

HARTFORD PUBLIC SCHOOLS

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HARTFORD PUBLIC SCHOOLS

INSTRUCTION

SERIES 6000

Policy Number / Regulation

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| 8. Parameters for School Planning: <ul style="list-style-type: none">• School Size and Grade Configurations | 6180 | P |
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Instruction

Instruction - General

The Board believes the instructional program of the public schools to be among its highest priorities, and it is therefore important for the Board and the professional staff to work cooperatively in determining educational goals and objectives which meet the needs of students.

Within limitations of budgets made available to it by the town, the Board will provide personnel, equipment, instructional supplies and materials, and other support required to meet professional staff needs and community goals. The Board, understanding that education requires continuing change, also supports continuing in-service education for certified and non-certified staff.

The Superintendent of Schools shall present regular evidence of student progress and of program modifications based on evaluations which are consistent with district goals and objectives.

Evidence of educational productivity is important in evaluating educational systems, for guiding improvement efforts, and in developing public support for the schools.

Instruction**Curriculum Design/Development**

The curriculum shall be understood to be the planned sequence of educational experiences for grades K-12. Implementation of the curriculum at each grade and at each level shall be planned, integrated, and coordinated to provide for the continuous development of the pupil.

The evaluation and development of the curriculum as a whole shall be under the general direction of the assistant Superintendent for curriculum and instruction. He/ she shall be assisted in this process by principals, instructional leaders, teachers, and other members of the professional staff, selected in such a way as to give broad representation to subject areas, grade levels, and special services.

Instruction

Curriculum Design/Development

To the extent practicable, the faculty and parents shall be involved in such areas of curriculum development as:

- a. The design of program goals and objectives;
- b. Instructional strategies to be employed in the instructional program;
- c. Staff accountability for the achievement of stated goals and objectives; and
- d. Evaluation of the instructional program.

To accomplish the involvement of staff and parents in the above areas, the administration shall provide, to the extent practicable, opportunities for the staff to participate in departmental meetings, curriculum and staff improvement seminars and workshops, building faculty meetings, faculty senates, collaborative leadership councils, and any other curriculum development programs involving teachers, principals, and/or central office instructional personnel. Forums shall be created for parents to voice their opinions. Building principals shall invite teacher comments and suggestions concerning the instructional program and, to the extent practicable, offer a variety of opportunities for continuous teacher involvement in the planning, implementation, and evaluation of building and/or city-wide instructional programs.

Instruction**Equal Educational Opportunity****Reduction of Racial, Ethnic and Economic Isolation**

The Board shall provide, in conformity with all applicable state statutes and regulations, educational opportunities for students to interact with students and teachers from other racial, ethnic and economic backgrounds in order to reduce racial, ethnic and economic isolation. Such opportunities may be provided with students from other communities.

In providing such opportunities, the Board will consider such programs or use such methods as:

1. Inter-district magnet school programs;
2. Charter schools;
3. Inter-district after-school, Saturday and summer programs and sister-school projects;
4. Intra-district and inter-district public school choice programs;
5. Inter-district school building projects;
6. Inter-district program collaboratives for students and staff,
7. Minority staff recruitment;
8. Distance learning through the use of technology;
9. Experiences that increase awareness of the diversity of individuals and cultures;
and
10. Community and parental involvement in the school district.

Legal Reference: Connecticut General Statutes
10-4a Educational interests of state defined, as
amended by PA 97-290- An Act Enhancing
Education Choices and Opportunities.
10-220 Duties of boards of education

Instruction**Equal Educational Opportunity****Interdistrict Magnet Schools**

Hartford Public Schools is committed to the expansion of its inter-district host magnet school program as a major initiative responding to the requirements of the Sheff v. O'Neill Connecticut Supreme Court decision, subsequent legislation and agreements. The following recommendation elaborates and extends current Board of Education policy regarding Equal Educational Opportunity – Reduction of Racial, Ethnic and Economic Isolation (6110).

The Board of Education in conformity with all applicable state statutes and regulations, may create inter-district host magnet schools as long as these schools are consistent with the Hartford Board of Education Policy of Equal Education Opportunity to Reduce Racial, Ethnic and Economic Isolation (6110), and meet the financial, educational and time-line criteria set forth by the Hartford Board of Education. These criteria are found in the Policy Statement and Plan for the Enhancement of Educational Opportunities for All Hartford Students and the Development and Operations of Inter-district Host Magnet Schools manual. All operations plans must concentrate on providing a quality educational plan that demonstrates promise of improving student achievement. The admissions policy and criteria must be open to all applications by all students. Admissions criteria that screen out students are not acceptable.

Legal Reference: Connecticut General Statutes
10-4a Educational interests of state defined, as amended by PA 97-290- An Act Enhancing Education Choices and Opportunities.
10-220 Duties of boards of education

Policy adopted: January 13, 2004
Policy updated: November 1, 2005

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Instruction**Acquired Immune Deficiency Syndrome (AIDS)**

In accordance with the provisions of Section 10-19(b) of the Connecticut General Statutes, it is the policy of the Board of Education to provide, during the regular school day, planned, ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS). The Superintendent of Schools shall develop procedures concerning the exemption of pupils from such instruction upon the written request of the pupil's parent or guardian.

Legal reference: Conn. Gen. Stat. §10-19(b).

Policy adopted: January 4, 2000
Policy updated: November 1, 2005

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Instruction

Reproductive Health Education and Services

The Hartford Public Schools will provide developmentally appropriate reproductive health education to all students grades K through 12 with particular emphasis on grades 7 through 9. The Health Department of the Hartford Public Schools will make available reproductive and preventative health services including contraception, counseling and testing for sexually active youth.

Policy adopted: July 10, 2001
Policy updated: November 1, 2005

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Instruction**Curricular Exemptions**

The Hartford Board of Education shall permit curricular exemptions as required by law. Specifically, upon the written request of a parent or guardian received by the school district prior to planned instruction in the areas set forth below, the Board shall permit curricular exemptions for instruction in the following areas:

1. Dissection;
2. Family life education;
3. HIV/AIDS; or
4. Sexual abuse and assault awareness and prevention program.

Legal References:

Conn. Gen. Stat. § 10-16c.
Conn. Gen. Stat. § 10-16e.
Conn. Gen. Stat. § 10-18d.
Conn. Gen. Stat. § 10-19(b).
Conn. Gen. Stat. § 17a-101q.

Instruction**School Ceremonies and Observances**

The Board directs that an opportunity to say the Pledge of Allegiance shall be provided each school day. Participation in the recitation of the Pledge is voluntary.

Each school within the district shall provide time each school day for students to recite the Pledge of Allegiance. Such recitation is voluntary. If, because of some personal philosophy or belief, a student has made the personal decision not to recite the "Pledge," he/she may choose to stand and remain silent. Those students may wish to use this time to reflect. Non-participants are expected to maintain order and decorum appropriate to the school environment.

Legal Reference: Connecticut General Statutes

PA 02-119, An Act Concerning Bullying Behavior in Schools
and Concerning the Pledge of Allegiance

Instruction

Smaller Learning Communities

All Hartford high schools shall be restructured into Smaller Learning Communities by the year 2005 and all newly established high schools will exemplify the Smaller Learning Community model.

Instruction**Honors/Advanced Placement Classes**

The Board encourages students to advance academically at a pace appropriate for them. Therefore, it shall permit advanced placement in college, either on a full or part-time basis, for high school juniors or seniors who are exceptionally able and motivated academically.

The administration shall develop and the Board shall approve, criteria and regulations pertaining to students who may be accorded advanced placement privileges.

In grades 9 through 12, honors division classes shall be available in several subjects. Advanced placement classes are also available in grades 11 and 12. Specific information about a student's achievement and placement should be obtained from the school counselor.

(AP) Advanced Placement: Courses offered at the 11th and 12th grade level for which students may receive high school and college credit provided they score high enough on the AP examination.

(H) Honors: Courses offered at a higher level of difficulty for students who intend to go on to post-secondary education.

Instruction**Student Government**

The Board believes that meaningful involvement by students in school life and government is correlated with positive behavior and student growth. Therefore, students shall be encouraged to assume responsibility and self-discipline through active student councils and meaningful input in such areas as discipline, student handbooks, and others as may be agreed upon in each school.

Students**National Honor Society**

The Hartford Board of Education endorses the concept of the National Honor Society in its ability to provide special recognition to students who combine scholarship with demonstrated leadership, extensive service and good character. The principal shall approve all activities and decisions of the chapter. The principal appoints the society advisor and the members of the faculty council. The administration is directed to develop appropriate regulations regarding Honor Society procedures.

Students

National Honor Society

Eligibility

Students who have a weighted cumulative quality point average of at least **(3.6) 8.0** are academically eligible to be considered for membership in the National Honor Society. However, membership cannot be granted on the basis of academics alone. Service, character, and leadership must be taken into consideration as well. The guidance department shall provide the National Honor Society advisor with the weighted average of juniors and seniors.

Selection of Members

Membership in the National Honor Society is an honor bestowed upon a student for outstanding scholarship, character, leadership and service.

A representative faculty council, appointed by the principal and consisting of no fewer than five members, shall make the selection of students for membership in the National Honor Society. The National Honor Society advisor chairs the faculty council and is a non-voting member.

The National Honor Society advisor prepares a list of students who are academically eligible for membership. The faculty council determines the criteria for evaluating service, character, and leadership. Academically eligible students may be surveyed for information regarding their leadership and service but this does not guarantee selection. The entire faculty may be surveyed for input on a prospective candidate's character, leadership and service, but the final decision belongs strictly to the faculty council. All information provided to the council by the faculty shall be based on fact or shall be known by the student or have been discussed with the student.

Probation or Dismissal

Any student who fails to maintain at least a weighted **(3.6) 8.0** cumulative Q.P.A. in subsequent marking periods after admission may be subject to probation for one marking period. Failure to improve a cumulative Q.P.A. of less than **(3.6) 8.0**, after two marking periods, shall lead to consideration of dismissal by vote of the faculty council.

A member may also be dropped from membership if he/she violates the purpose of the chapter and/or the high standards of the National Honor Society. The faculty council will review the case and vote on whether to retain the student as a member. The student will be notified in writing as to the reason why he/she has been placed on probation or dropped from membership. The student has the right to appeal the decision to the faculty council. A member may also be dropped from membership for failure to pay dues or maintain active membership as described in the chapter bylaws. The faculty council will make the decision. However, membership should not be denied because of a student's inability to pay.

Students

National Honor Society

Notification to Students

Students shall be made aware of the selection criteria for the National Honor Society through an announcement of standards. Students nominated/considered for the National Honor Society will be informed within a reasonable time of their selection or non-selection to the society by the advisor of the representative faculty council. The advisor will meet and inform the principal before any public announcement of the council's selection of students to the society. Means of communication may include public address announcements, articles in the school newspapers and other forms of public communication.

Appeals Procedure

Students who are not selected can request a meeting with the advisor of the National Honor Society. The advisor shall indicate the general area(s) in which the student was below expectations and recommend specific ways to improve in the future.

In addition, the principal shall explain the selection process to those students and parents who are unhappy with the results. The principal shall indicate the general area(s) in which the student was below expectations and recommend specific ways to improve in the future. While maintaining confidentiality, the principal may review individual rating sheets and convene the council for a discussion prior to making a determination as to the appropriateness of its decision. If the principal believes a technical error has been made in the selection process, he/she may ask the faculty council to reconvene and review the cases. The principal will investigate to ascertain that all aspects of the process were carried out fairly and properly.

A decision by the council may be appealed to the Superintendent by parties to the decision. The Superintendent may investigate the process and review individual rating sheets as part of the appeal procedure.

Instruction

Student Volunteers and Community Service

The district is committed to preparing its students for active participation in community affairs through a student service learning program. Student service learning is defined as an unpaid activity within the curriculum, school or outside community that provides service to an individual or group to address a school or community need. The activity must be developmentally appropriate and meaningful to the student.

The program aimed at teaching skills and habits the Board of Education perceives as essential for good citizenship, strives to allow students to develop a wide range of personal, intellectual, academic and social skills such as teamwork, problem-solving, negotiation, communication, planning and evaluation. It will help students become effective employees, colleagues, citizens and leaders.

Through participation in student service learning, a student will have opportunities to:

- develop knowledge and respect for community and citizenship;
- learn that problems can be solved by working together;
- learn the responsibilities involved in citizenship;
- explore career opportunities;
- increase self-esteem and appreciation for others;
- become sensitive to others and appreciate cultural diversity;
- overcome barriers among children.

Students performing unpaid community service are viewed as beneficial to both society and the individual. It is believed that high school students are worthy citizens, capable of giving of themselves and willing to do so when encouraged. The Board encourages efforts by the staff to encourage and assist students in such service.

Legal Reference: Connecticut General Statutes
 10-22 1 a [a] An Act Concerning High School
 Community Service
 Herndon v. Chapel Hill - Carrboro City Board of
 Education, 899 F. Supp 1443 (North Carolina) 1995
 Immediate v. Rye Neck School District, 873 F.
 Supp 846 (New York) 1995

Policy adopted: January 4, 2000
 Policy updated: November 1, 2005

HARTFORD PUBLIC SCHOOLS
 Hartford, Connecticut

Instruction

Organizations/Associations

Fraternities, Sororities and Other Secret Societies

No fraternities, sororities, and other secret societies shall be recognized or encouraged in any way. No meeting of any such group shall be permitted in any of the schools, nor shall any staff member act as sponsor or advisor or in any capacity for any such group.

These terms shall be understood to apply to any group which seeks to perpetuate itself by taking in members from pupils in a school on the basis of the decision of its membership, rather than on the free choice of any pupil who is qualified to fulfill the special aims of an organization.

Instruction

Publications

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board shall encourage the development of school newspapers, annuals, and magazines.

Legal Reference: Eisner v Stamford Board, 440 F. 2d 803 (2nd Cir. 197 1)
 Trackman v Anker, 563 F. 2d 512 (2nd Cir. 1977)
 cert. denied, 435 U.S. 925(1978)

Instruction

Student Publications

Purposes of Official Student Newspaper

1. To exist as an instructional device for the teaching of writing and other journalistic skills;
2. To provide a forum for opinions of students, staff, and members of the community;
3. To serve the entire student body by reporting school activities.

Rights of Student Journalists

1. To print factual articles dealing with topics of interest to the student writers; and
2. To print, on the editorial page, opinions on any topic, whether school related or not, which students feel are of interest to themselves or to the readers.
3. Subject to the specific limitations in these guidelines, to determine the contents of official student newspapers.

Responsibilities of Student Journalists

1. To submit copy that conforms to good journalistic writing style;
2. To rewrite stories, as required by the journalism advisor (teacher), to improve journalistic structure, sentence structure, grammar, spelling and punctuation;
3. To check facts and verify quotes;
4. In the case of editorials on controversial issues, to provide space for rebuttals, in the same issue if possible, but otherwise no later than the following issue; and
5. Provide journalism advisor copies of articles for approval.

Material Not Permitted in Official School Newspapers

1. Material that is libelous or that violates the rights of privacy;
2. Profanity, obscenity that hereby defined as the language that would not be used in The Hartford Courant or the New York Times;
3. Material that criticizes or demeans any individual race, religion, gender or ethnic group;

Instruction

Student Publications

Material Not Permitted in Official School Newspapers (continued)

4. Ads for cigarettes, liquor, or any other product not conducive to good health or safety;
5. Any material, the publication of which would cause substantial disruption of the school. Substantial disruption is hereby defined as the threat of physical violence in the school or nearby community and/or the disruption of the school's educational program; nor
6. Endorsements of political candidates or ballot measures, whether such endorsements are made via editorial, articles, letter, photograph or cartoon. The newspaper may, however, publish "fact sheet" types of articles on candidates and ballot measures, provided such articles do not endorse any person or position, and provided equal space is provided for all candidates for a particular office or both sides of a ballot measure.

