I. Call to Order
II. Roll Call
III. Opening Statement
IV. Dialogue Session
1. Parent and Student Comment
2. Public Comment
V. Board of Education Annual Organizational Meeting
   A. Election of Officers: Chair, Vice-Chair, Second Vice-Chair and Secretary
VI. Oath of Office
VII. Reports
1. Report of the Chair
2. Report of the Superintendent
   o 2nd Quarter Financial Report as of December 31, 2017
3. Committee Reports
   o Finance & Audit Committee
   o Teaching & Learning Committee
   o Family & Community Engagement Committee
   o Policy Committee
   o School Choice & Facilities Committee
VIII. Business Agenda
A. Items in Order of Importance
1. Administrative Appointment (Supt et al.)

   That the Hartford Board of Education approve the Superintendent’s recommendation to appoint Edward “Gus” Jacobson to the position of Principal at Noah Webster Magnet 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: 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

4. Acceptance of Funds: Title IV, Part A, Elementary and Secondary Education Act (ESEA) $211,247 (Supt et al.)

Hartford Public Schools has received a grant from Title IV, Part A of the Elementary and Secondary Education Act (ESEA) which requires that grantees address three areas; Safe and Healthy Students, Well-Rounded Education, and Effective Use of Technology, as well as targeting the district's neediest schools.

- Safe and Healthy Students ($130,710): purchase of Second Step curriculum materials and parent activities to support the district's Whole Student framework at Burns Latino Studies, M.D. Fox, M.L. King, Milner, SAND, Simpson-Waverly and Wish.

- Well-Rounded Education (49,623): AP training, NGSS training and expenses related to college laboratory visits.

- Effective Use of Technology ($30,914): training for Second Step Mind Yeti, PD on the use of technology to support student learning (Education Elements) and the purchase of Second Step Mind Yeti licenses.

That the Hartford Board of Education authorizes the Superintendent to accept a total of $211,247 from Title IV, Part A of the Elementary and Secondary Education Act Grant

5. Acceptance of Funds: UCONN/Wallace Foundation $66,250 (Supt et al.)
The Neag School of Education/UCONN has a four year Wallace Foundation grant to partner with three districts (Hartford, New Haven, Meriden) focused on improving leadership development and pre-service principal preparation programs. Hartford will be supported with funds from UCONN to assist us in building a leadership tracking system as well as to strengthen our in-district leadership development programs. This is year 2 of the 4 year grant.

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $66,250.00 from the University of Connecticut Neag School of Education.

5. Resolution: Appointment of School Building Committee Member (The Board)

Resolution: Appointment of School Building Committee Member (The Board) Special Act 01-7 established a Hartford School Building Committee (HSBC) to oversee all school construction projects taking place in the Hartford Public Schools. Three members of the HSBC must be selected and approved by the Board of Education.

Currently Board members Craig T. Stallings, Michael Brescia and Dr. Leslie Torres-Rodriguez are appointed members of the committee.

That the Hartford Board of Education appoints Kimberly Oliver to serve on the Hartford School Building Committee in the place of Michael Brescia.

C. Executive Session (Pending Litigation)

IX. Adjournment
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AGENDA

ITEM # 1

NEW BUSINESS

FEBRUARY 20, 2018

DR. TORRES-RODRIGUEZ
MS. BANKS

ADMINISTRATIVE ASSIGNMENT

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 individual to the position indicated:

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward &quot;Gus&quot; Jacobson</td>
<td>$133,955</td>
<td>Principal, Noah Webster Magnet School</td>
<td>February 21, 2018</td>
</tr>
</tbody>
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AGENDA

ITEM # 2

NEW BUSINESS

APPROVAL OF: ENHANCED EDUCATIONAL SPECIFICATIONS FOR WEAVER HIGH SCHOOL

FEBRUARY 20, 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 Hugh 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 sustains 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. Business people 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 it will enrich synergies between academies and increase utilization of shared resources and space to provide comprehensive learning experiences for all students.

