Hartford Board of Education
Regular Meeting – Tuesday, December 19, 2017
Bulkeley High School
300 Wethersfield Avenue, Hartford, CT 06114
5:30 p.m.
AGENDA

I. Call to Order
II. Roll Call
III. Opening Statement
IV. Dialogue Session
   1. Parent and Student Comment
   2. Public Comment
V. Workshop Session (District Model – Part II: Restructuring Recommendations)
VI. Reports
   1. Report of the Chair
   2. Report of the Superintendent
   3. Committee Reports
      o Family & Community Engagement
      o Policy Committee
      o School Choice & Facilities Committee
      o Teaching & Learning Committee
      o Finance & Audit Committee
   4. Student Report

VII. 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) Brooke Lafreniere to the position of Principal at Classical Magnet School, effective December 20, 2017;
b) Dr. Alberto Vazquez Matos to the position of Deputy Superintendent, effective January 8, 2018.

2. First Reading: Various Hartford Public Schools Policies (Policy Committee)

That the Hartford Board of Education accepts the first reading of the following policies:

a. Policy 4118.1 – Nondiscrimination (Personnel)

b. Policy 5162 – Nondiscrimination (Students)

3. First Reading: Proposed School Calendar for 2018-19 (Supt et al.)

That the Hartford Board of Education accepts the first reading of the proposed 2018-2019 School Calendar.

**B. Consent Agenda**

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

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

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

**VIII. Adjournment**
AGENDA

ITEM # 1

NEW BUSINESS

DECEMBER 19, 2017

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 approve the Superintendent’s recommendation to appoint the following individuals to the positions indicated:

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooke Lafreniere</td>
<td>$147,000</td>
<td>Principal, Classical Magnet School</td>
<td>December 20, 2017</td>
</tr>
<tr>
<td>Alberto Vazquez Matos</td>
<td>$175,000</td>
<td>Deputy Superintendent</td>
<td>January 8, 2018</td>
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</table>
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AGENDA

ITEM # 2

NEW BUSINESS

FIRST READING:
VARIOUS POLICIES

DECEMBER 19, 2017

POLICY COMMITTEE

BACKGROUND

As part of ongoing policy review and development, the Board has been working to update and revise policies to conform with legislative changes.

a. Policy 4118.1 – Nondiscrimination (Personnel)
b. Policy 5162 – Nondiscrimination (Students)

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the policies listed above.
Nondiscrimination

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, (including pregnancy), veteran status, gender identity or expression, genetic information, or any other basis prohibited by state or federal law is prohibited. Pregnancy, genetic information, gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics.

The Board of Education seeks to extend the advantages of public education with full equality of educational opportunity to all students and personnel. The Board, any employee or any other person may not aid or compel the performance of an unfair labor practice as defined by law.

The conditions or privileges of employment in the school district, including the wages, hours, terms and benefits, shall be applied without regard to The Board will not make any employment decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and terminations on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, (including pregnancy), veteran status, gender identity or expression, genetic information, or any other basis prohibited by state or federal law except in the case of a bona fide occupational qualification.

The Board will not make employment decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and terminations on the basis of race, color, religion, age, sex, gender identity or expression, marital status, sexual orientation, veterans' status, national origin, ancestry, disability or genetic information, except in the case of a bona fide occupational qualification.

For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or family member. "Genetic information" may also include an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

For the purposes of this policy, "gender identity or expression" means a person's gender-related
identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, consistent with State law. Gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Legal Reference:
Connecticut General Statutes;
10-153 Discrimination on account of marital status.
46a-60 Discriminatory employment practices prohibited.
46a-81a Discrimination on the basis of sexual orientation: Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination:
Title IX of the Education Amendments of 1972, 20 USCS § 1681, et seq.
Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
The Uniformed Services Employment and Reemployment Rights Act, 20 CFR 1002.18
Title II of the Genetic Information Nondiscrimination Act of 2008

Policy adopted: July 6, 1999
Policy updated: November 1, 2005
Policy revised: May 21, 2013
Policy updated: July 28, 2015
Policy revised: January XX, 2018

