I. Call to Order

II. Roll Call

III. Opening Statement

IV. Oath of Office – New Board Member (Kimberly D. Oliver)

V. Election to fill vacancy created by Dr. Beth A. Taylor

VI. Oath of Office – New Board Member (Juan M. Hernandez)

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

VIII. Reports
1. Report of the Chair
2. Report of the Superintendent
3. Committee Reports
   o Parent & Community Engagement Committee
   o Policy Committee
   o School Choice & Facilities Committee

IX. Business Agenda

A. Items in Order of Importance
1. Consideration of and Action to accept the Report of the Office of the Child Advocate and to adopt the draft Action Plan as a working document. (Supt et al.)

   That the Hartford Board of Education accepts the Report of the Office of the Child Advocate and adopts the draft Action Plan as a working document.

B. Executive Session (Discussion concerning related personnel action)

2. Approval of Contract Amendment: CBS Therapy - Additional $223,746 (Supt et al.)

   CBS Therapy was contracted in the amount of $651,014 in June of 2016 for 7.0 FTE positions. In February, the number of speech and language pathologists contracted was increased to 11.6 FTE positions.
That the Hartford Board of Education authorizes the Superintendent to execute the amended contract with CBS Therapy for the term ending June 30, 2017, for the additional $223,746.

3. First Reading: Graduation Requirements Policy (Policy Committee)

That the Hartford Board of Education accepts the first reading of the Graduation Requirements Policy.

C. Consent Agenda

4. Acting Administrative Appointment (Supt et al.)

That the Hartford Board of Education approves the Superintendent’s recommendation to appoint June Cahill to the position of Acting Principal at Kennelly Elementary School, effective February 1, 2017.

5. Approval of Revised Educational Specifications – Weaver High School (Supt et al.)

When initially conceived, the Weaver High School renovation was envisioned to include three academic themes consisting of High School, Inc., Tourism and Hospitality and S.T.E.A.M. In the spring of 2016, it was decided that the themes should be revised to High School, Inc., Journalism and Media and the R.J. Kinsella Magnet High School.

The State Office of School Construction Grants requires that the change in program, which directs the design of the project, be documented with revised Educational Specifications. At this time the revised Educational Specifications require the approval of the Hartford Board of Education in order for the state plan approval process to move forward.

That the Hartford Board of Education accepts and approves the revised Educational Specifications for the renovation of Weaver High School and authorizes submission of the documents to the Office of School Construction Grants for purposes of updating the project record.

6. Withdrawal of Grant Application – R.J. Kinsella Magnet High School (Supt et al.)

When initially conceived, the R.J. Kinsella Magnet High School would be provided its own facility. As no suitable and acceptable site was located for such a facility, the program will now become one of the academic themes housed in the renovated Weaver High School facility.

The State Office of School Construction Grants requires that the grant application for the freestanding Kinsella High School facility be withdrawn in order for the enhanced magnet school grant reimbursement to apply to the Weaver project.

That the Hartford Board of Education withdraws the application for a school construction grant for the Kinsella Magnet High School, State project number
TMP-064-VQRQ, as the facilities need will be met by including Kinsella as a
component of the Weaver High School project, State project number 064-0307
RNV.

7. Approval of Alliance Grant Projects and Submittal of Expenditures (Supt et al.)

The State Department of Administrative Services, Division of Construction
Services, and Office of School Construction Grants & Review requires that the
Board of Education certify that the attached school projects, as identified in the
Alliance Grant have been completed.

That the Hartford Board of Education accepts the projects as listed, as complete.
Furthermore, that the Board of Education approves the submittal of all
expenditures to the Office of School Construction Grants & Review.

D. Executive Session (Contract Non-Renewal and Discussion of the case: A., by his
Parent and Next Friend Mr. A, and Mr. A vs. Hartford Board of Education and New
Britain Board of Education)

8. Contract Termination due to Non-Renewal (Supt. et al)

That the Hartford Board of Education adopts the findings of fact and
recommendation of the Board subcommittee and authorizes the non-renewal of
the employment contract of the non-tenured teacher identified on Exhibit A.

X. Adjournment
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Action Plan in Response to Report of the Child Advocate

INTRODUCTION:

On behalf of the Hartford Public Schools, I thank the Office of the Child Advocate for its careful review, findings, and recommendations regarding the important obligation that we all have to keep children safe as they attend the Hartford Public Schools. Its Report is gravely concerning and a call to action to teachers, administrators, the Central Office, the Board of Education, and the entire school community.

The Report identifies serious failings in the district’s procedures, practices and culture regarding mandatory reporting of suspected child abuse and neglect. These failings anger and disappoint me, and I am committed to correcting these failings promptly. I have prepared the following draft Action Plan to present to the Hartford Board of Education at its next meeting for consideration and action, and I plan to work closely with the Board of Education and the Central Office to address these problems swiftly and decisively.

The overwhelming majority of administrators and teachers in the Hartford Public Schools are dedicated professionals who put the safety of children first. However, we must create the knowledge base, culture and accountability to assure that all staff members fulfill their statutory and moral duty to report all allegations to the Department of Children and Families, investigate those allegations promptly, and hold any employee accountable for inappropriate actions, including delay or failure to report concerns.

This effort must involve the entire school community, starting with clear communication of the problems and our commitment to address those problems. To that end, we will promptly schedule a number of community forums to hear parent and community concerns regarding the Report and related issues. Moreover, we will retain an independent monitor to oversee and hold us all accountable for changing our practices and procedures to assure that all students are safe in our schools, with special regard for our most vulnerable students who have special needs.

