

Community Relations

Parent/Guardian/Family Involvement

The Woodstock Academy Board of Trustees recognizes that a child's education is a responsibility shared by The Academy and the child's family. Decades of educational research show that meaningful involvement of parents, guardians, and other caregivers in the schooling of children significantly improves the quality of education and student success. The Board of Trustees believes that closer connections of parents and others responsible for the home care of the children with The Academy will result in enhanced academic performance, improved behavior, and reduced absenteeism.

Academy families reside in various communities, locally and around the globe, and have diverse educational needs for their students. The Board of Trustees expects that families will share the school's commitment to provide an excellent educational program and witness the educational success of their children. The Woodstock Academy, in collaboration with families, shall establish programs and practices that enhance involvement and reflect the specific needs of The Academy, the students and their families.

The Board of Trustees believes that the professional staff must take whatever steps are necessary to facilitate a variety of opportunities for parents, guardians, or caregivers to connect frequently with The Academy. The Board supports professional development opportunities for staff members, teachers, and leadership to enhance understanding of effective family involvement strategies and communication. The Board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to family participation, such as a single main point of contact for all family inquiries.

In order to afford all parents, guardians and caregivers' opportunities for involvement in the educational process, the Head of School, or his or her designee, shall develop activities and steps which strengthen the connection between The Academy and families. These activities and steps must consider the needs of working parents, guardians, international families, and caregivers. These steps should include the following:

- Scheduled parenting skills and informational sessions offered for families, thereby assisting a parent's ability to play an integral role in enhancing student learning.
- Communication between home and school should be regular, two-way, and meaningful. Technological communication should be used whenever possible, while providing traditional methods to the families who may need it. Communication may include monthly newsletters, required regular contact with all parents/guardians, drop-in hours, and home visits.
- Parents, guardians, and caregivers should feel welcomed at The Academy, and their support and assistance sought in meaningful ways.
- Parent, guardian, and caregiver input should be sought regarding decisions that affect children and families.
- Community resources should be accessed, whenever possible, to strengthen school programs, family practices, and student learning.

It is understood by all Academy employees that engaging families is essential to improved student achievement. It is the responsibility of all employees to foster and support active family involvement.

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The Woodstock Academy
Woodstock, Connecticut