schools.

The International Baccalaureate of North America/Say Yes to Education Foundation model would be in the form of an International Baccalaureate K-12 Campus. Say Yes to Education Foundation, which is a hedge fund, would adopt the school and provide a four-year college education to students who graduate from the high school. Entrance into this high school model would be conditional, based on the number of years in the lower grades.

The Achievement First model is utilized at the Amistad Academy, which is the highest achieving charter school in the state. The intent is for there to be three schools: 2 schools for grades K-8 and one school for grades 9-12.

The Multi-Lingual model would be implemented through an Asian Studies Academy (Chinese), Grades K-8; Latino Studies Academy (Spanish), Grades K-8; and, the Global Economy and Language Institute, Grades 9-12. The World Affairs Council is interested in partnering with the district. Eight years of language instruction would begin in grade 4. There is a possibility of combining the two Studies Academies into one school.

The Montessori model, which is the current program at CREC Hartford Montessori Magnet School, would be implemented in 2 Hartford Montessori Magnet Schools for the primary upper elementary and the Maria Montessori Institute for middle/secondary. There is the possibility of having one elementary school in each transportation zone. There are HPS staff trained in the Montessori program, and there is a training center in Hartford.

The Visual and Performing Arts model would be separated into 2 elementary schools: Performing Arts Academy and the Visual Arts Conservatory. CREC Visual and Performing Arts School serves students in grades 9-12.

Ms. Comer thanked the staff and Joint Committee for their efforts in developing this proposed plan. She asked for confirmation that students can cross transportation zones. Superintendent Adamowski answered affirmatively.

Ms. Comer stated that it is very important to reach out to the communities of both HPHS and Pathways when considering the possible move of Pathways to HPHS. She doesn't want the district to compound the feeling of disrespect by parents of both schools.

Superintendent Adamowski stated that the district is using construction funds to pay the current Pathway's lease, which means that there will be fewer funds available for construction when a site is approved.

Ms. Comer asked if there was any thought for a public safety academy. Superintendent Adamowski responded that CREC is creating such a school, and the district should coordinate efforts with CREC and the CSDE.

Ms. Comer asked if these models will be placed in new school sites. Superintendent Adamowski replied that some of the models will be implemented in existing schools and some in new schools. This proposed plan contains 3-4 more schools than needed. Ms. Comer thanked the Superintendent for the bar of excellence set with these models.

Ms. Noel stated that she hopes the district will have teachers trained at the Montessori training center in Hartford. It seems like a logical act because of the huge interest from teachers and students.

Ms. Noel mentioned that the International Baccalaureate Academy in East Hartford has 60 slots for Hartford students. Superintendent Adamowski stated that maybe Hartford would consider an elementary program and have the East Hartford IB Academy serve the older students. However, there is the question of whether East Hartford could handle the number of Hartford students because there may be more than 60 students.

Ms. Patterson-Stallings asked if all ninth-graders will go to HPHS for the Ninth Grade Academy. Superintendent Adamowski responded that the academy is unique only to HPHS students. He has asked the other high schools to follow the same program of self-containment.

Mr. Flores asked how high school students are supposed to focus on a specialty when there is only room for four electives with the new college-ready curriculum. Superintendent Adamowski responded that the Board may want to consider increasing the number of credits required for graduation. However, he is hesitant to do that before raising the graduation rate.

Mr. MacDonald stated that the plan dovetails the facilities plan because the excess capacity could be used as an advantage. Students in grades 9-12 would have free transportation to feeder schools.

Chairman Perez asked if the district needs legislative approval on the use of funds for charter schools. Superintendent Adamowski answered no. The district needs to create equity on the amount of money spent per student. Affiliated school models will reduce costs.

Chairman Perez asked when the transportation zones would be implemented. Superintendent Adamowski responded that the zones would begin when the current transportation contract ends at the completion of next school year.

Mr. Rodriguez-Davila asked what would happen if all students want to attend schools in one zone. Superintendent Adamowski responded that the increase of options through zone transportation would prevent this from occurring. The feeder patterns create choice. The schools will be spread out and balanced.

Chairman Perez noted that re-designed schools will be re-designed to higher achievement. Ms. Noel added that change and achievement will take a couple of years. Ms. Miranda added that the proposal is an ambitious plan, and parents want quality more than choice. Chairman Perez stated that the district needs parents engaged in this change.

III. Adjournment

The meeting adjourned at 8:45 p.m.