We will be transparent in these efforts. I will report to the Board of Education on progress in implementing the Action Plan at the regular public meetings of the Board of Education, and we will post the quarterly progress reports of the independent monitor on the district website. We will continue to cooperate with the Office of the Child Advocate, the Department of Children and Families and other partners to solve these problems. Together we can and will assure that all children attending the Hartford Public Schools are safe.

Dr. Leslie Torres-Rodriguez, Acting Superintendent
Hartford Public Schools

960 Main Street Hartford CT 06103 © www.hartfordschools.org
CONCERN #1: Failure to exercise appropriate diligence in the review of and action on allegations against Eduardo Genao in 2007.

- Failure to take appropriate disciplinary action based on the information known to school district officials in 2007.
- Failure to hold others accountable for their failure to report inappropriate conduct by Mr. Genao.
- Failure to relay all the essential related information about Mr. Genao’s conduct to the Superintendent and the Board.
- Failure to consider Mr. Genao’s misconduct and discipline in subsequent personnel decisions regarding Mr. Genao.

ACTION STEPS:

- Review handling of allegations against Mr. Genao in 2016 and hold those failing to fulfill their required reporting duties to account.

- Outside review of administrative actions and decision-making regarding allegations against Mr. Genao in 2007, including:
  - Identify mandated reporters who were aware of Mr. Genao’s conduct and did not report on such conduct, and hold those responsible to account.
  - Identify responsibility for failures to exercise due diligence in investigating and responding to allegations against Mr. Genao, and hold those responsible to account.
  - Identify responsibility for failure to appropriately document findings concerning Mr. Genao’s conduct, and hold those responsible to account.
  - Identify responsibility for providing the Superintendent and the Board of Education with relevant information concerning the findings as to Mr. Genao’s conduct, and hold anyone failing to do so to account.

TIMELINE: Immediately retain outside expert and commence review.
CONCERN #2: Staff failure to comply uniformly with mandatory child abuse and neglect reporting requirements.

- Lack of full understanding of obligations.
- Perceived or real procedural impediments.
- Culture of reluctance to report.

ACTION STEPS:

- Research and obtain outside expertise to develop more comprehensive understanding of "abuse," including grooming behavior, and of "neglect," including failure to provide appropriate supervision.
- Define and publicize what conduct between a staff member and a student is prohibited, including contact through social media.
- Publicize disciplinary rules applicable to all staff, including administrators, for (1) engaging in abusive or neglectful behaviors, or (2) failing to report suspicion of abuse or neglect, with clear consequences.
- Establish mechanisms for assuring that appropriate contact with student is not exploited for inappropriate purposes, e.g., require that any text messages to students (as, for example, by a coach about a change in schedule) be simultaneously sent to a district repository.
- Assure compliance with training obligations and refresher course completion for all school employees as provided by Conn. Gen. Stat. Section 17a-101i(f), including refresher course completion at least every three years.
- Review and, as necessary, revision of such training to assure that it is effective and that it incorporates current best practices as recommended in the literature.
- Provide monthly reminders at faculty meetings or by email.
- Audit and monitor reports quarterly and follow-up with individual schools.
- Identify and eliminate organizational impediments to assuring that staff members understand and fulfill their responsibilities as mandated reporters.
- Identify and eliminate cultural impediments to assuring that staff members understand and fulfill their responsibilities as mandated reporters.

TIMELINE: Immediately commence inventory of compliance with training requirements and enhanced monitoring of reports; sixty days to develop expertise and establish and publicize new expectations and procedures.
CONCERN #3: Failure to comply with certain legal obligations and best practices related to child abuse and neglect prevention and reporting.

ACTION STEPS:

- Provide support to affected students after a staff member is reported for suspected abuse or neglect to assure safety and emotional well-being.
- Establish a central repository for DCF reports as required by Conn. Gen. Stat. Section 10-220(f).
- Maintain all guidance from the State Department of Education concerning child abuse and neglect reporting in said central repository.
- Continue to implement and monitor the sexual abuse and assault awareness program required by Conn. Gen. Stat. Section 17a-101q.
- Review compliance with statutory duties regarding restraint and seclusion, including compliance with limitations on use of restraint and seclusion and compliance with record-keeping and parental notification requirements.
- Assure compliance with the statutory requirement that all employees receive a copy of the Board’s policy on reporting suspected child abuse or neglect each year, as required by Conn. Gen. Stat. Section 17a-101i(e).
- Assure compliance with the statutory requirement that principals certify annually that staff members in their schools have received training in compliance with statutory requirements and related report by the Superintendent of such certifications to the State Department, as required by Conn. Gen. Stat. Section 17a-101i(f)(3).
- Disciplinary action, including termination, for any district employee who fails to comply with these statutory duties.

TIMELINE: Monitor and provide appropriate supports to students who are the subject of or affected by reports of child abuse or neglect or sexual assault. Immediately establish central repository, monitor implementation of the sexual abuse and assault awareness program, review compliance with statutory duties regarding restraint and seclusion, and assure compliance with requirements that all district employees receive a copy of the Board policy on child abuse and neglect, compliance with staff training requirements and related certification. Disciplinary action, up to and including termination of employment for any district employee responsible for failure to comply with legal requirements related to child abuse and neglect reporting, training and documentation.
**CONCERN #4:** Failure to hold some staff members accountable for inappropriate conduct, whether or not abuse is substantiated.

- Potential failure to differentiate between lack of substantiation (or reversal of substantiation) and expectations and accountability for inappropriate behavior.
- Failure to provide training and/or monitoring when a staff member engages in misconduct that does not result in termination.

