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
      o School Choice & Facilities Committee
VI. Business Agenda
A. Items in Order of Importance
   1. Administrative Appointments (Supt et al.)

   That the Hartford Board of Education approves the Superintendent’s recommendation to appoint the following individuals to the positions indicated:

   a. Jose A. Colon to the position of Principal at Sport & Medical Sciences Academy, effective July 1, 2017;

   b. Vivian Novo-MacDonald to the position of Principal at Annie Fisher Montessori School, effective July 1, 2017;

   c. Carol Birks to the position of Chief of Staff, effective July 1, 2017;

   d. Catherine Carbone to the position of Chief of Elementary and Middle Grades Education, effective July 1, 2017.
2. Approval of Educational Specifications: Martin Luther King Jr. School (Supt et al.)

The Martin Luther King Jr. School (MLK) dates to the 1924 and with no major improvements to the overall facility since then, it is the next candidate for an overall renovation. Hartford Public Schools, the City of Hartford, and the State of Connecticut are collaborating on a possible opportunity to renovate as new the MLK Building. This possibility represents a major investment in the north end of Hartford and one step in the district wide school redesign process.

With the potential funding, the MLK School will be transformed into a Middle School/Magnet School campus, supporting students in Hartford’s North End neighborhood. This will include MLK as a neighborhood middle school (grades 6-8) collocating with Breakthrough II Magnet school. The inclusion of the magnet school makes possible the 95% reimbursement rate; a requirement in this difficult fiscal climate.

That the Hartford Board of Education accepts and approves the Educational Specifications for the renovation of Martin Luther King Jr. School and authorizes submission of the documents to the Office of School Construction Grants for purposes of updating the project record.

3. Approval of Contracts: City Connects and Achievement Network – Acceleration Agenda - Various Amounts (Supt. et al)

The Acceleration Agenda is a focused Action Plan to optimize support, in order to address matters of equity and achievement. A cohort of seven schools will be part of a network that will engage in continuous improvement (with multilayer supports) to boost/accelerate performance and outcomes by focusing efforts and resources around improving instructional practices, leadership practices, and student support practices. Those seven schools are: Alfred E. Burr Elementary School, Martin Luther King Jr. Elementary School, Thirman Milner School, Fred D Wish Museum School, and Burns Latino Studies Academy, (which will all enter their third year of implementation) and SAND School and Dr. Frank T. Simpson-Waverly School (which will enter their second year of implementation).

In order to advance the Acceleration Agenda, the district will engage expert resources who have a proven track record in implementing the multi-layer support framework while building the district’s capacity to sustain the work. These partners are: City Connects and the Achievement Network (ANet).

a. City Connects: One year contract at an amount not to exceed $246,009. This contract will provide a systemic strategy for each school to wrap services around each student. City Connects involves every classroom teacher, leverages resources in the community and ensures that all students receive the support they need. For the first three years in a school, they provide induction, training, coaching and monitoring of fidelity of implementation.

b. Achievement Network (ANet): One year contract at the amount not to exceed $260,000. This contract will help schools boost student learning with
great teaching that’s grounded in standards, informed by data, and built on the successful practices of educators around the country.

4. CREC Hartford Juvenile Detention Center $55,286 in pass thru dollars (Supt et al.)

The educational program at the Hartford Juvenile Detention Center has been run by CREC since the 2008-2009 school year. During the last fiscal year Hartford Public Schools (HPS) was a part of the consortium with Bridgeport Public Schools which served as the fiscal agent. This year Bridgeport requested that Hartford take over the consortium and become the fiscal agent. Ultimately, after weighing the options, HPS decided to leave the consortium and manage the funds themselves. The Federal Pass thru dollars had specific allocations for each site location within Hartford. These allocations were provided by the State and HPS was tasked with monitoring the programs and disbursing the funding.

That the Hartford Board of Education authorizes the Superintendent to receive funds in pass thru dollars and become the fiscal agent for the program at the Hartford Juvenile Detention Center.

5. Second Reading and Adoption: Suicide and Intervention Policy (Policy Committee)

That the Hartford Board of Education accepts the second reading and adopts the Suicide Prevention and Intervention policy.

B. Consent Agenda

6. Acting Administrative Appointment (Supt et al.)

That the Hartford Board of Education approves the Superintendent’s recommendation to appoint Dr. Donald Slater to the position of Acting Principal, at Bulkeley High School, effective July 1, 2017.

7. Contract Amendment Approval: Schlagheck Solutions, LLC – Additional $5,000 (Supt et al.)

In July of 2016, the Board of Education approved the contract for Schlagheck Solutions LLC to run, manage and coordinate the internship program at Pathways Academy of Technology & Design for the 2016-17 School Year, at an amount not to exceed $64,000. Because the program has expanded quickly year to year, we have not been 100% accurate in predicting how much time it will take to get the job done. This year we are asking for an 8% increase. Travelers is funding this contract and the amendment and supports the increase.

This is her third year servicing our students. The consultant works to identify, secure and prepare students for paid internship opportunities where our students will gain work experience and hands-on experience by working in local businesses. The experience gained will help our students with making career choices, college/career decisions and transitioning into the workplace setting.
8. Approval of School Construction Projects as Complete and Submittal of ED049F Form – Hartford Magnet Trinity College Academy (Supt et al.)

The State Department of Administrative Services, Office of School Construction Grants (OSCG) requires that the School Building Committee and Board of Education certify that they accept school construction projects as complete prior to OSCG approving the final payment and sending the project to audit.

The Hartford School Building Committee (HSBC), working through Arcadis/O&G/C&G Program Management, has confirmed completion of the work and received approval of the work by the Department of Buildings & Grounds at the following school:

- Hartford Magnet Trinity College Academy – State Project #064-0304 A/E

That the Hartford Board of Education accepts the alterations and expansion work at Hartford Magnet Trinity College Academy, State Project Number 064-0304, as complete. Furthermore, that the Board of Education approves the request for final payment and submittal of the ED-049F form to the Office of School Construction Grants for the audit to commence.

9. Renewal of the 245 Locust Street Lease (Supt et al.)

Kinsella High School incubation space and High Roads of Wallingford Program are currently occupying the building located at 245 Locust St. in Hartford. The current term of the Lease expires on June 30, 2017. Hartford Public School's Office of Operations and the Landlord have negotiated an expansion of the lease for the term commencing July 1, 2017 and expiring June 30, 2019. The two years have been negotiated at the same rate of $987,893.28 per year.

That the Hartford Board of Education authorizes the City of Hartford to renew the lease upon the above terms and conditions, and such other terms and conditions that the Superintendent and Corporation Counsel deem appropriate and in the best interests of the City, the Hartford Board of Education, and Hartford Public Schools.

C. Executive Session (Personnel Matters: Dr. Leslie Torres-Rodriguez)

VII. Adjournment
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AGENDA

ITEM # 1

NEW BUSINESS

JUNE 20, 2017

ADMINISTRATIVE APPOINTMENTS

DR. TORRES-RODRIGUEZ
MS. BANKS

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 individuals to the positions indicated:

| Name                     | Salary  | Position                                                       | Effective Date |
|--------------------------|---------|                                                               |                |
| Vivian Novo-MacDonald    | $124,202| Principal, Montessori Magnet School at Annie Fisher            | July 1, 2017   |
| Jose A. Colon            | $152,730| Principal, Sport & Medical Sciences Academy                   | July 1, 2017   |
| Dr. Carol Birks          | $170,000| Chief of Staff                                                 | July 1, 2017   |
| Dr. Catherine Carbone    | $170,000| Chief of Elementary and Middle Grades Education               | July 1, 2017   |
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AGENDA

ITEM # 2

NEW BUSINESS

APPROVAL OF EDUCATIONAL SPECIFICATIONS:
MARTIN LUTHER KING JR. SCHOOL

JUNE 20, 2017

DR. TORRES-RODRIGUEZ
DR. COLON-RIVAS

BACKGROUND

M.L. King School dates to the 1924 and with no major improvements to the overall facility since then, it is the next candidate for an overall renovation. At the same time, the facility will be altered and expanded to serve both as a north end middle school and as home to the Breakthrough II Magnet School with a combined population of approximately 800 students.

