



Magnet School

Annual Report

2013-2014

CREC Public Safety Academy



Public Safety Academy

Name of School

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Dr. Leslie Torres-Rodriguez, Principal

Director or Principal

Participating (formally) School Districts

All districts are eligible



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Information for Statewide Policymakers

2013-14 continued to be a year of unprecedented inquiry into statewide interdistrict magnet schools by a range of policy groups and those holding the ultimate legislative and budgetary authority over our statewide program. The Connecticut General Assembly continues to require the CSDE to produce a Results-based Accountability template for determining program effectiveness and a comprehensive magnet school plan with specific recommendations for supporting and sustaining the program. In order for the CSDE to be able to answer specific questions to ensure the program’s long-term viability, we request information on the following objectives:

- 1) Describe the methods used to ensure recruitment and retention of a diverse student body, and how the demand for your program translates into sustained interest in the school. Please include any specific efforts in reaching families that may not yet be familiar with school choice programs. (Note: not applicable for those schools who were required to submit an enrollment management plan in the spring of 2014 due to non-compliance)**

CREC employed a diversified and aggressive marketing strategy to increase the number of students applying for CREC schools. This targeted marketing plan included specific strategies for Hartford families, suburban families, and communities for which we have not had a significant applicant pool in past lotteries. Through an intensive community outreach campaign, we were able to reach a number of applicants from families where English is their second language. This year’s marketing campaign included direct mail, advertising through social media, radio and television commercials, community events, application events, and various other outreach opportunities through our community partners. In addition to the district-wide marketing strategies, each CREC magnet school offered open houses and in-school events, presentations at magnet school fairs, and direct outreach to parents and students in both Hartford and suburban district public schools. As in previous years, CREC continued to see an increase in the number of applicants to a CREC school.

As part of the school’s strategic recruitment plan, a series of specialized recruitment strategies were selected and implemented. A television commercial was produced by an outside agency to help recruit potential students, and this commercial was run on cable providers in the selected target towns. The commercial was filmed at the Connecticut Fire Academy, and is an example of how PSA has leveraged its strategic partnerships in order to further its recruitment goals. In addition, PSA recruitment signs, posters and banners were produced and deployed in strategic places throughout these communities to help to build awareness of our programming.

Additionally, utilizing our calendar of theme-related events for press alerts and releases, PSA generated at least one monthly positive press release to help inform potential families, especially those in target towns, of the high-quality programming available at PSA. During the peak recruitment season, two positive press releases were generated each month. In addition to the press releases, current PSA students from targeted towns were identified,

and based on a questionnaire, student profiles were developed. These profiles were published to the PSA website, as well as submitted for publication to local newspapers in those towns to highlight student stories and attract other families to PSA.

PSA also partnered with public safety agencies and professional organizations from throughout the CREC service area to distribute its recruitment materials in a variety of ways. Each staff member was provided with PSA brochures and asked to deliver them to the fire, police and EMS stations in his or her home community. Information about upcoming recruitment fairs and PSA open houses were communicated to police, fire and EMS chiefs via the respective statewide e-mail "listserv" systems, so that chiefs could pass this information on to their community outreach personnel and/or cadet/Explorer/junior programs. In addition, PSA's Magnet-Theme Resource Teacher travelled to several departments and attended cadet/Explorer/junior program meetings to talk about PSA.

Finally, in an effort to show potential families how public safety skills and content knowledge integrate seamlessly with core academic subjects, PSA adjusted its open houses this year to include theme-focused activity sessions and demonstrations for students. For example, in one open house session, students learned how firefighters calculate pump pressure for hose lines, and how this connects to the use of formulas in mathematics. In another open house session, students learned about the importance of accurate, concise report writing and how one's ability to write can ensure success in a public safety career.

2) Describe your school's professional development priorities for 2013-14. Be specific as to activities that support your special magnet theme.

Professional development for staff at the Capitol Region Education Council (CREC) is designed to enhance the knowledge, skills, and attitudes of its educators so that they can improve student learning. The year's sessions focused on providing teachers with the tools needed to implement new national and state standards into all curricula, grades PreK-12.

Teachers' Academy

CREC identifies and delivers essential professional development for its new teachers at the start of each school year through its Teachers' Academy. This three-day event provides participants with the unique knowledge and skills that are essential for success as an instructor in our theme-based interdistrict magnet schools. While all certified educators who are in their first three years of employment with CREC are required to participate, returning teachers are also encouraged to register for sessions of interest. Over eighty workshops were offered in August of 2013. Topics included "Effective Strategies for Close Reading," "Flipped Learning," "Including Primary Sources into the Social Studies Classroom," "How to Use Manipulatives in the Mathematics Classroom," and "Strategies to Support Young Learners." Over 350 staff members attended CREC's Teachers' Academy this year.

