

1000 Community R 2014-15

1000 Series - COMMUNITY

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Community Relations

Communications with the Public

Within the bounds of its legal and ethical responsibilities, the Board of Education (Board) will endeavor to inform the community about the operations of the school system by establishing two-way communication with the community and involving citizens in the work of the schools.

To facilitate productive communication:

- **Individual Board members who receive significant written communications from students, parents and other** citizens, staff members, and organizations will give the communication to the Superintendent for dissemination to the entire Board.
- The Superintendent will send copies of any communication addressed to the Board as a whole to each Board member.
- The Board will not recognize anonymous written communications to any individual Board member or to the Board as a whole.
- Individual Board members may acknowledge written or oral communications requesting Board action or stating a point of view. However, no individual Board member can commit the Board to any course of action or position.
- Individual Board members can express a personal opinion to a citizen but must clearly identify the opinion as their own and not necessarily that of the entire Board.
- All actions of the Board affecting students, parents or teachers shall be communicated through the Superintendent of Schools.

Legal Reference:

- Connecticut General Statutes
- 1-13 Making of reproductions
- 1-14 “Certified copy” defined. Evidence.
- 1-16 Reproductions
- 1-17 Reproductions to serve purposes of originals
- 1-212 Copies of public records, fees.
- 1-225 Meetings of government agencies to be public. Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions.
- 10-220 Duties of boards of education.

Policy adopted:

September 10, 1963

Readopted:

November 28, 2000

April 24, 2015

1. Use a Variety of Communication Tools

- Explore program and community support options for improving mail, telephone, fax, or e-mail access and use for educators and parents. For example, automated phone systems are a powerful tool for getting information to parents from daily assignments and attendance reports, to parenting tips and student achievement information.
- Create class or program newsletters for parents that contain tips for helping children learn in the home, fun activities to do as a family, and other useful ideas.
- Establish a routine method for parents to review their children's work on a regular basis. For example, use manila envelopes or folders to send student work home each week with a place for parent comments on the front cover.
- Implement additional feedback opportunities for parents and family members such as surveys on current program issues or special parent guest columns in the school newsletter.
- Sponsor program or community events that allow educators and parents to interact on a social basis in addition to standard parent-teacher conferences or school/program meetings.
- Develop a parent handbook to provide positive, practical information about your school or program. Include information on how parents can support their child's efforts to succeed.

2. Reach out to families

- Find out which ethnic groups are represented in each school or program. Provide translation and other support services when needed. Be sensitive to cultural differences, and find appropriate ways to communicate acceptance and respect.
- Affirm parent responsibilities by consulting parents prior to providing special services for children, such as counseling or other social services.
- At least once a year, schedule a school or program event with workshops given by professional, personnel or local parent educators to help parents deal with parenting issues. Provide child care and transportation to encourage parents and family members to participate.
- Develop "family kits" built around relevant themes with games, videos, conversations starters, or other tools for parents to interact with their children on a specific topic. For example, a kit could be built around the theme of setting family goals or developing house rules.

3. Foster Learning at Home

- Report research findings on how parent involvement can promote student success in school newsletters.
- Provide information sheets to guide parents in helping students with a particular skill, for example, information that explains how to help a young child with reading or how to help a teen with a research project.
- Some projects readily lend themselves to involving parents or other family members. Examples include personal interviews on specific topics or reports based on visits to community museums or points of interest. Provide advance instructions and specific guidelines for each project.
- Ask parents to take an active role in reviewing student portfolios. Parents have the opportunity to review project expectations, discover their child's areas of strength, and gain insight in how to help their child improve.
- Offer suggestions to parents on how they can help their children learn, including questions to ask and practical ways to practice skills.
- Design homework assignments to include parent sign-off.
- Provide brief workshops on specific topics, such as study skills, of interest to student and parents.

4. Organize for Effective Use of Volunteers

- Develop a survey to gather parent and family volunteer information including special skills or talents. Provide opportunities for those who are able to volunteer during the day, those who are able to commit to regular service, and those who can participate occasionally at home or at work. Be sure to follow up with volunteers on a timely basis.
- Provide a consistent place and process for parent volunteers to sign in and list the hours served. In addition, provide surveys regarding school or program climate. Encourage volunteers to offer their suggestions by using "anonymous" response forms.
- Invite parents to join their child for lunch whenever convenient. If possible, provide a free lunch during the year.
- Take time to train volunteers regarding school or program protocols, routine and procedures, volunteer expectations and equipment usage.
- Show appreciation for volunteer support on an ongoing basis.
- Provide a volunteer information packet.

5. Enable Parents to Participate as Partners

- Share annual reports of school performance and program information with parents at an open meeting to review current progress and solicit input for future goals. Respect for parent perspectives fosters increased understanding of school challenges, more effective program goals for improvement, and overall increased parent and community support.
- Community school/program procedures for addressing parent concerns including appropriate contact person and the process for defining the problem and developing and implementing solutions. Publicize successful changes in the school or program as a result of parent initiation and involvement.
- Include a mini-poll (one question) of parent opinions in each program newsletter covering a wide range of topics over time. Utilize parent feedback in making school/program decisions.
- Develop workshops or include parents in ongoing training on relevant topics such as developing parents as advocates, mastering skills for supporting learning, identifying and supporting learning styles, resolving difficulties, and fostering student achievement.
- Publicize the process for dealing with concerns.
- Recruit parent representatives to serve on committees dealing with policies and program decisions.

6. Develop Partnerships with Local Business and Service Groups

- Work with community partners to hold special events such as health fairs, technology nights, or other learning opportunities to inform parents and families of community resources and services. Keep the events family-focused by providing activities suitable for both children and adults.
- Recruit school or program volunteers from senior citizen groups. Provide recruitment information that is highly specific about tasks to be performed, time frame, and specific program requirements. Find creative ways to show appreciation to seniors for their assistance.
- In the local chamber of commerce newsletter, include a request from the school district superintendent for employer cooperation and encouragement or parent attendance at parent-teacher conferences and other parent involvement activities.
- Furnish local employers with information sheets containing parenting/parent involvement ideas.

**SOURCE: National Standards for Parent/Family
Involvement Programs Guide
National P.T.A.**

Community Relations**Communication with the Public****Parent Involvement**

In order to achieve the desired level of parent involvement desired by Board of Education policy on this topic, these regulations guide the development of each school's annual plan designed to foster a cooperative effort among the parents, school and community.

A. Guidelines

Parent involvement activities developed at each school will include opportunities for:

- volunteering;
- parent education;
- home support for child's education;
- parent participation in school decision-making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

B. Roles and Responsibilities**1. PARENTS**

It is the responsibility of the parent to:

- actively communicate with school staff;
- be aware of rules and regulations of school;
- take an active role in the child's education by reinforcing, at home, the skills and knowledge the student has learned in school;
- utilize opportunities for participation in school activities.

2. STAFF

It is the responsibility of the staff to:

- develop and implement a school plan for parent involvement;
- promote and encourage parent involvement activities;
- effectively and actively communicate with all parents about skills, knowledge and attributes student is learning in school and suggestions for reinforcement.

3. COMMUNITY

Community members who volunteer in the schools have the responsibility to:

- be aware of rules and regulations of the school;
- utilize opportunities for participation in school activities.

4. ADMINISTRATION

It is the responsibility of the administration to:

- facilitate and implement the Parent Involvement Policy and Plan;
- provide training and space for parent involvement activities;

- provide resources to support successful parent involvement practices.

Regulation adopted:

March 10, 1987

Regulation Amended:

July 24, 2001

April 24, 2105

Community Relations

Communications with the Public

Parent Teacher Communication

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and care-givers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school should be regular, two-way and meaningful. (Such communication may include monthly newsletters, required regular contact with all parents, two flexible parent-teacher conferences for each school year and drop in hours for parents, home visits and use of technology.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.
- Parent input should be sought regarding decisions that affect children and families.
- Community resources should be made available to strengthen school programs, family practices and student learning.

The Superintendent will report annually to the Board of Education on parent involvement activities.

Legal Reference:

- Connecticut General Statutes
- 10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290 and by P.A. 10-111, An Act Concerning Education Reform in Connecticut.

Community Relations

School Directory

The Superintendent of Schools shall develop personnel directories subject to the following conditions:

- The Directories will be distributed only to persons or organizations authorized by the Superintendent or Board of Education.
- The Personnel Directory shall not be distributed for political or commercial use.

(cf. 1340 – Access to School Procedures and Materials)

(cf. 4112.6 – Personnel Records)

(cf. 9330 – Board/School System Records)

Names of Students/School Directory

Lists of student names and addresses shall not be released for promotional activities by outside agencies, except where provided for by law.

Policy adopted:

September 10, 1963

November 12, 1974

May 10, 1977

Stamford, Connecticut

Amended:

Readopted:

November 28, 2000

April 24, 2015

Community Relations

Participation by the Public

1. The Board of Education believes that the greater the community interest and participation in school affairs, the greater will be the understanding that will exist between the public and the school system. It also believes that the better the flow of communications from the school system to the public and vice versa, the higher will be the standard of performance. Because of this belief on the part of the Board, it has invited lay participation in school activities. Further, the Board believes that much of the public support that the Stamford Schools have received is a result of this community participation and the Board should continue to encourage it to benefit the operation of the Stamford Schools.
2. The Board welcomes constructive criticisms and suggestions but, nevertheless, the community must recognize that the final decisions on any problems related to the operation of the school system are up to the Board of Education which has been charged with that responsibility.