A construction grant application to cover this work will be submitted for before June 30, 2017. The project carries a budget of $68 million and is projected to receive a state reimbursement of 95% of eligible project costs.

At this time, the Educational Specifications for the design and construction effort require the approval of the Hartford Board of Education in order for the application process to move forward.

RECOMMENDATION

The Hartford Board of Education accepts and approves the Educational Specifications for the renovation of M.L. King School and authorizes submission of the documents to the Office of School Construction Grants (OSCG) for purposes of securing a construction grant.

Attachments: Educational Specifications Summary
EDUCATIONAL SPECIFICATIONS

For the Dr. Martin Luther King, Jr. Campus

25 Ridgefield Street, Hartford, CT
EDUCATIONAL SPECIFICATIONS FOR THE
Dr. MARTIN LUTHER KING Jr. CAMPUS
25 Ridgefield Street, Hartford, CT

1. PROJECT OVERVIEW

Originally constructed as the first Thomas Snell Weaver High School, the facility currently known as Martin Luther King, Jr. School (MLK), located at 25 Ridgefield Street, Hartford, CT, will be transformed into a Middle School/Magnet School campus supporting students in Hartford’s North End neighborhood. To meet that goal, the facility will be entirely reimagined and will be renovated to as-new condition.

Designated as an historic structure by Hartford’s Court of Common Council, the facility has both architectural features and programmatic elements which are worthy of preservation and revitalization. Among them are the brick and stone facade and auditorium with balcony. Although portions of the facility are functionally obsolete, the building will be carefully evaluated and reconstructed to meet twenty first century teaching and learning expectations and programmatic needs. Partial demolition and the construction of replacement space is anticipated.

As an initial phase of a district-wide redesign, the project will provide a Middle School space for 400 students in grades 6 through 8 from several North End elementary schools. The campus will also provide a new location for the program soon to be known as the Breakthrough North Interdistrict Magnet School and will accommodate 400 students. Through careful design and creative use of building and site features, the project will effectively and efficiently co-locate these programs.

The Hartford Public Schools (HPS) Design Guidelines and Standards, State of Connecticut School Safety Infrastructure Criteria and High Performance Building Standards are incorporated herein by reference and will govern the development of the project documents. A broader list of the references and standards to be used in the development of the facility’s design can be found in Section 11 of this document.

The full inventory of spaces necessary to support the programs within the two educational components of the campus will be detailed during the programming portion of the Schematic Design phase. In addition to general administrative and instructional spaces and their required support facilities, the project is anticipated to incorporate the following specific features:
. Fully refurbished auditorium
. School based health and dental clinics
. Art and Maker Space studios
. Chorus and Band rooms
. Grass Soccer/Multi-sport field
. Code compliant storage space for maintenance equipment

2. RATIONALE FOR THE PROJECT

This project proposes to build an as-new elementary and middle school facility to align best practices and the educational needs of our students. The district has decided this need warrants an as-new facility that accommodates a state-of-the-art educational experience. The building will accommodate two Learning Communities, MLK Middle School (Grades 6-8) and Breakthrough North Magnet School (PreK-5). The expectation is that both will work together to create an idyllic campus setting for the entire student school population.

This new “MLK Campus” is proposed for several reasons. First, Breakthrough North is an established character education themed magnet school whose mission is for all stakeholders of diverse backgrounds to work in partnership, developing students as models of outstanding character. The Breakthrough model will serve as the foundation for the adjoining middle school program. In addition, there is a need to create strong educational experiences for our middle school population in the North End of Hartford. As many school needs have changed over the decades since the middle school concept was developed, there is a greater need for Science, Engineering, Technology and Special Education programs. New instructional techniques and structures require a modernized facility designed to support these programs. The middle school experience will be organized in a manner which ensures a sense of belonging and a personalized education for each student, designing small communities within the larger community.

The new facility allows HPS to start with an efficient, updated infrastructure fit for the needs of today and the future, that will improve the educational experience for the students in Hartford CT.

3. LONG-RANGE EDUCATIONAL PLAN

The long-range plan for the Hartford School District focuses on maximizing the impact of selected investment in construction projects while achieving operational efficiencies in and through its buildings. This goal is to be achieved by “Redesigning for Educational Excellence, Equity and Sustainability.” The reimagining of the MLK Campus is a first step in that direction and will provide safe, secure and educationally appropriate space for North End students.

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ARCADIS/O&G/C&R Program Management
Hartford School Construction Program

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Completing the construction project for a New MLK Campus will enable HPS to achieve many long-range plans:

- Provide safe and effective learning environments.

- Incorporate school safety and security plans which are responsive to State guidelines.

- Provide the appropriate space to implement Scientifically Research-Based Interventions (SRBI) that deliver the appropriate support, resources, and materials in reading and math, and Positive Behavior Interventions and Supports (PBIS).

- Provide the appropriate space to implement an Early Intervention Process (EIP) and improve the effectiveness of Special Education programs.

- Provide the appropriate spaces to implement an inquiry-based science program at the elementary level.

- Provide the appropriate space to implement a researched-based Literacy/English Language Arts and appropriate intervention programs.

- Provide the appropriate space to implement research-based core math program and appropriate intervention programs.

- Provide the appropriate space to implement a comprehensive program for students with advanced learning needs.

- Accommodate events and communications to celebrate the achievements of students, staff and the community.

- New core classroom instructional spaces, including art and music.

- Family Resource/Community Resource spaces.

- New educational media center geared towards the PreK-8 learners.

- Multi-sensory room to accommodate children with disabilities.

- New heating, and cooling and piping central systems to improve indoor air quality.

- New electrical systems and infrastructure to allow for technology in all instructional spaces.

- New secure and efficient windows.

- Developmentally appropriate playscapes and fields.
4. DESCRIPTION OF THE LEARNING COMMUNITIES

The new MLK Campus will co-locate the MLK Middle School and Breakthrough North Magnet. Each school will be managed by a centrally located administrative center consisting of the principal, administrative staff, nurse’s suite, guidance suite, storage and conference rooms.

**Breakthrough North Magnet**

Breakthrough North will be a PreK-Grade 5 school run by the Hartford Public Schools. The vision of Breakthrough North is to provide students with academic rigor, aesthetic appreciation, technological expertise and physical expressiveness by contributing to others. Breakthrough North celebrates its global community and students’ lives are marked by vitality, effectiveness, health and well-being. As a magnet school, one of the primary goals and responsibilities of Breakthrough North is to increase racial, ethnic and economic diversity in CT public schools, to be a MODEL OF ONE WORLD and what that might look like. Breakthrough North empowers students to be the authors of their own lives and develop their problem solving skills to make responsible choices. The Breakthrough North model is organized around a rich character development theme, which permeates all that occurs with students, parents, staff, and community members.

Breakthrough North’s character education theme is integrated into all instructional settings. The staff at Breakthrough North explicitly model aspects of the character curriculum and supports students using problem solving strategies to create positive relationships. To further the character theme integration, students at all grade levels participate in community service learning projects. Through service learning projects students are able to understand the impact of giving back and caring beyond themselves. Thinking skills and problem solving strategies are infused across content areas and the development of constructive, cooperative relationships among learners within a caring and responsive learning environment are fostered. Breakthrough North strongly emphasizes educating the whole child. Through the character curriculum students understand the positive impact their behavior has on the lives of others which directly improves their academic and behavioral achievement.