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Students

Nondiscrimination

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, (including pregnancy), veteran status, gender identity or expression, genetic information, or any other basis prohibited by state or federal law is prohibited race, creed, color, national origin, ancestry, sex, sexual orientation, gender identity or expression, pregnancy, marital status, age, or disability, subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, (including pregnancy), veteran status, gender identity or expression, genetic information or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of the aforementioned protected characteristics, such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability, pregnancy, gender identity or expression.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, consistent with State law, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Legal References:  
Connecticut General Statutes § 10- 15c and 46a-8-1-a, et seq.  
 PA 11-55 Discrimination on account of gender identity or expression
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AGENDA

ITEM # 3

NEW BUSINESS

FIRST READING: PROPOSED SCHOOL CALENDAR 2018-19

DECEMBER 19, 2017
DR. TORRES-RODRIGUEZ
DR. COLON-RIVAS

BACKGROUND

The 2018-2019 School Calendar recommended by the Superintendent continues to reflect the following elements, related to improving the District’s capacity to improve student achievement:

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

Additionally,

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

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the proposed 2018-2019 School Calendar.
# 2018-2019 District Wide School Year Calendar

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<th>Month</th>
<th>Calendar</th>
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## 2018-19 School Year Calendar For Hartford Public Schools

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Jul 4</td>
<td>Independence Day (ID) District Closed</td>
</tr>
<tr>
<td>Jul 10</td>
<td>Elementary Early Start Begins (ESB)</td>
</tr>
<tr>
<td>Aug 3</td>
<td>Elementary Early Start Ends (ESB)</td>
</tr>
<tr>
<td>Aug 6,7,8</td>
<td>New Leader On-Boarding - All Only (NLO)</td>
</tr>
<tr>
<td>Aug 13,14,15</td>
<td>Administrator Full Day PL 2018</td>
</tr>
<tr>
<td>Aug 16,17,18,21</td>
<td>New Teacher Induction (NTI)</td>
</tr>
<tr>
<td>Aug 22</td>
<td>Full Day Professional Learning (PL)</td>
</tr>
<tr>
<td>Aug 23</td>
<td>Full Day Professional Learning (PL)</td>
</tr>
<tr>
<td>Aug 27</td>
<td>Convocation/Professional Learning (PL)</td>
</tr>
<tr>
<td>Aug 28</td>
<td>First Day of School (FD)</td>
</tr>
<tr>
<td>Sept 3</td>
<td>Labor Day (LD) District Closed</td>
</tr>
<tr>
<td>Sept 5</td>
<td>Professional Learning (PL)/Early Release</td>
</tr>
<tr>
<td>Oct 3</td>
<td>Professional Learning (PL)/Early Release</td>
</tr>
<tr>
<td>Nov 6</td>
<td>Full Day Professional Learning (PL)</td>
</tr>
<tr>
<td>Nov 12</td>
<td>Veterans Day (VD) Schools Closed</td>
</tr>
<tr>
<td>Nov 21</td>
<td>Early Release Students &amp; Teachers</td>
</tr>
<tr>
<td>Nov 22-23</td>
<td>Thanksgiving Recess (TR) District Closed</td>
</tr>
<tr>
<td>Dec 5</td>
<td>Professional Learning (PL)/Early Release</td>
</tr>
<tr>
<td>Dec 24-31</td>
<td>Winter Recess (WR) Schools Closed</td>
</tr>
<tr>
<td>Jan 1</td>
<td>New Year Day (NYD)</td>
</tr>
<tr>
<td>Jan 9</td>
<td>Professional Learning (PL)/Early Release</td>
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<tr>
<td>Jan 21</td>
<td>Martin Luther King (MLK) District Closed</td>
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<tr>
<td>Feb 18</td>
<td>Presidents Day (PRD) District Closed</td>
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<tr>
<td>Feb 19</td>
<td>Full Day Professional Learning (PL)</td>
</tr>
<tr>
<td>Mar 6</td>
<td>Professional Learning (PL)/Early Release</td>
</tr>
<tr>
<td>Apr 8-12</td>
<td>Spring Recess (SR) Schools Closed</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Good Friday (GF) District Closed</td>
</tr>
<tr>
<td>May 15</td>
<td>Professional Learning (PL)/Early Release</td>
</tr>
<tr>
<td>May 27</td>
<td>Memorial Day (MD) District Closed</td>
</tr>
<tr>
<td>June 7</td>
<td>Last Day of School/Early Release Students Only</td>
</tr>
<tr>
<td>June</td>
<td>Make Up Snow Days Will Be Added In June</td>
</tr>
<tr>
<td>June 17,18,19</td>
<td>Administrator Full Day Professional Learning (PL) 2019 (if no snow days)</td>
</tr>
</tbody>
</table>