Teachers' College Reading & Writing Workshop Project

CREC's schools continued to work with Columbia University's Teachers' College Reading and Writing Project (TCRWP) in an effort to build our capacity to meet the expectations of the Common Core State Standards. Staff developers from Teachers' College divide their time during professional development days by demonstrating strategies related to writing,

reading and content-area literacy by coaching teachers, providing them with feedback and next-step goals, helping them to use and learn performance assessments, and preparing them for upcoming units of study.

Common Core State Standards

CREC Schools continued to implement Common Core Standards across all schools. Ongoing professional development was offered throughout the year to ensure fidelity of implementation.

Shared Inquiry Training

CREC Schools continued its work with the Great Books Foundation to support the teachers' use of the shared inquiry approach within its classrooms. The "shared inquiry" approach for reading and discussing literature engages students in higher-order thinking and collaborative problem-solving by emphasizing questioning, text-based support and student discourse. While new teachers to CREC received the initial training, returning educators used the continued work with Great Books to receive feedback on how to maximize the quality of student discourse that takes place in their classroom.

Academic Rigor and Instruction

CREC Schools continued to use tools for rigor, relevance and relationships developed by the International Center on Leadership in Education for grades K-12. We began adapting and using rubrics from Ed Leader21, specifically to assess communication, critical thinking, creativity and collaboration. In addition, modules on Academic Rigor and Shared Inquiry were offered through the Blended Solutions grant.

Monthly Book Study Groups

The district's curriculum leaders facilitated monthly book study groups throughout the school year for all teachers. Book study groups promote conversations among teachers and school staff that lead to the application of new ideas and strategies in classrooms. Teachers had the opportunity to share insights, ask questions of the text and each other, and learn from the perspectives of other teachers across the district. Facilitated discussions on strategies that can be applied directly in the classroom, the potential obstacles to implementation, and what can be done to overcome these obstacles take place each month. *Maximizing Professional Capital* was one of the books discussed in the monthly study groups.

Next Generation Science Standards

While Connecticut has not yet adopted the Next Generation Science Standards, CREC's teachers began conversations about how the *Framework* and NGSS standards may be implemented. Following the recommendations from the Connecticut State Department of Education, CREC's staff examined the eight Science and Engineering Practices described in the [Framework for K-12 Science Education](#), learned about the knowledge components inherent in each of the eight Practices, explored how students' abilities to use the Practices with specific content increases in complexity across the grades, and learned to design instructional outcomes that integrate all 3 Dimensions by combining one of the Practices with a science concept and a crosscutting theme.

Positive Behavior Support System (PBIS)

All CREC schools have implemented a PBIS system in their schools. District wide training of teams and coaches took place throughout the year.

Theme-based Professional Development

Utilizing CREC's Schoology platform, the Magnet-Theme Resource Teacher conducted ongoing theme-related professional development throughout the school year. The Schoology Course entitled "PSA Theme Integration," which was made available to all PSA staff and administration, provided a variety of resources. Two of the most successful and widely used sections were a digital theme resource library and a public safety blog. Within the digital theme resource library, a section was created for each subject area taught at PSA, as well as a section for affective qualities, such as leadership, ethical behavior, etc. Over the course of the year, the Magnet-Theme Resource Teacher researched trade journals (Law Officer, Fire Engineering, JEMS, Homeland Security Today, Corrections One), as well as online resources, and developed a collection of pre-screened, age and developmentally appropriate theme-related resources to be utilized in each subject area in conjunction with existing units of study. The blog was based on a question and answer format, in which staff could ask public safety content-related questions. Content was researched by our theme staff, and a response would be posted, which could be viewed and responded to by all staff. In addition, the Magnet-Theme Resource Teacher co-taught in a variety of classes at PSA to assist PSA teachers in the implementation of the public safety theme. Some of the co-taught topics included analysis of ethics in public safety, leadership in public safety, First Aid and CPR taught in Anatomy and Physiology classes, and structural firefighting.

3) What does your school do uniquely well (related to your magnet theme) that you think other regular public schools may replicate on the local level or in other public schools.

Above all else, the CREC Public Safety Academy embodies the spirit of collaboration. The essence of PSA is comprised of four basic tenets: leadership, respect, service, and community. These core components of PSA are realized through the numerous partnerships that the school has created and expanded over the past three school years. These partnerships have yielded advances in the school's success both academically and in its magnet theme. Working with community organizations and public safety agencies, PSA has successfully partnered with the Connecticut Fire Academy, fire departments, The Connecticut Police Academy, multiple police departments, emergency medical response agencies, local hospitals and emergency departments, homeland security, corrections, local attorneys, state and federal court systems, the military, and many other public safety entities. While the nature of our school magnet theme makes these connections highly desirable, it is the heart of these partnerships that can be replicated. Public servants in these fields are extremely eager to work with students throughout the state of Connecticut. Their willingness, combined with the lessons that they have to offer from individual and collective experiences, are invaluable.

