I. Call to Order

II. Roll Call

III. Opening Statement

IV. Dialogue Session
   1. Parent and Student Comment
   2. Public Comment

V. Reports
   1. Report of the Chair
   2. Report of the Superintendent
   3. Committee Reports
      o Parent & Community Engagement Committee
      o Policy Committee

VI. Business Agenda

A. Items in Order of Importance

1. Contract Approval: Blue Hills Civic Association $81,885 (Supt et al.)

The Blue Hills Civic Association will support the Lighthouse Initiative at Rawson School by developing and implementing an Out of School Time (OOST) program for middle grades students; and planning and providing initial implementation of a community hub to be established within Sarah J. Rawson Elementary School.

The OOST program supports a Lighthouse Initiative goal to expand after-school programs that develop students and provide them with high-quality internships and OOST opportunities. The community hub supports the Lighthouse Initiative goal to increase community engagement around the Blue Hills neighborhood, provide services to Rawson School families and support the development of a neighborhood plan to improve conditions surrounding the Rawson School catchment area.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with the Blue Hills Civic Association for the term delineated in the contract ending June 30, 2015.
2. Second Reading and Adoption: Various Hartford Public Schools Policies (Policy Committee)

That the Hartford Board of Education accepts the second reading and adopts the following policies:

   a. Policy 5114 – Attendance
   b. Policy 5113 – Ages of Attendance
   c. Policy 5173 – Physical Restraint and Seclusion

3. Second Reading and Adoption: Proposed School Calendar for 2016 – 2017 (Supt et al.)

That the Hartford Board of Education accepts the second reading and adopts the proposed 2016-2017 School Calendar.

B. Consent Agenda

4. Payment Approval: Hartford Partnership for Student Success $95,000 (Supt et al.)

The School Community Partnership was convened in 2007 to act as the planning body for the development of community schools in Hartford. The community schools model was selected for its focus on whole child development and the integration with the school day for purpose of supporting student achievement and the emerging reform effort at Hartford Public School. The partners, who include The Hartford Foundation for Public Giving, The City of Hartford, United Way and the Hartford Public Schools, voted to expand the scope of the partnership focus and establish the Hartford Partnership for Student Success.

The Hartford Board of Education authorizes the Superintendent to issue payment in the amount of $95,000 to the Hartford Foundation for Public Giving, as partnership fiscal agent and employer of record, in support of the Hartford Partnership for Student Success.

5. Acceptance of Funds: Connecticut State Department of Education, Mathematics and Science Partnership (MSP) Grant for Exploring Computer Science $257,340.50/2 years (Supt et al.)

This proposal for "Exploring Computer Science", (ECS) is supported by the CSDE Mathematics & Science Partnership (MSP) Grant Program. The grant is funded under Title II, Part B, of the Federal Elementary and Secondary Education Act and is intended to increase the academic achievement of K-12 students (particularly under-represented student populations), in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. The ECS curriculum is aligned with both the CT Core Math standards and the Next Generation Science Standards and was created with support from a National Science Foundation grant. The specific focus of the ECS proposal is to develop a
learning program that will increase the expertise of middle and high school teachers, in teaching computer science.

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $257,340.50 over 2 years from the Connecticut State Department of Education MSP Grant.

6. Approval of Modification to Educational Specifications for West Middle School

Subsequent to the approval of the project’s Educational Specifications (Ed Spec) by the Hartford Board of Education (HBOE), it was deemed desirable to incorporate a dental suite as a resource in the renovated West Middle School. To memorialize that decision and make the dental suite an approved and thus reimbursable component of the project, the HBOE must adopt a modified Ed Spec which the Superintendent will then submit to the State for record.

The Hartford Board of Education approves the incorporation of a dental suite into the design of the renovated West Middle School and modifies the Educational Specifications for the project accordingly.

C. Executive Session (Collective Bargaining Agreement: Hartford Federation of School Secretaries, Local 1018 C, AFT, AFL-CIO)

7. Approval of proposed Collective Bargaining Agreement with the Hartford Federation of School Secretaries, Local 1018 C, AFT, AFL-CIO.

That the Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Federation of School Secretaries, Local 1018 C, AFT, AFL-CIO.

VII. Adjournment
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AGENDA
ITEM # 1

NEW BUSINESS

JANUARY 19, 2016

CONTRACT APPROVAL:
BLUE HILLS CIVIC ASSOCIATION

AMOUNT
$81,885

FUNDING SOURCE
CT STATE DEPT OF EDUCATION

DR. SCHIAVINO-NARVAEZ
MS. ENGLAND

BACKGROUND

The Blue Hills Civic Association (BHCA) founded in 1962, is a non-profit, community-based organization whose purpose is to build a strong, caring Blue Hills community, to enhance the quality of life of both our neighborhood residents and those beyond and in so doing, to improve the city of Hartford. As part of the Rawson Lighthouse STEAM initiative, the submitted proposal will consist of two primary components:

(I) Out of School Time (OOST) programming for middle grades students consisting of:
   • Life Skills Development
   • Career Competency Development
   • Post-Secondary Exploration
   • PTO and SGC Engagement

(II) BHCA will support community engagement in developing a neighborhood plan in partnership with the City of Hartford to support the Lighthouse Project at Rawson School. The BHCA will work with the Lighthouse Management Team to support students and families, increase homeownership and economic development in the Blue Hills neighborhood.

A primary area of focus will be the design and development of a Community Hub at Rawson School. BHCA staff and aligned service partners will aid families with various support services for jobs, health, mental health, financial literacy and ESL services. The hub will also provide BI ICA staff to support the development of a plan to improve the neighborhood surrounding Rawson Lighthouse School. The community hub will be piloted during this agreement.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with the Blue Hills Civic Association for the term delineated in the contract ending June 30, 2016.
1. Context/Overview

The Blue Hills Civic Association, founded in 1962, is a non-profit, community-based organization whose purpose is to build a strong, caring Blue Hills community, to enhance the quality of life of both our neighborhood residents and those beyond and in so doing, to improve the city of Hartford. As part of the Rawson Lighthouse STEAM initiative, the submitted proposal will consist of two primary components:

(I) Out of School Time (OOST) programming for middle grades students consisting of:
   - Life Skills Development
   - Career Competency Development
   - Post-Secondary Exploration
   - PTO and SGC Engagement

(II) BHCA will support community engagement in developing of a neighborhood plan in partnership with the City of Hartford to support the Lighthouse Project at Rawson School. The BHCA will work with the Lighthouse Management Team to support students and families, increase homeownership and economic development in the Blue Hills neighborhood.

A primary area of focus will be the design and development of a Community Hub at Rawson School. BHCA staff and aligned service partners will aid families with various support services for jobs, health, mental health, financial literacy and ESL services. The hub will also provide BHCA staff to support the development of a plan to improve the neighborhood surrounding Rawson Lighthouse School. The community hub will be piloted during this agreement.
2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

Funding will be used to pay salaries, purchase program supplies, student incentives and transportation.

3. Targeted populations to be served

Middle school (grades 6-8) students at Rawson Elementary School as well as Rawson School and Blue Hills neighborhood families and community members.

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

Provide a high-quality neighborhood school opportunity for students in the Blue Hills neighborhood, improve student achievement in literacy, numeracy, the arts and science. Contribute to revitalizing the Blue Hills neighborhood by developing and implementing a Community Hub for families and community members in the Blue Hills neighborhood.

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

6. Performance/Measurement: progress, success & next steps

OOST Programming: Pre/post surveys (Personal Development Profile, Harrington O’Shea Career Decision Maker; Student self-assessments) will be administered to all participants – as well as PTO/SGC meeting agendas/minutes and meeting sign-in sheets; a feasibility study review; and a completed inventory of resources. NWEA MAP and other student assessment measures; student participation in STEAM after-school activities.

Community Hub: Baseline data on number of referrals to the Hub, baseline data on number of Rawson families served, baseline data on number of community members served, rosters from parent workshops on financial literacy, employment & training, ESL and citizenship.

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

If sole source vendor, please specify why the purchase qualifies as sole source procurement:

a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?
The Blue Hills Civic Association (BHCA) is one of three major partners with Rawson School and the Rawson School Parent Governance Council in the design and development of the Rawson Lighthouse School grant application to the Hartford Public Schools and continues to be the lead community organization that is part of the Rawson Lighthouse management team. The BHCA and its role in the Lighthouse initiative was specifically cited as critical to the project’s success by the Connecticut State Department of Education, representatives of Sheff vs O’Neil, Rawson School Leadership and the Rawson School Governance Council. The BHCA is the historic sponsor of after-school and summer career education youth internships, and paid job placements benefiting children and families in Hartford’s Blue Hills’ neighborhood.

b. Any other information that supports the need for the sole source request.

