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 Finance & Audit Committee
      o School Choice & Facilities Committee

VI. Business Agenda

A. Items in Order of Importance
   1. Approval of District Model for Excellence Restructuring Recommendations and School Closures (Supt et al.)

   The Hartford Public Schools is committed to ensure and improve student outcomes and equitable access to resources for each and every one of our students while facing unique challenges including deep student needs, persistently low student performance and declining enrollment.

   To that end, Superintendent Torres-Rodriguez has embarked on a reimagining and restructuring process for our district. Guided by four principles heard from the community: Great Teaching and Learning in Every School; Safe and Equitable Access to Great Schools and Pathways; Expanded Family & Community Partnerships; and Fiscal Sustainability, the Board was presented with Restructuring Recommendations and Opportunities at the December 19, 2017 meeting.
These recommendations were informed by an in-depth district comprehensive study and expansive engagement of staff and the community to gather input regarding priorities. As part of the Restructuring Recommendations, schools have been recommended for closure and per School Closing Policy - 3600, require Board approval.

That the Hartford Board of Education approves the closures of the schools listed below and the Restructuring Recommendations as delineated in the District Model for Excellence Summary of Recommendations (attached).

   a. Louis W. Batchelder Elementary School  
   b. Capital Community College Magnet Academy  
   c. John C. Clark Elementary School  
   d. Dr. Frank T. Simpson-Waverly Elementary School

2. Approval of Weaver Enhanced Educational Specifications

In February of 2017, the Board of Education approved revised Educational Specifications for the construction of Weaver High School, which included language for a separate phase. Working together with input from the Weaver Steering Committee and its workgroups, the educational specifications were enhanced in greater detail.

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

3. Second Reading and Adoption: Various Hartford Public Schools Policies (Policy Committee)

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

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

4. Second Reading and Adoption: Proposed School Calendar for 2018-19 (Supt et al.)

That the Hartford Board of Education accepts the second reading and adopts the proposed 2018-2019 School Calendar.
B. Consent Agenda

5. Acting Administrative Appointment(s) (Supt et al.)

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

a. Jennifer Blue to the position of Acting Principal, Milner Elementary School, effective February 5, 2018;

b. Sean Tomany to the position of Acting Principal, University High School of Science and Engineering, effective January 5, 2018;

6. Contract Continuation Approval: The Discovery Center $175,000 (Supt et al.)

Hartford Public Schools has contracted with the Discovery Center since 2015 to provide professional development in support of the Whole Student Framework’s theory of change: to cultivate equity and excellence by providing a physically, emotionally and intellectually safe environment supported by collaborative and culturally responsive teaching and learning.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with the Discovery Center for the terms delineated in the contract at a cost not to exceed $175,000.

7. Resolution: Approval of the Superintendent as Authorized Signatory for Hartford Public Schools. (The Board)

The Hartford Board of Education for the Hartford Public School designates Superintendent of Schools, Dr. Leslie Torres-Rodriguez, as the authorized signatory for the district on approved contracts, grants, etc. in compliance with district policy; effective December 9, 2016.

Furthermore, that in the absence of the Superintendent, the Board of Education designates Deputy Superintendent Dr. Alberto Vazquez-Matos, as the authorized signatory for the district on approved contracts, grants, etc. in compliance with the district’s policy; effective January 8, 2018.

VII. Adjournment
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AGENDA

ITEM # 1

NEW BUSINESS

APPROVAL OF: DISTRICT MODEL FOR EXCELLENCE AND SCHOOL CLOSURES

JANUARY 23, 2018

DR. TORRES-RODRIGUEZ

BACKGROUND

The Hartford Public Schools is committed to ensure and improve student outcomes and equitable access to resources for each and every one of our students while facing unique challenges including deep student needs, persistently low student performance and declining enrollment.

To that end, Superintendent Torres-Rodriguez has embarked on a reimagining and restructuring process for our district. Guided by four principles heard from the community: Great Teaching and Learning in Every School; Safe and Equitable Access to Great Schools and Pathways; Expanded Family & Community Partnerships; and Fiscal Sustainability, the Board was presented with Restructuring Recommendations and Opportunities at the December 19, 2017 meeting, inclusive of:

- Neighborhood Elementary School ➔ Middle School ➔ High School structure that serves every Hartford community and supports more equitable access to schools, buildings, clear and logical pathways, and serve students in better facilities;
- Each school operating as a community school so we can build deeper partnerships and provide more services through our community experts;
- Creation of sustainably sized and structured schools that ensure more resources for needed programs.

These recommendations were informed by an in-depth district comprehensive study and expansive engagement of staff and the community to gather input regarding priorities. As part of the Restructuring Recommendations, schools have been recommended for closure and per School Closing Policy - 3600, require Board approval.

RECOMMENDATION

That the Hartford Board of Education approves the closures of the schools listed below and the components for the District Model for Excellence Summary of Recommendations.

a. Louis W. Batchelder Elementary School
b. Capital Community College Magnet Academy
c. John C. Clark Elementary School
d. Dr. Frank T. Simpson-Waverly Elementary School
## District Model for Excellence
### Summary of Recommendations

