I. Call to Order

II. Roll Call

III. Opening Statement

IV. Dialogue Session
   1. Parent and Student Comment
   2. Public Comment

V. Reports
   1. Report of the Chair
   2. Report of the Superintendent
   3. Committee Reports
      o Finance & Audit Committee
      o Policy Committee
      o School Choice & Facilities Committee
      o Teaching & Learning Committee
   4. Student Report

VI. Business Agenda

A. Items in Order of Importance

1. Resolution: Adoption of the 2018-2019 Budget - $415,799,210 (Finance & Audit Committee)

   The Connecticut General Statutes (CGS 10-222) requires that the appropriations for the General Operating Funds of the School District be approved by the Board of Education.

   The Hartford Board of Education adopts the FY 2017-2018 Budget in the amount of $415,799,210 effective July 1, 2018.
2. Administrative Appointment (Supt et al.)

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

a) Dr June Sellers to the position of Assistant Superintendent for Student Support Services effective July 1, 2018;

b) Michael Maziarz to the position of Principal at Pathways Academy, effective August 1, 2018.

3. Approval of Contract Amendment: CBS Therapy $250,000 (Supt et al.)

Hartford Public Schools has had 16 unexpected departures by speech-language pathologists within the district over the 2016-2017 and 2017-2018 school years. The district has had difficulty in replacing these 16 professionals independently and has had to utilize the services of outside agencies to meet these staffing needs in order to meet the mandated supports of Hartford Public School students and to ensure compliance with state and federal educational guidelines. As a result, the CBS Therapy original contract for 8 speech-language professionals requires an increase to 14 speech-language pathologists.

That the Hartford Board of Education authorizes the Superintendent to amend the contract with CBS Therapy for an additional $250,000 for the term delineated in the contract, ending June 30, 2018.

4. Approval of Contract Continuation: The Causeway Agency $130,000 (Supt et al.)

Over the past three years, the Office of School Choice has partnered with the Causeway Agency to lead a successful marketing and branding campaign to inform and engage Hartford families and those of the Greater Hartford region, to understand the school selection process and the various Hartford school options available through the District Choice and Regional School Choice lotteries.

The Office of School Choice seeks to continue its partnership with The Causeway Agency in order to continue to deepen its message and the reach of information to reach all families, particularly those families who may be underrepresented in the school selection process.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with The Causeway Agency for the term delineated in the contract, ending June 30, 2019, at a cost not to exceed $130,000.

5. Acceptance of Funds: UCONN/Wallace Foundation $316,250 (Supt et al.)

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

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

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

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $316,250 from the University of Connecticut Neag School of Education.

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

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

a. Policy 4118.21 – Reporting of Abuse and Neglect
b. Policy 4118.3 – Harassment (Personnel)
c. Policy 5163 – Harassment (Students)

B. Consent Agenda

7. Approval of Program Enhancement Project (PEP) Grant 40,000 (Supt et al.)

The Hartford Public Schools Adult Education Center has submitted a proposal to the Connecticut State Dept. of Education captioned "Vocations Exploration Institute" to receive a federal Program Enhancement Project grant in the amount of $40,000. The grant proposal requires the approval of the Board of Education.

That the Hartford Board of Education authorizes the Superintendent to accept the Program Enhancement Project Grant in the amount of $40,000.

8. Approval of Educational Specifications S.A.N.D. School (Supt et al.)

The roof of SAND School exceeds twenty years of age and is failing. A construction grant to cover this work will be applied for. The project carries a budget of $1,000,000 and is projected to receive a state grant of 80% of eligible
project costs. At this time the Educational Specifications for the design and construction effort require the approval of the Hartford Board of Education in order for the application process to move forward.

That the Hartford Board of Education, The Hartford Board of Education accepts and approves the Educational Specifications for the roof replacement project at SAND School, dated May 22, 2018 and authorizes submission of the documents to the Bureau of School Facilities for purposes of securing a construction grant.

9. Reauthorization of Healthy Food Certification Statement

The Hartford Board of Education reauthorizes the Healthy Foods and Beverages in Hartford Public Schools Policy and submits the Healthy Food Certification Statement for 2017-2018 stating “will meet said standards during the period of July 1, 2018 – June 30, 2019”.

10. Approval of the Board of Education Meeting Schedule for 2018-19 School Year (The Board)

The Hartford Board of Education approves the Board of Education Meeting Schedule for the 2018-19 School Year.

VII. Adjournment
AGENDA

ITEM # 1

NEW BUSINESS

RESOLUTION: ADOPTION OF THE 2018-19 BUDGET

JUNE 19, 2018

FINANCE & AUDIT COMMITTEE

RATIONALE:

The Connecticut General Statutes (CGS 10-222) requires that the appropriations for the General Operating Funds of the School District be approved by the Board of Education.

RESOLVED, that this resolution shall be the general appropriations of the Hartford Public Schools for the 2018-19 fiscal year. A resolution to make appropriations; and to provide for the expenditure of the appropriations; and to provide for the disposition of all income received by the Hartford Public Schools.

WHEREAS, the total revenues estimated to be available for appropriations in the budget for Hartford Public Schools for the fiscal year 2018-19 is $415,799,210

BE IT FURTHER RESOLVED, that $415,799,210 of the total available to appropriate in the 2018-19 Hartford Public Schools budget is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES
Schools and Students: $354,260,927, or 85.2%
Central Office and Centralized School & Student Supports: $61,538,283 or 14.8%
Total Appropriated $415,799,210

BE IT FURTHER RESOLVED, that the Chief Financial Officer is hereby authorized to make budgetary transfers pursuant to Board of Education policy.

BE IT FURTHER RESOLVED that no Board of Education member or employee of the school district shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the Board of Education and in keeping with the budgetary policy adopted by the Board.

BE IT FURTHER RESOLVED, that the Superintendent of Schools is hereby charged with general supervision of the execution of the budget adopted by the Board and shall hold administrators, supervisors, department heads, and teachers responsible for performance of their responsibilities within the amounts appropriate by the Board of Education and in keeping with the budgetary policy adopted by the Board.

RECOMMENDATION

That the Board of Education adopts the FY 2018-19 Budget in the amount of $415,799,210, effective July 1, 2018.
"This page [is] intentionally left blank."
AGENDA

ITEM # 2

NEW BUSINESS

JUNE 19, 2018

DR. TORRES-RODRIGUEZ

MS. BANKS

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 approve the Superintendent's recommendation to appoint the following individuals to the position indicated:

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>June Sellers</td>
<td>$155,000</td>
<td>Assistant Superintendent for Student Support Services</td>
<td>July 1, 2018</td>
</tr>
<tr>
<td>Michael Maziarz</td>
<td>$155,861</td>
<td>Principal, Pathways Academy</td>
<td>August 1, 2018</td>
</tr>
</tbody>
</table>
"This page [is] intentionally left blank."
AGENDA

ITEM # 3

NEW BUSINESS

APPROVAL OF CONTRACT AMENDMENT:
CBS THERAPY

AMOUNT
$250,000

JUNE 19, 2018

DR. TORRES-RODRIGUEZ
MS. AVILA

FUNDING SOURCE
GENERAL FUNDS

BACKGROUND

Hartford Public Schools has had 16 unexpected departures by speech-language pathologists within the district over the 2016-2017 and 2017-2018 school years. The district has had difficulty in replacing these 16 professionals independently and has had to utilize the services of outside agencies to meet these staffing needs in order to meet the mandated supports of Hartford Public School students and to ensure compliance with state and federal educational guidelines. As a result, the CBS Therapy original contract for 8 speech-language professionals requires an additional 6 speech-language pathologists, for a new total of 14.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to amend the contract with CBS Therapy for an additional $250,000 for the term delineated in the contract, ending June 30 2018.
### CBS Therapy Agreement Modification

<table>
<thead>
<tr>
<th>Institution/Organization (&quot;Sponsor&quot;)</th>
<th>Institution/Organization (&quot;Awardee&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: HARTFORD BOARD OF EDUCATION</td>
<td>Name: CBS THERAPY</td>
</tr>
<tr>
<td>Address: 960 Main Street</td>
<td>Address: 626 Park Avenue, Unit 2A</td>
</tr>
<tr>
<td>Hartford, CT 06103</td>
<td>Cranston, RI 02910</td>
</tr>
</tbody>
</table>

| Superintendent of Schools:          | President:                            |
| Leslie Torres-Rodriguez             | Peter Erklauer                        |

| Board Approval: June 28, 2016       |

| Effective Dates of Original Agreement: | Effective Dates of Amended Agreement: |
| July 1, 2017 – June 30, 2018         | April 24, 2018 – June 30, 2018        |

### Amendment(s) to Original Terms and Conditions

This amendment modifies the original Agreement as follows:

1. Original Scope of Services was for 8.0 FTE positions. The modified Scope of Services is for 14 FTE positions.

2. Paragraph 3. Original total compensation was $744,014. The modified total compensation amount shall not exceed $994,014. (Waiting on final figure from CBS Therapy)

All other terms and conditions of the original contract shall remain intact and binding, and are incorporated herein by reference.