Determination of Appropriateness

The newspaper advisor, a faculty member, shall have the primary responsibility of reviewing each article prior to its publication to determine if it satisfies all the conditions of these guidelines. The school principal or his/her designated representative other than the newspaper advisor must also review copy prior to its publication. However, such copy must be returned to the student editors within 72 hours after it is submitted for review. No copy may be censored except for reasons specifically listed in these guidelines.

Resolution of Differences

In the event of disagreement as to whether an article should be printed, each school shall have a publications Board, which shall meet within 48 hours to submit its opinion. The publications Board shall consist of the principal or his/her designated representative; the journalism advisor; the editor-in-chief-, representatives from the student government, the PTA/PTO and the advisory council; and other members as mutually agreed upon. If the publications Board cannot resolve the dispute, then an appeal shall be made to the Superintendent who shall seek advice from the Board's legal counsel in making his decision. The Superintendent shall act on the appeal within 48 hours.

Legal Reference: Eisner v Stamford Board, 440 F.2d 803 (2nd Cir 1971)
 Trachtman v Anker, 563 F.2d 518 (2nd Cir 1977), cert. denied, 3
 54 U.S. 925 (1978)

Instruction

Field Trips

1. Instructional travel away from the school grounds is recognized by the Board of Education as a significant part of the educational program of a school, provided that it:
 - a. Is directly related to the stated curriculum
 - b. Enhances student learning
 - c. Assures student safety
 - d. Has been carefully planned by the teacher and building level administration
2. Students and parents must be made aware of the purpose of the planned field trip and be involved in the planning process.
3. Field trip plans must include evaluation of the experience with follow-up classroom activities to reinforce the educational value of the trip.
4. The Board of Education recognizes the following types of instructional travel for students in grades K-12:
 - a. Day Field Trips: those in which students leave and return on the same day
 - b. Overnight Field Trips: those in which students are away from home one or more nights.
 - c. Trips to Foreign Lands: those that take students outside the geographical limits of the continental United States
5. The procedure for planning and conducting instructional travel away from the school grounds is contained in the accompanying administrative regulation.

Instruction

Field Trips

The Board of Education encourages planned student visits to places outside the regular classroom for the purpose of providing firsthand knowledge, stimulating the imagination, and encouraging further reading and investigation.

Field trips must be planned and conducted in accordance with administrative guidelines which will include provisions for notifying parents of the details of proposed trips and ensuring the adequate supervision of students who participate.

The Board further recognizes that certain field trips of a recreational nature, such as end-of-year school picnics, incentive-based trips, may include important opportunities for social education, group and student/teacher interaction, and physical exercise. Such plans, providing they cause minimal disruption to instruction, may be approved by the Central Office. The Board does not encourage, however, group plans for trips which focus entirely on amusement and entertainment.

*Please be advised: District-sponsored events also require the submission of field trip forms to Central Office as students are leaving the school premises.

I. PRE-APPROVAL

In-State Field Trips

1. Prior to discussion with students, preliminary permission for such trips must be first secured through the building Principal and then forwarded to Central Office for FINAL approval two weeks in advance of scheduled trip.
2. If financial support for the trip is sought, this must be incorporated into the approved school budget, or be brought by the Superintendent to the Board of Education for approval.

Overnight Field Trips - all trips extending beyond one school day.

1. Prior to discussion with students, any teacher wishing to take a group on an extended trip should first clear with the building Principal and the Superintendent or Designee and have the following available:
 - a. Tentative itinerary and timetable;
 - b. Cost per student;
 - c. Reliability of the agency sponsoring the trip and appropriate coverage in place if trip is cancelled;
 - d. Anticipated numbers and qualifications of chaperones;
 - e. Anticipated numbers of students to go;
 - f. Reason and purpose of trip;
 - g. Proposed means of obtaining financing for the trip; including fundraising plan.

Instruction

Field Trips (continued)

2. Once pre-approval is granted from Principal and Superintendent or Designee, field trip forms must be submitted for FINAL approval to the Superintendent or Designee at least one month in advance.

International Field Trips – all trips outside the limits of the United States. Will abide by the same provisions (a-g) listed above for Overnight Field Trips. Schools must seek pre-approval for any International Trip by October 1 of that school year. Principals should also complete the *BOE Request for International Student Accident Coverage* form.

This policy sets forth the regulations governing school trips by Hartford Public Schools, during the school year and in summer programs. The regulations are intended to ensure that school trips are enjoyable and safe experiences for students, parents and staff.

II. GUIDELINES

1. Definition

A school trip is any authorized field trip off school premises during or after school hours, regardless of the destination or method of transportation used, during the school year or in the summer.

2. Indemnification

Compliance with these procedures will form the basis for determining whether individual staff members are entitled to be indemnified and represented in the event that there is litigation resulting from an incident on a school trip. Staff members who deviate from these procedures may not be entitled to such indemnification by the City of Hartford, representation by the Law Department of the City of Hartford.

3. Purpose

All trips must have a valid educational purpose and, whenever possible, directly relate to the curriculum. Out of State and international trips will be considered on a case by case basis. Approval of these trips will depend on specific national or state alerts initiated by national, state and local officials.

4. Planning Considerations

All trips must comply with the regulations, described below, pertaining to the adult to student ratio, parental consent, supervision and emergency preparedness.

Transportation - If transportation (busing) is required, the Principal should submit/fax the standard bus request form directly to the bus company 30 days in advance and must be funded by school based field trip funds. *No private vehicles may be used to transport students.* Other modes of transportation (including air travel, train and public transportation) will be considered on a case by case basis. *Transportation is available for any student with a physical disability.*

Instruction

Field Trips (continued)

Trips by foot are valuable and encouraged as long as they fulfill some need in the curriculum of the group concerned. Teachers must consider traffic danger and distance involved in any trip by foot before making final preparations. Walking trips off school premises are considered field trips and require the proper documentation to be submitted to Central Office.

Meals – Teachers planning field trips must also notify the cafeteria manager of any field trips when classes will not be eating lunch in the cafeteria. This must be done at least one week before the scheduled trip. If lunches are needed for any field trip, teachers must submit to the Food Service Department the *Request for Field Trip Meals* form 7 school days prior to the scheduled trip.

Medical Conditions – Students attending field trips with special health conditions must be identified and a proper plan of action discussed with the School Nurse. If nursing support is needed, please submit a *Request for Medical Support* form to the Health Services Department 30 days before departure.

The principal is required to monitor adherence to all pertinent regulations of the trip policy, complete the Field Experience Form and compile the proper attachments.

5. Rules applicable to all trips

- a. Adult to Student Ratio – it is necessary to have an adequate number of adult chaperones. Factors to be considered are: age of children, location and nature of the trip. Refer to table below for recommended requirements:

Grades K thru 4	1 to 5
Grades 5 thru 8	1 to 10
Grades 9 thru 12	1 to 12
For trips involving SPED students	Ratio of adults to SPED students should be the same as the instructionally mandated ratio - per IEP.
Overnight	1 to 5

- b. Parental Notification/Consent Under no circumstances should principals allow students to attend a trip without a written, signed consent form. **DO NOT ACCEPT VERBAL PERMISSION.**

If a student chooses not to participate, an alternative activity associated with the curriculum topic will be provided at the school.

- c. A student must not be allowed to participate unless his/her parent/guardian or person in parental relation has signed a consent form allowing the student

Instruction**Field Trips (continued)**

to attend the trip. The consent form shall include, at a minimum, the following:

- Trip destination;
 - Need for parental consent, as a prerequisite;
 - Time of departure and return;
 - Pertinent information; e.g. the types of activities students will be involved in. If a brochure is available, it should be provided;
 - Estimated cost; for day trips, no student shall be excluded due to financial considerations. For overnight trips, every effort will be made to explore financial assistance opportunities;
 - Type of transportation to be used;
 - The opportunity to indicate that the child should not participate in a particular activity due to a medical or other condition.
- d. For ALL trips, it is essential that the consent form indicates the precise nature of the trip and gives the parents an opportunity to indicate that their child should not participate in a particular activity due to a medical or other condition. The form should also indicate that, if a parent feels that it is necessary to limit a student's activity to a great extent, the school might not be able to accommodate the child on the trip.
- e. Trips sponsored by an outside organization
- If a trip is sponsored by an outside organization, and not by the Hartford Public Schools, parents must be explicitly advised of this fact and all documentation relating to the trip must so indicate.
- f. Trips involving buses
- All buses under contract with the Board of Education carry a minimum insurance coverage of \$5,000,000 per person and \$5,000,000 per accident or combined single limit coverage of at least \$5,000,000. City of Hartford and BOE named as "Additional Insured".
 - When a non-contracted bus is utilized to transport students on a trip, the bus company must carry the above coverage as a minimum and present proof of this insurance coverage to the school.
- g. Person in charge of the trip
- The principal shall designate one staff person accompanying the students as the person in charge, with overall responsibility for the trip.

Instruction

Field Trips (continued)

- The principal must ensure that the staff member in charge of the trip can reach him/her if an emergency occurs before the end of the trip.

h. Staff Responsibilities during the trip

- The person in charge is responsible for knowing the number of students and adults on the trip and for ensuring that students remain under authorized adult supervision at all times.
- The person in charge must have in his/her possession a roster of the students, with parents' names and home telephone numbers.
- All adults going on the trip should be advised of the times students will be departing and returning, and the location from which students will be departing and to which they will be returning. All students must be accounted for before departing for the trip site and before leaving the trip site.

6. Emergency Procedures

- The principal must be available to be reached by telephone either in school or at home until all students have returned from the trip.
- In the event that one or more students cannot be accounted for at the trip site, the person in charge must:
 - ❖ Notify the authorities at the site immediately to conduct a search.
 - ❖ If the student (s) cannot be located, make every effort to contact the parents, as well as the principal of the school (at the school or at home if necessary).
 - ❖ Call the local police.
 - ❖ Upon returning to school, complete and submit an Unusual Incident Report.
- A staff member must remain at the site until all the students are accounted for. The person in charge shall make the decision as to whether other students and adults should leave the site, in consultation with the principal.
- Consideration should be given to have at least one staff member drive to the site in a private car so that, in the event that someone must remain at the site, he/she will have transportation for the return trip.
- Parents should be kept updated as to the status of the search for their child.

7. Overnight Trips/Out of State Trips/International Trips

When overnight trips are approved, the person in charge is responsible for assuring that the chaperones continuously supervise the students until

Instruction**Field Trips (continued)**

they return to their rooms in the hotel or other sleeping facilities. He/she should give students a time schedule showing the supervised activities and meeting places. Students are not permitted to use any hotel facilities that involve activities prohibited by these regulations or that could potentially endanger their health, safety or welfare.

Ratio for overnight trips is 1:5.

8. Trips involving unusual precautions and all out-of-state travel (see below):

- These trips will encompass local travel involving more stringent safety precautions and all out of state travel. The following items along with the Field Experience Form must be submitted to Superintendent or Designee, prior to approval;
- Swimming and/or water activities may be approved by Superintendent or Designee on a case by case basis; approval will be based upon school's action plan for non-swimmers, additional safety measures outlined on the field trip form and completion of a 'Swimming Permission Form' by each parent. *Swimming at a field trip's location without a certified lifeguard is strictly prohibited;*
- Boating activities on small watercraft such as paddleboards, kayaks, canoes, flotation devices, etc. need prior District approval;
- Boating activities, on larger vessel watercraft require District approval and may be granted permission, on a case by case basis. Insurance certificate from boat charter/rental showing evidence of general liability must be attached;
- List of students and emergency telephone numbers;
- Name and telephone number of transportation company and/or overnight accommodations/sites;
- List of chaperones and telephone numbers;
- For international travel, principals must enroll in US Department of State, Smart Traveler Enrollment Program; <https://step.state.gov/step/>

Examples:

- International Travel;
- Senior Class trips;
- Camping trips;
- Any overnight trip;
- Trips out of Greater Hartford- e.g. Boston, New York, Philadelphia, etc.;
- Athletic events that require overnight and/or out-of-state travel.

Instruction

Field Trips (continued)

9. The principal and teacher in charge are directed to submit the Field Experience Form with the required attachments to the Superintendent or Designee for review and final authorization. All Overnight requests must be submitted at least 30 days in advance (and International Requests by October 1 of current SY). The trip cannot take place unless the Principal receives the form approved by the Superintendent or Designee.

III. FUNDRAISING POLICY

1. Any school planning a fundraiser in an effort to raise funds for an upcoming field trip; must complete the *School Fundraising Approval* form, contact the Student Funds Coordinator.

Instruction

Homework

It is the policy of the Board of Education to ensure that all students comply with the homework requirements imposed by the school in which the child is enrolled. It is also the policy of the Board of Education that any imposition of homework should be related to the curriculum goals and standards recognized as appropriate for the student's grade.

The Superintendent or his/her designee shall be responsible for developing procedures in furtherance of this policy.

Legal Reference: Connecticut General Statutes §10-221(b)

Instruction

Homework/Make-Up Work

Homework is an important part of a child's school experience from elementary school through high school. The program of homework is geared closely to the developing maturity of children throughout the grades and their increasing ability to profit from independent study. It is, therefore, important for him/her to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is a steady increase in the amount of homework expected of pupils from the elementary grades through the senior high school.

The educational value of homework assignments depends, to a large extent, on the independent study skills that the youngster has acquired. Beyond the control of the school, but still very important, are the conditions provided in the home whereby the pupil is encouraged to work independently and to do the best possible job with the assignment at hand. A quiet, secluded spot and an encouraging attitude on the part of the parent will be major factors in the effectiveness with which a child undertakes the task of homework assignments.

Homework during a pupil's school experiences includes many kinds of learning activities. Two types are essential to an adequate program:

1. Short-Term assignments are to be completed by the following day. They are intended to reinforce academic learning which have been presented in class. They frequently involve specified reading or drill and practice exercises. Specified reading includes preparation of reports. Topics of mastery and practice exercises provide practical application of this material.
2. Long-Term assignments are spread over a number of days or weeks. This type is outlined and explained in school to be completed outside of class hours. Long-term assignments include such school activities as: social studies research, science projects, creative writing, extended reading.

Homework, to be educationally meaningful, should serve some or all of the following purposes:

1. Encourage the student to think and search for new ideas.
2. Help the student to develop self-direction, self-reliance, a sense of responsibility, and the ability to make decisions.
3. Broaden the student's experience for increased class contribution.
4. Reinforce school learning by providing practice and application.

Instruction

Homework/Make-Up Work

Homework (continued)

The homework policy provides for a planned sequence during the course of a child's total school experience. There are four stages in the sequence during which assigned school work is adapted to the maturity and achievement level of the pupils: primary, intermediate, middle and senior high school.

Elementary School

Pupils in elementary school are grouped within classes for specific instructional purposes. A variety of materials and techniques is used to meet the needs of individual children. Therefore, the same homework assignment can seldom be given at the same time to all children in a class. Homework will vary with the needs of the small groups or individual pupils. Independent study skills, the groundwork for success in homework, should be taught in school.

Middle School

Homework in grades six through eight becomes the responsibility of several teachers in the various subject areas. Each teacher has the responsibility for setting reasonable limits on the requirements for preparation beyond class time. This should be done in cooperation with other teachers.

All homework is designed to extend learning experiences and to stimulate pupils to study independently. It is recognized that pupils work at different rates and with varying degrees of efficiency. These factors are considered when assignments are made.

