

GIFTS TO SCHOOL PERSONNEL

No district officer or employee shall directly or indirectly receive any gift having a value of seventy-five dollars (\$75) or more, whether in the form of money, services, loans, travel, entertainment, hospitality, etc., under circumstances in which it could reasonably be inferred that the gift was intended to influence the performance of his/her duties. However, the Board of Trustees welcomes the writing of letters or notes to staff members expressing gratitude or appreciation.

Nothing herein should be construed as prohibiting the traditional exchange of holiday gifts provided discretion is used to ensure that gifts of value are not accepted by staff employees or officers. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

Cross-ref: 2160, School Board Officer and Employee Ethics

Ref: General Municipal Law §805-a

Adoption: December 10, 1998

Review: August 9, 2022

TITLE I PARENT AND FAMILY ENGAGEMENT

The Board of Trustees believes that positive parent and family engagement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. Parent and Family engagement may take place either in the classroom or during extra-curricular activities. However, the Board also encourages parent and family engagement at home (e.g., planned home reading time, informal learning activities, and/or homework “contracts” between parents, family members and children). The Board of Trustees directs the Superintendent of Schools to develop a home-school communications program in an effort to encourage all forms of parent and family engagement.

PARENT AND FAMILY ENGAGEMENT – DISTRICT POLICY TITLE I

Consistent with the parent and family engagement goals of Title I, Part A of the federal No Child Left Behind Act of 2001 (NCLB) and its reauthorization in the Every Student Succeeds Act (ESSA), the Board of Trustees will develop and implement programs, activities and procedures that encourage and support the participation of parents and family members of students eligible for title I services in all aspects of their child’s education. The Board of Trustees also will ensure that all of its schools receiving Title I, Part A funds develop and implement school level parent and Family engagement procedures, as further required by Federal Law.

For purposes of this policy, parental involvement refers to the participation of parents in regular, two-way, and meaningful communication, involving student academic learning and other school activities.

At a minimum, parent and family engagement programs, activities and procedures at the district and building level must ensure that parents and family members:

- Play an integral role in assisting their child’s learning;
- Are encouraged to be actively involved in their child’s education at school; and
- Are full partners in their child’s education and are included. As appropriate, in decision-making and on advisory committees to assist in the education of their child.

The federal definition of the term “parents” refers to a natural parent, legal guardian or other person standing in *loco parentis* (such as a grandparent or step parent with whom the child lives, or a person who is legally responsible for the child’s welfare).

District and school level Title I parent and family engagement programs, activities and procedures will provide opportunities for the informed participation of parents and

family members (including those who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).

As further required, by federal law, parents and family members of students eligible for Title I services will be provided an opportunity to participate in the development of the district's Title I plan, and submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to the State Education Department.

Parents and family members also will participate in the process for developing either a comprehensive or targeted "support and improvement plan" when the school their child attends is identified by the State as needing this plan.

PARENT AND FAMILY PARTICIPATION IN THE DEVELOPMENT OF DISTRICT WIDE TITLE I PLAN:

The Board of Trustees, along with the Superintendent of schools and other appropriate district staff will undertake the following actions to ensure parent and family member involvement in the development of the district wide Title I plan: See Parent Involvement Policy Exhibit 1900-E1.

Development of school level parent and family engagement approaches

The superintendent of schools will ensure that all district schools receiving federal financial assistance under Title I, Part A are provided coordination, technical assistance and all other support necessary to assist them in planning and implementing effective parent and family engagement programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, the superintendent will ensure access to Professional Development and through faculty meetings and long-range planning will develop a plan to further engage families in planning, curriculum implementation, involvement in the school setting, in planning and in following the parent compact regarding parent, student and school responsibilities.

Building capacity for parental involvement

To build parent capacity for strong parental involvement to improve their child's academic achievement, the district and its Title I, Part A schools will, at minimum:

1. Assist parents in understanding such topics as the state's academic content challenging academic standards, state and local academic assessments, Title I requirements, how to monitor their child's progress and how to work with educators to improve the achievement of their child. To achieve this objective, the district and its Title I schools: See Exhibit 1900 –E.1 and Parent Compact
2. Provide materials and training to help parents work to improve their child's academic achievement such as literacy training and using technology (including education about the harms of copyright piracy). To achieve this objective, the district and its Title I schools will offer materials and support in regard to ELA

and Math curriculum tips, Homework help tips, on-line resources and specific student resources will be outlined in marking period reports to parents. Those requiring help with accessing on-line materials, the web site, parent portal, etc.... We will offer them the opportunity to come in for guidance and training to ensure access to all of our families.

3. Educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in understanding the value and utility of a parent's contributions and on how to:
 - Reach out to, communicate with, and work with parents as equal partners;
 - Implement and coordinate parent programs; and
 - Build ties between parents and the schools.

To achieve this objective the district and its Title I schools will build these opportunities into our long-range plan and shared decision-making committees ensuring the opportunity for parent involvement: Our Title I Intervention plan and long-range plan will both address this further.

4. Ensure that information related to school and parent-related programs, meetings and other activities are sent to the parents of children participating in Title I programs in an understandable and uniform format, including alternative formats, upon request, and to the extent practicable, in a language the parents can understand.