<table>
<thead>
<tr>
<th>By Authorized Official of Hartford Board of Education</th>
<th>By Authorized Official of CBS Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Leslie Torres-Rodriguez</td>
<td>Name: Peter Erklauer</td>
</tr>
<tr>
<td>Title: Superintendent of Schools</td>
<td>Title: President</td>
</tr>
</tbody>
</table>
AGENDA
ITEM # 4

NEW BUSINESS

JUNE 19, 2018

CONTRACT CONTINUATION APPROVAL:
CAUSEWAY AGENCY

DR. TORRES-RODRIGUEZ
DR. COLON-RIVAS

AMOUNT
$130,000

FUNDING SOURCE
CSDE/RSCO

BACKGROUND

Over the past three years, the Office of School Choice along with the marketing partnership of The Causeway Agency, has led a successful marketing and branding campaign to inform and engage resident Hartford families and those of the Greater Hartford region, to understand the school selection process and the various Hartford school options available through the District Choice and Regional School Choice lotteries.

New tools and products were developed to provide families with a greater understanding of the school selection options based on an All-Choice System, enabling them to select from a wide variety of school types, models and themes that best fit the interest of their child(ren). The Causeway Agency brought the Choice Office into the next phase of reform with a focus on addressing issues of equity, access and varying school performance as an important next level focus for the district as a whole. It is anticipated the focus on equity will serve as a cornerstone of the year round Choice Marketing and Recruitment Campaign.

The Office of School Choice seeks to continue its partnership with The Causeway Agency in order to continue to deepen its message and the reach of information to reach all families, particularly those families who may be underrepresented in the school selection process.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with The Causeway Agency for the term delineated in the contract, ending June 30, 2019 at a cost not to exceed $130,000.
The Causeway Agency  
Choice Marketing & Recruitment

Executive Form

1. **Executive Summary** (background, purpose)

   Over the past three years, the Office of School Choice has partnered with the Causeway Agency to lead a successful marketing and branding campaign to inform and engage resident Hartford families and those of the Greater Hartford region, to understand the school selection process and the various Hartford school options available through the District Choice and Regional School Choice lotteries. New tools and products were developed to provide families with a greater understanding of the school selection options based on an All-Choice System, enabling them to select from a wide variety of school types, models and themes that best fit the interest of their child(ren). The Causeway Agency brought the Choice Office into the next phase of reform with a focus on addressing issues of equity, access and varying school performance as an important next level focus for the district as a whole. It is anticipated the focus on equity will serve as a cornerstone of the year round Choice Marketing and Recruitment Campaign. The Office of School Choice seeks to continue its partnership with The Causeway Agency in order to continue to deepen its message and the reach of information to reach all families, particularly those families who may be underrepresented in the school selection process.

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

   - Developed a year round Choice Marketing and Recruitment campaign highlighting the various school options and opportunities available in Hartford for local and regional families.

   - Simplified messaging and products that focus on the school selection process to spur parent engagement and increase access for families that may be traditionally underrepresented in the school choice process.

   - Ensured targeted recruitment in urban and suburban markets to increase the compliance and enrollment benchmarks for the Hartford Magnet Schools as required by the State Department of Education Regional School Choice Office (RSCO).
• Developed new materials to pilot important on-the-ground efforts to increase outreach in areas such as Prekindergarten/Kindergarten enrollment, High School options, and Magnet school recruitment.

• Effectively communicated the story of Hartford Public Schools and why families choose HPS to educate their child.

• Increased knowledge and skills regarding effective marketing principles of Choice partners for a well-resourced foundation within Hartford Public Schools.

3. **Financial Impact:** (Budgeted: ☒ YES ☐ NO)

   Procurement Process: ☒ Sole Source ☐ RFR ☐ Exception

   If sole source or curriculum exception, please specify why and attach approval forms:

   Causeway brings unique and relevant credentials to the Hartford Public Schools Office of School Choice. From positioning experts to skilled researchers, from strategic planners to creative designers, they wear several important hats. Their client roster includes cities, universities, and government agencies. They take on work that matters, to improve communities and the people that help them thrive. The Causeway Agency has approached our marketing needs with parent engagement in mind and has helped create a multimedia marketing communications campaign that has generated awareness about Hartford Public Schools to Hartford and suburban families in order to meet the Sheff Quota. This agency has worked on the Choice marketing campaign for the past 3 years and knows our vision and mission well. We have laid the groundwork with them to continue moving forward, especially as we move into the next phase of the District Model for Excellence.

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

   Creative Services of Brochures and Collateral Materials, Account Management and Media Planning & Buying (TV/Radio, Digital Social Media)

5. **Evaluation/Performance/Measurement:** progress, success & next steps (current progress report and/or evaluation/monitoring plan, attach latest evaluation if applicable.)

   For the past 3 years, the Causeway Agency has successfully implemented a successful Choice marketing campaign by enhancing awareness, stimulating brand connection and educating consumers, parents and the community on the various options at Hartford
Public Schools. We look forward to another year with Causeway to continue this work as we prepare for the next phase of the District Model for Excellence.

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 # 5

NEW BUSINESS

JUNE 19, 2018

ACCEPTANCE OF FUNDS:
WALLACE FOUNDATION/UCONN

DR. TORRES-RODRIGUEZ
MR. DART

AMOUNT
$316,250.00

FUNDING SOURCE
WALLACE FOUNDATION/UCONN

BACKGROUND

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

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

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

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $316,250 from the University of Connecticut Neag School of Education.
1. Context/Overview

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

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

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

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

Assist in strengthening UCONN’s UCAPP PLUS/Residency Program

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

Develop a Leader Tracking System (LTS) which will expand our current OTM Talent Dashboard so that we can better support our current and future leaders.
3. **Targeted populations to be served**

Administrators and aspiring urban leaders within Hartford.

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

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

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

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

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

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

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

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

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

8. **For grants only:**

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

   Wallace Foundation and UCONN Neag School of Education Funds to HPS from UCONN/Wallace over three years will total approximately $735,000 to be approved on a yearly basis for duration of grant.
b. Please attach a copy of the grant abstract and other applicable documents

See attached.
Executive Summary

UConn Neag School UPPI: Transforming the Connecticut Principalship

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

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

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

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

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

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

Section 1: Current Picture

The University of Connecticut ranks among the nation’s top 20 public higher education institutions according to *U.S. News & World Report*, with more than 30,000 students pursuing answers to critical questions in abs, lecture halls, and the community. Knowledge exploration throughout the University’s network of campuses is united by a culture of innovation. An unprecedented commitment from the state of Connecticut ensures UConn attracts internationally renowned faculty and the world’s brightest students. As a vibrant, progressive leader, UConn fosters a diverse and dynamic culture that meets the challenges of a changing global society.

The Neag School of Education stands out as a major contributor to instructional and research excellence at the University of Connecticut, with academic departments dedicated to educational leadership, educational psychology, and curriculum and instruction. According to 2017 *U.S. News & World Report* rankings, the Neag School ranks No. 26 in the nation (No. 16 among all public graduate schools) and has four specialty programs ranked in the top 20 nationally, including Educational Administration & Supervision, Secondary Teacher Education, Special Education, and Educational Psychology.