Class time is provided for supervised study to insure thorough understanding of assignments and efficient work habits. Scheduled study periods during the school day provide time for additional preparation. Time at home should be set aside for the completion of assigned work.

Senior High School

The amount of outside preparation required increases markedly at the senior high school level, particularly for the college bound student. The ability to work successfully without supervision is one of the most important attributes a student can offer in his/her candidacy for college acceptance. Independent study by means of both short-term and long-term assignments becomes a valuable preparation for the more rigorous requirements of the curriculum at college.

Instruction

Homework/Make-Up Work

Senior High School (cont.)

Each academic subject calls for an average preparation time of approximately one hour outside the class period. This time estimate is for the average student, but does not imply that assignments are or should be the same for all pupils.

Teachers, in making homework assignments, will bear in mind that the foregoing time requirements include the total time allotted for both the short-term everyday type of assignment as well as the long-term type of assignment required in several subject areas. Teachers should consider the possibility of reductions in daily assignments when demands for long-term assignments are heaviest.

Instruction**School Readiness**

The critical importance of the early years in determining the educational development of children is recognized by the Board of Education. Insofar as resources permit, programs designed to help meet the physical, emotional, social and intellectual needs of preschool children ages three and four are encouraged. Such programs shall promote the health and safety of children and prepare them for formal schooling. In the utilization of resources, however, including available space, first priority is assigned to the regular school program for grades K through 12.

The Board regards parental involvement and community cooperation as an integral part of this program. A local school readiness council, its composition and duties specified by statute, shall be formed to address the needs of three and four year olds. Community capacity, student participation and community standards are reviewed and updated as needed.

Legal Reference: Connecticut General Statutes
17b-749a Establishment of school readiness
program. Council as amended by PA 97-259 An
Act Concerning School Readiness and Child Day
Care.

Instruction**Extended Day/Year Programs**

It is the policy of the Hartford Public Schools to maintain quality extended day/year programs in each of the city's public schools. These quality extended day/year programs will be included as integral parts of each school's SIP (School Improvement Plan) to the extent that funding allows.

The extended day/year programs will be designed to:

- Improve general student academic performance;
- Support student needs according to their Personalized Educational Program;
- Increased parental involvement;
- Promote creativity;
- Increase social skills; and
- Support health, fitness and positive youth/family development.

Extended day/year programs will be evaluated by the district. Continuance of said programs will be contingent upon the level of achievement of the goals developed cooperatively with the schools.

The Superintendent of schools, in collaboration with the City of Hartford, community-based organizations, parents, and the school community, will oversee the development and implementation of the extended day/year programs.

Contingencies:

- The effective date of this policy will be school year 1999-2000.
- The programs will be implemented to the extent permitted by available funds.

Service Learning Project

The Hartford Public School System's Service Learning Project will connect students to their community and give them opportunities to associate with positive adult role models and peers in meaningful activities to accumulate experiences that strengthen traditional academic studies. Service Learning makes classroom studies relevant as our students will connect their actions in the world beyond the school walls with academic work integrated into their service experience. In addition, Service Learning Projects will foster school and community relationships, advocate active learning, provide school-to-work preparation, and provide opportunities for performance based assessment as in portfolio development.

All student will be required to participate in a minimum of 30 hours of service learning activities prior to exit grade 8, calculated at a rate of 15 hours per academic year. Students can complete hours during the seventh and eighth grades, including the summer. Students exiting grade 8 after June of 2002 will be required to complete the minimum of 30 hours of service learning activities.

At the high school level, all students will be requires to participate in a minimum of 60 hours of service learning activities in order to graduate, calculated at a rate of 15 hours per academic year.

Students can fulfill the service learning requirement in increments over the students' total high school career. Students may be awarded service learning hours for projects/activities which take place during the summer.

Beginning in 2004 students graduating in June of 2004 will be required to complete a minimum of 45 hours of service learning. Student entering the school system after the beginning of grade 9 will be required to complete the equivalent of 15 service learning hours per year.

Policy adopted: October 3, 2000
Policy revised: May 1, 2001
Policy updated: November 1, 2005

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Instruction

Online Learning

Background

The Hartford Public Schools Board of Education (HPS BOE) believes that a variety of learning options, including online courses and programs, are critical for 21st Century learners. The board recognizes that the online learning environment provides students with unique opportunities to become self-disciplined learners with life-long learning skills. Further, the board believes that online learning provides tremendous opportunities for students to access curriculum and specialized courses in a flexible learning environment that might not otherwise be available. Online learning is hereby defined as an educational opportunity that offers courses at the secondary grade level through Internet or Web-based methods. These can be courses that enhance, supplement or enrich the existing curriculum and can also provide an alternative means of instruction to earn or recover credit.

In order to earn credits in meeting the requirements for high school graduation through the successful completion of online coursework, the Board, in compliance with C.G.S. 10-221a (17) shall ensure, at a minimum, that (a) the workload and participation required by the online course is equivalent to that of a similar course taught in a traditional District classroom setting, (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (c) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in online demonstrations, discussion boards or virtual labs, (d) the program of instruction for such online coursework is planned, ongoing and systematic, and (e) the courses are (1) taught by teachers who are certified in the state or another state and have received training on teaching in an online environment, or (2) offered by institutions of higher education that are accredited by the Department of Higher Education or regionally accredited; or (3) toward meeting the high school graduation requirement upon the successful completion of the board examination series permitting students in grades 9 through 12 to substitute achievement of a passing score on a series of examinations approved by the State Board of Education for meeting credit requirements for graduation.

Approval of any course shall be based upon its compliance with Connecticut State Department of Education's established academic standards and requirements, including but not limited to the course content and rigor, its length and scope, its method of assessing knowledge acquired by the student, the qualifications of the instructor and other appropriate factors. Credit for online courses will be granted in the same manner as other course offerings in the district.

Neither the District, BOE, nor schools are responsible for any costs incurred (e.g. tuition, fees, etc.) by students and families who avail themselves of online learning opportunities that are not part of school-based instruction.

Online Learning (continued)**Information to Students and Parents or Guardians**

The Board of Education recognizes students may benefit from on-line courses or post-secondary courses to assist students in obtaining credits necessary to earn a diploma, to maintain academic standings or to provide enrichment for those who might require special courses. On-line learning aligns with the district's goal of providing opportunities for students to personalize their learning experience, thus increasing relevance to their individual post secondary aspirations and goals.

Information to parents and students will be provided through the student handbook and other appropriate district communication resources.

School Responsibilities

Schools will ensure that all parents and students are aware of all credit attainment opportunities, including online learning.

The school must receive an official record of the final grade before awarding credit toward graduation. Only approved courses shall be posted on student transcripts.

Schools must ensure that no more than four (4) credits earned in courses required for graduation are earned through online learning. However, in the event that there are extenuating circumstances, which require additional credits to be earned, then the district review committee or superintendent designee will review the situation.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking on-line courses to ensure assessment integrity. In addition, schools will create guidelines to regulate, monitor, and evaluate rigor and course completion fidelity.

Oversight

The Superintendent shall establish a district committee to review and make recommendations pertaining to all distance education courses prior to use by the District as well as develop administrative regulations to govern policy implementation. This committee will be comprised of members deemed necessary to ensure alignment to Hartford Public Schools Board of Education approved curriculum.

Legal Reference: Connecticut General Statutes
10-221 (a-g) Boards of Education to prescribe rules, policies and procedures.

Instruction**Individuals with Disabilities Education Act – Alternative Assessments for Students with Disabilities for Statewide and District-wide Assessments**

The Board will, in all respects, comply with the requirements of state and federal law with regard to the special education of students with disabilities. The Board directs the Superintendent or designee to, in accordance with state and federal law, develop procedures that indicate how district staff shall determine when a student with a disability eligible for special education and related services under the IDEA shall partake in alternative assessment(s) to particular statewide or district-wide assessments of student achievement. Such procedures shall include, among other things, a requirement that all decisions for alternative assessments be made by the particular student's planning and placement team.

Legal References: Individuals with Disabilities Education Act, 42 U.S.C. § 1400, *et seq.* (IDEA)
34 C.F.R. § 300.320

Policy adopted: August 18, 2015

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Instruction

Graduation Requirements

NOTE: *On March 21, 2017, the Hartford Board of Education approved a revised Graduation Requirements Policy 6140(a) effective for the graduating class of 2021. The current Graduation Requirements Policy 6140(a) approved on June 17, 2008 will remain in effect through the graduating class of 2020.*

Graduation requirements in effect through the graduating class of 2020:

Purpose

The Board of Education will provide all students with high quality distinctive high schools in which students can attain a Hartford Public School high school diploma that reflects a standards-based college-ready curriculum designed to meet the high educational outcomes of the State of Connecticut and prepare all students to be competitive candidates for entrance into a four-year college program.

Research-based High School Models

In order to support students in meeting the graduation requirements for entry and success in post-secondary education each of our high schools will meet the research-based requirements for effective urban high schools based on Rigor, Relationships and Relevance

- Rigor: core, college-ready curriculum; variation of time and support
- Relationship: small size: 400-600; sustained teacher/student relationships
- Relevance: integrated theme or specialization; relevant, high interest, course content

Rigor

College-Ready Preparation

To be competitive for post-secondary study, students must have solid preparation in English, Math, Science, History, World Language and the Arts.

Course Levels

All high school courses are designated as college readiness or Honors level courses.

College Credits

All high schools will offer opportunities for students to earn college credits through Advanced Placement courses, Dual Enrollment (high school and college credit) courses, and/or through articulation agreements that allow students to take courses at a college campus. Schools in the goal range of the district matrix have the autonomy to design their programs, as they see fit, to meet this level of rigor.

Instruction

Graduation Requirements

Relationships

Small Learning Community

All students experience the supportive nature of a small school where staff and students know one another well and students develop a strong sense of belonging to their school community

Relevance

Unique Learning Opportunities

Student learning plans will be developed in each high school to provide students with an in-depth study of a particular area of focus that is related to potential college majors and/or careers.

The Capstone Experience (1 credit, required)

The purpose of the Capstone Experience is to provide all high school seniors the opportunity to apply the knowledge and skills they have developed to complete a project, portfolio, internship, service learning or other research task in an area of particular interest to the student.

Minimum Diploma Requirements

Required Courses	
English	4 Credits (English I & II; Literature & Composition I & II)
Math*	3 Credits (including Algebra I, Geometry, Algebra II)
Science	3 Credits (including Biology, Chemistry lab)
History	3 Credits (including 1.0 U.S. History, 1.0 International Studies, .5 Civics, .5 Geography)
Visual and Performing Arts	2 Credits
World Language	2 Credits
Physical Education	1.5 Credit
Health, Nutrition & Wellness	.5 Credit
School Thematic Courses	4 Credits
Capstone Experience	1 Credit
Total Credits:	24 Credits

* Students will be required to take four years of mathematics

In order to support students in meeting the graduation requirements for entry and success in post-secondary education the appropriate curricular and instructional supports will be provided to students

Instruction Graduation Requirements

Curricular Support

Students will be supported by a clear and viable curriculum that outlines the necessary essential skills and knowledge needed to earn credit for every core and theme-based course. Instructional supports will be targeted to the individual needs of students.

Time Support

Students will be given increased time to meet curriculum requirements through extended year, extended day and/or additional time at a given grade level

Core Curriculum Completion and Credit

- All core courses (English, Math, Science, History, World Language) will include clearly defined learning objectives aligned with State Standards (when applicable).
- Course completion and credit will be dependent upon the demonstration of mastery of the essential learning objectives for each course.
- District unit assessments designed to measure these essential learning objectives will be required for course completion.
- Students will receive timely instructional support to master the essential learning objectives
- Students will have multiple opportunities to demonstrate mastery of the essential learning objectives
- Schools with an overall school index in the goal range will be required to take the district's end-of-course assessments

Theme-based Curriculum Completion and Credit

- All theme-based courses will include clearly defined learning objectives
- Course completion will be dependent upon the demonstration of mastery of the essential learning objectives for each course.
- School-designed assessments to measure mastery of the essential learning objectives will be required for course completion and credit.
- Students will receive timely instructional support to master the essential learning objectives
- Students will have multiple opportunities to demonstrate mastery of the essential learning objectives

Credits

- Course credits will be awarded at the end of each semester. If a student is taking a year-long, one credit course, and completes the first semester successfully the student will be awarded the earned .5 credits at the end of that semester.
- As part of the course selection process students will be given the opportunity to obtain course credit by demonstrating mastery on the end-of-course assessment in lieu of seat time requirements.

Instruction

Graduation Requirements

Grade Promotion Requirements

- Students attending a high school with a lower and upper school will meet the Certificate of Initial Mastery requirements of the lower school in order to be promoted to the upper school.
- Students attending a Grade Nine Academy will complete 5.5 credits including successful completion of Algebra I and Freshman English in order to attend a thematic-based academy.

CAPT Completion for Graduation Requirements

In order to receive a high school diploma, students must score at the proficient level or above, in each portion of the CAPT (Reading across the disciplines, Writing across the disciplines, Math, Science.)

Students who do not reach proficiency in any of the four areas after the first administration of the CAPT in grade 10 must re-take those sections for which they did not meet proficiency in grade 11.

Students in grade 12 who have not meet proficiency in any of the four CAPT areas must demonstrate proficiency in those areas through alternative measures as listed below:

Alternative Measures for Reading across the Disciplines

1. Achieve a score at the 50th percentile or higher on a related section of the SAT I /II or ACT.
2. Demonstrate mastery on end-of-course English I & II assessments.

Alternative Measures for Writing across the Disciplines

1. Achieve a score at the 50th percentile or higher on a related section of the SAT I /II or ACT.
2. Demonstrate mastery on end-of-course Literature and Composition I & II assessments.

Alternative Measures for Math

1. Achieve a score at the 50th percentile or higher on a related section of the SAT I/II or ACT.
2. Demonstrate mastery on all required math end-of-course assessments.

Alternative Measures for Science

1. Achieve a score at the 50th percentile or higher on a related section of the SAT I/ II or ACT.
2. Demonstrate mastery on all required science end-of-course assessments.

Instruction

Graduation Requirements

Parent and Student Notification

Students and parents must be notified in writing of the student's progress on all end-of-course assessments by the end of each year the student is enrolled in high school.

Students and parents must be notified in writing of the student's progress on the CAPT and the student's need to re-take any portions of the CAPT by September 30th of the student's grade 11 year.

Students and parents must be notified in writing of the student's progress on the CAPT and the student's need to meet the CAPT requirement using an alternative measure by September 30th of the student's grade 12 year.

Course of Study

To ensure that students have a personalized plan of study that meets graduation requirements, each student will develop a *Course of Study* plan with his/her counselor during the freshman year. This plan will be reviewed annually.

Special Education

Special Education students may meet these requirements through modifications and adaptations as prescribed in the student Individualized Education Plan.

English Language Learners (ELL)

ELL students who enter a Hartford High School and will have enrolled in U.S. school(s) totaling 10 months or more by their intended date of graduation will be expected to achieve HPS graduation requirements.

ELL students who enter a Hartford High School in their senior year and who will have enrolled in U.S. school(s) totaling fewer than 10 months by their intended date of graduation will be referred to an ELL Review Team in order to determine individual expectations for demonstrating performance standards for graduation.

Timeline

The Board directs the Superintendent to implement the High School Graduation criteria above beginning with the entering high school Freshman Class of 2008-2009, which will be the graduating Class of 2012.

Instruction

Graduation Requirements

Grading

Each marking period a student will receive a letter grade (A-F). This grade along with the course "weight" is used to determine the student's Grade Point Average. "Honors" courses will be weighted .25 and courses designated as "Advanced Placement" will be weighted .5 higher than college level (1.0) courses. Academic honors are determined by the G.P.A. at the end of each marking period. At the end of the school year, a final G.P.A. is computed from the final grade point average of each course.

