

HARTFORD PUBLIC SCHOOLS

COMMUNITY RELATIONS

SERIES 1000

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HARTFORD PUBLIC SCHOOLS

COMMUNITY RELATIONS

SERIES 1000

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Community Relations

Concept, Goals and Roles in Community Relations

The Board of Education recognizes that the community, defined broadly as the state and specifically as the area served by the school system, determines the quality of local education. It is imperative that members of the community and the school personnel cooperate in planning, developing policy, implementing programs and evaluating results.

School-community relations are not merely reporting and interpreting. Rather, they are part of a public enterprise in which community members and school personnel play their respective roles in the best interests of the school district.

The Board of Education establishes the following goals for the community relations program:

1. To increase public understanding of the school system.
2. To increase community confidence, interest and participation in the school system.
3. To promote effective dissemination of information concerning school activities.
4. To solicit community opinions about the school system.
5. To encourage the sharing of resources among civic and community organizations for the benefit of the school system.

Community Relations

Communications with the Public

General. The Board of Education believes it is important to inform the public about school curriculum, programs, and activities so citizens can participate in these programs. Concurrently, the school staff, administration, and Board of Education should be aware of the community's goals and concerns for its children so they may be given consideration in curriculum, program, and activity revisions.

To this end, the Board supports and encourages various means such as publications, press releases, open houses, and other public events to disseminate school district information and to hear from the community.

The Community Relations Program. The community relations program shall be a concurrent responsibility of the Board of Education and the Superintendent of Schools. The Superintendent of Schools shall work with members of the Board of Education to conduct an active and comprehensive informational program throughout the school district.

Staff members shall be kept informed of community relations efforts, and their support and participation in such efforts shall be sought.

News of Board of Education Meetings and Activities. The Board of Education believes in the widest possible dissemination of news concerning the school and shall cooperate fully with the press, radio, and television to assure that news coverage is complete, balanced, and accurate.

Board minutes shall be available in unapproved form, within 72 hours of a Board meeting excluding Saturdays, Sundays, and legal holidays; a written record of Board votes shall be available for public inspection in the superintendent's office within 48 hours of a Board meeting excluding Saturdays, Sundays, and legal holidays. (In determining the time herein, any day on which the Board office is closed shall also be excluded.)

It should be made clear to anyone wishing to review the minutes that they are unofficial until approved by the Board of Education.

Legal Reference: Connecticut General Statutes
 1-13-1-21k Public records and meetings.
 10-220 Duties of boards of education.

Policy adopted: November 4, 1998
 Policy updated: October 5, 2004

HARTFORD PUBLIC SCHOOLS
 Hartford, Connecticut

Community Relations

News Media Relationships

Because schools are public institutions serving the educational needs of the community, it is important that information be disseminated concerning programs, activities, and significant school events. To ensure that this publicity be given wide coverage and coordinated with a common effort and purpose, the following procedures shall be followed with news media:

1. The Board of Education Chairperson shall be the official spokesperson for the Board. The Superintendent of Schools may report on actions of the Board.
2. News releases of a system-wide nature, or which pertain to established school system policy, are the responsibility of the Superintendent and will be issued through his/her office.
3. News releases which are of concern to only one school, or to an organization of one school, are the responsibility of principals. Principals should coordinate with central office.

Board meetings to which the public has access may be photographed, broadcast, or recorded for broadcast by any newspaper, radio broadcasting company, or television broadcasting company, subject to the following guidelines:

1. News media personnel who intend to photograph, broadcast, or record for broadcast the proceedings of any public meeting of the Board of Education shall provide appropriate identification to the Superintendent of Schools, if requested by the Superintendent, prior to said meeting of the Board.
2. The Superintendent may limit permission to photograph, broadcast, or record for broadcast Board proceedings to news media personnel employed by a newspaper, radio or television broadcasting company, or personnel of a recognized student news medium assigned to cover the proceedings of a Board of Education public meeting.
3. Any photographer, broadcaster, or news journalist authorized as an employer or student news medium to photograph, broadcast, or record for broadcast, proceedings at a public meeting of the Board of Education, and any personnel associated with said photographer, broadcaster, or news journalist, shall photograph, broadcast, or record for broadcast proceedings of said meeting as inconspicuously as possible and in such a manner which doesn't disturb proceedings.

Community Relations

News Media Relationships (continued)

4. If, in the judgment of the Chairperson of the Board of Education, the presence at a Board meeting of any photographer, broadcaster, or news journalist causes such disruption that orderly conduct of the public business at such meeting becomes unfeasible, access by these individuals may be limited to the extent necessary to remove disruption.
5. Information released to the media shall be that which is public information as covered by statute. It is recognized that there is information of a confidential nature which shall not be released.
6. The principal has the right to restrict interaction with students on school property if he/she deems it interferes or disrupts the educational process.

Legal Reference: Connecticut General Statutes
1-21a Recording, broadcasting, or photographing meetings.

Community Relations

Public Participation at Board of Education Meetings

The regular and special meetings of the Board of Education are open to the public and representatives of the press except that a part of any meeting may be designated an executive session as provided by law.

(cf. 9322 Public and Executive Sessions)

The Board of Education welcomes participation of interested organizations and individuals. Advance announcement of all regular and special meetings of the Board of Education is made through posting the agenda, through notices to newspapers, and directly to citizens and community and professional organizations who specifically request such notification. A reasonable charge may be made for those persons or organizations requesting advance announcements of meetings and agenda backup materials.

Board meetings are meetings held in public but are not open hearings.

Any citizen may appear before the Board to express his/her opinion concerning the educational program of the district. The Board agenda for regular meetings, provides opportunities for comments from persons attending the meeting during the "public portion." Persons wishing to address the Board must sign-up prior to the meeting coming to order. The Board allots half an hour for public comment, and speakers are asked to limit their comments to three (3) minutes.

The Chairperson may, at his/her discretion, curtail or suspend the "public portion" at any time.

Informational meetings are considered special meetings and therefore there is no public comment portion.

(cf. 1312 Public Complaints)

Legal Reference: Connecticut General Statutes
 1-21 Meetings of government agents to be public.
 Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions.
 1-21a Broadcasting or photographing meetings.
 1-21b Smoking in public meetings in rooms of public building prohibited.
 1-21c Mailing of notice of meetings to persons filing written request. Fees.
 1-21f Regular meetings to be held pursuant to regulation, ordinance or resolution.
 1-21h Conduct of meeting.
 1-21j Denial of access to public records or meetings.
 10-238 Petition for hearing by board of education.

Policy adopted: November 4, 1998
 Policy updated: October 5, 2004

HARTFORD PUBLIC SCHOOLS
 Hartford, Connecticut

Community Relations

Recognition of Students, Citizens, Staff Members, and Members of the Board of Education

The Board of Education is committed to recognizing and honoring citizens, students, staff, and groups whose distinguished or exceptional achievements benefit the school system. The Board may act through recognition at Board of Education meetings, letters of recognition, or other appropriate methods.

Policy adopted: November 4, 1998
Policy updated: October 5, 2004

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Community Relations

Community Involvement In Decision-making

The Board offers community members the opportunity to share in determining the purposes and policies of the education provided for the children of Hartford. Education, more than any other single force, will mold the citizens of the future. The school community is a vital and integral partner in this important task.

In accordance with Special Act 97-4 Section 4 Clause (5) the State Board of Education shall provide a mechanism for parent, teacher and community involvement in the schools.

Legal Reference: Connecticut General Statutes
 Special Act 97-4 An Act Concerning the Hartford Public
 Schools.

Parent and Community Involvement

The Board of Education believes that a child's education is a responsibility that is shared by family, school and community. The Board recognizes that schools, families, and communities, all contribute to student success, and the best results come when all three work together. To this end, the Board has adopted a Balanced Theory of Action as a strategy for reform governance linked to the structure of an "All-Choice" system of schools where students and parents who have legal guardianship of a child at a Hartford Public School are full partners in decision making that affects them.

The district Parent Involvement Policy is governed by the following statutory definition, and expects all schools to carry out programs, activities and procedures in accordance with the following definition:

Parental Involvement means the participation of parents in regular, two-way communication involving student academic achievement and other school activities.

Parents will:

- 1. Play an integral role in assisting in their child's academic achievement*
- 2. Be actively involved in their child's education at school*
- 3. Be full partners in their child's education, including decision-making and participation on advisory committees and School Governance Councils*
- 4. Participate in all other activities as those described in Title I section 1118 of the ESEA (Elementary and Secondary Education Act)*
www.ed.gov/policy/elsec/leg/esea02/index.html
- 5. Accept responsibility as outlined in School Compacts.*

The Hartford Public Schools will put into operation programs, activities and procedures for the involvement of students and parents in all of its schools. Each year the Board shall also conduct a meeting, at a convenient time, to involve parents in the planning, review and improvement of programs funded by Title I. All parents of participating children will be invited and encouraged to attend. At this meeting, parents will be given a description and explanation of the Title I curriculum, the forms of academic assessment used, the proficiency levels students are expected to meet and information regarding the importance of parental involvement.

The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.

To the extent practical, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format and, including alternative formats upon request, and, to the extent practical, in a language parents understand.

Parent and Community Involvement (continued)

If the LEA plan is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

The school district will ensure that parents of children served in Title I, Part A schools are involved in decisions about how funds reserved for parental involvement are spent, and will ensure that not less than 95% of the one percent reserved goes directly to the schools.

Legal Reference: Section 1118 of the No Child Left Behind Act of 2001, Public Act 107-110

Policy adopted: November 12, 1997
Policy updated: October 5, 2004
Policy updated: December 7, 2004
Policy updated: August 19, 2008
Policy updated: September 21, 2010

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Parent and Community Involvement

The district will implement the required district wide parental involvement policy components as follows:

1. The Hartford Public Schools will take the following actions to involve parents in the joint development of its district wide parental involvement plan:
 - A draft of the policy will be presented to the PTO Presidents' Council for review no earlier than October 15 of any given year
 - Each PTO President will gather feedback from their schools
 - Adjustments will be made based on feedback
 - Final policy will be presented to PTO Presidents' Council for approval
 - The final policy shall be presented to Principals and School Governance Councils promptly after Board of Education adoption

2. The Hartford Public Schools will provide the necessary coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student academic and school performance by:
 - Ensuring parent representation on the School Governance Council
 - Ensuring that schools establish Parent-Teacher Organizations by October 15 of any given year
 - Flexibly scheduling parent/teacher conferences to ensure attendance
 - Including parents on standing committees and team meetings
 - Scheduling parent orientation meetings a minimum of 3 times per year, where topics important to the school community are explained, such as the school compact, uniform policies, student progress reports, grade-level expectations, etc.
 - Scheduling parent meetings for review of CMT, CAPT and/or other assessment results as appropriate as well as for the development of action plans to address deficiencies.

3. The Hartford Public Schools, with the involvement of parents, will conduct an annual evaluation of the content and effectiveness of the parent involvement policy. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents of students who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policy.

This evaluation will consist of regular parent surveys conducted by the Family Services Department, in conjunction with the district and school improvement planning timeline. The PTO President or designee shall be provided an opportunity to help construct the survey questions. Data gathered will be disseminated to parents and appropriate changes and or modifications will be made to the parent involvement policy implementation process.

Parent and Community Involvement (continued)

4. The Hartford Public Schools will build the schools' and parents' capacity for strong parental involvement, to improve student and academic achievement, through the following activities described below:
 - a. The school district will provide assistance to parents of children served by the school district or school in understanding topics such as the following:
 - the state's academic content standards
 - the state's student academic achievement standards
 - the state and local academic assessments including alternate assessments
 - how to monitor a child's academic progress
 - how to collaborate with teachers and other school staff members

Activities will include but not be limited to Open Houses, Parent Teacher Conferences, Budget Review Meetings, School Governance Team Meetings, Parent Forums, etc., and will ensure that all information is delivered in various formats and, whenever practical, in a language parents understand.

- b. Under the all-choice system of schools, the district will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. These activities will include but are not limited to the following:
 - Literacy and technology training for parents
 - School-based literacy and math nights
 - School-based family literacy activities
 - District forums for parents
- c. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners.
- d. The school district, in creating an all Choice system of schools will:
 1. Improve the quality of education through a portfolio of high-performing schools of choice.
 2. Provide all Hartford students with a choice of safe and high quality schools.
 3. Meet a broad, diverse range of student/parent interests and needs, as requested by parents.

All school and program-level communications (which may include but are not limited to newsletters, posters, flyers, correspondence, television and radio spots, Cable Access Channel, website, and Connect Ed) will be done in English, Spanish and other languages as practical.

This District wide Parental Involvement Policy has been developed jointly with, and agreed on, with parents of children in the Hartford Public Schools as evidenced by:

Parent and Community Involvement

District Review Committee:

David MacDonald
Brad Noel
Lori Hudson
Martha Bentham
Victor De La Paz
Charlene Matria

Committee Meeting Participants:

Maureen R. Anderson
Milly Arciniegas
Jessica Burgos
Toniko Cox
Kathy Evans
Lourdes Fonseca
Michelle Johnson
Precious Ross-Ellis
Patricia Salner
Carmen Sierra
Shay Teal

Community Relations

Constituent Services

Purpose: The purpose of the policy is to outline a process for Board member service to constituents. Board members must provide service to constituents but should not involve themselves in problem management.

This policy sets forth standards and describes processes. It is the intention of the School Board to meet these standards and follow these processes.

Compliance with State Law

The Hartford Board of Education and individual Board members will follow all state laws and regulations regarding the prohibitions of Board involvement in management.

Defining Constituent Service

As elected and appointed Board members acting on behalf of the public, Hartford Board members have a responsibility to be accessible to the public and assist citizens with suggestions, questions, or complaints regarding the Hartford Public Schools. The following definitions apply:

- **Constituents** are members of the Hartford school community who are represented by elected and appointed Public School District Board members or who receive educational services from our public schools. Constituents are receivers of public services and/or provide public funds for those services.
- **Constituent Ombudsman** one who responds to and investigates complaints and concerns from parents, guardians, students, school staff members and any community members with a school-related problem. The Ombudsman is available to assist in the settlement and resolution of stated problem in a customer-friendly manner. The Ombudsman is considered a neutral party who seeks to resolve school related problems and issues as quickly, fairly and efficiently as possible.
- **Governance** is the primary role of the elected and appointed School District Board member. Governance involves ensuring the delivery of required educational and support services in the district by providing oversight and policy to the Superintendent regarding those services and desired results. Governance is strategically based governance and policy focused on effecting system improvement and sustainability.
- **Management** is the responsibility of the Superintendent who is an employee of the School Board and operates within district policy established by the School Board and all applicable state and federal laws and regulations. Management includes directing staff, allocating resources, administering programs and providing support services to improve school system effectiveness and successfully achieve district academic objectives.

Community Relations

Constituent Services (Continued)

- **Appropriate constituent service** ensures that management takes responsibility for helping citizens receive the services that the Hartford Public Schools intends to provide, using the systems and resources provided for those services.
- **Inappropriate constituent service** is defined as Board member involvement in management or delivery of specific services or desired result, even if the problem is serious and/or the Board member's involvement is minimal. This includes an obligation not to confer special advantage on employees, parents, students, vendors or any other person or entity outside regular management decision-making processes established by policy or management directive to guarantee fairness and equity.
- **Communication** The Hartford Board of Education will communicate with constituents in the appropriate manner, given the nature of the constituent issue. The Superintendent will ensure that all staff is aware of all Board policies and procedures, in order to carry out the Board's expectations and communicate them effectively. Board of Education news and announcements will be coordinated through management staff, and timely notice for optional participation will be given to all Board of Education members. Management staff will coordinate the gathering of feedback from the community, in order to gauge the effectiveness of Board of Education communications and present reports to the Board of Education. Board of Education members will communicate policies to the constituents at Board of Education meetings and will consider constituent comments at public forums. As Board members receive direct requests and concerns from members of the community, they will refer them to the Superintendent or appropriate management staff for resolution. In any case, when a Board member refers a matter, the Board member will be given appropriate feedback as to the resolution of the issue by the Superintendent or his senior management staff.

System for Constituent Service

Recognizing the need to provide quality service to constituents, the Hartford Public School Board and Superintendent will together put into place a system for tracking and responding to constituent inquiries.

- The goal of the District is to respond promptly and professionally to any questions or concerns of the public. To this end, the public is encouraged to use published telephone numbers to contact the appropriate personnel at their school or department regarding issues or questions. Another valuable resource is the district website, www.hartfordschools.org, which contains policy, procedures, telephone numbers, and the status of various ongoing programs. The website also provides access to those who want to send questions and comments directly to the Superintendent using electronic mail.

If the above information sources do not provide answers, constituents may contact the District's Welcome Center. As appropriate, such inquiries will be tracked using a system with the following features:

Community Relations

Constituent Services (Continued)

- A Multilanguage protocol for handling constituent requests for information or assistance;
- A primary contact person in the Board Office who will refer constituent service issue requests to the Board Ombudsman, as directed by the Board member, following initial contact with the principal;
- A feedback system so that Board members know the resolution of requests;
- An information management system for storing, tracking, categorizing, and analyzing requests;
- Annual reports to the Superintendent and Board on constituent requests, their resolution, and patterns in requests;
- Annual reports on District systems improvements made, in whole or part, as a result of constituent service requests; and,
- Oversight of the system by the Superintendent's designee.

The attached flowchart tracks the recommended process flow for constituent service requests.