Neag’s Department of Educational Leadership engages in high-quality scholarship and develops leaders who connect theory, practice, policy, and assessment within such academic programs as educational leadership, education policy, executive leadership, higher education and student affairs, and sport management. Its Educational Administration & Supervision program was recently ranked No. 18 by *U.S. News*. The largest academic program in the Department of Educational Leadership is the University of Connecticut Administrator Preparation Program (UCAPP). Graduates are eligible for the Connecticut Intermediate Administrator Certification (092), which licenses principals, assistant principals, and other school leaders in Connecticut. The mission of UCAPP is to prepare highly qualified and capable school-level leaders who are committed to realizing excellence and equity for all students. Currently, 90 students are enrolled in UCAPP, which is a 32-credit, cohort-based program that offers three distinct delivery models or tracks.
The traditional track is the original university-based course model that has graduated more than 60 cohorts in its 26 years of existence. A unique partnership with the state principal professional organization, the Connecticut Association of Schools, has fostered rich clinical experiences in schools throughout the state. Traditional model cohorts complete the program of study (32 credits) in a prescribed sequence over two years. Individuals from across the state self-nominate themselves for admission to one of the regional traditional cohorts which are selected annually.

The Preparing Leaders for Urban Schools (PLUS) model focuses on preparing urban school leaders committed to promoting equity and excellence in a particular partner school district. Content is taught through modules that emphasize competency development in areas proven to be effective in urban settings: instructional leadership, school improvement, human resource management and community engagement. One of the main goals of PLUS is to strengthen the classroom-to-principalship pipeline in our current partner districts of Hartford Public Schools and New Haven Public Schools. New Haven is a new district partner and its PLUS cohort will begin this fall. PLUS cohorts are selected biennially, and candidates are nominated by their principals or district-level supervisors and must demonstrate a commitment to Hartford and New Haven through years of continuous service.

Finally, the UCAPP Residency is an intensive model which focuses on preparing turnaround principal candidates to lead schools needing dramatic improvement. The Residency is an outgrowth of LEAD Connecticut, a state-sponsored collaborative of organizations with deep expertise on leadership and leadership development. These organizations have joined together to provide a comprehensive and sustainable leadership development pipeline for the state of Connecticut. UCAPP residents work in an assistant principal-type role four days and attend class one day of every week for twelve months. Content is taught through modules which emphasize competency development in areas proven to be effective in turnaround settings: instructional leadership, human capital, operations and strategic planning, school culture, and personal leadership. Residency candidates are nominated by their superintendent.

Although each of the UCAPP delivery models offers distinct features, they all have the following key elements in common:

1) Selective admission through a performance-based screening process;
2) A standards-based program of study that aims to develop the essential knowledge and skill for effective school leadership and exceeds minimum certification requirements

3) A supervisec internship that aligns practicum experiences to coursework content;

4) Highly qualified instructors consisting of UConn faculty and local educators who bring a wealth of academic and practical expertise; and

5) Mentors with a proven track record of success leading schools for equity and excellence.

Additionally, UCAPP aims to prepare educational leaders committed to excellence and equity who have the demonstrated knowledge and ability to promote the success of all students by (a) implementing a vision of learning supported by the school community, (b) promoting a positive school culture by providing an effective instructional program and using strategies that capitalize on the school’s diversity, (c) designing comprehensive continuous improvement plans based on research and reflective practice, and (d) managing a safe and effective learning environment.

UCAPP is led by a director who is a full time clinical faculty member in the Department of Educational Leadership. The UCAPP residency is coordinated by another full time clinical faculty member. UCAPP courses are taught by 10 full-time tenure track faculty and 4 full time clinical faculty. Another 12 adjunct instructors are drawn from the field, screened and teach in the program. In addition, roughly 60 principals serve as mentors for the internship. Cohorts range in size from 8 to 15 students. UCAPP traditional enrolls three regionally-based cohorts; UCAPP Residency partners with districts designated by the state as high priority for improvement; UCAPP PLUS operates in two urban districts and enrolls students from Bridgeport, Hartford and New Haven, the three largest cities in Connecticut.

The demographics of the traditional cohort students are generally representative of the racial, ethnic and socio-economic characteristics of the communities in which they live or teach. The typical traditional cohort student is a white female with 5-10 years of classroom experience in a rural or middle-class suburban district. The addition of the PLUS and residency cohorts has diversified our enrollment in that the members of these cohorts work in urban centers or communities which are economically disadvantaged and whose populations are ethnically diverse.

The total cost of tuition and fees for the program is approximately $25,000. On average, graduates receive $8,000 in financial aid in the form of loans.
Section 2: Partner Districts

**Hartford Public Schools**

Hartford Public Schools (HPS) is composed of 49 schools, including 21 magnet schools and 28 district schools, and partners with Achievement First, which operates four charter schools in Hartford. As of January 2016, 20,876 students were enrolled in HPS. HPS has a highly diverse student population with approximately 51% Latino students, 31% African-American, 12% white, and 6% other groups. In 2015, 74% of Hartford’s students were eligible for free or reduced price lunch. The city has welcomed many immigrant and refugee families from all over the world, so that students come from families speaking more than 80 languages. Approximately 18% of Hartford’s students are served by the district’s English Learner programs and 15.7% receive special education services. The district currently employs 45 principals and 40 assistant principals.

School principals in HPS play a central role in instructional leadership in their schools and in driving school improvement. Their leadership includes the use of technology in instruction; the development of curriculum and assessment; the use of data to drive instruction; fidelity to the school theme; communication; staff recruitment, development, supervision, and evaluation; budgeting and financial management; relationships with all members of the school community and the community at large, including development and maintenance of community partnerships to advance the school; and compliance with federal and state mandates and regulations.

The assistant principal aids in the school principal in areas including evaluation of the school program and staff; instructional improvement; recruitment and hiring; relationships with the school community; scheduling and organization of the school; budgeting and financial management; assisting in development of the School Improvement Plan; and other areas of administration and management. In the absence of the principal, the assistant principal assumes responsibilities for the administration and supervision of the school.

**Student information systems:** Power School (student information/schedules); Performance Plus (student assessment); iReady (to monitor progress of students receiving interventions).

**Human resources systems:** Munis (ERP) is the main information system for employee information, assignments, certifications, pay, benefits and insurance, and Connecticut Department
of Education reporting; PSST SDP (Data Warehouse) provides historical information and reporting and is capable of creating reports pulling information from different systems; Timeforce II provides data on time and attendance; SmartFindExpress is used for substitute management; Teachscape/Frontline (see below) is used for evaluations; AppliTrac/TeacherMatch assists with recruitment; Laserfiche is used for personnel files; and ProTraxx manages compliance training and CEU management.

**Educator performance system**: Teachscape has been a central component of the district’s system of evaluation and teacher and administrator growth. Teachscape is the platform for the Danielson Framework for Teaching, which is designed to provide consistent and relevant measures of teacher and administrator performance and development needs. HPS is deeply committed to using a quality evaluation system which enables using data to inform practices.

**Superintendent Biography**: Dr. Beth Schiavino-Narvaez, a visionary and creative leader, brings twenty years of experience as an educator to her role as superintendent. Dr. Narvaez’ expertise is in the areas of leadership development, school improvement, and professional learning.

Dr. Schiavino-Narvaez has been recognized for her leading-edge work in central office transformation, strengthening central office service and support to schools. Known for her collaborative and engaging style, she is a proven instructional leader who has led turnaround work as both a principal and central office leader.

Dr. Schiavino-Narvaez completed her graduate studies at the Harvard University Graduate School of Education where she earned a master’s degree in School Leadership and a doctorate from the Urban Superintendents Program and joined HPS in July 2014. She holds a Bachelor of Science degree in Elementary Education from Pennsylvania State University.
"This page [is] intentionally left blank."
AGENDA

ITEM # 6

NEW BUSINESS

FIRST READING:
VARIOUS POLICIES

JUNE 19, 2018

POLICY COMMITTEE

BACKGROUND

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

a. Policy 4118.21 – Reporting of Abuse and Neglect
b. Policy 4118.3 – Harassment (Personnel)
c. Policy 5163 – Harassment (Students)

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the policies listed above.
Personnel – Certified/Non-Certified

Reports of Suspected Abuse or Neglect of Children or Sexual Assault of Students by School Employees

Conn. Gen. Stat. Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe (1) that any child under eighteen has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, or has been placed at imminent risk of serious harm, or (2) that any person who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, and the perpetrator is a school employee, to report such suspicions to the appropriate authority. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm or sexual assault of a student by a school employee, in accordance with the procedures set forth below.

1. **Scope of Policy**

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm or sexual assault of a student by a school employee, but to ALL EMPLOYEES of the Board of Education.

2. **Definitions**

For the purposes of this policy:

"**Abused**" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"**Neglected**" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his well-being, or (d) has been abused.

