

Community Relations

Parent/Family Involvement

Parent, family and community are important educators of children. The Woodbridge Board of Education recognizes that parent involvement is vital to student achievement. A child's education is a responsibility shared by the school and family during the entire period the child spends in school. A comprehensive parent involvement plan for Beecher Road School may include:

1. Promotion and support for responsible parenting.
2. A school setting that welcomes parents and seeks their support and assistance.
3. Recognition that parents play an integral role in assisting student learning.
4. Regular communications between home and school that are reciprocal and meaningful.
5. Inclusion of parents in the decision making process as it affects children and families.
6. Provision of community resources to enhance school programs, family practices and student learning.

It is the policy of the Board that Beecher Road School, in its mission of education, will involve parents, families, advocates for children, and the community in the education of children and shall have an active organization for fostering parent and community involvement. The words "parent" or "family", as used in this policy, denote any form of extended family or acceptable adult who is advocating for a student.

Parents and families are assured access to their school, their child's classroom and/or school sponsored activities for the purposes of observing class procedures, teaching materials and class conduct so long as this observation is not disruptive to the normal classroom procedures or learning activity. Procedures for visiting schools shall be provided in parent handbooks or other communications from the schools.

School personnel will be available to students, parents and others at mutually convenient times.

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.

Policy adopted: March 19, 2012

Sample to consider. (State statute requires boards of education to adopt and implement policies and procedures to encourage parent-teacher communication.)



Community Relations

Communications with the Public

Parent Involvement

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, electronic communications, required regular contact with all parents, two required flexible parent-teacher conferences for each school year and drop in hours for parents, home visits and use of technology, including but not limited to, homework hotlines.
- 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 two required parent-teacher conferences per year, beginning July 1, 2021 and each school year thereafter, can be fulfilled by the District offering parents the option of attending any parent-teacher conference by the use of telephonic, video, or other conferencing platforms.
- An additional parent-teacher conference, in addition to the two required conferences shall be conducted during periods when the District provides remote learning for more than three consecutive weeks and one additional parent-teacher conference every six months thereafter for the duration of such period of remote learning.

The District will request from the parent/guardian of each student the name and contact information of an emergency contact person who may be contacted if the student's parent/guardian cannot be reached to schedule a parent-teacher conference required when the District is providing remote learning for a period of three consecutive weeks or more.

Community Relations

Communications with the Public

Parent Involvement (continued)

In situations in which the teacher is unable to contact a student's parent/guardian after three attempts to schedule the required parent-teacher conference during a period of remote learning provided by the District for three consecutive weeks or more, such teacher is directed to report such inability to the principal, school counselor, or other school administrator designated by the Board of Education. Such principal, counselor, or administrator is to contact the student's emergency contact to determine the student and family's health and safety.

The Board shall utilize the document developed by the State Department of Education (by 12/1/21) that provides information concerning educational, safety, mental health and food insecurity resources and programs available to students and their families.

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

Legal Reference: Connecticut General Statutes

10-221(g)(1)-(3) Boards of Education to prescribe rule(s), policies, and procedures

Policy adopted:
rev 7/10 rev 7/21

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education



Community Relations

Communication with the Public

Parent Involvement

Building Principals shall advocate effective, comprehensive family involvement in education which will promote parents(s)/guardians(s) becoming active partners in education. Principals shall, annually provide a written report to the Superintendent on parental involvement programs and efforts in their buildings.

The following are examples of parental involvement programs for principals to consider. This list will be updated as new ideas for involving parents are generated.

1. Keep parent(s)/guardians(s) thoroughly informed about their child's school and education.
 - Develop and distribute a comprehensive student handbook
 - Distribute information to parents(s)/guardian(s) on their school visitation rights
 - Open houses
 - Parent-teacher conferences (Minimum of two flexible parent-teacher conferences for each school year as required by statute)
 - Home visits
 - Progress reporting and report cards
 - Newsletter (monthly)
 - Financial Aids night
2. Encourage involvement in their child's school and education.
 - Support and encourage parent volunteer opportunities
 - Work with the PTA to promote parent volunteer opportunities
3. Establish effective two-way communication between all parents/guardians and the Board of Education and district personnel.
 - Monthly principal coffees
 - Work with PTA leadership to ensure parental input
 - Train personnel on how to collaborate effectively with families with diverse backgrounds, including backgrounds that might impede parental participation (e.g., illiteracy or language difficulty)
4. Seek the advice of parent(s)/guardian(s) on school governance issues and methods to fulfill the district's educational mission.
 - Work with the PTA leadership to ensure parental input
 - Establish a school-community advisory committee to identify, consider, and discuss educational problems and issues.
5. Inform parents/guardians on how they can assist their children's learning.
 - Provide information to parent(s)/guardian(s) on how they can help children learn, including activities that are related to classroom activities.
 - Provide programs on how to establish a home environment which supports learning and appropriate behavior.
 - Homework-hotline

Legal Reference: Connecticut General Statutes

10-221(g)(1)-(3) Boards of Education to prescribe rule(s), policies, and procedures

Regulation approved: