Hartford Board of Education
Special Meeting – Tuesday, May 15, 2018
Annie Fisher Elementary School
280 Plainfield Street, Hartford, CT 06112
5:30 p.m.
AGENDA

I. Call to Order
II. Roll Call
III. Opening Statement
IV. Public Hearing on the 2017-18 Superintendent’s Recommended Budget
V. Business Agenda

A. Items in Order of Importance

1. Administrative Appointments (Supt et. al)

   That the Board of Education approve the Superintendent’s recommendation to appoint the following individuals to the position indicated:

   a) Madeline Negron to the position of Chief Academic Officer, effective June 11, 2018;

   b) Nuchette Black-Burke to the position of Chief Engagement and Partnerships Officer, effective June 11, 2018;

   c) Anthony Davila to the position of Principal at Bellizzi Asian Studies Academy, effective May 16, 2018.

2. Contract Continuation Approval: FourPoint Education Partners $239,100 (Supt et al.)

   FourPoint Education Partners (formerly Cross & Joftus) has served as the HPS’ independent monitor for the district’s implementation of its action plan in response to the Office of the Child Advocate’s (OCA) report.

   As noted in their second report as independent monitor dated April 3, 2018, “HPS has largely addressed the central challenge identified in the OCA report…” however also notes that there is still work to be done to improve school culture and climate.

   The district has secured Alliance Grant funding to continue the contract with FourPoint Education Partners, to provide HPS with capacity and support to
continue implementing the OCA action plan within the broader framework of improved school culture and climate.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with FourPoint Education Partners, for the term delineated in the contract ending June 30, 2019, at a cost not to exceed $239,100.

3. First Reading: Educational Specifications for Bulkeley and Burns School

That the Hartford Board of Education accepts the first reading of the Educational Specifications for the projects listed below:

   a) Bulkeley High School
   b) Burns Latino Studies Academy

VI. Adjournment
NEW BUSINESS

ADMINISTRATIVE APPOINTMENTS

BACKGROUND

All staff selections for positions at the rank of principal or higher require Board of Education approval.

RECOMMENDATION

That the Board of Education approves the Superintendent's recommendation to appoint the following individual to the position indicated:

<table>
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<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Date</th>
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<tr>
<td>Madeline Negrón</td>
<td>$170,000</td>
<td>Chief Academic Officer</td>
<td>June 11, 2018</td>
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<tr>
<td>Nuchette Black-Burke</td>
<td>$150,000</td>
<td>Chief Engagement &amp; Outreach Officer</td>
<td>June 11, 2018</td>
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<tr>
<td>Anthony Dávila</td>
<td>$130,000</td>
<td>Principal, Asian Studies at Bellizzi</td>
<td>May 16, 2018</td>
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"This page [is] intentionally left blank."
NEW BUSINESS

MAY 15, 2018

CONTRACT APPROVAL:
FOURPOINT EDUCATION PARTNERS

AMOUNT
$239,100

FUNDING SOURCE
ALLIANCE GRANT

BACKGROUND

FourPoint Education Partners (formerly Cross & Joftus) has served as the HPS’ independent monitor for the district’s implementation of its action plan in response to the Office of the Child Advocate’s (OCA) report.

As noted in their second report as independent monitor dated April 3, 2018, “HPS has largely addressed the central challenge identified in the OCA report...” however also notes that there is still work to be done to improve school culture and climate.

The district has secured Alliance Grant funding to continue the contract with FourPoint Education Partners, to provide HPS with capacity and support to continue implementing the OCA action plan within the broader framework of improved school culture and climate.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with FourPoint Education Partners, for the term delineated in the contract ending June 30, 2019, at a cost not to exceed $239,100.
1. **Executive Summary** (background, purpose)

During the 2017-18 school year, FourPoint Education Partners (formerly Cross & Joftus) has served as the HPS' independent monitor for the district's implementation of its action plan in response to the OCA report. Our contract as independent monitor ends in June 2018.

As noted in our second report as independent monitor dated April 3, 2018, "HPS has largely addressed the central challenge identified in the OCA report—the lack of reporting and prompt and full response to suspected child abuse, neglect, and harassment of students by employees." This progress is commendable. The report also notes, however, that there is still work to be done to improve school culture and climate:

"What remains, not surprisingly, are the more complicated and ambiguous tasks that will ultimately transform school and district culture: Creating a deep and universally held understanding of reporting requirements and disciplinary consequences; continuing to improve systems of support for students impacted by abuse, neglect, or harassment; ensuring supports for the district's most vulnerable students; using data to pinpoint and address challenges on an ongoing basis; continuing to refine and use communications mechanisms with families and the community, etc."

The report also notes that, since you began as superintendent, you have "repeatedly pointed to a need for increased capacity building within central office in order to fulfill both the activities and intent of the action plan, ultimately improving culture and climate in schools district wide." In addition, you have noted that building district capacity to improve school culture and climate can serve as a model for addressing the district's other three priorities (teaching and learning, operational efficiency, and family and community engagement).

This proposal lays out a scope of work and budget for FourPoint to provide HPS with capacity and support to continue implementing the OCA action plan within the broader framework of improved school culture and climate.

2. **Strategic Goals** (explain how the contract aligns with our SOP)

This proposal provides a scope of work and budget that would complement the work related to school culture and climate by addressing the district's three other strategic priorities.