"**School employee**" means (A) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or who is working in a Board elementary, middle or high school; or (B) any other person who, in the performance of his or her duties, has regular contact with students and
who provides services to or on behalf of students enrolled in the Hartford Public Schools, pursuant to a contract with the Board.

"Sexual assault" means, for the purposes of the mandatory reporting laws and this policy, a violation of Sections 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a of the Connecticut General Statutes. Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 et seq. to report suspected abuse and/or neglect of children or the sexual assault of a student by a school employee. The term "statutory mandated reporter" includes all school employees, as defined above, and any person who holds or is issued a coaching permit by the State Board of Education, is a coach of intramural or interscholastic athletics and is eighteen years of age or older.

3. What Must Be Reported

a) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any child under the age of eighteen years or any student attending a secondary school, regardless of age:

i) has been abused or neglected;

ii) has had nonaccidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her;

iii) is placed at imminent risk of serious harm; or

b) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee:

i) sexual assault in first degree;

ii) aggravated sexual assault in the first degree;

iii) sexual assault in the second degree;

iv) sexual assault in the third degree;
v) sexual assault in the third degree with a firearm; or
vi) sexual assault in the fourth degree.

Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

c) The suspicion or belief of a Board employee may be based on factors including, but not limited to, observations, allegations, facts or statements by a child or victim, as described above, or a third party. Such suspicion or belief does not require certainty or probable cause.

4. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

When an employee of the Board of Education who is a statutory mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child or a student attending a secondary school, regardless of age, has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.

(1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee. Such oral report shall be made by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency. The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.

(2) The employee shall also make an oral report as soon as practicable to the Building Principal or his/her designee, and/or the Superintendent or his/her designee. If the Building Principal is the alleged perpetrator of the abuse/neglect or sexual assault of a student, then the employee shall notify the Superintendent or his/her designee directly.

(3) In cases involving suspected or believed abuse, neglect or sexual assault of a student by a school employee, the Superintendent or
his/her designee shall immediately notify the child's parent or guardian that such a report has been made.

4118.21(d)
4218.21

(4) Not later than forty-eight hours after making an oral report, the employee shall submit a written report to the Commissioner of Children and Families or the Commissioner's designee containing all of the required information. The written report should be submitted on the DCF-136 form or any other form designated for that purpose.

(5) The employee shall immediately submit a copy of the written report to the Building Principal or his/her designee and to the Superintendent or the Superintendent's designee.

(6) If the report concerns suspected abuse, neglect or sexual assault of a student by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of Children and Families (or his/her designee) shall submit a copy of the written report to the Commissioner of Education (or his/her designee).

5. Reporting Procedures for Employees Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as defined above.

a) When an employee who is not a statutory mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child or a student attending a secondary school regardless of age, has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.

(1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected, placed at imminent risk of serious harm or is a victim of sexual assault by a school employee. Such oral report shall be made by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.

(2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm or is a victim of sexual assault by school employee, he/she shall cause
reports to be made in accordance with the procedures set forth for statutory mandated reporters.

b) Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse, neglect or sexual assault by a school employee

4118.21(e)
4218.21

from reporting the same directly to the Commissioner of Children and Families.

6. Contents of Reports

Any oral or written report made pursuant to this policy shall contain the following information, if known:

a) The names and addresses of the child* and his/her parents or other person responsible for his/her care;

b) the age of the child;

c) the gender of the child;

d) the nature and extent of the child's injury or injuries, maltreatment or neglect;

e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;

f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;

g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;

h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;

i) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;

j) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and

k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

*For purposes of this Paragraph, the term "child" includes any victim of sexual assault by a school employee, as described in Paragraph 3, above.
7. **Investigation of the Report**

a) The Superintendent or his/her designee shall thoroughly investigate reports of suspected abuse, neglect or sexual assault if/when such report involves an employee of the Board of Education or other individual under the control of the Board, provided such investigation does not impede an investigation by the Department of Children and Families ("DCF"). In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.

b) Recognizing that DCF is the lead agency for the investigation of child abuse and neglect reports and reports of a student's sexual assault by school employees, the Superintendent's investigation shall permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency. The Superintendent shall conduct the district's investigation and take any disciplinary action, consistent with state law, upon notice from the Commissioner of Children and Families or the appropriate local law enforcement agency that the district's investigation will not interfere with the investigation of the Commissioner of Children and Families or the local law enforcement agency.

c) The Superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child or student victim of sexual assault and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate.

d) Any person reporting child abuse or neglect or the sexual assault of a student by a school employee, or having any information relevant to alleged abuse or neglect or of the sexual assault of a student by a school employee, shall provide the Superintendent with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.

e) When the school district is conducting an investigation involving suspected abuse or neglect or sexual assault of a student by an employee of the Board or other individual under the control of the Board, the Superintendent's investigation shall include an opportunity for the individual suspected of abuse, neglect or sexual assault to be heard with respect to the allegations contained within the report. During the course of such investigation, the Superintendent may suspend a Board employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual is one who provides services to or on behalf of students enrolled in the Hartford Public Schools, pursuant to a contract with the Board of Education, the Superintendent may suspend the provision of such services, and direct the individual to refrain from any
contact with students enrolled in the Hartford Public Schools, pending the outcome of the investigation.

8. **Evidence of Abuse, Neglect or Sexual Assault by a School Employee**

   a) If, upon completion of the investigation by the Commissioner of Children and Families ("Commissioner"), the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that

   4118.21(g)

   4218.21

   a child has been abused or neglected by a school employee, as defined above, and the Commissioner has recommended that such employee be placed on the Department of Children and Families child abuse and neglect registry, or (2) a student is a victim of sexual assault by a school employee, the Superintendent shall request (and the law provides) that DCF notify the Superintendent not later than five (5) working days after such finding, and provide the Superintendent with records, whether or not created by DCF, concerning such investigation. The Superintendent shall suspend such school employee. Such suspension shall be with pay and shall not result in the diminution or termination of benefits to such employee.

   b) No later than seventy-two (72) hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or the Commissioner of Education's representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose such records to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization, if any.

   c) The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the Superintendent and/or Board of Education acts pursuant to the provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.

   d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board of Education acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two hours after such termination or resignation.
e) Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused or neglected by a school employee or that a student has been a victim of sexual assault by a school employee.

f) The Hartford Public Schools shall not employ a person whose employment contract is terminated or who resigned from employment following a

418.21(h)
4218.21

suspension pursuant to Paragraph 8(a) of this policy and Conn. Gen. Stat. § 17a-101i, if such person is convicted of a crime involving an act of child abuse or neglect or an act of sexual assault of a student, as described in Paragraph 3 of this policy.

9. Evidence of Abuse, Neglect or Sexual Assault by An Independent Contractor of the Board of Education

If the investigation by the Superintendent and/or the Commissioner of Children and Families produces evidence that a child has been abused or neglected, or a student has been sexually assaulted, by any individual who provides services to or on behalf of students enrolled in the Hartford Public Schools, pursuant to a contract with the Board of Education, the Superintendent shall permanently suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the Hartford Public Schools.

10. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

11. Confidential Rapid Response Team

No later than January 1, 2016, the Superintendent shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected abuse or neglect or sexual assault of a student by a school employee, as described in Paragraph 3, above, and (2) provide immediate access to information and individuals relevant to the department's investigation. The confidential rapid response team shall consist of a teacher and the Superintendent, a local police officer and any other person the Board of Education, acting through its Superintendent, deems appropriate.

12. Disciplinary Action for Failure to Follow Policy
Except as provided in Section 12 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

13. The Hartford Public Schools shall not hire any person whose employment contract was previously terminated by a board of education or who resigned from such employment, if such person has been convicted of a violation of Section 17a-101a of the Connecticut General Statutes, as amended, relating to mandatory reporting, regardless of whether an allegation of abuse or neglect or sexual assault was substantiated.

14. **Non-Discrimination Policy/Prohibition Against Retaliation**

   4118.21(i)  
   4218.21

The Board of Education expressly prohibits retaliation against individuals reporting child abuse or neglect or the sexual assault of a student by a school employee and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect or sexual assault by a school employee. The Board of Education also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant to this policy or state law concerning suspected child abuse or neglect or the sexual assault of a student by a school employee or testifying in any proceeding involving child abuse or neglect or the sexual assault of a student by a school employee.

15. **Distribution of Policy**

This policy shall be distributed annually to all school employees employed by the Board. The Board shall document that all such school employees have received this written policy and completed the training and refresher training programs required by in Section 14, below.