Protocol for Managing Constituent Requests

Protocol is based on a reliable information network between the Board Office and the Welcome Center for referring, tracking, and resolving constituent inquiries. Normally, electronic management of these requests will be done via e-mail or other electronic means, as the preferred method of communication and recordkeeping in the system. The Welcome Center will manage the tracking system and coordinate with appropriate district staff. Requests will be tracked in the Welcome Center by the category of request, the person assigned the lead for responding, the date of inquiry, and the date of response. This information will be maintained in a consolidated database until reviewed by the Superintendent or Board, but no less than four years.

The district's response will be forwarded to the Board Ombudsman for response to the constituent. The Board Ombudsman is responsible for ensuring that the respective Board member is advised of action on the constituent requests, as well as keeping the constituent advised of the status of the request.

As appropriate, and when requested by the Board Office, the Superintendent's Office or appropriate District staff member may respond directly to the constituent and copy the Board Office on the response. This shall be noted in the tracking system maintained by the Board Office.

Community Relations

Constituent Services (Continued)

Guidelines for Responding to Constituent Requests

The Board considers all requests to be important and warranting an expedient response. Response to constituent requests will be managed on a priority basis. Board Ombudsman and District staff will set priorities considering all requests. The priority in which requests are answered is based on the urgency of the specific issue and not the importance of each request for both academic and non-academic issues. In cases where extensive staff work is required to collect data or research information to respond, an interim response will be provided to the constituent by the Board Office within 24 hours.

Central Database Management

Constituent request data will be managed by the Welcome Center. As described in the section of this policy titled, "Protocol for Managing Constituent Requests," statistics will be collected for further review by the Superintendent. Constituent responses shall be maintained in an electronic database for a one-year period from the date of the response or until a briefing to the Board is complete.

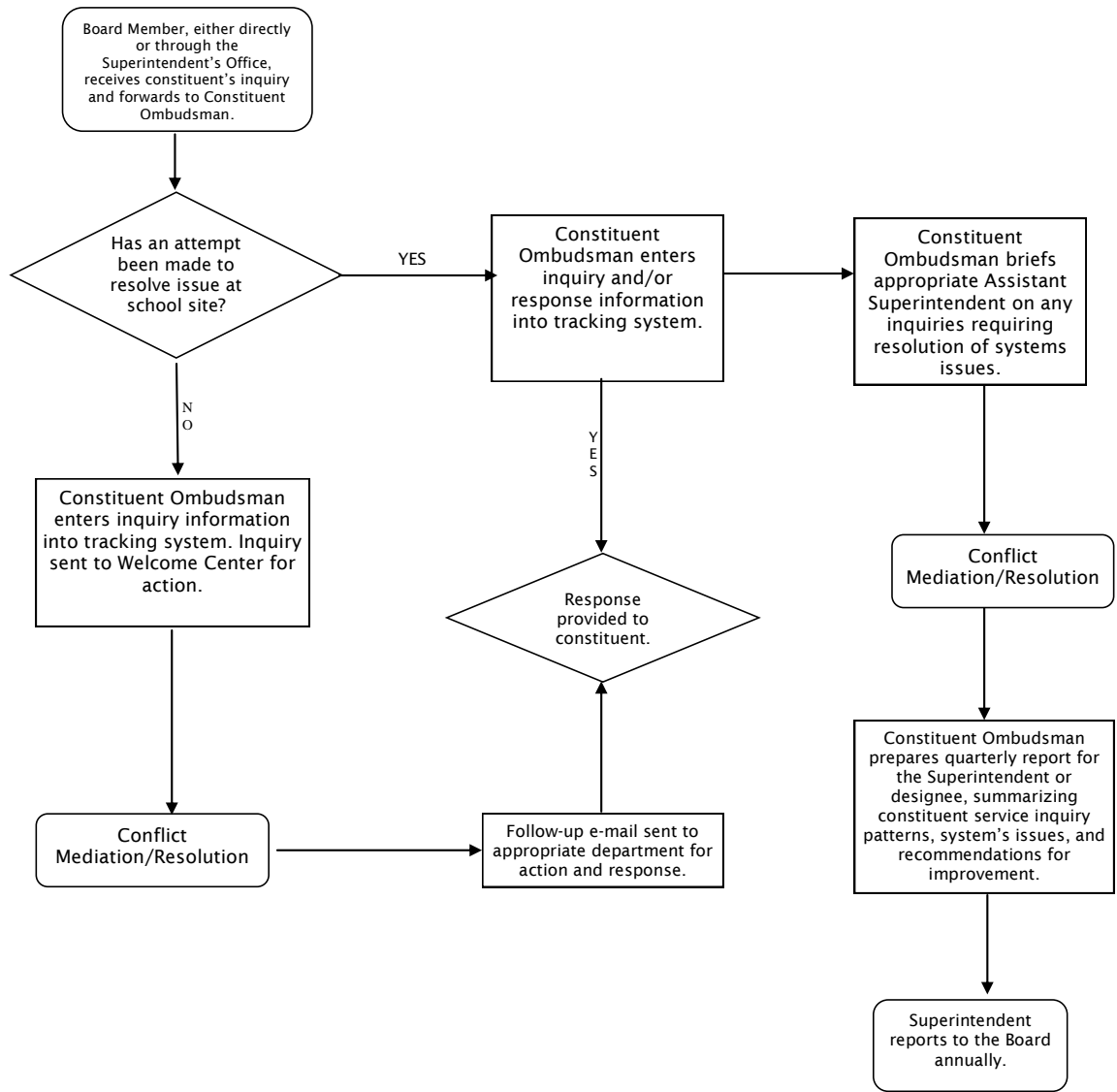
Reporting and System Improvement

Annually, or as directed by the Board Chair, the Superintendent will present a summary to the Board, which will include constituent request data, trends, conclusions and recommendations for improvement. The Superintendent's report to the Board will be in a suitable electronic document and will include data and graphs portraying the results and processes involved. This report will contain the most current information, and will also include comparative data and trend analyses.

Community Relations

Constituent Services (Continued)

Hartford Public Schools Constituent Service Flow Chart



Policy adopted: April 22, 2008

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Community Relations**School Community Associations****Parent Organizations**

The Hartford Board of Education recognizes that parent involvement in the educational process is a necessary ingredient of success. As a means of encouraging parent involvement at the school level, every school should have an official parent group.

The Board recognizes school-community groups such as Parent/Teacher Associations as integral parts of the school community which can promote better educational programs.

Community Relations

School-Community Associations

Parent Organizations

The definition of an official parent group is a group which represents the parents of students in a particular school. Parent advisory councils and community associations are not acceptable as an official parent group.

It shall be the responsibility of the school principal to ensure that the school has an official functioning parent group. The principal shall:

1. Encourage parents to establish and participate in an official parent group.
2. Work with parents to organize such a group if one does not exist.
3. Serve in an advisory capacity to that group.
4. Permit the use of school facilities for parent group meetings.
5. Submit a listing of parent group officers, including their addresses and telephone numbers, to the superintendent by October 15 of each year.

The following regulations apply to a school's official parent group.

1. The parent group should conduct meetings on a regular basis throughout the school year. The parent group shall function as an independent body in regard to funds, meeting dates, meeting agenda, etc. The role of the principal is an advisory one only.
2. If the members so choose, the parent group may affiliate with an umbrella organization such as the Parent Teacher Association.
3. Officers of the parent group shall be chosen by the group's members. It is suggested that the selection of officers take place in the spring so that the new slate of officers is ready to start the school year in September.
4. To ensure that parent groups function independently from the school administration, to increase parent participation, and to avoid any possible conflict of interest, the president of a school's parent group should not be an employee of that particular school.
5. The president of the parent group shall serve as the representative to the monthly meetings (during the school year) between the superintendent and parent group presidents from throughout the city. If the president is unable to attend these meetings, he/she should designate another parent to serve as an alternate representative.

Community Relations

School Governance Councils

Purpose

Consistent with its adopted theory of action and commitment to create and maintain a system of high-performing, distinctive schools of choice, the Board of Education will authorize the formation of school-based governance councils to guide the development of its schools. The Board believes that the success of the school and the students it serves is the shared responsibility of school staff, parents or legal guardians, and community members.

The School Governance Council (SGC) is the primary, local school decision-making body of a school devoted to achieve its mission and vision. Toward this end, the SGC will focus on the analysis of student achievement, development of improvement plans, allocation of resources, programmatic and operational changes, and after being in place for three years, a council may vote to recommend that a school be reconstituted in order to improve the quality of the school and the achievement of its students. All members of the council will perform their duties with integrity, discretion and loyalty.

The principal is the chief executive officer of the school and accountable for school quality and student achievement. The principal shall be responsible for forming, developing and maintaining an effective and cohesive School Governance Council.

The councils are not intended to replace parent organizations.

Scope of Policy

All schools will have a School Governance Council.

