Good evening members of the Board and Community. It's good to see so many of you this evening.

I would like to start by thanking Interim Principal José Colon for his leadership of the school and for hosting us this evening.

Action Plan in Response to Office of the Child Advocate Report

1. Independent Monitor Report

As you know, last year, Hartford Public Schools developed an action plan in response to the Office of the Child Advocate report to address our grave and systemic failures to keep our students safe in schools. In the fall of 2007, we contracted FourPoint Education Partners to serve as an independent monitor of its implementation.

On January 24th through the 26th, Fourpoint Education Partners conducted a site visit to Hartford. This is the second of three scheduled site visits for the 2017-18 school year. They interviewed a number of central office staff, community partners, union leaders, board of education members, and held focus groups with: 1) elementary/middle principals, 2) secondary principals, 3) general education teachers, and 4) special education teachers. They also attended a meeting of the Hartford Parent Leadership Council on 2/24, where they conducted a focus group with parents on the topic of student safety.

During the site visit, the first meeting of the Monitoring Advisory Group (MAG) was also held. The purpose of the MAG is to ensure transparency and provide an accountability framework for corrective actions and organizational improvement. The MAG will work under the guidance of the Independent Monitor initially; and over time evolve into an independently functioning group that provides a community driven accountability mechanism to ensure the safety of students in the district. Over the past month, Fourpoint has also gathered an extensive list of written documentation. A second report from the Independent Monitor will be released in March 2018 and will include findings from the review of these materials, as well as findings from the second site visit to Hartford.

2. Reporting Child Abuse and Neglect

During our most recent regular quarterly meeting with DCF regional administrators, they shared reporting trends in our schools. Some highlights include:

- The Hartford Area DCF Office received a 57% increase in school only reports from 2015-16 to 2016-17.
- We are now able to identify schools that are top report producers and are looking closer at the reasons for high reporting in specific schools.
• The average time for DCF to complete an investigation on a school only report is 50 days.
• Monthly average number of HPS reports to DCF

<table>
<thead>
<tr>
<th>Year</th>
<th>Average</th>
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<tbody>
<tr>
<td>2015-16</td>
<td>6.8</td>
</tr>
<tr>
<td>2016-17</td>
<td>10.2</td>
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<tr>
<td>2017-18</td>
<td>19.2</td>
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• HPS Annual Reporting to DCF

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantiated investigations</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Unsubstantiated</td>
<td>86</td>
<td>48 *</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>57</td>
</tr>
</tbody>
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* 65% of these have had program concerns

3. HPS safety training for staff

• 98% of all HPS have completed mandated reporting training (2% on leave/resigned/retired/terminated, or their temporary employment ended.)
• 17 schools have hosted one hour additional “SafeGuards Case Study” as follow up training. This training has also been provided to Paraeducators and nurses.

District Model for Excellence (DME)

1. Implementation Teams and Activities

The DME implementation phase is well underway. There are three types of teams, all which have formed and kicked-off the work. The Transition Teams held three Family Information Nights last week at MLK, Batchelder, and Simpson-Waverly. Families had opportunity to meet and hear from receiving principals and learn more about the transition process. Staff from Choice, transportation, staffing, support services, and other departments were on-hand to answer questions and to support individual families. Families took advantage of the opportunity offered during the session to sign their student up for seats in the new schools. For example, 42 families that attended the MLK/Rawson session signed their child up at the new school.

All families are invited to Open House sessions which will be held in the coming weeks at each of the receiving schools. Dinner, transportation, childcare, and translation services are being offered to families.

The School-Level Design Teams have also launched, beginning with a morning school visit and afternoon planning session at Rawson Elementary School on Wednesday, February 14th. Initially, the teams will specifically design for a PK-5 model and a 6-8 middle grades model. This work will connect to the Rawson/MLK transitions but will serve as a model to scale up throughout our district in the coming transition years as we continue to implement the DME as well. The design process focuses on the key elements of high quality schools including curriculum and instruction, professional learning, staffing and leadership, personalized learning,
safe and responsive learning communities, growth-oriented adult culture, and family and community partnerships.

We also have a **Systemic Team** focused on essential enabling conditions. This central office team will focus on what we need to plan for systemically to ensure our redesigned schools thrive.

2. **Engagement**

In addition to our implementation teams, we have continued to engage our stakeholders and keep them informed. On Monday, February 11, I met with our Community Leaders Advisory Group and on Thursday, February 15th, I met with our Faith-Based Leaders Group to update them on our transition and implementation efforts and to hear from them, engaged and informed voices from our community.

**District Priorities and Goals**

The district priorities, goals and indicators have been revised and refined to bring clarity and direction to HPS. Our four priorities include:
2017-18 Budget Development Process

As we launch the official start of the FY 2018-19 Budget Development Process, we do so with the collective expectation that the budget will support our efforts to reimagine and redesign our schools in order to create a District Model for Excellence. Our commitment to our guiding principles and non-negotiables emphasized in the District Model for Excellence calls for us to leverage savings by intentionally aligning all of our resources for increased impact on positive student outcomes.

Throughout this process we will work with our dedicated school leaders, as well as our SGCs, staff, families, Board and community stakeholders to ensure that our resources are aligned to student needs and to our district priorities.

Below please find important information as we begin the budget process:

- Projected enrollment were presented to Principals at the Budget Kickoff during the Administrators Institute, February 13, 2018. Principals received preliminary projected enrollment figures for fiscal year 2018-2019
- Principals will review, modify and submit the schools projected to the Budget Department on February 20, 2018
- Budget advisors, staffing specialists, and transition teams will be available during February 26th through March 10th for consultation on completing the schools recommended budget to Superintendent of Schools
- Budget Compliance reviews will be held March 26 – 30, 2018
- Final budgets are due April 6, 2018
- Final budgets will be reviewed by the Superintendent of Schools
- Superintendent’s recommended budget will be submitted to the Board of Education on May

School Safety

As part of our continued emphasis on student safety we:

- Have reviewed and audited the school drill data
- Will send notice out to principals and families by end of this week regarding conducting additional drills to what is already required
- Will be reaching out to HPD to assist with the creation of several table top drills for central office staff and specific schools by end of school year.

That concludes my report for this evening. Thank you for listening.