16. **Training**

   a) All new school employees, as defined above, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of Children and Families.

   b) All school employees, as defined above, shall retake a refresher training course developed and approved by the Commissioner of Children and Families at least once every three years.

   c) The principal for each school shall annually certify to the Superintendent that each school employee, as defined above, working at such school, is in compliance with the training provisions in this policy and as required by
state law. The Superintendent shall certify such compliance to the State Board of Education.

17. **Records**

a) The Board shall maintain in a central location all records of allegations, investigations and reports that a child has been abused or neglected by a school employee employed by the Board or that a student has been a victim of sexual assault by a school employee employed by the Board, as defined above, and conducted in accordance with this policy. Such records shall include any reports made to the Department of Children and Families. The State Department of Education shall have access to such records upon request.

    4118.21(j)
    4218.21

b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the Board shall provide the Commissioner of Children and Families, upon request and for the purposes of an investigation by the Commissioner of Children and Families of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept on file by the Board. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of the Board, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of superintendent employed by the Board in a position requiring a certificate issued by the State Board of Education.

**Legal References:**

**Connecticut General Statutes:**

Section 10-151

Section 17a-101 *et seq.*

Section 17a-103

Section 53a-65

Public Act 15-205, "An Act Protecting School Children"
Personnel -- Certified/Non-Certified

Harassment

It is the policy of the Hartford Board of Education that all faculty, staff and students, parents and all other members of the school community treat each other with dignity and respect. No form of harassment will be tolerated, whether related to race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status, gender identity or expression, genetic information, or any other basis prohibited by state or federal law is prohibited.

Definitions

For purposes of this policy, harassment is defined as unwelcome discriminatory behavior, verbal, written, graphic or physical conduct toward an individual or individuals relating to the on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status, gender identity or expression, or genetic information of the individual(s) where:

- Such conduct is sufficiently severe, persistent or pervasive that it affects an individual’s ability to participate in or benefit from an educational program or activity;
- Submission to such conduct is made either explicitly or implicitly a term or condition of employment, education or participation in District programs or activities;
- Submission to or rejection of such conduct is used as a basis for employment decisions affecting the individual; and/or,
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive work environment.

Forms of harassment may include but are not limited to: verbal, physical or written intimidation or abuse, spoken and/or written remarks, symbols, caricatures, physical contact, gestures and innuendo, the display of posters, book covers, T-shirts or other items that contain images or words that can be interpreted as harassing, using computer systems, email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

No form of harassment will be tolerated in the Hartford Public Schools.

All reported incidents of harassment will be promptly and thoroughly investigated. Any person engaged in an action or continuing harassment will be subject to appropriate disciplinary action, up to and including termination of employment. The Hartford Public School System will also
discipline any individual who retaliates against any person who testifies, assists, or participates in an investigation, proceeding, or hearing relating to a harassment complaint. Other members of the school community are within the jurisdiction of this policy and are subject to its terms.

Legal Reference

- Title VII of the Education Amendments of the Civil Rights Act of 1964 (42 U.S.C. 2000(e) et seq.)
- Title IX of the Education Amendments of 1972 (42 U.S.C. 11344 et seq.)
- 42 USC, s2000(e), (Title VII)
- 29 CFR, s1004.11 (EEOC Guidelines on Sexual Harassment)
- Connecticut General Statutes 46a-60(8)
- PA 11-55, Discrimination on Account of gender identity or expression

Policy adopted: July 6, 1999
Policy updated: November 1, 2005
Policy revised: May 21, 2013
Policy revised June 17, 2014
Policy revised January 6, June 2018

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Students

Harassment

It is the policy of the Hartford Board of Education that all faculty, staff and students, parents and all other members of the school community treat each other with dignity and respect. All are entitled to freedom from any kind of personal harassment. No form of harassment will be tolerated, whether related to race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status, gender identity or expression, genetic information, or any other basis prohibited by state or federal law is prohibited. Color, religious creed, national origin, ancestry, age, sex, sexual orientation, gender identity or expression, genetic information, disability, marital status, present or past history of mental disorder, mental retardation, intellectual disability, learning disability, or physical disability, or abilities unrelated to performance.

Definitions

For purposes of this policy, harassment is defined as an unwelcome discriminatory behavior, verbal, written, graphic or physical conduct toward an individual or individuals on the basis of relating to the race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status, gender identity or expression, or genetic information. Once, gender, ancestry, color, religious creed, national origin, age, sex, sexual orientation, disability, marital status, present or past history of mental disorder, intellectual disability, learning disability, or physical disability, or genetic information of the individual(s) where:

- Such conduct is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity;
- Submission to such conduct is made either explicitly or implicitly a term or condition of school accommodations, education or participation in District programs or activities;
- Submission to or rejection of such conduct is used as a basis for educational decisions affecting the individual; and/or;
- Such conduct has the purpose or effect of unreasonably interfering with an individual's school performance or creating an intimidating, hostile, or offensive school environment.

Forms of harassment may include but are not limited to: verbal, physical or written intimidation or abuse, spoken and/or written remarks, symbols, caricatures, physical contact, gestures and innuendo, the display of posters, book covers, T-shirts or other items that contain images or words that can be interpreted as harassing, using computer systems, email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

No form of harassment will be tolerated in the Hartford Public Schools.
All reported incidents of harassment will be promptly and thoroughly investigated. Any person, engaged in an action or continuing harassment will be subject to appropriate disciplinary action, up to and including expulsion. The Hartford Public School System will also discipline any individual who retaliates against any person who testifies, assists, or participates in an investigation, proceeding, or hearing relating to a harassment complaint. Other members of the school community are within the jurisdiction of this policy and are subject to its terms.

Legal Reference

- Title VII of the Education Amendments of 1972 (42 U.S.C. 2000(e) et seq.)
- Title IX of the Education Amendments of 1972 (42 U.S.C. 1134n et seq.)
- Connecticut General Statutes 10-15c Discrimination in public schools prohibited
- 42 U.S.C. s2000(e). (Title VII)
- 29 CFR, s1004.11 (EEOC Guidelines on Sexual Harassment)
- PA 11-55 Discrimination on account of gender identity or expression

Policy adopted: July 6, 1999
Policy updated: November 1, 2005
Policy revised: May 21, 2013
Policy revised: June 17, 2014
Policy revised: January, 2018

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
AGENDA

ITEM # 7

NEW BUSINESS

APPROVAL OF:
PROGRAM ENHANCEMENT PROJECT
CONTINUATION GRANT

JUNE 19, 2018

DR. TORRES-RODRIGUEZ
MR. BARTON

AMOUNT
$40,000

FUNDING SOURCE
U.S. PROGRAM ENHANCEMENT
PROJECT GRANT

BACKGROUND

The Hartford Public Schools Adult Education Center has submitted a proposal to the Connecticut State Dept. of Education captioned "Vocations Exploration Institute" to receive a federal Program Enhancement Project Continuation grant in the amount of $40,000. The grant proposal requires the approval of the Board of Education.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept the Program Enhancement Project Grant in the amount of $40,000.
Acceptance of Funds – Program Enhancement Project (PEP) Grant

Executive Form

1. Executive Summary (background, purpose)

This second year of the Program Enhancement Project (PEP) Grant will allow us to continue the Vocation Exploration Institute where students rotate through class sessions featuring exploratory introduction to plumbing, electricity and carpentry. In addition to the trade classes, students will participate in contextualized math and language arts classes leading to high school credentials and work skills training. Academic instructors will be present during trade exploration classes in order to co-teach and integrate the academic and trade exploration content. Students will be given the opportunity to job shadow professional tradesmen and visit trade expositions as part of the learning experience. This will better prepare students to enter internships, pre-apprenticeships and apprenticeships.

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

- To provide students with the skills and knowledge needed to make informed decisions about vocational pathways through exposure to electrical, plumbing and carpentry;

- To accelerate acquisition of academic skills in literacy and mathematics through contextualized learning/instruction, to support successful completion of GED;

- To increase student knowledge and understanding of workforce skills in preparation for completion of OSHA 30 certification;

- To provide students with hands-on vocational exploration experience in order to prepare them to make informed decisions along the vocational pathway; plumbing, electrical and carpentry.