FourPoint proposes to support HPS in accomplishing six objectives, each outlined below with a description and proposed budget.
1) Further refine roles and responsibilities of superintendent, deputy superintendent, cabinet, SCIT, SCIT Hub, and the climate and culture committee. As part of its work implementing the OCA action plan, the district has outlined roles and responsibilities for each, but greater clarity and capacity will be needed once the climate and culture implementation plan is finalized in June 2018. To conduct this work, FourPoint would complete the following activities between July 2018 and approximately October 2018:

- Interview all individuals to determine understanding and commitment to the role
- Observe individuals during relevant meetings
- Facilitate a group meeting (RACI analysis) to further refine understanding
- Revise existing description of roles and responsibilities
- Give individual feedback/coaching to individuals on their defined role

2) Support implementation of the climate and culture implementation plan by helping program leads with performance management. To continue progress in improving student safety and creating an overall culture that is conducive to learning, the climate and culture chair will—most likely in collaboration with department heads—have the responsibility to assign staff and resources to implementation plan action steps, lead implementation of certain action steps, monitor implementation of action steps, coach staff, report progress to the SCIT and MAG, and make adjustments to implementation as necessary. To support this work, FourPoint would complete the following activities between July 2018 and May 2019:

- Support leadership in assigning staff and resources to action steps
- Coach the chair in leading the work
- Help the chair develop and use an effective performance management process
- Coach and support administrators to ensure an effective performance management process and high-quality oversight and coaching for the committee chair
- Create a sample dashboard that summarizes progress in the climate and culture priority area

3) Defining the district’s strategic approach to school improvement relative to its three other priority areas (teaching and learning, family and community partnerships, and operational effectiveness). To achieve systemic coherence, districts need to define and communicate clearly their theory of action and then align strategy, systems, structures, culture, and resources accordingly. And in Hartford, this work needs to focus on student safety and school climate and culture. To help, FourPoint will produce a rubric or planning document with an implementation plan for evaluation. This resource will inform the development of a web-based implementation-monitoring tool. FourPoint will also create a document that addresses the following questions:

- What is the district’s theory of action for school improvement?
- What must all HPS schools do? How will the central office support and monitor these “non-negotiables”? In what ways will principals be granted autonomy?
- What are schools encouraged to do? What resources and supports will the central office provide?
Are there some strategies or programs that some schools (e.g., low performing) schools must do that other schools do not? How are these schools selected? At what point do they “earn autonomy”?

The scope of work would involve FourPoint president Scott Joftus and associate partner Meghan Neary working with Dr. Torres-Rodriguez, her leadership team, and principals to develop a document defining the “Hartford Way” for communications with all stakeholders. In the coherence framework, this document would then serve as the focal point for aligning district strategy, structures, systems, culture, resources, and stakeholders.

4) Facilitating development of plans for district priorities. HPS has four priority areas: school culture and climate, teaching and learning, family and community partnerships, and operational effectiveness. On April 18-19, 2018, FourPoint worked with district leaders to develop a plan for culture and climate. The result of that work will be included in FourPoint’s third and final report as part of our contract as the independent monitor. To accomplish objective 4, FourPoint will facilitate the development of plans in the three remaining priority areas (teaching and learning, family and community partnerships, and operational effectiveness), facilitating sessions with district leaders and delivering final plans by September 2018. These plans will then serve as the basis for the district’s work going forward. FourPoint will also work with a group of school and district administrators and board members to define a set of core beliefs for the district.

5) Designing and piloting a performance management process to develop a continuous improvement routine within the district and build central office’s capacity to operate as a support to schools. Once the district has established the “Hartford Way” and developed plans in the four priority areas, it will be critical to establish a process for ensuring student safety, understanding schools’ strengths and challenges, identifying needed supports, and ensuring effective implementation of the district’s non-negotiables. FourPoint will work with HPS to establish a series of “data consults” with principals. These consults as FourPoint envisions them (they can be revised based on feedback from HPS leadership) involve periodic meetings with individual principals in which outcome and implementation data related to the district’s non-negotiables and the school’s improvement plan are discussed. The goal is to create a process of continuous improvement that supports principals in using data to improve student safety, well being, and outcomes.

For these to be effective, the district must create routines that ensure information from consults feed into district decisions and shift central office’s role from providing direction to providing nimble and meaningful supports to schools. To support this, Scott Joftus would work with Dr. Torres-Rodriguez and her cabinet to:

- Identify a structure for data consults and processes/protocols for using information generated in consults to guide the work of central office
- Help to establish the first round of consults by advising on data to be used, participation, room setup, and other factors
- Participate in the first couple of consults to model questioning and interactions with the principal as well as follow up following the meeting

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1 HPS would be responsible for layout, formatting, and design of plans.
- Facilitate a cabinet meeting following the first round of data consults to model protocol implementation and work with a prioritized central office division to identify—based on needs identified in consults—specific actions they will take to effectively support schools.

6) **Defining roles among the leadership team and coaching members focused on school improvement and teaching and learning.** The role of principal supervisor has the potential to serve as a key lever in ensuring that non-negotiables and school improvement plans are implemented and that all principals are outstanding instructional leaders. The leadership team in HPS is in a state of transition. As such, it would help to clearly define this critical position, help other leadership team members know how the role will and will not be used, and have a sounding board and analyst that can help ensure that the position is leveraged effectively. The scope of work would involve FourPoint working with the leadership team to document key responsibilities and evaluation criteria and coaching the district’s principal supervisors on effective strategies to supporting and evaluating principals, including through the use of data cycles.

3. **Financial Impact:**

   Alliance Grant funding was secured for this contract continuation.

4. **Funding Use:** (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

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<td>Objective 2</td>
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<td>Objective 6</td>
<td>$60,500</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$239,100</strong></td>
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5. **Evaluation/Performance/Measurement**: progress, success & next steps (current progress report and/or evaluation/monitoring plan, attach latest evaluation if applicable.)

   Evaluation will be done by District administration by:
   - Verifying that the outlined tangibles are delivered and of high quality;
   - Survey district stakeholders to obtain continual feedback about the quality of services rendered;
   - Establish calendar dates with Four Points to highlight concerns, needs, or any area that may need to be addressed to assure full implementation of services.

6. **For grants only:**
   a. Identify partnerships and their financial commitment included in the grant, and if applicable, HPS’ financial commitment and/or requirements.

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

ITEM # 3

NEW BUSINESS

FIRST READING: EDUCATIONAL SPECIFICATIONS

BACKGROUND

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. The goal is to be achieved by "Redesigning for Educational Excellence, Equity, and Sustainability."

Educational Specifications for:

a. Bulkeley High School
b. Burns Latino Studies Academy

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the Educational Specifications listed above.
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f. The Victory Program
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XII. CENTRAL OFFICE.............................................................21-25
I. PROJECT RATIONALE and EDUCATIONAL MISSION

The Bulkeley High School project is focused on providing a "neighborhood" high school for the South End community, being renovated to as-new condition and being configured as a comprehensive high school. The facility will contain specialized facilities for specific programmatic needs. The design occupancy is slated to be 800 students and the Board of Education. The facility will be renovated in phases and will retain original features such as the field house, pool, and auditorium. Bulkeley High School will continue to support the sports programs of other schools throughout the district.