	A+	A	B+	B	C+	C	D+	D
Advanced Placement	5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5
Honors I	4.75	4.25	3.75	3.25	2.75	2.25	1.75	1.25
College level	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0

High Honors: 4.0 and above

Honors: 3.0-3.99

The Hartford Public Schools Graduation Policy meets the expectations set forth by the Connecticut State Department of Education. Furthermore, the Hartford Public Schools adheres to national, state, and local non-discrimination policies. In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, all educational programs and activities of the Hartford Board of Education will be offered without regard to race, color, national origin, sex or handicap.

Legal Reference:

Connecticut General Statutes 10-221a

Policy revised: June 17, 2008

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Instruction

Graduation Requirements

NOTE: On March 21, 2017, the Hartford Board of Education approved a revised Graduation Requirements Policy 6140(a) effective for the graduating class of 2021. The current Graduation Requirements Policy 6140(a) approved on June 17, 2008 will remain in effect through the graduating class of 2020.

Graduation requirements in effect *beginning* with the graduating class of 2021:

Purpose

The Board of Education will provide all students with high quality distinctive high schools in which students can attain a Hartford Public School high school diploma that reflects a standards-based college-ready curriculum designed to meet the high educational outcomes of the State of Connecticut and prepare all students to be competitive candidates for entrance into a four-year college program.

Course Levels

All high school graduation requirement courses are designated as college preparatory, honors, or *AP/ECE/DE.

*Advanced Placement/Early College Experience/Dual Enrollment

College Credits

All high schools will offer opportunities for students to earn college credits through Advanced Placement courses, Dual Enrollment (high school and college credit) courses, ECE (Early College Experience), and/or through articulation agreements that allow students to take courses at a college campus. Schools in the goal range of the district matrix have the autonomy to design their programs to meet this level of rigor.

Capstone Experience (1 credit, required)

The purpose of the Capstone Experience is to provide all high school seniors the opportunity to apply the knowledge and skills they have developed to complete a project, portfolio, internship, service learning or other demonstration project in an area of particular interest to the student.

Minimum Diploma Requirements

Required Courses*		
Humanities (11.0 Credits)		
Area	Credits	Requirements
English	4 Credits	2.0 English I & II; 2.0 Literature & Composition I & II
Social Studies	3 Credits	1.0 American History; 0.5 Civics and American Government; 1.0 World History or International Studies; 0.5 Social Studies Elective
World Language	2 Credits	2.0 World Language
Fine Arts	1 Credit	1.0 Fine Arts Elective
Humanities	1 Credit	1.0 Humanities Elective
STEM Courses (8 Credits)		
Area	Credits	Requirements
Math	4 Credits	1.0 Algebra I; 1.0 Geometry; 1.0 Algebra II or Probability & Statistics; and 1.0 Math Elective
Science	3 Credits	1.0 Biology with Lab; 1.0 Chemistry with Lab; 1.0 Science Elective
STEM	1 Credit	1.0 STEM Elective
Career and Life Skills (3.5 Credits)		
Area	Credits	Requirements
Physical Education	1 Credit	1.0 Physical Education
Health/Safety	0.5 Credit	0.5 Health and Safety Education
Career & Life Skills	2 Credits	2.0 Career & Life Skills Elective
Additional Requirements (2.5 Credits)		
Area	Credits	Requirements
Course Electives	1.5 Credits	1.5 School Thematic Courses or Open Electives
Capstone	1 Credit	1.0 Capstone Senior Demonstration or Equivalent
Total Credits Required		25 Credits

* Or equivalent substitution course(s)

In order to support students in meeting the graduation requirements for entry and success in post-secondary education, the appropriate curricular and instructional supports will be provided to students.

Curricular Support

All graduation requirement (or equivalent) courses will include clearly defined learning objectives aligned with Common Core and/or State Standards (when applicable). Adequate student supports and remedial services will be targeted to the individual needs of students. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements or end of year course examinations. Students will have multiple opportunities to demonstrate mastery of the essential learning objectives.

Student Success Plan

State mandated Student Success Plans will be developed in Grade 6 and continued through Grade 12 to provide in-depth support in the process of assisting students in goals for academic growth, career exploration and planning, and personal-social/emotional growth.

Credits

Credit or part of a credit toward high school graduation will be granted for the following:

1. Successful completion of a course taken in grades nine to twelve as stipulated in subsection (f) of section 10-221a of the general statutes (Effective July 1, 2013) that defines a credit as not less than the equivalent of a forty-five minute class period for each school day of a school year,
2. Credit or part of a credit earned at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited as stipulated in subsection (g) of section 10-221a of the general statutes (Effective July 1, 2010) that defines a three-credit semester course, or its equivalent, at such institution equal to one-half credit toward high school graduation,
3. Through successful completion of online coursework, provided that the Hartford Board of Education has adopted an on-line coursework policy and the course is in accordance with the policy,
4. Through the demonstration of course mastery based on competency and performance standards,
5. Through the successful completion of any course in grades seven or eight that corresponds directly to the subject matter of a specified course requirement in grades nine to twelve and the student has demonstrated mastery on the corresponding high school level end-of-course assessment,
6. Through successful completion of a world language course in grades six, seven, or eight through online coursework or coursework completed privately through a nonprofit provider, and the student has demonstrated a passing grade on an examination prescribed by the Commissioner of Education for which up to four credits may be awarded, and/or
7. Through achievement of a passing grade on a subject proficiency examination identified and approved by the Commissioner of Education.
8. Through the completion of not less than fifty hours of actual service performed outside of the regular school day in connection with a planned community service learning project supervised by a certified school administrator or teacher and supplemented by not less than ten hours of related classroom instruction, for which 0.5 elective credit may be awarded. In Hartford Public Schools, a student may only participate in this option once.

State Mandated Assessments

- Students will meet any participation and proficiency requirements specified by the State Department of Education for mandated assessments.
- Students are required to pass the following end of year examinations: Algebra I, Geometry, Biology, American History, and Grade 10 English (English II)
- Students who have received a failing score, as determined by the Commissioner of Education, on an end of year exam will be allowed to take an alternate form of the exam.

Parent and Student Notification

Students and parents must be notified in writing of the student's performance on state mandated assessments.

Special Education

Special Education students may meet these requirements through modifications and adaptations as prescribed in the student Individualized Education Plan.

English Language Learners (ELL)

ELL students who enter a Hartford High School and will have enrolled in U.S. school(s) totaling 10 months or more by their intended date of graduation will be expected to achieve HPS graduation requirements.

ELL students who enter a Hartford High School in their senior year and who will have enrolled in U.S. school(s) totaling fewer than 10 months by their intended date of graduation will be referred to an ELL Review Team in order to determine individual expectations for demonstrating performance standards for graduation.

Timeline

The Board directs the Superintendent to implement these high school graduation requirements beginning with the graduating Class of 2021.

The Hartford Public Schools Graduation Policy meets the expectations set forth by the Connecticut State Department of Education. Furthermore, the Hartford Public Schools adheres to national, state, and local non-discrimination policies. In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, all educational programs and activities of the Hartford Board of Education will be offered without regard to race, color, national origin, sex or handicap.

Legal Reference: Connecticut General Statutes 10-221a
PA 15-237 An Act Concerning High School Graduation Requirements

Policy adopted: January 4, 2000
Policy revised: August 27, 2002
Policy revised: November 1, 2005
Policy updated: June 17, 2008
Policy revised: May 20, 2014
Policy updated: March 21, 2017

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Instruction**Graduation Requirements**

Regulations

Regulation	Policy Component
Credit requirements for Promotion	Minimum Diploma Requirements
Acceptable Courses for Graduation Requirements	Minimum Diploma Requirements
Demonstration of course mastery	Credits #4
Define Career & Life Skills Elective	Minimum Diploma Requirements
Define Humanities Elective	Minimum Diploma Requirements
Define STEM Elective	Minimum Diploma Requirements
Initial credit and Online Credit	Credits #3
Course Change Procedure	
Repeating courses	
Grades 7 and 8 course completion of HS course	Credits #5
Grades 6-8 World Language completion for credit	Credits #6
Awarding credit for heritage language proficiency	Minimum Diploma Requirements
Course Proposal Process	Minimum Diploma Requirements
Honors rigor	Course levels
Honor Roll	
Class Rank	
Capstone	Capstone Experience
SSP	Student Success Plan
College credit earned	Credits #2
Dual Enrollment and Concurrent Enrollment	Course Levels
Early Completion of High School	
Extended Learning Opportunities	Credits #4
Service Learning	Credits #8
Grading regulations update and GPA	Updates R-6146

Credit Requirements for Promotion

Hartford Public Schools requires high school students to successfully complete a minimum number of distributed credits before they can graduate. To ensure a logical progression toward graduation, schools shall determine grade level promotion and/or grade level identification using the following criteria. **This applies to students in the class of 2020 and later.**

- 1. In order to be considered a Sophomore/10th grader:**
 - Students must have successfully completed 6 credits.
 - Credits must include: 1 in Mathematics, 1 in English.

- 2. In order to be considered a Junior/11th grader:**
 - Students must have successfully completed 12 credits.
 - Credits must include 2 in Mathematics, 2 in English, 1 in Science, and 1 in Social Studies/History.

- 3. In order to be considered a senior/12th grader:**
 - Student must successfully have completed 18 credits.
 - These credits must include 3 in Mathematics, 3 in English, 2 in Science, 2 in Social Studies/History, 1 in World Language, 1 in Physical Education, and 1 in Career & Life Skills.

Students who earned credits in an accelerated progression may have a parent/guardian petition to graduate per the Early Graduation regulation.

Students who enroll in the district without a transcript shall have their grade level determined using the credit via mastery regulation.

Students with disabilities may have promotion criteria adjusted per his/her Individual Education Plan (IEP).

Acceptable AP and DE/CE/ECE Courses toward Graduation Requirements

Students may meet course graduation requirements through successful completion of comparable Advanced Placement and ECE courses of the college prep level course, subject to district approval. Students may meet the following requirements through this regulation:

Graduation Requirement	Course
Literature & Composition I	AP Language & Composition
Literature & Composition II	AP Literature & Composition, ECE Literature & Composition
U.S. History	AP U.S. History, ECE U.S. History
World History	AP World History
Biology (with lab)	AP Biology, ECE Biology
Chemistry (with lab)	AP Chemistry, ECE Chemistry

Demonstration of Course Mastery

A student may petition the District Graduation Review Board (DGRB) to receive credit based on for mastery for graduation requirement courses. The DGRB is led by the Office of Academics, represents various stakeholders, and may include members such as district and school administration, teachers, and parents. The DGRB considers petitions for mastery-based credit and makes the final decision on granting or denying credit.

The student shall demonstrate mastery per board policy and district approval to receive high school graduation requirement credit on the high school transcript. Only courses defined by the district as eligible for high school credit may be considered. The petition shall consider multiple measures and a preponderance of evidence demonstrating mastery. Evidence shall include, but not be limited to, content, skills, and dispositions aligned to the content competencies. No more than 4 credits may be awarded through petitioned, mastery-based coursework. An exception to the 4-credit regulation is in cases when a student enrolls in the district without a transcript.

Career and Life Skills Elective (from CSDE The Connecticut Plan)

Includes approved: career and technical education courses, English as a second language, community service, personal finance, public speaking, nutrition, and physical activity*. Credits for core graduation requirements shall be applied prior to utilizing a course as an elective.

**Interscholastic sports shall not be used for crediting purposes.*

Definition of Humanities Elective (from CSDE The Connecticut Plan)

Includes approved: English, World Languages, Social Science, Fine Arts, or other Humanities courses. Credits for core graduation requirements shall be applied prior to utilizing a course as an elective.

Definition of STEM Elective (from CSDE The Connecticut Plan)

Includes approved: Science, Mathematics, Technology, Engineering, or other STEM courses. Credits for core graduation requirements shall be applied prior to utilizing a course as an elective.

Initial Credit and Online Credit

Initial course crediting must follow Board of Education policy and regulations for crediting of courses. Products or programs designed for credit recovery cannot be used for granting of initial course credit. This stipulation does not prohibit use of online learning, per board policy, to earn initial credit. No more than four (4) initial credits earned in courses required for graduation are earned through online learning.

Course Change Procedure

Changes after the third week of a course are not permitted (transfer students – three weeks after enrollment date). Unique or extenuating circumstances that require a change in program will be considered on an individual basis and must have the written approval of the Principal (e.g. changing a student from a college prep course to the honors level of the course). Any withdrawals after the designated time period will result the following coding on the transcript:

- If the student was passing the course at the time of withdrawal, the transcript shall include the code of W.
- If the student was not passing the course at the time of withdrawal, the transcript shall include the code of WF. Additionally, a WF disqualifies a student from crediting through mastery and credit recovery. If the course is a graduation requirement course, the course must be repeated.

Repeating Courses

Students who have failed a graduation requirement course with a final grade of F (0% - 59%) and credit recovery is not an option, shall repeat the course. With successful completion (at least a 60%), the student will receive credit for repeating the course. All the requirements of the course must be met and a grade will be recorded. The final grade earned in a repeated course shall be calculated in the student's GPA but shall not replace the previous course grade.

Students who repeat a course for which credit has already been earned may do so but will not receive credit for taking the same course. All the requirements of the course must be met and a grade will be recorded. The final grade earned in a repeated course shall be calculated in the student's GPA but shall not replace the previously credited course grade.

Middle Grades Coursework and High School Credit

Beginning with the class of 2021, coursework for which a middle school student has demonstrated high school level mastery, per board policy and district approval, shall receive high school credit on the high school transcript via a transfer credit. **Only courses defined by the district as eligible for high school credit may be considered.** Credit will be assigned based on demonstrated mastery on the corresponding high school level course equivalent and assessment. No more than 4 credits may be awarded through middle school coursework mastery. The sending school shall determine credit for high school coursework through examination of the final course grade and the district end of course assessment. The student must pass the district end of course assessment (determined by the Office of Academics) and demonstrate mastery in the coursework with a 60% or better.

During the end of their fifth-grade year, students and families must be informed of the opportunity to take middle grades courses, as outlined below, for high school credit.

Additionally, they should be counseled on the potential impact of placing a course grade from middle school on a high school transcript. The middle school counselor or middle school principal's designee shall ensure that the student is enrolled in the eligible course (see below) for grade 8 and that their final course grade is reflected in PowerSchool/PowerTeacher. For scheduling considerations, high school principals and school counselors shall have access in PowerSchool to a master list of all grade 8 students who passed the courses outlined below. Before placement in an accelerated sequence, the high school shall verify the student has the course as a transfer credit in PowerSchool (on the transcript) before enrolling the grade 9 student in the accelerated course sequence.

Coursework	Assessment	Credit
8 th grade Algebra I	If 8 th grade Algebra I course was completed in HPS, final passing grade in course and on the End of Course assessment. If student is enrolling in HPS but completed the 8 th grade Algebra I course outside of HPS, passing grade on district designated Algebra I End of Course Assessment and demonstrated proficiency of related coursework is required.	1 credit Mathematics (Algebra I credit)
World Language	District designated World Language Course End of Course Assessment	1 credit for each level of demonstrated ACTFL proficiency in the language and placement in the next proficiency-level course for grade 9
Other courses via petition to District Graduation Review Board	Determined by district	Dependent on course

World Language Credit for speakers of languages other than English

In recognition of native and heritage languages other than English, students may earn high school credit for world languages through external examination, regardless of seat-time. The number of credits, not to exceed 4, will be commensurate with the scores earned on the assessment. The assessment must be aligned to the ACTFL Proficiency Guidelines. Students who do not earn more than 1 credit will need to demonstrate mastery per board policy and district approval to meet graduation requirements in world languages. The course type code of T for transfer shall be used.