Policy adopted:

September 10, 1963

Amended:

August 14, 1973

November 28, 2000

Readopted:

April 24, 2015

Community Relations

Participation by the Public

Specific Procedure

1. A period of time shall be allotted to the public to address the Board of Education at the regular meeting each month.
2. The speaker will be allowed a maximum of three minutes to address the Board. If a small amount of additional time is necessary for the speaker to finish the presentation, the Board President may allow additional time.
3. The Board may, by a majority vote, reserve the right to limit the period of time to not more than thirty (30) minutes or decide to cancel the session.
4. Questions which can be answered by the Superintendent or designee during the hearing period may be answered at the option of the Board. Other inquiries which may require analysis/investigation will be answered as the Board deems appropriate.

Regulation approved:

April 24, 2015

Community Relations

Distribution of Printed Materials

No advertisements or announcements other than advertisements or announcements relating to school or school-sponsored activities are to be read, distributed, or displayed on the school premises, except with written authorization of the Superintendent of Schools or his designee. Any such communications that disrupt the educational process shall not be permitted.

Legal Reference:

- Connecticut General Statutes
- 9-369b Explanatory text relating to local questions.

Policy adopted:

September 10, 1963

Amended:

November 12, 1974

December 12, 1978

November 28, 2000

April 24, 2015

Community Relations

Distribution of Materials (continued)

Distribution of Materials

I. Guidelines

Individuals, including students, may have the right to distribute on school premises, at reasonable times and places, unofficial written material, petitions, buttons, badges or other insignia, except expression which:

1. is obscene to minors;
2. is libelous;
3. contains indecent, vulgar, profane or lewd language;
4. advertises any product or service not permitted to minors by law;
5. is for the purpose of further the interests of any political party, the campaign of any political candidate or the advocacy of any political issue;
6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, gender, disability, age or ethnic origin);
7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

Distribution on school premises of material in these categories is prohibited.

II. Procedures for Distribution of Materials

In an effort to be more environmentally friendly, to utilize innovative technology, and to reach more families directly, the Stamford Public Schools (SPS) utilizes an electronic flyer delivery vendor.

Requests for flyer distribution will be submitted electronically. Requests that conform to the Stamford BOE Policy 1140 and are approved by the Office of Public Affairs will be available on the district website and on the school(s) website for which the request was made. Families will also receive an e-mail with a link to the electronic flyers (eFlyers) and will have the ability to manage their own delivery preferences for those e-mails. Any flyer from a not-for-profit, 501(c)(3)-designated organization hosting an educational event, or a for-profit organization that is offering an instructional or education camp while schools are out of session, may be approved.

Community Relations

Distribution of Materials (continued)

II. Procedures for Distribution of Materials (continued)

All organizations must submit flyer requests electronically and may be required to pay a per-school fee for distribution of the eFlyer to the vendor. The fee charged is dependent upon the terms of the contract between the district and the vendor. Individual schools and school organizations, such as PTOs will have the ability to create and send eFlyers to their families and post on their school website free of charge.

III. Procedures for Distribution of Written Material (On Exception Basis)

Anyone wishing to distribute unofficial written material must first submit for approval a copy of the material to the building Principal at least twenty-four hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting request and, if a student, the homeroom number;
2. Date(s) and time(s) of day of intended display or distribution;
3. Location where material will be displayed or distributed;
4. The grade(s) of students to whom the display or distribution is intended.

Within twenty-four hours of submission, the Principal will render a decision whether the material violates the guidelines in subsection I or the time, place and manner restrictions in subsection III of this regulation. In the event that permission to distribute the material is denied, the person submitting the request should be informed in writing of the reasons for the denial. Permission to distribute material does not imply approval of its contents by the school, the administration, the Board or the individual reviewing the material submitted.

If the person submitting the request does not receive a response within twenty-four hours of submission, the person will contact the building Principal's office to verify that the lack of response was not due to an inability to locate the person. If the person has made this verification and there is no response to the request, the material may be distributed in accordance with the time, place and manner provisions in subsection III.

Community Relations

Distribution of Materials (continued)

III. Procedures for Distribution of Written Material (On Exception Basis) (continued)

If the person is dissatisfied with the decision of the Principal, the person may submit a written request for appeal to the Superintendent. If the person does not receive a response within three school days of submitting the appeal, the person will contact the Superintendent to verify that the lack of response is not due to an inability to locate the person. If the person has made this verification and there is no response to the appeal, the material may be distributed in accordance with the time, place and manner provisions in subsection III.

At every level of the process, the person submitting the request will have the right to appear and present the reasons, supported by relevant witnesses and material, as to why distribution of the written material is appropriate.

Permission to distribute material does not imply approval of its contents by the District, the Board, the administration or the individual reviewing the material submitted.

IV. Time, Place and Manner of Distribution

The distribution of written material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school or otherwise disrupts school activities. The distribution of unofficial material is limited to a reasonable time, place and manner as follows:

1. The material will be distributed from a table set up for the purpose in a location designated by the Principal, which location will not block the safe flow of traffic or block the corridors or entrance ways, but which will give reasonable access to students.
2. The material will be distributed either before and/or after the regular instructional day.
3. No written material may be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

Community Relations

Distribution of Materials (continued)

V. Definitions

The following definitions apply to the following terms used in this policy:

1. **“Obscene to minors”** is defined as:
 - (a) The average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 - (b) The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
 - (c) The material, taken as a whole, lacks serious literary, artistic, political or scientific value for minors.
2. **“Minor”** means any person under the age of eighteen.
3. **“Material and substantial disruption”** of a normal school activity is defined as follows:
 - (a) Where the normal school activity is an educational program of the District for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.
 - (b) Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods), “material and substantial disruption” is defined as student rioting, unlawful seizures of property, widespread shouting or boisterous demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecasted including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

Community Relations

Distribution of Materials (continued)

V. Definitions (continued)

4. **“School activities”** means any activity of students sponsored by the school and includes, by way of example but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and in-school lunch periods.
5. **“Unofficial”** written material includes all written material except school newspapers, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples include leaflets, brochures, flyers, petitions, placards and underground newspapers, whether written by students or others.
6. **“Libelous”** is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him/her in the esteem of the community.
7. **“Distribution”** means circulation or dissemination of written material by means of handing out free copies, selling or offering copies for sale and accepting donations for copies. It includes displaying written material in areas of the school which are generally frequented by students.

VI. Disciplinary Action

Distribution by any student of unofficial written material prohibited in subsection I or in violation of subsection III may be halted, and students may be subject to discipline including suspension and expulsion. Any other party violating this policy may be requested to leave the school property immediately and, if necessary, local law enforcement officials will be called.

VII. Notice of Policy to Students

A copy of this regulation will be published in student handbooks and posted conspicuously in school buildings.

Community Relations

Distribution of Materials by Students (continued)

Additional material to consider:

1. Student Participation

No student shall be forced to participate in the distribution of any non-school materials in the schools.

2. Political Campaign Materials

Subject to the approval of the Superintendent, each building principal shall establish rules and regulations governing the distribution of political campaign materials in the school building during election campaigns in order to afford opportunity for all viewpoints to be considered. No student shall be forced to participate in the distribution or receipt of any political materials.

3. Special Interest Materials

No mailing lists of students or employees of the District shall be given to individuals, organizations or vendors for the purpose of distributing materials without the written approval of the appropriate records custodian.

4. Advertising in the Schools

Advertising in the student publications may promote products by brand name except that commercial ads promoting the sales of any controlled substance or drug paraphernalia are prohibited.

5. Relations with Political Organizations

Political candidates or political parties shall be prohibited from promoting candidates or political party activities in school buildings during school hours except as they might be invited to speak, either as part of a class project or as part of the instructional program, as provided in the policy on controversial speakers.

Community Relations

Distribution of Materials by Students (continued)

Additional material to consider:

5. Relations with Political Organizations - Continued

Such organizations may use school facilities according to Board policy.

The circulation of petitions is not permissible when done during an employee's or student's assigned working hours.

Regulation approved:

May 26, 2015

Regulation amended:

November 25, 2016

Community Relations

Recognition of Achievements

The Board will recognize outstanding achievements associated with the Stamford Public Schools.

These achievements will be noted at regularly scheduled Board Meetings.

The type of recognition will be determined by the Superintendent and the Board President.

Policy adopted:

August 24, 1982

Amended:

April 22, 1986

Readopted:

November 28, 2000

April 24, 2015

Community Relations

Parent-Teacher Organizations

The Board of Education recognizes the fine support of parent-teacher organizations of the schools they represent and, therefore, staff members are encouraged to attend and participate in their meetings, provided nothing herein contained shall imply mandatory attendance.

Policy adopted:
September 10, 1963

Amended:
November 12, 1974

Readopted:
November 28, 2000
April 24, 2015

Community

Equal Access to Recruiters

All recruiters, military and non-military, shall be given equal access to students through programs conducted by the guidance offices of the schools. Such programs may consist of, but not be limited to, career nights, college fairs and individual school visitations.

Policy Adopted:

January 27, 1987

Readopted:

November 28, 2000

April 24, 2015

Community Relations

School Visitors

All persons entering the schools must first report to the Main Office. Upon arrival, all visitors must comply with any applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, and complying with directives of school officials at all times.