The academic program will be a comprehensive student-centered model with an emphasis on a blended learning approach offering a wide array of electives focusing on STEM, business, the humanities and the long-running Teacher Preparatory program.

The Bulkeley High School community believes that all students can become responsible, independent individuals possessing the academic, civic, and social competencies for the 21st century. We value high academic standards, individualized learning experiences, and specialized programs of study that meet the needs of a diverse student population.

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
- 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.
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. The goal is to be achieved by “Redesigning for Educational Excellence, Equity, and Sustainability.” The reimagining of Bulkeley High School with the inclusion of the Hartford Board of Education central office is a step in that direction and will provide safe, secure and educationally appropriate space for all students as well as a Board of Education location that is easily accessible by the public and utilizes current space.

Completing the new construction project for Bulkeley High School will enable HIPS to achieve many long-range plans:
- Provide safe and effective learning environments;
- Enhance school safety and security;
- 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 research-based Literacy/English Language Arts 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 a new educational media center;
- Provide a Multi-sensory room to accommodate children with disabilities;
- Provide new heating, cooling and piping central systems to improve indoor air quality (NEASC Recommendation);
- Provide for new electrical systems and infrastructure to allow for technology in all instructional space;
- Provide new secure and efficient windows.
IV. DESCRIPTION OF THE SCHOOL

The new building will co-locate Bulkeley High School and the Hartford Board of Education.

The Morgan Gardner Bulkeley High School was founded in 1926. The New England Association of College and Secondary Schools certified that Bulkeley met the Standards of the Association and was admitted to membership in 1930. Bulkeley High School is located in the south end of Hartford, CT, which is the state's capital. The city of Hartford is in the central region of the state with a population of 123,243. The 2010 census revealed that Hispanics make up the largest segment of Hartford's population at 46.1%, followed by residents of Caucasian and African American and West Indian descent (37.9 and 37.0%, respectively). Asians, Native Americans and Pacific Islanders make up about 2.3% of Hartford's population. The racial, cultural and ethnic make-up of the school district is American Indian-0.04%, Asian American 3%, Black-32%, Hispanic-50%, White-11%. The state strategic profile indicates a minority population at Bulkeley High School of 95%. The breakdown is as follows: American Indian-0.01%, Asian American – 2%, Black-23.3%, Hispanic-70.4%, White-5%. At Bulkeley High School, 68.2% of students come from a home where English is not the primary language. Fourteen different languages are spoken in the homes of our students.

Bulkeley High School houses grades 9-12. In the current school year, 2017-2018 650 students are enrolled at Bulkeley High School. Students with disabilities comprise 23% of Bulkeley High School students, and instruction is modified to accommodate their educational needs. There are three District based programs at Bulkeley – an MD, ED and transitional 18-21 year old program. English Language Learners (ELLs) comprise 42% of the student population. This program provides instruction to students with limited knowledge of the English language.

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.
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 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.

c. 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 Bulkeley 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

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 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 building. Special features of the school, such as furniture, equipment, technology, and site are also described.

a. Administration/Student Services

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 near 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. Learning Commons

The Learning Commons 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 Learning Commons 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 Learning Commons 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. Areas for Special Education and Instructional Coaches should be adjacent to the Learning Commons with a front door leading to a corridor and a back door to the Learning Commons. Glass or frosted
glass viewing into the Learning Commons would be ideal. A Video and Sound studio (essential for 21st century learning), student tech squad room, small group instruction rooms, study/reading rooms should also rim the Learning Commons with clear glass doors and walls for staff to monitor student activity. A makerspace area should be included with storage areas for supplies. It is also essential to view multimedia presentations in various areas of the reading room without darkening the entire area. A sound system should be installed for use during school and public meetings. The work and traffic flow of all media program activities should be analyzed to ensure specification of the best possible functional relationships. All furniture should be flexible with adjustable heights and wheels to maximize the student centered learning environment. A plethora of electrical outlets should be spread throughout the Learning Commons.

This vision requires adequate space. The current Bulkeley Media Center, including storage areas and offices, encompasses approximately 10,000 square feet. Ideally, the Learning Commons would have its own entrance to the parking area for ease of access for school and community activities during off hours.

c. Core Academics, EL, and Special Needs

Bulkeley's work in student-centered blended learning has steadily grown and scaled successfully over the past five years. All teachers are now expected to consistently deliver student-centered learning experiences in their classrooms just as we continue to develop staff capacity for implementing and refining student-centered instructional models. The base model of instruction is station rotation with different areas for learning in the classroom.

The English Learner (EL) Services at Bulkeley High School have been strengthened in many ways over the last five years. Since then, an English Learner Instructional Coach has been in place, to support the large EL population and the teachers that service our students. Trend data across the last five years has shown a dramatic decrease in long-term ELs and an increase in new arrival ELs (less than 20 months of time in program).

Bulkeley High School has specialized programs for identified students with disabilities in the 9th-12th grades, including inclusion, Adjusted Skills Labs, the Rise Program and The Victory Program (F & G). The skills labs supports those students whose I.E.P. recommends specialized instruction in core academic subjects. The skills labs are staffed by special education teachers who also support students with their mainstream class work. The school has three school social workers assisting students individually or in a group setting, based on need and I.E.P. goals and objectives. The school social workers at Bulkeley High School provide counseling support for at-risk students, including special education and 504 students. A speech language pathologist and a support person for the visually impaired provide supports to students that require them. Additional supports include referrals to community based organizations for mental health or social services, home visits, crisis intervention, anger management, violence prevention and grief counseling. The social workers are a part of the prevention intervention support team, which responds to school and student needs. Bulkeley High School also has psychologists who work closely with the Planning and Placement Team (PPT) and the 504 to review assessments and student data, and to determine eligibility for special education supports and 504 accommodations.
d. The Arts

The visual art, music, and band 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.

e. Career and Technical Education Program Integration

Bulkeley High School is a comprehensive high school that offers students pathways to careers in addition to core academics. Students can opt into a career pathway in the field of education, Teacher Preparatory Studies. This is the first program in the State of Connecticut to recruit, support and prepare talented high school students for careers in education. The juniors and seniors in this program work all year with interns from the Neag School of Education at the University of Connecticut, teaching in the Third Grade Promise Initiative, where Bulkeley students read to third graders in area elementary schools and engage in internships in Hartford’s public schools.