English Language Learners will be supported through the implementation of the Sheltered Instruction Approach. Students will be guided to construct meaning by scaffolding the instruction starting at the instructional level of each student.

Special education students are provided support services by specially qualified and certified staff through the Hartford Board of Education. Special Education teachers will use a co-teaching or push-in model with the regular education teacher. Lessons will be differentiated to ensure the success of all students in the class. Data will be disaggregated and monitored to ensure that all students are successful. Teachers will share responsibility for ensuring that students with special educational needs are achieving their IEP goals. Accommodations will be made for all students in order to appeal to their individual learning needs and provide scaffolding instructional support.
The Breakthrough North Magnet School learning center provides a continuum of individualized services to students with special needs at a variety of grade levels. Students who visit the learning center meet criteria that is determined by academic, cognitive, adaptive and behavioral assessments. Students receive individualized instruction that is aligned with their IEP goals and objectives, Common Core State Standards, and school based curriculums. The special education teachers collaborate weekly with grade level and vertical teams to assure that students are receiving a comprehensive education in all academic environments. While in the learning center, students work on developing independent, instructional strategies to support their learning in an inclusive classroom. The content provided is rigorous and aligned with grade level curriculums. Students participate in the classroom with their peers throughout the day as well.

The Hartford Public Schools will serve as the managing LEA for Breakthrough North, an inter district Hartford magnet school. In general, the policies, regulations and employee contracts approved by the Hartford Board of Education will be applicable to the school. The School Governance Council will follow the Connecticut state mandated program and procedures outlining the policies and structure of the council development.

Students will be recruited from Hartford and from targeted suburban school districts. All students will enter through a lottery managed by the State’s Regional School Choice Office (RSCO) with the exception of some of the learning center students that enter through district placement and the PPT process. Applicants who are children of Breakthrough North staff and/or siblings of students in the school will be given preference in the lottery (RSCO).

No students will be discriminated against based on race, religion, sex, sexual orientation, physical disability or academic ability. Special emphasis will be made to recruit students from suburban towns. All students are accepted via the official RSCO magnet lottery.

**MLK Middle School**

The new MLK Middle School will be structured into age appropriate classrooms of approximately 25 students each. The main administrative offices will be located at the front building adjacent to the entry and connected by a security vestibule. The administrative center will consist of the principal's office, administrative suite, nurse’s suite, guidance suite, storage and conference rooms. The overall layout of the building will organize the public functions to the front of the building. Classrooms will be clustered by grade level in pods or on multiple floors. Grade level pods will consist of five core classrooms and a science laboratory. The placement of classrooms away from the administrative suite will prevent distractions during instructional hours and will safely accommodate evening and weekend functions. Public areas shall welcome and greet visitors with displays, both digital and physical exhibit cases, to illustrate students' work. Grade clusters (pods) will be separated by common shared learning spaces. These common areas will support Scientific Research-based Interventions (SRBI) and enrichment offerings.
The MLK Middle School will have a strong emphasis on academics, exploration, community partnerships, and individualized learning. Rooms and community spaces should be configured to allow flexible scheduling and flexible groupings. Exploratory spaces will be designed to allow middle school students the ability to begin to exercise autonomy while exploring personal interests and possible career choices. Exploratory spaces will support several subjects during a one- or two-semester course such as: art, music, drama, technology/engineering, foreign language or culture, and physical education/health. Preparing our students to be college and career ready must be grounded in core academics, and also include such skills as technology, problem-solving, critical thinking, perseverance and communication (written and oral) that foster the creativity and adaptability for the jobs of tomorrow.

The MLK Middle School will provide a variety of spaces which will allow multiple learning experiences within the current framework of our educational model. This challenge requires considerable creativity in the way that spaces are designed to allow for day-to-day flexibility of space and adaptability over time. Designed spaces must support ownership by both teachers and students, and must be adapted and reconfigured in ways that allow for sharing and flexibility. As we look to the future and see the pedagogy change to meet our educational challenges, this flexibility will accommodate adjustments to match alternative educational philosophies.

The MLK Middle School learning environment must embrace the need for students to have a place that they can call their own – where they can feel comfortable, confident and secure. Positive socialization and participation amidst the broad cultural phenomenon of internet communities are fundamental to the healthy development of students as they grow into individuals prepared to contribute to society. Program spaces should be designed to incorporate technology such as Wi-Fi with adequate band-width, network data connections and power stations in the walls, floors and furniture to support student work and expanded opportunities for communication. These spaces can allow impromptu socializing, as well as structured collaborative-based work inside and outside of class time. In addition to the provision of technology, the physical design of these spaces should serve to accommodate a range of uses including small performance, dining and community use after school hours.

The MLK Middle School curriculum will emphasize the value of student and teacher directed learning experiences as a way to develop knowledge and advanced skills simultaneously. To support models such as inquiry or project base learning, spaces need to allow for scaffolding and gradual release of learning. Laboratory type spaces such as interactive learning labs, tinkering spaces and workshops that feature flexible technology will allow students to work either in groups or to lead the entire class. These spaces must also allow for a seamless transition from whole group learning to small groups and individualized teacher/student interactions and must be available across all disciplines and ages.

Provisions should be made for multi-function spaces that are used by the school during the day but then offer opportunities for use by the community after-hours. These spaces accommodate mentoring programs for students, use by partner organizations to support students and families, and use by the community for access to resource and meeting space, as well as recreation facilities and playgrounds.
5. PROGRAM AREA OVERVIEW

Listed below is an overview of each program area to be included in the facilities at MLK Campus. Special features of the school, such as furniture, equipment, safety and security are also described.

Administration/Student Services

Immediately upon entry, visitors will be greeted in the administration “welcome area.” The principal and support staff offices and guidance services will be located in a centralized area at the main entrance of the school. The Assistant Principal/Dean of Students as well as some of the specialist’s services will be strategically located in each learning community.

Media Center

The Media Center serves a dual role. Its traditional role is a place to conduct research and for learning. Its expanded role will be to serve as a technological information base. In this new role, the Media Center houses a transparent voice/video/data network, which runs throughout the entire building. This network enables the transmission of media services to the desktops of teachers and students without them physically entering the media center. This area is changing from a “depository of books” to a “technology information distribution center.” It is not projected that the library functions will discontinue; rather digital technology will enhance voice, video, and data communications within the school, among district facilities, and with distance learning resources.

Core Academics & Special Needs

The learning community concept accommodates a variety of instructional strategies and student-grouping approaches. This concept also provides a learning environment that is characterized by flexibility, a sense of community for the students and teachers working in a cluster or community, and a safe/well-supervised environment. Teachers will have the option and flexibility within grade level and content specific teams to create and organize learning environments that work for students and their learning styles.

The Arts

The art and music curriculum are key components to student expression and provide students with an opportunity to improve their creative skills. Design, flexibility, and acoustics should be especially considered when planning these spaces. These programs will be accommodated in teaching spaces designed to provide workspace and storage areas.

Community Spaces

Further, since the community will use these spaces, location of the cafeteria/multipurpose/auditorium room should be strategically placed within close proximity to the main entrance.
The basic organizational unit for this school will be the learning community, consisting of general-purpose learning labs or classrooms, teachers’ lounge and workspace, small group rooms and, self-contained special needs rooms, resource rooms, and science labs.

School buildings are often viewed as centers for the community. To facilitate community involvement, spaces should be provided to accommodate parents and community volunteers.

**Physical Activity**

To support the PreK-Grade 8 physical education requirements, a variety of indoor and outdoor areas are necessary. Outdoor physical education teaching areas will be located near the indoor gymnasium as well developmentally appropriate field and playscapes that are ADA compliant. Indoor play space may also be used as a performance area. Physical education facilities should be designed and constructed with a focus on community use during non-school hours, since there is a high demand for both indoor and outdoor facilities.