<table>
<thead>
<tr>
<th>June 2018</th>
<th>June 2019</th>
<th>June 2020</th>
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<tbody>
<tr>
<td>- Breakthrough North reconfigures</td>
<td>- Burns reconfigures</td>
<td>- Asian Studies reconfigures</td>
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<td>- Rawson reconfigures</td>
<td>- Wish reconfigures</td>
<td>- Burr reconfigures (Middle School)</td>
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<td>- MLK reconfigures and relocates</td>
<td>- SAND reconfigures</td>
<td>- Global reconfigures</td>
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<td>- High School, Inc. relocates</td>
<td>- Milner reconfigures and relocates</td>
<td>- Naylor reconfigures</td>
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<tr>
<td>- Montessori relocates</td>
<td>- High School, Inc., JMA, and Kinsella 9-12 relocates</td>
<td>- West Middle reconfigures</td>
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<tr>
<td>- Batchelder closes</td>
<td>- CCCMA closes</td>
<td>- Betances STEM relocates</td>
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<tr>
<td>- Simpson-Waverly closes</td>
<td>- Culinary closes</td>
<td>- Breakthrough North relocates</td>
</tr>
<tr>
<td></td>
<td><strong>Weaver Campus Opens</strong></td>
<td>- Central Office relocates</td>
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<td></td>
<td><strong>Milner Middle School Building Opens</strong></td>
<td>- MLK MS relocates</td>
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<td>- Pre-K Magnet relocates</td>
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<td>- Renzulli relocates</td>
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<td></td>
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<td><strong>MD Fox offers Dual Language</strong></td>
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*John c. Clark Elementary School officially closes
**Culinary Arts Academy officially closes per BOE vote on 1/19/2016
***Further analysis, dialogue and planning for future recommended on Magnet Schools for future recommendations to the BOE.
By 2020, we would have clearer pathways for all students in our neighborhood schools.
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AGENDA

ITEM # 2

NEW BUSINESS

APPROVAL OF: ENHANCED EDUCATIONAL SPECIFICATIONS FOR WEAVER HIGH SCHOOL

JANUARY 23, 2018

DR. TORRES-RODRIGUEZ

DR. COLON-RIVAS

BACKGROUND

In February of 2017, the Board of Education approved revised Educational Specifications for the construction of Weaver High School, which included language for a separate phase. Working together with input from the Weaver Steering Committee and its workgroups, the educational specifications were enhanced in greater detail.

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

RECOMMENDATION

That the Hartford Board of Education accepts and approves the enhanced Educational Specifications for the renovation of Weaver High School and authorizes submission of the documents to the Office of School Construction Grants for purposes of updating the project record.
EDUCATIONAL SPECIFICATIONS FOR
WEAVER HIGH SCHOOL and RICHARD J. KINSELLA
MAGNET SCHOOL OF PERFORMING ARTS

HARTFORD, CT

Approval by the Board of Education
January 23, 2018

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I. PROJECT RATIONALE and EDUCATIONAL MISSION

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

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

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

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

The 2017 revision to the academic programs is summarized below:

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

The new revisions propose to merge JMA and High School, Inc. into one school, Weaver High School, which will accommodate 500 students. This will allow to merge both school budgets, allowing for one Weaver culture, one school code, and stronger community involvement resting on this neighborhood school.

Weaver High School will include the current academic and industry themes, offering a National Academy Foundation (NAF) insurance and finance academy and a journalism and media academy. The NAF academy will maintain its relationships with local businesses and higher education institutions, and maintain operation of its Business Advisory Board to ensure that fidelity to the NAF model and thus, the best possible career preparation opportunities for students, are available. Other partnerships will include: The University of Connecticut and Central Connecticut State University.
II. FACILITY DESCRIPTION

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

- Existing auditorium and associated spaces will be retained and renovated.
- Academic space will consist of a reduced size and heavily modified space within the original academic wing.
- The building will be multi-story with full fire protection.
- All new and renovated construction will comply with current building, fire safety, high performance building and accessibility codes, will address current educational technologies (voice, data, wireless data and video) and anticipate the addition of future technologies and will utilize energy efficient materials and systems, including full air conditioning.
- Attention will be given to maximizing the use of natural lighting as appropriate to the programmatic use of the space.
- Building materials and finishes will be selected based on durability, ease of maintenance and lifecycle cost. Use of carpeting will be limited for indoor environmental reasons.
- The building will be designed to allow after hours use of the more public, multi-use spaces without compromising the security of the remainder of the building.
- State of Connecticut High Performance Building Standards will be the basis of design.
- Construction Standards of the Hartford Public Schools, as revised, are incorporated herein by reference and will inform the design.

III. 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 Weaver High School and Kinsella High School is a step in that
direction and will provide safe, secure and educationally appropriate space for all students.

Completing the new construction project for Weaver and Kinsella will enable the HPS to achieve many long-range plans:

- Provide safe and effective learning environments
- Enhance school safety and security and incorporate State recommendations
- 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 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
- Provide new core classroom instructional spaces, including art and music
- Provide Family resource/Community resource spaces
- Provide new educational media center
- Provide Multi-sensory room to accommodate children with disabilities
- Provide new heating, and cooling and piping central systems to improve indoor air quality
- Provide new electrical systems and infrastructure to allow for technology in all instructional spaces
- Provide new secure and efficient windows

IV. DESCRIPTION OF THE TWO HIGH SCHOOLS

The new building will co-locate the new Weaver High School and Richard J. Kinsella Magnet School.

Weaver High School

Our vision is that our students will graduate with the skills necessary to read, write, compute, and communicate effectively; think critically and creatively; work independently and collaboratively; and engage in innovative interdisciplinary analysis and complex problem solving. In order to achieve this vision, it is critical that we have in place a systematic set of procedures to monitor the performance of every student in every school with an eye to ensuring that we are increasing achievement for all students and eliminating gaps (to high academic standards) among all of our student groups.

Weaver’s academic and support programs are focused on opening doors to rigorous and relevant study for students. Students and their families are able to make choices regarding individual educational pathways based on opportunities offered through the Advanced Studies and Programs Office.

Weaver High School will engage and sustain partnerships with parents at all levels to support and improve academic and social skill development for all students. Schools will be guided in developing and conducting parent empowerment training to assist parents in overseeing their children's education. In addition, Weaver will continue to develop partnerships to support our students as they engage in real-world learning experiences, and our businesses and community members have been more than generous in contributing time, talent, and resources
to our schools. Building on our solid foundation, we will continue to strengthen existing partnerships and develop new ones, so that as many students as possible are able to learn from practitioners who are actively engaged in the kind of career in which they are interested. We see these business and community partnerships as an essential part of our instructional program.