Credit will be awarded as follows:

Proficiency Level	Credits
Novice Mid	1
Novice High	2
Intermediate Low	3
Intermediate Mid	4

For assessments with multiple parts, credit will be awarded based upon the lowest score of all skills.

Acceptable assessments include:

Assessment	Languages Offered
AAPPL	Arabic, Chinese, French, German, Portuguese, Russian, Spanish
STAMP	Arabic, English, French, German, Hebrew, Hindi, Italian, Japanese, Mandarin, Russian, Spanish
OPI and WPT	Numerous – see LTI website

Acronyms:

ACTFL = American Council on the Teaching of Foreign Languages

AAPPL = ACTFL Assessment of Performance toward Proficiency in Languages

OPI = Oral Proficiency Interview (ACTFL)

OPIc = Oral Proficiency Interview - Computer (ACTFL)

WPT = Written Proficiency Test (ACTFL)

STAMP = Standards-based Measurement of Proficiency (Avant Assessment)

LTI = Language Testing International (vendor of all ACTFL assessments)

Course Proposal Process, Curriculum Design/Development/Revision

Curriculum development and revision is an on-going process. Whenever the Connecticut State Board of Education adopts new Connecticut Frameworks for a curriculum area, when a new district course needs to be added, or a current district curriculum needs to be revised, a formal curriculum development and revision process shall be implemented and a new curriculum shall be produced.

For high school-based courses, developed at the school level, the Course Proposal Process is in place. This process must be followed in order to ensure academic rigor, alignment with district and/or state and/or national standards, curricular coherence, and research-based instructional practice.

1. New courses a high school wishes to offer must be approved by the school's Assistant Superintendent and the Office of Academics (OOA) through the course proposal process.
2. A schedule will be determined and communicated to schools. Activities may include:
 - a. Initial approval request proposal submitted to OOA
 - b. Mandatory Course Proposal Workshop
 - c. Submission of Course Proposal to OOA
 - d. Development and submission of course curriculum

Honors

Honors courses are developed and conducted to demand more challenging involvement than college prep courses, distinguished by a difference in the quality of the work expected rather than merely by the quantity of the work required. Honors courses address the content with greater complexity and /or pacing. Honors courses should reflect a differentiation of curriculum in depth of study.

Schools will follow the district standard equity selection process for students to enroll in honors courses.

Honor Roll

High Honors: 4.0 and above of the weighted GPA

Honors: 3.0-3.99 of the weighted GPA

Class Rank*

- The selection of valedictorian and salutatorian will be the responsibility of each individual high school.
- GPA will be reviewed at the end of first marking period, second marking period, and the third marking period.
- The valedictorian designation shall be the student who has the highest cumulative, weighted grade point average in grades 9 – 12.
- The salutatorian shall be the student with the next highest cumulative, weighted grade point average in grades 9 – 12.
- Any disciplinary issue dealing with academic honesty will disqualify a student (Including but not limited to cheating and/or plagiarism).
- No one may be valedictorian or salutatorian if they receive any major disciplinary consequence in junior or senior year that results in two or more days of Out of School Suspension
- To qualify, a student must have earned their final sixteen (16) credits in the Hartford Public Schools at time of graduation and a minimum of two (2) years at the high school from which s/he is graduating. All grades earned in all subjects, both required and elective, shall count in determining the final average.
- In the instance of a tie, students will be awarded a designation as co-valedictorian or co-salutatorian.
- Some form of recognition should be granted to both individuals during the Honors Night and the graduation ceremony beyond the designation in the printed program. Such recognition may take the form of being a student speaker, sitting on the dais, leading the pledge to the flag, standing and being introduced by the principal during their remarks to the audience, noting the student's achievements during their high school career, etc.

**Some school governance councils may have elected to forgo the Valedictorian or Salutatorian process. Please contact your student's school for additional information.*

Capstone

The Capstone Project is a culminating performance-based assessment incorporating all the disciplines that determine what twelfth-graders know and are able to do. It consists of research and the development of a major product or project that is an extension of the research. The project represents a high interest area for the student and is developed around the student's career focus. The Capstone Project and a Capstone instructional component / course are graduation requirements. Finally, the Capstone is a student's demonstration of mastery. Refer to the District Capstone Manual for additional information and guidelines.

All Capstones are required to meet the following components:

- Components of a Capstone include: Proposal, Paper (research summary), Portfolio, Project, Presentation
- Supported by a field expert
- Evidences a learning stretch for the student

- Focuses on a significant issue that contributes to the student's course of study and interest
- Provides a bridge between the classroom and the real world
- Defines criteria, rubrics, guidelines, and scoring for all processes
- Includes a published Capstone Project Proposal by the student and includes a project timeline: September to June
- Clearly defines academic integrity
- Is curriculum-based in 9-12
- The culminating product and/or presentation employs multimedia

Student Success Plan

The Student Success Plan (SSP) is an individualized student driven plan that will be developed to address every student's needs and interests to help every student stay connected in school and to achieve postsecondary educational and career goals. The SSP will begin in the 6th grade and continue through high school to provide the student support and assistance in setting goals for social, emotional, physical and academic growth, meeting rigorous high school expectations, and exploring postsecondary education and career interests. The SSP and supporting structures such as student portfolios and academic/personal records should be portable following the student from school to school and district to district.

An effective SSP is built around three core components: Academic Development, Career Development, and Social, Emotional and Physical Development. The SSP allows for skill acquisition and demonstration in a student's academic, career and personal life. Students have been assigned grade and developmentally aligned SSP assignments for each core component that, once completed, will demonstrate a personalized goal oriented plan.

All students in grades 6 - 12 will have a student success plan that will transition with the student through high school completion. Each school will identify a Student Success Plan coordinator and will conduct progress monitoring to ensure all students have created a plan. Plans will be reviewed no fewer than twice per year with a caring adult assigned to each student. Parents are encouraged to contact their child's school to schedule an appointment to review the SSP.

For additional information, please refer to the HPS Student Success Plan Report (2017).

College Credit Earned

Students who have successfully completed college level* course(s) while in high school may be eligible to earn high school credit towards graduation. The following process will determine if students will receive credit:

- Students must present an official transcript to the School Counselor within one semester of completing the college level course
- The official transcript will be reviewed by the School Counselor and/or designee to determine if course is eligible for high school credit
- The School Counselor and/or designee will determine the high school course equivalent and appropriate credit amount (e.g. 0.25; 0.5; 1.0)**

- The college level course will be added to historical grades in the student data system by following the course coding guidelines and GPA calculations
- The School Counselor and/or designee will notify student by the end of the current school year of decision

**College level remedial courses are not eligible for high school credit*

***Credit value is based on HPS BOE Mastery Regulations. Please see Demonstration of Course Mastery regulation for additional information.*

Advanced Placement

Advanced Placement: **Advanced Placement (AP)** is a program created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. Hartford Public Schools offers open access to AP courses. Open access allows students, parents/guardians, and HPS staff to collaboratively determine readiness for AP coursework.

Dual Enrollment, and Concurrent Enrollment/Early College Experience (ECE)

Dual Enrollment: **Dual enrollment (DE)** programs allow students to be **enrolled** in two separate, academically related institutions. It refers to high school students taking college or university courses on the campus of the college/university. Courses are often offered after high school hours and classes are often comprised of college freshmen. This enables students to pursue an advanced curriculum relevant to their individual postsecondary interests.

Concurrent Enrollment/Early College Experience (ECE): Concurrent Enrollment (CE)/Early

College Experience (ECE) is defined as credit hours earned when a high school student is taking a college course for college credit, during the high school day, on the high school campus, taught by a qualified high school instructor. This enables students to pursue an advanced curriculum relevant to their individual postsecondary interests. For example, Early College Experience (ECE) is a concurrent enrollment opportunity through the University of Connecticut.

Students must meet the following eligibility criteria to participate in CE/DE opportunities:

- Be enrolled as a student in a HPS school in grades 9 – 12
- Have a 3.0 or higher unweighted high school grade point average (GPA)*;
- Meet any additional eligibility criteria specified by the postsecondary institution (college / university)
- Be scheduled to graduate after the completion of the dual enrollment course.

All required paperwork, applications, and supporting documentation requested by the college/university must be submitted according to the institutions deadlines and guidelines

**Participation in dual enrollment and concurrent enrollment by students without the required GPA is at the discretion of the postsecondary institution and the school district.*

Early Completion of High School

Students who are at least 17 years of age* and have earned all the district-required graduation credits and courses may petition the District Graduation Review Board for early graduation. See the Early Completion of High School procedural manual for instructions.

**Parents/Guardians must make the petition on behalf of the student.*

Extended Learning Opportunities

Extended learning opportunities (ELO) are rigorous learning opportunities that align with approved HPS curriculum. These opportunities occur beyond the traditional school day, school year, and/or beyond the classroom. Students must complete the ELO approval process BEFORE participating in an *ELO.

Assessment of extended learning opportunities must be conducted by a CT certified administrator or teacher and include an evaluation of the mastery level of standards aligned to each *ELO.

Credit will be awarded based on assessment outcomes and will follow the service learning guidelines.

*ELO may include but are not limited to:

- Summer travel programs
- Online learning (see online learning policy and regulations)
- Before and after school programs
- Extracurricular activities
- Internships
- Apprenticeship
- Independent study
- Private instruction

**ELO are NOT considered Service Learning/community service. Please refer to Service Learning section for of this document for additional information*

Service Learning

Service Learning is a teaching and learning strategy that integrates meaningful *community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Service-learning provides students with opportunities to develop civic engagement skills. By working with community members, students can enhance their group, organizational and interpersonal skills. They also can gain important experience working with diverse members of their communities.

Students will earn one-half credit (0.5) in *service learning/community service, which qualifies for high school graduation credit. The *service learning/community service must be preapproved and supervised by a certified school administrator or teacher and consist of not less than 50 hours of actual service that may be performed at times when school is not regularly in session and not less than 10 hours of related classroom instruction. A service-learning plan must be developed in collaboration with the student and

the supervising HPS staff member. The Service Learning Plan must be pre-approved by the supervising HPS staff member prior to the start of participation. Assessment of service learning will be based on actual service hours and classroom instruction.

**The CT State Department of Education and Hartford Public Schools do NOT recognize partisan political activities as service learning or community service.*

Grading

The district shall establish a consistent, fair, objective and meaningful system to communicate the academic profile of student(s) to families and other approved institutions.

Report cards combined with scheduled parent-teacher conferences, and other forms of communication promote a process of continuous evaluation of student performance and communication regarding student achievement. Achievement is defined as performance measured against Common Core State Standards (adopted by CT State Dept. of Ed July 2010) and other national and state standards and student learning outcomes. This will provide students, teachers and parents with a clear understanding of what students are expected to learn. Achievement of the standards will be the measure in the process of evaluating student performance. (See HPS BOE Policy 6146)

Student academic achievement shall be evaluated, recorded and reported each marking period. Students, parents/guardians and appropriate school personnel will be informed of the student's progress.

The 4-point model is the approved configuration for grading.

4-point numeric system

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	I
4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0	0
100-97	96-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-50*	I

*The use of the minimum 50 as an F grade is for all marking periods except the final marking period. The mid-term exam and final exam are the earned grade. The final marking period shall use the earned grade (e.g. 35%) in calculation of the final course grade. This includes semester or other length courses; the final marking period shall be the earned grade. All individual assignments shall be the earned grade.

Weighting

Courses are available for students at three levels of academic challenge. Students are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in student achievement. Grade weighting encourages and rewards students for selecting courses at more challenging levels of difficulty. A grade weighting system shall be implemented for the high schools in accordance with the guidelines set forth and published annually in the parent/student handbook. Each marking period a student will receive a letter grade (A-F). The letter grade communicates the level of achievement of current content standards. This grade along with the course “weight” is used to determine the student’s Grade Point Average (GPA). At the end of the school year, a final GPA is computed from the final grade point average of each course.

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	I
*AP/ECE/DE (1.0)	5.00	5.00	4.70	4.30	4.00	3.70	3.30	3.00	2.70	2.30	2.00	1.70	0.00	I
Honors (.5)	4.50	4.50	4.20	3.80	3.50	3.20	2.80	2.50	2.20	1.80	1.50	1.20	0.00	I
College Prep (no weight)	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0	I

*Advanced Placement/Early College Experience/ Dual Enrollment

Un-weighted Scale

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	I
Un-weighted	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0	I

Note: The weighted scale is calculated by applying the following “Added Values” to the unweighted grade depending on the rigor of the course:

Course Rigor	Added Value
AP/ECE/Dual Enrollment	1.00
Honors	0.50

Incomplete (I)

A grade of incomplete is a record of work that was interrupted by unavoidable absence or other causes beyond a student's control, which work was passing at the time it was interrupted and the completion of which does not require the student to repeat the course in order to obtain credit.

The incomplete grade is not to be used as a substitute for a failing grade. The incomplete may also be used to delay the awarding of a grade in courses (e.g., mastery courses and independent study) the completion of which was interrupted.

For any incomplete given, a course completion plan must be developed and agreed upon by the student and the principal.

Grade Point Average Calculation – Grades Prior to Adoption

Grade point averages shall be calculated using the following formulas.

$$\text{Unweighted GPA} = \frac{\sum \text{Course GPA}}{\sum \text{Number of Classes}}$$

$$\text{Weighted GPA} = \frac{\sum (\text{Course GPA} + \text{Added Value})}{\sum \text{Number of Classes}}$$

Grade Point Average Calculation – Grades After to Adoption

Grade point averages shall be calculated using the following formulas.

$$\text{Unweighted GPA} = \frac{\sum (\text{Course GPA} * \text{Earned Credit Hours})}{\sum \text{Potential Credit Hours}}$$

$$\text{Weighted GPA} = \frac{\sum ((\text{Course GPA} + \text{Added Value}) * \text{Earned Credit Hours})}{\sum \text{Potential Credit Hours}}$$

Adoption (this means with implementation in 2017-2018, that the classes of 2018, 2019, 2020 would have their GPAs calculated using the formula below. Class of 2021 will use the new earned credit/potential credit hours formula only. This, in essence, grandfathers classes of 2018-2020 to account for their prior years under the prior GPA calculation)

The new point values and GPA calculation shall be effective for all grades starting in school year 2017-2018.

During the transition of the GPA the following calculations shall be used.

$$\text{Unweighted GPA} = \frac{\sum \text{Course GPA} + \sum (\text{Course GPA} * \text{Earned Credit Hours})}{\sum \text{Number of Classes} + \sum \text{Potential Credit Hours}}$$

$$\text{Weighted GPA} = \frac{\sum (\text{Course GPA} + \text{Added Value}) + \sum ((\text{Course GPA} + \text{Added Value}) * \text{Earned Credit Hours})}{\sum \text{Number of Classes} + \sum \text{Potential Credit Hours}}$$

Color Key

- = Grades prior to adoption
- = Grades after to adoption

Legal Reference: Connecticut General Statutes 10-221a
PA 15-237 An Act Concerning High School Graduation
Requirements

Regulations adopted: September 2017

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Instruction**Report Cards**

Parents shall be kept aware of their children's progress in school throughout the year by means of grades, absences, tardiness and statements on report cards and by parent conferences.

Supplementary reports such as warning notices and letters of commendation shall also be used to inform parents of their children's progress.