**Corridors and Commons Spaces**

The front entry lobby should be welcoming and inviting for students, staff, and the community at large. Extensive display systems should be provided for 2-dimensional and 3-dimensional student work and awards. Finishes should be durable and easy to maintain. The scale of all spaces should be child-friendly. Colors, artificial lighting, and natural day lighting should be managed artfully to create an environment that communicates that school is a very special place.

The facility should capture the students, making them feel that the space is special, and therefore infer that each individual is special. Aesthetics that affirm the value of the individual must be emphasized, with spaces for the admiration of the accomplishments of self and others. The school should resemble a place for academic success, high self-esteem, social interaction, and physical safety. The facility layout should be especially easy to comprehend and reflect how classes relate to one another. Spaces should be provided for positive socialization among students and with teachers. Creating a community landmark will establish a recognizable identity that will instill pride in its students and community.

**Furniture & Equipment**

Classrooms vary in shape and size; therefore, the furniture should be flexible to accommodate a variety of classroom formats for both individual and group activities. Teachers and students should have storage space for personal belongings, papers, and books as well as storage for supplies and materials. Work areas exist with direct access to copiers, multi-media equipment, and telephones. Teacher preparation areas should be located in close proximity to classrooms.
Student Dining

This area is planned as a flexible room that can accommodate student dining, performances, assemblies, and community meetings. It is proposed, through creative design, that this area will effectively house multiple functions with seating space for all uses.

School buildings are often viewed as centers for the community. To facilitate community involvement, spaces should be provided to accommodate parents and community volunteers, classrooms to permit, encourage, and enhance student and teacher interaction.

Handicapped Accessibility

The entire facility will be accessible for all students, staff, and visitors. This will be accomplished through judicious use of ramping and elevators where necessary, sufficient internal clearances for circulation, convenient bus/van loading and unloading, and nearby handicapped parking spaces. All elements of the Americans with Disabilities Act must be complied with, including way finding and signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities.

Variety of Instructional/Learning Spaces

Spaces should be designed to allow for flexibility in educational delivery, size of student grouping, noisy collaborative student activities, and increasingly intensive reliance on computer technology. Spaces should allow students to work independently and collaboratively, give and/or receive tutoring, as well as accept instruction. Space needs for ongoing student assessments and emerging, more active learning methods results in a greater variety of spaces to support learning. These include Teacher Team Planning Areas and Instructional Materials Storage Rooms.

Indoor and Outdoor Learning Environments

Common and shared use areas should be considered to provide spaces for positive interaction and orientation within the school. All learning environments should be developed to foster a sense of belonging and pride. The use of the building system/design as an actual teaching model and example of technology and environmentally conscious design should be considered. Creativity and functionality should work hand in hand. Color, building materials, furniture, and landscaping should be selected carefully to develop a pleasing and inviting atmosphere.

The learning environment will be student-centered and designed for “hands-on learning,” promoting student autonomy and independence. Space for active participation will be incorporated, with classrooms providing opportunities for integrating disciplines and easy access to tools of expression. The outdoor site will serve as a pro-active learning environment as well.

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Safety and Security

There is a high interest in maintaining an inviting and deinstitutionalized environment, while simultaneously providing a safe environment for students, staff, and community who use the facility and adjacent support services. The organization of a building will have a major impact on student behavior and safety concerns. Building security can be addressed in an active or a passive manner: active security is based on security systems; passive security is based on program design, building configuration, and community participation. Schools should be based on passive concepts with applied active concepts where necessary. Principles of the School Safety Infrastructure Criteria will be adopted throughout the design effort.

6. **BUILDING SYSTEMS**

**Technology:** It is intended that access to technology (voice, video, data) will be seamless and pervasive throughout the facility. The technology standards of Metro Hartford Innovation Systems (MHIS) will be employed to afford access to the latest in networking technology. Wireless access points will be supplemented by the wired network. All spaces indicated in the standards to have hard wired connectivity will be provided with raceways for the appropriate transmission media. The cost of installing such media, required routing hardware and terminations will be included in the project budget.

**Public Address:** The building public address system will cover all circulation, administrative and instructional areas. The type and capacity of the system will be determined through the integration of the HPS Design Guidelines and Standards and the School Safety Infrastructure Criteria.

**Phone System:** A comprehensive voice-over-internet 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. The type and capacity of the system will be determined by MHIS through the integration of the School Safety Infrastructure Standards.

**Clock and Bell System** The clock and bell system will serve all support and instructional spaces. To be determined through coordination with the Technology plan, these requirements may be incorporated as a feature of another building system, such as the phone or public address system.
Fire Alarm: An addressable fire alarm system providing coverage equivalent to a new building will be installed. Communications to Areas of Rescue Assistance will be included.

7. **INTERIOR BUILDING ENVIRONMENT**

Acoustics: Generally, suspended acoustical ceiling systems will be installed throughout the building. Classroom and corridor walls are to be constructed of materials providing acoustical separation. In specialized areas such as the media center, cafeteria, and medically sensitive classrooms, additional acoustical treatments will be installed. Carpet flooring use will be minimized, due to environmental concerns. These efforts will be guided by the Acoustical Standards required in accordance with State Statute Section 10-285g.

Lighting: Natural lighting will be utilized to the greatest practical extent within this multistory facility. Artificial lights will be energy efficient and appropriate for the programmatic use of the space. Motion sensors will be installed where appropriate as an energy savings measure. Requirements of utility company efficiency programs will inform the lighting design.

HVAC: The hydronic 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. A range of HVAC systems, as appropriate to the constraints of the facility, will be explored to determine the most appropriate system for the building. Requirements of utility company efficiency programs will inform the HVAC design.

Fire Protection: The completed facility will feature a full automatic sprinkler system. Special extinguishing systems will be employed at kitchen equipment locations. Portable fire extinguishers will be provided in accordance with fire codes.

Plumbing: All plumbing will comply with current codes and will seek to minimize water usage. It is not expected that the landscaping and play field areas will receive irrigation.

Windows/Doors: Windows will be energy efficient and low maintenance and will allow for natural ventilation. Classrooms will be provided with glazing or door-mounted vision panels to promote security. Rated doors will be installed in accordance with fire code. All door locks will be keyed to a building master as well as a District-Wide grand master keying system. Principles of
the School Safety Infrastructure Criteria will be adopted throughout the design effort to enhance these traditional, baseline features.

8. **SITE DEVELOPMENT**

Site Acquisition: Not applicable to this project.

Parking: Designated handicapped accessible parking spaces and passenger loading zones will be identified, with signage as appropriate. Staff and visitor parking will be provided on site. Separate accommodations for the two academic programs will be considered.

Drives: Bus and parent drop off areas will be appropriately separated to ensure pedestrian safety and enhance traffic efficiency. Separate accommodations for the two academic programs will be considered.

Walkways: Curb ramps and walks will be provided in compliance with ADA. Walks will be connected to neighborhood sidewalk systems to encourage nearby students to walk to school and will be configured with pedestrian safety in mind.

Outdoor Athletic Facilities: Multiple accessible, age appropriate playscapes will be provided. Separate accommodations for the two academic programs will be considered. The project will provide play areas including but not limited to a grass soccer-sized multi-use field.

Landscaping: Landscaping work will be limited and will be designed so that irrigator is not required and maintenance will be reduced. Plantings will be designed so that site security is maintained and potential hiding spaces are avoided.

Site Improvements: As appropriate to the final building/addition configuration, the principles of the School Safety Infrastructure Criteria will be adopted throughout the design effort. Improvements will include fencing for student safety and site security as determined by the safety assessment.