Visits to Classrooms

All classroom interruptions shall be kept to a minimum.

Visits to the Schools

The Board of Education and staff of the school district welcome and strongly encourage members of the community and other interested persons to visit the schools. Such visits shall be regarded as expressions of interest in school affairs and/or efforts to become informed about school programs and activities.

The Superintendent shall establish regulations which:

1. Encourage school visitations.
2. Ensure student safety.
3. Require all visitors to register in the principal's office upon arrival at the school.
4. Ensure that public visits will not hinder the educational program.
5. Provide for appropriate hospitality for visitors.

Visits to individual classrooms during instructional time shall be permitted only with the Principal's and teacher's approval. Such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. When a visit involves a conference with a teacher or the Principal, an appointment should be scheduled during non-instructional time.

Since continuity in classrooms is often difficult to achieve and maintain, while visiting in a classroom, a visitor must not interrupt the class in any way, nor speak to (unless invited to do so) or disturb the students or teacher.

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

The Principal or their designee shall have complete authority to exclude from the school premises any persons whom they have reason to believe are disrupting the educational programs in the classroom or in the school, are disturbing the teachers or students on the premises, or whom the Principal believes are on the premises for the purposes of committing an illegal act.

Temporary Restrictions on Nonessential Visitors to School Facilities

In order to secure the health and safety of school system students and employees during the COVID-19 pandemic and in accordance with the recommendations of the Connecticut Department of Public Health (DPH), nonessential visitors will not be allowed access to school facilities before, during, or after the school day when school is in session. This restriction will not apply to visitors or employees who need to access the school system central office in order to process paperwork, to attend meetings with school officials, or who want to attend a meeting of the board of education or other public meetings being held at the central office. Parents and guardians will be allowed to sign a student in or out or to drop off items such as lunches, medication, or items that will be needed during the school day, in accordance with the practices established at each building. To the greatest extent possible, parents and school employees are encouraged to arrange conference calls or use other electronic means to conduct conferences and meetings about a student's educational program. However, parents may have access to other locations within a school facility, as needed, to attend scheduled conferences and meetings related to their child's educational needs. School employees will conduct symptom screening of any person entering a school building, as required by DPH, including parents, students, and all other visitors. These temporary restrictions shall remain in effect for the duration of the 2020-2021 school year or until repealed by the school board. Additionally, in consultation with the Department of Health for the City of Stamford, the Superintendent may suspend or modify these temporary restrictions so as to allow non-essential visitors access to school facilities before, during, or after the school day when school is in session.

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

Policy adopted:
September 10, 1963

Amended:
November 12, 1974
December 12, 1978

Readopted:

November 28, 2000

April 24, 2015

REVISED:

September 01, 2020 (effective immediately under suspension of the rules)

Community Relations

Visits to the Schools

Visitor Protocols

Definition

For the purposes of this administrative regulation a visitor shall be defined as any person entering a school facility during normal school hours other than:

- A student who attends that facility
- A member of that school's staff and faculty
- Central Office Employees with assigned duties at the school facility
- Multi-site Employees with assigned duties at the school facility
- Maintenance Department Employees
- Uniformed Police or Fire Department personnel in performance of their assigned duties

All visitors shall:

1. Enter building at location designated by the school administration
2. Go directly to the Main Office
3. Sign in the Visitor's Log Book (Visitor name, Purpose of visit, Person visiting)
4. Be issued a Visitor's ID Badge with date of visit
5. Visitors shall sign out at the end of their visit

The Principal or designee may refuse to register an outsider if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students or employees; would result in damage to property; or would result in the distribution of a controlled substance. The Principal or designee or school security officer may revoke any outsider's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

Visitors entering the building at locations other than the designated visitors' entrance shall be:

1. Stopped by staff
2. Asked to identify themselves by name

3. Asked their purpose for being in the building
4. Directed by staff:
 - a. out of the building and to use the designated entrance
 - b. to the Main Office (if warranted by proximity to the Main Office)

Visitors who refuse to identify themselves shall be considered trespassers. Staff shall:

1. Direct them to leave the building
2. Call the Main Office
3. The Principal or his/her designee upon evaluation of the situation may:
 - a. call the Police
 - b. call Central Office
4. Consider locking down building

Special Exceptions to the above:

Special Events (Plays, Concerts, Award Ceremonies, etc.)

When a special event is planned which will attract large numbers of visitors so as to make the sign-in procedures impractical, the school administration shall designate and mark the appropriate path to the event location (auditorium, APR, gym, media center etc.). Appropriate staff shall be assigned to direct visitor(s) to the event location.

Deliveries

School staff that is expecting the delivery of a package(s) should notify the Main Office. Packages are not to be delivered directly to the staff. All packages shall be delivered to a location as determined by the school administration.

Food (“take-out”) being delivered to staff is expected to be delivered curbside, and coordinated in accordance with the procedures established at each building.

A sign-in log shall be maintained for deliveries required for building operations (such as food, fuel, etc.) to locations other than the Main Office.

Students are not expected to receive mail and/or packages at school. Mail and/or packages for students are to be refused unless prior arrangements have been approved by the school principal.

Operations

Maintenance Department Employees shall notify the school administration of their presence within

the school facility.

Other Board of Education employees without assigned duties at the school facility shall:

1. Enter building at location designated by the school administration
2. Go to the Main Office
3. Sign in the Visitor's Log Book (Visitor Name, Purpose of Visit, Person Visiting)
4. Sign out at the end of their visit

Special Exceptions to the above:

Board of Education members shall:

1. Enter building at location designated by the school administration
2. Go to the Main Office
3. Sign in the Visitor's Log Book (Visitor Name, Purpose of Visit, Person Visiting)
4. Sign out at the end of their visit

Classroom Observations:

When determining whether to approve a request to visit and/or observe student programs the Principal or his/her designee shall consider such factors as (1) the frequency of visits; (2) the duration of the visit; (3) the number of visitors involved; (4) the effect of the visit on a particular class or activity; (5) the age of the students; (6) the nature of the class or programs; (7) the potential for disclosure of confidential personally identifiable student information; (8) whether the visitor has a legitimate educational interest in visiting the school; and (9) any safety risk to students and school staff. The following guidelines shall be followed:

1. If the visitor wishes to observe a classroom, the time will be arranged in advance after the Principal has conferred with the teacher. The Principal has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria.
2. If the purpose of the classroom visitation is to observe learning and teaching activities, the visitor may be asked to confer with the teacher before and after the observation to enhance understanding of the activities.
3. The Principal may withhold approval if particular events such as testing would be adversely affected by a visit. Similarly, if a visitor's presence becomes disruptive, the Principal may withdraw approval. In either case, the Principal will give reasons for the action; and
4. If a dispute arises regarding limitations upon or withholding of approval for visits:
 - a. The visitor will first discuss the matter with the Principal;

- b. If it is not satisfactorily resolved, the visitor may request a meeting with the Superintendent or designee.
- c. The Superintendent or designee will promptly meet with the visitor, investigate the dispute and render a written decision. The written decision will indicate that the visitor may appeal to the Board of Education to review the limitations imposed.

Regulation adopted:

April 24, 2015

REVISED:

September 01, 2020

Community Education

The Board of Education recognizes that many residents of all ages have educational needs that can be met through the Stamford Public Schools. As schools are natural community centers, they can serve a useful purpose in facilitating the delivery of education and related social services to all age groups. Toward that end, cooperation between the school and other social agencies is encouraged.

In order that the public school buildings and facilities may be used to extend these benefits to the community, the Board of Education adopts this policy of making available space and equipment in the school to approve Continuing Education and Community Education programs outside the regular school hours, and/or during the school day, without interference with the regular day school programs, academically or financially. Community persons with special competencies may be employed to teach to the community education programs in accordance with the State licensing regulations.

School advisory councils will assist in identifying peoples' needs and interests and in arranging educational and other related programs that will utilize the school facilities and other community resources in meeting these needs. The function of these councils shall be advisory in nature and will not infringe upon professional responsibilities for which the Superintendent or his/her designee is accountable.

Services to the Community, as indicated by this policy will be provided by the office of the Superintendent or his/her designee, unifying the staff, budget, and other resources of Continuing Education, Adult Basic Education, and Community Education Activities.

Policy Adopted:

January 8, 1980

Amended:

November 28, 2000

Readopted:

April 24, 2015

Community Relations

Political Activities of School Employees

School employees are encouraged to assume full responsibilities as citizens of a democracy.

District staff members shall not use school time, school property or school resources or equipment for the purpose of furthering the interests of any political party, the campaign of any political candidate or the advocacy of any political issue.

Legal Reference:

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

Policy adopted:

April 24, 2015

Community Relations

Public Complaints

Board members shall refer persons making complaints about the school to the most immediate level at which the problems can be resolved and, thence, as may be necessary, through lines of organization to the Superintendent of Schools. Parents should be made aware of the proper channels of communication and appeal. Any appeal from the decision of the Superintendent to the Board shall be in writing, signed, and dated. The Board may hear or not hear any such appeal, at its option.

Complaints about Board of Education policies should be directed to the Superintendent of Schools. Complaints shall be in writing and signed, stating the specific objections to the policy(ies).

The Superintendent shall review any complaint and conduct whatever study or investigation he/she deems appropriate. The Superintendent shall then submit the complaint and his/her recommendation to the Board. The Board may then review the policy, amend or refer the policy for review if necessary or repeal the policy, if appropriate, and notify the complainant of the action taken.