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

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

In 2014, the Connecticut State Department of Education awarded a multi-million dollars grant to Rawson School; the grant spans three (3) years and this is the second year of implementation. On June 17, 2014, the Hartford Board of Education approved Sarah J. Rawson School to be a Hartford Public Schools Lighthouse School. Rawson school has adopted a STEAM (Science, Technology, Engineering, Arts and Math) model to continue to improve student achievement, provide an exciting neighborhood school opportunity to new and existing families and contribute toward stabilizing the Blue Hills neighborhood’s residential patterns.
Blue Hills Civic Association
Rawson Lighthouse Project

SCOPE OF SERVICES

The following scope of services describes an after school program and community hub to be established within Sarah J. Rawson Elementary School. The after school program will support Lighthouse Project goal to expand after-school programs that develop students and provide them with high-quality internships and Out of School Time (OOST) opportunities. The community hub will support the light house goal to increase community engagement around the Lighthouse Project, provide services to Rawson families and support the development of a neighborhood plan to improve conditions surrounding Rawson Lighthouse School. The timeframe for this project is January – June 2016.

I. Create an After-School Competency Based Learning Program
The After-School Program will consist of 3 modules, Life Skills Development, Career Competency development and Post-Secondary Exploration. BHCA staff has been trained to facilitate multiple curriculums to include CWP’s Career Competency System. This system is a “student centered” approach to developing the future workforce by helping students to develop their own “brand”. The competencies learned by students will help to:
- Transition them from neighborhood to school
- Take responsibility for their behavior and learning
- Begin to develop successful career pathway planning (including a realistic approach to college preparation).
- Become good citizens and leaders in the school

BHCA will leverage existing partnerships in current programs (Violence Prevention – CT Center for Nonviolence, Check It -DFCYR, and Summer Youth Employment and Learning Program – Capital Workforce Partners) to provide a comprehensive youth development delivery philosophy.

Population Served and Frequency:
Rawson School 6th, 7th and 8th grade students. The program will serve 30 students.
From 01/20/2016 to 6/30/2016, the program will operate Monday through Thursday between 4 PM - 5:30 PM. BHCA staff will be available in Rawson Monday through Thursday 2 PM - 6 PM and Friday the BHCA staff will have office hours from 2 PM - 4 PM. The program will provide youth with caring and responsible adults, opportunities for meaningful participation and positive and high expectations. The program will collect report cards, monitor school attendance as well as administer pre and post assessments to measure increases in youth’s knowledge, attitude and behavior while in program.
Deliverables

A. Life Skills
Workshops will include team-building, peer to peer mentoring, enhancing and identifying healthy group dynamics, enrichment, arts & crafts, female empowerment, dream chasers and nonviolence training. Workshops will be facilitated by BHCA staff, My People Clinical Services and the CT Center for Nonviolence. These workshops are designed to decrease the number of suspensions, expulsions, detentions school lateness and absenteeism. This will be accomplished by concentrating on the thoughts that lead to the behavior through focusing on their cognitive processing.

- Life skills workshops will be held weekly for all participants for the duration of the program. The workshops are designed to improve a student’s confidence, self-esteem and create a culture of cohesion. The workshops will also allow participants to identify their leadership style and how it is incorporated into their learning community.
- A Personal Development Profile will be administered to all participants, pre and post. The PDP will allow BHCA staff to introduce the 40 Developmental Assets, as identified by the Search Institute, to the youth. These 40 developmental assets are those internal and external assets necessary to ensure the students future success.

B. Career Competency
Programming includes resume writing, cover letters, job search strategies, dressing for success, interviewing, job application assistance, and work-based educational experiences. Workshops will be facilitated by BHCA staff. The system was developed to equip students with the Career Competencies they need to be successful in the workplace and in furthering their education toward a prosperous career. Students will earn the opportunity to participate in an internship to explore the world of work. Participants will also have the opportunity to transition into summer employment if they qualify in accordance to CWP Summer Youth Employment and Learning Program eligibility standards. Student will also create their career portfolio consisting of a “dream” resume, thank you letter, cover letter, assessment of mock interview and personal statement.
Career Competency workshops will be held weekly for all participants for the duration of the program. The workshops are designed to introduce the youth to the career competencies (basic skills - math/reading, financial literacy, computer literacy, job seeking skills, personal qualities, customer service, interpersonal communications and problem solving & decision making) defined by Capital Workforce Partners (CWP) as those “soft skills” need to be successful in the workforce. These “soft skills” were identified as “must haves” through CWP research of employers in the region.

A Harrington O’Shea Career Decision Maker (CDM) tool will be administered to all participants, pre and post. The CDM is a tool designed to enable the participant to identify the career cluster they are interested in through answering a series of questions. The career fields are broken down into Office Operations, Crafts, Social, Scientific and Business. Through the CDM the participant will be able to find jobs in that specific cluster that they might want to learn more about.

C. Post-Secondary Exploration
Services will include college tours, guest speakers from local post-secondary institutions, financial aid and athletic scholarship workshops, mentoring for scholar athletes, and high school counselling. Workshops to be provided by BHCA staff in coordination with guest speakers and presenters from local colleges and universities.

Post-Secondary Exploration workshops will be held weekly for all participants for the duration of the program.

- The program integrates academic preparation for college along with life skills development, personal, global and cultural awareness. More importantly there is a set of explicit student outcomes for each component. Each component is also guided by an Individual College Development Plan (ICDP). BHCA staff will closely monitor a student’s progress through the program. A student self-assessment will be administered to all participants, pre and post. Each participant and their parent/guardian will fill out an assessment in regard to their views currently on school and academic goals for the participant.

II. Create an Community Hub at Rawson Lighthouse School
BHCA will support the community engagement process around the development of a neighborhood plan in partnership with the City of Hartford to support the Lighthouse Project at Rawson School. The BHCA will work with the Lighthouse Management Team to support students and families, increase homeownership and economic development in the Blue Hills neighborhood.
- A primary area of focus is the design and development of a Community Hub at Rawson that will consist of BHCA staff and aligned service partners to aid families with various support services for jobs, health, mental health, financial literacy and ESL. The hub will also provide BHCA staff to support the development of a plan to improve the neighborhood surrounding Rawson Lighthouse School. Pilot the community hub during this agreement
- Development of a referral process to assess family and community needs /identify parent & family needs.
- Development of a resource inventory of social service partners in key target areas identified during the needs assessment
- Creation of a program and operations plan for the community hub inclusive of all components of a community hub, program and operational items such as the referral process to be used for families and students, communications and marketing strategies, operational needs (space, staffing, etc), funding and budget requirements
- During the Community Hub Pilot, programming will be implemented to provide opportunities for parent engagement to strengthen knowledge and skills.

**Population Served and Frequency:**

**A. Community Hub**
Create a Community Outreach Center (Community Hub) at Rawson using social service partners and referral process. Identify parent/family needs. Provide opportunities for parent engagement to strengthen family knowledge and skills to support and extend student learning at home, school, and in the community.

**Outcome Measures/Benchmarks/Deliverables:**
- Collect baseline data on number of referrals
- Collect baseline data on number of Rawson families served
- Collect baseline data on number of community members served
- Provide Parent workshops: financial literacy, employment & training, ESL and citizenship
B. Neighborhood Sustainability
Sustain home ownership and promote economic development within the Bowles Park and Westbrook Village construction projects; partner with first time homebuyer and housing counselling services; activate a system for reducing blight, improving public safety, and increased recreational activities.

Outcome Measures/Benchmarks/Deliverables:
• Collect baseline data on number of blight concerns (abandoned homes, houses for sale)
• Collect baseline data on number of properties receiving anti-blight services (Habitat for Humanity, House Hartford, Knox, etc.)
• Collect baseline data on number of Hartford Police Department Crime Reports
• Collect baseline data on community usage of Rawson Gymnasium.
• Partner with University of Hartford Masters in Business Administration to develop a marketing plan based on analysis of potential homeowners and housing needs.

C. Improve secondary and post-secondary educational options in North Hartford
Conduct Community Forums to engage the Rawson community in the Weaver High School renovation and curriculum development. Expose parents, students, SGC and PTO to high-quality high schools. Connect University of Hartford College of Education to Rawson students for tutoring and internship requirements. Sponsor College week/expo with a focus on STEAM based careers and associated majors at UHART. Broker College Tours.

