

Community Relations

School-Community Associations

The Board of Education recognizes school-community groups such as Parent-Teacher Associations or Parent-Teacher Organizations as integral parts of the school community which can enhance educational programs.

The Board of Education encourages active support of and cooperation with school-community organizations.

Among the many services which such associations can offer, the Board of Education especially endorses support for parent/citizen volunteer programs in our schools.

Community Relations

School Volunteers

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

Legal Reference: Connecticut General Statutes

10-4g Parent and community involvement in schools; model programs; school-based teams

10-235 Indemnification of teachers, board members, employees and certain volunteers and students in damage suits; expenses of litigation.

54-254 Registration of person who has committed a felony for a sexual purpose

Policy adopted: January 14, 2009

ANDOVER PUBLIC SCHOOLS
Andover, Connecticut

Community Relations

School Visitors

The Board of Education invites and encourages parents and other members of the public to visit the schools. Such visitations are beneficial in a number of ways:

1. The parent or visitor becomes more informed about his/her child's or children's education generally;
2. It shows children an adult interest in their education;
3. Better relationships are developed between teachers and the public.

Hopefully, numbers 1-3 above will all work to increase public support of the school.

For the protection of students and other school personnel, visitors must check with the school Principal or Secretary upon arrival in the building informing office personnel of the reason for the visit. This is not a requirement when parents or others are attending a specific event to which the public has been invited.

It may be necessary on rare occasions to impose some visitation restrictions to avoid interruption or disruption of normal school educational activities.

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

Policy adopted: January 14, 2009

ANDOVER PUBLIC SCHOOLS
Andover, Connecticut

Community Relations

Visits to the Schools

Classroom Observations

The Board of Education (Board) values and supports collaboration and partnerships between families and schools. The Board, teachers and administrators strongly believe that education is a shared responsibility between parents/guardians and school personnel. It is desired by the Board that families and District schools establish and maintain productive relationships which utilize effective methods of communication and shared decision-making. Strong, trusting relationships between families, schools and the District serve as a foundation for positive and productive educational experiences for all students.

Parents/guardians have an important role to play in the identification, evaluation, and educational placement of their children, and in the development, review, and revisions of the IEPs for their children if their child is being considered for or is currently involved in special education services. This policy and its administrative regulations/procedures for in-school observations have been developed with this principle in mind.

At times, parents/guardians or other connected outside providers may wish to formally observe a specific student in a classroom. As assigned by the Superintendent of Schools, each principal shall be responsible for and have authority over the actions of students, professional and support staff, visitors, and other persons hired to perform specific tasks. To ensure a successful observation, a set of regulations that permit formal observations shall be developed by the Superintendent of Schools or his/her designee.

Guiding Principles

The Board expects that:

1. A process be developed to receive and respond to observation requests in a timely manner. Such process shall include the method of response and person responsible for responding.
2. Requests be reviewed with parents/guardians, and independent evaluators to determine purpose, questions to be addressed, location and length of observation, date and time.
3. After reviewing the request, the administration shall determine a reasonable amount of time for an in-school observation. Some observations may require more time than others, depending upon the purpose and the complexity of the student's programming. These issues should be addressed and resolved in discussions with the parents/guardians.
4. The District will not arbitrarily limit in-school observations to only one type of setting (e.g., academic classroom). In some cases, it may be appropriate for the observation of the student to occur in a variety of settings (e.g., classroom, lunchroom, recess, etc.). Conversely, it may not be appropriate for the observations to occur in certain settings, such as during individual or group counseling sessions.

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Visits to the Schools

Classroom Observations

Guiding Principles (continued)

The Board expects that:

5. The District must balance its obligation to operate and maintain a safe school environment that fosters learning, with the importance of meaningful parental participation. Therefore, the District may place appropriate conditions on observations, such as the examples provided below. These decisions should be made carefully and on an individual basis.
 - a. Schools are responsible for maintaining a safe school environment for students, staff, and visitors. A school building administrator may determine it is necessary to restrict an observation due to safety concerns. If it is decided to restrict an observation, the decision is to be clearly communicated to the parents/guardians with a detailed explanation regarding the reasoning behind the decision. The school staff should work with parents to develop possible solutions to address any issues of concern.
 - i. The District must protect the privacy of student education records and protecting the confidentiality of personally identifiable information collected, maintained, or used pursuant to the IDEA. A school building administrator may determine it is necessary to condition or restrict an observation to protect disclosure by the parents/guardians of confidential or personally identifiable information about other students they may obtain while observing a classroom or program. (School staff can limit exposure to other student's education records by removing such records from view.)
 - ii. It is reasonable to ask parents/guardians to sign a statement that they will not disclose personally identifiable or confidential information about other students who are not the subject of the observation.
 - iii. It is not reasonable for school staff to deny an observation because other students would be present during the observation, or to require a parent/guardian to obtain permission from the parents/guardians of other students in the classroom or program prior to conducting the observation.
 - b. The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. However, it is inappropriate for school staff to cite FERPA as the sole reason for denying an otherwise reasonable observation request.
6. The learning environment have limited distractions and disruptions. Any visitor can change the dynamics within a school or classroom whether it be another teacher, the principal, or a parent. The school administrator may determine that it is necessary to condition or restrict an observation based upon a variety of factors including but not limited to: classroom schedules; assessment schedules; and teacher/staff/administrator availability.

Community Relations

Visits to the Schools

Classroom Observations

Guiding Principles (continued)

The Board expects that:

7. School administrators work with the classroom teacher(s) and the parents/guardians on how to avoid or minimize disruptions to instructional time and the students' routines. Additionally, school administrators should make parents aware of any additional policies that might apply to the observation as well, such as visitor policies and/or protocols.
8. This observation policy and its administrative regulations/procedures be consistently implemented across all schools within the District.
9. This policy and its administrative regulations/procedures be applied in the same way for students with disabilities, as well as for students without disabilities.
10. When observations requests are declined or restricted, school administrators should provide a detailed explanation to the parents/guardians explaining the reason for the decision and work to develop alternative ways for the parents to obtain the information they are seeking.

(cf. 1110.1 – Parental Involvement)

(cf. 1250 – Visits to the Schools)

(cf. 6159 – Individualized Education Program/Special Education Program)

(cf. 6171 – Special Education)

Legal Reference: Connecticut General Statutes

10-76a Definitions (as amended by PA 06-18)

10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

10-76d Duties and powers of Boards of Education to provide special education programs and services.

10-76ff Procedures for determining if a child requires special education

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

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Visits to the Schools

Classroom Observations

Legal Reference: (continued)

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.502 Independent educational evaluation.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004.

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations” issued by the Connecticut State Department of Education, March 27, 2018.

Community Relations

Loitering or Causing Disturbance

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

Legal Reference: Connecticut General Statutes

53a-185 Loitering in or about school grounds; Class C misdemeanor.

Policy adopted: January 14, 2009

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Motorized Vehicles on School Property

The Board of Education prohibits the travel of any unregistered motorized vehicle on school grounds. Only registered motor vehicles may travel on the roadways designated for vehicular traffic. When necessary, parking may be allowed on grassy areas immediately adjacent to those roadways.

(cf. 5131.3 – Student Driving/Parking)

(cf. 3515.2 – Parking)

Policy adopted: January 14, 2009

ANDOVER PUBLIC SCHOOLS
Andover, Connecticut

BOARD OF EDUCATION MEETING, FEBRUARY 8, 2023:

ACTION ITEM(S)

**Item 7.E.2: Vote to Approve the Superintendent's Proposed Budget for 2023-2024,
As Presented**