**ACTION STEPS:**

- Outside review of organizational structure to identify and, where necessary, change structure to assure compliance with child abuse and neglect reporting requirements, including training and appropriate documentation.
- Outside review of the district's human resources function and decision-making regarding staff accused of abuse or neglect.
- Review protocols for coordinating internal investigations with DCF and police investigations in accordance with Conn. Gen. Stat. Section 10-221s.
- Retrain administrators, as necessary, on standards of acceptable conduct and the difference between substantiation and acceptable professional conduct.
- Follow through with disciplinary action for any deviations from reporting and training requirement, including termination, retraining and monitoring.
- Dissemination to all staff members of the Code of Professional Responsibility for Teachers and the Code of Professional Responsibility for Administrators.

**TIMELINE:** Immediately disseminate Codes of Professional Responsibility and enlist outside assistance to conduct reviews; retrain and monitor staff members following reports as necessary based on results of review.
CONCERN #5: Special vulnerability of children with disabilities to possible abuse or neglect.

ACTION STEPS:

- With the advice and assistance of outside experts, identify and remedy programmatic deficiencies that contribute to injuries, including deficient training or inadequate personnel or inadequate supervision.
- Work on an ongoing basis with community partners to obtain technical assistance to provide support to children who have experienced trauma and children with special needs.
- Require that the supervising special education administrators review all child abuse reports that involve children with disabilities, identify any failure to comply with child abuse reporting requirements, and take appropriate disciplinary action if such failures are identified.
- Require that the supervising special education administrators review all reports of restraint and seclusion to assure statutory compliance, to monitor frequency and quality, and to identify any need for further training and/or disciplinary action.
- Superintendent review, including legal counsel, on a quarterly basis of all such reports, as well as of any program concern letters from DCF, to identify possible systemic problems and to take appropriate remedial action.
- To assure transparency, review all such reports and program concern letters on a semi-annual basis with outside agency (e.g., the Office of the Child Advocate, the State Department of Education, the Department of Children and Families, the Office of Protection and Advocacy for Disabled Persons or successor agency) to identify possible systemic problems and to take appropriate remedial action.
- Require that reports concerning suspected abuse or neglect of students aged 18 through 21 be made (1) to DCF, (2) internally in accordance with the new procedure described below, (3) to the Office of Protection and Advocacy (or successor agency), and (4) where appropriate, law enforcement.

TIMELINE: Immediately commence special education administrator review of all child abuse and neglect reports involving children with disabilities; quarterly and semi-annual review of such reports and related action as described above, adopt and promulgate new procedures for reporting abuse or neglect of students aged 18 through 21 within thirty days.
CONCERN # 6: Failure to comply with legal obligation to update and disseminate Board policy on reporting suspected child abuse and neglect.

ACTION STEPS:

- The Board Policy Committee will review current policy on reporting suspected child abuse and neglect with legal counsel to assure statutory compliance.
- The Board Policy Committee will augment the current policy on reporting suspected child abuse and neglect to add reporting requirements concerning suspected abuse of students aged 18 through 21.
- In consultation with the Superintendent, the Board will establish a procedure for annually monitoring legislative changes and promptly updating Board policies to conform to such legislative changes.
- In its oversight role, the Board will monitor compliance with statutory duty to distribute annually the Board policy on reporting suspected child abuse and neglect to all employees, as required by Conn. Gen. Stat. Section 17a-101i(e).
- In its oversight role, the Board will monitor compliance with the requirement that all employees have completed the training and refresher training programs, as required by Conn. Gen. Stat. Section 17a-101(e).
- The Superintendent will inventory activities of the Central Harassment Prevention Team and report to the Board Policy Committee on a quarterly basis to assist the Board in fulfilling its oversight role.

TIMELINE: The Board Policy Committee shall convene within thirty days to review and revise the current Board policy and to work with Superintendent to establish procedures for monitoring legislative changes, for amending policies to comply with legislative changes, and for monitoring statutory compliance with policy distribution and staff training requirements. Administration shall immediately inventory activities of the Central Harassment Prevention Team over the last twelve months, if any, and report to the Board Policy Committee within thirty days and thereafter on a quarterly basis.
CONCERN #7: Inadequate understanding and potential non-compliance with Title IX obligations by teachers and administrators.

ACTION STEPS:

- Train administrators on Title IX obligations, as necessary, including retention of outside experts to provide high-level training.
- Charge the Central Harassment Prevention Team with responsibility for reviewing all school-based harassment investigation reports to identify systemic problems and recommend solutions.
- Establish a schedule for required reports from the Central Harassment Prevention Team to the Superintendent and the Board of Education.
- Assure that non-discrimination policies are widely disseminated.
- Review and revision of Board policies and administrative documents, including staff and student handbooks to assure legal compliance and consistency in defining harassment and establishing grievance/complaint procedures.
- Include training of teachers on Title IX obligations in the Hartford Public Schools Professional Development Plan.

TIMELINE: Initial training of administrators on Title IX was held on January 10. Immediately review dissemination of non-discrimination statement. Review and revise all student and staff handbooks by the beginning of the 2017-2018 school year to describe district Title IX obligations, including publication of Title IX notices (name(s) and contact information for the Title IX Coordinator and description of process for filing a grievance concerning Title IX obligations). Include Title IX training in the teacher Professional Development Plan commencing with the 2017-2018 school year.
CONCERN #8: The Hartford Public Schools may currently lack the internal capacity to implement and monitor this action plan.

- History of inability to meet these legal obligations.
- A culture that has inhibited mandated reporting.
- A lack of expertise as to identifying abuse and understanding of Title IX obligations.
- A lack of internal resources to attend to and monitor compliance with statutory obligations.

ACTION STEPS:

- Reach out to appropriate state and federal agencies for technical assistance and monitoring:
  - State Department of Education
  - Department of Children and Families
  - Office of the Child Advocate
  - Office of Protection and Advocacy for Persons with Disabilities
  - Office of Civil Rights of the United States Department of Education

- Confer with outside experts including the Office of the Child Advocate to establish a framework and expectations for an independent monitor (or monitors), including a process for establishing criteria and benchmarks for measuring successful implementation of this Action Plan.

- Appoint an independent monitor(s) in accordance with such framework and expectations to oversee progress in implementing this Action Plan, who will provide periodic public progress reports to the Board of Education, the State Department of Education and the Department of Children and Families.

- Assess function and effectiveness of monitor(s) after one year.

TIMELINE: Immediately reach out to appropriate state and federal agencies for technical assistance in establishing a framework and expectations for the independent monitor(s), and appoint the monitor(s) within thirty (30) days.
**CONCERN #9:** The Hartford Public Schools must prioritize family engagement and community partnership to assure transparency and accountability.

- Family engagement and community partnerships are important keys to ensuring student safety.

**ACTION STEPS:**

- The Acting Superintendent will distribute a letter to all families regarding the Report and the draft Action Plan providing information about how to access more information and share concerns through a special information resource line and email (Note: if callers are reporting suspected child abuse or neglect or sexual assault, they will be directed to the DCF Care Line).
- The Acting Superintendent will direct Principals to convene emergency staff meetings to discuss and develop plans to support students and families and ensure every student is and feels safe.
- The Acting Superintendent will bring this draft Action Plan to the Board of Education for input, adoption and endorsement at its next meeting.
- The Board and the Acting Superintendent will promptly schedule a number of community forums to hear parent and community concerns regarding the Report and related issues.
- The Acting Superintendent will report on progress in implementing the Action Plan at regular public meetings of the Board of Education.
- The Board of Education will post the progress reports of the independent monitor(s) on the district website.
- The Board of Education and the Acting Superintendent will establish protocols for sharing of information with families when reports are made to DCF and when investigations of such reports are completed.
- The Acting Superintendent will work with experts and community partners to develop and implement informational and educational programs for parents/families and students regarding suspected child abuse and neglect and suspected sexual abuse.
- The Hartford Public Schools will create a communications plan and follow-up to provide updates and engage families and the community during the implementation of the draft Action Plan.

**TIMELINE:** Information will be shared with families, community forums will be scheduled, and the special information resource line will be established immediately. Protocols for sharing information with families concerning the filing and disposition of DCF reports will be established within sixty days. Public reporting on the work of the independent monitor(s) shall be ongoing.
AGENDA

ITEM # 2

NEW BUSINESS

CONTRACT AMMENDMENT:
CBS THERAPY

AMOUNT
ADDITIONAL $223,746

BACKGROUND

CBS Therapy was contracted to provide speech and language services to mandated Hartford Public Schools students who require these services. Due to the shortage of speech and language professionals, it is necessary to utilize this service to ensure compliance with State and Federal special education guidelines.

The original contract for this year with CBS Therapy was for 7.0 FTE’s. Six speech and language therapists left by the end of the last school year, and since August 1st an additional 7 speech and language therapists have left the district which represented vacancies totaling 11.2 FTEs. Therefore we are asking to amend the contract to increase the services to 11.6 FTEs.

There is a nationwide shortage of speech and language therapists and we continue to work with higher education institutions to create opportunities for employing speech and language therapists.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to amend the contract with CBS Therapy for the term delineated in the contract ending June 30, 2017, for an additional $223,746.
 CBS Therapy  
Agreement Modification

<table>
<thead>
<tr>
<th>Institution/Organization (&quot;Sponsor&quot;)</th>
<th>Institution/Organization (&quot;Awardee&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: HARTFORD BOARD OF EDUCATION</td>
<td>Name: CBS THERAPY</td>
</tr>
<tr>
<td>Address: 960 Main Street</td>
<td>Address: 626 Park Avenue, Unit 2A</td>
</tr>
<tr>
<td>Hartford, CT 06103</td>
<td>Cranston, RI 02910</td>
</tr>
</tbody>
</table>

| Interim Superintendent of Schools:   | President: Peter Erkläuer             |
| Leslie Torres-Rodriguez              |                                       |

| Board Approval: June 28, 2016        |                                       |

| Effective Dates of Original Agreement: | Effective Dates of Amended Agreement: |

**Amendment(s) to Original Terms and Conditions**

This amendment modifies the original Agreement as follows:

1. Original Scope of Services was for 7.0 FTE positions. The modified Scope of Services is for 11.6 FTE positions.

2. Paragraph 3: Original total compensation was $651,014. The modified total compensation amount shall not exceed $874,760.

All other terms and conditions of the original contract shall remain intact and binding, and are incorporated herein by reference.

By Authorized Official of Hartford Board of Education

Name: Leslie Torres-Rodriguez  Date
Title: Interim Superintendent of Schools

By Authorized Official of CBS Therapy

Name: Peter Erkläuer  Date
Title: President
AGENDA

ITEM # 3

NEW BUSINESS

FIRST READING: GRADUATION REQUIREMENTS POLICY

BACKGROUND

As part of ongoing policy review and development, the committee has been working to update and revise mandatory policies. The following policy has been updated to conform with legislative changes, changing the implementation year from 2020 to 2021.

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the Graduation Requirements policy.
Instruction

Graduation Requirements

Purpose

The Board of Education will provide all students with high quality distinctive high schools in which students can attain a Hartford Public School high school diploma that reflects a standards-based college-ready curriculum designed to meet the high educational outcomes of the State of Connecticut and prepare all students to be competitive candidates for entrance into a four-year college program.

Course Levels

All high school graduation requirement courses are designated as college preparatory, honors, or *AP/ECE/DE.