9. **CONSTRUCTION BONUS REQUESTS**

This project will request the following bonuses:

Interdistrict Magnet School (Sheff)
10. **COMMUNITY USES**

The school will continue to facilitate activities before and after school hours, and throughout the calendar year. Uses will include but not be limited to the following:

- The auditorium will be utilized for City, Board of Education and community group meetings and arts programs
- Summer Enrichment Programs will be held here
- PTO will use the media center and conference rooms for meetings before and after school; the media center may be offered as an afterhours community resource
- Youth club programs will be run here after school
- Community, sports and recreation groups will utilize the gym and outdoor play areas / field outside of school hours

11. **REFERENCES AND STANDARDS**

The following District Standards and reference documents are incorporated herein by reference and apply to the project, in context, as thoroughly as if contained in their entirety herein:

- Hartford Public Schools (HPS) Design Guidelines and Standards, Revised 5-13-14
- HPS Furniture, Fixtures & Equipment Design Guidelines and Standards, 2014 Edition (includes smallwares lists and classroom layouts)
- Metro Hartford Innovation Systems Technology Plan
- State of Connecticut School Safety Infrastructure Criteria
- State of Connecticut High Performance Buildings Standards
- Breakthrough II Interdistrict Magnet School Operations Plan
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AGENDA

ITEM # 3

NEW BUSINESS

CONTRACT RENEWAL APPROVAL:
ACCELERATION AGENDA: CITY CONNECTS
AND ACHIEVEMENT NETWORK

JUNE 20, 2017

DR. TORRES-RODRIGUEZ
MR. SWAN
MS. TAVERA

AMOUNT
VARIOUS AMOUNTS

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

The Acceleration Agenda is a focused Action Plan to optimize support, in order to address matters of equity and achievement. A cohort of seven schools will be part of a network that will engage in continuous improvement (with multilayer supports) to boost/accelerate performance and outcomes by focusing efforts and resources around improving instructional practices, leadership practices, and student support practices. Those seven schools are: Alfred E. Burr Elementary School, Martin Luther King Jr. Elementary School, Thirman Milner School, Fred D. Wish Museum School, and Burns Latino Studies Academy, (which will all enter their third year of implementation) and SAND School and Dr. Frank T. Simpson-Waverly School (which will enter their second year of implementation).

In order to advance the Acceleration Agenda, the district will engage expert resources who have a proven track record in implementing the multi-layer support framework while building the district’s capacity to sustain the work. These partners are: City Connects and the Achievement Network (ANet).

- City Connects: One year contract at an amount not to exceed $246,009. This contract will provide a systemic strategy for each school to wrap services around each student. City Connects involves every classroom teacher, leverages resources in the community and ensures that all students receive the support they need. For the first three years in a school, they provide induction, training, coaching and monitoring of fidelity of implementation.

- Achievement Network (ANet): One year contract at the amount not to exceed $260,000. This contract will help schools boost student learning with great teaching that’s grounded in standards, informed by data, and built on the successful practices of educators around the country

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute the contracts for City Connects and Achievement Network, for the terms delineated in the contracts, as stated above.
1. Context/Overview

The Acceleration Agenda is a focused Action Plan to optimize support, in order to address matters of equity and achievement. A cohort of schools will be part of a network that will engage in continuous improvement (with multilayer supports) to boost/accelerate performance and outcomes by focusing efforts and resources around improving instructional practices, leadership practices, and student support practices. Schools in the Acceleration Agenda will be provided additional supports that include planned collaboration, access to a range of partners, and appropriate supplemental resources to allow for quality implementation, rigorous instructional practice and continuous improvement. In order to advance the Acceleration Agenda, the district will engage expert resources who have a proven track record in implementing the multi-layer support framework while building the district’s capacity to sustain the work. These partners are: City Connects and the Achievement Network (ANet), who will work collaboratively with schools organized as a Network of Collaboration and Support to map and implement a plan of action based on specific equity measures.

The first cohort was comprised of six schools with a focus on our K-8 Elementary Schools, including: Alfred E. Burr Elementary School, Martin Luther King Jr. Elementary School, Thirman Milner School, John C. Clark, Jr. Elementary & Middle School, Fred D. Wish Museum School and Burns Latino Studies Academy. In the second year, Clark was removed and three additional schools were added, Asian Studies Academy at Bellizzi, SAND School and Dr. Frank T. Simpson-Waverly. In year three, Asian Studies will be removed from the cohort due to leadership transitions.

We seek approval of two contracts to support the Acceleration Agenda: City Connects and The Achievement Network.

City Connects: One year contract at an amount not to exceed $246,009. This contract is for the implementation of a school-based model that identifies the strengths and needs of every student and links each child to a tailored set of intervention, prevention, and enrichment services in the school or community. This partnership provides for planning, training, professional development modules and
sessions, ongoing technical assistance to build capacity of School and Community Supports Site Coordinators and Program Manager, training on and software licenses to access the Student Support Information System, evaluation reports on school and district progress.

The Achievement Network: a one year contract for $260,000 to provide focused and data driven coaching, professional development, and other forms of instructional supports to schools, teachers, leadership teams and district leaders to accelerate the pace of teaching and learning (aligned to common core standards and best assessment practices) so that student performance significantly improves in our schools. This partnership provides for planning, curriculum, lesson planning, an instructional platform loaded with best practices/resources, assessment materials, training, coaching and progress/implementation monitoring.

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

We will retain these organizations as consultants to each school and the network as well as build district capacity for future sustainability:

<table>
<thead>
<tr>
<th>Budget Areas</th>
<th>Expertise/ Focus</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Connects:</td>
<td>Using existing school and community supports, the City Connects model provides students with optimized and differentiated support based on their individual needs. Students will receive tailored supports, intervention, prevention, and enrichment opportunities. The work focuses on four dimensions: academic, socio-emotional, health and families. Engagement of parents and community member as partners in educational improvement is an essential element of the focus and work.</td>
<td>STUDENTS – The City Connects model analyzes existing supports in students’ academic and home lives, coordinating re-alignment of support, and collaborating on necessary actions for improvement.</td>
</tr>
<tr>
<td>1) Purchased Professional and Technical Service:</td>
<td></td>
<td>Classrooms / Schools / District – ANet will assist in the use of appropriate assessments, aligned curriculum and deliver effective instruction. They work with district and building leadership to implement best practices, build teaching and leadership capacity, and to help our system foster strong practice across schools.</td>
</tr>
<tr>
<td>&amp; $33,949 per school, per year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Travel = $1,200.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Finance &amp; Admin Fec = 2.5% = $7,166</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total: $246,009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Network (ANet)</td>
<td>Works alongside school leadership teams and teachers to strengthen their school-wide practice and culture of using teaching and learning standards and achievement data, and to get breakthrough results for students. Also, work with district leaders and offices to build internal capacity, monitor practice and performance at each school and review and improve our assessment strategies and practices. Improves teaching and learning to improve student outcomes and close achievement gaps. Improving schools requires:</td>
<td></td>
</tr>
<tr>
<td>Curriculum, Coaching, Assessments, Professional</td>
<td>• Investments in the capacity of educators and instructional leaders  • Improvements in the organizational functioning of districts</td>
<td></td>
</tr>
<tr>
<td>Development, District Technical Assistance</td>
<td>1) Purchased Professional and Technical Service:</td>
<td>STUDENTS – The City Connects model analyzes existing supports in students’ academic and home lives, coordinating re-alignment of support, and collaborating on necessary actions for improvement.</td>
</tr>
<tr>
<td>8 schools = $198,000</td>
<td>2) Travel = $12,000</td>
<td>Classrooms / Schools / District – ANet will assist in the use of appropriate assessments, aligned curriculum and deliver effective instruction. They work with district and building leadership to implement best practices, build teaching and leadership capacity, and to help our system foster strong practice across schools.</td>
</tr>
<tr>
<td>2) Technical Assistance Fec = $59,000</td>
<td>3) Finance &amp; Admin Fec = 2.5% = $7,166</td>
<td></td>
</tr>
<tr>
<td>Total: $260,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"Every student and every school thrives"
3. Targeted populations to be served

The identification of the first set of schools to be part of the Acceleration Agenda resulted from a multi-layer process that took into consideration: School leadership/staff expressed interest and buy-in, current student outcomes and needs, school performance data, conditions for school readiness to engage in partnership work, fit/alignment between future partners and individual schools, and recommendations from senior leaders after learning cycles that include learning the stories of schools well through data analysis, school visits and conversations with school leaders and leadership teams. The first cohort was comprised of six schools: Alfred E. Burr Elementary School, Martin Luther King Jr. Elementary School, Thirman Milner School, John C. Clark, Jr. Elementary & Middle School, Fred D. Wish Museum School and Burns Latino Studies Academy. Clark was removed and three additional schools were added for the 2016-17 school year: Asian Studies Academy at Bellizzi, SAND School and Dr. Frank T. Simpson-Waverly. For the third year, Asian Studies Academy at Bellizzi will be removed due to leadership transitions.