**Academic Opportunities:**

Students at Weaver High School will receive a customized curriculum in a technology-rich environment with teachers who are practicing experts in their professional fields. Students benefit from a college-ready curriculum, infused with business and media literacy, which includes reading and writing for various formats while learning to understand the language and power the business and media world.

Currently, students are prepared to pursue post-secondary education in finance and media-related majors as well as careers in the finance, insurance and media industries. The NAF model creates partnerships between educators and business leaders, who secure internships, volunteer in classrooms, facilitate work-based learning activities, act as mentors and serve on the Advisory Board.

NAF’s educational design includes four essential elements of practice: academy development & structure, curriculum & instruction, advisory board, and work-based learning. These elements build on each other to ignite students’ passion for learning, support school and district priorities, and give businesses the opportunity to shape America’s future workforce.

The NAF educational design is flexible enough for high schools in all shapes, sizes, and communities to implement and still remain true to the four essential elements that are proven to lead to success. NAF works with high schools and school districts to implement the NAF educational design into their school setting and continues to support academies as they grow.

**Academy Development & Structure**

NAF academies are structured as small, focused learning communities that fit within and enhance high school systems, allowing NAF to become an integral part of a plan for higher achievement at low cost. NAF promotes open enrollment for its academies in order to maximize every student’s
chance at a successful future. The flexible structure encourages teacher collaboration across subject areas and fosters personalization to meet student, school, district, and state needs and goals.

Curriculum & Instruction

NAF provides a rigorous, industry-validated career-themed curriculum that incorporates current industry standards and practices, literacy strategies, and STEM integration. NAF’s instructional practices foster cross-curriculum collaboration so students can make connections across subject areas. The NAF curriculum is created in partnership with industry professionals and designed around projects that help students acquire valuable workplace skills and see their education as a step toward long-term career options. NAF empowers teachers to expand the boundaries of the classroom in non-traditional ways that ensure lessons have real-world application to growing industries.

Advisory Board

NAF advisory boards provide an essential bridge between schools and the workplace. Business people and community leaders volunteer on local advisory boards to play an active role in developing their future workforce by shaping talent in high school. Advisory board members collaborate with educators to inform curricula and help organize work-based learning activities. Advisory boards give students the opportunity to build relationships with mentors early and learn from successful adults.

Work-Based Learning

Work-based learning brings the classroom to the workplace and the workplace to the classroom. This instructional strategy provides students with a well-rounded skill set that goes beyond academics and includes the soft skills needed to succeed in college and the working world. NAF’s approach to work-based learning is centered on a continuum of work-based learning experiences beginning with career awareness activities, progressing to career exploration activities, and culminating in career preparation activities, including internships. Businesspeople guest speak in classrooms, host college and career skills workshops, and take part in mock interviews. Students have the opportunity to tour worksites, network with, and shadow business professionals. Work-based learning culminates in an internship that
allows students to apply their classroom skills and learn more about what it
takes to succeed.

Richard J. Kinsella - Magnet School of Performing Arts

The R.J. Kinsella Magnet School of Performing Arts community is dedicated to
creating an environment with strong academic and arts programs, which, when
integrated, acts as an important mechanism for transmitting knowledge and skills.
Preparing students in performance proficiencies plays an essential role in
developing persons equipped for the world of the 21st century. Performing arts
skills are infused into core academic curricula through intentional planning aligned
to grade level expectations, as well as state and national standards.

The curriculum is designed to meet students at their various levels of cognitive and
physical development. Planning among the performing arts staff and classroom
teachers revolves around incorporating core content within the performing arts
areas and vice versa. State and Local curriculum is expanded and enhanced
through arts infusion appealing to every student’s learning modalities.

The performing arts areas include: drama, dance, vocal and instrumental music,
production, musical theatre and digital theatre. The curriculum is aligned to
performing arts standards. Students in grades 9-12 pursue a performing arts major
through a conservatory style approach. Through the comprehensive training
program, students develop skills within their discipline and achieve age-
appropriate mastery within their art form. Each student is required to complete and
present an assessment-based portfolio demonstrating growth throughout the years.
Students in grades 9-12 work with an academic advisor to research, create, and
present their portfolio as a capstone to a committee as a prerequisite for graduation.

Celebrating the performing arts, building community and family partnerships, are
at the center of the program’s ongoing success.
V. SPACE PROGRAM

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

VI. BUILDING SYSTEMS

a. Security:

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

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

b. Public Address:

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

c. Technology:

Technology standards will be issued during the construction phase to afford access to the latest in networking technology. Wireless networking will be
considered where appropriate. Accommodations for student laptop computers and “Smart Boards” will be made.

d. Phone System:

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

e. Clock and Bell System:

The clock and bell system will serve all support and instructional spaces.

f. Fire Alarm:

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

VII. INTERIOR BUILDING ENVIRONMENT

a. Acoustics:

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

b. Lighting:

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

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

d. Plumbing:

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

e. Fire Protection:

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

f. Windows/Doors:

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

VIII. SITE DEVELOPMENT:

a. Site Acquisition:

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

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

c. Drives:

Existing points of access to the site will be maintained as appropriate. Consideration will be given to bus traffic, community access, parking locations, and student safety.

d. Walkways:

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

e. Outdoor Athletic Facilities:

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

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

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

IX. PROGRAM AREA OVERVIEW

The design and construction methodology must include a high degree of flexibility to accommodate program changes in the future. Furthermore, the Weaver building must be organized in a manner which ensures a sense of community and a personalized educational experience for each student.