Courses in Humanities also offer pathways and opportunities for students to explore careers rooted in law, politics, journalism, languages, etc. Bulkeley High School will be integrating CTE business courses offering students an opportunity to explore various careers and gain technical skills aimed at college and career readiness. These courses will include, but not be limited to, Graphic Design, Accounting, Marketing, Business Communications, and Entrepreneurship.

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 following CTE programs are being considered: Automotive, Business/Finance/Child Care/Early Child Development/Human Development/Graphic Design/Computer/App creation/several tech related courses and Home Economics.

The CTE programs will provide students with pathways to careers for each respective program post-graduation from secondary and post-secondary school.

Hartford Public Schools Office of Academics and Department of College and Career Readiness will continue to enhance and develop ECE learning opportunities with existing collegiate partners for students to earn college credit while in high school and partner with faculty to help facilitate student participation in student professional organizations. Curriculum and cooperative work pathways will be customized per the Connecticut State Department of Education College and Career Pathways Guidelines to increase student success during and after their high school career.
f. The Victory Program
The Victory Program is a comprehensive program where students find success in overcoming obstacles. It is a multi-handicapped classroom in a state-of-the-art setting. It is staffed by two teachers, a support staff consisting of a physical and occupational therapist, a speech clinician and a team of paraprofessionals. There are several learning centers that emphasize math, reading, writing, self help skills, and communication with the use of a multi-sensory approach, which includes pre-vocational and a social component. It would be advantageous for programmatic space for the Victory Program to be located in close proximity to the Wellness Center.

g. The Rise Program
The Rise Program at Bulkeley High School serves 9th-12th graders. It is a highly structured, therapeutic program for students with emotional and behavioral needs. This program offers students the opportunity to receive individualized and differentiated instruction by special education teachers. In addition, a school social worker provides therapeutic supports. Services are delivered in an approach that emphasizes social, emotional growth in a safe and trusting environment. One major goal of the program is to integrate the students within the inclusion model, ensuring participation in extra-curricular activities with peers as much as possible. The ultimate goal is to provide students with the opportunity to access their education within a traditional high school versus an out-of-district placement.

h. The Wellness Center
The health services at BHS, offered through the school-based Health Center, are a national model for providing health care to adolescents. The clinic staff members are highly qualified. The staff consists of an advanced practice nurse practitioner (A.P.R.N.), a school nurse (R.N.), a data entry specialist (D.E.S.), and a medical assistant (M.A.). The students receive an array of services including school entry, sports, periodic physical exams and physicals required by the state. Information is available to students on topics such as obesity and diabetes. Unlike community health centers, Bulkeley’s school-based health center is able to provide physical exam appointments within a few days for new arrivals and within two weeks for other students. In turn, students are able to access their education with minimal delay. The clinic treats episodic illness such as bacterial infections, skin diseases, and ongoing and emergency treatment of asthma. In addition, the clinic offers reproductive health services, including pregnancy testing, testing and treatment of sexually transmitted diseases, and availability of condoms and birth control.

The clinic offers comprehensive services, which include dental, vision and universal precautions for staff. Hartford Public Schools has a system-wide dental program. Students are referred to this service as needed. If treatment is beyond that scope of care, a referral to a community clinic is made. The clinic’s staff refers students to their primary care physicians, the ER, or to family planning clinics when appropriate. Referrals are made to specialists when necessary.

The Wellness Center has a relationship with several clinics, agencies, and community providers. Students are able to access free services if they don’t have insurance. Other
community relationships that provide free service to students are The Women's Clinic at Hartford Hospital and Saint Francis Behavioral Health Services. BHIS has established a direct line with the providers upon referral. Nurturing Connections provides free medical care to students that are pregnant to assist with prenatal care and parenting skills.

i. Accessibility

The entire BHIS 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 wayfinding and signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities.

j. Student Dining and School Nutrition

This area is planned as a flexible room that can accommodate student dining according to school population 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, and administrators and visitors to the school. The school nutrition program provides nutritious meals. The dining room should have the capacity to seat students to accommodate the amount of students in the school.

k. Bulkeley High School Historical Center

On September 27, 2013 Bulkeley opened the Bulkeley High School Historical Center, a living museum, which preserves and honours Bulkeley High School's rich and proud heritage and traditions. The Center, currently located on the second floor of the building, honours the life of our remarkable namesake, Morgan Gardner Bulkeley: President of the Aetna Insurance Company, first President of the National Baseball League, Governor and Senator of Connecticut, Abolitionist and tireless advocate for equal rights for all. We also display artefacts, which showcase the rich history and proud traditions of our school; documents, which trace the evolution and accomplishments of Bulkeley to effectively meet the needs of all students; pictorial representations, which celebrate all who have been a part of this institution of learning since it opened its doors in 1926. In addition to showcasing Bulkeley's ninety-two year history, the Center is the site to recognize and celebrate student achievement and to hold alumni and community meetings and functions. It is a testament to the vital role Bulkeley High School plays in the Hartford community.
I. 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 all 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 instil 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, Boys and 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.
m. Physical Education

The purpose of Bulkeley High School 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.

Our goal 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.

n. 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 (minimum of 45 feet but 60 feet is recommended) and 25-yards in length measured from the inside walls or tiles. The water depth for competitive starting blocks shall be 4 feet or more from the end wall to the point of entry. The water depth for diving from a 1 meter board shall be 12 feet for all newly constructed pools. Pools built prior to 1987 must have a depth of a minimum of 10 feet. It is recommended that the starting blocks and diving boards are at the same end of the pool. 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 catamount 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.

a. 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 892 plus wheelchair spaces per ADA.

p. 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.

q. 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.

1. 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, multimedia equipment, and telephones will be provided. Teacher preparation areas should be located in close proximity to classrooms.

2. 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.

3. 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 result in a greater variety of spaces to support learning. These include Teacher Team Planning Areas and Instructional Materials Storage Rooms.

4. Indoor and Outdoor Learning Environments

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

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

X. COMMUNITY PARTNERSHIPS AND ENGAGEMENT:

Bulkeley High School deliberately, consciously, and consistently develops productive parent, community, business and higher education partnerships that support student learning. Partnerships with all stakeholders are critical in order to support and provide academic, vocational, civic, and social-emotional opportunities for students at BHS. Numerous extracurricular opportunities for BHS students are affiliated with community organizations such as the Charter Oak Cultural Center, Connecticut NorthStars, Hartford Kiwanis, Hartford Recreation Department, Knox Parks Foundation, Leadership Greater Hartford, Riverfront Reapture and Sierra Club Inner City Outings. Social Service partners include the American Red Cross, Family Life Education, Mi Casa Family Service and Educational Center, Our Pie of the Pie, The Village for Children and Families, Catholic Charities, and the Institute of Living. All these organization have the Family Resource Center as the BHS primary contact. Partners in Learning include Common Ground, The Connecticut Historical Society, The Connecticut Science Center, The Goodspeed Opera House, The Hartford Fire Explorers Post 1, The Hartford Post 45, The Hartford Stage, Love 146, The Mark Twain House and Museum, The Petit Family Foundation, TheatreWorks, The Links, Inc., and The Wadsworth Atheneum. Students have had the opportunity to participate in job-shadowing events, as well as in college and career mentoring with the aforementioned organization.

Bulkeley High School has partnered with the Institute for Museum and Library Services to provide an after school opportunity for our English learners. The program is designed to improve students English skills for work and college, create and design their own projects and teach leadership skills for our students to lead at school, work and in their community.

Bulkeley High School has strong ties to the University of Connecticut Neag School of Education. Throughout the years several students are completed their degrees while at BHS, as either student teachers or 5th year interns. Last year Neag students who were completing their masters' degrees worked during the fall and spring semesters as interns in the Humanities and Teacher Preparation Programs, concentrating their efforts to boost student achievement, in particular in the areas of reading, science and student culture. This collaboration continues the decades-long tradition of University of Connecticut students earning credit while strengthening the academic programs and student achievement at Bulkeley. In addition, during the past few years Bulkeley has hired three of these interns as permanent teachers.

Bulkeley also has close associations with Goodwin College and Central Connecticut State University. Complementing these associations with colleges and universities, Bulkeley has a
Career Beginnings Program, which is a college access and mentoring program that helps first generation students prepare for both a successful high school and college career. This program offers one to one advising and workshops to help students prepare for the future.

The nationally recognized Jr. Apprentice Program (JA) partners with Bulkeley High School. JA connects Hartford teens with paid apprenticeship opportunities so they can experiment with different careers and gain workplace skills at the same time.

Spirit Horse is located on a bucolic farm in Canton CT which features egg laying chickens, goats, bunnies, ponies and horses. This vocational agricultural program provides individualized and group instruction and opportunities for skill building (vocational, language acquisition, team-building and more) to ELL, Special Education and at-risk students throughout the school year. Therapeutic riding, organic gardening and art also enhance this program which has been operating for the past ten years (previously as City Slickers).

The University of Connecticut’s Early College Experience is a program that enables students to dually enroll at BHS and the University of Connecticut. Additional partnerships include UCONN’s School of Law, Upward Bound/ConnCAP, Capital Workforce Partners, ING and University of Connecticut Health Center. Many of the connections with corporate sponsors, learning institutions and social service partners are maintained by the connections BHS teachers, staff and administrators have with the greater community. An additional support of current student needs at BHS come from BHS’s Alumnae Association. BHS students have outstanding opportunities to utilize the schools partnerships with community, business, and higher education partnerships that further the students’ educational goals and choices to make great strides in achieving success in the 21st century.

XII. COMMUNITY USES

The renovated high school will be designed to facilities activities during school hours, before and after 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 Learning Commons 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 and summer bridge 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.
XII. CENTRAL OFFICE

The new Hartford Public Schools Central Office @ Bulkeley High School should provide space for the following Offices:

I. Office of the Board of Education
II. Office of the Superintendent and Deputy Superintendent
III. Office of Operations
IV. Office of Teaching and Learning
V. Office of Elementary, Middle and Secondary School Education
VI. Office of Fiscal and Budget Services
VII. Office of Outreach, Community Partnership & Family Engagement
VIII. Department of Communications
IX. Department of Human Resources and Talent Management
X. Department of Internal Investigations and Security
XI. Department of Student Support Services

A description of the requirements for each of these activities is contained herein.

I. Office of the Board of Education

This function commences with the policymaking Board of Education comprised of 9 members. The Board employs a secretary to maintain correspondence, prepare agendas, provide an information bank, and record and report formal actions.

• The Board of Education requires office space for the Board members, including desk, chair, file, bookcase, and storage cabinet and the Board’s secretary. A permanent place for protection and storage of Board records is essential. At least one private conference area should be provided adjacent to the Board’s office area. An area should be provided within the Board office complex for the preparation and assemblage of Board records, reports, and agenda.

• Two spaces are indicated: One for a private working environment and one for having dialogue with groups of people. The areas should provide for reception of visitors and complete acoustical privacy. Provision should be made for all central communication and/or monitoring devices, projection pre-viewing, hanging maps or charts, conduit for data transmission devices, and adequate storage of books, materials and records, an alternate means of visitor egress.
II. Office of the Superintendent and Deputy Superintendent

- The superintendent’s office requires an executive Office and immediate access to an adjacent conference area. This office is supported by a clerical staff of 2 secretarial work stations. The secretarial area requires an extensive filing area, room for photocopy machine and an oversize storage area for the numerous forms that are stored and processed.

- The Deputy Superintendent requires an executive Office and immediate access to an adjacent conference area. One secretarial work station is required to support the Deputy Superintendent. The secretarial area requires an extensive filing area and an oversize storage area for the numerous forms that are stored and processed. The area should be especially zoned for security isolation.