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

Through the work of the Acceleration Agenda, the district aims at: closing achievement gaps within and across schools, increasing student academic performance, decreasing chronic absenteeism, reducing suspensions and meeting the holistic needs of our students so that we achieve our equity goals:

- 100% College Acceptance
- 90% Graduation Rate
- 100% Access to College & Career Readiness Opportunities
- Eliminate Suspensions through Restorative Justice
- Pass Algebra 1 by the end of 9th Grade
- Each Student has a Success Plan & Connection to a Caring Adult
- 3rd Grade Reading Proficiency
- Good Attendance Habits

The district is working closely with each school in the Acceleration Agenda to determine bold and attainable targets based on current data so that the pace of performance is accelerated to close achievement gaps.
5. Alternative options (alternative sources, best priced solutions, etc.)

ANet and City Connect have a proven track record. They are both sole source and experts in this area.

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

The Acceleration Agenda is an example of the Strategic Plan in action. Progress Monitoring will happen at multiple levels including: monthly cabinet meetings, Board reports (on strategic plan implementation), the monthly monitoring of the school’s SIP (strategic implementation plan), monthly and quarterly check-in meetings with the partner organizations, and an assessment of the effectiveness of the partnership and impact by the involved stakeholders (teachers, principals, leadership teams, and Associate Superintendents). We will adopt and are building internal capacity to use the Data Wise Improvement Process as our continuous improvement: monitoring tool and practice.

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?

City Connects and the Achievement Network (ANet are uniquely qualified to work with urban school districts and have demonstrated success in implementing the work of the Acceleration Agenda. City Connects is active in 63 sites across Boston and Springfield, Mass.; New York City; and Ohio. Based at the Center for Optimized Student Support at Boston College’s Lynch School of Education, their data shows that this systematic and scalable approach to meeting the needs of urban students (a) helps children thrive in school, (b) improves academic performance, and (c) significantly narrows the achievement gap. City Connects has worked closely with our current partner, Children’s Aid Society, around the Community Schools model providing alignment opportunities. The Achievement Network is active in 10 states across the country and dedicated to helping to boost student achievement for about 150,000 in over 500 schools. They listen and take the time to understand schools’ needs, hence the customized case-management approach. The supports they provide to schools and districts speak for their impact: (a) over the last two years, schools that partnered with ANet achieved on average 10% point gains in student proficiency in ELA and math (more

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than twice the rate of comparable schools in their home state). Over the course of the 2012-2013 school year, 96% of schools partnered with ANEt made progress toward their long-term practice goals.

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 # 4

NEW BUSINESS

JUNE 20, 2017

APPROVAL: CREC HARTFORD JUVENILE DETENTION CENTER

DR. TORRES-RODRIGUEZ

MR. SWAN

AMOUNT

55,285.50

FUNDING SOURCE

SPECIAL FUNDS

BACKGROUND

CREC has been running the educational program at Hartford Juvenile Detention Center since the 2008-2009 school year. During the last fiscal year HPS was a part of the consortium with Bridgeport Public Schools which served as the fiscal agent. This year Bridgeport requested Hartford take over the consortium and become the fiscal agent. Ultimately, after weighing the options, HPS decided to leave the consortium and manage the funds ourselves. The Federal Pass thru dollars had specific allocations for each site location within Hartford. These allocation were provided by the State and HPS was tasked with monitoring the programs and disbursing the funding.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to receive funds in pass thru dollars and become the fiscal agent for the program at the Hartford Juvenile Detention Center.
CREC JUVENILE DETENTION CENTER

Executive Form

1. Context/Overview

CREC has been running the educational program at Hartford Juvenile Detention Center since the 2008-2009 school year. During the last fiscal year HPS was a part of the consortium with Bridgeport Public Schools which served as the fiscal agent. This year Bridgeport requested Hartford take over the consortium and become the fiscal agent. Ultimately, after weighing the options, HPS decided to leave the consortium and manage the funds ourselves. The Federal Pass thru dollars had specific allocations for each site location within Hartford. These allocation were provided by the State and HPS was tasked with monitoring the programs and disbursing the funding.

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

Federal Pass-Thru funds will all be used for contracted services.

3. Targeted populations to be served

All youth in the Hartford Juvenile Detention Center from Hartford and surrounding towns.

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

The student population will return to homes schools prepared to reenter a traditional school setting and be successful by measures outlined in their specific school district.

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

N/A

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

"Every student and every school thrives"
CREC will monitor students' pre and post test, transition plans, course completion hours, behavior and report all data to home schools. Documentation will be provided to SDE annual reporting period.

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?

      CREC is the only vendor in place at the Hartford Juvenile Detention Center.

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

      Funding for location provided by SDE.

8. For grants only:

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

      CREC any other expenses accrued by operating this program is covered by CREC.

   b. Please attach a copy of the grant abstract and other applicable documents
"This page [is] intentionally left blank."
AGENDA

ITEM # 5

NEW BUSINESS  JUNE 20, 2017

SECOND READING AND ADOPTION:
SUICIDE PREVENTION AND INTERVENTION POLICY  POLICY COMMITTEE

BACKGROUND

As part of ongoing policy review and development, the committee has been working to update and revise policies. The following student safety policy was updated to reflect current protocol structures and align with other policies.

RECOMMENDATION

That the Hartford Board of Education accepts the second reading and adopts the Suicide Prevention and Intervention policy.
Students

Suicide Prevention and Intervention

The Hartford Board of Education recognizes that suicide is a complex issue and that schools are not mental health treatment centers. School personnel may recognize a potentially suicidal youth and, in such cases, may make a preliminary determination of level of risk. The Board directs the school staff to refer students who come to their attention as being at risk of attempting suicide for professional assessment and treatment services outside of the school.

The Board recognizes the need for youth suicide prevention procedures and will establish programs to assist staff to identify risk factors, intervention procedures, and procedures for referral to outside services. Training will be provided for teachers and other school staff and students to provide awareness and assistance in this area.

Any Board employee who has knowledge of a suicidal threat, attempt or ideation must immediately report this information to the building principal or his/her designee, who may, in turn, activate the Crisis Team a component of the Emergency Response Team. The Crisis Team, with administrative assistance, if necessary, will contact the student's family and appropriate resources outside and within the school system. Information concerning a student's suicide attempt, threat or risk will be shared with others to the degree necessary to protect that student and others.

Legal Reference: Connecticut General Statutes §10-221(e)
Students

Suicide Prevention and Intervention

Management of Suicidal Risk

The school cannot be expected to thoroughly evaluate and eliminate suicidal risk. Nevertheless, the Board is committed to respond in a supportive manner, both aggressively and immediately, to a student who has attempted, has threatened, or is seriously considering attempting suicide. The following procedures shall be implemented toward this end.