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

ITEM # 4

NEW BUSINESS

PAYMENT APPROVAL: HARTFORD PARTNERSHIP FOR STUDENT SUCCESS

AMOUNT
$95,000

FUNDING SOURCE
SPECIAL FUNDS

DECEMBER 19, 2017

DR. TORRES-RODRIGUEZ
DR. BIRKS

BACKGROUND

The School Community Partnership (SCP) was convened in 2007 to act as the planning body for the development of Community Schools in Hartford. The Community Schools model was selected for its focus on whole child development and integration with the school day for the purpose of supporting student achievement and the emerging reform efforts at Hartford Public Schools. Partnership members focused on policy and funding issues and worked to align their individual institution’s work to support the development of this collaborative strategy known as Hartford Community Schools. In 2012 the partners voted to expand the scope of the partnership’s focus and established the Hartford Partnership for Student Success (HPSS). The new structure was formalized through a revised MOU.

The founding members include Hartford Public Schools, the City of Hartford originally through its Office for Youth Services, and now through the Department of Families, Children, Youth and Recreation, the Hartford Foundation for Public Giving, and the United Way of Central and Northeastern Connecticut. The partnership has since been expanded to include other stakeholders, The Hartford & Aetna. There are currently seven (7) schools supported by the HPSS:

- **Alfred E. Burr Elementary School** (The Village for Families and Children- lead agency/broker)
- **Hartford Magnet Trinity College Academy** (COMPASS Youth Collaborative lead agency/broker)
- **Burns Latino Studies Academy** (COMPASS Youth Collaborative- lead agency/broker)
- **Milner School** (Catholic Charities- lead agency/broker)
- **Asian Studies Academy Dwight-Bellizzi** (COMPASS Youth Collaborative- lead agency/broker)
- **West Middle Elementary School/Middle Grades Academy at West Middle** (Boys & Girls Clubs of Hartford- lead agency/broker)
- **Fred D. Wish Museum Academy** (receives funding from HPSS after Clark Closed, not a designated Community School) The Village for Families and Children- lead agency/broker)
The goals of the Hartford Partnership for Student Success (HPSS) are as follows:

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

The staffing structure of the partnership is a jointly funded effort. Each partner provides a share of the total budget, in support of the positions of Director of the HPSS, Hartford Community Schools Coordinator and other infrastructure needs such as technical assistance, capacity building, professional development and evaluation. Hartford Public Schools’ investment is $95,000 toward the total infrastructure costs of $458,040. Hartford Public Schools is a member of the Hartford Partnership for Student Success. The signed 2017-2018 Memorandum of Understanding (MOU) solidifies the district’s commitment and support to the partnership.

The Community Scholls model has been recognized nationally as an evidence-based strategy for equitable school improvement by the Learning Policy Institute and National Education Policy Center. Hartford Community Schools has also received national awards and recognition from the Coalition for Community Schools for its best practices and continuous improvement.

Hartford Community Schools is currently in the process of making data driven decisions to redefine the current Community Schools implementation with the commitment to quality in support of student learning. The need for all schools to be Community Schools was also identified as a Practice Non-Negotiable, by Dr. Torres-Rodriguez, as Hartford Public Schools re-imagines and restructures the district for improved student outcomes.