3. Financial Impact: (Budgeted: ☑ YES ☐ NO)

Procurement Process. ☐ Sole Source ☐ RFR ☐ Exception

If sole source or curriculum exception, please specify why and attach approval forms:
4. **Funding Use:** (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

The major areas where funding will be used are 1.) Remuneration for academic and trade instructors and project manager, 2.) Acquisition of equipment, tools, materials, and supplies for classroom and work areas, 3.) Transportation to trade exposition fairs and bus passes to help with transportation to classes or work sites, 4.) Rental of building space for trade classes at Catholic Charities.

5. **Evaluation/Performance/Measurement:** progress, success & next steps (current progress report and/or evaluation/monitoring plan, attach latest evaluation if applicable.)

Participants have been successful in increasing their knowledge of the vocational areas of plumbing and electricity. Students are now much more knowledgeable about the skills required to be successful in these career areas. In addition, students have been able to further develop their mathematical and literacy skills. This is clearly evident by their academic success in both the classroom and improved scores in program assessments.

Students had an average of 9 points gain in both of their reading and math scores from pre-test to post test. In addition, 73% of the participants have made progress towards obtaining their GED by passing one or more sections of the actual GED Test. 93% of the students participated in the Construction Career Day Expo and reported that this was a worthwhile event and that they are now better able to see the relationship between concepts presented in the classroom and the world of work.

The next steps in the program is to further develop students’ exposure to plumbing and electricity and increase the opportunities for career pathways. In addition, we will be adding another in demand trade area, Carpentry. This area will enhance the work and learning students are being exposed to in the other vocational areas. Carpentry will also expose students to another career area, while providing them additional opportunities to further develop their mathematical skills through a hands on learning approach. Thus, allowing students to make the connection between theories and application.

**For grants only:**

a. Identify partnerships and their financial commitment included in the grant, and if applicable, HPS’ financial commitment and/or requirements.

   The commitment from Hartford Public Schools is the matching amount of $10,000.00. There are no financial commitments from any other institution.

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

APPENDIX A

APPLICATION COVER
FOR 2018–19 ADULT EDUCATION PROGRAM ENHANCEMENT PROJECTS

Bureau of Health/Nutrition, Family Services and Adult Education

Title of Grant: Be concise, avoid highly technical terms.
Applicant Organization: Name and address of applicant agency or organization.
Initiated By: Full name, position, telephone number, extension and e-mail address of person responsible for developing the proposal.
Project Director: Full name, position, address, telephone number, extension and e-mail address of person who will be in charge of the project.
Submitted By: Full name, position, telephone number and extension of person authorized to commit agency to the project if it is selected; e.g., Superintendent of Schools, Chief Executive Officer of Agency.

Signature of Superintendent of Schools or Chief Executive Officer of Agency:

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Code</th>
<th>Funds Requested</th>
<th>Matching Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workforce Readiness – <em>Elementary ESL and ABE/GED</em></td>
<td>AE-19-1E</td>
<td>$40,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Workforce Readiness – <em>Secondary CDP and NEDP</em></td>
<td>AE-19-1S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Literacy – <em>Elementary ESL and ABE/GED</em></td>
<td>AE-19-2E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Literacy – <em>Secondary CDP and NEDP</em></td>
<td>AE-19-2S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correctional Education and Other Institutionalized Individuals or Special Populations</td>
<td>AE-19-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expansion of the NEDP</td>
<td>AE-19-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Education and Training (IET)</td>
<td>AE-19-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to Postsecondary Education and Training</td>
<td>AE-19-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Acquisition (ELA) and Integrated English Literacy and Civics Education (IEL/Civics)</td>
<td>AE-19-7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CT Adult Virtual High School</td>
<td>AE-19-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Funds Requested</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date Submitted: Date of Board/Agency Approval:
APPENDIX B

PRIORITY AREA ABSTRACT
Each priority area must have its own abstract

<table>
<thead>
<tr>
<th>Priority Area Name:</th>
<th>Project Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workforce Readiness</td>
<td>Vocations Exploration Institute</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applicant Organization:</th>
<th>Project Director:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Adult Education Center in Hartford</td>
<td>Mr. Kendell Lewis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning Date:</th>
<th>End Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/1/2018</td>
<td>6/30/19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requested Federal Funds:</th>
<th>Program(ABE, ESL, GED, CDP, NEDP, Citizenship):</th>
</tr>
</thead>
<tbody>
<tr>
<td>$40,000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planned Number of Students:</th>
<th>Cost Per Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>$1,333.00</td>
</tr>
</tbody>
</table>

STATEMENT OF NEED/TARGET POPULATION:

According to the school’s program profile prepared by the Connecticut State Department of Education, over 30% of the adult population in the City of Hartford lack a high school diploma and more than 15% lack English Language Proficiency. These individuals would greatly benefit from exposure to, and experience in, the exploration of and participation in a number of trade career pathways. These career pathways could help to enhance employability while the students simultaneously master basic skills, obtain their high school credentials, and improve their English language skills.

PROJECT DESIGN: (Give a brief description of the overall design)

Students will rotate through class sessions featuring basic, exploratory introduction to plumbing, electricity and carpentry, industry areas prioritized in the Capital Workforce Partners Strategic Plan for 7/1/16 – 6/30/20. In addition to the trade exploration classes, students will participate in contextualized math and language arts classes leading to high school credentials and work skills training. Academic instructors will be present during trade exploration classes in order to co-teach and integrate the academic and trade exploration content. Students will be given opportunities to job shadow professional tradesmen as part of the learning experience. In addition, at the end of the program, students will be better prepared to enter into internships, pre-apprentice and apprenticeships.
PROJECT OBJECTIVES: (Briefly state the objectives of the project)

To provide AECH students with the skills and knowledge to make an informed decision about a vocational pathway through exposure to electrical, plumbing and carpentry.
To accelerate acquisition of academic skills in literacy and mathematics through contextualized learning/instruction, to support successful completion of GED.
To increase student knowledge and understanding of workforce skills in preparation of successful completion of OSHA 30 certification.
To provide students with hands-on vocational exploration experience in order to prepare them to make informed decisions along the vocational pathway; plumbing, electrical, carpentry.

APPENDIX C

PROJECT PLAN NARRATIVE, PRIORITY AREA REQUIREMENTS and STATUS REPORTS

Part 1 - Project Plan Narrative: For each priority area, there must be an individual project plan which includes the following:

- Target Population: Specific population to be served;  
  Please see the entry on the Priority Area Abstract Above.
This project is geared to serve adult learners 18 years and above who attend adult education academic programs; those seeking to earn their high school credentials.

- Project Design: Succinct description of the design of the project and how it will build on existing programs;

The target number is 30 students from ABE/Pre-GED/GED, NEDP, ESL programs, and students from community partners. Students will be placed in groups of 10 each trade. Vocational lab will be held two days per week; academic classes will be held an additional two days per week. The academic teachers will support vocational instruction through a co-teaching model as they work with the professional tradesmen in the lab. On the off days, academic teachers will reinforce vocational skills and will support CCRS skills. The vocational exploration project will meet 8 weeks per cycle, 2 days per week, 2 hours per day, (3 trades, 8 weeks, 2x weekly for a total of 288 hours). Similarly, the academic staff will meet 2 days per week for 2 hours per day.
• **Timelines:** Timeline depicting each phase or aspect of the program (if desired, may use diagrams or tables);

<table>
<thead>
<tr>
<th>Dates</th>
<th>Trades</th>
<th>Trades</th>
<th>Trades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 15 – Dec 4 (8 weeks)</td>
<td>Electricity</td>
<td>Plumbing</td>
<td>Carpentry</td>
</tr>
<tr>
<td>Jan 7 – March 1 (8 weeks)</td>
<td>Carpentry</td>
<td>Electricity</td>
<td>Plumbing</td>
</tr>
<tr>
<td>March 11 - May 10 (8 weeks)</td>
<td>Plumbing</td>
<td>Carpentry</td>
<td>Electricity</td>
</tr>
</tbody>
</table>

• **Objectives, Activities:** Clear project objectives, activities, strategies, curricula, lesson plans;

• To provide students with the skills and knowledge needed to make informed decision about a vocational pathway through exposure to electrical, plumbing and carpentry.

**ACTIVITIES**
- Field trips to construction/career fairs
- Networking opportunities
- Job shadowing
- Hands-on learning activities
- Opportunities to work with professional tradesmen
- Field trips to post-secondary schools

• To accelerate acquisition of academic skills in literacy and mathematics through contextualized learning/instruction, to support successful completion of GED.

