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Community Schools: Hartford Community Schools represent a comprehensive approach for improving academic achievement by coordinating the services and supports that students need to be successful in school, while supporting the development of healthy families and communities. At a community school, a lead agency partners with the school to plan, implement and sustain on-site services that provide a holistic approach to well-being and development for children, their families and the wider community. There are currently 6 community schools.

Acceleration Agenda: The Acceleration Agenda is a focused action plan to address educational equity and achievement by optimizing support for schools and creating consistency of practice. Acceleration Agenda schools will be part of a network that will engage in continuous improvement to boost performance and outcomes. HPS will implement the Acceleration Agenda with assistance from City Connects, the Achievement Network (ANet) and the Connecticut Center for School Change – high capacity organizations that all possess a track record of success in school turnaround. HPS will accelerate learning by taking a case-management approach to personalize solutions for all students, classrooms and schools. There are currently 6 Acceleration Agenda schools.

Extended School Hours Grant: The Extended School Hours Programs are funded by a grant from the Connecticut Department of Education. They are intended to provide opportunities for academic improvement which include the provision of instructional services to help students meet state and local performance standards. For FY 2016-17, HPS awarded a total of 378,806 to 11 organizations to serve 15 schools. Programs dates range January 2, 2017–June 30, 2017.

21st CCLC Grant: The 21st Century Community Learning Centers (21st CCLC) program was established by Congress under Title IV, Part B of the Elementary and Secondary Education Act (ESEA). The purpose of the program is to fund community-learning centers that provide students with academic enrichment opportunities, as well as additional activities designed to complement their regular academic program. The grant period for this grant is for five years.

After School Grant: The After-School Grant Program was established by the Connecticut General Assembly for the purpose of creating high-quality after-school programs outside of regular school hours. The objectives of the grant are to improve school attendance, academic achievement and in-school behavior of students participating in after-school programs. The current grant period is for two years from 2015–2017.

Family Resource Center: School-based Family Resource Centers (FRCs) is a requirement of the Connecticut General Statutes (C.G.S.), Section 10-4o. FRCs located in schools, provide a variety of early childhood and family support services which foster the healthy development of children and families. The centers embody the concept that healthy development and good education begin with access to quality child care and support services from birth, and take advantage of the physical accessibility of the public school. There are currently 6 FRCs funded by the State in Hartford Public Schools.

Other Partnerships: Other major partnerships at Hartford Public Schools include the High Schools Centers of Innovations (COI) and the Lighthouse School Initiative. High School Centers of Innovation are designed to promote innovation and support efforts to transform Hartford Public Schools into a student-centered learning system. Three Centers of Innovation, which partner magnet and neighborhood schools side-by-side, work together to learn and refine student-centered learning strategies and help close the equity gaps between magnet and neighborhood schools. The Lighthouse School initiative seeks to stabilize a neighborhood’s residential patterns based upon the attractiveness and quality of the school in the neighborhood. The Lighthouse School will receive $2.25 million over three years (starting in 2014-2015) to improve strategies, methods and best practices proven to be effective in increasing student achievement.
OVERVIEW OF TOOLKIT

A. Learning-Focused Partnerships

Hartford Public Schools considers learning-focused partnerships jointly planned programs, either during or outside of the school day, that enhance student learning and increase student exposure to information and experiences that help them to achieve their academic and personal goals. We welcome a variety of partnerships in our schools, some of these are outlined below.

Types of partnerships:
- Before and after school programs
- College exposure and preparatory programs
- Internships
- Mentorship
- In-class educational supports (book or computer donations, guest readers, etc.)
- Programs for parents
- Theme-based partnerships with businesses, public or private organizations

B. Purpose of the Toolkit

The purpose of this toolkit is to provide a guide for both schools and community partners to develop the most productive programming for our Hartford Public School students. Rather than just co-existing in the school building or sharing students, the most effective partnerships happen when schools and programs know each other well, programs align with what is happening in the school and schools leverage the strengths that programs bring to the table.

