

Instruction

Alternative Education Programs

The Board endeavors to provide an educational program adjusted to the needs of the individual child within the financial means of the District. Grouping enables a more efficient use of staff in meeting these needs. Program adaptations provide another means of using staff efficiently and effectively to meet the needs of many children.

When the needs of special individuals or groups cannot be met through adaptation or independent study, the Superintendent of Schools shall investigate and propose to the Board for approval alternative programs and facilities.

(cf. 6172.21 – Supplementary Services)

(cf. 6172.41 – Title I Program – School Level Parental Involvement)

(cf. 6172.6 – Mentoring Programs for Students)

Instruction

Gifted Children Program

Gifted students are those with outstanding learning abilities or outstanding talent in the creative arts.

The school district shall provide educational programs for the gifted and talented, within budgetary constraints, that include a broad spectrum of learning experiences which increase knowledge and develop skills necessary for the student to function successfully in society while encouraging students to excel in areas of special competence and interest.

Though early identification of the gifted and talented is important, it is essential that the identification of these students be recognized as a continuing process in that special abilities and skills appear at different times in the lives of many children and new children are regularly being enrolled in the system.

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

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

Policy adopted: November 19, 2007

THOMASTON PUBLIC SCHOOLS
Thomaston, Connecticut

Instruction

Supplementary Services

In order to supplement the learning opportunities for low-income students in District Title I schools and to comply with federal law (NCLB), if a Title I school does not make AYP for three consecutive academic years, its low-income students shall be eligible to receive approved supplemental educational services at district expense. If the school continues to fail to make AYP these students shall continue to be eligible for supplemental services. The District shall not provide supplemental services to students if their original school is no longer identified for school improvement, corrective action, or restructuring.

Supplemental educational services are defined as tutoring and other supplemental academic enrichment services that are in addition to the instruction provided during the regular school day. The services shall be of high quality designed to increase student achievement on state assessments (CMT, CAPT). If funds are insufficient to pay for services for all eligible students, the District shall give priority to the lowest achieving students. Similarly, if the number of spaces at approved supplemental service providers is too few, given the number of eligible students, the District shall institute fair and equitable procedures for serving students. The District shall take steps to assure that the needs of disabled students and LEP students are met in the provision of supplemental services.

The District shall select supplemental service providers from a list of state approved providers.

Families of eligible students shall be notified annually that supplemental services are available. The notification shall include the identity and qualifications of providers and describe the services each provides and inform families that staff is available to help them select an appropriate service provider for their child. Parents may select the provider for their children from the approved list.

The identity of students receiving supplemental services is to be held in confidence and not disclosed without parental consent.

Legal Reference: 20 U.S.C. 1116(e) No Child Left Behind Act

Policy adopted: November 19, 2007

THOMASTON PUBLIC SCHOOLS
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Sample Letter to Parents Offering NCLB Supplemental Services
(for “Low-Income” Children)

Dear Parent/Guardian:

Because our school has been identified under federal law (“No Child Left Behind Act”) as one which is in need of improvement, you may request supplemental services for your child. The term “supplemental services” means extra help, outside the school day, provided to students in reading, language arts and math.

Certain providers have been approved by the Connecticut Department of Education to provide supplemental services. The following supplemental service providers have been approved to work in our area:

NOTE 1: Provide a list of each provider’s name and address, a brief description of the nature of services to be provided, whether the services will be provided at school or elsewhere, the qualifications of the service provider, etc.

We can help you select a provider, if you ask for our help, but the choice of who will provide the supplemental services is yours to make. If you need help selecting a provider, please call [name and number]. If you already have selected a provider, please call [name and number]. Once a provider has been selected, we will work with you and the provider to develop a service plan for your child.

NOTE 2: The District may (but is not required to) provide funds to transport students to and from supplemental services. If you will provide transportation, you should insert a paragraph indicating who parents should contact to arrange transportation. If you will not provide transportation, let parents know that they must arrange it.

NOTE 3: The right to obtain supplemental services does not apply in the first year a school is placed on school improvement. Such services must only be provided after a school has been on school improvement for a third year and thereafter if a school continues to fail to make AYP (and then only to low-income students)

Principal [school name]

pc: Superintendent of Schools

Instruction

Home Schooling

Equivalent Education Under Parental Direction

The Thomaston Board of Education believes that formal education in the public schools is highly beneficial both for the child and for the society, but it also recognizes the right of parents to fulfill their obligation to ensure an education of their children by schooling them at home. The Board instructs the school administration to work cooperatively with home schooling parents.

Home schooling is viewed by the Thomaston Board of Education as full time and therefore home schooled students are not eligible for school offerings or activities.

Legal Reference: Connecticut General Statutes

10-184 Duties of parents.

10-220 Duties of Boards of Education.