Outcome Measures/Benchmarks/Deliverables:
• Collect baseline data on Rawson community attendance at Weaver Community Forums
• Collect baseline data on Rawson families’ participation in college fairs
• Compare baseline data from 2014-15 to 2015-16 in number of Rawson students attending high school tours
• Compare baseline data from 2014-15 to 2015-16 for Rawson students’ participation on College Tours
• Reporting: Quarterly reports on deliverables outlined will be provided on April 10, 2016 & July 10, 2016.
BHCA BUDGET

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<td>Fringe @ 21% of Salaries</td>
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<td>Instructional Materials</td>
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<td><strong>Sub Total</strong></td>
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|                             | Community Engagement      |                      |
|-----------------------------|---------------------------|                      |
| Salaries                    | $ 27,025                  |                      |
| Fringe @ 21% of Salaries    | $ 5,675                   |                      |
| Community Meetings          | $ 2,000                   |                      |
| **Sub Total**               | **$ 34,700**              |                      |

**TOTAL PROJECT EXPENSES**  **$ 81,885**

INVOICE SCHEDULE

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AGENDA

ITEM # 2

OLD BUSINESS

SECOND READING AND ADOPTION:
VARIOUS HARTFORD
PUBLIC SCHOOLS POLICIES

BACKGROUND

As part of an ongoing policy review, the committee has been working throughout the year to prioritize mandatory policies. The following polices have been updated to conform with legislative changes.

a. Policy 5114 – Attendance
b. Policy 5113 – Ages of Attendance
c. Policy 5173 – Physical Restraint and Seclusion

RECOMMENDATION

That the Hartford Board of Education accepts the second reading and adopts the policies listed above.
Students

Attendance

Regular and punctual student attendance in school is essential to the educational process. Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity.

The Board of Education requires that accurate records be kept of the attendance of each child. Students should not be absent from school without parental knowledge and consent. Connecticut state law places responsibility for assuring that students attend school with the parent or legal guardian having control over the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent will adopt and maintain regulations to implement this policy.

The Board of Education shall follow the guidance adopted by the State Board of Education regarding "excused" and "unexcused" absences. The Superintendent shall report to the Board of Education a summary regarding attendance, each year in October, January, and June. A truancy summary report shall be provided to the Board annually.

The Board of Education takes seriously the issue of chronic absenteeism. To address this issue, the Board of Education, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

Legal References:

Connecticut General Statutes §10-220
Connecticut General Statutes §10-184
Connecticut General Statutes §10-186
Connecticut General Statutes §10-198a
Public Act 15-225, "An Act Concerning Chronic Absenteeism"
Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2006)
Connecticut State Department of Education Circular Letter C-2, Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs (August 4, 2009)
Connecticut State Board of Education Memorandum, Definitions of Excused and Unexcused Absences (June 27, 2012)

Policy adopted: September 14, 1999
Policy updated: November 1, 2005
Policy revised: June 18, 2013

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Students

Administrative Regulations Regarding Attendance and Chronic Absenteeism

I. Attendance and Truancy

A. Definitions for Section I

1. “Absence” - any day during which a student is not considered “in attendance” at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.

2. “Disciplinary Absences” - Absences that are the result of school or district disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent. Such absence is not considered excused or unexcused for attendance and truancy purposes.

3. “Educational evaluation” - for purposes of this policy, an educational evaluation is an assessment of a student’s educational development, which, based upon the student’s presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

4. “Excused-Absence” - A student’s absence* from school shall be considered excused if written documentation** of the reason for the absence has been submitted within ten school days of the student’s return to school, or if the child has been excluded from school in accordance with Section 10-210 of the Connecticut General Statutes (regarding communicable diseases), and meets the following criteria:

a. For absences one through nine, a student’s absences from school are considered excused when the student’s parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.

b. For the tenth absence and all absences thereafter, a student’s absences from school are, with appropriate documentation in accordance with this regulation, considered excused for the following reasons:

1) student illness verified by an appropriately licensed medical professional;

2) student’s observance of a religious holiday;

3) funeral or death in the student’s family, or other emergency beyond the control of the student’s family;

4) mandated court appearances (additional documentation required);
5) the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or

6) extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance and this regulation.

c. A student, age five to eighteen, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school.

5. "In Attendance" - any day during which a student is not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.

6. "Student" - a student enrolled in the Hartford Public Schools.

7. "Truant" - is defined as a student age five to eighteen, inclusive, who has four (4) unexcused absences from school in one month or ten (10) unexcused absences in a school year.

8. "Unexcused Absences" - any absence from a regularly scheduled school day for at least one half of the school day, unless they-one of the following criteria is met:

   A. the absence meets the definition for an excused absence (including documentation requirements); or

   B. the absence meets the definition of a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

B. Written Documentation Requirements for Absences

1. Written documentation must be submitted for each incidence of absence within ten (10) school days of the student's return to school. An incidence of absence is considered consecutive days of absence.
2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.

3. For the student's 10th absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:

   a. student illness:

      (1) signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or

      (2) signed note from school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.

   b. religious holidays: none.

   c. mandated court appearances:

      (1) a police summons;

      (2) a subpoena;

      (3) a notice to appear;

      (4) a signed note from a court official; or

      (5) other official, written documentation of the legal requirement to appear in court.

   d. funeral or death in the family, or other emergency beyond the control of the student's family: written document must explain the nature of the emergency.

   e. extraordinary educational opportunity pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.

   f. lack of transportation that is normally provided by a district other than the one the student attends: none.

4. Neither e-mail nor text message shall serve to satisfy the requirement of written documentation. In rare and extraordinary circumstances, a building
administrator may, in his/her own discretion, accept the delivery of written
documentation through a scanned copy sent by e-mail.

5. The Hartford Public Schools reserves the right to randomly audit written
documentation received, through telephone and other methods of
communication, to determine its authenticity.

6. Any absence that is not documented in accordance with this regulation within
ten (10) school days after the incidence of absence will be recorded as
unexcused. If documentation is provided within ten (10) school days, but is
incomplete, the building principal may, at his/her own discretion, grant up to a
five (5) school day extension for provision of the completed documentation.

7. Schools should take steps to allow non-English speaking parents/guardians to
submit documentation in their native language

C. Extraordinary Educational Opportunities

1. To qualify as an extraordinary educational opportunity, the opportunity must:

   a. be educational in nature and must have a learning objective related to the
      student’s course work or plan of study;

   b. be an opportunity not ordinarily available for this exemption;

   c. be grade and developmentally appropriate; and

   d. include content that is highly relevant to the student; while some
      opportunities will be relevant to all students, others will contain very specific
      content that would limit their relevance to a smaller group of students.

2. Family vacations do not qualify as extraordinary educational opportunities.

3. All requests for approval of extraordinary educational opportunities must:

   a. be submitted to the building principal in writing prior to the opportunity, but no
      later than ten (10) school days prior to the opportunity except in exceptional
      circumstances at the discretion of the building administrator;

   b. contain the signatures of both the parent/guardian and the student;

   c. include an outline of the learning objective of the opportunity and include
      detail as to how the objective is linked to the student’s coursework or plan of
      study; and

   d. include additional documentation, where available, about the opportunity.

4. The building principal shall provide a response in writing and include the
   following:

   a. either approval or denial of the request;
b. brief reason for any denial;

c. any requirements placed upon the student as a condition of approval;

d. the specific days approved as excused absences for the opportunity;

e. the understanding that the building administrator may withdraw its approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.

5. All decisions of the building principal relating to extraordinary educational opportunities shall be final.

6. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.

7. Approval for an extraordinary educational opportunity is determined on a case-by-case basis and the analysis of individualized factors. An opportunity approved for one student may not be approved for another.

D. Truancy Exceptions:

1. A student five (5) or six (6) years of age shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.

2. A student seventeen (17) years of age shall not be considered truant if the parent or person having control over such student consents to such student’s withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.

3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

E. Readmission to School Following Voluntary Withdrawal
1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section D.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.

2. If a student who has voluntarily withdrawn from school (in accordance with Section D.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

F. Determinations of Whether a Student is “In Attendance”:

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.

2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered “in attendance.”

3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being “in attendance” for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate by the administration so as to ensure that the student is able to successfully return to the regular classroom setting.

G. Administrative Procedures:

1. Annually at the beginning of the school year and upon any enrollment during the school year, the administration shall notify the parent or other person having control of each child enrolled in the Hartford Public Schools the obligations of the parent; or such other person regarding attendance policy and regulations.

2. Annually at the beginning of the school year and upon any enrollment during the school year, the administration shall obtain from the parent or other person having control of each child in a Hartford Public School a telephone number or other means of contact for each parent or such other person during the school day.

3. Each school shall implement a system of monitoring individual unexcused absences of students, which shall provide that whenever a student enrolled fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent or other person having control of the child is aware of the pupil's absence, a reasonable effort to notify, by telephone, the parent or such other person shall be made by school personnel. All parent outreach efforts must be documented. When the school in
which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child’s absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child’s family is a family with service needs. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

4. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent of each child who is a truant, or other person having control of such child, and appropriate school personnel to review and evaluate the reasons for the child being a truant, provided such meeting shall be held not later than ten school days after the child’s fourth unexcused absence in a month or tenth unexcused absence in a school year. Notice and meetings must be in a language understandable to the parent.

5. If the parent or other person having control of a child who is a truant fails to attend the meeting or fails to cooperate with the school in attempting to solve the truancy problem, the superintendent of schools shall, within fifteen (15) calendar days of such failure, file for each such truant enrolled in the schools under his or her jurisdiction a written complaint with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that his family is a family with service needs.