Membership and Election

Members will be elected through a fair, open, widely publicized, recorded, and timely election process. The process for parent election shall be developed by the Principal in collaboration with the school's Parent-Teacher organization or a comparable parent organization. Any staff member employed within the school who has children attending the school where they are employed cannot serve as a parent member on the council; any staff member who lives in the community of the school in which they are employed cannot serve as the community representative on the council.

School Governance Councils shall be comprised of 14 voting duly elected members, plus up to three nonvoting members depending on the type of school involved. The following tables describe the category of membership, the number of members and how they are elected.

Community Relations

School Governance Councils (continued)

Member	Number	Election Process
Parents or guardians of students currently attending the school	7	Elected by the parents/guardians of students attending the school, each household with students attending the school will have one vote
Teachers at the school	5	Elected by the teachers of the school
Community leaders within the school district	2	Elected by the parent/guardian and teacher members of the council
School principal or designee (nonvoting)	1	Principal may participate directly or name a designee

Additional members and election process in high schools:

Member	Number	Election Process
Student members, high school councils only (nonvoting)	2	Elected by the school's student body

The Parent Chair of each School Governance Council shall be elected every two years by the 14 members of the council.

All members are equal partners in decision-making, and all decisions are made by consensus. If consensus cannot be achieved, decisions are made by a two-thirds majority vote. When a vote is taken, it must be open and recorded; secret ballots are not permitted. Consensus is defined as all members being in agreement or members being able to support the general agreement of the group.

Requirements

In order to continue to have a strong and effective council, any members that join the council must attend all required trainings provided by the District. Failure to meet training requirements will result in removal from the council. The trainings will provide SGC members with the necessary skills and tools to be active participants in the decision-making process.

Teacher representatives must be teachers in active service at the school and parent representatives must be parents of children currently attending the school.

School Governance Councils shall meet at least six times per year. Absence from two consecutive meetings or half of the meetings will result in removal from the council.

Community Relations

School Governance Councils (continued)

Terms of Voting

Voting members shall have a two-year term and no one member can serve more than two terms on a council, if re-elected for a second term. The nonvoting student members shall serve a one-year term, and no student member can serve more than two terms, if re-elected for a second term. After the two terms are completed, the council will have elections in the month of May following the requirements stated in the election process within this policy. This process also includes any vacancies throughout the year. (See Attachment A for Guidance on Election Procedures.) The year of each term shall be from July through June.

Roles and Responsibilities

A. Parent-Chairperson

The Parent Chair shall:

1. Work with the Principal to prepare the agenda and ground rules for SGC meetings
2. Conduct the SGC meetings
3. Select a member to take attendance and minutes of a least six SGC meetings
4. Attend semi-annual district-wide meetings of SGC Chairs /Co-Chairs with the Superintendent
5. Attend annual meeting of SGC Chairs/Co-Chairs with the Board of Education
6. Maintain regular communication with Principal and SGC Coordinator.

B. Principal or School Director

The Principal shall:

1. Serve as the SGC Co-Chair
2. Work collaboratively with the Parent Chair to prepare the agenda and ground rules for the SGC meetings
3. Inform and provide school related information to the council in a timely fashion, make recommendations, and implement agreed-upon SGC decisions
4. Maintain on file all documentation related to SGC elections (parents, teachers, community members, students), meeting agenda, minutes, and attendance. Provide any of these documents to the Superintendent or his/her designee upon request.
5. Distribute approved SGC minutes to SGC members and school community via email, by posting them on the school's website, or by displaying them in an appropriate and visible space in the school building.
6. Submit a complete list of the elected SGC members to the Chief of Early Literacy and Parent Engagement no later than June 1st of each year.

Community Relations

School Governance Councils (continued)

In the exceptional case where the principal is in disagreement with the consensus or two-thirds vote of the SGC, the Deputy Chief Portfolio Officer shall review both recommendations and make a final determination.

C. Council Members

The council collectively, shall establish an effective timeline for the following functions:

1. Analyze school achievement data and school needs as they relate to the school's improvement plan.
2. Assist in developing and reviewing the School Accountability Plan (SAP) and advise the Principal before the report is submitted to the Superintendent of Schools. The council as a whole must approve SAP before the Parent Chair and Principal sign the consent form and submit it to the School Governance Council Coordinator by the end of October.
3. Review fiscal objectives of the school's draft budget and advise the Principal before the budget is submitted to the superintendent. The council as a whole must approve the school budget before the Parent Chair and Principal sign the consent form and submit it to the School Governance Council Coordinator by the end of February.
4. Participate in the Executive Search Committee for the hiring of the school principal or other administrators of the school by conducting interviews of candidates and reporting on such interviews to the superintendent of schools for the district and the local and regional board of education. The SGC will complete the Office of Talent Management form stating recommendations and comments of at least two candidates for the superintendent's consideration
5. Assist the Principal in making programmatic and operational changes to improve the school's achievement.
6. Develop and approve a written school parent involvement policy that outlines the role of parents and guardians. Schools that receive federal Title 1 funds are required to have a parent involvement policy developed jointly with, approved by, and distributed to parents. Note: A district Title 1 policy can serve this purpose.
7. Work with the Principal in the promotion of the school as a parental choice relative to its enrollment goals.
8. Work with school administrators in developing and approving a school compact for parents, legal guardians, and students that outlines the school's goals and academic focus identifying ways that parents and school personnel can build a partnership to improve student learning. The council as a whole must approve the school compact before the Parent Chair and Principal sign the consent form and submit it to the Chief of Early Literacy and Parent Engagement.

Schools that receive federal Title I funds are required to have a school-parent compact, developed with parents.
9. Work with the Principal in reviewing data around partnership impact and viability of new school partnerships. Review and approve an after-school program.

Community Relations

School Governance Councils (continued)

10. Advise and assist the Principal in the analysis of the school survey data and creation of programs to improve school climate.
11. For those schools mandated by state law, after being in place for three years, a council may vote to recommend that a school be reconstituted using one of the following models for reconstitution: (1) turnaround; (2) restart; (3) transformation; (4) CommPact school; (5) innovation school; and (6) any other model developed under federal law. However, a council cannot vote to reconstitute a school if it was already reconstituted for another purpose. The statute provides a process whereby the council's recommendation for reconstitution must be heard by the local board of education which must accept, modify or reject the proposal. In a case where the council and the local board of education cannot agree on reconstitution, the Commissioner of Education must decide. The State Board of Education cannot allow more than 25 schools per year to be reconstituted under state law (Public Act 10-111).

Reporting and Oversight

All schools are expected to adhere to all provisions of this policy regarding school governance councils with regard to the manner of representation and conduct of elections.

Each School Governance Council shall report annually to the school's stakeholders on their progress in meeting the goals of the School Accountability Plan (SAP).

The Board of Education shall conduct an annual forum with School Governance Council Chairs and Co-Chairs to assess the implementation of this policy.

Within available resources, the Superintendent shall maintain one website with information about all School Governance Councils that includes an updated schedule of meetings, a link to the minutes of each past meeting, and resources for parents, including, but not limited to, staff contact information and informational materials.

The Superintendent will report annually to the Board on the effectiveness of School Governance Councils as an element of the Board's strategy to close the achievement gap for Hartford students and recommend revision of the policy as warranted.

This policy will be reviewed by the Board of Education annually to make any changes deemed necessary and make sure the requirements of the policy are met.

Legal Reference: Substitute Senate Bill No. 438 Public Act No. 10-111 An Act Concerning Education Reform in Connecticut

Policy adopted: May 19, 2009
 Policy Revised: November 15, 2011
 Policy Revised: October 15, 2013

HARTFORD PUBLIC SCHOOLS
 Hartford, Connecticut

(Attachment A)

Process and Checklist for School Governance Council Elections

The table below presents the process for conducting School Governance Council elections. This process must be conducted in collaboration with the PTO/PTA/PO.

Parent Process	Insert Date	
1. Notice of election and call for nominations distributed to all parents.		✓
2. Closing date for nominations. <ul style="list-style-type: none"> Once the nomination forms come back, notify the persons(s) and determine if they are eligible and if they accept or decline. 		✓
3. Date by which the list of candidates will be displayed. <ul style="list-style-type: none"> Prepare your ballot with all names of nominees. 		✓
4. Provide an opportunity for parents to meet the candidates. <ul style="list-style-type: none"> Candidates must be present to accept nomination. 		✓
5. Date by which voting ballots will be prepared and distributed. <ul style="list-style-type: none"> Send out ballots to every household with deadline for return. 		✓
6. Close of ballot. <ul style="list-style-type: none"> Provide various times and methods for parents to cast their ballots. 		✓
7. Vote count. <ul style="list-style-type: none"> Once ballots are returned, determine election results. 		✓
8. Announcement of new council members. <ul style="list-style-type: none"> Send election results out to school community and to SGC Coordinator. 		✓
9. Schedule first council meeting to elect community members and parent co-chair (principal will preside as a non-voting member). Introduce new members at the council meeting and document in minutes.		✓
Teacher Process		
1. Teachers are in charge of their own election process. Process must be documented.		✓
Community Process		
1. Parents and teachers elect community members.		✓

Community Relations

School Volunteers

The Board of Education recognizes that volunteers can make many valuable contributions to our schools. The Board endorses a volunteer program in schools subject to suitable regulations and safeguards. Appropriate recognition of volunteer services shall be made by the Board and school district administration.