- Separate work areas are required for each of the following functions of the Deputy Superintendent’s Office:

III. Office of Operations

- The Chief Operating Officer requires an executive office with extra filing or data storage capability. While individual tasks will be achieved in that office, there must be immediate access to a small conference area. Extra space is required for the multitude of records/file documents maintained in the office.

- This office is supported by a clerical staff of 1 secretarial work station. The secretarial area requires an extensive filing area, room for photocopy machine and an oversize storage area for the numerous forms that are stored and processed.

- Separate work areas are required for each of the following functions of the Operations office:
  - Athletics (1)
  - Transportation (8)

IV. Office of Teaching and Learning

- The Chief of Teaching and Learning requires an executive office with extra filing or data storage capability.

- This area requires 6 executive office spaces. Provision should also be made for the clerical support services of 3 persons. These executives require space for work processing, planning, and maintaining regular office hours. In addition, there must be an available conference area where private conversations may occur with small groups of people. Adequate space should be provided for filing and storage purposes.
• Instruction. Requires segregated workspace for 20 staff members. Their areas require extra spaces for preparation of instructional materials, storage of individual reference materials, and filing of system-wide developmental materials. They are supported by 3 clerical personnel who require standard office work stations with extra provisions for filing and storage of materials and copying, collating and assembling of documents. Extra departmental stage is required for the Promotion of Instruction area. Also, this complex requires access to a conference area which has acoustical isolation. Conference area should accommodate 15-20 people.

V. Office of Elementary, Middle and Secondary School Education

• The Chief of Elementary, Middle and Secondary Education requires an executive office with extra filing or data storage capability.
• This office is supported by a clerical staff of 2 secretarial work stations. The secretarial area requires an extensive filing area, room for photocopy machine and an oversized storage area for the numerous forms that are stored and processed.
• Additional space is required for the Executive Director of Elementary and Middle education and the Executive Director of Secondary Education.

VI. Office of Fiscal and Budget Services.

• The Chief Finance Officer requires space for an executive office, 2 Executive Directors, and 13 additional staff members supported by 1 clerical person. Space is also required for secretarial services and a large volume of reference materials. Extra filing space is required.

Separate work areas are required for each of the following functions of the business office:
• Management, Budget and Grants
• Risk & Insurance
• Accounting Disbursement & Controls

VII. Office of Outreach, Community Partnership & Family Engagement

• This office requires space for an Executive Director and seven workspaces supported by 1 clerical person. At least a separate conference area with an acoustically and visually isolated environment is required. Extra filling space and storage space for technology is required.

VIII. Department of Student Support Services.
- This office requires space for an Executive Director, 4 Directors, and 8 additional staff members supported by 2 clerical persons. At least two separate conference areas are required for meeting small groups in an acoustically and visually isolated environment. Storage space is required for testing materials and special education paraphernalia.

IX. Department of Communications

- This office requires space for an Executive Director supported by 1 clerical person. A separate conference area is required for meeting small groups in an acoustically and visually isolated environment. Extra filling space and storage space is required.

X. Department of Internal Investigations and Security

- This office requires space for an Executive Director and one Director supported by 2 clerical persons. At least two separate conference areas are required for meeting small groups in an acoustically and visually isolated environment. Extra filling space and storage space is required.

XI. Department of Human Resources and Talent Management

- This office requires space for an Executive Director and 18 additional staff members supported by 2 clerical persons. At least two separate conference areas are required for meeting small groups in an acoustically and visually isolated environment. Extra filling space and storage space is required.

XII. The Print Shop requires office space for a Supervisor of Printing, 1 print technician, 1 delivery assistant and ample space for printing machines and storage space.

➤ Supportive services. Comprehensive reception area where all visitors are initially screened. Provision should be made for the comfort of persons who must wait for business appointments.

➤ Public Accommodation. The building should provide complete access for all persons with disabilities including ramps and/or elevators.
- The meeting rooms should be capable of being isolated from other parts of the building for after-hours use.
- Public and employee parking should be well-planned, as should delivery service areas.
• Public lavatory facilities should be provided adjacent to zoned meeting rooms.

➤ Employee Accommodation.
• An employee lounge is required for rest periods, lunch, or snack breaks. Such area should contain functionally comfortable furniture and kitchen facilities. This area should be isolated from normal building activities and reserved for employees only. It should contain an employee bulletin board and adequate space for the storage of supplies and eating utensils.
• An area for employee health concerns and maternity room should be provided.
• Storage – A single storage facility for ten previous years’ records
• Where required to gain maximum efficiency, new office furniture should be selected to match work stations. Standardization for interchangeability should be enforced.
HARTFORD PUBLIC SCHOOLS
HARTFORD, CONNECTICUT

EDUCATIONAL SPECIFICATIONS FOR
Burns Latino Studies Academy and
Hartford Prekindergarten Magnet School

Revised April 20, 2018
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I. PROJECT RATIONALE and EDUCATIONAL MISSION

This project proposes to build a new elementary facility to align best practices and the educational needs of our students. The district has decided this need warrants a new facility that accommodates a state-of-the-art educational experience. The building will accommodate two learning communities, Burns Latino Studies Academy and Pre-K Magnet School. Both will work together to create an idyllic campus setting for the entire student body.

At Burns Latino Studies Academy we are a community of continuous learners that work collaboratively with parents and community partners to provide a positive and safe learning environment that promotes high expectations for ALL students, actively engages students, and puts students at the center of their learning.

Our mission is two pronged: to strengthen collaborative relationships with school resources and community partners and to honor our student centered approach to teaching and learning. The overarching Latino theme will be embedded throughout the curriculum. With community partners, the school will identify barriers that are keeping parents from becoming involved and work to eliminate those barriers. An essential commitment is to plan and collaborate using a multisensory approach to student centered learning. This encompasses a growth mindset, which creates an environment where students are not afraid to learn, fail, or take risks.

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
- 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 Latino Burns and Pre K Magnet School is a step in that direction and will provide safe, secure and educationally appropriate space for all students.

Completing the new construction project 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 SCHOOLS

The new building will co-locate the new Burns Latino Studies Academy School and the Hartford Prekindergarten Magnet School.