**ACTIVITIES**
- Co-teaching instructional model
- Academic tutoring
- Contextualized learning
- Digital literacy/support

• To increase student knowledge and understanding of workforce skills in preparation of successful completion of OSHA 30 certification.

**ACTIVITY**
- Embedded workforce/work readiness skills

• To provide students with a hands-on vocational exploration experience in order to prepare them to make informed decisions along the vocational pathway; plumbing, electrical, carpentry.

**ACTIVITY**
- Vocational Exploration Institute
The trade exploration classes focus on hands-on activities, for example, gluing pipe fittings, wiring electrical fittings, and wood construction. These activities enable students to appraise their aptitude in each of the three trade areas.

- **Evaluation**: Evaluation process that will be used and how it will impact program progress and enhancement;
  - Academic and Vocational assessments
  - Student attendance/increased retention
  - Surveys (attitudinal, skills acquisition, career, etc.)
  - Review CASAS, Practice GED, GED, NEDP data
  
The assessment sources listed above will be administered according to an established schedule and will be used to determine the academic gains for students enrolled in the program. In addition to the academic gains, data will be used to inform modification of instruction.

- **Outcomes**: How activities will be disseminated and how they will benefit other programs; and

Outcomes will be shared with members of the staff at data meetings, staff meetings, professional development, school schedule and planning meetings and in School Governance meetings and with the student body so that the data can be used to support additional instruction, make decisions about goal setting and placement. Vocational Gallery Walks throughout the three cycles will inform school community of programs importance and progress being made by students.

- **Future Funding**: Plans and ideas for sustaining the project after the one-year funding period.

After year one, AECCH will submit a continuation application. In addition, AECCH will seek other sources to enhance the implementation of the project.

Note: Please try to limit this to one page.

**Part 2 - Priority Area Requirements:**

Using the attached charts for each priority area, describe the status for each of the requirements of that priority area. Provide the action steps you plan to implement during the FY 2019 funding period to meet it. Also, if applicable, describe the changes in the general design of the project and justify why they were necessary and appropriate.
APPENDIX C – PART 2

PROJECT REQUIREMENTS – PRIORITY AREA STATUS REPORT
YEAR – 2 (July 1, 2018 – June 30, 2019)
(Make copies of this form, as necessary)

Included here are the requirements for the **Workforce Readiness** priority area contained in the PEP RFP issued in 2017-18. Describe the status for each of the requirements. During the FY 2019 funding period, provide the action steps you plan to implement.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Action/Activities FY 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must provide workforce readiness activities, including literacy instruction; development of digital literacy skills and employability skills; career exploration and development and links to employment; employment services; and other options.</td>
<td>Currently participants in the Vocation Education Institute (VEI) receive hands-on training in the trade areas as well as academic instruction to increase their literacy, mathematics, and digital skills. Workforce readiness instruction is presented in a variety of ways including use of Burlington English (digital literacy, employability skills, career exploration) and Achieve 3000 (including those components provided through Burlington, a link to education and employment services.) For the 2018-19 school year we intend to continue to use Burlington English and Achieve 3000 as well as utilize the hands-on training in the trade areas. In addition, ongoing efforts are underway to ensure the continuation and increase in the number of job shadowing and career exploration opportunities. A new element for the upcoming school year is the development of a partnership with post-secondary schools in order to explore the inclusion of higher level training.</td>
</tr>
<tr>
<td>Must offer instruction to support transition to work, entry-level employment, and reentry into the workforce for unemployed individuals.</td>
<td>In addition to what is written above, the academic instructors have developed lessons and activities for employability instruction in order to ensure that students are aware of not only the soft skills but those behaviors that make them a viable candidate and a team player. In the upcoming school year, the VEI instructional team will continue to develop lessons and activities so that the specific skills are presented in the most logical and effective manner.</td>
</tr>
<tr>
<td>Activities, and programs or services, should be designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management</td>
<td>The 2017-18 VEI program has provided the participants with both vocational training and academic instruction through hands on training, in-class reading, mathematics, and digital literacy. In the</td>
</tr>
</tbody>
</table>
skills, including competencies in utilizing resources; working with others; understanding transition and employment systems; and obtaining skills necessary for successful transition into, and completion of, postsecondary education, training or employment.

<table>
<thead>
<tr>
<th>Programs must demonstrate a commitment to provide appropriate support services to students participating in workforce readiness activities, such as tutoring or other academic supports, college navigation support, career planning, transportation assistance and/or childcare.</th>
<th>AECH provides the support services such as workforce readiness, tutoring, academic supports, college navigation, career planning, transportation assistance and childcare services. This grant provides complimentary support for students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs must be aligned with relevant industry sectors as identified in the WDB local plans.</td>
<td>The VEI is aligned with relevant industry sectors as identified in the WDB local plan in the areas of plumbing and electrical. In the 2018-19 school year AECH will add carpentry.</td>
</tr>
</tbody>
</table>

If applicable, describe the changes in the general design of the project and justify why they were necessary and appropriate.
AGENDA

ITEM # 8

NEW BUSINESS

JUNE 19, 2018

APPROVAL OF EDUCATIONAL SPECIFICATIONS
ROOF REPLACEMENT AT SAND SCHOOL

DR. TORRES-RODRIGUEZ
DR. COLON-RIVAS

BACKGROUND

The roof of SAND School exceeds twenty years of age and is failing. A construction grant to cover this work will be applied for. The project carries a budget of $1,000,000 and is projected to receive a state grant of 80% of eligible project costs. At this time the Educational Specifications for the design and construction effort require the approval of the Hartford Board of Education in order for the application process to move forward.

RECOMMENDATION

The Hartford Board of Education accepts and approves the Educational Specifications for the roof replacement project at SAND School, dated May 22, 2018 and authorizes submission of the documents to the Bureau of School Facilities for purposes of securing a construction grant.

Attachments: Educational Specifications dated May 22, 2018
EDUCATIONAL SPECIFICATIONS FOR
ROOF REPLACEMENT
SAND School
1750 Main Street, Hartford, CT
May 22, 2018

1. **PROJECT RATIONALE**
The current roofing system at SAND School is at the end of its useful life and contains areas of failure resulting in leaks which can potentially lead to damage to the structure. To prevent damage and preserve the integrity of this capital asset, a replacement roofing system will be installed as soon as a construction grant is secured.

2. **LONG-RANGE PLAN**
The Hartford Public Schools long-range school facilities plan calls for the continued use of SAND School. Installation of a new roofing system will ensure the availability of this facility.

3. **THE PROJECT**
Remove existing roofing systems to the roof deck level where necessary.
Restore damaged structure as required. Cold fluid-applied hybrid roofing system on steel deck, including but not limited to:
   a. Roof insulation.
   b. Base sheet.
   c. Base sheet adhesive.
   d. Fluid-applied membrane and flashings.
Install new roof drains, insulation and roofing compliant with current codes and with a minimum twenty-year warranty.
AGENDA

ITEM # 9

NEW BUSINESS

JUNE 19, 2018

REAUTHORIZATION: HEALTHY FOOD CERTIFICATION STATEMENT

DR. TORRES-RODRIGUEZ

DR. COLON-RIVAS

BACKGROUND

In 2006, Public Act 06-63; An Act Concerning Healthy Food and Beverages in Schools was enacted by the Senate and House of Representatives in General Assembly. The following is a summary of Public Act 06-63.

Effective July 1, 2006 local Boards of Education are required to permit the sale of only the following beverages to students from any source, including, but not limited to, school stores, vending machines, school cafeterias, and any fund-raising activities on school premises, whether or not school sponsored: milk, nondairy milks such as soy or rice milk, 100% fruit or vegetable juice, and water. Portion sizes of beverages, other than water that are offered for sale shall not exceed twelve ounces.

Annually on January 1st of each year, the Department of Education shall publish a set of nutrition standards for food items offered for sale to students at schools. Effective July 1, 2006 local Boards of Education that participate in the National School Lunch Program shall certify in its annual application to the Department of Education for school lunch funding whether all food items made available for sale to students in schools under its jurisdiction and not exempted from the nutrition standards published by the Department of Education will meet said standards. Such certification shall include foods offered for sale to students at all times, and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored. Additional State Match funding of ten cents per meal is available to districts that certify all foods available to students meet the Healthy Food Guidelines.