Listed below is an overview of each program area to be included in the facilities at the Weaver building. Special features of the school, such as furniture, equipment, technology, and site are also described.

a. 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 throughout the building.

b. Media Center

The Media Center provides appropriate materials to support and enrich the curriculum. The program is planned so that instruction is integrated with the classroom and meets the needs of the individual student. The Media Center is arranged for individuals, as well as large and small groups, as they engage in creative inquiry and discovery. A wide variety of varying levels of media is available for student and staff use. The Media Center is divided into areas according to function. The functional areas should be distinct from those areas where interaction most frequently occurs, placed near to one another. It is also essential to view multimedia presentations in various areas of the reading room.
without darkening the entire area. The work and traffic flow of all media program activities should be analyzed to ensure specification of the best possible functional relationships.

c. Television Station, Radio Station

Media is a conductor of powerful connotations and denotations of meaning in our society; radio broadcasting is one part of this. Students engaging with learning the construction of radio broadcasting might not only find a voice for their own future, but an understanding of how to deconstruct in order to reconstruct the meanings in various media; thereby, skilling themselves with some important aptitudes for their adult lives.

Weaver will house and run the district's television station, Channel 19, and radio station WQTQ. A programmatic and educational collaboration with Connecticut Public Broadcasting Network will continue to enhance the program. At Weaver we were using broadcasting as a 'vehicle' to engage students in an unstructured, problem solving, technology rich, literacy building learning experience. Broadcasting for radio requires developing organizational, planning, scripting, audio editing, mixing and audience knowledge, ethical understanding (around language), oral, media and presentation skills.

Note: Additional partnerships with the Barney School of Business at the University of Hartford are being explored.

d. Core Academics & Special Needs

The Weaver 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, 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.

e. Career and Technical Education Program Integration

The Hartford Public Schools Office of Academics/Department of College and Career Readiness recognizes the importance of providing college and career readiness opportunities for all its students. The learning communities in Weaver will have Career and Technical Education (CTE) programing integration. The
following CTE programs are being considered to enhance the current programs at Weaver High School.

The CTE programs will provide students with pathways to careers for each respective program post-graduation from secondary and post-secondary school. CTE will not only enhance the learning communities at Weaver High School but will enrich synergies between academics and increase utilization of shared resources and space to provide comprehensive learning experiences for all students.

Hartford Public Schools Office of Academics and Department of College and Career Readiness will continue to enhance and develop ECE learning opportunities with existing collegiate partners for students to earn college credit while in high school and partner with faculty to help facilitate student participation in student professional organizations. Curriculum and cooperative work pathways will be customized per the Connecticut State Department of Education College and Career Pathways Guidelines to increase student success during and after their high school career.

Lastly, Hartford Public Schools has a phased plan in development to ensure all business teachers at High School Inc. are CTE certified and teaching CTE courses. CTE certified business teachers in High School Inc. Additional teachers will be identified and trained to address capacity building, sustainability, and growth of the CTE program.

f. The Arts

The visual art, music, drama, and dance curriculum are key academic areas which elicit student expression, creativity, and critical thinking skills and provide students with an opportunity to make connections between the arts and other core content areas. 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.
g. Dance

The dance program offers unique experiences and empowers students to explore realities, relationships, and ideas through physical movement. Ballet, modern dance, jazz, theatre jazz and contemporary dance are amongst the dance forms offered. The various dance styles provide students a vehicle to explore historical, cultural periods and increase awareness of heritage and traditions of their own and with others. A continuum of dance training provides building blocks for students to choose dance all four years, and prepare for a career in the industry.

In addition to performing, students choreograph and create with whole body movement. Students explore the range of dance actively and analyze exemplars of each style. The dance program allows students the opportunity to strengthen decision-making skills, develop creative thinking, and develop artistic expression through original choreography. Beyond the art form, students develop self-discipline and healthy bodies that move expressively, efficiently, and safely.

Additionally, dance engages and motivates all students through active learning, critical thinking, and innovative problem solving. Through dance, each student increases cognitive functioning and employs higher-order thinking, communication, creativity and collaboration skills— all 21st Century skills that apply to most careers and pathways.

h. Interscholastic Athletics

Hartford Public Schools will provide Interscholastic and intramural athletic programs that will ensure and enhance the quality of life, school pride and educational values for Weaver High School students. Athletics will foster competitive social, emotional and physical growth that will help young men and women learn how to commit, understand the value of teamwork and learn leadership skills, resulting in graduates who will be able to enter the community and become constructive, contributing members of society. Athletic programs will provide students:

1. Competitive experiences that will enhance their mental and physical development
2. Varied and diversified program designed to instill good character and teach sound values
3. Effective services based on principles of behavioral guidance.
Through interscholastic athletics, students learn rules, basic skills, and knowledge of the sports in which they compete. They learn to execute the proper techniques of the sport as well as to accept responsibility for self and team. Students also learn to utilize resources to aid their growth and academic development.

Based on the Educational Framework for Athletics developed by SUNY Cortland, Hartford Public Schools will incorporate skills that link educational goals to character and youth development. The educational goals for quality interscholastic and intramural athletic programs are to provide students:

Competence – A student athlete in a quality program is competent in terms of: Skill Development, Knowledge of the game, Strategies, Fitness/Conditioning, Healthy behavior

Character – A student athlete in a quality program demonstrates: Responsibility, Accountability, Dedication, Trustworthiness/Fair play, Self Control

Civility – A student athlete in a quality program demonstrates civility toward others, showing: Respect, Fairness, Caring

Citizenship – A student athlete in a quality program demonstrates citizenship through actions showing evidence of: Loyalty/Commitment, Teamwork, Role Modeling

Competitiveness – A student athlete in a quality program demonstrates competitiveness through actions including: Establishing goals and Sense of Purpose

Hartford Public Schools will provide the following Varsity Athletic Programs: Boys and Girls Soccer, Football, Girls Field Hockey, Girls Volleyball, Boys and Girls Cross Country, Boys and Girls Swimming, Girls Gymnastics, Boys Wrestling, Boys and Girls Indoor Track, Boys and Girls Basketball, Baseball, Softball, Boys and Girls Outdoor Track, Boys and Girls Tennis, Boys and Girls Lacrosse and Boys and Girls Golf.