PARTNERSHIP GUIDELINES AND TOOLS

A. What Does a Good Partnership Look Like?

A good learning-focused partnership starts when the school and organization work together to design a program and determine its target population. Ongoing and regular communication should exist between the principal or designee and the program director, as well as among program staff and classroom teachers. The purpose of these interactions should be not just for operational efficiency, but also to share information about students and to brainstorm interventions to support student achievement and family engagement. There are many examples of ways that external organizations can learn more and become more integrated into the school, including serving on the School Governance Council, attending Parent Teacher Organization meetings, and participating in special school events during and outside of school hours.

*Please note that the list on the following page provides an overview of some of the major funding sources and initiatives. This is not an exhaustive list of all of resources and partners.
B. Examples of What Strategic Operating Plan Alignment Looks Like

Hartford Public Schools is focusing effort and tracking progress on 8 equity indicators from 2015–2020. These are outlined below with examples of community partnership alignment activities for each.

- **100% College Acceptance**: support with college applications, scholarship applications
- **90% Graduation Rate**: social and emotional support, family support, guidance to connect to academic supports
- **100% Access to College and Career Readiness Opportunities**: college exploration, college visits, career exploration
- **Eliminate Suspensions through Restorative Justice**: integrating restorative approaches and practices as part of after-school/community programs
- **Pass Algebra 1 with a C or Better by the End of 9th Grade**: integrating math into after school activities, providing targeted tutoring and extra supports
- **Each Student has a Success Plan and Connection to a Caring Adult**: supporting students on the development and accomplishment of their SSP, individual mentoring
- **3rd Grade Reading Proficiency**: integrating reading strategies into after school programs, participating in tutoring/guest reader programs
- **Good Attendance Habits**: family education about the importance of attendance, case management/ family supports to enable good attendance

C. Examples of Learning-Focused Partnerships

Below are some examples of learning-focused partnerships, carefully planned connections between school and community partners that directly support explicit learning needs of students.

**Literacy Partnerships**: Many after school, tutoring, and volunteer reader programs are aligned to the literacy curriculum of the school they are working with. Schools share instructional documents, topic overviews and books that students are reading so that partners can reinforce the learning happening during the school day. When there are themes for units, these are shared so that programs can expand and deepen students’ learning by using new materials that are still connected to the theme.

Some schools have also identified groups of students that could benefit from extra literacy or math supports in the afterschool hours and work closely with the after school program to work with those students using Read 180, Math 180, MyOn or other computer programs that adjust to meet the level of the individual students.

**College and Business Partnerships**: Many of our high schools have partnerships with local businesses that provide internships for students based on their career interests. These partners may also provide guest speakers, job shadows and mentors that are individually matched to the interests of students. We also have college prep programs that work in partnership with school counselors to best target services and supports to students, rather than duplicating services.

**Attendance Partnerships**: Community partners can support good attendance by sponsoring attendance competitions between classrooms, providing incentives which may be low or no-cost awards, rewards or celebrations. After-school programs can enforce policies that only allow student participation if they have been in school that day. Partners can assist schools in educating parents and students about the importance of being in school every day, on-time and they can also assist parents to problem solve around the situations they encounter that keep their children out of school such as transportation, child care for siblings and needing help with translation.

APPENDIX F

**2016-17 HPS School Resources**

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<th>School/Location</th>
<th>Gr</th>
<th>Community Schools</th>
<th>Acceleration Agenda Schools</th>
<th>2016-17 ESI Grant</th>
<th>21st Century Grant</th>
<th>After School Grant</th>
<th>Family Resource Centers</th>
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Theme-Based Partnerships: Many schools enjoy partnerships with corporate, public or private entities that support their academic themes. These connections bring real-world examples into schools and classrooms and showcase career options to students. Some examples of this include Betances STEM and Annie Fisher partnership with the CT Science Center to offer experiential learning opportunities for students and professional development for teachers. Similarly, High School Inc. enjoys links to Aetna, Travelers, and a range of other insurance, financial and educational institutions in Hartford. These entities influence the school curriculum as well as offering job shadowing, mentoring and internships to enhance the more traditional classroom learning.