6. When a student is truant, the superintendent or designee, shall coordinate services and/or referrals of children to community agencies that provide child and family services. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.

7. In addition to the procedures specified, a regular education student who is experiencing attendance problems shall be referred to the building intervention Student Study Team (i.e. SST, SAT) or other appropriate body, for review and assistance. The team will review the student’s need for referral for a Planning and Placement Team (PPT) meeting. A special education student who is experiencing attendance problems must be referred for a PPT meeting for program review.

8. If a family with service needs ("FWSN") petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.

a. For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated
through the Child Study Team [or other appropriate school based team]. Upon completion of the evaluation of a regular education student, the Child Study Team [or other appropriate school based team] shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions. Such recommendations may include a referral of the student for further evaluation and/or consideration for special education eligibility.

b. In the case of a student who requires or may require special education and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student’s need for special education services and the need, if any, to write and/or revise the student’s individualized education program (“IEP”).

H. Attendance Records

All attendance records developed by the Board shall include the individual student’s state-assigned student identifier (SASID).

II. Chronic Absenteeism

A. Definitions for Section II

1. “Chronically absent child” - a child who is enrolled in a school under the jurisdiction of the Hartford Board of Education and whose total number of absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year;

2. “Absence” - (a) an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to section 10-198b of the general statutes and these administrative regulations, or (b) an in-school suspension, as defined in section 10-233a of the general statutes, that is greater than or equal to one-half of a school day;

3. “District chronic absenteeism rate” - the total number of chronically absent children under the jurisdiction of the Hartford Board of Education in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year; and

4. “School chronic absenteeism rate” - the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.
B. Establishment of Attendance Review Teams

If the Harford Board of Education has a district chronic absenteeism rate of ten percent (10%) or higher, it shall establish an attendance review team for the school district.

If a school under the jurisdiction of the Hartford Board of Education has a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for that school.

If the Hartford Board of Education has more than one school with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

If the Hartford Board of Education has a district chronic absenteeism rate of ten percent (10%) or higher and one or more schools with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, and chronically absent children and their parents or guardians.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

D. State Chronic Absenteeism Prevention and Intervention Plan

The Hartford Board of Education and its attendance review teams, if any, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

III. Reports to the State Regarding Truancy Data

Annually, each local and regional board of education shall include information regarding the number of truants and chronically absent children in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.
Students

Ages of Attendance

The Hartford Public Schools shall be open to all children five years of age and older and under twenty-one years of age who have not graduated from a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d.

Required Ages of Attendance

Parents and those who have care of children between the ages of five and over and under eighteen inclusive, are obligated by Connecticut law to cause any such child to attend public schools, regularly during the hours and terms the public school in the district in which such child resides is in session unless such child is a high school graduate or the parent or person he having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools or the child is excluded pursuant to the Connecticut Statutes, sections 10-233c or 10-233d.

The parent or person having control of a child seventeen years of age may consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that this district has provided the parent or person with information on the educational opportunities options available in the school system and in the community.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

(cf. 5121 - Promotion/Retention Intervention)

10-233c Suspension of pupils
10-233d Expulsion of pupils
State Board of Education Regulations
10-76a-1 General definitions (c) (d) (q) (t)

Policy adopted: September 14, 1999
Policy updated: November 1, 2005
Policy updated: HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Students

Physical Restraint and Seclusion of Students at Risk

The Hartford Board of Education seeks to foster a safe and positive learning environment for all students. District employees will restrict the use of physical restraint or seclusion of students to emergency situations, in accordance with these administrative regulations and the associated policy and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual.

The following sets forth the procedures for compliance with the relevant state law and regulations concerning the physical restraint and seclusion of students in the District. The Superintendent mandates compliance with these regulations at all times. Violations of these regulations by a Board of Education staff member or other individual working at the direction of, or under the supervision of, the Board of Education, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with responsibility of the District to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220.

I. Definitions:

Life Threatening Physical Restraint: Any physical restraint or hold of a person that (1) restricts the flow of air into a person's lungs, whether by chest compression or any other means, or (2) immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

Psychopharmacological Agent: Any medication that affects the central nervous system, influencing thinking, emotion or behavior;

Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a student, including a student's arms, legs or head.

The term does not include:

1. Briefly holding a student in order to calm or comfort the student;

2. Restraint involving the minimum contact necessary to safely escort a student from one area to another;
3. Medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance;

4. Helmets or other protective gear used to protect a student from injuries due to a fall;

5. Helmets, mitts and similar devices used to prevent self-injury when the device is (i) part of a documented treatment plan or an individualized education program (IEP); or (ii) prescribed or recommended by a medical professional, as defined in section 38a-976 of the Connecticut General Statutes, and is the least restrictive means available to prevent such self-injury.

School Employee: (1) Any individual employed by the Hartford Public Schools who is a teacher, substitute teacher, administrator, superintendent, guidance counselor, psychologist, social worker, nurse, physician, paraprofessional, coach; and (2) any other individual who in the course of performing his or her duties has regular contact and provides services to or on behalf of student enrolled in the Hartford Public Schools or pursuant to a contract with the Hartford Public Schools.

Seclusion: The confinement of a student in a room, whether alone or with staff supervision, in a manner that prevents the student from leaving that room. The term does not include any confinement of a student in which the student is physically able to leave the area of confinement, including but not limited to in-school suspension, time out or disciplinary detention.

Student: a child who is

1. Enrolled in grades pre-k to twelve, inclusive, in a public school under the jurisdiction of a local or regional board of education;

2. Receiving special education and related services in an institution or facility operating under a contract with a local or regional board of education pursuant to subsection (d) of section 10-76d of the Connecticut General Statutes;

3. Enrolled in a program or school administered by a regional education service center established pursuant to section 10-66a of the Connecticut General Statutes; OR

4. Receiving special education and related services from an approved private special education program.

II. Life-Threatening Physical Restraint:

No school employee shall under any circumstance use a life-threatening physical restraint on a student.
Nothing in this section shall be construed as limiting any defense to criminal prosecution for the use of deadly physical force that may be available under sections 53a-18 to 53a-22, inclusive, of the Connecticut General Statutes.

III. Physical Restraint and Seclusion Procedures:

In all situations, even those in which a student becomes physically violent, the Hartford Public Schools will act to protect the welfare, safety and security of all students, staff and other individuals. Whenever possible, attempts will be made to use early intervention strategies to prevent or defuse potentially assaultive or dangerous behaviors. No school employee shall use physical restraint or seclusion unless the school employee has received training in accordance with state law and/or the District’s training plans as described in this policy, upon implementation thereof.

Involuntary physical restraint and seclusion are to be used solely as emergency interventions to prevent immediate or imminent injury to the student or to others. School employees should use physical restraint and seclusion only as a last resort after all other less restrictive verbal and nonverbal strategies have been used or attempted. The sole purpose for using physical restraint and seclusion is to keep the acting out student and others safe. When the need arises for physical restraint, the least restrictive physical restraint technique requiring the least amount of force for the least amount of time will be used. Physical restraint and seclusion will not be used as disciplinary measures or as a convenience.

IV. Length of Physical Restraint or Seclusion:

Physical restraint and seclusion will be promptly terminated when the student has regained physical and/or emotional control. Except as provided below, any period of physical restraint or seclusion shall not exceed fifteen (15) minutes.

If any instance of physical restraint or seclusion of a student used as an emergency intervention exceeds fifteen (15) minutes, one of the following individuals, who have received training in the use of physical restraint or seclusion, will determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others:

1. an administrator, or such administrator’s designee;

2. a school health or mental health personnel;

3. a board certified behavior analyst.

The individual identified under in paragraphs 1-3 above shall make a new determination every thirty (30) minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.
V. Monitoring of Physical Restraint and Seclusion:

Any student who is physically restrained will be continually monitored by a trained school employee for indications of physical and/or mental distress.

Any student involuntarily placed in seclusion will be continually monitored by a trained school employee for indications of physical and/or mental distress.

A school employee monitoring a student must regularly evaluate the student being physically restrained or secluded for signs of physical distress. The school employee must record each evaluation in the educational record of the student being physically restrained or secluded.

VI. Seclusion Room Requirements:

Seclusion can happen in any location, although a district may designate an area or room for this purpose. Regardless of location, any room used for seclusion must:

A. be of a size that is appropriate to the chronological and developmental age, size and behavior of the student;

B. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;

C. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;

D. be free of any object that poses a danger to the student who is being placed in the seclusion room;

E. conform to applicable building code requirements.

If the door or doors to a room used for seclusion are to be locked, latched or otherwise secured, a modification from the State Fire Marshal’s office shall be secured prior to the installation of a locking mechanism. If a door locking mechanism is used, the student shall be constantly monitored notwithstanding any other provisions of the Connecticut General Statutes or Regulations to the contrary. The locking mechanism to be used shall be a device that shall be readily released by staff as soon as possible but in no case longer than within two minutes of the onset of an emergency and is connected to the fire alarm system so that the locking mechanism is released automatically when a fire alarm is sounded. An “emergency,” for purposes of this subsection, includes but is not limited to the following:

1. the need to provide direct and immediate medical attention to the student;
2. fire;

3. the need to remove the student to a safe location during a building lockdown; or

4. other critical situations that may require immediate removal of the student from seclusion to a safe location; and

F. have an unbreakable observation window or fixture located in a wall or door, which allows the student a clear line of sight beyond the area of seclusion, to permit frequent visual monitoring of the student and any school employee in such room. The requirement for an unbreakable observation window does not apply if it is necessary to clear and use a classroom or other room in the school building as a seclusion room for a student.