Hartford Prekindergarten Magnet School

The mission of the Hartford Prekindergarten Magnet School is to provide three and four year old children with language rich play based learning experiences that promote and foster the whole child in preparation for kindergarten success within a variety of theme based district magnet schools as well as a lifelong success in educational environments. The school will provide a social learning environment that will nurture and support young children’s natural proclivity to learn, experiment, and explore through active engagement in structured play, inquiry-based instruction, interactive discussions around play and literature and the fast mapping of vocabulary. The play-based approaches that are utilized with the students will be shared with the students’ families through ongoing parent focused trainings so that the language and the vocabulary development within the school will filter into all elements of the students’ lives outside of school as well.

In this unique preschool setting all children will participate in an inquiry-based instructional program that will develop students’ oral and written communications skills through art, music, drama, hands on science activities, and the exploration of mathematical concepts, supported by interactive play-based experiences connected with children’s literature that represent diverse genres and multicultural experiences. The curriculum will be aligned to the CT Early Learning and Development Standards (ELDS) birth to age 5. The domains of the standards for 3 to 5 year olds include: science, math, social studies, physical development and health, literacy, language development, approaches to learning, logic & reasoning, mathematics, creative arts expression, and social-emotional development. Pretend play for example fosters communication, developing conversational skills, turn taking, and perspective taking as well as the skills of social problem solving such as negotiating. These are foundational aspects of the Common Core state Standards. During pretend play with peers children engage in the same kind of representational thinking needed in early literacy activities. They can develop complex narratives during such play. They generate language suited to different perspectives and roles.
Children will be supported in a language rich environment conducive to both first and second language development. Families will be encouraged to support their child in the home language, as second language development is dependent upon first language development. The best practices for promoting bilingualism and biliteracy will be incorporated into daily practices. Opportunities will be created for a two-way bilingual component for Spanish and English. This will allow Spanish speakers to develop both Spanish and English language skills and for other children to learn Spanish in order to maximize learning by building on what children already can do in their first language. Literature chosen for the curriculum will be used in both English and Spanish. Every effort will be made to assure that the literature used in school is representative of all families. We want all children to see themselves in the books they read.

At the Hartford Prekindergarten Inter-district Magnet School children will be taught to effectively express their thoughts and needs through intentional and explicit language instruction and communication. Teachers and Child Development Associates will model intentional language and promote discourse with and among students. Additionally, they will be exposed to a myriad of character traits and personalities through the Structured Read Aloud curriculum that are reinforced during play and classroom routines. Promoting self-regulatory behavior through routines and explicit instruction will facilitate social and emotional growth, and children who thrive on their learning accomplishments, as well as their membership in the classroom community. Providing deliberate scaffolding to help children develop self-regulation is essential. Self-regulation is the ability to act in a deliberate planned manner. Further it involves managing and orchestrating cognitive functions. Three major teaching strategies what will support this development are a) modeling, b) using hints and cues, and 3) gradually withdrawing scaffold support. Children are taught to take care of materials in the room and they develop pride in their ability to be responsible for community tasks. This holistic approach establishes community and collective ownership (i.e., everything in the room belongs to everyone based on the responsive classroom model). We will seek National Association for the Education of Young Children (NAEYC) accreditation when we arrive at our permanent location.

By the end of preschool, children will:

* Be prepared both socially and academically for Kindergarten,
- Demonstrate School Readiness Skills which include mastery of the following skills: concepts of print, alphabet knowledge and phonological awareness.
- Have reached a level of narrative development to retell experiences and stories.
- Demonstrate a sense of self as a learner;
- Demonstrate a sense of confidence, empathy, and responsibility to oneself and others;
- Demonstrate effective functioning, individually and as a member of a group;
- Exhibit curiosity, creativity, self-direction and persistence in learning situations.

**Burns Latino Studies Academy**

At Burns Latino Studies Academy, we are a community of continuous learners that work collaboratively with parents and community partners to provide a positive and safe learning environment that promotes high expectations for all students, actively engages students and puts students at the center of their learning.

**Overview:**

We are committed to delivering a rigorous and relevant Latino Theme focused curriculum to all students. In order to do this, we will use Common Core State Standards, school curricula, grade level expectations, common learning plans, curriculum pacing charts, and effective instructional practices. Student learning and achievement will be measured by common formative, summative, and district/state assessments. Grade level/academic teams will meet weekly to review, plan, and analyze performance data to accelerate all students towards high achievement.

In serving our community, we are able to provide bilingual services in a language rich environment conducive to both first and second language development. The best practices for promoting bilingualism and biliteracy will be incorporated into daily practices. Literature chosen for the curriculum will be used in both English and Spanish. Every effort will be made to assure that the literature used in school is representative of all families. Through the Middlebury Interactive Language Program for English Language Learners, students have the opportunity to engage in grade level relevant academic language development through a project based blended learning model.
As a restorative school, we are committed to providing students and staff a process to self-regulate within the social emotional learning framework. The approach provides students, teachers and the stakeholders with a sustainable tool to reform the school community. It is non-punitive and instead promotes transformational qualities. Through the implementation of restorative practices and as a Positive Behavior Intervention School (PBIS) we believe that the students should:

- Be provided with opportunities which encourage self-discipline
- Be treated with dignity and respect
- Be treated in a positive manner
- Have a clear understanding of expected behaviors
- Be held accountable for his/her behavior
- Be a part of a positive community

We expect all students, staff, and visitors to demonstrate:

- Respect for themselves
- Respect for others
- Respect for the environment

By the end of 5th grade, students will:

- Be prepared both academically and socially for secondary school
- Demonstrate mastery of Common Core State Standards in math and literacy as well as NGSS science standards
- Demonstrate a sense of confidence, empathy, and responsibility to oneself and others
- Demonstrate effective functioning, individually, and as a member of a group
- Create portfolios that allow them to take responsibility for their learning (goal setting, data tracking, progress monitoring)
- Lead by example
- Demonstrate a growth mindset in which they are not afraid to learn, fail, or take risks

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.

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 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 Burns 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

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 building must be organized in a manner, which ensures a sense of community and a personalized educational experience for each student. The space must provide opportunities for interdisciplinary project based learning experiences around the Latino Theme and Early Childhood.