Additionally, academic partnership with the University of New Haven as well as our public safety partners who serve as academic mentors help to further the school's mission. Through these partnerships and a school-wide focus on academic rigor, opportunities for students to excel intellectually have increased. New Advanced Placement classes as well as University of New Haven courses embody the strength of PSA's academic partnerships.

To meet the literacy and numeracy needs of all students, PSA has worked diligently to establish an early intervention program. The model, which relies on collaborative processes, begins with universal interventions implemented within grade-level teaming and co-teaching contexts. The inter-disciplinary Early Intervention Team relies on achievement and teacher data to inform student placement decisions. In efforts to meet the needs of students, Tier 2 of the intervention program entails three levels. Having the leveled Tier allows for, in addition to a fluid approach to move within the levels and Tiers, a laser-like approach to intervention.

4) Describe the manner in which you promote replication of your school's best practices with regular public schools.

CREC has developed the Blended Solutions website to share best practices with their colleagues in the Hartford Public Schools. Blended Solutions offers a continuum of professional development for Hartford and CREC teachers through a mixture of online and face-to-face sessions that are aligned to Connecticut Common Core Standards, the Common Core Teaching Domains and the State Board of Education's Position Statement on Culturally Responsive Education. The site includes a library of resources, as well as videos that demonstrate CREC teachers providing high quality, research-based instruction within highly effective magnet school classrooms. Currently there are eight modules for professional learning available and over forty videos.

At Public Safety Academy, the Blended Solutions Instructional Coach worked closely with school administrators to design a student centered module that focused on rigorous instruction and provided teachers with on-going support in the area of higher-level questioning. This module was made available on the Blended Solutions website and highlighted the success of PSA teachers.

5) Describe your school's two greatest challenges/obstacles to meeting or exceeding the school-wide student learning goals in 2014-15. Please include ways in which the CSDE may support our school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.

Next year, a series of new theme-related courses will be rolled out in a variety of content areas. In addition, PSA will be launching its own in-house EMS certification program (the only program of its kind in the state -- other schools outsource these types of programs), certifying students to the EMR and EMT level. In order to be successful, staff teaching these courses will need ongoing public safety-related professional development, as well as a great deal of support (in the form of co-teaching and content support) from PSA's theme team, including its Theme Directors of the Schools, Director at PSA and Magnet-Theme Resource Teacher.

In addition, PSA will be launching its extended day program in the 2014-2015 school year. This program will not only require a great deal of logistical support, but will also require the recruitment and retention of public safety subject matter experts to provide the large amount of public safety training needed for this program to be successful.

Finally, the breadth of sending towns to PSA also greatly impacts our school's level of family participation. Serving high levels of economically disadvantaged students, PSA works diligently to provide options for families to be able to participate in school events. Hosting events in Hartford, providing alternative times and means for participation, and other creative solutions help, but only go so far. Funding or technical support in bringing additional families into the fold would greatly enhance the overall culture and climate of the Public Safety Academy.

6) Provide the number of applications received by grade and town of residence; as of date of lottery.

***NOTE:** The above information is managed by the SDE and can be obtained through the Department of Education and the Regional School Choice Office (RSCO).

7) Provide the number of students on wait list/pool by grade, race and residence; as of October 1, 2013, (see note)

***NOTE:** The above information is managed by the SDE and can be obtained through the Department of Education and the Regional School Choice Office (RSCO).

Note: Wait list/pool refers to those students not enrolled in your school or another interdistrict magnet school who applied for admission to your school for the 2013-14 year. Example: any student who entered a lottery for admission to your school as a first choice that ultimately not placed in any interdistrict magnet school.



Financial Information

DIRECTIONS: Provide, as attachments, Schedules 1 and 2 from the attached expenditures and revenues document. These should reflect *actual expenditures and revenues* by the close of 2013-14, and not merely the budgeted amounts from the onset of the school year submitted in your grant application.



Basic Checklist for Title IX and 504/ADA Compliance

Both Title IX (34 CFR § 106.9) and Section 504 (34 CFR § 104.8) require that educational entities that receive federal funds must have a policy on nondiscrimination and a published statement. The publication of this statement notifies applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex, or disability. Schools and educational agencies that receive federal funds must list the Coordinators of Section 504 and Title IX with their name/title, address and phone number in the notice of nondiscrimination.

The following checklist was prepared to assist you in meeting some minimum requirements of Title IX of the Education Amendments of 1972, Section 504 and the Americans with Disabilities Act. It is not an exhaustive checklist and therefore should not be used as a substitute for careful reading of the regulations themselves.

§ 106.8 Designation of responsible employee and adoption of grievance procedures.