Hartford Public Schools Office of Academies 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 team work 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 complaint 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
  - Bathrooms with stalls
  - Chalk talk/film classroom
  - PE lockers
  - Service Basin
  - Showers with stalls
  - Unisex changing area
  - Varsity locker room area
  - Visiting team locker room area
  - Water Cooler/Fountain
- **Multiple electrical outlets throughout Fieldhouse and support spaces**
- **Multiple flooring options:**
  - Multipurpose flooring for multiple sports i.e. Basketball, Volleyball and Track
  - In-floor/ recessed volleyball standards/ floor plates
  - 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**
  - Double Doors or roll-up doors where necessary
  - Humidity control system
  - Lockable cabinets
  - Storage, Shelving System for existing and additional storage areas
- **Telephones**
- **Ticketing/Vending and Concession Area**
- Wireless/internet access to support at least 30 mobile devices
- **Wrestling mat lift storage system**

**Natatorium:**

- **Pool Area**
  - ADA compliant seating gallery
  - ADA compliant Pool lift
  - Dimmable Lighting
  - Lane Lines
  - Rolling lanes
  - 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
  - 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
o 8-Lane 400m Track
  o ADA complaint spectator home and visiting team seating
  o Concessions area top of hill
  o Field lighting
  o Interactive Video Matrix Scoreboard
  o Intercom communication to main office, athletic offices, locker rooms, all athletic facilities and control room
  o Outdoor storage
  o Pressbox with public address system, wireless internet for 30 devices, heated and air conditioned) Restroom access in school building.
  o Long Jump, High Jump, Discus, Shot Put, Javelin and Pole Vault
  o Telephone
  o Turf Field with customized Weaver graphics

• Baseball and Softball Fields
  o Dug outs with storage area (desired)
  o Portable public address system

• Tennis Courts (desired)
  o Repair or replace fence
  o Repair or replace nets
  o Resurface court

1. 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 tantamount 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.
k. 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.

l. 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.

ii. 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.

iii. 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
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, amid 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: PROPOSED
SCHOOL CALENDAR 2018-19

FEBRUARY 20, 2018

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

**Legend:**
- ○ Elementary Early Start
- * Administrator Pl.
- † Teacher Full Day Professional Learning
- ☺ Early Release for PL

### 2018 School Year Calendar For Hartford Public Schools

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<th>Year</th>
<th>Week</th>
<th>Event</th>
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<td>4</td>
<td>Independence Day (ID) District Closed</td>
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<tr>
<td></td>
<td>5</td>
<td>Elementary Early Start Begins (ESB)</td>
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<td>6</td>
<td>Elementary Early Start Ends (ESE)</td>
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<td>7</td>
<td>New Leader On-Boarding - AM Only (NLO)</td>
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<td>Administrator Full Day PL 2018</td>
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<td>New Teacher Induction (NTI)</td>
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<td>31</td>
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**2019 School Year Calendar For Hartford Public Schools**

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<td>Make Up Snow Days Will Be Added in June</td>
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<td>Administrator Full Day Professional Learning (PL) 2019 (If no snow days)</td>
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Parents: Check with your school for Parent Conference Early Release Days.
AGENDA

ITEM # 4

NEW BUSINESS

ACCEPTANCE OF FUNDS:
TITLE IV FUNDS - ELEMENTARY & SECONDARY
EDUCATION ACT GRANT (ESEA)

AMOUNT
$211,247

FUNDING SOURCE
TITLE IV, PART A OF THE ESEA

BACKGROUND

Hartford Public Schools has received a grant from Title IV, Part A of the Elementary and Secondary Education Act (ESEA) which requires that grantees address three areas; Safe and Healthy Students, Well-Rounded Education, and Effective Use of Technology, as well as targeting the district's neediest schools.

- Safe and Healthy Students ($130,710): purchase of Second Step curriculum materials and parent activities to support the district's Whole Student framework at Burns Latino Studies, M.D. Fox, M.L. King, Milner, SAND, Simpson-Waverly and Wish.
- Well-Rounded Education (49,623): AP training, NGSS training and expenses related to college laboratory visits.
- Effective Use of Technology ($30,914): training for Second Step Mind Yeti, PD on the use of technology to support student learning (Education Elements) and the purchase of Second Step Mind Yeti licenses.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept a total of $211,247 from Title IV, Part A of the Elementary and Secondary Education Act Grant
Acceptance of Funds

Executive Form

1. Context/Overview

HPS has received a grant from Title IV, Part A of the ESEA for $211,247 and is seeking the BOE’s acceptance of the funds. The grant targets “Student Support and Academic Enrichment” and requires that grantees address three areas: 1) Safe and Healthy Students, 2) Well-rounded Education, and 3) Effective Use of Technology.