4. Any staff member who becomes aware of a student who may be at risk of suicide must immediately notify the building principal or his/her designee. This must be done even if the student has confided in the staff person and asked that his/her communication be kept confidential. The principal or designee will then notify designate an appropriate Student Assistance Team (SAT) staff member. (Note: The principal may have multiple designees.) Crisis Team member to interview the student.

1. The SAT Crisis Team staff member shall interview the student, consider available background information and determine whether the student is "at-risk" or in "imminent danger."

3. If the student is assessed to be "at-risk":

  a. The SAT designated Crisis Team staff member shall notify the student’s parent/guardian and request a meeting with them as soon as possible, preferably that same day.

  b. When the parent/guardian arrives at school, the SAT Crisis Team staff member shall meet with him/her to discuss:
     • the seriousness of the situation;
     • the need for an immediate suicide risk evaluation at a medical or mental health facility or utilizing the Emergency Mobile Psychiatric Services, 211, or other appropriate evaluation(s);
     • the need for continued monitoring of the student at home if he/she is released following the evaluation;
     • referral to appropriate professional services outside the school system; and
     • a request for the parent/guardian to sign a release of information form permitting communication between the school and the facility to which the student will be taken, the student's therespist and other appropriate individuals.

  c. The SAT Crisis Team staff member shall document in writing the course of events, including what transpired at the meeting, and the outcome, using the Suicide Report Form and then fax completed form to the Director of Support Services or appropriate Central Office Designee and notify the principal regarding the course of events and the outcome.
Management of Suicidal Risk (continued)

d. If the parent/guardian does not follow through, thereby leaving the student "at-risk", a medical referral to the Department of Children and Families (DCF) should be made (if the student is less than 18 years of age). The parent/guardian should be notified as soon as possible that such a referral has been made.

e. The SAT-Crisis Team staff member may notify other staff, as necessary to protect the student and others.

f. The SAT-Crisis staff member may refer student to the school's Child Study Team, Mental Health Team, Crisis Intervention Team, Student Assistance Team, Planning Placement Team or other staff as appropriate for further consultation and planning. Student Success Team or Student Assistance Team or other team for further consultation and collaboration.

g. The SAT-Crisis Team staff member or the team shall monitor the student's progress and shall consult as necessary with family, outside professionals and school staff.

4. If the student is assessed to be "in imminent danger":

The SAT staff member shall ensure that the student is not left alone.
The Crisis Staff member will activate the Crisis Team by calling/notifying the principal or designee.

Initial Crisis Team recommendations and considerations are:

- Do not leave the student alone
- Brief the crisis team regarding the situation
- Designate who will make calls to: Family, 211
- Remove potential hazards
- Determine and activate appropriate security measures
- If escalates, 211 may become 911

b. a. The SAT-Crisis Team staff member shall notify the parent/guardian and request that the student be evaluated by the Emergency Mobile Psychiatric Services, 211 at the school or picked up at school and taken to a medical or mental health professional for thorough suicidal risk evaluation.

c. b. When the parent/guardian arrives at school, the SAT-Crisis Team staff member shall meet with him/her to discuss:
  - the seriousness of the situation;
• the need for an immediate suicide risk evaluation using the Emergency Mobile Psychiatric Services, 211 or at a medical or mental health facility, or other appropriate evaluation(s);
• the need for continued monitoring of the student at home if he/she is released following the evaluation;
• referral to appropriate professional services outside the school system; and
• a request for the parent/guardian to sign a release of information form permitting communication between the school and the facility to which the student will be taken, the student's therapist and other appropriate individuals.

d. c. The SAT-Crisis Team staff member shall document in writing the course of events, including what transpired at the meeting, and the outcome utilizing the Suicide Report Form and faxing it to the Director of Support Services or appropriate Central Office Designee and an unusual incident report form online.
Students

Suicide Prevention and Intervention

Management of Suicidal Risk (continued)

e-d. The SAT-Crisis Team staff member shall inform the principal of the course of events and the outcome.

f-e. The SAT-Crisis Team staff member may notify other staff, only information that is not deemed confidential by law as necessary to protect the student and others.

g-f. The SAT-Crisis Team staff member may refer the student to the school's Child Study Team, Mental Health Team, Crisis Intervention Team, Student Assistance Team, Planning and Placement Team or other staff as appropriate for further consultation and planning. School's Student Success Team, Student Assistance Team, 504 team or other team for further services and collaboration.

h-g. If the parent/guardian is unable to come to school:
   
   - the SAT-Crisis Team staff member shall provide over the telephone information as to available resources outside and within the school system, and shall plan follow-up contacts.
   - the Crisis Team staff member will ask the parent's permission to call 211 and request a school visit of the Emergency Mobile Psychiatric Services to further evaluate the student.
   
   - the SAT staff member will notify the parent/guardian of his/her intent to and arrange transport of the student to an appropriate evaluation/treatment site by means of emergency vehicle (e.g., ambulance or police cruiser).
   - police may be notified if the student poses a threat to the safety of him/herself or others, or as dictated by other circumstances.
   - the SAT-Crisis Team staff member shall document in writing the course of events and the outcome, utilizing the Suicide Report Form and fax completed form to the Director of Support Services or appropriate Central Office designee and inform the principal of the course of events and the outcome.
   
   - the SAT staff member shall inform the principal of the course of events and the outcome.

h-i. If the parent/guardian does not agree with the school's determination that the student is in imminent danger or for any other reason refuses to take action:
   
   - the SAT-Crisis Team staff member shall meet with the building principal and develop an immediate plan focused on protection of the student.
   - the SAT-Crisis Team staff member shall notify the parent/guardian of the plan and shall inform the parent/guardian that the Department of Children and Families (DCF) will be contacted and a medical neglect referral made, if the parent/guardian remains uncooperative (if the student is less than 18 years of age).
   
   - the SAT-Crisis Team staff member shall arrange for an emergency vehicle to transport the student to the hospital or an appropriate mental health facility; shall inform hospital staff of the situation; shall plan follow-up in relation to hospital staff or mental health facility staff decisions as to how to proceed.
   
   - the SAT-Crisis Team staff member shall consult and cooperate with DCF as necessary.
• the SAT Crisis Team staff member shall document in writing the course of events and the outcome, utilizing both an unusual incident form, online, and the Suicide Report Form faxing completed form to the Director of Support Services or appropriate Central Office designee.
Students

Suicide Prevention and Intervention

Management of Suicidal Risk (continued)

When a student assessed to have been "in imminent danger" returns to the school, the PPS Crisis Team staff member or the appropriate school-based team (if such referral has been made) shall coordinate consultation with outside professionals, supportive services in school, and changes in the instructional program, when necessary.

Suicide Education/Prevention - Students and Staff

As part of the Hartford Public Schools' Health Education Curriculum and Developmental Guidance Curriculum, students will be educated regarding suicide risk factors and danger signals, and how they might appropriately respond if confronted with suicidal behavior, verbalizations, or thoughts.

Annually, in-service training for school staff will be held in each school building to discuss suicide risk factors, danger signals, and the procedures outlined in these regulations.

Regulation adopted: September 14, 1999
Regulation updated: November 1, 2005

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
AGENDA

ITEM # 6

NEW BUSINESS

JUNE 20, 2017

ACTING
ADMINISTRATIVE ASSIGNMENTS

DR. TORRES-RODRIGUEZ
MS. BANKS

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>Donald Slater</td>
<td>$146,606</td>
<td>Acting Principal, Bulkeley High School</td>
<td>July 1, 2017</td>
</tr>
</tbody>
</table>
"This page [is] intentionally left blank."
AGENDA

ITEM # 7

NEW BUSINESS

JUNE 20, 2017

CONTRACT AMENDMENT APPROVAL:
SCHLAGHECK SOLUTIONS LLC.