D. Outcomes-Focused Programs
The best programs are focused around clear outcomes, have activities designed to achieve those outcomes and measure their progress regularly. An example of an outcomes measurement framework for a program working with youth is attached as APPENDIX A. Programs will sometimes use outcome measures collected by the school as a way to measure their own progress. For example, a program with a focus on improving school attendance may use Chronic Absence data to track the impact of their efforts. The most impactful goals and achievable objectives are those that are jointly developed by the school and community agency. These programs also provide the most coherent and well-rounded learning experiences for students.

E. School-Community Partnership Agreement Form
In order to be sure you are clear about roles and responsibilities of each partner, it is a good idea for the parties to sign an agreement form. A sample of this can be found in APPENDIX B and may be modified to fit the needs of your unique partnership arrangement. While an agreement of this type is not mandated by the district, it is recommended as a best practice for establishing a common understanding of the work between the school and the organization.

F. Board of Education Partnership Policy
The board of education passed a policy governing community partnerships in November of 2008. This policy is included as APPENDIX C.

G. Safety and Wellbeing of Students
Any partner working inside of the school building should receive a copy of school safety protocols and know how to react in the case of an emergency. Partners should also be familiar with the behavior policies and protocols and work with school staff during school hours to uphold them. When working with students during after school hours, organizations should either follow the school behavior policies or have a clear set of behavior policies that are shared with school administration. Many partners adapt their policies to mirror that of the schools, for example, using a “PBIIS” (Positive Behavior Intervention and Supports) model in after school and allowing students to earn incentives in after school programs as they would during the school day. 
(For example, earning “Eagle Dollars” for good behavior in after school which they can use to purchase admission to a staff/student basketball game.)

The HPS Policy # 5156 states that “While the state law defines certain school employees as ‘mandatory reporters’, the Hartford Board of Education believes all individuals who interact with students have an obligation to report suspected child abuse. Therefore when any individual, who interacts with students as part of their professional responsibility to the Board of Education, has a concern about a potential case of child abuse or neglect, he/she must immediately notify the building principal or the principal’s designee.” This “professional responsibility to the Board of Education” includes all organizations who partner with our schools. When any person believes that a child is at risk, the Department of Children and Families Careline is available 24 hours a day and seven days a week at 1-800-842-2288. The full Board of Education Policy 5156 – Child Abuse and Neglect can be found as APPENDIX D.
GUIDELINES AND TOOLS FOR COMMUNITY-BASED PARTNERS

A. Knowing the School Well

It is crucial for the success and longevity of your program that you know the school and the school community well. You can develop this connection with the school by reviewing school data regularly, by developing relationships at the school level, and by reviewing the School Improvement Plan (also known as the School Accountability Plan) which is updated yearly.

I. DATA

School Culture and Climate Survey

Every year, the district administers a School Culture and Climate Survey to students, parents, teachers and staff. These results are tabulated by school and the results can be found at http://tinyurl.com/panoramaedhartford.

School-Based Assessments

There are many different types of assessments administered over the course of the year. You can find the types and purposes of the assessments administered in different grades in APPENDIX E.

School Budgets

The budget for all schools are in a budget book that is posted online each year. Looking at the school budget can give you information about school enrollment, special populations, demographics, academic scores as well as staffing within the school. The 2015-16 budget book can be accessed http://tinyurl.com/HPSbudgetbook16-17.

II. RELATIONSHIPS

While the principal should be the first point of contact for building a partnership with the school, there are a number of people in the school building that can support your work as a community partner. Not every school has each of the positions below, but you should familiarize yourself with the staffing structure and other community partners working in the school and connect as appropriate to enhance services and supports to students and families. In addition, schools may have different positions which serve similar functions, so you should inquire about how partnerships and communication is managed at the school you are working with.

The importance of trust and relationship building between school staff and administrators and community partners cannot be understated. This is an ongoing process fostered by regular meetings and by organizational staff truly becoming part of the school community by supporting special events and aligning curriculum, activities and family outreach. Another way to foster communication is to be sure that you are receiving regular communication from the school. Community partners can ask to be added to "mailing lists" for regular school communications that go out to the school community, or can find a school staff person that can commit to regularly forwarding relevant information. When there is a clear understanding of the roles and responsibilities and the "value add" that partners bring, the more effective the collaboration and the better the results are for students and families. Finding ways of working well together does not come simply by following steps in a manual, but by ongoing relationship development and building of trust among individuals.