*Advanced Placement/Early College Experience/Dual Enrollment

College Credits

All high schools will offer opportunities for students to earn college credits through Advanced Placement courses, Dual Enrollment (high school and college credit) courses, ECE (Early College Experience), and/or through articulation agreements that allow students to take courses at a college campus. Schools in the goal range of the district matrix have the autonomy to design their programs to meet this level of rigor.

Capstone Experience (1 credit, required)

The purpose of the Capstone Experience is to provide all high school seniors the opportunity to apply the knowledge and skills they have developed to complete a project, portfolio, internship, service learning or other demonstration project in an area of particular interest to the student.

Minimum Diploma Requirements

<table>
<thead>
<tr>
<th>Required Courses*</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities (11.0 Credits)</td>
<td>4 Credits</td>
<td>2.0 English I &amp; II; 2.0 Literature &amp; Composition I &amp; II</td>
</tr>
<tr>
<td>English</td>
<td>1.0 American History; 0.5 Civics and American Government; 1.0 World History or International Studies; 0.5 Social Studies Elective</td>
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<tr>
<td>Social Studies</td>
<td>3 Credits</td>
<td>2.0 World Language</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 Credit</td>
<td>1.0 Fine Arts Elective</td>
</tr>
<tr>
<td>Humanities</td>
<td>1 Credit</td>
<td>1.0 Humanities Elective</td>
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</tbody>
</table>
STEM Courses (8 Credits)

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<thead>
<tr>
<th>Area</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>4 Credits</td>
<td>1.0 Algebra I; 1.0 Geometry; 1.0 Algebra II or Probability &amp; Statistics; and 1.0 Math Elective</td>
</tr>
<tr>
<td>Science</td>
<td>3 Credits</td>
<td>1.0 Biology with Lab; 1.0 Chemistry with Lab; 1.0 Science Elective</td>
</tr>
<tr>
<td>STEM</td>
<td>1 Credit</td>
<td>1.0 STEM Elective</td>
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</table>

Career and Life Skills (3.5 Credits)

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
<th>Requirements</th>
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</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>1 Credit</td>
<td>1.0 Physical Education</td>
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<tr>
<td>Health/Safety</td>
<td>0.5 Credit</td>
<td>0.5 Health and Safety Education</td>
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<tr>
<td>Career &amp; Life Skills</td>
<td>2 Credits</td>
<td>2.0 Career &amp; Life Skills Elective</td>
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</table>

Additional Requirements (2.5 Credits)

<table>
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<tr>
<th>Area</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Electives</td>
<td>1.5 Credits</td>
<td>1.5 School Thematic Courses or Open Electives</td>
</tr>
<tr>
<td>Capstone</td>
<td>1 Credit</td>
<td>1.0 Capstone Senior Demonstration or Equivalent</td>
</tr>
</tbody>
</table>

**Total Credits Required** 25 Credits

* Or equivalent substitution course(s)

In order to support students in meeting the graduation requirements for entry and success in post-secondary education, the appropriate curricular and instructional supports will be provided to students.

**Curricular Support**

All graduation requirement (or equivalent) courses will include clearly defined learning objectives aligned with Common Core and/or State Standards (when applicable). Adequate student supports and remedial services will be targeted to the individual needs of students. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements or end of year course examinations. Students will have multiple opportunities to demonstrate mastery of the essential learning objectives.

**Student Success Plan**

State mandated Student Success Plans will be developed in Grade 6 and continued through Grade 12 to provide in-depth support in the process of assisting students in goals for academic growth, career exploration and planning, and personal-social/emotional growth.

**Credits**

Credit or part of a credit toward high school graduation will be granted for the following:

1. Successful completion of a course taken in grades nine to twelve as stipulated in subsection (f) of section 10-221a of the general statutes
(Effective July 1, 2013) that defines a credit as not less than the equivalent of a forty-five minute class period for each school day of a school year,

2. Credit or part of a credit earned at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited as stipulated in subsection (g) of section 10-221a of the general statutes (Effective July 1, 2010) that defines a three-credit semester course, or its equivalent, at such institution equal to one-half credit toward high school graduation,

3. Through successful completion of online coursework, provided that the Hartford Board of Education has adopted an on-line coursework policy and the course is in accordance with the policy,

4. Through the demonstration of course mastery based on competency and performance standards,

5. Through the successful completion of any course in grades seven or eight that corresponds directly to the subject matter of a specified course requirement in grades nine to twelve and the student has demonstrated mastery on the corresponding high school level end-of-course assessment,

6. Through successful completion of a world language course in grades six, seven, or eight through online coursework or coursework completed privately through a nonprofit provider, and the student has demonstrated a passing grade on an examination prescribed by the Commissioner of Education for which up to four credits may be awarded, and/or

7. Through achievement of a passing grade on a subject proficiency examination identified and approved by the Commissioner of Education.

8. Through the completion of not less than fifty hours of actual service performed outside of the regular school day in connection with a planned community service learning project supervised by a certified school administrator or teacher and supplemented by not less than ten hours of related classroom instruction, for which 0.5 elective credit may be awarded. In Hartford Public Schools, a student may only participate in this option once.

**State Mandated Assessments**

- Students will meet any participation and proficiency requirements specified by the State Department of Education for mandated assessments.
- Students are required to pass the following end of year examinations: Algebra I, Geometry, Biology, American History, and Grade 10 English (English II)
- Students who have received a failing score, as determined by the Commissioner of Education, on an end of year exam will be allowed to take an alternate form of the exam.

**Parent and Student Notification**

Students and parents must be notified in writing of the student’s performance on state mandated assessments.
Special Education

Special Education students may meet these requirements through modifications and adaptations as prescribed in the student Individualized Education Plan.