**RECOMMENDATION**

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

- Support school personnel, lead agencies and other partners in adherence to standards of best practice and a commitment to quality;

- Ensure equitable access to programs, supports and other resources for students that display the highest needs (ELL, SPED, etc.);

- Support the assessment of past and current Community School implementation that will inform the Community Schools 2.0 redesign process and enable HPSS to make data-driven decisions;

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

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

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

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

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

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

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

Implementation of the aforementioned goals and strategies will be carried out by the Director of the Hartford Partnership for Student Success and the Hartford Community Schools Coordinator, who will be accountable to the four institutional partners through a work plan to be developed by the Director and approved by the leadership team’s organizational representatives. The director and coordinator positions will be funded jointly by the four partners, and stationed at Hartford Public Schools with the Hartford Foundation for Public Giving serving as the employer of record.

This MOU will remain in effect from September 1, 2017 through September 1, 2018 conditional upon availability of funding.
Hartford Partnership for Student Success
Memorandum of Understanding

Signature Page

[Signature]
Luke Bronin
Mayor, City of Hartford

Date
8/16/2017

[Signature]
Dr. Leslie Torres-Rodriguez
Superintendent, Hartford Public Schools

Date
8/14/2017

[Signature]
Jay Williams
President, Hartford Foundation for Public Giving

Date
8/10/2017

[Signature]
Paula Gilbeato
President and Chief Executive Officer, United Way of Central and Northeastern CT

Date
6/16/2012
A Snapshot of Hartford Community Schools

The History

- **2007** – Four of the City’s leading institutions form the School-Community Partnership-Hartford Public Schools, the City of Hartford, Hartford Foundation for Public Giving, and the United Way of Central and Northeastern Connecticut. These leaders utilize their combined knowledge of and experience with the national community schools movement to begin to develop a system reform strategy.

- The School-Community Partnership’s four partner institutions signed an MOU to support Hartford Community Schools

- **2008** – The five initial community schools began their planning and implementation years. Three of the initial cohort of five were previously part of the After School Initiative (ASI) of the Hartford Foundation for Public Giving (HFPG),

- Natural evolution of community schools as a broader focus

- Technical assistance provided by the Children’s Aid Society (CAS)

- Hartford Board of Education passes policy on Community Schools

- External evaluation began

- **2009**- First Hartford Community Schools Director hired

- **2011**- Two (2) new Hartford Community Schools were launched, including one (1) new Lead Agency

- **2012**- School-Community Partnership SCP assumed a broader agenda and re-named itself the Hartford Partnership for Student Success (HPSS)

- **2013**- External Evaluators, ActKnowledge, helped the CS network develop their Theory of Change including Systems-Level outcomes

- Received Award for Excellence from the Coalition for Community Schools

- Staff expanded to include a Director of HPSS and a Coordinator of Hartford Community Schools

- Governance structure established at the leadership and management levels

- Connecticut lawmakers introduced Full-Service Community Schools Legislation
• 2016- Hartford Partnership for Student Success expands its membership to include members from Aetna, The Hartford and Hartford Public Schools’ Chief of Secondary Education.

• Hartford Partnership for Student Success designs and conducts its first common funding application process.

Hartford Partnership for Student Success:

Working together as the Hartford Partnership for Student (HPSS), the four founding partners including, Hartford Public Schools, The Hartford Foundation for Public Giving, The City of Hartford and The United Way of Central and Northeastern Connecticut, provide resources, technical support and expertise to help positively impact educational outcomes and experiences to help close Hartford’s educational achievement gap. HPSS provides financial support for the network infrastructure and operational support to the lead agencies, in addition to other supports and in-kind resources.

Hartford Partnership for Student Success Network Support:

Tauheedah Jackson
Director of Hartford Partnership for Student Success
Office: 860.695.8686
Cell: 860.463.8673
Email: Tauheedah.Jackson@hartfordschools.org

Nuchette Black-Burke
Hartford Community Schools Coordinator
Office: 860.695.8748
Cell: 860.471.7424
Email: Nuchette.Black-Burke@hartfordschools.org

The Model

Built around a strong instructional core, Hartford Community Schools are both a set of partnerships and places where services, supports, and opportunities lead to improved student learning, stronger families, and healthier communities. Community schools normally are shaped over several years, through normative stages of development, including needs assessment, planning, capacity and partnership building, and the development of resources and programs.

Over time, it is expected that all Hartford Community Schools' services, supports and opportunities will include school day, extended-day and extended-year programs, academic support, academic enrichment, athletic, cultural, and other enrichment experiences, family
wellness, medical, dental, mental health, youth employment and social services along with other supports.