Legal Reference:

- *Keyishian v. Board of Regents* 385 U.S. 589, 603 (1967)
- *President's Council, District 25 v. Community School Board No. 25* 457 F.2d 289 (1972), cert. denied 409 U.S. 998 (1976)
- *Minarcini v. Strongsville City School District*, 541 F. 2d 577 (6th Cir. 1976).
- *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853 (1982).
- Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).
- Connecticut General Statutes
- 10-238 Petition for hearing by board of education.

Policy adopted:

September 10, 1963

Amended:

March 3, 1964

November 12, 1974

December 12, 1978

November 28, 2000

April 24, 2015

Community Relations

Gifts and Gratuities

No teacher shall receive gifts of more than a de minimus nature from a student under his or her charge except under administrative regulations developed by the Superintendent.

No custodian shall receive or accept any gratuity or gift for work performed or action connected with the operation of school property.

No employee of the public school system of Stamford shall accept any gift or gratuity, whether in the form of service, loan, thing or promise or in any other form, from any person, firm or corporation which to his/her knowledge is interested directly or indirectly in business dealings with the school system and over which business dealings he/she has power either to take action or to influence action.

Employees are bound by, and shall comply with, the provisions of the Code of Ethics enacted by the City of Stamford, as such Code may be amended from time to time.

Legal Reference:

- Connecticut General Statutes
- 7-479 Conflicts of interest.
- The Stamford Code of Ethics Sec 19-9

Policy adopted:

September 10, 1963

Amended:

January 26, 1965

February 9, 1965

November 12, 1974

November 28, 2000

April 24, 2015

Community Relations

Solicitation by Board Employees

A. Purpose

Students should be free to learn in an atmosphere free of distraction or subtle coercion. Teachers stand in a particular relationship with their students, and should not utilize that relationship for personal gain. Moreover, in discharging their professional responsibilities as educators, teachers should avoid even the appearance of a conflict of interest between discharging those professional responsibilities and their own personal interests.

B. Scope

“Solicitation” may be generally defined as asking students to expend money or otherwise participate in activities that lead to the financial gain by such teachers. While it is not possible to define all forms of solicitation of students, the following examples illustrate the basic principles:

1. Solicitation of students to participate in non-school sponsored trips.
2. The offering of services for pay directly to students in the school setting.
3. Solicitation of students to participate in any activity, in which such participation by students leads to the financial gain of such teachers.

Solicitation of students shall relate to direct personal appeals, whether made orally or in writing, but shall not include the placing of general interest advertisements in the school or other newspapers or the posting of notices outside of any of the school buildings of the Stamford Public Schools. In no event shall teachers or other employees conduct business for personal gain on school property.

C. Conflicts of Interest Prohibited

Given the special relationship between students and teachers, it is essential that teachers avoid even the appearance of a conflict of interest. Consequently, no teacher may offer, provide, or refer to private tutorial or other educational services for personal compensation to any student *or family member* for whom that teacher has any direct instructional/service responsibility.

Policy Adopted:
February 24, 1987

STAMFORD PUBLIC SCHOOLS
Stamford, Connecticut

Amended:
July 24, 2001
April 24, 2015

Community Relations

Relations between Public and School Personnel

Conduct on School Property (Civility)

The Board of Education (Board) expects mutual respect, civility and orderly conduct among all individuals on school property or at school events. District staff will treat parents and other members of the public with respect and expect the same in return. The Board is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility and orderly conduct among Board members, District employees, parents and the public. It is not intended to deprive any individual of his/her right to freedom of expression, but only to maintain to the extent possible and reasonable, a safe, harassment-free environment for students and staff. Volatile, hostile or aggressive actions and words cannot be tolerated, and individuals who engage in these activities may face legal penalties.

In the interest of presenting Board members and District employees as positive role models to the students as well as to the community, the Board encourages positive communication and discourages volatile, hostile or aggressive actions. The Board seeks public cooperation with this endeavor.

Based upon the above, the Board expects that no person on school property or at a school event shall:

1. Injure, threaten, harass or intimidate a staff member, Board member or any other person;
2. Curse and use obscenities;
3. Disrupt or threaten to disrupt school or office operations;
4. Damage or threaten to damage another's property;
5. Damage or deface District property;
6. Violate any Connecticut law or town/city ordinance;
7. Smoke or otherwise use tobacco products;
8. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs, or possess dangerous instruments or weapons;
9. Impede, delay, or otherwise interfere with the orderly conduct of the District's educational program or any other activity occurring on school property;
10. Enter upon any portion of the school premises at any time for purposes other than those which are lawful and authorized by the Board;
11. Operate a motor vehicle in a risky manner or in violation of an authorized District employee's directive; or
12. Violate other District policies or regulations or an authorized District employee's directive.

Alternate language to consider:

Standards

- A. Expected behaviors include but are not limited to:
1. Respect and courtesy in language, demeanor, and actions
 2. Moderate tone and volume of voice
 3. Active and respectful listening
 4. Respectful acknowledgement of cultural differences
 5. Respect for the personal, civil, and property rights of others
 6. Appropriate and courteous use of telephone, public address systems, electronic devices and any other verbal communication device
 7. Appropriate and courteous written communication, including notes, letters, email and text messages
- B. Unacceptable behaviors include but are not limited to:
1. Rude, insulting or demeaning language and/or actions
 2. Persistently unreasonable demands
 3. Intrusive and/or interruptive behavior
 4. Displays of temper
 5. Harassment and intimidation
 6. Threatening and/or abusive gestures and behavior
- C. Incidents of uncivil behavior should be resolved cooperatively with the individual(s) most directly involved.

Optional Language:

Any individual who disrupts or threatens to disrupt normal school or office operations; threatens the health and safety of students or staff; willfully causes property damage; uses loud or offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on District property, will be directed to leave the premises by a member of the administrative staff or his/her designee.

If any member of the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner, the staff member to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If the abusing party does not take corrective action, the District employee will terminate the meeting or conversation.

(cf. 1110.1 - Parent Involvement)

(cf. 1120 - Public Participation at Board of Education Meetings)

(cf. 1250 - Visits to Schools)
(cf. 1251 - Loitering or Causing Disturbances)
(cf. 1310 - Relations Between the Public and School Personnel)
(cf. 1312 - Public Complaints)
(cf. 1330 - Use of School Facilities)
(cf. 5131.911 - Bullying)
(cf. 4118.15/4218.15 - Workplace Bullying)
(cf. 1700 - Otherwise Lawful Possession of Firearms on School Property)
(cf. 6145.71 - Use of Alcohol by Adults)

Legal Reference:

- Connecticut General Statutes
- 1-225 Meetings of the government agents to be public.
- 1-232 Conduct of the meeting.
- 10-221 Boards of education to prescribe rule(s), policies, and procedures.
- 10-238 Petition for hearing by board of education.
- 10-239 Use of school facilities for other purposes.
- 53a-185 Loitering in or about school grounds: Class C misdemeanor.

Policy adopted:

April 24, 2015

School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where each and every student achieves academically and socially, has a strong and meaningful voice and is prepared for democratic life and successful transition into the 21st century workplace. A positive school climate is an essential element of achieving these goals. Rigorous implementation of the following set of guiding principles and systemic strategies will promote these desired outcomes.

The Stamford Board of Education (the Board) adopts this Policy that is guided by the fundamental belief that each and every school community member should be treated with dignity, should have the opportunity to learn, work, interact and socialize in physically, emotionally and intellectually safe, respectful and positive school environments, as well as the opportunity to experience high quality relationships. Schools, therefore, have the responsibility to promote conditions designed to create, maintain and nurture positive school climate.

This Policy sets forth the framework for an effective and democratically informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the expectations of the five National School Climate Standards,¹ as detailed herein.²

The Board recognizes that there is not one best way to improve school climate. Each school needs to consider its history, strengths, needs, and goals. This Policy will support and promote the development of research-supported action plans that will create and/or sustain physically, emotionally, and intellectually safe learning environments that foster social, emotional, ethical and academic education.

Policy adopted:

September 24, 2013

Readopted:

April 24, 2015

Regulations

Definitions

An “Effective School Climate Improvement Process” is one that engages all stakeholders in the following six essential practices:

- (1) Promoting decision-making that is collaborative, democratic, and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
- (2) Utilizing psychometrically sound quantitative (e.g. survey) and qualitative (e.g. interviews, focus groups) data to drive action planning, preventive/intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
- (3) Tailoring improvement goals to the unique needs of the students and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
- (4) Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
- (5) Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning; and
- (6) Strengthening policies and procedures related to:
 - a. climate informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate improvement efforts.

“Positive Sustained School Climate” is the foundation for learning and positive youth development and includes:

- 1 Norms, values and expectations that support people feeling socially, emotionally, intellectually

and physically safe;

2 People who treat one another with dignity, and are engaged and respected;

3 A school community that works collaboratively together to develop, live and contribute to a shared school vision;

4 Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and

5 A school community that contributes to the operations of the school and the care of the physical environment. “Safe School Committee” (the “Committee”) means the committee appointed at a specific school building by the Specialist to perform the duties described in the regulations.

“Safe School Climate Coordinator” (the “Coordinator”) means the Superintendent or the certified administrator appointed by the Superintendent to oversee the implementation of the district’s Safe School Climate Plan and perform the duties described herein.