Hartford Public Schools recognizes that interscholastic and intramural athletics are linked to the objectives of the educational program. Athletics will support the academic mission of each program. Hartford Public Schools will provide education based interscholastic and intramural athletic programs. Athletics unifies. Both programs will be an integral part of the total educational program at Weaver High.
School, connecting each learning community, promoting school pride and providing college and real-world readiness. Students will apply their knowledge from their field of study onto the playing field. Students will develop their journalism, business and performing arts expertise around interscholastic and intramural athletics. The athletics programs will help Weaver High School students transition their classroom knowledge to real world experience. Thus providing students a platform to present mastery of their acquired skills ensuring students are engaged and truly at the center of their learning.

Students who have extra-curricular interest in journalism, broadcast media, reporting and TV production will develop pre-post game programs, call and announce games to enhance sport participation and viewership and manage master control rooms.

Students who have extra-curricular interest in performing and music arts, band, strings, choir, dance and acting will develop traditional and non-traditional entertainment for pep rallies, pre and mid game performances and will pursue commercial services for sponsorship opportunities.

Students who have extra-curricular interest in finance and various business subjects will manage Weaver’s sports teams’ marketing, sponsorship and fundraising opportunities.

**Interscholastic Athletics Building and Equipment Needs:**

**Doc Hurley Field House:**
- Acoustical treatment
- ADA complaint spectator seating
- ADA compliant building standards
- Air conditioning
- Administrative and Classroom Areas
  - Coaches Conference Room
  - PE Offices
  - PE, Coaches and Referee Showers and Restroom
- Hall of Fame Wall and Weaver History Room
- Interactive Video Matrix Scoreboard (Center Court or Wall)
- Intercom communication to main office, athletic offices, locker rooms, all athletic facilities and control room
- Laundry Area
• Block walls covered with epoxy paint
• Concrete Floor
• Washers and Dryers
• Locker Rooms – 2 separate areas for boys and girls and enclosed spaces for unisex or transgender persons
  o Bathrooms with stalls
  o Chalk talk/film classroom
  o PE lockers
  o Service Basin
  o Showers with stalls
  o Unisex changing area
  o Varsity locker room area
  o Visiting team locker room area
  o Water Cooler/Fountain
• Multiple electrical outlets throughout Fieldhouse and support spaces
• Multiple flooring options:
  o Multipurpose flooring for multiple sports i.e. Basketball, Volleyball and Track
  o In-floor/recessed volleyball standards/floor plates
  o Lining for Basketball, Volleyball and 4 lane practice Track
• Public address and Sound System
• Roll-up vinyl mesh half-court dividers
• Soft color, dimmable lighting
• Storage/Equipment Areas
  o Double Doors or roll-up doors where necessary
  o Humidity control system
  o Lockable cabinets
  o Storage, Shelving System for existing and additional storage areas
• Telephone
• Ticketing/Vencing and Concession Area
• Wireless/internet access to support at least 30 mobile devices
• Wrestling mat lift storage system:

Natatorium:
• Pool Area
  o ADA compliant seating gallery
  o ADA compliant Pool lift
  o Dimmable Lighting
  o Lane Lines
  o Rolling lanes
  o Starting blocks
- Intercom communication to main office, athletic offices, locker rooms, all athletic facilities and control room
  - Pool Locker Rooms — 2 separate areas for boys and girls and enclosed spaces for unisex or transgender persons
    - Bathrooms with stalls
    - Block Walls covered with epoxy paint
    - Non-slip tiled floor
    - PE sized lockers
    - Service Basin
    - Showers with stalls
    - Unisex changing area
      - Water Cooler/Fountain

Training Facility Rooms:
- Team Preparation and Treatment Area — Will assist in therapeutic modality applications, manual therapy treatments simultaneously. Adjacent to Rehabilitation Area or Locker Rooms. Accessible to all.
  - At least 2-3 treatment tables
  - Biohazard waste containers
  - Block walls covered with epoxy paint
  - Cabinets for storage and countertops
  - Ceiling with minimum height of 10 feet (11 to 12 is desirable) covered with acoustical tiles
  - Indirect fluorescent lighting
  - Double basin stainless steel sink
  - Double doors for entering/exiting
  - Electrical Outlets placed every 6 feet
  - GFI-rated outlets at each treatment site and above the counter on either side of the sink
  - Intercom communication to main office, athletic offices, locker rooms, all athletic facilities and control room
  - Moveable carts to transport therapeutic equipment and storing supplies
  - Suspended curtain systems around training tables for privacy
  - Telephone
  - Therapeutic equipment: ultrasound machine, muscle stimulator, etc.
  - Tile floor with drains
- Wet Space — Area includes whirlpools, ice machine, refrigerator, rolling carts and storage for large drink containers
  - Block Walls covered with epoxy paint
  - Ceiling with minimum height of 10 feet (11 to 12 is desirable) covered with acoustical tiles
  - Deep double basin stainless steel sink
- GFI electrical supply for whirlpools and ice machines
- Non-slip tiled floor
- Recessed plumbing for whirlpools
- Service basin
- Storage Area for drinking containers and water bottles

**Office Area – Athletic Trainer and Physician**
- A sight line to all areas in training room
- Adjacent to wet and dry storage areas
- Block walls with epoxy paint with windows addressing each area of the training room
- Lockable File and storage cabinets
- Workspace with computer and telephone

**Examination Space – To be used as Physicians examination room**
- 1 examination table
- Single sink basin
- Storage cabinets with countertop

**Rehabilitation Area – Will contain therapeutic exercise and wellness equipment**
- A/V system(s)
- Block walls with epoxy paint with glass walls and customized Weaver graphic addressing each area of the training area
- Ceiling with minimum height of 10 feet (11 to 12 is desirable) covered with acoustical tiles
- Customized weight training platforms with racks
- Double doors for entering/exiting
- Electrical Outlets placed every 6 feet
- Free-weights
- Indirect Fluorescent or dimmable lighting
- Intercom communication to main office, athletic offices, locker rooms, all athletic facilities and control room
- Mechanized, motorized, and pinned strength training equipment for exercising shoulders, arms, back, hips, thighs, knees and ankles
- Rubberized roll-out sports surface e.g. Mondo 7
- Acoustical treatment
- Space for running, jumping and throwing activities
- Telephone