Family Resource Aid/Family Support Service Provider: Most schools have either a Family Resource Aid or a Family Support Service Provider who coordinates outreach and engagement for families in the school. They sponsor family events including workshops, second cup of coffee discussion groups and act as a resource for parenting strategies, academic supports and other needs that families might have.
## Hartford Public School Assessments Pre-K–12

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<td>DIBELS Universal Screening: Fluency (Phoneme Segmentation)</td>
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**Operations Manager**: An Operations Manager oversees many aspects of the school, including facilities support, special event planning and other duties as assigned by the principal.

**Community Partnerships Specialist**: This position supports the principal in the oversight of partnerships with the school building. This includes services and supports for families and programs operating within the school building.

**Community School Director**: Community Schools is a model where a lead agency is matched with a school and coordinates all partnership and student and family support activities in the building. Community Schools and their lead agency partners include Asian Studies at Bellizzi, Burns Latino Studies Academy, and Hartford Magnet Trinity College Academy (Compass Youth Collaborative); Burr School (Village for Families and Children); Milner School (Catholic Charities) and West Middle School (Boys and Girls Clubs). Each Community School has a full time director and additional staff who are employees of the Lead Agency Partner and are stationed at the school.

**Program Assistant**: This position helps to bridge the gap between community partners and the school staff, acting as a liaison and helping to coordinate various volunteer and service opportunities within the school.

**Other Community Partners**: Any new agency or program entering a school building should be sure to connect with the other partners working there and be sure that programs and services are complimentary and not competitive. A new program should not develop a recruiting plan before consulting with existing programs to ensure students are not recruited away from existing programs and to be sure a cohesive message is sent to parents about the options available to their children. If you need support in this process, the Office of Engagement and Partnerships at the district can help in developing a joint plan.

**III. SCHOOL IMPROVEMENT/ACCOUNTABILITY PLANS**

Every school has a plan that is renewed each year and targets areas of improvement in academics, attendance, climate and culture, theme development, family engagement, etc. You should reach out to the principal of any school you are working with to get a copy of this plan, alternately called the School Improvement Plan (SIP) or School Accountability Plan (SAP).

**B. Knowing the District Well**

**I. STRATEGIC OPERATING PLAN**

It is also important for community partners to understand district priorities that influence what happens at the building level. The strategic operating plan for the district Cultivating Equity and Excellence: A Strategic Plan for Hartford Public Schools outlines the major focus areas as well as the indicators being tracked to measure progress for the period of 2015-2020. The HPS Strategic Operating Plan can be accessed at [https://www.hartfordschools.org/strategic-operating-plan/](https://www.hartfordschools.org/strategic-operating-plan/). The district also has regular workshops as part of its Partnerships for Excellence workshop series that can help you stay up to date with things going on in the district. To be added to the mailing list please contact Lindsay Diaz at DIAZL002@hartfordschools.org.

**II. FAMILY AND COMMUNITY ENGAGEMENT PLAN**

The district also has a five year plan for working in partnership with family and community partners, Engaging Families and Community Partners for Equity and Excellence. There are three Priority Actions identified in the plan:
Priority Action #1: Develop Learning-Focused Family & Community Partnerships
Priority Action #2: Address Community Challenges That Impact Students
Priority Action #3: Strengthen School Governance Councils

A Dual Capacity Approach, learning and working together with family and community partners, is woven throughout the entire plan, which can be accessed here: http://tinyurl.com/FCEPlan2015.

GUIDELINES AND TOOLS FOR PRINCIPALS

A. Online Resource Directory of Community Partners
Hartford Public Schools has an online directory of community partners that will give you information about current partners working with Hartford Public Schools both during the school year as well as during the summer. This database is searchable by agency name and by keyword at http://tinyurl.com/programs-resources-dir. All agencies are invited to be a part of this database, and to update their own information whenever necessary. Since there is no vetting to be part of the database, you may wish to ask the organization for references of schools or parents they have worked with to get a perspective on the quality of the program.