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

Funds from this grant will support the following activities in the three areas required by the program:

- Safe and Healthy Students ($130,710): purchase of Second Step curriculum materials and parent activities to support the district’s Whole Student framework at Burns Latino Studies, M.D. Fox, M.L. King, Milner, SAND, Simpson-Waverly and Wish.
- Well-Rounded Education (49,623): AP training, NGSS training and expenses related to college laboratory visits.
- Effective Use of Technology ($30,914): training for Second Step Mind Yeti, PD on the use of technology to support student learning (Education Elements) and the purchase of Second Step Mind Yeti licenses.

3. Targeted populations to be served

Grantees are required to target the district’s neediest schools; i.e., those classified as Category 4 or 5. The schools included in Hartford’s proposal are: Burns Latino Studies, M.D. Fox, M.L. King, Milner, SAND, Simpson-Waverly, Wish, McDonough, Bulkeley High School, High School, Inc., and the three academies of Hartford Public High School.

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

Please see the attached pages 10-15 of the grant, which describe the program activities, objectives, outcomes and evaluation.
5. Alternative options (alternative sources, best priced solutions, etc.)

N/A

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

Please see the attached pages 10-15 of the grant, which describe the program activities, objectives, outcomes and evaluation.

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

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

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

   The proposal includes the purchase of the Second Step Program kits, including curriculum materials and parent activities, and access to the Mind Yeti program that is aligned to Second Step. This program is research-based and offers high-quality instruction in areas of social-emotional learning.

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

8. For grants only:

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

      There are no partnerships involved in this grant. However, the grant requires allocation of a set amount to local non-public schools, which totals $1,823 for Hartford.

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

      Please see attached application.
PART II. PROJECT DESCRIPTION

Use as much space as necessary to fully answer the following questions.

If your district will be receiving less than $30,000, please skip to Question #2.

1. Have you performed a districtwide comprehensive needs assessment within the last three years? □ X YES □ NO □ Currently being administered
   a. If yes, please attach your district’s most recent needs assessment and any resource mapping results that your district might have collected. Attached is the Hartford district’s PBIS Tiered Fidelity Inventory, 2016. In addition, the district administers a Climate and Culture Survey each year that consists of a number of documents that cover the entire district and each individual school and includes responses from students, staff and parents. Information about and results and results from the spring 2017 survey can be found at https://secure.panoramaed.com/hartford/understand, or on the Hartford Public Schools website, www.hartfordschools.org (on the menu bar at the top of the opening page).

   b. If no needs assessment has been performed or is currently being administered, what are the anticipated beginning and ending dates of your planned needs assessment?

2. Identify the mechanism for developing your stakeholder group and how they contributed to the process of identifying needs and intended supports. Attach a list of the stakeholder group membership and their representations as an appendix.

   Over the past six months, Hartford Public Schools has begun a process of re-imagining and restructuring the district’s network of schools, and a central component of that process has been the inclusion of input from parents, staff, students and community
members about what they feel our schools should offer. The process has included a Community Conversation that included small group discussions, meetings with stakeholder groups throughout the community, and a process for email and telephone feedback that has elicited 75 responses so far. This process is ongoing and will continue as the district enters the next phases of the process. In December, the superintendent will offer her recommendations for restructuring to the Board of Education, and we will then reach out for feedback on those recommendations. Over the next few years, we will be in the school redesign phase of the process, and will seek the active participation of all stakeholders as we complete that phase. Attached are: a count of participants in the Community Conversation and a partial list of organizations that have been involved in the feedback process to date.

3. Identify the schools selected for targeted intervention. Please provide the means used to select these schools related to the funding criteria on page 1 and provide local data used to support the selection of these schools.