**Wellness and Fitness Area / Weight and Strength Training Area:**
- See Rehabilitation Area above.

**Outdoor Facilities:**
- Stadium field with synthetic turf for multiple sports; Football, Field Hockey, Soccer, Lacrosse and Track and Field
- 8-Lane 400m Track
- ADA complaint spectator home and visiting team seating
- Concessions area top of hill
- Field lighting
- Interactive Video Matrix Scoreboard
- Intercom communication to main office, athletic offices, locker rooms, all athletic facilities and control room
- Outdoor storage
- Pressbox with public address system, wireless internet for 30 devices, heated and air conditioned) Restroom access in school building
- Long Jump, High Jump, Discus, Shot Put, Javelin and Pole Vault
- Telephone
- Turf Field with customized Weaver graphic

- Baseball and Softball Fields
  - Dug our:s with storage area (desired)
  - Portable public address system
- Tennis Courts (desired)
  - Repair or replace fence
  - Repair or replace nets
  - Resurface court

### Physical Education

The purpose of Weaver/Kinsella physical education program is to instill in all students the knowledge, skills, and desire to live healthy and physically active lives. In physical education, students acquire knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. Developmentally appropriate practices in physical education accommodate individual differences such as age, previous movement experiences, cultural identity, fitness capabilities, and skill levels. An instructionally sound physical education program must incorporate the best known and current practices, derived from both research and experienced experts in the field of physical education.
The goal of the Weaver/Kinsella physical education program is to prepare students to become responsible citizens who are both physically educated and health literate. Students develop and apply their knowledge and skills in general, concentrated, and specialty physical education courses. Students receive instruction in fitness and skill performance through movement-based tasks and the implementation of personalized fitness and physical activity plans. Students demonstrate and model responsible personal and social behavior to promote a sense of community and a safe, healthy environment for all. Students receive instruction to acquire knowledge and skills necessary to transfer their learning outside of the school setting and throughout their lives to become healthy, active individuals.

**j. Pool**

Any swimming facility sponsored by the Hartford Public Schools must be designed foremost for instructional purposes. Such design allows the teaching of basic swimming strokes, general water safety and lifesaving. Recreational swimming for students and the community is a valuable by-product of an instructional swimming program and should not be overlooked in planning the facility. It would be optimal to have a competition pool facility. Per NFHS standards, competitive swimming pools should include 6 lanes in width and 25-yards in length. All required support facilities should be included adjacent to pool facilities as needed. These facilities include, but are not limited to locker rooms, restrooms, spectator seating, chemical storage, pump / filtration rooms, custodial facility/storage, and scoring area with timing system, sound system, Aid supplies, AED machine, rescue tubes, reaching poles and a backboard must be included and located around the pool as required. Handicap accessible lift should be provided at the shallow end of the pool. Adequate drainage is needed around the pool deck, showers and locker room areas. Finishes should be impervious and non-corrosive. Pool facility design should incorporate materials that can reduce acoustic reverberation and appropriate ventilation/dehumidification. Supervision is paramount to ensuring that all users can enjoy the pool safely with following protocols in the Hartford Public Schools Swimming Pools Regulations and Policy Manual, offices, deck space and benches along the walls of pool deck.
x. Auditorium

The Auditorium is a multi-purpose instructional space shared by the entire school and community, suitable for performing arts instruction, performances in music, dance and drama, and should have adequate space for visual arts exhibits. These spaces must provide adequate seating for school and community assemblies, large classes and musical/theatrical production. Proper lighting, sound and acoustic treatments should be incorporated into the design. The Auditorium should support flexible scheduling allowing for large and small groups rehearsing, performing, listening and viewing. The Auditorium will provide students with opportunities to apply skills needed for the management of various performing arts formats and technologies such as directing, producing, stage management and operation of theatre lights and sound. Auditorium seating capacity is approximately 1350 plus wheelchair spaces per ADA.

1. Community Spaces

Since the community will use these spaces after school hours, location of the cafeteria/multipurpose 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, teacher’s 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.

m. 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 captivate 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.

n. Student Dining and School Nutrition

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.

The School Nutrition program provides a nutritious breakfast and lunch each day for students, teachers, administrators and visitors to the school. The school nutrition program provides nutritious meals as well as striving to involve students, parents, and teachers in the program. The cafeteria serves as a learning laboratory for developing good food habits and nutrition education for students. The dining room should have the capacity to seat students to accommodate local school scheduling of lunch periods.

o. 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 with direct access to copiers, multi-media equipment, and telephones will be provided. Teacher preparation areas should be located in close proximity to classrooms.
p. **Technology**

The facility will contain the latest in technology and be wired for voice, video and data throughout the building. It is intended that access to technology will be seamless and pervasive throughout the building.

q. **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.

r. **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.

s. **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 exploration. The outdoor site will serve as a pro-active learning environment as well.

X. CONSTRUCTION BONUS REQUESTS

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

XI. Community Partnerships and Engagement:

Weaver High School builds strong, sustainable, and effective partnerships with community partners to support and celebrate the academic achievement and social skill development of all students. This is accomplished by engaging key community stakeholders in collaboration with the schools to create, implement, and measure solutions that address improved student achievement.

Connecticut Public Broadcasting Network (CPBN). This partnership offers students a new and exciting learning environment, where core curriculum is combined with must-have understanding of the role of media across industries. Students spend a portion of their time at CPBN’s spectacular satellite campus, working with industry experts to further their individual passions, and continuing to strengthen their academic development. Senior year at the Academy is essentially an intensive internship where students create professional-level media projects and a portfolio of work to present to colleges and potential employers, amidst an environment infused with academic excellence.
Weaver High School will continue its relationships with Travelers, The Hartford Insurance Company, Aetna, The University of Connecticut and Central Connecticut State University, Blue Hills Civic Association, Corporate members of the High School, Inc., Business Advisory Board, University of Hartford.