- Each Hartford Community School will partner with a lead agency to provide and/or facilitate students’ and families’ access to services.

- Ultimately, all Hartford Community Schools will have extended school hours to provide support, services and opportunities to students and their families.

- Parents are critical partners in community school implementation. Community schools also encourage and support parents’ substantive involvement in their children’s education.

- Hartford Community Schools have high expectations for Hartford’s children, youth and families and will seek continuous improvement in all aspects of their structure and operation to meet such expectations.

The Lead Agency

A single lead agency, working in close partnership with the school principal, is responsible for the overall planning, coordination, operation, and supervision of extended-day, extended-year, and the other supplemental and supportive services offered in individual community schools. They serve as both provider and broker of additional services to meet the identified needs of the school.

Currently there are four lead agencies that serve six different schools:

Compass Youth Collaborative: Latino Studies Academy at Burns, Asian Studies Academy at Bellizzi & Hartford Magnet Trinity College Academy

The Village for Families & Children: Alfred E. Burr School

Catholic Charities: Milner School

The Boys & Girls Clubs of Hartford: West Middle Elementary School and Middle Grades Academy
### Hartford Partnership for Student Success
#### 2017-2018 Infrastructure Budget

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<td>Hartford Partnership for Student Success Director (FT) and Hartford Community Schools Coordinator (FT)</td>
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<td><strong>Training and Technical Assistance</strong></td>
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<td>Children's Aid Society Contract</td>
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<td>Network Capacity Building Opportunities</td>
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**Total Expenses FY 2016-2017**

$458,040

(Hartford Public Schools contribution to the total budget of $458,040 is $95,000.)
Progress Through Partnership

Hartford Community Schools
"Partnerships for Excellence"

Evaluation Report 2015-2016

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Muamer Rasic
Dana Taplin

ActKnowledge
Theory to Results
Executive Summary

Introduction

Hartford Community Schools (HCS) has developed and implemented a community school model that encompasses a broad array of services and interventions for students and parents/families including the provision of afterschool programs. Each school in the initiative is partnered with a lead agency to plan, implement, and sustain the components of the model. This is based on the inclusive model adopted by the initiative and is outlined in the HCS Theory of Change, one of the most comprehensive Theories of Change yet developed by a community schools’ initiative.

In accordance with the model, the community schools have continued to focus on aligning afterschool programs with daytime learning, on building a stronger academic element into afterschool programs, and developing activities specifically targeting students falling behind academically and facing attendance and behavior problems. Schools have also worked on activities designed to support other key preconditions for student success including developing a welcoming school climate and promoting parent/family engagement.

In doing this work, the community schools have been guided and supported by Hartford Partnership for Student Success (HPSS), a multi-sectoral partnership involving the four main investors in HCS: Hartford Public Schools (HPS), the City of Hartford, the Hartford Foundation for Public Giving and the United Way of Central and Northeastern Connecticut. This year, HPSS has been expanded to include two new private sector organizations: Aetna, and The Hartford, the latter providing resources to HCS and West Middle School in particular. The inclusion of new sectoral partners is in line with the inclusive and comprehensive vision of the community school model envisioned for the initiative.

The strategic work of HPSS and the HCS network has yielded successful outcomes in developing and aligning systemic supports with the needs of the schools. Much progress has been made, despite the seven-month vacancy in the position of Hartford Community Schools Coordinator (who provides technical assistance and implementation support for the community schools) during the 2015-2016 academic year. The Director of Hartford Partnership for Student Success served in both capacities during this time. With the appointment of a new HCS Coordinator in May 2016, this work should be further enhanced.

Highlights of Results

Hartford Community Schools (HCS) has made impressive progress in 2016 despite some significant challenges in the broader context in which it is operating. In particular:

Academic Achievement Results

- Participants in the afterschool program (a key component of the community school model) have yet again improved on Measures of Academic Progress (MAP) scores in both reading and math compared to students who did not participate.