Coordination of parental involvement strategies

The district will coordinate and integrate strategies adopted to comply with Title I, Part A parental involvement requirements with parental involvement strategies adopted in connection with other Federal, State, and local programs, including public preschool programs. The District will do this by ensuring in our handbook and annual meetings that parents understand that they play an integral role in assisting their child's learning that they are encouraged and will be provided frequent opportunities through attending conferences, Intervention planning, classroom activities to be actively involved in their child's education at school. That they will receive all required parent notices as well as minutes from any Title IA Intervention meetings. Parents will be invited to be a member of our Title I/RTI team and contribute to the development of the plans as well as the Intervention process, Parent Compact and Parent Involvement policy reviews.

Review of district wide parent and family engagement policy

The Board, along with the superintendent of schools and other appropriate staff will conduct with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the Title I schools, including the identification of barriers to greater participation by parents in activities under this policy, and the revision of parent and family engagement policies necessary for more effective involvement. To facilitate this review, the district will: See the Parent Compact and Parent Involvement Policy Exhibit 1900 – E-1.

Cross-ref

4010, Equivalence in Instruction

Ref

20 USC §§6318(a)(2); 7801(38), Every Student Succeeds Act (§1116 of the Elementary and Secondary Education Act)

U.S. Department of Education, *Parental Involvement, Title I, Part A, Non-Regulatory Guidance*, April 23, 2004.

PARENT NOTICE REQUIREMENTS:

Annual Report Cards will be disseminated to parents and the public with aggregate information, including student achievement (disaggregated by category), performance of LEA, teacher qualifications etc. . .

Individual Student State Assessment reports will be provided to parents and reviewed at fall conferences.

If the school is identified for school improvement, corrective action, restructuring will provide required information to parents as required by regulation.

Parent's Right to Know and Complaint Procedures will be published annually in the Parent Handbook and on the District's website.

Each of our four quarters, parents will be provided with a detailed report of their child's goals, progress or lack of progress toward goals, grade specific targets and specific strategies for at home practice and support.

An informational meeting will be held annually regarding the district's Title I A/Response to Intervention Plan.

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Reviewed: September 25, 2013
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TITLE I PARENTAL INVOLVEMENT POLICY

Title I Parent and Family Engagement – School Level Approach

The Edinburg Common School recognizes that parents and family members play an integral role in assisting their child's learning. We encourage parents and family members to be actively involved in their child's education at school and to become full partners in school educational planning and operations. Consistent with the parent involvement goals of Title I, Part A of the deferral Elementary and Secondary Education Act, reauthorized by the No Child Left Behind Act of 2001 (NCLB) and the Every Student Succeeds Act of 2015 (ESSA)

1. The Building Superintendent, Title I Coordinator and appropriate staff and parent team members shall convene an annual meeting, at a convenient time, to inform parents of the school's participation in Title I programs, and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in a Title I program will be invited to the meeting.
2. The school staff shall offer a flexible number of meetings to provide parents the opportunity to meet with school staff and otherwise participate in their child's education. These meetings shall be held at flexible times (e.g., morning or evening) and/or in highly accessible places such as public housing projects, etc.
3. The school will provide parents with timely information about Title I programs. School staff will also describe and explain the curriculum in use at the school, the types of academic assessment that will be used to measure student progress and the proficiency levels the students are expected to meet. Parents may also request regular meetings with school staff to make suggestions and to participate, as appropriate in decisions relating to the education of their child. The school will respond to any such suggestions as soon as practical.
4. The school staff shall involve parents, in an organized, ongoing and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent and family engagement policy.

SCHOOL - PARENT COMPACT

To help our children achieve, we agree to abide by the following conditions during the school year:

School Responsibilities

The Edinburg Common School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment;
- Hold parent-teacher conferences; during these conferences, this compact will be discussed as it relates to your child's academic year.
- Provide parents with frequent reports on their child's progress;
- Provide parents reasonable access to staff; and
- Provide parents with opportunities to volunteer and participate in their child's class.
- Ensure regular two-way, meaningful communication between parents and family members and school staff, and, to the extent practicable, in a language that the parents and family members can understand.
- Involve parents in planning and reviewing the parental involvement policy, in an ongoing, timely way
- Involve parents in the joint development of any schoolwide program, in an organized, ongoing and timely way
- Hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain Title I Part A programs. The school will convene the meeting at a convenient time for parents, and will also post the meeting slide show on the school web page as well as provide alternate times to those requesting another meeting time. All parents will be invited and encouraged to attend regardless if their child is currently participating in a Title I part A program.
- We will provide information to parents in a timely manner about Title I, part A programs that includes a description, explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Title I Providers and Teachers will provide each parent with an individual student report about the performance of their child on State assessments in Math and ELA.
- Parents will be notified in a timely manner when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002)

Parents' Responsibilities

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

- Monitor my child's attendance;
- Make sure that homework is completed;
- Limit amount of television my child watches;
- Volunteer in my child's school;
- Participate in decisions regarding my children's education;
- Promote positive use of my child's extracurricular time; and
- Stay informed about my child's education and communicate with the school regularly.

Student Responsibilities

- Complete homework every day and ask for help when needed;
- Read at least 20 minutes a day outside of school; and
- Give to my parents all notices and information received by me from my school every day.

I have read and understand the ideas in this plan. I understand that by following the plan I can positively make a difference in my child's education.

_____	_____	_____
School	Parent	Student
_____	_____	_____
Date	Date	Date

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