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

a. Media Center

The Media Center provides appropriate materials and technology to support and enrich the Latino Studies Themed 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 via physical text and current technological resources. A wide variety of varying levels of media is available for staff, students, and community 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.

b. Core Academics & Special Needs

Burns Latino Studies Academy and Pre-K Magnet learning community concept accommodates a variety of instructional strategies and student-grouping approaches. This concept also provides a learning environment 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. In addition,
students will receive necessary supports through tutoring from outside agencies and the community. Appropriate classroom settings for meeting the multi-sensory needs of students and for teaching life skills are required for the classrooms that house our Applied Behavioral Analysis (ABA) program and for the multi-purpose spaces that promote our school wide implementation of restorative approaches and practices.

Trauma informed practices will be embedded through partnering with community agencies to provide animal therapy. Burns Latino Studies welcomes new arrivals that come from rural areas where they had farms and tended to animals as part of their daily routine. This routine has proven to not only have been a means of survival for families, but also a therapeutic outlet for families—specifically for students, who no longer have this daily connection with caring for and tending to animals. Burns will be linked to community programs related to tending to and riding horses, at no cost to the families which will be a wonderful resource. When new arrivals enter the school system, they are in the process of securing basic needs such as employment, housing, transportation etc. Students will have the opportunity to learn how to care for and train therapeutic service animals through an after-school on campus program run by a therapeutic agency. In addition, students will have access to farm animals, learn how to care for, tend to, train, and ride larger animals such as horses. This programming would occur after-school, and on weekends given that the programming would be linked to the school/in the families own community, and thus more readily accessible.

c. The Arts

The visual art and music 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, acoustics, and the Latino Theme should be especially considered when planning these spaces in order for students to engage in a variety of instrumental and choral music learning experiences. These programmatic needs will be accommodated in teaching spaces designed to provide workspace, appropriate practice areas, and storage areas.
d. 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 all 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.

e. Physical Education

The purpose of Burns Latino and Pre K Magnet 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 best practices that are research based, while incorporating the Latino Theme focus.

The goal of the Burns Latino and Pre K Magnet 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.
To support the Pre-K-Grade 5 physical education requirements, a variety of indoor and outdoor areas are necessary. Outdoor physical education teaching areas will be located near the indoor gymnasium as well as developmentally appropriate field and playscapes that are ADA compliant. Multiple indoor play spaces may also be used as a performance area and for the implementation of incentives as part of the PBIS program and individualized student plans. Physical education facilities should be designed and constructed with a focus on community use during non-school hours, since there is a high demand for both indoor and outdoor facilities.

To support the Pre-K-Grade 5 physical education requirements, a variety of indoor and outdoor areas are necessary. Outdoor physical education teaching areas will be located near the indoor gymnasium as well as developmentally appropriate field and playscapes that are ADA compliant. Indoor play space may also be used as a performance area. Physical education facilities should be designed and constructed with a focus on community use during non-school hours, since there is a high demand for both indoor and outdoor facilities.

f. 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 plus wheelchair spaces per ADA.
g. Community Spaces

Since the community will use these spaces after school hours, location of the cafeteria, multiple multipurpose rooms, The Village community services, Compass community services, and Wellness Center should be strategically placed within close proximity to the main entrance. The Wellness Center will include the following: The Village Mental Health clinicians, a Psychiatrist, Dental Hygienist, Ophthalmologist, Orthodontist, and the school nurse. As a community school, these services will be available to students during the school day and to the community after school hours and on the weekends.

The organizational unit for this school will be the Learning Community, consisting of general-purpose learning labs or classrooms, teachers’ lounge and workspace, small group rooms and, self-contained special needs rooms for the ABA program, and resource rooms.

Burns Latino Studies Academy is a Community School and is viewed as the center for the community. To facilitate community involvement, spaces should be provided to accommodate parents and community volunteers.

h. 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.

i. 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.

j. 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.

k. 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.

l. 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.

m. 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.

n. Indoor and Outdoor Learning Environments

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

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

As a Community School, both Schools have built 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.

The responsibility for student achievement, school preparation, social skill development, and readiness for college and career 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.

Community School Partnerships allow the students to have access to after school programs and academic intervention that fall into core areas such as: arts & culture, civic engagement, college & career readiness, literacy, writing & vocabulary academic support/intervention, life skills, science/technology, and sports & recreation. Partnerships also allow the students to have access to the food pantry and to the weekly nutritional backpack program. Students can receive service by a mental health clinician or be referred to an outside service for additional support if needed.

Engaging the Community is another component that the FRC & COMPASS focuses on. The FRC and COMPASS offer GED and ESL, Parent and Literacy, Parent support groups. The community also takes opportunities to support the partnership by volunteering their time to support the overall climate and culture of the school.
XI. COMMUNITY USES

As a Community School, the renovated school will be designed to facilitate activities during, before and after school hours, on the weekends, and throughout the calendar year. It will be a community resource to the entire city requiring multiple spaces in order to provide various services. Uses and services will include but not be limited to the following:

The Wellness Center will be accessible to the community in order to access the following services: Rooms to house multiple Village Mental Health clinicians, appropriate spaces and equipment for a Psychiatrist, a Dental Hygienist, an Ophthalmologist, and an Orthodontist. Village clinicians will need multiple offices for individual, small group, or family therapy until the evening.

Per our SDE grant, the Family Resource Center (FRC) requires two classrooms: one for administrative offices and one for a parent resource room. The administrative offices must include storage as well as a small kitchen area to house the food pantry, backpack program, drop-off box, services and referrals. The parent resource room must be able to accommodate parenting classes, playgroups, literacy, and adult education.

The surrounding community will have access to a laundry room, computer lab (where parents and the community can do resumes and job searches), a kitchen (where a nutritionist can teach parents and the community about healthy eating), and a library (where parents can support their children with homework). The cafeteria, gymnasium, and auditorium will also be accessible to parents and the community. The community and parents will have access to classrooms for a variety of uses such as GED and ESL classes through COMPASS Youth Collaborative.

As a Restorative Practices School, the COMPASS Peace Builders will utilize a multipurpose room to conduct Restorative Circles in order to help build and restore community relationships.

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 and field house for activities outside of school hours.

Summer Enrichment Programs will be held here.

Neighborhood and City-wide Community Meetings take place in the evenings.

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