Safe and Healthy Students: The schools targeted in this area are the district’s Category 5 neighborhood elementary schools, which include Burns Latino Studies, M.D. Fox, M.L. King, Milner, SAND, Simpson-Waverly and Wish Museum School. All are Category 5 schools with high levels of need such as a large proportion of low-income students (e.g. 87% at SAND) and/or English Learners (e.g., 41.5% at Burns). Expenditures for Safe and Healthy Students total $130,710 and include purchase of Second Step curriculum materials and parent activities to support the district’s Whole Student Framework.

Well-Rounded Education: The schools targeted in this area are the district’s Category 5 schools that include grades 6-8 (Burns, M.D. Fox, M.L.King, McDonough, Milner,
SAND, Simpson-Waverly and Wish Museum School. These schools have also been selected because all are Category 5 schools with high levels of need such as a large proportion of low-income students (e.g. 87% at SAND) and/or English Learners (e.g., 41.5% at Burns). **Expenditures for Well-Rounded Education total $49,623 and include AP training, NGSS training and expenses related to college laboratory visits.**

**Effective Use of Technology:** The schools targeted in this area are: a) for the purchase of Second Step Mind Yeti and associated PD, the schools are the same ones that are targeted in the Safe and Healthy Students area, and for the same reason; b) for technology professional learning, the schools are the district’s Category 4 and Category 5 high schools, which are Bulkeley High School, High School Inc., and the three academies of Hartford Public High School (Engineering and Green Technology, Nursing, Law and Government). All are among Hartford’s lowest performing high schools and include a large proportion of high-need students. **Expenditures for Effective Use of Technology total $30,914 and include training for Second Step Mind Yeti, PD on the use of technology to support student learning (Education Elements) and the purchase of Second Step Mind Yeti licenses.**

4. Describe any proposed use of funds for direct administrative costs of implementing SSAE activities consistent with the LEA’s authority to reserve up to 2 percent of its allocation for such costs.

No administrative costs are included in our budget.
5. For each proposed SSAE activity, please describe the objectives, activities, intended outcomes, and the method that will be used to evaluate the effectiveness of the activity. For LEAs receiving $30,000 or more, describe how funds will be used for activities in the following three priority areas (refer to the “Use of Funds” guidelines on pages 3 and 4).

Well-Rounded Education:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Objective</th>
<th>Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Two teachers from each of our Category 4 and Category 5 high school</td>
<td>1. To offer AP Computer Science and AP Environmental Science at Bulkeley</td>
<td>1. a. Increased capacity of teachers in the three schools to teach</td>
<td>Activity 1</td>
</tr>
<tr>
<td>campuses (Bulkeley, High School Inc., and the academies of Hartford</td>
<td>High School, the academies of Hartford Public High School and High School,</td>
<td>rigorous, college-level STEM courses.</td>
<td>-Successful introduction of AP Computer Science and AP Environmental</td>
</tr>
<tr>
<td>Public High School) will receive training in AP Computer Science or AP</td>
<td>Inc.</td>
<td>b. Increased opportunity for students in the three schools to take</td>
<td>Science into the course offerings at the three schools.</td>
</tr>
<tr>
<td>Environmental Science.</td>
<td></td>
<td>rigorous, college-level STEM courses.</td>
<td>-Number of students who enroll in AP Computer Science and AP Environmental</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Increased equity of educational opportunities among Hartford’s high</td>
<td>Science at the three schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>schools.</td>
<td>-Number of students who score 3 or</td>
</tr>
<tr>
<td>2. Grade 6-8 science teachers from all Category 5 schools containing those grades will receive training in hands-on NGSS-aligned pedagogy strategies.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To create a robust science program at the eight Category 5 schools that will prepare students for high-level opportunities such as AP courses in high school.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2. a. Increased capacity of science teachers in the eight schools to teach rigorous, hands-on science in their classes.  
  b. Improved student performance in science in the eight schools. |
| 3. Grade 6-8 students and science teachers from all Category 5 schools will be involved in a collaboration with local colleges that will |
| 3. To support a robust 6-8 science program, students will have an opportunity to become familiar with a science lab and with science equipment through hands-on |
| 3. a. Increased capacity of middle school science teachers to offer hands-on experiences to their students.  
  b. Improved student performance |
| above on AP Computer Science and AP Environmental Science tests. |
| Activity 2. |
| -Teacher feedback  
  -Classroom observations demonstrating that teachers are using NGSS hands-on strategies  
  -Student performance on state and local assessments. |
| Activity 3. |
| -Successful implementation so that ALL middle school students in the eight schools make two visits to college/university science labs.
provide opportunities to visit and work in a college science lab environment twice during the school year.