“Safe School Climate Plan” means the district plan developed and implemented pursuant to Conn. Gen. Stat. Section 10-222(d), containing provisions pertaining to bullying, filing complaints and conducting investigations, and posted on the district website.

“Safe School Climate Specialist” (the “Specialist”) means the certified administrator appointed by the Coordinator at a specific school building to oversee the implementation of the district’s Safe School Climate Plan within the building, oversee the implementation of the School Climate Improvement Plan within the building, and perform the duties described herein.

“School Climate” means the quality and character of the school life with a particular focus on the quality of the relationships within the school community between and among students and adults. School climate is also based on patterns of people’s experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures.³

“School Climate Improvement Plan” (the “Improvement Plan”) means the building-specific plan developed by the Committee using the Survey data and developed in accordance with the process described herein. An Improvement Plan must include the requirements of the Safe School Climate Plan, but has the larger purpose of improving school climate on a more global level and actualizing The 13 Dimensions of Climate (Appendix B) and The National School Climate Standards (Appendix A).

“School Climate Survey” (the “Survey”) shall mean a well-established reliable and valid survey, approved by the Connecticut State Department of Education, with additional external confirmation of its strength through third party evaluators and research studies, that is vigorously field tested, measures the core district populations (including students, parents/ guardians, all school personnel - administrators, educators, certified and noncertified staff) and, when available, the wider community, and is easy and quick to administer. It shall also be administered in the predominant languages used by the population being surveyed.⁴

“School employee” means (1) a teacher, substitute teacher, school administrator, school Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

Declarations

I. Applicable Standards:

A. For School Employees:

- 1.) All certified educators in the State of Connecticut are accountable for compliance with the regulations enacted by the Connecticut State Department of Education and the Bureau of Education Standards and Certification, including, but not limited to the Connecticut Code of Professional Responsibility For Teachers, Regulations of Connecticut State Agencies, (Section 10-145d0400a) and the Connecticut Code of Professional Responsibility For Administrators, Regulations of Connecticut State Agencies (Section 10-145d0400b) (collectively “Codes”), as they may be amended from time to time.
- 2.) All school employees are accountable for compliance with the policies and procedures of the Board applicable to personnel, including, but not limited to non-discrimination, conduct and professional rights and responsibilities.

B. For Students:

- 1.) All students are accountable for compliance with applicable codes of student conduct, policies and procedures for student participation and behavior.

C. For Board Members:

- 1.) Board Members are accountable for compliance with the Boards Code of Ethics and applicable Board By-laws governing Board member conduct.

D. For Persons Contracted to Provide Services to the Board:

- 1.) Persons contracted to provide services to the Board (such as bus drivers, consultants, evaluators or the like) are accountable for compliance with such codes of ethics as may apply professionally, the terms of any such contract, as well as the policies and procedures of the Board generally applicable to persons on school property.

E. For Other Participants in the School Community:

- 1.) Parents/guardians, family members, visitors and other persons on school property or otherwise participating in programs or services of the Stamford Public Schools are accountable for conducting themselves in accordance with applicable policies and procedures pertaining to such participation.

II. Alignment with Conn. Gen. Statutes Section 10-222(d):

- A. This Policy is aligned with C.G.S. 10-222(d), “An Act Concerning the Strengthening of School Bullying Laws.”
- B. In order to be in compliance with applicable law, all individual schools in the District of

Stamford must adhere to the following requirements:

- 1.) In order to develop and maintain an “Effective School Climate Improvement Process,”⁵ schools must develop and implement “Improvement Plans,” administer and utilize the findings of “School Climate Surveys,” and engage in a continuing systemic process of learning and evaluating identified goals and objectives. The vision of the Stamford Board of Education is to support a vibrant and thriving school community by removing any barriers to teaching and learning, and reengaging those who may have become disengaged.
- 2.) In order to implement an Effective School Climate Improvement Process, qualified and effective leadership is required. Such leadership shall be developed through (a) the implementation and satisfaction of appropriate professional development, (b) the Superintendent or the appointment of a Coordinator by the Superintendent, (c) the appointment of Specialists at each school building by the Coordinator, and (d) the establishment of a Committee at each school building.⁶

III. Safe School Climate Coordinator Roles and Responsibilities:

- A. The Superintendent shall assume the role of, or appoint from among existing school district administrators, a district Coordinator.
- B. The duties of the Coordinator shall include those enumerated under C.G.S. Section 10-222(d) and the Stamford Board of Education’s Regulations at a minimum, and shall also include the following:
 - i. Overseeing the implementation of the district’s Safe School Climate Plan;
 - ii. Preventing, identifying and responding to any kind of mean-spirited behavior including, but not limited to reports of alleged bullying and harassment in the schools of the district, in collaboration with the Specialists, as well as the Board and the Superintendent as appropriate;
 - iii. Providing data and information regarding school climate improvement to the Connecticut State Department of Education, in collaboration with the Superintendent as may be required by law;
 - iv. Meeting with the Specialists at least twice during the school year to: (i) identify strategies to improve school climate that promotes high quality relationships among all school community members, and, as a result, is designed to eliminate intentional and unintentional mean-spirited behaviors including, but not limited to bullying and harassment, (ii) make recommendations concerning amendments to the district’s Safe School Climate Plan, as well as to make recommendations concerning amendments to each individual school’s “School Climate Improvement Plan,” and (iii) oversee completion of each individual school’s “School Climate Survey;” and
 - v. Providing leadership for the following activities:
 - 1.) Advancement of evidence-based policy and best practices to improve school climate, foster high quality relationships, and promote physical, emotional, and intellectual school safety; and
 - 2.) Development and dissemination of resources and training materials for Specialists, Committees, school staff and community members about issues of school climate and school climate improvement efforts and activities.

IV. Safe School Climate Specialist Roles and Responsibilities:

- A. At the beginning of each school year, the Principal of each school, or the Principal’s

designee as approved by the Coordinator, shall serve as the Specialist for the individual school to which he or she is assigned.

B. The Specialist's duties shall include those enumerated under C.G.S. Section 10222(d) and the Stamford Board of Education's Regulations. In addition to these duties, the Specialist shall:

- a. Investigate, or supervise the investigation of, reported acts of mean-spirited behaviors including, but not limited to reports of alleged bullying and harassment in the school in accordance with this Policy;
- b. Collect and maintain records of such reports in the school;
- c. Act as the primary school official responsible for preventing, identifying and responding to such reports in the school and leading efforts to improve school climate;
- d. Chair or co-chair the Committee and establish the meeting calendar for the Committee meetings; and
- e. Serve as the primary supervisor of the school's School Climate Improvement Plan for the implementation and the monitoring of the School Climate Improvement Plan.

V. Safe School Climate Committee Roles and Responsibilities:

A. In collaboration with the Coordinator, the Specialist at each school building shall form a representative Committee consisting of a demographically representative group of students enrolled in the school (if developmentally appropriate); parents of students enrolled in the school; school personnel, including, but not limited to teachers, administrators, student support personnel; other medical and mental health experts where available; and community members.

B. Such Committee shall be formed no later than 30 days from the effective date of this Policy.⁷

C. Committee composition/membership shall be reviewed annually by the Coordinator and the Specialist.

D. The duties of the Committee shall include those enumerated under C.G.S. Section 10-222(d) and the Stamford Board of Education's Regulations. In addition to these duties, the Committee shall, at a minimum, perform the following duties:

- i. Supervising the scheduling and administration of School Climate Surveys to students, staff, parents, and community members;
- ii. Setting goals and tracking survey completion;
- iii. Reaching out to staff and parents before administering the Survey;

Providing Survey data to the Coordinator;

Reviewing and analyzing the school-based school climate assessment data;

- vi. Using the data and other appropriate data and information to identify strengths and challenges with respect to improving school climate;

- vii. Using the data to create and/or update the school-based School Climate Improvement Plan;

- viii. Overseeing the implementation of the school-based School Climate Improvement Plan;

Implementing the School Climate Improvement Plan and monitoring the progress of school climate improvement, in collaboration with the Coordinator;

Overseeing the implementation of annual school climate assessments at the school;

- xi. Reviewing and making recommendations to the Coordinator regarding the safe school climate plan based on issues and experiences specific to the school;
- xii. Overseeing the education of students, school employees and parents/guardians of students on issues relating to improving school climate;
- xiii. Holding meetings at least four times each year, at which minutes shall be kept and made available to the public; and
- xiv. Performing any other duties as determined by the Specialist and/or the Coordinator that are related to improving school climate in the school, or required by law.

VI. School Climate Surveys:

- A. Each school, supported with oversight by the Coordinator and under the guidance of the Committee, shall administer, on an annual basis, at the same time of year each year, the School Climate Survey in order to assess a school's strengths and challenges.
- B. Preparation for Survey Administration: All survey participants should be made aware of the purpose and value of the survey as determined by the Committee prior to administration, so that the school will receive authentic data to help drive decisions that will benefit the entire school community.⁸

VII. School Climate Improvement Plans:

- A. In collaboration with the Coordinator, each Specialist shall develop and/or update an Improvement Plan based on the findings of the School Climate Survey.
 - 1.) The Specialist and the Committee shall develop and/or update the Improvement Plan, using the School Climate Improvement Plan template¹⁰ (Appendix C), taking into consideration the needs of all key stakeholders, with sensitivity to equity and diversity.
 - 2.) The Improvement Plan shall support the actualization of the following five Standards¹¹ :
 - Standard 1: Develop a shared vision and plan for promoting, enhancing and sustaining a positive school climate.
 - Standard 2: Develop policies that promote social, emotional, ethical, civic and intellectual learning as well as systems that address barriers to learning.
 - Standard 3: Implement practices that promote the learning and positive social, emotional, ethical and civic development of students and student engagement as well as addressing barriers to learning.
 - Standard 4: Create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically.
 - Standard 5: Develop meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.
 - 3.) Each Improvement Plan shall be submitted to the Coordinator for approval and implementation no later than mid-September of each school year. The Coordinator may

provide feedback to the Committee with respect to amendments to the Improvement Plan.