VII. Use of Psychopharmacologic Agent:

No school employee may use a psychopharmacologic agent on a student without that student's consent and the consent of the student's parent/guardian, except:

A. as an emergency intervention to prevent immediate or imminent injury to the student or to others; or

B. as an integral part of the student's established medical or behavioral support or educational plan, or, if no such plan has been developed, as part of a licensed practitioner's initial orders.

The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.

Any administration of a psychopharmacologic agent must ONLY be done in accordance with applicable federal and state law and the Board of Education's Administration of Medication Policy.

VIII. Required Meetings:

A. Students not Eligible for Special Education (and not being evaluated for eligibility for special education)

   1. In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, a team composed of an administrator, one or more of the student’s teachers, a parent or legal guardian of the student, and, if any, a school mental health professional, shall convene to:
a. conduct or revise a behavioral assessment of the student;

b. create or revise any applicable behavior intervention plan; and

c. determine whether such student may require a referral for consideration for special education pursuant to federal and state law.

2. The requirement to convene this meeting shall not supersede the District’s obligation to refer a student to a planning and placement team ("PPT") as may be required in accordance with federal and state law.

B. Students Eligible for Special Education (and students being evaluated for eligibility for special education)

In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, the student’s PPT shall convene to:

1. conduct or revise a functional behavioral assessment ("FBA");

2. create or revise any applicable behavior intervention plan ("BIP"), including but not limited to, such student’s individualized education program ("IEP"); and

3. review or revise the student’s IEP, as appropriate.

C. A District and/or school administrator(s) shall determine the school employee(s) responsible for reviewing the number of occurrences of the use of physical restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of physical restraint or seclusion in a twenty (20) day period.

Seclusion as a Behavior Intervention in an IEP

A. Only the student’s PPT may determine if seclusion can be included as an intervention in the student’s IEP, in which case the following must occur:

1. the PPT must ensure that all positive behavioral interventions and supports have been documented, reviewed and determined to be ineffective;

2. an FBA must be conducted or reviewed, and, if appropriate, revised; and

3. a BIP based on the FBA must be developed, which BIP must include the use of seclusion as a planned intervention.

B. The PPT must include the following information in the IEP of the student:
1. the location of seclusion for the person at risk, which may be multiple locations within a school building;

2. the maximum length of any period of seclusion, in accordance with Section III(D) of this regulation;

3. the number of times during a single day that the student may be placed in seclusion;

4. the frequency of monitoring required for the student while in seclusion;

5. the timeframe and manner of notification of each incident of seclusion, as determined by the PPT and the parents/legal guardian of the student; and

6. any other relevant information agreed to by the PPT taking into consideration the age, disability and behaviors of the student that might subject the student to the use of seclusion;

7. the use of seclusion on Page 10 of the student’s IEP, under “Special Factors,” and the BIP as an attachment to the IEP;

8. the justification of the decision to use seclusion as a planned intervention in the IEP, which justification must include documentation of evidence that all previously attempted positive behavior interventions have been ineffective, the assessment data (i.e. FBA) and other relevant information in the IEP.

C. Prior to including seclusion in an IEP of a student, the PPT must inquire as to whether there are any known medical or psychological conditions that would be directly and adversely impacted by the use of seclusion as a behavior intervention. A student may not be placed in seclusion if such student is known to have any medical or psychological condition that a licensed health care provider has indicated will be directly and adversely impacted by the use of seclusion. The PPT may request a medical or psychological evaluation of the child for purposes of determining whether there is a medical or psychological condition that will be directly and adversely impacted by the use of seclusion as a behavior intervention. Any written statement from a licensed health care professional in this regard shall be included in the special education file of the student.

IX. Crisis Intervention Team:

A. Each school year, the Director of Special Education [or other responsible administrator] shall require each school in the District to identify a crisis intervention team consisting of school professionals, paraprofessional staff
members and administrators who have been trained, in accordance with state law, in the use of physical restraint and seclusion.

B. Members of crisis intervention teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or others.

X. Documentation and Communication of Physical Restraint and Seclusion:

A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a school employee must complete the form provided by the Hartford Public Schools for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the student who was physically restrained or secluded. The information documented on the form must include the following:

1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;

2. a detailed description of the nature of the restraint or seclusion;

3. the duration of the restraint or seclusion;

4. the effect of the restraint or seclusion on the student’s established behavioral support or educational plan; AND

5. whether the seclusion of a student was conducted pursuant to an IEP.

B. A school employee must notify the parent or legal guardian of a student of each incident that the student is physically restrained or secluded.

1. A school employee must make a reasonable attempt to immediately notify a parent or legal guardian after a student is initially placed in physical restraint or seclusion; in all circumstances, a school employee shall notify the parent or legal guardian within twenty-four (24) hours after a student is initially placed in physical restraint or seclusion.

2. Notification must be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the student.

3. The parent or legal guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed incident report of such action no later than two (2) business days after the use of physical
restraint or seclusion, regardless of whether the parent/legal guardian received the notification described in subsections 1 and 2 above.

4. The Director of Special Education [or other responsible administrator] shall determine what school employees shall be permitted to ensure that required parent/guardian notifications are made.

C. The District, must, at each initial PPT meeting for a student, inform the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Department of Education relating to physical restraint and seclusion.

1. The District shall provide to the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the student's referral to special education the plain language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.

2. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the student's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older at the first PPT meeting at which the use of seclusion as a behavior intervention is included in the student's IEP. The administrator responsible must be notified of the following:

   1. each use of physical restraint or seclusion on a student;
   2. the nature of the emergency that necessitated its use;
   3. whether the seclusion of a student was conducted pursuant to an IEP; AND
   4. if the physical restraint or seclusion resulted in physical injury to the student.

XI. Responsibilities of the assigned administrator:

A. The administrator responsible, or his or her designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion, and whether instances of seclusion were conduct pursuant to IEPs.

B. The administrator responsible, or his or her designee, must report to the Connecticut State Department of Education within two (2) business days any
instance of physical restraint or seclusion that resulted in physical injury (serious and non-serious) to the student.

XII. Professional Development Plan and Training:

A. The District shall annually provide all school professionals, paraprofessional staff members and administrators with an overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students. Such overview shall be in a manner and form as prescribed by the State Department of Education.

B. Plan Concerning Prevention Training

1. The District shall develop a plan through which training regarding the prevention of incidents requiring physical restraint or seclusion of students is provided to all school professionals, paraprofessional staff members and administrators.

2. This plan shall be implemented no later than July 1, 2017.

3. This plan shall require the training of all school professionals, paraprofessional staff and administrators not later than July 1, 2019.

C. Plan Concerning Proper Means of Using Physical Restraint and Seclusion

1. The District shall develop a plan through which training regarding the proper means of physically restraining or secluding a student is provided to all school professionals, paraprofessional staff members and administrators. Such training shall include, but not be limited to:

   a. verbal defusing or de-escalation;

   b. prevention strategies;

   c. types of physical restraint;

   d. the differences between life-threatening physical restraint and other varying levels of physical restraint;

   e. the differences between permissible physical restraint and pain compliance techniques;

   f. monitoring to prevent harm to a person physically restrained or in seclusion; and

   g. recording and reporting procedures on the use of physical restraint and seclusion.
2. This plan shall be implemented no later than July 1, 2017.

3. This plan shall require the training of all school professionals, paraprofessional staff and administrators not later than July 1, 2019, and periodically thereafter as prescribed by the State Department of Education.

XIII. Review and Revision of Policies, Regulations and Procedures:

A. The District shall make available policies and procedures regarding the physical restraint and seclusion of students on the District’s Internet web site and procedures manual.

B. The District shall update any policies, regulations and/or procedures regarding the physical restraint and seclusion of students within sixty (60) days after the State Department of Education’s adoption or revision of regulations regarding the same. Any and all such updates shall be made available in accordance with subsection A of this section.