| | experiences. | in science in the eight schools. | Teacher feedback
| | | | - Classroom observations demonstrating follow-up on the lab visitations.
| | | | - Student feedback

Safe and Healthy Students:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Objective</th>
<th>Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. Purchase of the Committee for Children's research-based Second Step Program. Twenty-three Second Step kits, including child protection and bullying components, will be purchased and distributed | 1. To establish a coherent, aligned framework and common language for social-emotional learning throughout the schools so that our efforts and work support a single vision | 1. The development of a shared understanding of social-emotional learning throughout the schools that will ensure our students benefit from an increase in self-confidence, self-concept, and self-esteem, and improve | Activity 1
- Student academic performance
- Ratings on annual culture and climate survey
- Teacher observations
- Parent feedback |
among grade K-5 classrooms in our level 5 neighborhood elementary schools, which includes Burns Latino Studies Academy, M.D. Fox School, Martin Luther King Jr. School, Thirman Milner Elementary School, SAND School, Simpson-Waverly School, and Wish Museum School.

2. Communications, events and publications to inform and engage parents regarding the development and implementation of Hartford’s Whole Student framework.

<table>
<thead>
<tr>
<th>2. To inform parents and community members about the Whole Student framework so that they will gain capacity to support their children.</th>
<th>daily social functioning, as well as improved academic performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Creation of a broad community of school, home and neighborhood with increased understanding of how to support children’s healthy development.</td>
<td>2. Feedback from school staff, parents and students.</td>
</tr>
</tbody>
</table>
Effective Use of Technology:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Objective</th>
<th>Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purchase Second Step Mind Yeti access for each school in the Second Step Program, above. The Mind Yeti units align directly with the Second Step units.</td>
<td>1. Build mindfulness practices by providing access to online audio mindfulness practices by resources to teachers, students and families.</td>
<td>1. Increased self-awareness and mindfulness practices by students.</td>
<td>Activity 1.</td>
</tr>
<tr>
<td>2. Technology professional learning</td>
<td>2. a. Provide technology professional learning to implement</td>
<td>2. a. Teachers will be prepared to implement Mind Yeti.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Increased educator expertise</td>
<td>-Resource usage data</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Student academic performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Ratings on annual Culture and Climate Survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Teacher observations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Parent feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Activity 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Student academic performance and feedback</td>
</tr>
<tr>
<td>Second Step Mind Yeti.</td>
<td>to identify blended learning instructional resources and plan for high-quality, differentiated instruction.</td>
<td>Teacher feedback on effectiveness of professional development</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>b. Provide integrated professional learning on the use of technology to support student learning. This will be aligned to supports already in place at the high school level through Education Elements.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix B

**ED114**  
**Fiscal Year 2017-2018**

**Grantee Name:**  
**Town Code:**

**Grant Title:** Student Support and Academic Enrichment  
**Project Title:**

**Core-CT Classification:**  
**Fund:** 12060  
**SPID:** 22854  
**Program:** 82079  
**Budget Reference:** 2018  
**Chartfield1:** 170002  
**Chartfield2:**