- 1. At least one Title IX coordinator has been designated at the district or school level to coordinate efforts to comply with Title IX, including investigations of any complaints.
- 2. At least one Section 504/ADA coordinator has been designated at the district or school level to coordinate efforts to comply with Section 504/ADA requirements, including investigations of any complaints.
- 3. All students and employees have been notified of the name(s), office address(es), and telephone number(s) of the coordinator(s).
- 4. Grievance procedures for students have been adopted and published.
- 5. Grievance procedures for employees have been adopted and published.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 106.9 Dissemination of policy.

- 6. The following been notified of a policy of nondiscrimination.
 - applicants for admission and employment
 - students and parents of students
 - employees
 - sources of referral of applicants
 - unions, professional organizations
- 7. Notification of a policy of nondiscrimination has been placed in one or more of the following:
 - local newspapers
 - school newspapers and magazines
 - memoranda's or other written communications distributed annually to each student and employee
 - announcements, bulletins, catalogs, student and faculty handbooks
 - application forms
- 8. The above-listed school publications are free of text and illustrations suggesting differential treatment on the basis of sex or disability.
- 9. Admission and recruitment representatives (including counselors or student advisors and personnel officers) have been advised of the nondiscrimination policy and requirements for adherence to the policy.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682); [45 FR 30955, May 9, 1980, as amended at 65 FR 68056, Nov. 13, 2000]



Financial Attachments

BUDGET FORM

Created On: 5/28/2014

ED 114

Fiscal Year: 2014
Grantee Name: CREC
Grantee: 241-000
Funding Status: Final
Vendor ID: 00241
Grant Title: MAGNET SCHOOL OPERATING
Project Title: CREC-PUBLIC SAFETY ACADEMY MAGNET SCHOOL
Fund: 11000 **SPID:** 17057 **Year:** 2014 **PROG:** 82062 **CF1:** 170031 **CF2:** SDE00149
Grant Period: 7/1/2013 - 6/30/2014 **Authorized Amount:** \$4,239,858
Project Code: SDE000000000002

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$4,239,858

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	495,791
111B	INSTRUCTIONAL	2,491,811
112A	EDUCATION AIDES	61,919
112B	CLERICAL	265,090
119	OTHER	245,656
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	496,261
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
510	STUDENT TRANSPORTATION SERVICES	
530	COMMUNICATIONS	
560	TUITION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
2	ADMINISTRATIVE SUPPLIES	
090	OTHER SUPPLIES	
700	PROPERTY	
890	OTHER OBJECTS	
940	INDIRECT COSTS (Prior FY2015)	183,330
	TOTAL	\$4,239,858

Original Request Date: 9/10/2013

This budget was approved by Regina Hopkins on 5/14/2014.

Magnet School Name: Public Safety Academy : 2013-2014

School Code: 2415214

SCHEDULE 1: Total Current Expenditures from All Sources by Function and Object

Report All Cash Expenditures and Encumbrances from All Sources Regular and Special Education. *

LINE	CODE	FUNCTION (Program Area)	OBJECT					Other (Col. 7)	
			Total (Col. 1)	Salaries (Col. 2)	Employee Benefits (Col. 3)	Purchased Services (Col. 4)	Supplies (Col. 5)		Property (Col. 6)
1202	1000	Program Expenditures	4,725,517	3,524,797	681,899	200,064	179,087	139,670	
1203	2100	Support Services-Students	778,711	495,708	136,724	145,273	1,007	-	
1204	2200	Improvement of Instructional Services	58,278			58,278		-	
1205	2300	Support Services - General Admin.	256,225			256,225			
1206	2400	School Based Administration	653,007	556,411	96,596				
1207	2600	Operation and Maintenance of Plant Svc.	834,525			696,319	138,206		
1208	2700	Student Transportation Services	101,190			101,190			
1209	2500 2900	Support Services	143,002 70,666			46,663 70,666	92,329		4,010
1210	3100	Net Expenditures for Food Services	(1,585)			(1,585)			
1211	3200	Net Expenditures for Enterprise Operations	-						
1212		Indirect Overhead	309,636						
1213		TOTAL	7,929,174	4,576,916	915,219	1,573,094	410,629	139,670	4,010

* Do not include transportation costs associated with home to school and back home or the excess cost of special education services.

Magnet School Name: Public Safety Academy

School Code: 2415214

2013-2014

SCHEDULE 2: Revenues by Source

Include all projected revenues for the school

LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx State Grants**	
	406 students @ \$10,443	\$4,239,858
	Summer School	76,167
221	xxxx Federal Grants**	
	Title I	150,673
	21st Century After School	213,464
222	1920 Contributions	45
226	xxxx Other Sources of Revenue**	
	Special Ed Services	809,190
	Local Tuition 406 students @\$4,985	1,990,844
	Other revenues	100
	Bond Funds	134,203
	Fund Balance	314,630
299	Total	\$7,929,174