- Even more impressive has been the strong academic performance of those who persisted in the afterschool program over time. There was a significantly greater increase in MAP scores in reading and in math for students who participated in the afterschool program for three or four consecutive years compared to those who participated for less than two years.
• The academic impact of the afterschool program is supported by responses to the survey of afterschool students. There were increases in students who reported learning reading, writing and, math skills in their afterschool program in all schools.

• MAP results for cohorts of academically “at-risk” students who were connected to programs or services targeted to their needs also showed strong improvement. Even greater improvement was observed among those students who had participated persistently in these services over time. Examples include very strong improvements for participants in the Travelers Tutoring program (ASA Bellizzi) and ConnectKids (West Middle).

• MAP results for cohorts of English Language Learners (ELL) who received targeted supports (in Burns LSA, Burr and Clark) improved in both reading and math despite a decrease in MAP scores for ELL students in HCS overall.

• Special Education students (SE) who received targeted supports (in Clark) demonstrated much stronger improvements in MAP results in both reading and math than for SE students in HCS overall.

**Attendance/Chronic Absenteeism and Behavior Results**

• Rates of chronic absenteeism fell in the five HCS schools (ASA Bellizzi, Burns LSA, Burr, Clark and Milner) where rates have been highest previously.

• Days absent declined for cohorts of students in Burns LSA and Milner who had received mental health supports or where there was intensive engagement with their parents.

• The most successful intervention to address behavioral issues among particular cohorts of students was the mental health supports provided through Milner clinical services. This validates the emphasis in the HCS Theory of Change on the importance of mental health as a precondition for learning.

Several key elements of the community school model have been important in achieving these results.

• The afterschool programs in each school have clearly had a strongly positive impact on achievement. However, sustaining the educational impact of the programs requires a continued focus on effective coordination and alignment of daytime and afterschool program activities.

• The capacity and intentionality of HCS and the community school directors in using data to identify the needs of vulnerable cohorts of students, matching these students with appropriate services and tracking results have been important. City Connects, the student level review process, may have the potential to enhance this capacity to identify needs systematically and comprehensively.
• The inclusive approach of the community school model that involves multi-sectoral partners at each level of the system, from HPSS right down to each school, has provided a means of addressing challenges systemically. This model is in line with best practice identified by the National Center for Community Schools (NCCS). For example, the involvement of senior representatives of Hartford Public Schools (HPS) on HPSS helped in creating conditions in each school that allow for more effective coordination and integration. The more recent involvement of the HPS Chief School Improvement Officer was considered particularly important in building support for the community school model among school principals.

• The National Center for Community Schools (NCCS) has been an important strategic resource to HPSS and HCS on best practice in the field. This has included support at a leadership level as well as the provision of technical assistance to lead agencies and schools.

• HCS has one of the most comprehensive Theories of Change yet developed for a Community School Initiative. Practitioners use the Theory consistently to inform planning and capture learning and best practice. The broad range of community stakeholders encompassed by the Theory is based on a concept of education as a “shared interest and responsibility of the community as a whole”.

• The commitment of the main investors in HPSS, including the Hartford Foundation for Public Giving, to long-term support of HCS has been critical in providing the needed continuity for the community schools despite challenges and changes in the wider context in which they are operating. The strong impact on students, especially those students who have participated in programs and services developed through the community schools over time, validates this long-term vision.

Recommendations

• Given the demonstrated importance of the afterschool program to student achievement, it is recommended that HPSS and HCS examine the causes for any decline in afterschool attendance and how this can be addressed at different levels of the system. This includes a focus on how to balance a longer school day with an afterschool program that incorporates an optimal mix of academic and pure enrichment.

• Each school should continue to be supported in developing interventions linked to intermediate outcomes (set out in the bands of the Theory of Change) that are most relevant to their particular challenges. This should include a
continued focus on supporting mental health of students and families, which has been important in improving behavior and attendance.

- Each school should continue to assess the needs of students in a way that facilitates the matching of vulnerable students with services most appropriate to their needs.

- HPSS should continue to focus on some of the key systemic level supports that facilitate easier implementation and integration and coordination of the community school model in each school. The move to a common funding application has been a good example of how greater coordination among partners on HPSS has helped streamline implementation. Equally important has been the role of Hartford Public Schools represented at the HPSS level in facilitating school leadership support for the community school model.
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