Annually, principals shall submit a list of all regular volunteers in the district (chaperones on field trips, aides, library and classroom volunteer assistance, grandparents, assistance at athletic events, field days, etc.) to the Superintendent of Schools.

Community Relations

Educational Foundations

The Board of Education is committed to maintaining excellence in education and pursuing resources to enhance educational opportunities for all students including the opportunity to attend college.

The Board recognizes that members of the community, and beyond, are often willing to make voluntary contributions that will provide needed additional funds and resources for the Hartford Public Schools. The Board, therefore, approves and encourages the creation of an independent educational foundation, including the Hartford Promise Organization, to actively raise funds and provide resources that will enhance educational and financial opportunities for Hartford Public School students both within Grades Pre K-12 and beyond high school graduation through college completion, upon meeting predetermined academic and attendance requirements.

The Board supports foundation allocations that serve the students and schools of the Hartford Public Schools equitably.

The superintendent, with annual invitation to the chief executive of the Hartford Promise Organization, will report to the Board annually on the progress of student eligibility, internal resource commitment for student preparation for college and school and district initiatives that support the Hartford Promise program.

Educational Foundations Administrative Regulations

Hartford Promise Organization

Goal:

All Hartford Public School students who graduate from high school will have the academic preparation and financial resources to attend and succeed in college.

Criteria:

All Hartford Public School students who meet the academic enrollment, school attendance and residency requirements will have access to financial assistance to attend college over a 4 year period.

Program Components:

1. Hartford Public Schools will monitor the academic progress and school attendance rate for eligibility of students in Grades 6-12.
2. Annual notice will be sent to all parents of students 8-12 informing them of the academic and attendance requirements for eligibility of the Hartford Promise.
3. Hartford Public Schools will develop and implement academic interventions to support academic success.
4. Hartford Public Schools will implement a Career and Academic Advisory structure for students in Grades 6-12.
5. Hartford Public Schools will develop partnerships for internships and applied learning opportunities for students to explore career and college.
6. Data will be shared with the Hartford Promise Organization to track student progress and eligibility.
7. Hartford Public Schools will use “blended learning” approaches in preparing students for college and careers, (ex. a combination of computer assisted technology and real life experience.)
8. Hartford Public Schools will conduct parent education programs on a regular basis in support of the Hartford Promise program.

Community Relations

Visits to the Schools

The Board of Education and staff of the school district welcome and strongly encourage members of the community and other interested persons to visit the schools.

The Superintendent shall establish regulations which:

1. Encourage school visitations.
2. Provide for appropriate hospitality for visitors.
3. Channel expressions of approval and constructive criticism to the appropriate administrator, then to the Superintendent of Schools who will share the information with the Board.
4. Ensure that public visits will not hinder the educational program.
5. Require all visitors to register in the principal's office upon arrival at the school.

Although Board of Education members are encouraged to visit schools independently, they have authority only in regularly called meetings of the Board of Education, or when delegated specific tasks by specific Board of Education action.

Community Relations

Visits to the Schools

In accordance with Board policy, the public is encouraged to visit the schools and to participate in community related school activities.

There shall be a sign posted at a designated entrance instructing all visitors to report to the main office.

Visitors shall be given a large tag indicating that they are visitors and shall be signed in and out of the building at the designate door or the school office.

The principal makes the final decision on the circumstances and conditions of visits with staff and/or students. However, any reasonable request shall not be denied.

Community Relations

Loitering or Causing Disturbance

All visitors must register in the office of the school principal. Staff members should be alert to the possibility of unauthorized visitors and promptly report any concerns to the principal or designee. Any person shall be considered loitering on school grounds when he/she loiters or remains in or about a school building or grounds, without any reason or relationship involving custody of or responsibility for a student or any other license or privilege to be there.

Trespassing

Trespassers shall be defined as (a) persons who have not been authorized by the school principal or designee to be in the school building or on school grounds and (b) students on external suspension who reenter school property without authorization.

All school doors and school entrance ways, including driveways, are to be posted with an official warning against trespassing and announcing the intention to prosecute any and all trespassers.

The police shall be called when individuals ignore the posted warnings.

Legal Reference: Connecticut General Statutes
 53a-185 Loitering in or about school grounds;
 Class C misdemeanor.

Community Relations

Trespassing

Warning Signs

Warning signs 12" x 12" in size printed on metal plates and encased in thick plexiglass covering shall be bolted to all school entrance doors. It shall be the duty of the principal to inspect these signs periodically and see to it that damaged or missing signs are replaced as soon as possible.

Entrance and Exit Doors

All doors to school buildings are to be locked from the outside and only one door will be designated as the official door for entrance and exit from school buildings. Signs shall be posted indicating which door has been so designated and all visitors desiring to enter school buildings shall enter through the designated door. After the student late-bell has sounded, tardy students must enter through the designated door. Students authorized to leave the school building prior to dismissal must sign out and exit through the designated door. If it is necessary to have more than one door open, such door(s) shall be monitored.

Designated entrance doors shall be locked from the outside and provided with a bell which shall ring in the office or other appropriate place. the security guard or other designated personnel shall answer the bell and inquire as to the nature of the visitor's business. visitors shall be given a large tag indicating that they are visitors and shall be signed in and out of the building at the designated door or the school office.

It shall be considered a serious disciplinary offense for a student to open a door from the inside to an unauthorized visitor. Such policy shall be incorporated into the system's disciplinary code. Principals shall take the appropriate steps to inform the students and parents through assemblies and other appropriate means of the need to strictly enforce this rule for their own safety.

(cf. 1250-Visits to the School)

Community Schools

Purpose: The purpose of this policy is to provide a basic framework to support the development and implementation of community schools in the City of Hartford.

Community Schools in Hartford are a joint effort among the City of Hartford, Hartford Public Schools and community resources, including non-profit organizations, private philanthropy and the business community. Through joint planning, careful implementation and ongoing assessment, these partners will engage community resources to offer a range of programming and services that support the success of students and their families.

Community schools will focus on the whole child, addressing the academic, physical, social and emotional needs of students and fostering the active involvement of their families. Although the specific services, supports and opportunities available at individual community schools will vary, depending on local needs and resources, the following components must be included in the basic framework:

Public-Private Partnership - The school shall have a partnership with a community-based organization that acts as a lead partner in the coordination and delivery of services.

Community School Coordinator - The lead agency will have a full-time community school coordinator or its equivalent, who will work with school staff to develop a comprehensive approach for community school services, aligning all school-sponsored and funded programs.

Services - The lead agency shall be responsible for the delivery of after-school and extended-year programming, and support programming that is fully integrated into one coherent delivery model in alignment with the academic needs of the school and in compliance with the District's Partnership Policy. Knowing that community schools vary in the type of services offered, lead agencies may also engage in the delivery of family and community engagement services, family support, early childhood education and community development.

Evaluation - In partnership with the Principal, School Governance Council, and partnering organizations, the Director of Strategic Partnerships will be responsible for creating a clearly developed evaluative component approved by the Superintendent of Schools.

The Superintendent (or his designee) will provide the Board of Education with a status report on each community school that includes, but may not be limited to an evaluation rubric, data, implementation information, development plans, and the development of new community schools by April 30, 2009 and thereafter according to a schedule mutually agreed to by the Superintendent and the Board.

Community Partnerships

Purpose: The purpose of this policy is to provide a basic framework for school-community partnerships in the City of Hartford in accordance with the Board of Education's Core Beliefs and Commitments.

The Board of Education and Hartford Public Schools believe that community collaboration is fundamental to achieving and sustaining excellence. In an effort to drive student achievement, provide high-quality services, and to contribute to the life of our community, the Hartford Public Schools welcome community partnerships and seek to foster strategic alliances that further the school District's vision, mission and goals. Partnerships include all segments of our community including parents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, institutions of higher education, social services providers, health and mental health providers, along with the District's leaders, staff and students.

In seeking to foster partnerships that are aligned with its goals, the Hartford Public Schools will give priority to partnerships that:

- Are able to demonstrate how they will contribute to students' learning and healthy development utilizing mutually agreed upon goals and measures, and a clear evaluative rubric;
- Use Hartford Connects II system linked to SASI or other data system required by funding source to collect and share data on student achievement and program performance;
- Are planned with and approved by the school principal and the School Governance Council;
- Are aligned with the School Improvement Plan;
- Are responsive to the documented needs of the students and/or families of the school;
- Are aligned with recognized research-based models and/or best practices;
- Are implemented in ways that do not require the removal of students from class or Supplemental Educational Services.

In forging school-community partnerships, schools should consider the needs of all students for academic, social, arts, cultural and recreational enrichment designed to expand learning opportunities and to build student motivation and raise student achievement. They should also take into account students' need for services designed to remove barriers to achievement (for example, medical, dental, mental health and social services). Once formed, a formal Memorandum of Understanding should be developed that clearly define the parameters of the partnership and responds directly to the policy priorities outlined above, including expected roles and responsibilities, the results of the partnership, method for evaluation and assessment, and resource allocation and funding strategies.

Furthermore, it is the policy of the Hartford Public Schools that any community group applying for external funding for programs undergoing significant change and new programming to be delivered in partnership with Hartford Public Schools must secure the prior written approval of the principal of that school (or, for multi-site initiatives, the principals of the targeted schools), the Director of Strategic Partnerships and corresponding Assistant Superintendent depending on the schools' level of autonomy, and where mandated, the Superintendent of Schools. In

Community Partnerships (continued)

addition, where a lead agency partner has been identified, the applicant must also coordinate and align the proposal with the lead agency.

Community Relations

Staff Participation in Community Activities

The Board of Education encourages staff members to become active participants in the activities of the community in which they live so long as these activities do not interfere with their responsibilities as school district employees. This involvement provides a community with better understanding of educational programs and gains support of better education for every student. Such activity, however, is not required for initial or continued employment or advancement.

Policy adopted: November 4, 1998
Policy updated: October 5, 2004

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Community Relations

Political Activities of School Employees

School district employees are encouraged to assume the obligations of full political citizenship. Political activities must be confined to the hours away from school and employees may not be released from their regular duties and hours for political activity. In the classroom, teachers must put aside their personal and partisan political beliefs, and activities and constantly strive to give a balanced presentation of issues. Further, employees shall engage in no political activities on school premises during school hours.

Subject to the above limitations, Board employees may take part in the management, affairs, or campaign of any political party.

A Board employee may run for elective municipal or state office and continue in the employment of the Board.

Employees who hold elective public office in other communities may be granted released time for the performance of official duties related thereto provided such released time:

1. Does not affect the ability of the employee to meet job requirements, and
2. There is no cost factor to the Hartford Public Schools for granting such released time.

The granting of released time for this purpose shall be determined by the Superintendent or designee. This decision shall be final and not appealable.

Legal Reference: Connecticut General Statutes
 7-421 Political activities of classified municipal employees.
 7-421b Limitation on restriction of political rights of
 municipal.
 10-156e Employees of boards of education permitted to
 serve as elected officials; exception.

Community Relations

Public Complaints

Board members shall refer persons making complaints about the schools to the most immediate level at which the problems can be resolved and, as may be necessary, through lines of organization to the Superintendent of Schools. Parents should be made aware of the proper channels of communication and appeal.

Upon receipt of a written petition signed by one percent of the voters or fifty voters, whichever is greater, the Board of Education shall hold a public hearing on any question specified in the petition within three weeks of receipt of the petition.

Challenged Material

A procedure for processing and responding to criticism of approved materials shall be established and followed. This procedure shall include a formal, signed complaint of standard format and an appointed committee to re-evaluate the material in question.

In all cases, the decision to retain or reject shall be made on the basis of whether the material represents life in its true proportions, whether circumstances are realistically dealt with, and whether the material has literary or social value. Factual material shall be included in all instructional material collections.

(cf. 5161 – First Amendment Rights)

(cf. 6150 - Equipment, Books, Materials: Provision/Selection)

Legal Reference: *Keyishian v. Board of Regents* 385 U.S. 589, 603 (1967)
 President's Council, District 25 v. Community School
 Board No. 25 457 F.2d 289 (1972), cert. denied 409 U.S.
 998 (1976)
 Minarcini v. Strongsville City School District, 541 F. 2d 577
 (6th Cir. 1976).
 Board of Education, Island Trees Union Free School
 District No. 26 v. Pico, 457 U.S. 853 (1982).
 Academic Freedom Policy (adopted by Connecticut State
 Board of Education, 9/9/8 1).
 Connecticut General Statutes
 10-238 Petition for hearing by board of education.

Policy adopted: November 4, 1998
 Policy updated: October 5, 2004

HARTFORD PUBLIC SCHOOLS
 Hartford, Connecticut

Community Relations

Gifts to School Personnel

The Board shall not prohibit the giving of gifts to teachers at Christmas or other times of the year. However, students shall be discouraged from giving presents to teachers. If a student does present a personal gift to a teacher, there should be no group display of it. If the teacher's attention is called to a desire of students to exchange gifts among themselves, a modest limit shall be set.

All employees of the Hartford public schools are subject to the City of Hartford's Code of Ethics, as it may be amended from time to time.

Gifts between Students and Teachers

Gifts between students and teachers shall be discouraged.

(cf. 3230-Gifts, Grants and Bequests)

(cf. 9270-Conflict of Interest)

Legal Reference: Municipal Code, Chapter 2, Section 2-206
 Connecticut General Statutes
 7-479 Conflicts of interest.

Policy adopted: November 4, 1998
Policy updated: October 5, 2004

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Community Relations

Gifts to School Personnel

Information on the Board of Education's policy regarding gifts between students and teachers shall be stated in student handbooks on each level.

The explanation of the Board of Education policy should indicate the following:

1. Due to financial implications, the student could be placed in an embarrassing position with his/hers peers resulting either in isolation from others, or to avoid this, purchasing a gift which he/she cannot afford.
2. Teachers do not expect gifts. Rather, they feel rewarded when students work up to their potential.

Community Relations

Public Performances by Students

The Board of Education recognizes the educational value from student participation in civic and community affairs. Teachers are encouraged to prepare students for public performances which contribute to student education when they don't interfere unduly with other educational activities or programs.

School groups may, as authorized by Superintendent's regulations, participate in local public events.

Community Relations

Student Contests

Contests and competitions for the students may be considered for approval by the superintendent on recommendation of the building administration. The following criteria are to be considered in determining whether or not approval may be given:

1. The contest is educationally sound and worthy.
2. The contest is stimulating to the student and school and desirable for both.
3. The contest must not place an undue burden on the students, families, teachers, and the school.
4. The contest is not commercial or sectarian.
5. The contest will not take students from school unnecessarily.
6. Participation from state and national principal groups are considered.
7. For secondary school contests, from the list of approved contests published by the Connecticut Association of Schools.

Community Relations

Advertising and Promotion

Students must be protected from possible exploitation in advertising or promoting interests of any non-school agency or organization. Within that context:

1. Schools may cooperate in furthering the work of any non-profit community wide social service agency provided that such cooperation does not restrict or impair the educational program of the schools.
2. The schools may use films or other media materials which include commercial messages providing such materials can be justified on the basis of their educational values.
3. The Superintendent may, at his/her discretion, announce or authorize to be announced, any lecture, play, film, or other community activity with educational value.
4. The schools may, upon approval of the Superintendent, cooperate with any agency in promoting activities in the general public interest, and which promote the education and the best interests of students.
5. No advertising material may be posted or distributed to students which, in the opinion of school authorities, would contribute to the personal gain of an individual, business, or company except as follows:
 - a. Educational material used by staff for educational purposes.
 - b. Samples, calendars, supply catalogs, etc., distributed to staff for examination, testing or review or routine classroom use.

Community Relations

Use of School Facilities

It is the policy of the Board of Education to make school facilities available for activities of an educational, cultural, civic, social, recreational or governmental nature.

Consistent with this policy the Superintendent or designee shall approve and schedule the use of school facilities by an individual or group and shall develop guidelines for community use of the schools.

Legal Reference: Connecticut General Statutes
 10-239 Use of school facilities for other purposes.

Use of School Facilities (Continued)



Application for Use of School Facilities
 Hartford Public Schools
 Buildings and Grounds Department
 388 Wethersfield Avenue
 Hartford, CT 06114
 Phone: (860)695-3223 Fax: (860)722-8362

Profit <input type="checkbox"/> Non-Profit <input type="checkbox"/>		Mail/ Fax Application to: Buildings & Grounds
Name of Organization		School Requested
Address of Organization		Facility Requested
City, State, Zip Code		Days & Dates Requested
Business Phone		Time of entry
Name of Contact Person		Time of exit (not after 12 midnight)
Home & Business Phone of Contact Person		A.V. Technician requested (for stage lighting and sound system) <input type="checkbox"/> yes <input type="checkbox"/> No
Description of Program:		
Signature of Contact Person:		
FOR BUILDINGS AND GROUNDS USE ONLY: Approved <input type="checkbox"/> Denied <input type="checkbox"/>		
Principal's Approval Date:		<u>Comments / Special Instructions</u>
Invoice #	<input type="text"/>	
<u>Estimated Fees</u> Custodial	<input type="text"/>	
A.V. Technician	<input type="text"/>	
Rental Fees	<input type="text"/>	
Total Estimated Fees	<input type="text"/>	
Copies to: Organization Principal School Custodian A.V. Technician B & G Files		

IMPORTANT INFORMATION

1. After receipt of confirmation user must contact Principal or Head Custodian before date of use to discuss staffing needs, failure to notify writer of cancellation or changes will necessitate payment for any fees incurred. On Saturdays and Sunday, obtain the phone number of the head Custodian to notify him of cancellation due to extreme circumstances.
2. **Precedence of Users** - School functions conducted under the direction of school principals or teachers have precedence in granting the use of school buildings.
3. **Space available** include auditoriums, cafeterias, all purpose rooms, limited use of parking lots, athletic fields, gymnasiums and pools.
4. **Ten (10 working days) must be allow for a reply.** Completion of application does not constitute approval. **DO NOT PROCEED** with advertising or ticket sales until you receive a written confirmation of application. All printed materials i.e. advertising, tickets, etc. in connection with this program must conspicuously contain organization named on this application.
5. **Certificate of Insurance** - SEE INSTRUCTIONS ATTACHED
6. **City Ordinance** requires notification of public gatherings and activities to HARTFORD POLICE DEPT. Activities requiring the assignment of police officers involve a fee payable to the Police Department. It is the responsibility of organization to contact the Police Dept. Alternate use of private security employees can be discussed. **Use of kitchen facilities** require a Food Services Supervisor and will involve fee payable to the Food Services Department.
7. **NO** alcoholic beverages, refreshments or smoking allowed in auditoriums, gymnasiums and pool areas.
8. **Fire and safety regulations** must be observed and practiced at all times. Seating capacities available.
9. Rental fee determined by Use of School Facilities policy (1330).
10. **Payment must be received** by prepaid money order or certified bank check two weeks before date of use, based on an estimate of fees. Included with approval copy.
11. **User's Signature on Overtime Reporting Sheet** is very important. This indicates your approval of the hours reported by our staff for actual billing of fees.
12. **Three (3) hour minimum charge** - number of custodians assigned is determined by the Principal.
13. **NON-PROFIT ORGANIZATION** - The following documents are required (attach copy) Certificate of Insurance - Instructions attached; Internal Revenue Service Identification Number issued by Dept. of Treasury; State of Connecticut, Charitable Funds Solicitation, Certificate of Registration; State of Connecticut, Tax Exemption Permit issued by Dept. of Revenue Services

CERTIFICATE OF INSURANCE GUIDELINES

STEP I The person signing the Application for Use of Facilities on behalf of the outside organization is responsible for handling this request

STEP II Insurance carrier

UNACCEPTABLE WITHOUT THE FOLLOWING HOLD HARMLESS CLAUSE

(**ORGANIZATION**) will at all times hold harmless the City of Hartford, CT, its employees, agents or servants from any and all legal liabilities which may arise as a result of any occurrence, negligence or otherwise at the (**FACILITY**) i.e., auditorium, gymnasium, parking lot, etc.) of the (**SCHOOL**), Hartford, CT.

STEP III Mail ten (10) working days before the date of use of Hartford Public School facilities an ACORD 25 (1-79) or similar form to:

Hartford Public Schools - Buildings and Grounds Department
388 Wethersfield Avenue
Hartford, CT 06114
(860) 695-3223

COVERAGE LIMITS Please adhere to the following coverage limits or higher
Bodily Injury and Property Damage
\$500,000 each occurrence and \$500,000 aggregate

EXCEPTION (Church sponsored uses only)

Bodily Injury and Property Damage
\$300,000 each occurrence and \$300,000 aggregate
\$100,000 each occurrence and \$100,000 aggregate

INSURANCE QUESTIONS Please direct all technical questions regarding the certificate of Insurance to Risk Manager, City of Hartford, Insurance Division, 550 Main Street, Hartford, CT 06103
Telephone (860) 522-4888 ext. 6027

SCHEDULE OF FEES FACILITIES RENTAL

	HEAD CUSTODIAN*	CUSTODIAN II*	A.V. TECHNICIAN*
Monday - Saturday (Time & one half)	\$30.00/ hr.	\$25.00/hr.	\$40.00/hr.
Sundays & Holidays (double time)	\$45.00/hr.	\$30.00/hr.	\$55.00/hr.

RENTAL FEES	ADMISSION OR CONTRIBUTION	NON PROFIT OR NO FEES COLLECTED
HIGH SCHOOLS (Excluding HPHS)		
Auditorium	\$200.00	\$50.00
Gymnasium	\$75.00	\$25.00
Cafeteria	\$75.00	\$25.00
Single Room	\$12.50	\$10.00
MIDDLE SCHOOLS		
Auditorium	\$100.00	\$25.00
Gymnasium	\$125.00	\$25.00
Cafeteria	\$62.50	\$25.00
ELEMENTARY SCHOOLS		
Auditorium	.20/seat	\$20.00
Gymnasium	\$50.00	\$20.00
Cafeteria	\$25.00	\$20.00
Single Room	\$12.50	\$10.00
HARTFORD PUBLIC HIGH SCHOOL		
Auditorium	\$235.00	\$50.00
Gymnasium	\$125.00	\$50.00
Cafeteria	\$62.50	\$10.00
Single Room	\$12.50	\$10.00

* Updated each year to reflect existing salary schedule

Community Relations

Before and After School Childcare Programs

It shall be the policy of the Board of Education to facilitate the operation of before and after school child care programs in Hartford Public School facilities. Such programs shall be implemented in accordance with individualized program plans approved by the Superintendent (and the Board of Education).

Policy adopted: November 4, 1998
Policy updated: October 5, 2004

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Community Relations

Smoking in School Facilities

It shall be the policy of the Board of Education that no one shall smoke or chew tobacco inside any school system facility. In addition, students are not to smoke or chew tobacco while on the school bus or while attending any school system activity whether or not on school system grounds.

(cf. 1120-Board of Education Meetings)

(cf. 5131-Suspension/Expulsion; Due Process)

(cf. 5136-Smoking)

Legal Reference: Connecticut General Statutes
21a-242 Schedules of controlled substances
1-21b Smoking prohibited in certain places

Policy adopted: November 4, 1998
Policy updated: October 5, 2004

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Community Relations

Senior Citizen Benefits

The Board of Education recognizes the contribution senior citizens have made to the support of education and wishes to encourage their continued support and participation in school sponsored events.

To this end, the Board of Education establishes the following policy on fees and admissions.

Adult Education

Any senior citizen sixty years of age or older will be allowed a 25% reduction on tuition fees for courses offered through the Adult Education Program.

Admission to School Events

Any senior citizen sixty years of age or older will be allowed to attend any school sponsored athletic or arts activity open to the public free of charge.

In order to facilitate the implementation of this policy, the school administrators are to take steps to make senior citizens aware of school events in a timely manner.

(cf. 3240 -Tuition)

Community Relations

Inter-Organizational Relations Goals And Objectives

The Board realizes schools have the primary responsibility for the formal education of the youth of the district, and recognizes that governmental agencies and community organizations play a definite role in education.

The Board deserves to establish positive working relationships with all other public and private organizations which contribute to the education process and to the general welfare of the citizens of the community.

Community Relations

Law Enforcement Officials

Schools are responsible for students during school hours, which includes protecting each student's constitutional rights, assuring due process in questioning and arrest, and protecting students from any form of illegal coercion.

When police seek to arrest students on school grounds or during school activities, school administrators and staff will make every effort to insure that police do not enter hallways, classrooms or other student areas to make such arrests. Instead, except in the case of exigent circumstances threatening the safety of students or staff, administrators or staff members will themselves bring students to be arrested to a confidential and inconspicuous place and insist that police arrest students in such confidential and inconspicuous place so that disruption of the school environment is minimized to the extent possible.

When police are investigating possible criminal acts which occurred, or may have occurred, on school property, or while under the jurisdiction of the school district or that involve students as potential perpetrators, victims or witnesses, they may question students at school when the following procedures are observed:

1. Students will be questioned as confidentially and inconspicuously as possible.
2. An attempt will be made to notify the students' parents or guardians so that they may be present during the questioning except where to do so would unreasonably delay or interfere with the integrity of the investigation. The school principal, or his/her designee, will be present. Parents or guardians who are not notified in advance will be notified as soon as possible after questioning has taken place.
3. Preferably, the officer doing the questioning will wear civilian clothes.

Because of the many support services which local law enforcement agencies provide to the schools, staff, and students, the Board of Education supports the best possible relationship with those agencies consistent with district responsibilities to protect legal rights of staff and students.