VIII. Codes of Conduct

Codes of conduct for both students and adults shall be amended to reinforce positive school climates by detailing, and consistently recognizing and supporting positive behavior, applying appropriate graduated and restorative responses for inappropriate conduct, in order to address the root causes of the individuals specific conduct, while promoting physically, emotionally, and intellectually safe and supportive teaching and learning environments for all students and adults in the school community. Restorative instance, are parents/guardians, students and personnel present to lend their unique perspectives? Differing viewpoints can create powerful discussions and build a transparent culture where members feel valued, trusted, included and actively engaged in the school community. Practice builds community, celebrates accomplishments, transforms conflict, rebuilds and strengthens relationships.¹² Such responses shall be educative and restorative and be chosen in response to the context of each situation to support relationship-building and improvement, and with particular attention to issues of equity. These responses may include, but are not limited to one or more of the following:

- a. Reflective activities;
- b. School counseling support;
- c. Anger management;
- d. Health counseling or intervention;
- e. Mental health counseling;
- f. Skill building such as social and emotional, cognitive, and intellectual skills;
- g. Resolution circles and restorative conferencing;
- h. Community service;
- i. Conflict resolution or mediation; and
- j. Other actions detailed in accordance with Board policies and procedures such as those regarding:
 - i. Participation in extracurricular activities;
 - ii. Student discipline (including detention, in or out of school suspension, and expulsion); and
 - iii. Adult/employee professional responsibility, conduct, separation/disciplinary actions.

IX. Professional Development

- a. Mandated school climate trainings shall be provided by individuals and/or organizations deemed qualified service providers by the Superintendent and/or the Coordinator.
- b. All school employees, as defined in this policy, shall participate in any mandated school climate trainings and update sessions.
- c. The District shall provide necessary on-site coaching and/or technical assistance in the implementation phase of school climate improvement.

X. Funding

The District shall budget sufficient funding to satisfy the requirements of this Policy. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for community outreach, training, coaching, and technical assistance.

XI. Accountability¹³

- a. The Board shall establish, foster, support and maintain a “no fault” framework and promote a culture of trust. Such a framework and culture is evident by a shared intent to:
 - i. Take collective responsibility for what has been accomplished and/or not accomplished;
 - ii. Learn from what has been done well and not so well;
 - iii. Work together to improve the quality and character of school life;
 - iv. Create a highly effective professional learning community (PLC) whose responsibility it is to:
 - Establish norms, values and goals that encourage and support collaborative and courageous leadership;
 - Model and provide high quality academic, social, emotional and ethical learning; and
 - Engage in ongoing reflection and evaluation.
- b. The Board shall hold itself, its individual members, and the Superintendent to the standards of this Policy and promote its intent and goals.
- c. The Superintendent shall hold himself/herself, the staff, the students and other members of the school community to the standards of this Policy.

XII. Compliance with Other Applicable Laws: This Policy does not modify or eliminate a school’s obligation to comply with state and federal constitutional protections and civil rights laws applicable to schools.

XIII. Liberal Interpretation: The design of this Policy being to facilitate the operation of the school district in a positive manner and to advance justice, the Policy provisions will be interpreted liberally in any case where it shall be manifest that a strict adherence to them will work surprise or a manifest injustice.

Appendix A.

²*School Climate improvement is more encompassing than any individual program that might be implemented as a strategy for improving one or more dimensions of school climate.*

³*National School Climate Council (2007). The School Climate Challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy. On: <http://www.schoolclimate.org/publications/policy-briefs.php>.*

⁴*Faster, D. & Lopez, D. (2013). School climate and assessment. In Dary, T. & Pickeral, T. (ed) (2013). School Climate Practices for Implementation and Sustainability. A School Climate Practice Brief, Number 1, New York, NY: National School Climate Center.*

⁵*<http://www.schoolclimate.org/climate/process.php>.*

⁶*In the National dialogue, this Safe School Climate Committee is often referred to as a Safe School Climate Team, see <http://schoolclimate.org/climate/stages tasks challenges.php>.*

⁷*As of July 1, 2012, pursuant to C.G.S. Section 10-222(d), every school should have identified a*

“Safe School Climate Committee.” Satisfaction of this Policys requirement of establishing a Safe School Climate Committee may have been satisfied previously by complying with these C.G.S. Section 10-222(d) requirements.

⁸*When using school climate data as a “flashlight” and not a “hammer,” stakeholders will be more fully engaged, and the findings will be more useful for long-term improvement. To promote such a spirit of trust, school leaders should also consider key preparation and planning issues before administration, such as: how representative their Committee is, and to what extent stakeholders work and learn in a culture of blame or distrust as opposed to a more collaborative problem solving culture. For*

⁹*Pursuant to C.G.S. Section 10-222(d), all districts are required to have submitted and posted on their District website a Safe School Climate Plan, which contains provisions pertaining to bullying, filing complaints and conducting investigations.*

¹⁰*The District Safe School Climate Plan is placed within the School Climate Improvement Plan.*

¹¹*See Appendix A for exact wording of the Standards.*

¹²*Alameda County School Health Services (California) The seven principles of restorative practice are: (1) voluntary participation, (2) respect for everyone involved, (3) inclusion of all the people impacted, (4) a focus on the harms, needs, and causes that have arisen, (5) consensus-based decision-making focused on how to repair the harm and prevent future harm, (6) opportunity for dialogue that aligns with the above principles, and (7) expanding the capacity of the community to create a just and fair response.*

¹³*Because the school improvement process is considered a continuing systemic process of learning and evaluating goals and objectives as they impact a diverse group of learners, the School Climate Survey shall be administered, at minimum, annually, at the same time of year each year.*

Community Relations

Soliciting Funds from Students

Community Drives

No community agency drive may be conducted in any school unless approved by the Superintendent of Schools, or his/her designee.

Legal Reference: Title IX of the Educational Amendments of 1972, 20 U.S.C.A. 1681

Policy adopted:

September 10, 1963

Amended:

November 28, 2000

April 24, 2015

Community Relations

Use of Building, Grounds, and Equipment

The Board of Education may grant the use of school facilities for activities of an educational, cultural, civic, social, recreational, governmental or general political nature and other uses consistent with the public interest when such use does not interfere with school program or school sponsored activities.

The use of school buildings, grounds, equipment and facilities will be authorized by the Superintendent or designee in conformity with the regulations governing their use.

The Superintendent or designee at all times shall have the authority to limit or deny access to any school facility or property without further action by this Board. Such closure shall continue until such time as the Superintendent or designee, in consultation with appropriate health and/or government authorities, deems it in the best interests of the District and its students to reopen said facilities and property.

The Board makes available to approved parties the use of its buildings, grounds, and related equipment.

Guidelines, procedures and fee structure shall be established by the administration that will enable the Board to retain managerial control and cover cost for monitoring, security, maintenance, overhead and depreciation.

The use of facilities shall not interfere with the educational process, academically or financially.

The Board must approve any request that entails any physical changes.

The Board permits and encourages the use of the facilities by the Stamford Community in accordance with law.

Rental charge rates shall be established and publicized by the Superintendent in consultation with the Board of Education.

The Boy Scouts of America, Big Sisters of America, Boys and Girls Clubs of America, Future Farmers of America, Girl Scouts of America, Little League Baseball, Inc. and any other group intended to serve youth under the age of 21 listed in Title 36 of the U.S. Code may use school property upon payment of suitable fees and costs according to the Board approved fee schedule.

Legal Reference: Connecticut General Statutes

10-239 Use of school facilities for other purposes.