It is important for students to understand that marking period grades are calculated taking into account:

1. Daily Attendance and Classroom Participation
2. Homework, Quizzes, Tests, etc.
3. Marking Period Exams

Wellness

Policy Intent / Rationale

Hartford Public Schools recognizes that overall student wellness is at the core of student learning and success in school. Achieving wellness requires balancing the various aspects of the whole student, including physical, social, and emotional well-being. Hartford Public Schools promotes healthy schools by supporting and modeling positive wellness practices, good nutrition, and regular physical activity as part of a well-balanced learning environment. Hartford Public Schools is dedicated to optimizing student performance potential by continuously improving our wellness model to ensure that our students develop healthy behaviors that will carry them through and beyond their years in school.

Nutrition Education and Promotion

It is recommended that:

- A comprehensive health education program implemented sequentially will ensure that nutrition education is taught at all grade levels in an appropriate manner, delivering key concepts and honing on the skills necessary to develop the functional, nutritionally literate student for life.
- Administration will plan for students to receive adequate instruction and training in nutrition education. The goal of the schools will be to teach healthy and safe food choices.
- Schools will plan interdisciplinary instruction, with the goal of increasing nutrition education instruction in core curricula.
- Provide a Standards-Based Sequential Nutrition Education curriculum, developed with the guidance of the Health Education Assessment Project (HEAP) and/or the Health Education Curriculum Analysis Tool (HECAT). The curriculum should emphasize education strategies most likely to promote lifelong habits for good health with developmentally appropriate and culturally relevant activities.
- The nutrition education program will be linked to school meal programs, school gardens, cafeteria nutrition promotion, after-school programs, and farm-to-school programs.
- Be taught by state-certified health education teachers or other qualified school staff.
- Provide all school personnel with opportunities to attain updates of scientifically accurate and evidence-based health information.
- Involve sharing consistent and reinforcing health information with families and the broader community to positively impact students and the health of the community.

Wellness

Physical Education

It is recommended that:

- Be taught by state-certified physical education teachers.
- Be aligned with national, state and local standards-based curriculum.
- Have a student/teacher ratio similar to other classes.
- Have time allotted for physical education in accordance with existing state standards/guidelines.
- Provide an environment where students learn, practice and are assessed on developmentally appropriate motor skills, movement patterns, social skills and knowledge needed to perform a variety of physical activities.
- Include the instruction of individual and cooperative fitness activities to encourage life-long physical activity.
- Have adequate equipment available for all students to participate in physical education.
- Provide a physical and social environment that encourages safe and enjoyable activity for all students.
- Provide information to families to help them incorporate physical activity into their daily lives.
- Encourage families and community members to institute programs that support physical activity, such as a walk to school program.

Physical Activity

It is recommended that:

- Physical activity be integrated across curricula and throughout the school day.
- All elementary school students (PK-5) shall have at least twenty (20) minutes per day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity.
- Middle and high schools shall incorporate physical activity through the physical education and health curriculums that focus on and promote physical, social, and emotional wellness of students.
- Hartford Public Schools provide parent education programs about the importance of physical activity and encourage adults to model healthy behavior by participating in wellness programs, and in physical activity programs with their children or students.
-

Wellness

- Hartford Public Schools will encourage community partners and families to provide structured physical activity programs and opportunities for unstructured physical activities for students outside of school.

School Meals

- School meals shall offer varied and nutritious food choices that meet the U.S. Department of Agriculture's nutrition standards and requirements for the National School Lunch Program and School Breakfast Program, and all applicable state statutes and regulations.
- Emphasis will be placed on foods that are nutrient-rich such as fresh fruits and vegetables, whole grains, low fat dairy, lean meats, legumes, and seeds.
- School meals shall be planned to incorporate the basic menu planning principles of balance, variety, contrast, color and eye appeal, cultural norms and preferences and student acceptability to help develop lifelong healthy eating habits.
- A School Breakfast Program will operate in every school and students are encouraged to eat a health breakfast.
- With appropriate medical documentation, efforts will be made to modify meals prepared for students with food allergies or other special nutritional needs.
- Menus and allergen information will be distributed to schools and posted on district web site.

Nutrition Standards for School Foods and Beverages

- All sources of food and beverage sales to students at school must comply with the Connecticut Nutrition Standards (CNS). This applies to all sources of food sales on school premises at all times including, but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises.
- All beverages sold in school must meet the state statute (C.G.S. Section 10-221q). This applies to all beverages sold as part of school meals and separately from school meals, from all sources including school cafeterias, school stores, vending machines, fundraising activities on school premises, and any other sources of beverage sales to students.
- It is encouraged that foods and beverages served at school celebrations shall meet the Connecticut Nutrition Standards and the beverage requirements of state statute.
- School meals shall be served in clean and pleasant settings. The cafeteria environment will have adequate space to eat and students will have adequate time to eat. All full day students shall be provided with a daily lunch period of not less than 20 minutes.

Wellness

Other Activities to Promote Student Wellness

It is recommended that:

- School staff members will be discouraged from using food as a reward or punishment.
- Schools shall discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns with allergies or other special nutritional needs of students.
- Maintain updated information on HPS website with links to important public health messages and guidance for staff, parents and children.
- Ensure compliance with Connecticut State mandated physicals, immunizations, and health screenings at state determined grade levels.
- Hartford Public Schools Dental Department to provide dental screenings and routine dental care and procedures to students enrolled in program, allowing students to promote and maintain dental health with the understanding that student dental health is linked to overall student health.
- Local wellness policy goals be given priority in planning all school-based activities such as school events, field trips, dances, and assemblies.
- After-school programs during the school year and during the summer will encourage physical activity and other healthy habit formation.
- Support for health of all students will be demonstrated by hosting health clinics, health screenings, and helping to enroll eligible children in Medicaid and other state children's health insurance programs.
- Schools shall organize local wellness committees comprised of families, teachers, administrators, and students to plan, implement, and improve nutrition and physical activity in the school environment.

Staff Wellness

It is recommended that:

- The district plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle.
- The district shall build awareness among administrators, teachers, food service staff, coaches, nurses and other school staff members about the importance of nutrition, physical activity, and body-size acceptance to academic success and lifelong wellness. School staff members shall be encouraged to model healthy eating and physical activity behaviors.

Wellness

Communication and Promotion

It is recommended that:

- The Coordinator of Health Services and the Medical Director provide wellness and health communication for students and families within the district. Communication strategies include but are not limited to; monthly health and wellness newsletter, updating district website with most current health-related information, relevant links, and community resources for families and Hartford Public School personnel.
- Hartford Public Schools use a coordinated school health approach to wellness through interdepartmental collaboration and teamwork to promote the healthiest environment possible for students to enhance their academic, social, emotional, and physical development.
 - Hartford Public Schools will promote clear and consistent messages that explain and reinforce health eating and physical activity habits.
 - Students shall receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school environment.
 - Hartford Public Schools will encourage family involvement to support and promote healthy eating and physical activity habits.
 - Schools shall consider student needs in planning for healthy school nutrition environments.
 - Schools shall partner with community organizations to provide consistent health messages.
 - School-based marketing shall be consistent with nutrition education and health promotion.

Social and Emotional Wellness

It is recommended that:

- Hartford Public Schools create and maintain a stress free school environment for the overall quality of life of students, families, and school personnel.
 - Mental health counseling services shall be available for all students.
 - Confidential Employee Assistance Programs be available and well publicized throughout the district.
 - Confidential screening for stress, depression, and other mental health conditions shall be available for all students.

Wellness

Measurement and Evaluation

- The superintendent or designee shall ensure compliance with the established district-wide Wellness Policy.
- Wellness Policy Leadership shall consist of Director of Arts and Wellness and Senior Director for Food & Child Nutrition Services.
- District Wellness Committee shall be comprised of individuals from the following groups including but not limited to: Parents, Teachers, Students, School and District Administration, Food Service Director and staff, Registered Dietitian, Board of Education, Health Services, and Health and Physical Education Staff, and any other interested district community member interested in participating in the Wellness Policy process.
- Committee will meet biannually. Meeting dates and times will be posted on the district website and open to the public.
- In each school building the principal or designee shall ensure compliance with the Wellness Policy and shall report on their school's compliance to the Wellness Policy Committee annually.
- The Hartford Public Schools Wellness Committee will monitor, review, and revise as necessary the Wellness Policy using tools such as the WellSat 2.0 on-line evaluation tool. Any changes or updates to the policy will be communicated to schools.
- The Hartford Public Schools Wellness Committee will provide an evaluation report annually to the Hartford Board of Education and post the report on the district web site.

Legal Reference: Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265)

CGS Section 10-215f

CGS Section 10-221o

CGS Section 10-221p

CGS Section 10-221q

Policy adopted: June 6, 2006
SCHOOLS
Policy revised: November 21, 2017

HARTFORD PUBLIC
Hartford, Connecticut

Students

Childhood Obesity and Physical Exercise in Schools

The Board recognizes that student health and success in school are interrelated. Schools cannot achieve their primary mission of education if students are not healthy and fit physically, mentally and socially.

In conformity with state statute, P.A.13-173, an Act Concerning Childhood Obesity and Exercise in Schools, the Board requires that:

1. In all District schools, full time students shall be provided a daily lunch program of not less than twenty (20) minutes.
2. All students enrolled in elementary school (grades PreK through 5 in Hartford Public Schools) shall have included in the regular school day, time devoted to physical activity, of not less than twenty minutes in total, except that this requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services according to state and federal law, as may be amended from time to time.

Note: The new legislation requiring the daily period of physical activity for students in elementary school does not spell out types of activity. It can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities.

3. School employees (teacher, substitute teacher, administrator, superintendent, school counselor, psychologist, social worker, nurse, physician, paraprofessional, coach, or any other individual working in a District school, who in the performance of his/her duties has regular contact with students and provides services to or on behalf of students enrolled in a District school, pursuant to a contract with the Board of Education) shall not deny a student's participation in the entire time devoted to physical exercise in the regular school day as a form of discipline or punishment; nor should they cancel it for instructional makeup time.
4. Any student in pre-kindergarten through grade twelve shall not be required to engage in physical activity as a form of discipline.

In addition, it is the intent of the Board that District schools take a proactive effort to encourage students to make nutritious food choices. Food and beverages sold or served in District schools shall consist of nutritious food choices.

The Superintendent will develop administrative regulations as needed for the implementation of this policy. There shall be an annual reporting to the Board of Education on the District's nutrition and physical activity programs.

5131.1
6142.2

Students

Childhood Obesity and Physical Exercise in Schools

Legal Reference: Connecticut General Statutes
10-215 Lunches, breakfasts and the feeding programs for public school children and employees.
10-215a Non-public school participation in feeding program.
10-215b Duties of state board of education re feeding programs.
10-216 Payment of expenses.
10-215b-1 State board of education regulation
10-221o Lunch periods. Recess (as amended by P.A. 12-116, An Act Concerning Educational Reform, and P.A. 13-173, An Act Concerning Childhood Obesity and Physical Exercise in Schools)

Policy adopted: October 15, 2013

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Instruction

Parent Conferences

Parents of students in grades K-12 shall be kept aware of their children's progress in school by the use of report cards, and by means of scheduled parent conferences.

In addition, conferences with parents regarding retention of their child shall be considered essential.

Parents are encouraged to visit the schools. The classroom teacher shall be informed as to the day and time of visits so as to avoid any conflicts with the school schedule.

Instruction

Grading

The district shall establish a consistent, fair, objective and meaningful system to communicate the academic profile of student(s) to families and other approved institutions.

Report cards combined with scheduled parent-teacher conferences, and other forms of communication promote a process of continuous evaluation of student performance and communication regarding student achievement. Achievement is defined as performance measured against Common Core State Standards (adopted by CT State Dept of Ed July 2010) and other national and state standards and outcomes. This will provide students, teachers and parents with a clear understanding of what students are expected to learn. Achievement of the standards will be the measure in the process of evaluating student performance.

A grade weighting/class ranking system of grade point average (GPA) shall be in place for the high schools and shall be included with all student transcripts sent to higher education institutions.

Legal Reference: Connecticut General Statutes
 Sec. 10-220g Policy on weighted grading for honors and
 advanced placement classes.

Instruction

Grading – Administrative Regulations

Student academic achievement shall be evaluated, recorded and reported each marking period. Students, parents/guardians and appropriate school personnel will be informed of the student's progress.

The district will utilize technology assisted systems to produce grade reports.

The 4-point model is the approved configuration for grading beginning in the 2014-2015 school year.

4-point numeric system

A+	A	B+	B	C+	C	D+	D	F / Incomplete
4.0	4.0	3.3	3.0	2.3	2.0	1.3	1.0	0

Courses are available for students at three levels of academic challenge. Students are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in student achievement. Grade weighting encourages and rewards students for selecting courses at more challenging levels of difficulty.

A grade weighting system shall be implemented for the high schools in accordance with the guidelines set forth and published annually in the parent/student handbook.

Each marking period a student will receive a letter grade (A-F). The letter grade communicates the level of achievement of current content standards

This grade along with the course “weight” is used to determine the student’s Grade Point Average. At the end of the school year, a final GPA is computed from the final grade point average of each course.

Weighted Scale

	A+	A	B+	B	C+	C	D+	D
*AP/ECE/DE	5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5
Honors	4.75	4.25	3.75	3.25	2.75	2.25	1.75	1.25
College Prep	4.0	4.0	3.5	3.0	2.5	2.0	1.5	1.0

*Advanced Placement/Early College Experience/ Dual Enrollment

Instruction**Grading – Administrative Regulations (continued)****Un-weighted Scale**

	A+	A	B+	B	C+	C	D+	D
Un-weighted	4.0	4.0	3.3	3.0	2.3	2.0	1.3	1.0

Both the weighted and the un-weighted scale appear on the student transcript.

The weighted scale is used to determine class rank.

Instruction

Equipment, Books, and Materials

Provision/Selection

The Board of Education has ultimate responsibility for educational curriculum and the selection of texts to support the curriculum. The Board of Education delegates this responsibility to the Superintendent or his/her designee for the development of appropriate curriculum and the supportive texts.

The Board of Education recognizes that appropriate texts, library reference facilities, maps and globes, laboratory equipment, audiovisual equipment, art supplies, athletic equipment, current periodicals, tests and questionnaires, and similar materials are the tools of the teaching profession. The teaching staff will serve on curriculum committees and consult with the administration for the purpose of recommending improvements in curriculum and materials. The Board of Education believes that at all times the schools should be as well equipped and maintained as may be possible within existing financial limitations.

Textbooks, instructional supplies, library materials, and teaching aids shall be judged in the light of their contribution to the educational needs of the pupils and in alignment with the content curriculum. In selecting textbooks, due consideration shall be given to the use of textbooks which present the achievements and accomplishments of individuals and groups from all ethnic and racial backgrounds. They may be requisitioned subject to the approval of the building administrator and the appropriate director and purchased by the director of management services within the limits established by the annual budget.

According to provisions of law, regular and supplementary textbooks, library books, and such supplies, materials and equipment as shall be necessary to meet the needs of instruction in our schools shall be purchased by the Board of Education and loaned or furnished free of charge to all pupils.

The Board of Education may provide for the loan of currently used textbooks to non-public schools in the district as provided by law.

The disposition of old and obsolete textbooks shall be accomplished under the direction of the Superintendent of schools in accordance with state and district regulations.

The Superintendent or his/her designee shall be responsible for developing procedures in furtherance of this policy.

Legal Reference: Connecticut General Statutes
 10-228 Free textbooks, supplies, materials and
 equipment
 10-228a Free textbook loans to pupils attending
 non-public schools

Instruction

Guidelines For Evaluation/Selection of Instructional Materials

Procedure For Selection of Text Materials

Appointed selection committee shall recommend text adoption in academic and other areas.

Criteria for text materials shall be consistent with the general criteria for materials selection noted in "Roles and Responsibilities of the Instructional Material and Textbook Selection Committee."

