

## Instruction

### Home Schooling

The Andover Board of Education believes that public school education provides significant benefits to both children and the community. However, the Board recognizes the rights of parents to home school children of statutory school age, in accordance with Connecticut General Statutes and Regulations of the Connecticut State Board of Education. The Board directs the school administration to work cooperatively with home-schooling parents. If parents decide to return children, who for a time have been educated at home to the public school, school staff shall provide an appropriate return to the school.

Home-schooled children may not attend Andover Elementary School on a part-time basis or receive special education or related services.

Home-schooled children may participate in school-sponsored extra-curricular activities held outside normal school hours, provided that the following conditions are met:

1. School Administration determines that space is available to accommodate the home-schooled child.
2. The parents comply with the regulations and procedures adopted by School Administration and Connecticut General Statutes.

Legal Reference: Connecticut General Statutes

10-184 Duties of parents

10-220 Duties of Boards of Education

Regulations of the Connecticut State Board of Education

Policy adopted: September 8, 2010

ANDOVER PUBLIC SCHOOLS  
Andover, Connecticut

## **Instruction**

### **Parent and Family Engagement Policy for Title I Students**

The Andover Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents and family members of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s schooling. Therefore, complying with Section 1010 of The Every Student Succeeds Act, P.L. 114-95, the Board will provide parents and family members of students participating in District Title I programs meaningful opportunities to participate in the education of their children within these programs.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents and family members of children participating in the Title I program a written parent and family engagement policy. This policy shall be distributed in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. In addition, this policy shall be made available to the public and updated periodically, as necessary to fulfill the requirements of the parent and family engagement portion of ESSA (Section 1010).

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental and family engagement.

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with: (note: The ESSA speaks to offering a flexible number of meetings)

1. The ability to be involved in an organized, ongoing, and timely way in the planning, review and improvement of Title I programs;
2. The opportunity to be involved in an annual evaluation of the content and effectiveness of this policy in improving in those schools receiving Title I funds the academic quality;
3. Information about programs provided under Title I;
4. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
5. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
6. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the district level.

## Instruction

### Parent and Family Engagement Policy for Title I Students (continued)

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

The required annual evaluation of the District's Title I program shall include identifying:

1. Barriers to greater participation by parents in program activities, with particular attention given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
2. The needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. Strategies which can support successful school and family interaction.

Andover Elementary School will develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's challenging academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extra-curricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.
4. Ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language understandable to family members.

## Instruction

### Parent and Family Engagement Policy for Title I Students (continued)

Information about parental involvement and actions taken to improve parental involvement shall be included, as required, in the strategic school profile submitted annually by the Superintendent to the Board of Education and the Commissioner of Education. Such actions to improve parental involvement may include methods used to engage parents in the planning and improvement of school programs and to increase support to parent's efforts at home to assist their children on learning activities.

(cf. 1110.1 – Parent Involvement)

(cf. 6161.3 – Comparability of Services)

Legal Reference: Connecticut General Statutes

10-220(c) Duties of boards of education

Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

20 U.S.C. §6318, as amended by Every Student Succeeds Act, P.L. 14-95 §1010 (2015)

20 U.S.C. §7801 - Definitions

## **Instruction**

### **Parent and Family Engagement Policy for Title I Students**

#### **SCHOOL-PARENT COMPACT**

##### **School Responsibilities**

Andover Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the challenging State's student academic achievement standards;
2. Communicate with parents regarding their child's progress and provide timely information about Title I programs and assessment tools;
3. Encourage ongoing communication between teachers and parents;
4. Educate staff about the importance of parental involvement;
5. Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement;
6. Provide parents with frequent reports on their children's progress;
7. Provide parents reasonable access to staff;
8. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities;
9. Ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.

##### **Teacher Responsibilities**

Teachers participating in the Title I programs will:

- Communicate with parents on an ongoing basis;
- Participate in parent-teacher conferences, at least annually;
- Provide reports to parents to volunteer, participate and observe their child's classroom activities.

## **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- Providing a positive and healthy learning environment at home and a proper place to do homework;
- Communicating with teachers on an ongoing basis;
- Participating in parent-teacher conferences;
- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Encouraging positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups.

## **Instruction**

### **Title I Programs**

The Superintendent or his/her designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

### **Title I Parental Involvement**

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

#### **District-Level Parental Involvement Compact**

The Superintendent or his/her designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

#### **School-Level Parental Involvement Compact**

The Principal or his/her designee shall develop a Parental Involvement Compact according to Title I requirements. This Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. The Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

(cf. 3541 – Transportation)

(cf. 5118.1 – Homeless Students)

(cf. 5125 – Student Records)

(cf. 5145.15 – Directory Information)

(cf. 6141.311 – Programs for Limited English Proficient Students)

(cf. 6141.312 – Migrant Students)

(cf. 6159.1 – Teacher Aides)

(cf. 6162.51 – Student Privacy)

**Instruction**

**Title I Programs**

Legal Reference: Title I of the Elementary and Secondary Education Act, 20 U.S.C.  
§6301-6514.

Policy adopted: September 8, 2010

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