The Superintendent of Schools is directed to establish lines of communication with local law enforcement agencies to effect necessary cooperation toward ensuring the security of the school facilities, the safety of students and staff, and for better student education about law enforcement agencies.

(cf. 5166 Search/Seizure)

Community Relations

Relations With Law Enforcement Agencies

Notification of a Student's Arrest

Pursuant to the requirements of PA 94-221, whenever the superintendent receives oral or written notification from the local police department or state police that a student was arrested, for a Class A misdemeanor or a felony he/she shall maintain the written report in a secure location and the information in the report shall be maintained as confidential in accordance with section 46b-124. The superintendent may disclose such information only to the principal of the school in which the student is enrolled or the supervisory agent of any other school in which the student is enrolled.

The principal or supervisory agent may disclose such information only to special service staff or a consultant, such as a psychiatrist, psychologist or social worker, for the purposes of assessing the risk of danger posed by the person, other student school employees or property and effectuating an appropriate modification of such person's educational plan or placement for disciplinary purposes. Such information with respect to a child under sixteen years of age shall be confidential in accordance with 46b-124 and shall only be disclosed as provided in this section and shall not be further disclosed.

Questioning Students at School

Under normal circumstances, parents or guardians should be notified in advance that a student will be questioned by a police officer at school and given an opportunity to attend the questioning. Principals or their designees should also attend. All questioning should take place as confidentially and as inconspicuously as possible.

Under some circumstances, however, notification to parents or guardians that police will question a student may unreasonably delay a police investigation and thereby diminish the likelihood that a perpetrator may be apprehended or a crime may be prevented. In such cases where time is of the essence, principals should make students available for questioning at the earliest possible time, and notify parents or guardians after the fact.

In other circumstances, notification to parents or guardians that a student will be questioned may interfere with the integrity of the investigation itself, such as where the student is potentially the victim of, or witness to, a crime that involving a family member or family friend. In such cases, parents and guardians should not be given advance notice that the student will be questioned, and should not be given the opportunity to attend the questioning. Principals should notify parents and guardians after the questioning has taken place.

Community Relations

Relations With Law Enforcement Agencies (continued)

School Police Cooperation

This regulation is intended to balance the needs of school and police officials. The reduction of ambiguity and confusion in how these officials interact will provide an optimal environment for education while ensuring that the public safety needs of the school and community are adequately met.

Generally, police should be notified immediately of any crime. Police will make every attempt to minimize distractions or disruption of school routines during the performance of their duties. There may be instances where the transgression is so slight that the school administrator can resolve the issue himself/herself. Examples of crimes that fall into this category are theft of pocket change, minor vandalism, or minor physical altercations in which there is no injury or pain inflicted upon either participant.

Legal Reference: Connecticut General Statutes
 10-221 Boards of education to prescribe rules.
 10-233g(b) Boards to report school violence.
 17a-101 Protection of children from abuse.
 17a-102 Report of danger of abuse.
 53a-185 Loitering in or about school grounds: Class C
 Misdemeanor.
 Reports of principals to police authority.
 New Jersey v T.L.O., 53 U.S.L.W. 4083 (1988), 469 U.S.
 325; 105 S.Ct 733.
 PA 94-221 An Act Concerning School Discipline and
 Security.

Community Relations

Fire Department

Members of the fire department and the city fire marshal play a vital role in the school safety program. The Superintendent of Schools and the administrative staff shall have the responsibilities:

1. Establish and maintain relationships with the local fire department and fire departments.
2. Work with the faculty in determining the nature and timing of the department's participation in the school program.
3. Coordinate and supervise the planned activities.

As necessary or appropriate administrators shall seek the advice and cooperation of the fire marshal and fire department in:

1. Planning and conduct of fire drills.
2. Fire prevention education.
3. First aid, especially in fire related incidents.
4. Steps needed to conform to all state and local fire codes.

(cf. 6162-Fire Emergency)

Community Relations

Fiscal Authority

The Board of Education shall work with appropriate fiscal authorities including the city manager and city council throughout the budgeting process to develop a clearer understanding of school and student needs to improve education in the community.

Legal Reference: Connecticut General Statutes
 10-153d Meeting between board of education and fiscal
 authority required. Duty to negotiate.

Community Relations

Relations Between Area, State, Regional & National Associations and the Schools

Membership in recognized associations dedicated to school related matters will be maintained by the school system for several reasons, including:

1. Benefits to staff and Board of Education from professional meetings, conferences, clinics and conventions.
2. Access to newsletters, periodicals and advisory services of such associations.
3. Representation in legislative and other actions affecting education generally and our school district in particular.

The Superintendent of Schools shall budget funds for memberships approved by the Board and for the costs of appropriate participation by Board members, administration and staff in the activities of such associations.

Community Relations

District Accreditation

Background

School accreditation is the affirmation that a school provides a quality education that the community has a right to expect and the education world endorses. Accreditation is a means of showing confidence in a school's quality.

School accreditation is:

- Adherence to standards regarding systems, processes, and practices of school personnel
- A demonstration of school improvement based on steps taken to address evaluation report findings
- Adherence to an accrediting commission's policies and procedures.

The school accrediting organization for the New England region is the New England Association of Schools & Colleges (NEASC).

Purpose

The Board of Education seeks the highest status of membership for its schools in the New England Association of Colleges and Secondary Schools, cooperating in the Association's evaluations of the school system, and considering its recommendations.

The main purpose of the accreditation process is the improvement of education by evaluating the degree to which a school has attained worthwhile outcomes set by its own staff and community. This is accomplished by periodically conducting a comprehensive self-evaluation of the total school. Through the accreditation process, the school seeks to affirm of its self-evaluation by obtaining professional findings from an independent accrediting commission on the effectiveness of the total school operation. The intent throughout the process is to seek solutions for challenges and to identify and expand best practices.

The District Accreditation Process

The Hartford Public Schools' Accreditation process shall include meeting NEASC standards, engaging in continuous improvement, and demonstrating quality assurance. Schools will be allowed to engage in the accreditation process based on the following criteria:

- school has been in existence for at least three (3) years
- school has complete Grades 9-12 structure
- school has consistent level of proficient student achievement or consistent student achievement growth as measured by HPS
- school is in its permanent location

Once a school is accredited, it must maintain its accreditation in future years.

Community Relations

District Accreditation (continued)

Oversight

The Superintendent shall report the status of school accreditation annually to the Board of Education.

Adopted: May 21, 2013

Hartford Public Schools
Hartford, Connecticut

Community Relations

Relations with School Districts and Education Agencies

The Board shall cooperate to the fullest possible extent with other school districts as well as with other local, state, and regional agencies and organizations in the solution of educational problems of common concern.

Legal Reference: Connecticut General Statutes
 10-158a Cooperative arrangements among towns.
 10-66L Board of education may join center within or
 outside area.

Community Relations

Released Time for Religious Activities

It shall be the policy of the Board of Education that school authorities shall cooperate with reasonable student requests for release time to participate in religious activities.

Legal Reference: Zorach v. Clauson, 343 U.S. 306 (1952).

Policy adopted: November 4, 1998
Policy updated: October 5, 2004

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Community Relations

Colleges and Universities Relations

The interviewing of high school students by representatives of local colleges and universities shall be limited to the non-instructional time in the student's schedule, or before or after school as schedules permit, or when designated by the school principal.

Policy adopted: November 4, 1998
Policy updated: October 5, 2004

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Community Relations**Inter-District Relations**

The Board fully supports the concept of city-suburban cooperation in the education of Capital Region youth. It encourages such relationship on a reciprocal and two-way basis in the conviction that both sets of neighbors have something of value to offer to each other. Consequently, the Board encourages the Superintendent to develop programs that reflect cooperative ventures between the Hartford Public Schools and its suburban neighbors.

The Board authorizes the Superintendent to develop such programs through an appropriate mix of general budget funds and other funds that are appropriate within budget capabilities.

Community Relations

Cooperative Arrangements with Business and Industry

The Board of Education will, whenever possible, cooperate with employers in offering high school courses, or with the approval of the State Board of Education, offer vocational training courses to such employer's employees. Such courses will be given on the premises of the employers for the benefit of any employee who (1) wishes to obtain a high school diploma or (2) wishes to improve his/her employment status.

No expense for such service may accrue to the Board of Education or to the State Board of Education.

Legal Reference: Connecticut General Statutes
 10-21 vocational guidance.
 10-21a Accredited courses offered by employers.
 10-21b Programs offered jointly by boards of education
 and business firms; neighborhood assistance.

Community Relations

Otherwise Lawful Possession of Firearms on School Property

No student or other person shall be permitted to possess a firearm or firearm facsimile on school property or at any school-sponsored activity for any reason.

Legal Reference: Connecticut General Statutes
 PA 96-244 An Act Concerning Revisions in the Education
 Statutes.