The committee shall present their recommendation(s) to the Assistant Superintendent for Curriculum & Instruction.

After review by the appropriate Assistant Superintendent and Superintendent, the Superintendent shall present his/her recommendation(s) to the Cabinet and Board of Education.

Rules for the Instructional Material, Textbook, EDUCATIONAL Software Pilot Process

Whenever a content area committee is purchasing new material, an instructional material and textbook selection committee will be formed.

This committee shall include the Assistant Superintendent for Curriculum & Instruction, the appropriate director(s) and department head(s), Principals, Pre-K- 12 classroom teachers, parents community/business representatives, when needed, and student representatives for secondary (7-12) selections. A representative from each school building must be included on the committee.

Principals shall forward the names of those individuals who are interested to the Assistant Superintendent for Curriculum & Instruction. The Instructional Material and Textbook Selection Committee will be announced by the Assistant Superintendent for Curriculum & Instruction.

Roles and Responsibilities of the Instructional Material and Textbook Selection Committee

Whenever a content area committee is purchasing new material, an instructional material and textbook selection committee will be formed. The committee will elect a chairperson and a recording secretary. Minutes of every meeting will be kept. The committee will establish a timeline for the selection of the material.

The evaluation/selection of educational software will follow the preview/selection process as outlined by MHIS in the district technology plan.

Instruction

Guidelines For Evaluation/Selection of Instructional Materials

Roles and Responsibilities of the Instructional Material and Textbook Selection Committee (cont.)

The committee will use the established criteria from the Guidelines for the Selection of Instructional Material and Textbook Policy in deciding which publishers are eligible for consideration of being piloted. Selection of publishing companies and producers of instructional materials and text shall be an open process. The chairperson of the selection committee shall notify publishers and producers of instructional materials of a new adoption. The selection committee will evaluate new materials. Publishing company representatives whose materials have met the criteria shall be allowed equal time to present previously submitted materials. The chairperson of the committee shall serve as a liaison between the piloting team and the publisher's representatives, if further clarification is needed.

During the adoption process, there shall be no meetings between the representatives of the publishing companies and members of the selection committee and piloting teachers.

The committee, in arriving at a final decision has several alternatives:

- Adopt new material;
- Re-adopt material currently in use;
- Continue study another year;
- Postpone decision for a specific time period; and/or
- Recommend that another or the same committee might consider an adoption process at a later date.

Models For Instructional Material Adoption

The above committee will determine whether a closed textbook adoption or a pilot process will be utilized. Although piloting of instructional material and textbooks is always desirable, there are times and circumstances that may prohibit it. The committee will determine when a closed or pilot process will be used.

A closed adoption is when the decision for selection of instructional material is made by the instructional material and textbook selection committee, using the Guidelines for the Selection of Instructional Material and Textbooks.

A piloting process model will include teachers using the materials identified by the Instructional Material and Textbook Selection Committee.

Instruction

Guidelines For Evaluation/Selection of Instructional Materials

A piloting model would include teacher(s) from the same grade within the primary and/or within the intermediate level at the same site to pilot material from different publishers. The goal is to allow articulation and comparison within a school building.

Models For Instructional Material Adoption (cont.)

EXAMPLE	GRADE5	TEXT A	GRADE5	TEXT B
	GRADE2	TEXT A	GRADE2	TEXT B

At the secondary level, the building principal, department heads and staff will determine which staff members will pilot the materials. Representatives from all the secondary schools will be included.

Teachers must complete an evaluation form for each unit taught in the pilot material. The evaluation form(s) will be designed to reflect the district content area standards and curriculum.

Representatives of those companies whose materials are being piloted shall be allowed equal time to present materials previously submitted to the committee. The company will give a presentation including type and length of guarantee; cost of all related materials and length of time material will be in print. Materials will be adopted after a confirmation letter is received from the company.

Drawings to determine the order in which publishers' representatives will make their presentations will be made approximately two weeks prior to the presentation dates. These drawings will be conducted under the supervision of representatives of the selection committee and at least one representative from the publishers. All book companies shall be allowed an equal amount of time to present materials. (A minimum of thirty minutes for each presentation will be allowed.)

Presentations will be arranged so that all teachers will have an opportunity to view the material and to fill out an evaluation form.

The materials will be on display at convenient school sites to allow parents and community members ample opportunity to attend presentations and to view the materials.

Instruction

Guidelines For Evaluation/Selection of Instructional Materials

Voting Procedures

A ballot prepared by the Assistant Superintendent for Curriculum & Instruction shall be used by all committee members in voting on final selection of instructional material. The ballot shall list the title, author, publisher, copyright date and also allow space for ranking of these materials.

After the votes are tabulated and the instructional material is chosen to be purchased, a written report and recommendation will be prepared and submitted to the appropriate Assistant Superintendent and Superintendent.

Suggested Timeline of Activities For Selecting Instructional Materials

Every five years the basic material in each content area will be reevaluated.

A year prior to adoption, a needs assessment will determine if new materials or textbooks should be considered. If new material should be considered, an evaluation procedure for piloting will be established by the content area committee.

Year of Piloting and Adoption

- | | |
|--------------------|---|
| Spring Planning | <ul style="list-style-type: none">· Instructional Material and Textbook Selection Committee formed· Organizational meeting held· Instructional materials and textbook committee discusses curriculum and standards and identifies needs· Criteria developed to evaluate piloted material· Publishers informed of content area adoption· Instructional material(s) and textbook(s) to be piloted are chosen |
| September- January | <ul style="list-style-type: none">· Fall piloting begins· Instructional materials are placed on display· The Committee examines the materials being piloted to determine which meet the identified criteria and needs of the district's content standards and curriculum.· Material(s) and textbook(s) are reviewed and discussed with all teachers involved in piloting |

Instruction

Guidelines For Evaluation/Selection of Instructional Materials

Year of Piloting and Adoption (cont.)

- | | |
|-----------------|---|
| February- March | <ul style="list-style-type: none">· Meetings scheduled with appropriate supervisors· The Committee makes final recommendation(s) to the Assistant Superintendent and the Superintendent |
| April- June | <ul style="list-style-type: none">· Superintendent presents recommendation(s) to Cabinet and Board of Education· Purchase of new instructional material(s) and textbook(s) begins· Begin professional development in use of material(s) |

Selection of Books and Materials For School Library Media Center Collections

School Library Media Specialists are responsible for the review, evaluation, and selection of the school library media collection. School Library Media Specialists work cooperatively with administrators and teachers to provide resources which represent diverse points of view, stimulate growth in thinking skills, and promote the overall educational program. Library media collections are developed to meet both curricular and personal needs. To ensure that these needs are met, Library Media Specialists apply selection criteria and use recommended selection tools. All purchases, including gifts, shall meet the same selection standards.

This selection policy reflects the philosophy and goals of the school system and supports the principles of intellectual freedom described in *Information Power: Guidelines for School Library Media Programs*, the *Library Bill of Rights* (ALA), *Students' Right to Read* (NCTE), and other statements on intellectual freedom from the American Library Association and the American Association of School Librarians.

Selection Criteria for Library Media Materials

Appropriate for recommended levels

Library media materials shall be accessible to students of varied abilities, and meet informational and interest needs of all students.

Pertinent to the curriculum and the objectives of the instructional program

Library media materials shall be selected on the basis of assessed curricular needs. Materials shall reflect the identified learning outcomes of the instructional program.

Accurate in terms of content

Library media materials shall present facts in an objective manner. Authority of the author, organization, publisher/producer shall be a consideration in selection. Materials concerning human development and family life shall contain facts which are presented in a manner appropriate to the level of the students.

Reflective of the pluralistic nature of a global society

Library media materials shall provide a global perspective and promote diversity as a positive attribute of our society. It is important to include materials by authors and illustrators of all cultures.

Free of bias and stereotype

Materials shall reflect the basic humanity of all people and be free of stereotypes, caricatures, distorted dialect, sexual bias, and other offensive characteristics. Library materials concerning religious, social, and political content shall inform rather than indoctrinate.

Appendix A (cont.)

Representative of differing viewpoints on controversial subjects

Students have the right to information on both sides of a controversial issue. By having access to a variety of resources students will have the knowledge base to develop critical thinking and problem solving skills. The school library media center provides free and equitable access to all information.

Appropriate format to effectively teach the curriculum

Library media materials shall be available in variety of formats, e.g., print, nonprint, electronic, multimedia, to meet the needs and learning styles of a diverse student population.

Recent copyright date as appropriate to the subject

Library media materials shall be assessed for currency of the information as it relates to the content and purpose of the item.

Acceptable in literary style and technical quality

Literary quality, technical merit, physical arrangement, and aesthetic characteristics shall be considered as integral components in the evaluation of all media formats.

Cost effective in terms of use

Library media materials shall be evaluated for cost effectiveness in terms of accessibility, projected use, and durability.

Appropriate for students with special needs

Library media materials shall be provided to meet curricular needs and the individual needs, interests, and learning styles of all students at all levels.

Implementing the Selection Policy

The objective of the selection policy is to increase the awareness of educators of the many considerations one must apply when making decisions about information resources available to students and teachers. The proliferation of knowledge as characteristic of the "Information Age" brings with it many challenges. According to John Naisbitt, "We have for the first time an economy based on a key resource (information) that is not only renewable, but self generating. Running out of information is not a problem, but drowning in it is."

Library media specialists play a leadership role in communicating to the educational community the purpose and scope of the selection policy. The responsibility for coordinating the selection of library materials rests with the library media specialist who seeks faculty, student, and parent recommendations for purchase of library media materials. Favorable reviews from professional review journals and authoritative selection references shall be used when developing library media collections. Wherever possible, direct examination of materials is advisable to ensure that they meet selection criteria.

Essential Curriculum and Collection Development

The major emphasis of collection development shall be to provide materials which meet curricular needs. It is recommended that a copy of each curriculum guide be housed in the library media center. The library media specialist needs to be familiar with changes and additions to the curriculum and how they effect collection development.

Teacher Recommendations

Communication with teachers to assess curriculum needs and recommendations for purchase is an important part of the selection process. Since the library media collection is an integral part of the instructional and learning process, the strength and value of the collection are ensured when teachers are actively involved in the selection process. A sample form is included at the end of this document.

Student and Parent Recommendations

Suggestions from students and parents are also an important part of the selection process. As students seek information for curricular purposes or use the library media center for personal interests, students and parents are encouraged to make recommendations of specific resources or subject areas where information is needed. A sample form is included at the end of this document.

Professional Review Journals

The following professional review journals are some recommended selection tools:

- The Book Report
- Booklinks
- Booklist
- Bulletin of Center for Children's Books
- CD-ROM Professional
- Information Searcher
- Horn Book
- Internet World
- Library Talk
- Multicultural Book Reviews for K-12 Educators
- Classroom Connect
- School Library Journal
- School Library Media Activities Monthly

Core Collection Tools

Core collection tools are authoritative selection references to help assess the quality of the media collection and the availability of resources from various publishers/producers. Unlike review journals which are published monthly/bi-monthly, core collection references are updated annually.

- Children's Catalog
- Elementary School Library Collection
- Junior High School Catalog
- Senior High School Catalog

Vendor Catalogs

Publisher and jobber catalogs can be useful in preparing orders and determining the availability of materials. It is recommended that a Publisher & Producer file be kept only for those catalogs which are most useful and appropriate for the collection. Some catalogs list review sources, but they may not necessarily be positive ones. Also, some jobbers will prepare upon request subject specific bibliographies of materials, e.g., multicultural with reference to reviews. These lists can be used to facilitate preparation of purchase requisitions. The library media specialist shall keep in mind that these are marketing tools, not selection tools.

Consideration for Selection of Print Materials

There are general selection criteria which apply to all library media materials. The following media formats require additional considerations.

Books

Due to the high cost of materials, it is important to examine books with the following additional criteria in mind before purchasing:

- Illustrations and layout
- Type style and text density
- Paper quality
- Durability of bindings
- Readability and interests levels
- Indexing

Paperbacks

Paperbacks are an inexpensive way to supplement the library media collection for duplication of titles, in-depth studies, special projects, and leisure reading. It is recommended that first copies of picture books be hardcover. When deciding whether to purchase paperback books or hardbound books consider the following:

- Curricular demand placed on these books in the individual school
- Use of these materials for research, independent reading, duplication of classics, and popular fiction
- Cost and use of paperback books as compared to the cost of hardback books

Periodicals

Periodicals support the curriculum and provide leisure reading for students. Professional review journals and library periodicals for instruction may be considered for purchase. Consider access to full text online periodical databases.

Newspapers

Newspapers may be ordered as needed. Consider access to full text online newspaper databases.

Pamphlets

Pamphlets that support the curriculum may be added to the collection. It is recommended that they be organized in an information file by subject rather than fully cataloged. Apply general selection criteria.

Reference

Reference materials in both print and electronic formats provide comprehensive information in both general and subject-specific areas. They also serve as access tools to information from other sources including school, public, academic, and electronic collections.

The following points need to be considered:

- Cost effective in terms of projected use
- Authority
- Arrangement and indexing
- User-friendly

Selection of Nonprint Instructional Materials

Considerations for Selection of Nonprint Materials

The criteria for selection of nonprint materials are essentially the same as for print materials. The quality of auditory and visual presentation shall be considered as well as accuracy of information and the appropriateness of format.

Nonprint materials shall:

- Promote instructional goals and support the curriculum
- Provide a variety of media formats to meet the needs of the curriculum
- Present content in appropriate format and acceptable technical quality .
- Avoid dense text and graphics

Considerations for Selection of Electronic Resources

The criteria for selection of electronic resources are essentially the same as for print materials. Electronic resources such as CD-ROM, computer software, and online services provide greater access to information. Availability of network versions and site license agreements may be a factor in selection.

Electronic resources shall:

- Provide learner control through flexible pacing, variable difficulty, and optimal branching and linking
- Information is accurate and reliably maintained
- Organization, searching capabilities, and navigation tools enhance information retrieval
- Provide record keeping and management options, if applicable
- Provide readable text, attractive graphics, and an appealing layout
- Have easy-to-understand, comprehensive documentation and be user friendly

Collection Development

The school library media program is an integral part of the instructional process. As part of the instructional process, the collection development is based upon the belief that all students, teachers, administrators, and support staff shall have open access to all forms of information relevant to learning and teaching the curriculum. To ensure access to quality library media collections, a systematic process for assessing and building library media collections is essential.

Collection development is the ongoing process of identifying strengths and weaknesses of library media collections in terms of student needs. Collection development demonstrates that funds are being spent wisely and that library media collections meet the informational needs of the curriculum as well as independent reading and viewing needs of students. The three components involved in the collection development process are:

Analysis of the School Community

In order to be responsive to the unique needs of each school, a collection development process must be based upon an analysis of student needs at that particular school. There will be some similarities among library media collections across the system, but the profile provided by this analysis will ensure that the specific needs of each school are addressed.

Assessment of the Library Media Collection

Collection assessment is needed to determine the quality of the existing library media collection. It is an organized method for collecting statistics on the age of the collection, the number of titles in the collection, and the ability of the collection to meet curricular needs.

Selection and Acquisition of Materials

The selection and acquisition of new library media materials will be based upon the needs of each library media center as determined by the collection assessment process and upon the availability of funding. The Hartford Board of Education policy shall be followed when selecting all library media materials.

Assessment and Inventory Process

An essential step in collection development is assessment of the needs of the curriculum and student population with regard to library media resources. Library media specialists will develop yearly and long-range plans to assist in ongoing assessment. Assessment of the collection includes taking inventory of existing materials, assessing materials in relation to needs of instructional units, and weeding outdated and inappropriate materials.