**Grant Period:** 7/1/2017 - 6/30/2018  
**Authorized Amount:** $

<table>
<thead>
<tr>
<th>Codes</th>
<th>Descriptions</th>
<th>Public</th>
<th>Non-Public</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>111A</td>
<td>Non-Instructional Salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>111B</td>
<td>Instructional Salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>Personal Services-Employee Benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>320</td>
<td>Professional Educational Services</td>
<td>115,000</td>
<td></td>
<td>115,000</td>
</tr>
<tr>
<td>321</td>
<td>Tutors</td>
<td>3,000</td>
<td></td>
<td>3,000</td>
</tr>
<tr>
<td>322</td>
<td>In Service</td>
<td>53,914</td>
<td>1,823</td>
<td>55,737</td>
</tr>
<tr>
<td>323</td>
<td>Pupil Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>324</td>
<td>Field Trips</td>
<td>5,000</td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td>325</td>
<td>Parent Activities</td>
<td>15,710</td>
<td></td>
<td>15,710</td>
</tr>
<tr>
<td>510</td>
<td>Student Transportation Services</td>
<td>12,800</td>
<td></td>
<td>12,800</td>
</tr>
<tr>
<td>560</td>
<td>Tuition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>640</td>
<td>Books and Periodicals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>650</td>
<td>Supplies—Technology Related</td>
<td>4,000</td>
<td></td>
<td>4,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>209,424</td>
<td></td>
<td>211,247</td>
</tr>
</tbody>
</table>

**11/22/17 Original Request Date**  
**State Department of Education Program Manager Authorization Date of Approval**  
**Revised Request Date**

---

ED709  
11
## APPENDIX C

### Budget and Budget Justifications

<table>
<thead>
<tr>
<th>CODES</th>
<th>DESCRIPTIONS</th>
<th>BUDGET</th>
<th>NARRATIVE/JUSTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>111A</td>
<td>NON-INSTRUCTIONAL SALARIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>111B</td>
<td>INSTRUCTIONAL SALARIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>PERSONAL SERVICES-EMPLOYEE BENEFITS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>320</td>
<td>PROFESSIONAL EDUCATIONAL SERVICES</td>
<td>115,000</td>
<td>Purchase of 23 Second Steps curriculum kits, including child protection and bullying components, @ $5,000 = 115,000 to be purchased and distributed among grade K-5 classrooms in Level 5 schools</td>
</tr>
<tr>
<td>321</td>
<td>TUTORS</td>
<td>3,000</td>
<td>Graduate students to assist students on visits to college/university science laboratories = $3,000</td>
</tr>
</tbody>
</table>
| 322    | IN SERVICE                                        | 55,737  | 1. AP training for 6 high school teachers @ $2,000 = $12,000  
2. Training in Next Generation Science Standards for approximately 24 Hartford middle school science teachers = $15,000. Note: private schools will be invited to send representatives to this training, representing $1,823 for a total of $16,823.  
3. Training for teachers in the use of the Second Step Mind Yeti program = $1,000.  
4. Professional learning on the use of technology to support student learning (Education Elements) in the Category 4 and 5 high schools to support and expand current Education Elements supports = $25,914 |
| 323    | PUPIL SERVICES                                    |         |                                                                                                                                                                                                                       |
| 324    | FIELD TRIPS                                       | 5,000   | Fees for laboratory materials used during student field trips to college/university science labs = $5,000                                                                                                                                                   |
| 325    | PARENT ACTIVITIES                                 | 15,710  | Communications, events and publications to inform and engage parents regarding the development and implementation of Hartford's Whole Student framework, including meeting expenses, content and graphic design, photography/videography and translation.                                                        |
| 510    | STUDENT TRANSPORTATION SERVICES                    | 12,800  | Buses to transport middle school students from 8 middle schools to colleges/universities for hands-on science lab experiences: 32 buses (2 buses per school x 2 trips) @ $400/bus (average) = $12,800                                                      |
| 560    | TUITION                                           |         |                                                                                                                                                                                                                       |
| 640    | BOOKS AND PERIODICALS                             |         |                                                                                                                                                                                                                       |
APPENDIX D

Budget Form Object Code Definitions

111A  **Non-Instructional:** Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll, including overtime salaries or salaries paid to employees of a temporary nature.

111B  **Instructional:** Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Also reported here are substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.

200  **Personal Services-Employee Benefits:** Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer’s cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen’s compensation insurance.

320  **Professional Educational Services:** Services supporting the instructional programs and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, and contracted instructional services.

321  **Tutors (Instructional Non-Payroll Services):** Payments for services performed by persons qualified to assist students. Include the services of teachers and teachers’ aides who are not on the payroll of the grantee.

322  **In-service (Instructional Program Improvement Services):** Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.
Pupil Services (Non-Payroll Services): Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologist, psychologists, psychiatrists, contracted guidance counselors, etc.