Legal References:

Conn. Gen. Stat. § 10-76b
Conn. Gen. Stat. § 10-76d
Conn. Gen. Stat. § 53a-18 to 53a-22
Regs. Conn. State Agencies §§ 10-76b-5 through 10-76b-11, as amended July 1, 2013

Other References:


Policy adopted: May 17, 2011
Policy Revised: Hartford, Connecticut
HARTFORD PUBLIC SCHOOLS
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AGENDA

ITEM # 3

OLD BUSINESS

SECOND READING AND ADOPTION:
PROPOSED SCHOOL CALENDAR 2016-2017

JANUARY 19, 2016

DR. SCHIAVINO-NARVAEZ
DR. NGOUNOU

BACKGROUND

The 2016-2017 School Calendar recommended by the Superintendent continues to reflect the following elements, related to improving the District’s capacity to improve student achievement:

1. Elementary Early Start – July and August
2. One Early Release Day or full PD Day per month during school year (except the month of April) – professional development

Additionally,

- Our school calendar continues to be in alignment with the uniform regional calendar
- The uniform regional calendar is a state initiative based on legislation: Sec 322 of PA 12-247
- The legislation created a State Task Force that facilitated a process to allow school districts and other representatives in the Greater Hartford Area to come to an agreement around the adoption of a regional calendar

RECOMMENDATION

That the Hartford Board of Education accepts the second reading and adopts the 2016-17 School Calendar.
## 2016-2017 School Year Calendar for Hartford Public Schools

### July

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**Parents:** Check with your school for Parent Conference Early Release Days.

**Legend:**
- ● Elementary Early Start
- * Administrator PD
- ○ New Leaders Orientation
- • Teacher Full Day Professional Learning
- ○ Early Release for PD

**Note:** DRAFT 12/14/15
AGENDA

ITEM #4

NEW BUSINESS

PAYMENT APPROVAL: HARTFORD PARTNERSHIPS FOR STUDENT SUCCESS

JANUARY 19, 2016

DR. SCHIAVINO-NARVAEZ

MS. TAVERA

AMOUNT

$95,000

FUNDING SOURCE

SPECIAL FUNDS

BACKGROUND

The School Community Partnership (SCP) was convened in 2007 to act as the planning body for the development of Community Schools in Hartford. The Community Schools model was selected for its focus on whole child development and integration with the school day for the purpose of supporting student achievement and the emerging reform efforts at Hartford Public Schools. Group members focused on policy and funding issues and worked to align their individual institution's work to support the development of this collaborative strategy known as Hartford Community Schools.

The founding members include Hartford Public Schools, the City of Hartford originally through its Office for Youth Services, and now through the Department of Families, Children, Youth and Recreation, the Hartford Foundation for Public Giving, and the United Way of Central and Northeastern Connecticut. There are currently seven (7) schools under the Community Schools umbrella:

- Alfred E. Burr Elementary School served by The Village for Families and Children
- Hartford Magnet Trinity College Academy served by COMPASS Youth Collaborative
- Burns Latino Studies Academy served by COMPASS Youth Collaborative
- Milner Schools served by Catholic Charities
- Asian Studies Academy Dwight-Bellizzi served by COMPASS Youth Collaborative.
- John C. Clark, Jr. Elementary and Middle School served by The Village for Families and Children
- West Middle Elementary School/Middle Grades Academy at West Middle served by Boys & Girls Clubs of Hartford.

In 2012 the partners voted to expand the scope of the partnership's focus and established the Hartford Partnership for Student Success (HPSS). The new structure was formalized through a revised MOU. The goals of the partnership for the next two years are as follows:

- To outline shared outcomes that the Partnership seeks to address;
• To support the continued development of Hartford Community Schools;
• To support the development of other results-oriented, multi-partner strategies;
• To continue to build the capacity of community-based organizations to be effective partners;
• To conduct a targeted expansion of the Hartford Partnership for Student Success;
• To develop a unified and coherent joint funding approach.

The staffing structure of the partnership is a jointly funded effort. Each partner provides a share in support of the positions of Director of the HPSS, Hartford Community Schools Coordinator and other infrastructure needs such as technical assistance, capacity building, professional development and evaluation. To support infrastructure costs for the 2015-2016 academic year, the Hartford Foundation for Public Giving is investing $141,866, the City of Hartford is investing $75,000, and the United Way is investing $122,000. Hartford Public Schools' investment is $95,000 toward infrastructure costs as well as partial security costs in the after-school programs at some schools and late transportation home for students.

**RECOMMENDATION**

The Hartford Board of Education authorizes the Superintendent to issue payment in the amount of $95,000 to the Hartford Foundation for Public Giving, as partnership fiscal agent and employer of record, in support of the Hartford Partnership for Student Success.
Hartford Partnerships for Student Success
Executive Form

1. Context/Overview

The School Community Partnership (SCP) was convened in 2007 to act as the planning body for the development of community schools in Hartford. The community schools model was selected for its focus on whole child development and the integration with the school day for purpose of supporting student achievement and the emerging reform effort at Hartford Public Schools. Group members focused on policy and funding issues and worked to align their individual institution’s work to support the development of this collaborative strategy known as Hartford Community Schools.

The founding members included Hartford Public Schools, the City of Hartford originally through its Office for Youth Services, and now through the Department of Families, Children, Youth and Recreation, the Hartford Foundation for Public Giving, and the United Way of Central and Northeastern Connecticut. There are currently seven (7) schools under the community schools umbrella:

- Alfred E. Bunn Elementary School served by The Village for Families and Children
- Hartford Magnet Trinity College Academy served by COMPASS Youth Collaborative
- Burns Latino Studies Academy served by COMPASS Youth Collaborative
- Milner Schools served by Catholic Charities
- Asian Studies Academy Dwight-Bellizzi served by COMPASS Youth Collaborative.
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“Every student and every school thrives”
Hartford Public Schools’ investment is $95,000 toward infrastructure costs as well as partial security costs in the after-school programs at some schools and late transportation home for students.

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

The $95,000 contribution to the partnership budget will be utilized to fund a portion of each of the following items:

- Salaries and Benefits
- Training and Technical Assistance
- Network Capacity Building
- Refreshments
- Independent Evaluation
- Communications & Promotions
- After School Curricular Materials
- Training and Professional Development

3. Targeted populations to be served

The HPSS infrastructure provides network support to Hartford’s 7 Community Schools and other related initiatives and opportunities throughout the district and city that support student success for all students. Through the coordination of resources, training, technical assistance, evaluation and other support, the community schools are able to serve approximately 3,900 students and their families annually. Students and families are provided a wide-range of academic supports, enrichment opportunities, and other programs and activities that help them achieve the goal of academic success.

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

The work of HPSS and Community schools provide programs and opportunities that support teaching and learning at all grade levels by ensuring students attend school ready to learn and families have the tools they need to support the learning process. This is accomplished by focusing on various factors that impact student performance, such as chronic absenteeism, behavior interventions, health services, basic needs, family engagement, academic supports (tutoring/homework assistance) and the alignment of educational efforts before and after school. These efforts all support the work of the district. The partnership and community school goals, programs and activities also align with the strategic priorities outlined in the Hartford Public School’s

"Every student and every school thrives"
new "Cultivating Equity and Excellence" strategic operating plan. The goals and strategies of HFSS during the two year period from 2015-2017 include:

A. To outline shared outcomes that the Partnership seeks to address;
   - Clarify intended outcomes of the Partnership that also reflect the individual strategic priorities of the four funding and founding partners
   - Develop and implement effective ways to communicate the work of the Partnership to diverse stakeholder groups

B. To support the continued development of Hartford Community Schools;
   - Assess and support community schools implementation, including responsive, high quality programs and whole school interventions aligned with District priorities (e.g. reducing chronic absence and suspensions, ensuring equitable access to supports and services for all students, especially ELL and SPED students)
   - Use internal data analysis and external evaluations to foster continuous improvement and inform future planning
   - Increase academic alignment between after school and school day programs
   - Using the dual capacity framework, increase student-centered family, community and school partnerships
   - Explore potential options to ensure that all Community Schools have access to the identified need for health services at each school and create a plan to leverage partnerships for effective service delivery

C. To support the development of other results-oriented, multi-partner strategies;
   - Review and assess emerging opportunities relevant to the agenda of the Hartford Partnership for Student Success to determine if there are opportunities for alignment
   - Advance 3rd grade reading proficiency through support of the Hartford Campaign for Grade level reading and literacy efforts
   - Provide support and ensure coherence between the implementation of Community Schools and City Connects
   - Support high-quality summer learning experiences
D. To continue to build the capacity of community-based organizations and schools to be effective partners;
   - Continue to provide technical assistance and capacity building through the Children’s Aid Society and network staff efforts
   - Create a train the trainer model that leverages the knowledge and expertise of lead agency staff
   - Replicate best practices across the seven schools within the community school's network
   - Continue to leverage existing trainings, professional development and other capacity building opportunities offered by HPSS partners

E. To conduct a targeted expansion of the Hartford Partnership for Student Success;
   - Expand the Hartford Partnership for Student Success membership immediately by including stakeholders and funders that currently support community schools
   - Continue targeted expansion to include potential partners from higher education, neighborhood associations, the Department of Children and Families, and other stakeholders interested in supporting student success
   - Strengthen district-level support of Community Schools by including the Chief School Improvement Officer and/or cabinet-level position overseeing school's as a member of HPSS

F. To develop a unified and coherent joint funding approach.
   - Create and implement a grant application process that aligns with the Partnership’s shared goals
   - Develop a competitive process for new and current lead agencies to apply for funds through HPSS
   - Align budget processes and investment systems to support strategic priorities
   - Develop a resource strategy and explore the alignment of all funding efforts among partners
   - Create a financial sustainability plan, including increasing the number of funders, to support Hartford Community Schools and other HPSS priorities

G. Alternative options (alternative sources, best priced solutions, etc.)
H. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

Annually, HPSS and Community Schools receive technical assistance from the Children's Aid Society/National Center for Community Schools. An annual evaluation is also conducted on community schools by consultant, ActKnowledge. Internal monitoring systems are also in place through the infrastructure support to the community schools network. Monthly Outcome Reports and Monthly Attendance reports, which are all aligned with the theory of change that was crafted by ActKnowledge and the community schools network, serve as reporting mechanisms to measure progress at each school.