DR. TORRES-RODRIGUEZ
MR. SWAN

AMOUNT
$5,000 amendment to current $64,000

FUNDING SOURCE
TRAVELERS GRANT

BACKGROUND

Schlagheck Solutions, LLC has contracted with the Hartford Public Schools to run, manage and coordinate the internship program at Pathways Academy of Technology & Design for the 2016-17 School Year. This is her third year servicing our students. The consultant works to identify, secure and prepare students for paid internship opportunities where our students will gain work experience and hands-on experience by working in local businesses. The experience gained will help our students with making career choices, college/career decisions and transitioning into the workplace setting. Pathways has secured a grant from Travelers to fund this contract.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to approve the amended contract.
1. Context/Overview

The consultant runs, manages and coordinates the internship program at Pathways Academy of Technology and Design.

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

The consultant's $64,000.00 contract is used entirely to support pay for Ms. Schlagheck's time and insurance. The request is to add an additional $5,000.00 to this contract for additional duties performed.

3. Targeted populations to be served

404 students at Pathways Academy are served directly. The entire district benefits from the model program her work supports.

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

Our students get professional workplace experience applying skills they learn in the classroom and engaging with the working world. The experience gained will help with their college/career choices and will help them transition into the professional work environment.

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

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

The consultant provides weekly summaries of her work plans and outcomes. Students submit their timesheets with evaluations. Attached you will find a summary of the continuous progress the consultant has made with goals set and outcomes.

"Every student and every school thrives"
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?

   Mrs. Schlagheck has run our program for three years and built relationships and knowledge that would be very costly for us to rebuild.

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
"This page [is] intentionally left blank."
AGENDA

ITEM # 8

NEW BUSINESS

JUNE 20, 2017

APPROVAL OF SCHOOL CONSTRUCTION PROJECT AS COMPLETE AND SUBMITTAL OF ED049F FORM

HARTFORD MAGNET TRINITY COLLEGE ACADEMY

DR. LESLIE TORRES-RODRIGUEZ

BACKGROUND

The State Department of Administrative Services, Office of School Construction Grants (OSCG) requires that the School Building Committee and Board of Education certify that they accept school construction projects as complete prior to OSCG approving the final payment and sending the project to audit.

The Hartford School Building Committee (HSBC), working through Arcadis/O&G/C&R Program Management, has confirmed completion of the work and received approval of the work by the Department of Buildings & Grounds at the following school:

- Hartford Magnet Trinity College Academy – State Project #064-0304 A/E

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

RECOMMENDATION

That the Hartford Board of Education accepts the alterations and expansion work at Hartford Magnet Trinity College Academy, State Project Number 064-0304, as complete. Furthermore, that the Board of Education approves the request for final payment and submittal of the ED-049F form to the Office of School Construction Grants for the audit to commence.
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AGENDA # 9

NEW BUSINESS

APPROVAL OF:
LEASE RENEWAL OF 245 LOCUST ST.

JUNE 20, 2017

DR. TORRES-RODRIGUEZ
DR. COLON-RIVAS

AMOUNT
$987,893/PER YEAR

FUNDING SOURCE
CIP

BACKGROUND

The Hartford Board of Education ("HBOE") is currently occupying and using for its Kinsella High School Incubation Space, and High Roads of Wallingford Program a 51,280 square feet area of a building located at 245 Locust St. in Hartford, Connecticut, which area is currently being leased by the City of Hartford ("City"), as tenant, 245 Locust Street LLC ("Landlord"), as landlord, pursuant to a certain Lease between the Landlord and City, dated June 8, 2001, as amended (collectively, the "Lease").

The current term of the Lease expired on June 30, 2017. Mr. Claudio Bazzano from Hartford Public School's Office of Operations, and the Landlord have negotiated an expansion of the lease under the following terms:

1. **Base Term**: Commencing July 1, 2017 and expiring June 30, 2019
2. **Premises**: 51,280 square feet area of building located at 245 Locust Street in Hartford, Connecticut
3. **Base Rent, Operating Expenses and Utility Expenses**:

   $987,893.28 for lease year 7/1/2017 through 6/30/2018 which amount equates to $19.26 per rentable square foot;
   
   $987,893.28 for the lease year 7/1/2018 through 6/30/2019 which amount equates to $19.26 per rentable square foot;

   All two years have been negotiated at the same rate.

The total price per square foot for rent, operating expenses, and utilities for the two years in this term (2017-2018, 2018-2019) are estimated to be $19.26 per square foot.

RECOMMENDATION

That the Hartford Board of Education authorizes the City of Hartford to renew the lease upon the above terms and conditions, and such other terms and conditions that the Superintendent and Corporation Counsel deem appropriate and in the best interests of the City, the Hartford Board of Education, and Hartford Public Schools.
FIRST AMENDMENT TO LEASE AGREEMENT

This First Amendment To Lease Agreement (the “First Amendment”) effective as of this 30th day of June, 2011, by and between the 245 LOCUST STREET, LLC, a Connecticut limited liability company, with an office and place of business at 1820 Albany Avenue, West Hartford, Connecticut 06117 (the “Landlord”) and the CITY OF HARTFORD, a Connecticut municipal corporation, with an office and place of business at 550 Main Street, Hartford, Connecticut 06103 (the “Tenant”).

Preliminary Statement

Landlord and Tenant entered into a certain Lease Agreement, dated as of June 8, 2001 (the “Lease”), whereby Landlord is leasing to Tenant certain premises located at 245 Locust Street, Hartford, Connecticut (“Premises”) for classroom purposes. Pursuant to Section 2 of the Lease, Landlord and Tenant now desire to amend the Lease to extend the term thereof in accordance with and subject to the terms and conditions set forth below.

NOW, THEREFORE, in consideration of the mutual covenants, promises, and representations contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and pursuant to Sections 2 and 26 of the Lease, the parties hereto hereby agree to amend the Lease as follows.

Terms and Conditions

1. Definitions. All terms that are used but not defined or amended herein shall have the same respective meanings assigned to such terms in the Lease.

2. Extension of Term. The term of the Lease is hereby extended for a period of two (2) years, commencing on July 1, 2017 and expiring on June 30, 2019 (the “Extended Term”), unless sooner terminated in accordance with the terms of the Lease or this First Amendment. Tenant shall have the option to extend the Extended Term for two (2) additional one (1) year periods, provided written notice of each extension so exercised is provided by Tenant to Landlord at least four (4) months prior to the expiration of the then current term.

3. Rent. Tenant shall pay Landlord during the Extended Term and thereafter (provided Tenant exercises each extension in accordance with Section 2 above) annual rental consideration of Nine Hundred Eighty-Seven Thousand Eight Hundred Ninety-Three and 28/100 Dollars ($987,893.28), payable at the monthly rate of Eighty-Two Thousand Three Hundred Twenty-Four and 44/100 ($82,324.44) by the first of each month.

4. Notice. Copies of any notices to Tenant shall be sent to:

   Asset Manager                     Corporation Counsel
   City of Hartford                   City of Hartford
   550 Main Street                   550 Main Street
   Hartford, CT 06103                Hartford, CT 06103
5. **Waiver.** Landlord and Tenant acknowledge and agree that notwithstanding the CPI adjustment clause in the Lease, the annual rent for July 1, 2017 to June 30, 2019 remained fixed at Nine Hundred Thirty-Five Thousand Nine Hundred Fourteen and 44/100 Dollars ($932,914.44) and Landlord hereby waives any and all claims that is has or may have for any additional annual rent under the Lease or otherwise for the period of July 1, 2017 to June 30, 2019.

6. **Ratification.** Except as specifically amended above by this First Amendment, all of the other terms and conditions of the Lease are hereby ratified and confirmed in all respects, and declared to be and remain in full force and effect.