Field Trips: Costs incurred for conducting educational activities off site. Include admission costs to educational centers, fees for tour guides, etc.

Parental Activities: Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services and overall seminar/workshop costs.

Student Transportation Services: Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.

Tuition: Expenditures to reimburse other educational agencies for instructional services to pupils.

Books and Periodicals: Expenditures for books, textbooks and periodicals prescribed and available for general use, including reference books. This category includes the cost of workbooks, textbook binding or repairs and textbooks that are purchased to be resold or rented. Also recorded here are the costs of binding or other repairs to school library books.

Supplies: Technology Related: Technology-related supplies include supplies that are typically used in conjunction with technology-related hardware or software. Some examples are CDs, flash or jump drives, parallel cables and monitor stands. Software costs below the capitalization threshold should be reported here.
AGENDA

ITEM # 5

NEW BUSINESS

ACCEPTANCE OF FUNDS: UCONN/WALLACE FOUNDATION

AMOUNT
$66,250

BACKGROUND

The Neag School of Education/UCONN has a four year Wallace Foundation grant to partner with three districts (Hartford, New Haven, Meriden) focused on improving leadership development and pre-service principal preparation programs. Hartford will be supported with funds from UCONN to assist us in building a leadership tracking system as well as to strengthen our in-district leadership development programs.

UCONN’s Neag School of Education is a vital partner that currently supports HPS through the UCONN UCAPP PLUS and Residency administrator training program which is in its fifth year. Through this grant, Hartford will be able to further develop programs that support aspiring and emerging school leaders with enhanced professional learning opportunities. In addition, we will collaboratively work with UCONN to develop a curriculum that meaningfully integrates essential knowledge about urban school leadership that develops skills aligned to the field-based reality of the principal’s job.

The leadership tracking system is an integrated data management tool that will assist HPS in hiring, retention, professional learning, and leadership preparation. The system will capture multiple points of data that will help us best-support principals and administrators with appropriate supports, coaching, and differentiated professional development to ensure that every school is being led by a highly effective principal.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $66,250.00 from the University of Connecticut Neag School of Education.
1. Context/Overview

The Neag School of Education/UCONN is in year 2 of a 4 year Wallace Foundation grant to partner with three districts (Hartford, New Haven, Meriden) focused on improving leadership development and pre-service principal preparation programs. Hartford will be supported with funds from UCONN to assist us in building a leadership tracking system as well as to strengthen our in-district leadership development programs.

UCONN’s Neag School of Education is a vital partner that currently supports HPS through the UCONN UCAPP PLUS and Residency administrator training program which is in its fifth year. Through this grant, Hartford will be able to further develop programs that support aspiring and emerging school leaders with enhanced professional learning opportunities. In addition, we will collaboratively work with UCONN to develop a curriculum that meaningfully integrates essential knowledge about urban school leadership that develops skills aligned to the field-based reality of the principal’s job.

The leadership tracking system is an integrated data management tool that will assist HPS in hiring, retention, professional learning, and leadership preparation. The system will capture multiple points of data that will help us best-support principals and administrators with appropriate supports, coaching, and differentiated professional development to ensure that every school is being led by a highly effective principal.

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

Assist in strengthening UCONN’s UCAPP PLUS/Residency Program

Supporting HPS’s leadership development, on-boarding, coaching, and professional learning for administrators and aspiring leaders.

Develop a Leader Tracking System (LTS) which will expand our current OTM Talent Dashboard so that we can better support our current and future leaders.

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

Administrators and aspiring urban leaders within Hartford.

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

Leadership development and coaching are align to ensure that new and emerging administrators are best prepared to lead Hartford schools with a focus on Teaching and Learning and Family/Community Partnerships. The Leader Tracking System (LTS) is a tool that OTM will be able to use to better align supports, resources, and professional learning to our current leaders, as well as to identify best-fits for current and future vacancies. The LTS will focus on Operational Effectiveness and Systemic Accountability by having current/real-time data on school and leadership performances.

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

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

Three year action plan with UCONN and Wallace to ensure that we are able to launch LTS by year three.