Appendix A (cont.)

The inventory is a process by which holdings are checked against the conventional or automated cataloging system and the actual item to determine if the resource is still part of the collection and still meets selection criteria. The objective of this inventory is to ensure that the cataloging system accurately reflects the collection which is the key access point for students and teachers to locate information within the library. This procedure shall not disrupt the library media program. Some library media specialists may prefer to complete an inventory annually; others may prefer to use a two- or three-year cycle.

Consideration File

Library media specialists shall maintain a consideration file for future purchases. This file shall reflect school needs, staff recommendations, and reviews. Create a database to input ordering information for resources which are recommended for purchase and to output a list of resources to order. Some suggested database fields are: Title, author, publisher, copyright, review source, price.

Instruction**Bomb Threats**

Upon receipt either by telephone call, letter, or other communication indicating that a bomb has been placed in or around a school or other building under the control of the Hartford Public School System, the principal or manager or his/her designee will immediately notify the Hartford police and the Superintendent's office, and will implement the regulations pursuant to this issue. The decision to evacuate the building rests with the principal in consultation with the Superintendent or his/her designee and other authorities as delineated in the following regulations.

A detailed, written report depicting the circumstances prior to and during the occurrence will be submitted to the Superintendent as soon as possible after the matter is resolved.

Instruction

Bomb Threats

Search Procedure

Upon receipt either by telephone call, mail, or other communication indicating that a bomb has been placed in or around a school or other building under the control of the Hartford Public School System, the principal or manager or his/her designee will implement the following regulations immediately:

1. The person receiving the phone call will, to the extent possible, interview the caller using the Hartford Police Department Hazardous Device Bomb Threat Questionnaire Card, per the training he/she receives on this procedure. If the threat is received by mail or on paper, photocopy the page(s) in a manner to protect the original message to preserve fingerprints or other identifying marks.
2. Simultaneously with #1 (above), the person receiving the call will have someone notify the principal or manager or his/her designee that a bomb threat has been received.
3. The principal or manager or his/her designee will notify the Hartford police, the Superintendent's office and the district security supervisor.
4. The principal or manager will respond to such notice immediately or cause his/her designee to respond immediately to assist during the interview.
5. Based on the discussion between the principal or manager and the Hartford police using the interview card as a guide, the principal or manager in consultation with the Superintendent or his/her designee will decide whether or not to evacuate the building. The Superintendent's office will notify board members that a threat has been received and will inform them again upon resolution of the process.
6. If the decision is made to not evacuate the school, the principal or manager will prepare a written report to the Superintendent, detailing the circumstances that existed when the threat of a bomb was received, and list the rationale for not evacuating the school.
7. If the decision is made to evacuate the school, the regular fire drill procedures will be used. Since bombs may be placed on building grounds rather than in the building and since a bomb planted in the building could result in the shattering of glass, security staff assigned to the affected school will assist in escorting students and staff to a safe location at least 300 feet from the building. In extreme inclement weather, students and staff may be sent to the auditorium, cafeteria, or gymnasium, escorted by security staff, after these areas have been searched and "cleared".

Instruction

Bomb Threats

Search Procedure (continued)

8. Upon the signal that a bomb threat has been received and that the building will be evacuated, each teacher or staff member, before leaving his/her designated space, shall scan their area for any unusual items. If any are found, they are not to be touched and are to be reported to the principal immediately. Cafeteria staff will scan the cafeteria area, physical education personnel the gymnasium, and custodial staff the auditorium in like manner. If any unusual or unaccounted for objects are discovered, they are to be reported to the principal or manager and the appropriate authorities. They are not to be touched.
9. After the building has been evacuated, a team designated by the principal or manager will search the building in sectors, per the training they receive on this procedure. If a suspicious object is identified, the police will be notified and will conduct a removal when all personnel is evacuated from the building and accounted for. After the building has been cleared and after discussion with the police and/or fire departments, the principal or manager in consultation with the Superintendent or his/her designee in conjunction with the district security supervisor will determine whether or not the building may be reoccupied.
10. The principal or manager will write a detailed report to the Superintendent indicating:
 - a. The circumstances that existed at the time of receipt of the bomb threat,
 - b. The rationale for evacuating the building,
 - c. The procedures used,
 - d. The rationale for reoccupying the building, including the resources the principal used in making the decision, and
 - e. The time from the receipt of the bomb threat to the return of the students to the building.

These procedures will also pertain to school-sponsored events which occur before or after regular school hours and/or week.

Instruction

Fire Emergency

Each school must have an evacuation plan for every physically handicapped student and for students with special medical needs. These plans must be individualized and reviewed on a yearly basis. Cooperation with the fire department is required.

In the event that fire is discovered in any of the school plants, the fire department shall be called immediately following giving the signal to evacuate the building.

The principal of each school shall hold at least one fire drill each month in which all students, teachers and other employees shall be required to leave the school building with the assistance of security staff.

Students must leave the building in an orderly and rapid manner. Security staff and teachers are required to check to ascertain that no student remains in the building.

Real emergencies often call for alternate exits to be used. School security staff and teachers must be prepared to select and direct their classes to these alternate exits in the event the designated escape route is blocked.

A record shall be kept in the principal's office of each fire drill conducted. A copy of the record shall also be filed in the Office of the Superintendent.

Principals, teachers and school security staff shall recognize that the essential element in any emergency is prevention of panic. Principals and teachers shall afford students such confidence as clarity of direction and supervision can contribute.

Legal Reference: Connecticut General Statutes
 10-231 Fire drills.

Instruction

Emergency Closing

The Superintendent of schools or his/her designee shall determine the necessity for emergency closing or delayed opening of school due to weather conditions or other emergencies, and shall be responsible for announcing any such decisions to teachers, other staff members and the public.

Instruction**Adult/Continuing Education**

The Board recognizes that education is a lifelong process. Therefore, the Board of Education shall establish and maintain a program of adult education classes. The adult education program shall be open to all residents age 16 or over, not attending any public or private elementary, middle or senior high school. The program shall offer a variety of subjects to serve civic, cultural, vocational, and avocational needs of the community. Course offerings shall be determined by response to courses previously given and by newly arising needs and interests, subject to limitations of the plant, personnel and equipment.

Classes shall be made available at fees to be established by the Board of Education. No tuition shall be charged for residents who enroll in adult classes for elementary and high school completion, Americanization and United States citizenship and English for adults with limited English proficiency. Other courses may be given only when the number of interested adults is sufficient to form a class of proper size, and when a qualified teacher, adequate facilities and appropriate supervision can be made available.

Adults In Day Secondary School Programs

Students enrolled in any Adult Education class will abide by all student rules and regulations established by the Hartford Board of Education.

Legal Reference: Connecticut General Statutes
 10-69 and 10-73a Adult education.
 10-71 and 10-71a State grants for adult education
 programs.
 10-73b Grants for adult education services of
 programs conforming to state plan.
 10-73c Basic adult education programs.

Instruction

Home Schooling

Educational Instruction Under Parental Direction

The Hartford Board of Education believes that formal education in public schools is highly beneficial for children and for society, but it also recognizes the right of parents to educate their children at home.

Parents must file with the Superintendent of Schools, a Notice of Intent form, which provides the basic information about the program to be provided for their child. Home schooling is viewed by the Hartford Board of Education as full time and therefore home schooled students are not eligible for school offerings or activities.

Legal Reference: CT General Statutes
 10-184 Duties of Parents
 10-220 Duties of Boards of Education

Instruction**Home Schooling****Procedures Concerning Requests from Parents to Educate their Child at Home**

The following procedures have been developed in order to assist parents and local Boards of Education to work together in such a way as to assure children receive the education to which they are entitled by law. We would deem compliance with these suggested procedures as satisfying the requirements of Sections 10-184 and 10-220 of the CT General Statutes.

1. Parents must file with the Superintendent of Schools in the town/city in which they reside, a State Department of Education developed Notice of Intent form, which provides basic information about the program to be provided to their child. A Notice of Intent will be effective for up to one school year.
2. Filing must occur within ten (10) days of the start of the home instruction program.
3. The school district will receive the Notice of Intent, check it for completeness and keep it as part of the district's permanent records. A complete form will be one, which provides basic program information including name of teacher, subjects to be taught, days of instruction, and the method of assessment.
4. A parent, by filing a Notice of Intent, acknowledges full responsibility for the education of their child in accordance with the requirements of the law. Receipt of a Notice of Intent in no way constitutes approval by a school district of the content or effectiveness of a program of home instruction.
5. If a parent fails to file a Notice of Intent or files an incomplete form, then a certified letter shall be sent to the parent requesting compliance within ten days.
6. An annual portfolio review will be held with the parent and school officials to determine if instruction in the required courses has been given.
7. Any continued refusal by the parent to comply with the reasonable request of the school district for completion and filing of the Notice of Intent or to participate in an annual portfolio review may cause the child to be considered truant.
8. A school district should not accept nor require a Notice of Intent for any child younger than five years or older than eighteen years.

Hartford Public Schools
Deputy Superintendent's Office – 8th Floor
960 Main Street
Hartford, CT 06103

NOTICE OF INTENT TO PROVIDE INSTRUCTION OF STUDENT AT HOME
2005-2006

Please complete this form in its entirety and return to the above address.
Parent will receive a signed copy indicating that child is being taught at home.

Name of Student		Date of Birth:	
Address:		Telephone Number	
Name of Teacher:		Telephone Number:	
Teacher's Address:			
Hartford District School:		Grade:	

The Subjects to be Taught	Yes	NO
Required		
Reading		
Writing		
Spelling		
English Grammar		
Geography		
Arithmetic		
U.S. History		
Citizenship (Including a study of Town, State and Federal Governments)		
Recommended		
Science		
Other		

Total number of days scheduled for instruction: _____

Teacher's methods of Assessment of student progress:
--

An annual portfolio review will be held on or about _____.

Date

Instruction of Student at Home
(continued)
Page 2

I acknowledge and accept full responsibility for the education of my child in accordance with the requirements of State law.

Parent(s) Signature

Date

My signature acknowledges receipt of this form and renders no opinion as to the appropriateness of the planned program.

Superintendent / Designee Signature

Date

MY CHILD IS NOW ENROLLED IN _____ IN

_____.

School Name

Town

DATE: _____ PARENT / GUARDIAN SIGNATURE _____

Hartford Public Schools reserves the right to assess students returning to Hartford Public Schools for purpose of academic placement.

**Hartford Public Schools
Home Schooling
Portfolio Review Checklist**

A parent, by filing a Notice of Intent, acknowledges full responsibility for the education of their child in accordance with the requirements of state law.

Student's Name: _____ DOB _____

Address: _____

The subject areas to be taught are:

- Reading
- Writing
- Spelling
- English Grammar
- Geography
- Arithmetic
- U.S. History
- Citizenship (Including a study of Town, State and Federal Governments)

Optional Subjects: (i.e. Science, Health)

- Other Subject Areas
- Samples of Work _____

Comments: _____

**6171
Appendix**

FORM 2 (Continued)

Attendees:

Name	Position	Signature

Minutes of Meeting

Date of Meeting: _____



Instruction

Parameters for School Planning: School Size and Grade Configurations

The Board of Education established the following planning parameters to guide the development of school facilities around three models for school size and grade configuration:

Model 1	PK – 8 9-12	450 – 750 400 – 600
Model 2	PK – 5 or 6 6 or 7 – 12	400 – 600 600 – 800
Model 3	PK – 12	800 – 1000

MODEL 1

The dominant model for grade organization in Hartford’s system of intra-district choice schools shall be PK through 8th grade elementary schools of 450 to 750 students and 9th through 12th grade secondary schools of 400 to 600 students. Secondary schools shall be of two types: autonomous, independent schools located on individual sites and semi-autonomous, specialized academies that may share a common campus with other academies.

MODEL 2

A small number of PK -5 or 6 and 6 or 7-12 schools shall accommodate existing successful schools, e.g., Sports Medical Magnet and new schools where program requirements may require this grade configuration or its equivalent, e.g., Montessori Primary and Intermediate Level Schools. New 6-8 schools may be created on a “special case” basis, if deemed appropriate by the Board of Education.

MODEL 3

In addition, a number of PK-12 feeder programs shall be developed in the organizational model of lower, middle and upper schools common to private day schools. They may be established in one of two ways: on a common PK-12 campus or through the creation of feeder schools at each level. As examples: the Capital Prep Magnet School may grow downwards from its current 6-12 configuration to PK-12 on a common campus. The current 6-12 Classical Magnet may establish a PK-5 Classical feeder school. The District may establish one or more PK-12 dual language schools either on a single campus or through feeder schools.

To the extent possible, these PK-12 schools shall serve to enhance participation of suburban students in Hartford’s inter-district choice schools, as students may now enroll at any grade K through 9th.

Schools that utilize Models 1, 2 and 3 should be balanced across the whole district, and planning should take into account the transportation zones in order to ensure that there are a diversity of options for all families and their students.

Policy adopted: May 1, 2007

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Instruction**School Redesign/Repurposing****Purpose**

The Board of Education will provide all students with high quality schools in which students are able to achieve at the proficient level or above as measured by State assessments. Toward that end, the purpose of this policy is to specify the criteria for the redesign or repurposing of chronically low performing schools.

Definition

Relative to achieving the Board's stated mission and vision and to achieve performance targets set by the Board necessary to close the achievement gap for Hartford students, the Superintendent has implemented an accountability system that annually assesses the relative performance and rate of improvement of each school. A school in the 'Redesign' category of this system is performing substantially below the proficient level as measured by an Overall School Index (OSI) below 40 and has failed to improve. A school in this category may be redesigned or repurposed for another school program.

Criteria

The Board may take action to redesign or repurpose schools that have performed substantially below the proficient level for two (2) consecutive years without improvement and/or have failed to make adequate yearly progress under the requirements of the No Child Left Behind Act (20.USC.Sec.6316) for five (5) consecutive years.

Timeline

The Board may take action to direct the Superintendent to plan and implement the redesign or repurposing of any school meeting the criteria above by December 1st of any school year. Such schools shall cease to operate in their current form at the end of that school year, except for the purpose of transition or phase out in those instances where the new school model is initiated incrementally.

Process for Redesign

The process for redesign shall include the following:

1. Notification of parents and staff of the redesign school.
2. Engagement of the parents and community on design elements of the new school model that meet the academic needs and aspirations of the community for their children.
3. Reconstitution of the leadership, faculty and support staff through reassignment of current personnel and recruitment of personnel committed to the new school model.

Instruction**School Redesign/Repurposing (continued)**

4. Development of new school design specifications that describe the curricular content, methodological focus, operational features and other distinctive elements of the school and outline student and staff commitments and parental involvement.
5. An enrollment plan for the school, consistent with the Board's school choice plan for intradistrict choice schools and advances the goals of the *Sheff v. O'Neill* settlement for inter-district choice schools.

The Board shall adopt the educational specifications for each redesigned school as recommended by the Superintendent of Schools prior to their implementation.

Process for Repurposing

Board action on the repurposing of school buildings shall be taken on specific recommendations of the Superintendent. Such recommendations shall give consideration to the following:

1. Implementation of the Board's adopted framework for an 'All Choice' System of Schools.
2. Achievement of the goals of the *Sheff v. O'Neill* settlement to reduce racial and economic isolation.
3. Recommendations from school site-selection committees.

Renaming of School Buildings

To the extent practical, new schools will adopt in whole or part the names of the school buildings in which they operate. In those cases where a school redesign or repurposing calls for the renaming of all or part of a building, the Board will adhere to Naming of Facilities or Parts of Facilities Policy 3505 (a).

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

Community Relations

District Accreditation (continued)

- 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.

Oversight

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