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

If sole source vendor, please specify why the purchase qualifies as sole source procurement:

a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

b. Any other information that supports the need for the sole source request.

J. For grants only:

a. Identify partnerships and their financial commitment included in the grant

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

   Please see attached budget and MOU.
Hartford Partnership for Student Success
Memorandum of Understanding

This Memorandum of Understanding serves as a partnership agreement amongst the founding and convening members of the Hartford Partnership for Student Success (HPSS). Members of the partnership include Hartford Public Schools, the City of Hartford, the Hartford Foundation for Public Giving, and United Way of Central and Northeastern Connecticut. This partnership exists for the purposes outlined below for the greater purpose of increasing Hartford students’ achievement:

- To deepen existing partnership efforts designed to advance student success;
- To ensure the delivery of high quality programs and services in order to support increased student achievement;
- To consider expansion in both number and type, the scope of partnership to improve outcomes for Hartford students;
- To intentionally and strategically leverage the shared strategic institutional goals of all partners to support student success.

Our aspirational goals over the next two years include:

- To outline shared outcomes that the Partnership seeks to address;
- To support the continued development of Hartford Community Schools;
- To support the development of other results-oriented, multi-partner strategies;
- To continue to build the capacity of community-based organizations to be effective partners;
- To conduct a targeted expansion of the Hartford Partnership for Student Success;
- To develop a unified and coherent joint funding approach.
Hartford Partnership for Student Success
Memorandum of Understanding

The partners will accomplish this through the following strategies:

- The bi-annual convening of the HPSS leadership team and their representatives to revisit the vision and goals of the partnership;

- The convening of an advisory group to implement the work of the HPSS, consisting of senior leadership from the four lead partners, as well as broader community representation of key funders and stakeholders;

- Supporting school personnel, lead agencies and other partners in adherence to standards of best practice;

- To support training and technical assistance opportunities for providers in order to improve program quality and organizational effectiveness;

- To coordinate and support a system of data collection to provide consistent feedback for program improvement;

- To support independent evaluation to assess the effectiveness of partnership models supported by HPSS and inform the practices of school personnel, lead agencies and other partners;

- To jointly participate in site visits and other means of assessing community schools and other partnership models;

- To develop and advocate for policies that support partnership approaches and advance student success;

- To support and advance opportunities for marketing and communications to promote the work of the partnership, and;

- To develop and implement a resource development strategy to support partnership approaches.

Implementation of the aforementioned goals and strategies will be carried out by the Director of the Hartford Partnership for Student Success and the Hartford Community Schools Coordinator, who will be accountable to the four institutional partners through a work plan to be developed by the Director and approved by the leadership team’s organizational representatives. Day to day
Hartford Partnership for Student Success
Memorandum of Understanding

supervision around the implementation of this work plan will be the responsibility of Hartford Public Schools, with monthly reporting to the four partners through executive session of the Hartford Partnership for Student Success as part of its monthly meeting. The director and coordinator positions will be funded jointly by the four partners, and stationed at Hartford Public Schools with the Hartford Foundation for Public Giving serving as the employer of record.

This MOU will remain in effect from August 25, 2015 through August 25, 2016 conditional upon availability of funding.

Signature Page

[Signature]

Pedro E. Segarra, Esq.
Mayor, City of Hartford

[Signature]

Dr. Beth Narvaez
Superintendent, Hartford Public Schools

[Signature]

Linda J. Kelly, Esq.
President, Hartford Foundation for Public Giving

[Signature]

Susan B. Dunn
President and Chief Executive Officer, United Way of Central and Northeastern CT
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AGENDA

ITEM # 5

NEW BUSINESS

ACCEPTANCE OF FUNDS:
MATHEMATICS AND SCIENCE PARTNERSHIP GRANT FOR EXPLORING COMPUTER SCIENCE

JANUARY 19, 2016

DR. SCHIAVINO-NARVAEZ
MS. ENGLAND

AMOUNT
$257,340.50/2 YEARS

FUNDING SOURCE
CT STATE DEPT. OF EDUCATION

BACKGROUND

This grant is from the Connecticut State Department of Education Mathematics & Science Partnership (MSP) Grant Program. The grant is funded under Title II, Part B, of the federal Elementary and Secondary Education Act and is intended to increase the academic achievement of K-12 students in mathematics and science, by enhancing the content knowledge and teaching skills of classroom teachers. The specific focus of this proposal is to develop a learning program that will increase the expertise of middle and high school teachers, in teaching computer science. Attention will be given to pedagogical practices, increasing computational thinking competencies of teachers and students; and developing an innovative approach for increasing participation of underrepresented students in computer science.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $257,340.50 over 2 years from the Connecticut State Department of Education MSP Grant.
MSP Grant - Exploring Computer Science
Executive Form

1. Context/Overview

An understanding and appreciation of STEM-content, is severely lacking in American schools. In the 21st Century and beyond, technology is increasingly becoming the preeminent frontier for life-time advancement with companies such as IBM, Texas Instruments, Google, Avent, Hewlett Packard, Apple - just to name a few. There are more STEM openings than employees skilled to fill those openings. With the increased emphasis on computer science and the future requirement of making computer science a graduation requirement, more teachers will need to be trained to provide instruction in computer science. The Exploring Computer Science (ECS) curriculum was designed to address both computer content and computational practice in order to provide students with a sense of what computer scientists do. It is designed to provide a rigorous, but accessible, introduction to computer science. The three major themes are: (1) the creative nature of computing; (2) technology as a tool for solving problems; and (3) the relevance of computer science and its impact on society.

The Exploring Computer Science (ECS) program is a yearlong course consisting of 6 units, approximately 6 weeks each. The course was developed around a framework of both computer science content and computational practice. Assignments and instruction are contextualized to be socially relevant and meaningful for diverse students. Units utilize a variety of tools/platforms, and culminate with final projects around the following topics:

1. Human Computer Interaction In this unit students are introduced to the concepts of computer and computing while investigating the major components of computers and the suitability of these components for particular applications. Students will experiment with internet search techniques, explore a variety of websites and web applications and discuss issues of privacy and security. Fundamental notions of Human Computer Interaction (HCI) and ergonomics are introduced. Students will learn that “intelligent” machine behavior is not “magic” but is based on algorithms applied to useful representations of information, including large data sets. Students will learn the characteristics that make certain tasks easy or difficult for computers, and how these differ from those that humans characteristically find easy or difficult. Students will gain an appreciation for the many ways in which computing-enabled innovation have had an impact on
society, as well as for the many different fields in which they are used. Connections among social, economical and cultural contexts will be discussed.

2. Problem Solving This unit provides students with opportunities to become “computational thinkers” by applying a variety of problem-solving techniques as they create solutions to problems that are situated in a variety of contexts. The range of contexts motivates the need for students to think abstractly and apply known algorithms where appropriate, but also create new algorithms. Analysis of various solutions and algorithms will highlight problems that are not easily solved by computer and for which there are no known solutions. This unit also focuses on the connections between mathematics and computer science. Students will be introduced to selected topics in discrete mathematics including Boolean logic, functions, graphs and the binary number system. Students are also introduced to searching and sorting algorithms and graphs.

3. Web Design This section prepares students to take the role of a developer by expanding their knowledge of algorithms, abstraction, and web page design and applying it to the creation of web pages and documentation for users and equipment. Students will explore issues of social responsibility in web use. They will learn to plan and code their web pages using a variety of techniques and check their sites for usability. Students learn to create user-friendly websites. Students will apply fundamental notions of Human Computer Interaction (HCI) and ergonomics.

4. Programming Students are introduced to some basic issues associated with program design and development. Students design algorithms and create programming solutions to a variety of computational problems using an iterative development process in Scratch. Programming problems include mathematical and logical concepts and a variety of programming constructs.