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NOTICE OF INTENT
Instruction of a Student At Home

Name of Student _____ Date of Birth _____

Address _____ Telephone _____

Name of Teacher _____ Telephone _____

Address _____

Subjects to be Taught are:

Required:

| | | |
|-----------------|-----------|----------|
| Reading | _____ Yes | _____ No |
| Writing | _____ Yes | _____ No |
| English Grammar | _____ Yes | _____ No |
| Geography | _____ Yes | _____ No |
| Arithmetic | _____ Yes | _____ No |
| U.S. History | _____ Yes | _____ No |
| Citizenship* | _____ Yes | _____ No |

*includes a study of town, state and federal governments

Recommended:

Science _____ Yes _____ No

Other:

Total Number of Days Scheduled for Instruction _____.

Teacher's Method(s) of Assessment of Student Progress:

An Annual Portfolio Review will be held on or about _____
(optional) (Date)

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NOTICE OF INTENT
Instruction of a Student At Home

I do herein acknowledge and accept full responsibility for the education of my child in accordance with the requirements of Connecticut state law.

Father

Date

Mother

Date

I do hereby acknowledge only the receipt of this form and render no opinion as to the appropriateness of the planned program.

Superintendent

Date

Instruction

Title I Parent Involvement

The Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents 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.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents of children participating in the Title I program a written parent involvement policy.

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 involvement.

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:

1. Information about programs provided under Title I;
2. 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;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the district level.

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.

Each school in the District receiving Title I funds shall jointly 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.

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Title I Parent Involvement

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 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.

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| Note: Districts with more than one school participating in a Title I program may wish to consider the establishment of a district wide parent advisory council. |
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(cf. 1110.1 – Parent Involvement)

(cf. 6161.3 – Comparability of Services)

Legal Reference: Improving America’s Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

Improving America's Schools Act (IASA), P.L. 103-382.

PL 107-110, “No Child Left Behind Act of 2001,” Title I– Improving the Academic Achievement of the Disadvantaged, Sec. 1118.

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THOMASTON PUBLIC SCHOOLS
Thomaston, Connecticut

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Title I Parent Involvement

In order to achieve the desired level of Title I 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;
- send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Instruction

Title I Parent Involvement

Roles and Responsibilities (continued)

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 Title I Parent Involvement Policy and Plan;
- provide training and space for parent involvement activities;
- provide resources to support successful parent involvement practices;
- provide in-service education to staff regarding the value and use of contributions of parents and how to communicate with and work with parents as equal partners;
- send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Regulation approved:

November 19, 2007

THOMASTON PUBLIC SCHOOLS
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Instruction

Title I Compensatory Education

School Level Parental Involvement

The school-level parent involvement provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The school provides opportunities for parent/guardian involvement by convening a parent involvement meeting in the fall to provide parents for participating children with:

1. Timely information about programs in Title I (Part A)
2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
3. If requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate; in decisions relating to the education of their children, and respond to any such suggestion as soon as practicable possible.

District-Level Parental Involvement

In the spring, parents for each Title I school will be invited to a district-level meeting to establish meaningful ongoing, three way communication between the district, staff and parents/guardians. During the meeting of this group, the District parent involvement activities and procedures will be reviewed and refined as needed, forming the basis for the district-level compact that will be updated annually.

Comparability of Services

It is the policy of the Board of Education to insure comparability of services funded by the state and local sources in both Title I project schools and non-project schools. The Board of Education will therefore:

1. Maintain a district-wide salary schedule.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to service in non-participating areas.
3. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in teachers, administrators and auxiliary personnel.
4. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in the provision of curriculum and instruction materials, books and supplies.
5. Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

Policy adopted: November 19, 2007

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Mentoring Programs for Students

The Board of Education believes that effective mentoring of students by appropriately screened members of the community can contribute to a child's success in school. Mentoring is a structured and trusting relationship that brings together children and youth with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee.

The District's mentoring program shall meet the "Core Program Quality Standards," listed below, promulgated by the Connecticut Mentoring Partnership of the Governor's Prevention Partnership.

1. Trained program coordinator;
2. Mentor screening/background checks;
3. Mentor training;
4. Criteria/process to determine mentor/mentee match;
5. On-going mentor supervision and support; and
6. Program evaluation.

It is recognized by the Board that responsible mentoring can take many forms: traditional mentoring involving one adult to one young person; group mentoring involving one adult to up to four young people; team mentoring involving several adults working with small groups of young people; peer mentoring involving caring youth mentoring other youth; and e-mentoring via e-mail.

The Superintendent or his/her designee shall establish procedures for the operation of mentoring programs within the aforementioned "Quality Standards." Each individual school principal shall determine the mentoring program(s) appropriate for that site.

(cf. 4112.5 – Security Check)

(cf. 4112.51 –Reference Checks)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

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