A programmatic and educational collaboration with Connecticut Public Broadcasting Network will continue to enhance the program. The school will also house and run the district’s television station, Channel 19, and radio station WQTQ. Additional partnerships with the Barney School of Business at the University of Hartford are being explored.

The responsibility for student achievement, school preparation, social skill development, and readiness for colleges and careers lies with the school system, families, and the larger community. The community engagement strategies ensure deliberate actions that involve schools with the entire school community to support student success. It takes educators reaching out into the community and parents and community members coming to schools to create structures and cultures that assist students in achieving in school and in preparing for life.

XIII. COMMUNITY USES

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

PTO will use the media center and conference rooms for meetings before and after school, the media center may be offered as an after school community resource

The City of Hartford Recreation Department may use the fields, field house and pool for activities outside of school hours

Summer Enrichment Programs will be held here
Neighborhood and City-wide Community Meetings take place in the evenings

Youth club programs will be run here after school

Community productions may occur in the auditorium during summer evenings and at selected times during the school year.
AGENDA

ITEM # 3

NEW BUSINESS

SECOND READING & ADOPTION:
VARIous POLICIES

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 second reading and adopts 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, 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 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 race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, 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 any employment decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and terminations on the basis of race, religion, color, national origin, age, sex, sexual orientation, veterans' status, disability, marital status, present or past history of mental disorder, mental retardation, learning disability or physical disability, or abilities unrelated to the performance of the duties of the position. 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.

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 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 Reference: Connecticut General Statutes:
10-153 Discrimination on account of marital status.
46a-60 Discriminatory employment practices prohibited Connecticut Fair Employment Practices Act.
46a-81a Discrimination on the basis of sexual orientation: Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment
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, 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, 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-3-1-a, et seq.
Discrimination on basis of sexual orientation
PA 11-55 Discrimination on account of gender identity or expression
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AGENDA

ITEM # 4

NEW BUSINESS

JANUARY 23, 2018

SECOND READING & ADOPTION: PROPOSED
SCHOOL CALENDAR 2018-19

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 legislation created a State Task Force that facilitated a process to allow school districts and other representatives in the Greater Hartford Area to come to an agreement around the adoption of a regional calendar

RECOMMENDATION

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

### July

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### October (23)

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### November (18)

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### June (5)

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### 2018-19 School Year Calendar For Hartford Public Schools

- Jul 4: Independence Day (TD) District Closed
- Jul 10: Elementary Early Start Begins (ESB)
- Aug 3: Elementary Early Start Ends (ESE)
- Aug 6, 7, 8: New Leader On-Boarding - All Only (NLO)
- Aug 13, 14, 15: Administrator Full Day PL 20.8
- Aug 16, 17, 18, 19: New Teacher Induction (NTI)
- Aug 22: Full Day Professional Learning (PL)
- Aug 23: Full Day Professional Learning (PL)
- Aug 27: Convocation/ Professional Learning (PL)
- Aug 28: First Day of School (FD)
- Sept 3: Labor Day (LD) District Closed
- Sept 5: Professional Learning (PL)/ Early Release
- Oct 3: Professional Learning (PL)/ Early Release
- Nov 6: Full Day Professional Learning (PL)
- Nov 12: Veterans Day (VD) Schools Closed
- Nov 21: Early Release Students & Teachers
- Nov 22-23: Thanksgiving Recess (TR) District Closed
- Dec 5: Professional Learning (PL)/ Early Release
- Dec 24-31: Winter Recess (WR) Schools Closed
- Jan 1: New Year Day (NYD)
- Jan 9: Professional Learning (PL)/ Early Release
- Jan 21: Martin Luther King (MLK) District Closed
- Feb 18: Presidents Day (PRD) District Closed
- Feb 19: Full Day Professional Learning (PL) No School for Students
- Mar 6: Professional Learning (PL)/ Early Release
- Apr 8-12: Spring Recess (SR) Schools Closed
- Apr 19: Good Friday (G) District Closed
- May 15: Professional Learning (PL)/ Early Release
- May 27: Memorial Day (MD) District Closed
- June 7: Last Day of School/ Early Release Students Only
- June: Make Up Snow Days Will Be Added in June
- June 17, 18, 19: Administrator Full Day Professional Learning (PL) 2019 (If no snow days)

### Legend:

- ○ Elementary Early Start
- ○ Administrator PL
- • Teacher Full Day Professional Learning
- ✫ Early Release for PL

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

ITEM # 5

NEW BUSINESS

ACTING
ADMINISTRATIVE ASSIGNMENTS

JANUARY 23, 2018

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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sean Tomany</td>
<td>$129,874</td>
<td>Acting Principal, University High School of Science and Engineering</td>
<td>January 5, 2018</td>
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<tr>
<td>Jennifer Blue</td>
<td>$127,136</td>
<td>Acting Principal, Milner Elementary School</td>
<td>February 5, 2018</td>
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AGENDA

ITEM # 6

NEW BUSINESS

JANUARY 23, 2018

CONTRACT CONTINUATION APPROVAL:
DISCOVERY CENTER

DR. TORRES-RODRIGUEZ
DR. CARBONE/MR. SWAN

AMOUNT
$175,000

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

The contract with the Discovery Center would continue the work HPS began during 15-16 and 16-17 school years to ensure systemic racial equity is institutionalized at our schools and end racial disproportionality in school discipline for students of color. This year’s work supports the implementation of the Whole Student Framework’s theory of change: to cultivate equity and excellence by providing a physically, emotionally and intellectually safe environment supported by collaborative and culturally responsive teaching and learning. Three levels of engagement and learning are embedded in this contract:

- Level 1 learning is available to all HPS staff and volunteers as Web-based Seminars with Zaretta Hammond focused on 'Culturally Responsive Instruction & Pedagogy';
- Level 2 learning activities support the use and analysis of the the Equity Audit Process to inform school based practices;
- Level 3 learning continues the work with district administrators to Establish Common Language supporting and providing learning spaces for our administrators to develop equity plans for the 18-19 school year related to race, equity, and cultural responsive pedagogy.