B. Finding a Good Match
When deciding whether an agency would be a good fit for your school, the following questions may help you in deciding if there is a good match.

Checklist of questions for potential program partners:

A. What is the purpose of your program?
B. What types of activities do children engage in?
C. What is the philosophy of your approach to working with children?
D. How do you approach behavior management when issues arise?
E. How have you partnered with other schools in the past?
F. What references can you share from past school-based partnerships?
G. What are the times your program is offered?
H. What are the locations of your program?
I. Do you offer transportation for students?
J. What age groups do you serve?
K. Do you provide any services or supports for families?
L. Do you have capacity to work with non-English speaking children and families?
M. What is your referral process?
N. How do you make decisions about acceptance into the program?
O. Are there any fees for your programs or services?
P. What type of onsite space do you need for your program?

SCHOOL-BASED RESOURCES

Hartford Public Schools enjoys a great many partnerships and support from a variety of public and private sources. Please find attached as APPENDIX F a mapping of major partnerships and after school programs operating in Hartford Public Schools.
d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board of Education acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education’s representative, within seventy-two hours after such termination or resignation.

e) Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent’s investigation produces evidence that a child has been abused or neglected by a school employee or that a student has been a victim of sexual assault by a school employee.

f) The Hartford Public Schools shall not employ a person whose employment contract is terminated or who resigned from employment following a suspension pursuant to Paragraph 8(a) of this policy and Conn. Gen. Stat. § 17a-101i, if such person is convicted of a crime involving an act of child abuse or neglect or an act of sexual assault of a student, as described in Paragraph 3 of this policy.

9. EVIDENCE OF ABUSE, NEGLECT OR SEXUAL ASSAULT BY AN INDEPENDENT CONTRACTOR OF THE BOARD OF EDUCATION

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

10. DELEGATION OF AUTHORITY BY SUPERINTENDENT

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

11. CONFIDENTIAL RAPID RESPONSE TEAM

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

12. DISCIPLINARY ACTION FOR FAILURE TO FOLLOW POLICY

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

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

14. NON-DISCRIMINATION POLICY/PROHIBITION AGAINST RETALIATION

The Board of Education expressly prohibits retaliation against individuals reporting child abuse or neglect or the sexual assault of a student by a school employee and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect or sexual assault by a school employee. The Board of

APPENDIX A

Outcomes Measurement Framework: Sample

<table>
<thead>
<tr>
<th>AGENCY:</th>
<th>SCHOOL(S):</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGIES (ACTIVITIES)</td>
<td>OUTCOMES (MUST BE MEASURABLE)</td>
</tr>
<tr>
<td>Homework 101 Program: Students will complete homework during tutoring sessions to increase homework completion rate, improve academic grades, and build positive relationship with caring adults.</td>
<td>25 students in grades 3-5 will increase homework completion rate, improve academic grades, and build positive relationship with adults.</td>
</tr>
<tr>
<td>Culinary Arts program: Expose students to cooking techniques and understanding recipes.</td>
<td>16 students in Gr.6-8 will learn about basic cooking techniques, the cooking profession and have an increased understanding of recipes and the use of measurement tools.</td>
</tr>
<tr>
<td>Offer a Parent Advisory Board for parents to have a voice and become involved in both the program and school community.</td>
<td>Minimum of 10 parents will be involved in the program by attending meetings regularly and volunteering in program activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRATEGIES (ACTIVITIES)</th>
<th>OUTCOMES (MUST BE MEASURABLE)</th>
<th>MEASUREMENT–STRATEGY AND FREQUENCY</th>
<th>PERSON(S) RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework 101 Program: Students will complete homework during tutoring sessions to increase homework completion rate, improve academic grades, and build positive relationship with caring adults.</td>
<td>25 students in grades 3-5 will increase homework completion rate, improve academic grades, and build positive relationship with adults.</td>
<td>Tracking sheet for homework completion (daily), Pre and Post evaluation for tutors and tutees (beginning and end of fall and spring semesters—September/December and January/June), review of academic grades (at close of each marking period)</td>
<td>John Doe, Program Coordinator</td>
</tr>
<tr>
<td>Culinary Arts program: Expose students to cooking techniques and understanding recipes.</td>
<td>16 students in Gr.6-8 will learn about basic cooking techniques, the cooking profession and have an increased understanding of recipes and the use of measurement tools.</td>
<td>Acquired learning and skills will be assessed through pre, mid and post-tests (September, December and June)</td>
<td>John Doe, Program Coordinator</td>
</tr>
<tr>
<td>Offer a Parent Advisory Board for parents to have a voice and become involved in both the program and school community.</td>
<td>Minimum of 10 parents will be involved in the program by attending meetings regularly and volunteering in program activities.</td>
<td>Number of parents attending meeting and program activities. Volunteer hours, attendance at meetings and activities (fall and spring semester end—December and June)</td>
<td>Jane Doe, Program Director</td>
</tr>
</tbody>
</table>
**APPENDIX B**

**School/Community-Based Agency Agreement**

**AGENCY RESPONSIBILITIES:**

1. To foster an environment of trust and professionalism in the best interests of students and parents.
2. To work in partnership with the school principal to enrich children's school experiences through programming with measurable outcomes.
3. To keep the principal informed of all schedules, functions, events, and concerns through communications with the principal or principal's designee.
4. To provide data to Hartford Public Schools as needed.
5. To obtain parental permission for students to participate in programming.
6. To provide safe, appropriately supervised programs to students.

**PRINCIPAL/SCHOOL RESPONSIBILITIES:**

A. To provide appropriate classroom and additional program space as appropriate to meet program needs.
B. To share appropriate scheduling, academic and school operations information to maximize the effective operations of programs.
C. To notify agencies as soon as possible in the case of facility or school schedule changes.
D. To support agencies in the development of clear communication processes and materials for parents and families in relation to the recruitment and operation of programs.
E. To facilitate communication between program and teaching staff in order to maximize connections between the school day and after school programs.

The undersigned agree to the partnership guidelines outlined above.

---

**Agency Representative Name**

**Date**

**Agency Representative Signature**

**Date**

**Principal Name**

**Date**

**Principal Signature**

**Date**

**School Governance Council Chair Name**

**Date**

**School Governance Council Chair Signature**

**Date**

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

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

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

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

8. **EVIDENCE OF ABUSE, NEGLECT OR SEXUAL ASSAULT BY A SCHOOL EMPLOYEE**

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

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

b) Not later than seventy-two (72) hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or the Commissioner of Education’s representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose such records to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee’s certificate, permit or authorization, if any.

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

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

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

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

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

Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse, neglect or sexual assault by a school employee from reporting the same directly to the Commissioner of Children and Families.

6. CONTENTS OF REPORTS

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

a) The names and addresses of the child* and his/her parents or other person responsible for his/her care;
b) the age of the child;
c) the gender of the child;
d) the nature and extent of the child’s injury or injuries, maltreatment or neglect;
e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;
g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
i) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
j) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

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

7. INVESTIGATION OF THE REPORT

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

Hartford Board of Education Policy 4118

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

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

1. SCOPE OF POLICY

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

2. DEFINITIONS

For the purposes of this policy:

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

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

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

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

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

3. WHAT MUST BE REPORTED

a) A report must be made when any employee of the Board of Education in the ordinary course of such person’s employment or profession has reasonable cause to suspect or believe that any child under the age of eighteen years:
   i) has been abused or neglected;
   ii) has had nonaccidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her;
   iii) is placed at imminent risk of serious harm; or
   b) A report must be made when any employee of the Board of Education in the ordinary course of such person’s employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee:
      i) sexual assault in first degree;
      ii) aggravated sexual assault in the first degree;
      iii) sexual assault in the second degree;
      iv) sexual assault in the third degree;
      v) sexual assault in the third degree with a firearm;
      vi) sexual assault in the fourth degree.

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

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

4. REPORTING PROCEDURES FOR STATUTORY MANDATED REPORTERS

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

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

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

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

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

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

(5) The employee shall immediately submit a copy of the written report to the Board of Education or the Superintendent or the Superintendent’s designee.

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