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

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

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

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

8. For grants only:

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

Wallace Foundation and UCONN Neag School of Education Funds to HPS from UCONN/Wallace over three years will total approximately $466,000 to be approved on an annual basis for duration of the grant.

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

See attached.
Executive Summary

UConn Neag School UPPI: Transforming the Connecticut Principalship

The University of Connecticut Administrator Preparation Program (UCAPP) is a school leadership preparation program in the Neag School of Education. UCAPP’s mission is to prepare highly qualified school leaders to promote equity and excellence in schools throughout Connecticut. As one of nine approved programs in Connecticut, UCAPP benefits from operating in a small state with a supportive principal preparation policy context (Anderson & Reynolds, 2015). Through LEAD Connecticut (LEAD CT), the state department of education and the Neag School have forged partnerships with several intermediary organizations, including the Connecticut Association of Schools and the Connecticut Center for School Change, to support systemic leadership preparation and development aimed at closing the largest student achievement gap in the U.S.

UCAPP currently has 90 students enrolled in three distinct delivery models. The Traditional model is the original university-based course model which has graduated more than 60 cohorts in its 26 years of existence. The Preparing Leaders for Urban Schools (PLUS) model is a pipeline development initiative in its third year aimed at preparing urban school leaders in the Hartford and, this year, the New Haven school systems. The Residency, is an intensive model which focuses on preparing turnaround principal candidates to lead schools needing dramatic improvement. The Residency is an outgrowth of LEAD CT which has resulted in partnerships with nine districts in two years, three of which will be partners in the UPPI project to redesign UCAPP and transform principal preparation in our state.

Our self-assessment against the Quality Measures rubric revealed that our principal preparation program is performing well in the areas of candidate recruitment and selection. Yet this process also surfaced evidence indicating that we can make significant improvement in the areas of content and pedagogy, supervised clinical practice, and measuring our graduates’ impact on school, teacher and student performance.

To meet the aims of UPPI, we will form a Networked Improvement Community (NIC) with our state and district partners as well as the exemplar program(s) that will serve as our mentor in the
improvement process. The purposeful structure, format, and activities of the NIC will both deepen and accelerate our redesign. The NIC will concentrate our efforts on drawing upon the knowledge and expertise of leaders from partner districts, state-level administrators, and University faculty. We propose that this collaboration will enable our team to make significant changes to the 1) content and pedagogy of principal preparation instruction; 2) supervised clinical practice; and 3) measurement of graduates’ impact.

As a result of the redesign efforts, the course/module content will spiral over the duration of the program to align to routine school processes and high leverage principalship competencies. Project-based assessments that promote the translation of leadership concepts into on-the-ground practices will drive pedagogy across our program. Additionally, the clinical practice component of our redesigned program will structure leadership learning experiences in diverse contexts to promote the development of leadership competencies. Formative and summative assessments will inform planning and support for our cohorts, thereby allowing us to customize experiences for our students to expand their reference frames for effective leadership and to promote the development of their leadership capacity and cultural awareness. Finally, each UPPI district partner will implement a comprehensive leader tracking system that provides real-time data on the advancement and performance of Neag School graduates in their respective system. The UPPI redesign will result in a state-level leader tracking system providing outcome data on graduates from all principal preparation programs in Connecticut.

Our plan for Year 1 involves substantial work in the summer and fall to establish a strong foundation for the NIC, including clarifying roles, establishing norms, and identifying common goals and measurable outcomes for the project. The Neag School will carry out the functions of initiating activity and serving as the integrating agent for the Wallace UPPI project.
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AGENDA

ITEM # 6

NEW BUSINESS

APPOINTMENT: BOARD OF EDUCATION MEMBER TO THE SCHOOL BUILDING COMMITTEE

THE BOARD

BACKGROUND

Special Act 01-7 established a Hartford School Building Committee (HSBC) to oversee all school construction projects taking place in the Hartford Public Schools. Three members of the HSBC must be selected and approved by the Board of Education.

Currently Board members Craig T. Stallings, Michael Brescia and Dr. Leslie Torres-Rodriguez are appointed members of the committee.

RECOMMENDATION

That the Hartford Board of Education appoints Kimberly Oliver to serve on the Hartford School Building Committee in the place of Michael Brescia.