In addition to the work with HPS administrators, programming is available to the district as a whole; TDC will support the needs of individual school communities in the form of school-based technical assistance.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with the Discovery Center for the terms delineated in the contract at a cost not to exceed $175,000.
DISCOVERY CENTER

SCOPE OF SERVICES

2017-18 Partnership between Hartford Public Schools (HPS) & The Discovery Center (TDC)

Section 1 outlines a 3-level approach to address system level needs.

Section 2 (the blue chart) provides an update on the requests for technical assistance received from individual schools. Costs are accounted for in each school’s budget and have already been designated for work with TDC.

Updated Concept for HPS & TDC Partnership:

Level 1: The following programming and activities are available to all HPS district staff and volunteers:
- E3 Web-based Seminar with national expert Zaretta Hammond: ‘Culturally Responsive Instruction & Pedagogy’
  - Pre-reading
  - Discussion and dialogue guide
- General Enrollment Equity Workshops
  - HPS will determine a strategic plan about who should attend (i.e. all school counselors; or, all support staff from a single school, etc.)

Level 2: Coaching and support for Equity Audits
- HPS will identify schools prepared to lead the Equity Audit Process. The process includes:
  - Equity Index
  - Equity-Informed Staff Survey
    - Support to be provided for each school leadership (team):
      - Training and preparation to implement each tool
      - TDC staff will co-facilitate the Equity Index process with HPS staff at their school
      - TDC will generate a customized report
      - TDC will help present the data at each school
      - TDC will facilitate data analysis and action planning with school leadership
      - TDC will provide additional coaching and consultation as needed
Level 3: Administrator Retreat “Equity: Knowing, Being, & Doing”

TDC will facilitate a two-day retreat for HPS Administrators and Central Office Staff. The following provides a sample of programming:
- Establish Common Language: Equity, Race, Racism, Justice, White Privilege, Culturally Responsive Pedagogy, etc.
- Identity Development

Section 2:

In addition to our work with the HPS administrators and the programming available to the district as a whole, TDC is also prepared to respond to the needs of individual school communities in the form of school-based technical assistance. The chart below provides information about the requests that we have received to date for the 2017-18 school year. We expect additional requests and will create customized programming depending on the needs of a school community.

In accordance with our terms from last year, the cost of each program will be developed based on a rate of $200/hr per facilitator.

### Requests for School-based Technical Assistance

<table>
<thead>
<tr>
<th>School</th>
<th>Contact</th>
<th>Services Requests</th>
<th>Budget Note: These are preliminary estimates</th>
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<tbody>
<tr>
<td>BSTEM &amp; Pathways to Technology</td>
<td>Curtis Porter</td>
<td>Training for Staff &amp; Students to ensure an equitable transition from 8th grade to High School</td>
<td>$9,000 (supported by a grant from Travelers)</td>
</tr>
<tr>
<td>Pathways to Technology</td>
<td>David Goldblum</td>
<td>Training for Staff and Students</td>
<td>$4,400</td>
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<tr>
<td>SAND</td>
<td>Romy Garcia</td>
<td>Staff PD</td>
<td>$10,000</td>
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<td>Renzulli Academy</td>
<td>Freddie DeJesus</td>
<td>Staff PD</td>
<td>$20,800</td>
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<td>HPS Adult Education</td>
<td>Kinsella</td>
<td>Ken O'Brien</td>
<td>Staff PD</td>
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<tr>
<td>Great Path Academy</td>
<td>Tory Niles</td>
<td>Training for staff and students</td>
<td>$18,000</td>
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Total shall not exceed $175,000

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<thead>
<tr>
<th>Component</th>
<th>Cost</th>
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<tr>
<td>E³ Web-based Seminar: Culturally Responsive Instruction</td>
<td>$5,400</td>
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<tr>
<td>General Enrollment Equity Workshops</td>
<td>TBD: Based on district priority and with funds remaining within contract budget.</td>
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<tr>
<td>• 2-hour workshop: $50/participant</td>
<td><strong>Not to exceed:</strong> $27,600</td>
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<td>• 6-hour workshop: $150/participant</td>
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<td>• 12-hour workshop: $275/participant</td>
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<tr>
<td>Equity Audit: Cohort Support for 6 Schools</td>
<td>$16,800</td>
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<tr>
<td>Administrator Retreat</td>
<td>$25,200</td>
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<tr>
<td>School-based Technical assistance</td>
<td>Designated Estimates: $62,200</td>
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<td>• $200/hr per facilitator</td>
<td>Undesignated: $37,800</td>
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<td><strong>Not to exceed:</strong> $100,000</td>
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<td><strong>Total</strong></td>
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RESOLUTION OF THE BOARD OF EDUCATION FOR HARTFORD PUBLIC SCHOOLS APPROVING THE APPOINTMENT OF THE SUPERINTENDENT AS THE AUTHORIZED SIGNATORY FOR HARTFORD PUBLIC SCHOOLS

BE IT RESOLVED, that the Hartford Board of Education for the Hartford Public Schools designates its Superintendent of Schools, Dr. Leslie Torres-Rodriguez, as the authorized signatory for the district on approved contracts, grants, etc. in compliance with district policy; effective December 9, 2016; and

BE IT FURTHER RESOLVED, that in the absence of the Superintendent, the Board of Education designates its Deputy Superintendent, Dr. Alberto Vazquez Matos, as the authorized signatory for the district on approved contracts, etc. in compliance with the district’s policy; effective January 24, 2018.

Adopted: June 17, 2014

Craig Stallings, Secretary
Hartford Board of Education

Dated: January 23, 2018