English Language Learners (ELL)

ELL students who enter a Hartford High School and will have enrolled in U.S. school(s) totaling 10 months or more by their intended date of graduation will be expected to achieve HPS graduation requirements.

ELL students who enter a Hartford High School in their senior year and who will have enrolled in U.S. school(s) totaling fewer than 10 months by their intended date of graduation will be referred to an ELL Review Team in order to determine individual expectations for demonstrating performance standards for graduation.

Timeline

The Board directs the Superintendent to implement the Graduation criteria above beginning with the entering high school Freshman Class of 2016-2017 which will be the graduating Class of 2020.

The Hartford Public Schools Graduation Policy meets the expectations set forth by the Connecticut State Department of Education. Furthermore, the Hartford Public Schools adheres to national, state, and local non-discrimination policies. In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, all educational programs and activities of the Hartford Board of Education will be offered without regard to race, color, national origin, sex or handicap.

Policy adopted: January 4, 2000
Policy revised: August 27, 2002
Policy revised: November 1, 2005
Policy updated: June 17, 2008
Policy revised: March 11, 2014

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
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AGENDA

ITEM # 4

NEW BUSINESS

ACTING ADMINISTRATIVE ASSIGNMENTS

FEBRUARY 21, 2017

DR. TORRES-RODRIGUEZ

MS. CUTLER-HODGMAN

BACKGROUND

All staff selections for positions at the rank of principal or higher require Board of Education approval.

RECOMMENDATION

That the Board of Education approves the Superintendent’s recommendation to appoint the following individual to the position indicated:

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>June Cahill</td>
<td>$121,707</td>
<td>Acting Principal, Kennelly Elementary School</td>
<td>February 1, 2017</td>
</tr>
</tbody>
</table>
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AGENDA

ITEM # 5

NEW BUSINESS

APPROVAL OF REVISED EDUCATIONAL SPECIFICATIONS: WEAKER HIGH SCHOOL

BACKGROUND

When initially conceived, the Weaver High School renovation was envisioned to include three academic themes consisting of High School, Inc., Tourism and Hospitality and S.T.E.A.M. In the spring of 2016, it was decided that the themes should be revised to High School, Inc., Journalism and Media and the R.J. Kinsella Magnet High School.

The State Office of School Construction Grants requires that the change in program, which directs the design of the project, be documented with revised Educational Specifications. At this time the revised Educational Specifications require the approval of the Hartford Board of Education in order for the state plan approval process to move forward.

RECOMMENDATION

The Hartford Board of Education accepts and approves the revised Educational Specifications for the renovation of Weaver High School and authorizes submission of the documents to the Office of School Construction Grants for purposes of updating the project record.

Attachment: Revised Educational Specifications
EDUCATIONAL SPECIFICATIONS FOR
WEAVER HIGH SCHOOL
HARTFORD, CT
REVISED For Approval by the Board of Education
February 21, 2017

1. PROJECT RATIONALE and EDUCATIONAL MISSION

First outlined in 2012, with revisions in 2014, the Educational Specifications for Weaver High School were reimagined in late 2016 to adjust the academic programs that would be incorporated into the renovated facility. The programmatic changes were undertaken to satisfy several key objectives. First, the District determined through continuing enrollment projections and analysis of the originally proposed learning communities that stable enrollment in each program was uncertain. Although the business and finance program, known as High School Inc., was deemed sustainable, the Culinary Arts program was slated to sunset, rather than return to Weaver as a Hospitality and Tourism program. Two existing programs with enrollment track records were chosen over the existing Culinary Arts program and the yet to be incubated STEAM program. Thus, the decision was made to migrate the Journalism and Media Academy back to Weaver from its own facility, which will be re-tasked as a part of the District-wide school consolidation effort. Furthermore, the R. J. Kinsella Magnet High School for Performing Arts, for which a suitable construction site had not been found and which has been languishing in its incubator space, became the third program identified for inclusion in the revised vision for Weaver High school.

Due to legislative approvals in Section 286 of Public Act 16-4, the entire Weaver project was granted a 95% reimbursement rate for eligible expenses, contingent on the project providing a location for a previously planned magnet school program. Incorporating Kinsella into the project satisfies that requirement.

The project remains focused on providing a “neighborhood”, high school for the North End community, being renovated to as-new condition and being configured as a single high school comprised of three themed learning communities. The facility will contain specialized facilities needed to support the individual school themes, while common areas, such as athletic, arts and library resources will be shared by all students on the campus. As the original facility was constructed for over 2000 students and the new design occupancy is slated to be 900 students, the proposed facility size will be smaller than existing.

Allowances for excess facility square footage and other project funding benefits were received as part of Senate Bill 475 in the 2014 legislative session. These allowances will permit the facility to be renovated in phases and to retain original features such as the field house, pool and auditorium, despite the reduced enrollment. Weaver High School will continue to support the sports and arts programs of other school programs throughout the district. These District-wide benefits of a renovated Weaver provided support for the request for relief of the space standards.
The 2016 revision to the academic programs is summarized below:

The R.J. Kinsella Magnet High School for Performing Arts at Weaver High School will accommodate a total of 400 students and has operated in incubator space since 2012. Originally planned to require 95,000 square feet for its own needs as a freestanding school, significant space efficiency and resource sharing opportunities as one of three programs within Weaver have been developed.

The Journalism and Media program will serve 250 students and focuses on creating a media-literate person who can access, analyze, evaluate and produce both print and electronic media and offers preparation for college readiness and employment in the fields related to Internet Journalism and Videography. A programmatic and educational collaboration with Connecticut Public Broadcasting Network will continue to enhance the program. The school will also house and run the district's television station, Channel 19, and radio station WQTO.

The High School, Inc. program will serve 250 students focused on a business and finance curriculum. This high school choice program has operated successfully for several years and will continue its relationships with The Hartford Insurance Company, Aetna and The University of Connecticut. Additional partnerships with the Barney School of Business at the University of Hartford are being explored.

2. FACILITY DESCRIPTION

In general, the features of the renovated facility will be as follows:

- Existing auditorium and associated spaces will be retained and renovated
- Academic space will consist either of a reduced size and heavily modified space within the original academic wing.
- The current Field House and pool wing will be retained and renovated in a separate phase, with minor work necessary to maintain essential functions to be performed during the academic wing phase.
- The building will be multi-story with full fire protection
- All new and renovated construction will comply with current building, fire safety, high performance building and accessibility codes, will address current educational technologies (voice, data, wireless data and video) and anticipate the addition of future technologies and will utilize energy efficient materials and systems, including full air conditioning.
- Attention will be given to maximizing the use of natural lighting as appropriate to the programmatic use of the space.
Educational Specifications  
Weaver High School  
Hartford, Connecticut  
Revised February 2017

- Building materials and finishes will be selected based on durability, ease of maintenance and lifecycle cost. Use of carpeting will be limited for indoor environmental reasons.
- The building will be designed to allow after hours use of the more public, multi-use spaces without compromising the security of the remainder of the building.
- State of Connecticut High Performance Building Standards will be the basis of design
- Construction Standards of the Hartford Public Schools, as revised, are incorporated herein by reference and will inform the design.

3. SPACE PROGRAM

With legislative relief of the student enrollment-based space standards, the renovated facility is permitted to retain otherwise irreplaceable features, such as the multi court field house, pool and sizeable auditorium. Financial prudence requires the overall facility to be as efficiently designed as possible while supporting twenty first century educational expectations in a context of durability, efficiency and flexibility. The space utilization plan is aimed at right-sizing the academic and administrative core of the facility while maintaining and partly repurposing the spaces associated with the auditorium, field house and pool. See the space program attachment to this summary document as well as the Re-Programming Review, dated August 26, 2016 for additional detail.

4. BUILDING SYSTEMS

Security: All district security standards and protocols for security will be adhered to. The school will be designed to restrict access to instructional areas of the school when community events take place during non-school hours. The design will include features required by and consider all recommendations of the State of Connecticut School Security Infrastructure Standards and Safety Plan. Basic features of school security will include access control, lighting, cameras, and communications systems.

Public areas such as the auditorium and field house, as well as TV and radio studios, will be provided with after-hours access while academic areas of the building remain secured.

Public Address: The building public address system will cover all circulation, office, teaching and large common areas such as the auditorium and cafeteria.

Technology: Technology standards will be issued during the construction phase to afford access to the latest in networking technology. Wireless networking will be considered where appropriate. Accommodations for student laptop computers and “Smart Boards,” will be made.
Educational Specifications  
Weaver High School  
Hartford, Connecticut  
Revised February 2017

Phone System: A comprehensive phone system will be integrated with the technology component of the project, and phones will be installed throughout the facility. All support and instructional spaces will be included.

Clock and Bell System: The clock and bell system will serve all support and instructional spaces.

Fire Alarm: An addressable fire alarm system providing full smoke or heat detection will be installed. Integration with the security system will be explored.

5. INTERIOR BUILDING ENVIRONMENT

Acoustics: Ceilings: Generally, suspended acoustical ceiling will be installed throughout the building. Specialty areas will have plaster or drywall ceiling surfaces. Walls: Classroom and corridor walls will generally be constructed of concrete masonry units. Low abuse areas will utilize steel stud and drywall partitions. In specialized areas such as the media center, cafeteria, and music rooms, acoustical treatments will be installed. Typical wall finishes will consist of epoxy paint.

Lighting: Natural lighting will be utilized to the greatest practical extent within the facility. Artificial lights will be energy efficient and appropriate for the programmatic use of the space. LED technology will be employed extensively. Motion sensors will be installed for lighting control where practical.

HVAC: The heating system will be served by high efficiency gas boilers. Full air conditioning and mechanical ventilation will be provided. Energy saving strategies, such as air-to-air heat exchangers and waste heat recovery will be explored. A computerized energy management system will be installed. Incorporation of alternative energy systems which will offer “living laboratory,” opportunities will be explored.

Plumbing: All plumbing will comply with current codes and will seek to minimize water usage.

Fire Protection: The facility will feature a full automatic sprinkler system. Special extinguishing systems will be employed at kitchen equipment locations.

Windows/Dcors: In a significant departure from the “bunker like,” design of the original facility, the renovation will provide ample access to outdoor views and natural light. Windows will be energy efficient and low maintenance. Windows will allow for natural ventilation. Glazing will be selected to provide security and resistance to vandalism. Classrooms will be provided with glazing or door-
mounted vision panels appropriate to the security plan. Rated doors will be installed in accordance with fire code. All door locks will be keyed to a building master as well as a Board of Education grand master key. Classroom locksets will include lockdown capability.

6. **SITE DEVELOPMENT**

**Site Acquisition:** As the current site has served Weaver well for over 40 years, no additional land will be acquired.

**Parking:** On-grade parking for staff, students and visitors will be developed consistent with final site use. Consideration will be given to use of the building for community events. ADA and other code requirements will be addressed in the design of parking facilities.

**Drives:** Existing points of access to the site will be maintained as appropriate. A new on-grade vehicular and pedestrian crossing across the railroad tracks separating the Weaver and University of Hartford campuses has been approved by legislation to be a reimbursable component of this project. Consideration will be given to bus traffic, community access, parking locations, and student safety.