PA 97-290 An Act Enhancing Educational Choices and Opportunities

Equal Access Act, 20 U.S.C. ss 4071-4074

Good News Club v. Milford Central School, Sup.Ct., 6-11-01

20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in
No Child Left Behind Act of 2001)

Policy adopted:

March 25, 2008

Policy Readopted:

April 24, 2015

Policy Revised:

September 01, 2020 (effective immediately under suspension of the rules)

February 15, 2022 (effective immediately under suspension of the rules)

1330 Appendix A

Stamford School Rental Rates

	<i>*1 Non-Profit Daily/Per Event</i>	<i>*2 Profit Daily/Per Event</i>	<i>Proposed Hourly Rate - Profit</i>	<i>*3 Commercial Daily/Per Event</i>	<i>*4 Preferred Stamford Youth Groups Daily/Per Event</i>
<i>High schools</i>					
<i>Auditorium</i>	<i>150</i>	<i>250</i>	<i>100</i>	<i>1000</i>	<i>0</i>
<i>Gymnasium</i>	<i>50</i>	<i>200</i>	<i>50</i>	<i>1000</i>	<i>0</i>
<i>Cafeteria</i>	<i>50</i>	<i>150</i>	<i>50</i>	<i>500</i>	<i>0</i>
<i>Kitchen</i>	<i>50</i>	<i>100</i>	<i>25</i>	<i>500</i>	<i>0</i>
<i>Library</i>	<i>30</i>	<i>100</i>	<i>25</i>	<i>500</i>	<i>0</i>
<i>Classroom</i>	<i>25</i>	<i>50</i>	<i>25</i>	<i>250</i>	<i>0</i>
<i>Pool</i>	<i>125</i>	<i>200</i>	<i>50</i>	<i>1000</i>	<i>0</i>
<i>Parking Lots</i>	<i>50</i>	<i>100</i>	<i>50</i>	<i>500</i>	<i>0</i>
<i>Fields</i>	<i>100</i>	<i>100</i>	<i>100</i>	<i>500 / 1000</i>	<i>0</i>
<i>Energy Surcharges</i>	<i>0</i>	<i>50 hourly</i>	<i>50 hourly</i>	<i>50 hourly</i>	<i>0</i>
<i>Custodial OT/Hr</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>

	<i>*1 Non-Profit Daily/Per Event</i>	<i>*2 Profit Daily/Per Event</i>	<i>Proposed Hourly Rate - Profit</i>	<i>*3 Commercial Daily/Per Event</i>	<i>*4 Preferred Stamford Youth Groups Daily/Per Event</i>
<i>Middle/Elementary</i>					
<i>Auditorium</i>	<i>100</i>	<i>200</i>	<i>100</i>	<i>1000</i>	<i>0</i>
<i>Gymnasium</i>	<i>50</i>	<i>150</i>	<i>50</i>	<i>1000</i>	<i>0</i>
<i>Cafeteria</i>	<i>50</i>	<i>150</i>	<i>50</i>	<i>500</i>	<i>0</i>
<i>Kitchen</i>	<i>50</i>	<i>100</i>	<i>25</i>	<i>500</i>	<i>0</i>
<i>Library</i>	<i>30</i>	<i>100</i>	<i>25</i>	<i>500</i>	<i>0</i>
<i>Classroom</i>	<i>25</i>	<i>50</i>	<i>25</i>	<i>250</i>	<i>0</i>
<i>Parking Lots</i>	<i>50</i>	<i>100</i>	<i>50</i>	<i>500</i>	<i>0</i>
<i>Fields</i>	<i>100</i>	<i>100</i>	<i>100</i>	<i>500</i>	<i>0</i>
<i>Energy Surcharges</i>	<i>0</i>	<i>50 hourly</i>	<i>50 hourly</i>	<i>50 hourly</i>	<i>0</i>
<i>Custodial OT/Hr</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>

	<i>*1 Non-Profit Daily/Per Event</i>	<i>*2 Profit Daily/Per Event</i>	<i>Proposed Hourly Rate - Profit</i>	<i>*3 Commercial Daily/Per Event</i>	<i>*4 Preferred Stamford Youth Groups Daily/Per Event</i>
<i>Boyle Stadium</i>					
<i>With Lights</i>	<i>200</i>	<i>500</i>	<i>200</i>	<i>3000</i>	<i>0</i>
<i>Without Lights</i>	<i>100</i>	<i>400</i>	<i>100</i>	<i>2000</i>	<i>0</i>
<i>Custodial OT/Hr</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>

	<i>*1 Non-Profit Daily/Per Event</i>	<i>*2 Profit Daily/Per Event</i>	<i>Proposed Hourly Rate - Profit</i>	<i>*3 Commercial Daily/Per Event</i>	<i>*4 Preferred Stamford Youth Groups Daily/Per Event</i>
<i>Westhill Stadium</i>					
<i>No Lights</i>	<i>200</i>	<i>400</i>	<i>100</i>	<i>2400</i>	<i>0</i>
<i>Custodial OT/Hr</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>	<i>* 55 / 71</i>

Community Relations

General Regulations for Use of School Facilities

The following regulations are designed to encourage broader use of school facilities by those groups and agencies which supplement the educational, cultural or recreational activities of the children and the community. The schedule of rental rates will be kept as low as possible, considering operational and maintenance costs. The priority order for building use is as follows:

1. School sponsored activities
2. Adult education program
3. Parent-teacher organization
4. Board of Recreation
5. Stamford Youth Programs
6. Stamford Adult Programs
7. City Boards and Commissions
8. Civic, religious, and fraternal organizations
9. Business organizations
10. Commercial ventures. Such rentals are to be made only when the anticipated use is not inconsistent with the educational mission of the Stamford Public Schools.

Regulations Regarding Public Use of School Properties

1. Application for the use of buildings shall be submitted to the Board of Education Facilities Department – 3rd Floor, Government Center. Applications about which the office has any question are to be referred to the Facilities Director for decision. In disputed cases an appeal may be directed to the Superintendent.
2. Application for use of school property must be made at least seven days in advance of the event. Application is to be accompanied by a deposit equal to the minimum of the employee charge.
3. The person or organization granted the use of school property shall assume full liability for any damage to the property, or damage or loss of equipment. If such person or organization shall be deemed to lack sufficient financial responsibility, adequate security may be required before permission is granted.

Regulations Regarding Public Use of School Properties (continued)

4. The Board of Education requires any organization using school facilities to provide adequate public liability insurance which shall cover the Board of Education of Stamford, as well as itself. The City of Stamford, its officers, agents, employees and servants shall be designated as additional named insured. A Certificate of Insurance in proper form shall be filed with the School Building Use Office within one week of the date of the event. Said insurance is presently in the amount of \$1,000,000. This includes \$50,000 property damage liability and is for the normal use of schools having no overhanging balconies in the auditorium. For schools

with overhanging balconies the insurance shall be in the amount of \$2,000,000 public liability and includes \$100,000 property damage. Use of Boyle Stadium requires \$5,000,000 public liability including \$100,000 property damage. For a special event expected to attract a large number of people or involving a particular hazard, the Administrative Office shall contact the City's Risk Manager for guidance in the insurance limit to be required.

5. All activities involving children must be in charge of responsible adults, the number of supervisors varying according to the number of participants. Adequate supervision and leadership must be provided throughout the period authorized for use.
6. On all occasions when a permit is granted for the use of school property, sufficient police and fire protection service shall be provided as determined by the respective departments, and the expense for such service shall be paid by the person or organization granted the permit; this expense to be in addition to the charge for the use of the property.
7. Admission to any function using school facilities cannot be denied on any basis prohibited by law.
8. Intoxicating beverages and any controlled drug as defined in Connecticut General Statute S19-443(8), as amended, are prohibited on all school properties, and any person under the influence of alcohol or drugs shall not be permitted to remain thereon.
9. Putting up decorations or scenery, changing of wiring, or curtains, or other permanent fixtures, moving of pianos or other furniture is prohibited unless special permission is granted by the Superintendent of Schools or his designee. All such activity must be under the direct supervision of the school custodian or employee.
10. Audio-visual equipment may be used, by other than school groups, only in school buildings, and only when a school designated operator is in charge of the equipment.
11. Groups using outside facilities are responsible for clean-up.
12. It shall be a condition of every permit that no person except regular employees of the Board or such other persons as may be approved by the Board shall be permitted to perform any duties connected with the operation of the building or any part of its equipment. Whenever an auditorium is used, the services of the stage manager are required.
13. Requests for cancellation by rentee must be made at least twenty-four hours in advance or deposit will be forfeited.
14. The right to revoke a permit at any time is reserved by the school authorities.
15. The Board of Education is not responsible for damage or injury as the result of use of school property.
16. A curfew hour of 11 P.M. shall be in effect for all events at Boyle Stadium. The curfew hour may be waived by the Superintendent of Schools or his/her designee only in extenuating circumstances. Even if the curfew is so extended, no public address system may be used after 11 P.M.

Use of Auditorium

1. The following regulations apply to individuals or organizations renting auditoriums. They do not apply to Board of Education sponsored activities unless a specific request is made for the services of a stage manager.
2. The Use of Building Office acts as liaison for the Board of Education and general public.
3. The stage manager has the authority and responsibility to keep school district equipment in good working order. He/she must report the abuse and/or damage of stage or equipment in writing to the building administrator and the Use of Building Office.
4. Under no circumstances is anyone allowed in the Control Room without the presence of the stage manager or his/her designee.
5. Sets used by outside groups should be moveable so as to release stage for other productions.
6. All rehearsals and/or productions shall be concluded at a reasonable hour after consultation with the stage manager, the building administrator, and the Use of Building Office.

Use of Auditorium (continued)

7. Audio-visual equipment, microphones and sound systems may be used, but only under direction of the stage manager.
8. Scenery and props belonging to schools may not be adapted for any outside organization.
9. All stages will be closed two weeks before the start of the school year to assure proper maintenance and service to the stage. Only after consultation with the building administrator and the Use of Building Office will auditoriums be rented during this two week period.
10. Under no conditions are outside groups to do any work on stage such as constructing sets, painting, electrical or audio work, etc. without consultation with the stage manager, building administrator, and the Use of Building Office.

Use of Television Facilities

The primary use of the T.V. facilities at any school is for educational programs and student projects. When the facilities are not needed for these primary purposes, they may be made available for use by other groups in the following priority order:

1. **Education**
 - a. Students
 - b. School district educational programs
 - c. Board of Education sponsored programs

During regular school hours, the facilities and staff will be solely for programs sponsored by

the Stamford Board of Education.