RECOMMENDATION

That the Hartford Board of Education reauthorizes the Healthy Foods and Beverages in Hartford Public Schools Policy and submits the Healthy Food Certification Statement for 2018-2019 stating "will meet said standards during the period of July 1, 2018 – June 30, 2019".
TO: Sponsors of the National School Lunch Program

FROM: John D. Frassinelli, Chief
Bureau of Health/Nutrition, Family Services and Adult Education

DATE: February 14, 2018

SUBJECT: Operational Memorandum No. 04-18
Process for Submitting the Healthy Food Certification (HFC) Statement for School Year 2018-19

This memo summarizes the requirements for submitting the 2018-19 HFC Statement to the Connecticut State Department of Education (CSDE). It also provides information on the Connecticut Nutrition Standards (CNS), HFC resources, and state beverage requirements.

Annual HFC Statement
Section 10-215f of the Connecticut General Statutes (C.G.S.) requires that each local board of education or governing authority for all Connecticut public school districts participating in the National School Lunch Program (NSLP) must take action annually to certify whether all food items sold to students will or will not meet the CNS. This includes all public schools, regional educational service centers, the Connecticut Technical High School System, charter schools, interdistrict magnet schools, and endowed academies.

For school year 2018-19, the HFC period is July 1, 2018, through June 30, 2019. **All public school districts participating in the NSLP must submit the online Healthy Food Certification Statement – Addendum to Agreement for Child Nutrition Programs (ED-099) by July 1, 2018.** The vote by the board of education or governing authority on whether to participate in HFC must occur by July 1, 2018, or the district/school is ineligible for HFC participation during school year 2018-19.

HFC Application Process for 2018-19
The annual HFC Statement is completed online in the CSDE’s Online Application and Claiming System for Child Nutrition Programs (CNP System), as part of the district’s 2018-19 application module for Child Nutrition Programs. Please do not submit hard copies of the annual HFC Statement to the CSDE.

The 2018-19 application module for Child Nutrition Programs is expected to be available in the CNP System in May 2018. The CSDE will notify sponsors when the module is open and the HFC application module becomes available. In the meantime, districts must follow the procedures below to ensure timely submission of the 2018-19 HFC Statement by the deadline of July 1, 2018.

1. Schedule the HFC vote at a meeting of your board of education or governing authority that occurs before June 30, 2018. The board of education or governing authority for
each public school that participates in the NSLP must vote “yes,” or “no,” on whether to implement the healthy food option, as indicated below.

- **Healthy Food Option:** Pursuant to C.G.S. Section 10-215f, the board of education or governing authority certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2018, through June 30, 2019. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises sponsored by the school or by non-school organizations and groups.

If the board of education or governing authority votes “yes,” for the healthy food option above, the board of education or governing authority **must also vote** on whether to allow food exemptions, as indicated below. *Note: If the board of education or governing authority votes “no” for the healthy food option above, a vote on whether to allow food exemptions is not required.*

- **Exemption for Food Items:** The board of education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day,” is the period from midnight before to 30 minutes after the end of the official school day. “Location,” means where the event is being held.

2. **Conduct the HFC vote** at the scheduled meeting of the board of education or governing authority. **Maintain a copy of the meeting minutes** indicating the results of the HFC vote outlined in step 1 above.

   - The minutes must indicate whether the board of education or governing authority voted “yes,” or “no,” to implement the healthy food option.

   - If the board of education or governing authority voted “yes,” for the healthy food option, the minutes must also indicate whether the board of education or governing authority voted “yes,” or “no,” to allow food exemptions.

3. When the CSDE notifies districts that the HFC application module is available, **complete the online HFC application module and upload the meeting minutes** indicating the results of the HFC vote. *Note: The CSDE will e-mail school nutrition programs when the 2018-19 HFC application module of the CNP System is available. Instructions on how to access the HFC application module will be provided at that time.*
Interschool Agreements for HFC Schools
A public school or district (recipient site) that receives meals under contract from a HFC district (providing sponsor) can choose to certify for the healthy food option and follow the CNS. This must be indicated on the interschool agreement between the recipient site and the providing sponsor district. In order for the providing sponsor to receive HFC payments for any recipient sites, the interschool agreement must be submitted to the CSDE by July 1, 2018.

Schools must still submit hard copies of the interschool agreements to the CSDE. Interschool agreements are not submitted through the CNP Online System. The interschool agreements for school year 2018-19 are available on the CSDE’s Forms for School Nutrition Programs webpage.

Connecticut Nutrition Standards (CNS)
A summary of the CNS is available in the CSDE’s handout, Summary of Connecticut Nutrition Standards for Foods in Schools. Additional information on the CNS is available on the CSDE’s CNS webpage. The CSDE’s HFC webpage provides numerous resources to assist districts with implementing HFC including:

- Complying with HFC Presentation;
- Ensuring District Compliance with HFC;
- Food and Beverage Requirements for Fundraisers;
- Guide to Competitive Foods in Schools;
- Questions and Answers on Connecticut Statutes for School Food and Beverages;
- Requirements for Food and Beverages in Vending Machines; and
- Food and Beverage Requirements for School Stores.

State Beverage Requirements
As a reminder, the beverage requirements of C.G.S. Section 10-221q apply to all public schools, regardless of whether the district certifies for the healthy food option under C.G.S. Section 10-215f. This includes all public school districts, interdistrict magnet schools, charter schools, endowed academies, and the Connecticut Technical High School System. Additional information on the beverage requirements is available on the CSDE’s Beverage Requirements webpage.

If you have any questions or need additional information, please contact Susan Fiore at 860-807-2075 or susan.fiore@ct.gov or Teri Dandeneau at 860-807-2079 or teri.dandeneau@ct.gov.

JDF:sff

Important: This is a numbered Connecticut State Department of Education (CSDE) operational memorandum that contains important program information. Please read carefully and retain in a binder for future reference. All CSDE operational memoranda are posted on the CSDE’s Operational Memoranda for School Nutrition Programs webpage.
AGENDA
ITEM # 10

NEW BUSINESS

JUNE 19, 2018

BOARD OF EDUCATION MEETINGS
FOR THE 2018-19 SCHOOL YEAR

THE BOARD

BE IT RESOLVED, that the Board of Education for the Hartford Public Schools, approves the schedule for Board of Education meetings for the 2018-19 school year.

<table>
<thead>
<tr>
<th>Workshop / Special Meetings</th>
<th>Regular Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>No workshop scheduled in July</td>
<td>July 24, 2018 @ JMA</td>
</tr>
<tr>
<td>No workshop scheduled in August</td>
<td>August 21, 2018 @ JMA</td>
</tr>
<tr>
<td>September 11, 2018 @ Parkville</td>
<td>September 18, 2018 @ S.A.N.D. School</td>
</tr>
<tr>
<td>October 2, 2018 @ Parkville</td>
<td>October 16, 2018 @ S.A.N.D. School</td>
</tr>
<tr>
<td>November 7, 2018 @ Betances</td>
<td>November 20, 2018 @ SMSA</td>
</tr>
<tr>
<td>December 4, 2018 @ Betances</td>
<td>December 18, 2018 @ SMSA</td>
</tr>
<tr>
<td>January 8, 2019 @ Central Office, 960 Main Street 1. Executive Session (Superintendent Mid-Year Review)</td>
<td>January 15, 2019 @ Bulkeley High School</td>
</tr>
<tr>
<td>February 5, 2019 @ Belizzi</td>
<td>February 19, 2019 @ Bulkeley High School</td>
</tr>
<tr>
<td>March 5, 2019 @ Naylor</td>
<td>March 19, 2019 @ MD Fox</td>
</tr>
<tr>
<td>April 2, 2019 @ Naylor 1. Budget Workshop</td>
<td>April 16, 2019 @ MD Fox Public Hearing: 2019-20 Budget</td>
</tr>
<tr>
<td>May 7, 2019 @ West Middle</td>
<td>May 21, 2019 @ Annie Fisher 1. Budget Adoption</td>
</tr>
<tr>
<td>June 4, 2019 @ JMA</td>
<td>June 18, 2019 @ Annie Fisher</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>1. School Governance Councils Annual Forum</td>
<td></td>
</tr>
</tbody>
</table>

1. Meetings postponed to avoid scheduling conflicts, and Election Day/Labor Day

All **workshops** are held on the first Tuesday of each month at 5:30 p.m., and **regular meetings** are held on the third Tuesday of each month at 5:30 p.m. Workshops will not be held in July and August.

*Meeting dates/locations subject to change.*