5. Computing and Data Analysis In this unit students explore how computing has facilitated new methods of managing and interpreting data. Students will use computers to translate, process and visualize data in order to find patterns and test hypotheses. Students will work with a variety of large data sets that illustrate how widespread access to data and information facilitates identification of problems. Students will collect and generate their own data related to local community issues and discuss appropriate methods for data collection and aggregation of data necessary to support making a case or facilitating a discovery.

6. Robotics This unit introduces robotics as an advanced application of computer science that can be used to solve problems in a variety of settings from business to healthcare and how robotics enables innovation by automating processes that may be dangerous or otherwise problematic for humans. Students explore how to

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integrate hardware and software in order to solve problems. Students will see the effect of software and hardware design on the resulting product. Students will apply previously learned topics to the study of robotics.

Ethical and social issues in computing, and careers in computing, are woven throughout the six units. Throughout the course, emphasis is placed on how computing enables innovation in a variety of fields and the impacts that those innovations have on society. Computing is situated within economic, social and cultural contexts and, therefore, it influences and is influenced by each of these. The proliferation of computers and networks raises a number of ethical issues. Technology has had both positive and negative impacts on human culture. Students will be able to identify ethical behavior and articulate both sides of ethical topics. Students study the responsibilities of software users and software developers with respect to intellectual property rights, software failures, and piracy of software and other digital media. They are introduced to the concept of open-source software development and explore its implications. Students identify and describe careers in computing and careers that employ computing.

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

The purpose and primary goal of the grant is to enhance the teaching competencies of educators teaching computer science. Substantial professional development will occur both during the school year and also during the summer. A secondary goal is to expand the number of schools that offer computer science. In so doing, there should be an increase in student interest, motivation and preparation to compete/major in the field of computer science. To this end, a great deal of professional development will be provided to teachers, via week-long Summer Institutes; Quarterly Saturday workshops held throughout the academic year, where Exploring Computer Science (ECS) teachers visit/coach teachers in their classrooms. The project will train two cohorts of teachers, over the grant period – where teachers will collaborate and work together on computer science lessons.

3. Targeted populations to be served

Middle and high school students and teachers.

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

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The expected outcomes and benefits are, building teacher capacity and preparedness in teaching computer science, while also engaging students in learning computer science.

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

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

ECS coaches will formatively assess teachers throughout the project; pre/post assessments developed by SRI; use of the Computer Self-Efficacy Scale; teacher/student course work; pre/post comprehensive Teacher Practices survey; sampling of formal interviews; data collected during reflective development activities/observations and informal interviews. Improved students’ scores on SBAC and/or SAT’s. Lastly, an independent evaluator has been retained (as a requirement of the CSDE grant approval), to assess the efficacy of the program.

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

If sole source vendor, please specify why the purchase qualifies as sole source procurement:
   a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

   b. Any other information that supports the need for the sole source request.

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

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

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

      Attached.
December 1, 2105

Mr. James Veseksis
Dr. Sandra Inga
Hartford Magnet Trinity College Academy
53 Vernon St.
Hartford, CT 06106

RE: Proposal for Title IIB Mathematics and Science Partnership (MSP) Grant under RFP 976

Dear Jim and Sandra:

I am pleased to inform you that the proposal submitted by Hartford Public Schools for an MSP grant in Category C – Computer Science for CTE, Science and Mathematics Teachers has been identified by the proposal review committee as among the leading proposals eligible for funding. There was consensus that the project concept is strong; however, the review committee has recommended that the final decision to fund your proposal be conditional upon submission of the following clarifications or additions. These are organized around the subsections of the Proposal Evaluation Rubric included in the Request for Proposal:

Section I - Needs Assessment:

- There need to be a completed Principal’s Statement of Need, Goals and Commitment, as it relates to the project, for each participating school. Some of the statements just give the details of the Exploring Computer Science (ECS) course. In addition, there were some statements from schools not mentioned as partners and some missing from partner districts.

Section II – Project Goals and Objectives:

- The focus of this project needs to be tightened and ensure that all partners are committed to the goals. There appears to be a lack of communication of a common goal across the participating schools.

Section III – Partnership Commitment:

- Evidence of collaboration by all partners in the planning of this project to meet the intended outcomes needs to be included.

Section IV-Program Design and Quality

- The program needs to include a plan to include the ECS course systemically across the schools.
• The program design needs to include a plan to recruit students to take this newly offered course.
• The alignment of Connecticut Core Standards – Math and ECS specifically needs to be documented.

Section V – Project Personnel, Management and Sustainability:
• There needs to be evidence of ongoing sustainability by district partners.
• A plan to build capacity in Connecticut by getting some teachers trained to be able to conduct the ECS training for other educators needs to be included.
• A teacher recruitment plan needs to be more clearly defined.
• The ECS trainers need to be specifically identified or specific documentation of what those qualifications entail should be included.
• The role of the school facilitator needs to be clearly defined.

Section VI – Project Evaluation and Research Plan
• Specific measurable outcomes need to be included in the evaluation plan.
• The evaluation needs to reflect valid and reliable methods.

Budget – The requested amount of $79,414 for year one and $186,664 for year two needs to be revised. The following line item adjustments are requested:

♦ Year 1
  Line 580 Travel
  • Reduce the number of attendees to the MSP Conference to 2 (program coordinator and evaluator).
  Line 650 Instructional Supplies
  • The state allowance for lunch is $14.

♦ Year 2
  Line 111A Non-Instructional
  • Instate mileage is not an allowable expense and therefore, needs to be removed.
  Line 330 Employee Training and Development Services
  • Instate mileage is not an allowable expense and therefore, needs to be removed.
  Line 650 Instructional Supplies
  • The state allowance for lunch is $14.

These revisions should reduce the budget by $3050.00 in year 1, and $5687.50 in year 2. This will make the total budget for year 1 $76,364.00 and, year 2 will be $180,976.50.

If the above-described proposal modifications are acceptable to you, please make the requested changes in RED font within the original proposal. The entire revised proposal should be resubmitted via e-mail to Jennifer.michalek@ct.gov by January 7, 2016. The modifications will be promptly reviewed and the project coordinators will be notified soon thereafter, of the final award decision.
Congratulations on submitting a promising MSP proposal. Should questions arise, please do not hesitate to contact me.

Sincerely,

Jennifer Michalek
Academic Office
MSP Program Manager-Mathematics
AGENDA

ITEM # 6

NEW BUSINESS

APPROVAL OF: MODIFICATION TO EDUCATIONAL SPECIFICATIONS FOR WEST MIDDLE SCHOOL

JANUARY 19, 2015

DR. SCHIAVINO-NARVAEZ
DR. SLATER

BACKGROUND

Subsequent to the approval of the project’s Educational Specifications (Ed Spec) by the Hartford Board of Education (HBOE), it was deemed desirable to incorporate a dental suite as a resource in the renovated West Middle School. To memorialize that decision and make the dental suite an approved and thus reimbursable component of the project, the HBOE must adopt a modified Ed Spec which the Superintendent will then submit to the State for record.

RECOMMENDATION

That the Hartford Board of Education approves the incorporation of a dental suite into the design of the renovated West Middle School and modifies the Educational Specifications for the project accordingly.
Modification to Educational Specifications for West Middle School

Executive Form

1. Context/Overview

Subsequent to the approval of the project’s Educational Specifications (Ed Spec) by the Hartford Board of Education (HBOE), it was deemed desirable to incorporate a dental suite as a resource in the renovated West Middle School. To memorialize that decision and make the dental suite an approved and thus reimbursable component of the project, the HBOE must adopt a modified Ed Spec which the Superintendent will then submit to the State for record.

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

To provide a full service, modern and state of the art facility to the West Middle campus. The clinic provides cleanings, fluoride treatments, x-rays, sealants, restorations, root canals, space maintainers, extractions, examinations, free toothbrushes, and more.

3. Targeted populations to be served

All Hartford Public Schools students.

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

To provide all HPS students with state of the art dental facilities.

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

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

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

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If sole source vendor, please specify why the purchase qualifies as sole source procurement:

a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

b. Any other information that supports the need for the sole source request.

8. For grants only:

a. Identify partnerships and their financial commitment included in the grant

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

ITEM # 7

NEW BUSINESS

PROPOSED COLLECTIVE BARGAINING AGREEMENT: THE HARTFORD FEDERATION OF SCHOOL SECRETARIES, LOCAL 1018 C, AFT, AFL-CIO

JANUARY 19, 2016

DR. SCHIAVINO-NARVAEZ

MS. CUTLER- HODGMAN

BACKGROUND

- The current contract expired on June 30, 2015.
- Negotiations for the new contract started in February 4, 2015.
- The Parties reached a tentative agreement on January 5, 2016.
- The membership of the bargaining unit ratified the tentative agreement on January 12, 2016.
- The Board must now take a formal vote on the proposed agreement.

RECOMMENDATION

That the Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Federation of School Secretaries, Local 1018 C, AFT, AFL-CIO.