After regular school hours, applications may be approved for use for non-profit educational or community purposes. In case of multiple requests for use, approved applications will be given the following priorities.

2. Government

- a. City Agencies
- b. State Agencies
- c. Federal Agencies

3 Non-profit educational or community purposes, including use by other school districts.

4 Preparation of educational materials by groups other than for resale or commercial purposes.

No user shall use the facilities to create material to be used in paid advertisements.

Application

Application for use must be made six weeks before the proposed taping date by submitting completed "Application for Video Production Services" and approved "School Building Use Permit" forms to the District Department Head for Educational Media. Applications must be approved by the District Department Head for Educational Media.

Fees

All fees associated with BOE Schools and/or Field Use must be paid in full within 30 days after the event. New/future permits will be withheld from any association that does not comply.

The BOE reserves the right to cancel any existing permit due to non-payment after 30 days.

All payments shall be made to the School Building Use Fund.

Use of Boyle Stadium

- 1. Requests for the use of Boyle Stadium by any organization other than Stamford Public Schools or an organization with which Stamford Public Schools is affiliated must be in writing and submitted to the Department of Cashiering. The request should outline the event, participants, type of equipment including proper footwear, dates and hours of use. Wherever possible the request shall be given at least 30 days in advance.
- 2. A certificate of insurance for \$5,000,000 liability including \$500,000 property damage shall be required for each event. In addition the Board must notify the City Risk Manager to determine the adequacy of coverage for the event.
- 3. There is a total ban on the use of tobacco or any intoxicating beverage or controlled substance. No one under the influence of any such substances will be allowed at the Stadium.

4. Spectators not involved in the activity must remain in the stands. They are not allowed on the track or field surface.
5. Adequate supervision, as determined by the Police Department specific criteria, will be provided and funded by the user organization.
6. All events at Boyle Stadium Sunday through Thursday, excluding holidays, must have a starting time no later than 7:00 p.m. and an ending time no later than 10:30 p.m. Friday, Saturday or school holidays must have a scheduled starting time no later than 7:30 p.m. and an ending time no later than 11:00 p.m.
7. Adequate supervision, as determined by the Fire Department's specific criteria, will be provided and funded by the user organization.
8. All applications for non-school use of Boyle Stadium shall be given at least 30 days in advance. The Board shall promptly notify the officers of Fountain Terrace, and Fountain Terrace shall notify interested neighborhood organizations and individuals. Every non-school application shall be discussed at a Board of Education meeting prior to its approval or denial. At that meeting the Board will discuss the impact of the proposal event on the surrounding community.
9. The Stadium is not available to outside organizations except for athletic events.
10. During the months of September, October and November, night events at Boyle Stadium, using the lights, shall be limited to no more than three events a week, including practices, or eight events a month. Practices shall be finished by 8 p.m. The stadium lights shall not be turned on except during scheduled events. During the months of April, May and June events shall be limited to no more than two events a week or four events a month, excluding graduation. From school close in June until school opening, night events shall not exceed five.
11. The stadium public address system shall be the only sound system used during events in Boyle Stadium.

Legal Reference:

- Connecticut General Statutes
- 10-235 Indemnification of teachers, board members, and employees in damage suits; expenses of litigation.
- 10-236 Liability insurance.
- 10-239 Use of school facilities for other purposes.
- Equal Access Act, 20 U.S.C. ss 4071-4074
- *Good News Club v. Milford Central School*, Sup.Ct., 6-11-01
- 20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in No Child Left Behind Act of 2001)

Regulation approved:
March 25, 2008

Readopted:
April 24, 2015

Community Relations

Use of School Facilities

For Religious Instruction

Permission may be granted for the purpose of giving sectarian teaching or instruction of religious doctrine after regular school hours, as determined and approved by the Board of Education only.

Legal Reference:

- Connecticut General Statutes
- 10-236 Liability insurance.
- 10-239 Use of school facilities for other purposes.

Policy adopted:

March 25, 2008

Community Relations

Smoke-Free Environment

The Board recognizes that tobacco is not conducive to good health. Therefore, the District should provide both effective educational programs and a positive example to students concerning the use of tobacco.

Recognizing the negative impact on nonsmokers by others smoking, the Board declares all school-sponsored events and areas operated by the Board to be officially designated smoke-free. Smoke-free areas include all school buildings and grounds and all school buses.

For the purposes of this policy, smoke or smoking means all uses of tobacco products including, but not limited to cigars, cigarettes, e-cigarettes, pipes, and chewing tobacco.

Legal Reference:

- Connecticut General Statutes
- 19a-342 Smoking prohibited in certain places. Signs required. Penalties.
- 21a-242 Schedules of controlled substances.
- PL 107-110, Section 4303, "Non-smoking Policy for Children's Services"
- 20 U.S.C. 7181-7184 The Pro Children Act of 2001

Policy adopted:

November 10, 1987

Amended:

April 21, 1992

Readopted:

November 28, 2000

April 24, 2015

Community Relations

Smoke-Free Environment

The Administration will work with students to inform and educate them about the personal risks associated with smoking, and has established a smoke-free environment as stated in Board Policy 1331.

Any student found smoking in violation of Board Policy 1331 will receive appropriate disciplinary action up to and including suspension or expulsion. All principals will determine appropriate disciplinary action according to procedures stated in Board Policy 1331.

Regulation Adopted:

March 23, 1988

Amended:

May 26, 1992

Readopted:

November 28, 2000

April 24, 2015

Moment of Silence

The Board of Education acknowledges the right under statute of students and teachers who wish to do so to have an opportunity to observe a moment of silence at the start of each school day. The Superintendent shall make appropriate arrangements as are necessary to comply with this statutory obligation.

Policy Adopted:
October 24, 2000

Readopted:
April 24, 2015

Unauthorized Entry, Damage and/or Theft of School District Property

1. All persons illegally entering into any school district facility shall be prosecuted to the fullest extent of the law.
2. Any person who willfully damages or destroys any property of the school district, or any property under the jurisdiction of the school district, shall be prosecuted and all necessary action shall be undertaken to return the value of such property to the school district and any other costs involved.

Policy Adopted:

October 23, 1973

Amended:

November 28, 2000

April 24, 2015



Stamford Public Schools

EXCELLENCE IS THE POINT.

Human Resources

888 Washington Boulevard, Stamford, CT 06904

(203) 977-5903 Fax (203) 977-5964

www.stamfordpublicschools.org

James A. Connelly
Interim Superintendent of Schools

Stephen Falcone, Ph.D.
Executive Director, Human Resources

Received: Human Resources Timestamp

Authorized Signature:

Stamford Public Schools Concerns/Complaint Form

Instructions:

Before completing this form please read all instructions. Please print all responses.

INDIVIDUAL FILING COMPLAINT:

Name: _____

Mailing address: _____

Phone number, home: _____ Phone number, work: _____

Relationship to Stamford Public Schools (parent, teacher, student, etc.) _____

If employee, please complete the following information

Current job title: _____

Department: _____

Work location: _____

How long have you worked for Stamford Public Schools? _____

_____ Yes _____ No

Have you attempted to resolve this matter by discussing it with someone else (administration, management, union, EAP)?

If YES, please provide details: _____

COMPLAINT FILED AGAINST (if a personal complaint/concern—if not, leave blank):

Name: _____

Title: _____

Department: _____ Work location: _____

GENERAL NATURE OF COMPLAINT: *(please check all applicable boxes and provide dates on lines provided)*

Date or timeframe the problem occurred:

on or about _____

If you feel that you have been subject to discrimination, please complete the following:

I believe I have been discriminated against based on one or more of the following:

- | | |
|-----------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Race | <input type="checkbox"/> Age (over 40) |
| <input type="checkbox"/> Sex | <input type="checkbox"/> Color |
| <input type="checkbox"/> National Origin | <input type="checkbox"/> Religion/Creed |
| <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Physical Disability |
| <input type="checkbox"/> Mental Disability/Disorder | <input type="checkbox"/> Learning Disability |
| <input type="checkbox"/> Marital Status | <input type="checkbox"/> Prior Criminal Record |
| <input type="checkbox"/> Other: _____ | |

Have you filed an official complaint with any other agency or commenced a private legal investigation?

_____ Yes _____ No

If YES, with whom was the action commenced? _____

At what stage is this action? _____

Do you know of additional school community members, employees or applicants of this group (basis of discrimination above) who were treated the same way you allege you or the subject of this complaint were? *If yes, provide names, titles, race, sex, etc., and explain.*

_____ Yes _____ No

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

3. Please provide the name(s), telephone number and a description of the information that can be provided by any witness you think can provide evidence in support of your charge.

OUTCOME OF THE INVESTIGATION

I would like to see the following resolution as the outcome of the investigation:

CONFIDENTIALITY STATEMENT

The staff of the Stamford Public Schools Human Resources Department strives to maintain the confidentiality of the information obtained during the course of an investigation and in most cases, it will only be divulged on a need-to-know basis. However, some of the records obtained or created during the investigation may be subject to disclosure under the State statute.

I affirm that I have read the preceding information and charge(s) and attest that it is true to the best of my knowledge, information and belief.

I have read and understand the confidentiality statement. I hereby give the Human Resources Department permission to thoroughly investigate my complaint. I understand the information gathered will be kept confidential to the extent possible.

Date Submitted

Signature

Print Name

How/When is the best time to contact you?

Phone No. or other means? _____

Time/day _____