**Walkways:** Walkways will be provided within the school grounds to provide access to the parking lots, playing fields, and bus pickup/drop off areas.

**Outdoor Athletic Facilities:** It is desired to provide the following outdoor athletic facilities, as deemed possible by site/cost constraints:

- Game field, sized for soccer, which will also serve as the game field for football, lacrosse and field hockey, with scoreboard and seating. An artificial surface and field lighting system are desired.
- One or more practice fields, serving football, soccer, lacrosse and field hockey
- Softball field
- Baseball field
- All weather running track, encircling the game field, with track and field event preparations. A minimum of six lanes shall be provided, while an eight lane track will be considered.
• Tennis courts (existing) will be preserved and restored if possible

Landscaping: Landscaping will be designed to maintain clear sightlines for security and to minimize hiding places. Plant materials will be selected which require little maintenance and which complement the building and site. Energy conservation through the appropriate placement of shade trees and wind breaks will be considered.

7. CONSTRUCTION BONUS REQUESTS

Weaver High School as planned will not house any of the special programs eligible for a school construction bonus, aside from the magnet school reimbursement enhancement previously noted.

8. COMMUNITY USES

The renovated high school will be designed to facilitate activities during the school hours, before and after school hours, and throughout the calendar year. It will be a community resource to the entire city. Uses will include but not be limited to the following:

• PTO will use the media center and conference rooms for meetings before and after school, the media center may be offered as an after hours community resource
• The Recreation Department may use the fields, field house and pool for activities outside of school hours
• Summer Enrichment Programs will be held here
• Neighborhood and City-wide Community Meetings take place in the evenings
• Youth club programs will be run here after school
• Community productions may occur in the auditorium during summer evenings and at selected times during the school year.
• The following community groups have used Weaver High School in the past and are expected to continue to use the renovated Weaver High School – Blue Hills Civic Association Boys and Girls Club of Hartford, Cultural Dance Troupe of the West Indies, Hartford Youth Scholars Foundation, and Urban League of Greater Hartford.
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AGENDA

ITEM # 6

NEW BUSINESS

WITHDRAWL OF GRANT APPLICATION FOR A FREESTANDING R.J. KINSELLA MAGNET HIGH SCHOOL

FEBRUARY 21, 2017

DR. TORRES-RODRIGUEZ

DR. COLON-RIVAS

BACKGROUND

When initially conceived, the R.J. Kinsella Magnet High School would be provided its own facility. As no suitable and acceptable site was located for such a facility, the program will now become one of the academic themes housed in the renovated Weaver High School facility.

The State Office of School Construction Grants requires that the grant application for the freestanding Kinsella High School facility be withdrawn in order for the enhanced magnet school grant reimbursement to apply to the Weaver project.

RECOMMENDATION

That the Hartford Board of Education withdraws the application for a school construction grant for the Kinsella Magnet High School, State project number TMP-064-VQRQ, as the facilities need will be met by including Kinsella as a component of the Weaver High School project, State project number 064-0307 RNV.
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AGENDA

ITEM # 7

NEW BUSINESS

APPROVAL OF ALLIANCE GRANT PROJECTS
2016-2017 AS COMPLETE AND SUBMITTAL
OF EXPENDITURES

FEBRUARY 21, 2017

DR. TORRES-RODRIGUEZ
DR. COLON-RIVAS

BACKGROUND

The State Department of Administrative Services, Division of Construction Services, and Office of School Construction Grants & Review requires that the Board of Education certify that the following school projects, as identified in the Alliance Grant have been completed.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PROJECT NAME</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wish</td>
<td>Parking Lot and Walkway</td>
<td>$ 279,999.00</td>
</tr>
<tr>
<td>Bulkeley HS</td>
<td>Parking Lot</td>
<td>$ 475,112.00</td>
</tr>
<tr>
<td>McDonough</td>
<td>Replace Wood Doors and Locks</td>
<td>$ 52,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$ 807,111.00</strong></td>
</tr>
</tbody>
</table>

At this time, acceptance of the work by the Board of Education is requested.

RECOMMENDATION

That the Hartford Board of Education accepts the 3 Projects, as complete. Furthermore, that the Board of Education approves the submittal of all expenditures to the Office of School Construction Grants & Review.
1. Context/Overview

Hartford Public Schools has applied for and received $2,680,000 from a State of Connecticut sponsored Alliance grant. The total available to the Hartford Public Schools was $2,680,000. The Grant requires that the HBOE accept the projects as completed before going to State audit.

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

The Grant was specific for projects not eligible under the State Construction Grant Program. Projects such as these are normally funded through HPS Building Improvement or City Of Hartford Capital Improvement Project funding.

3. Targeted populations to be served

District Schools in need of Facility Improvements

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

Continued Facility Improvements during HBOE and City of Hartford funding/fiscal constraints.

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

The City of Hartford and State of Connecticut Procurement process was followed to ensure the best prices.

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

65% of projects have been completed. 20% of projects underway and 15% of projects in development and procurement process.

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

"Every student and every school thrives"
NEW BUSINESS

CONTRACT NON-RENEWAL

BACKGROUND
A non-tenured teacher, identified on Exhibit A, requested a hearing to challenge the non-renewal of her employment contract. A subcommittee of the Board of Education heard evidence pursuant to Connecticut law concerning the non-renewal of the employment contract. The subcommittee’s findings of fact have been submitted to the full Board along with its recommendation.

RECOMMENDATION
That the Hartford Board of Education adopts the findings of fact and recommendation of the Board subcommittee and authorizes the non-renewal of the employment contract of the non-tenured teacher identified on Exhibit A.
Exhibit A

Non-tenured Teacher:

1. Natalia Aroyo