



TITLE I PARENT AND FAMILY ENGAGEMENT POLICY – MASTERY SCHOOLS (LEA)

WHAT IS TITLE I?

Title I is a federally-funded program designed to provide a high-quality education that will enable all children to meet the state’s student performance standard. Title I is a part of the “Every Student Succeeds Act” passed by Congress in 2015. Title I programs can provide supplemental instruction in reading, math, science and social studies. These programs use effective methods and instructional strategies that are grounded in scientifically based research. A school is selected as a Title I school on the basis of the number of students who are eligible for free or reduced-priced meals.

STATEMENT OF PURPOSE

Mastery Schools are dedicated to providing a quality education for every student. Since Mastery uses School-Wide Title I Programs, all students benefit from these services. Mastery believes that a positive link between home and school create the best learning condition for every child. To accomplish this objective, Mastery develops and maintains partnerships with parents and community members. These open communication lines expand and enhance learning opportunities for everyone involved.

All students are expected to work toward mastering the academic standards for their grade level. Mastery recognizes the fact that some students will need extra assistance to achieve their full potential. The extra assistance is available through the Title I program and various other educational services offered through the school.

Mastery includes parents and guardians in all aspects of the Title I program. Students are given every opportunity for success through the development and enhancement of the home/school partnership.

TITLE I PROGRAM

The school has a Title I School-Wide Plan that describes the school’s immediate needs and the programs being put in place to address those needs. Data is gathered and analyzed and goals are set for the coming year. This School-Wide Plan is evaluated annually to determine its success and to make changes to the plan as needed.

PARENT INVOLVEMENT IN PROGRAM DEVELOPMENT

Parents, members of the community, and school staff meet to discuss the design, implementation, and effectiveness of the Title I program regularly. Representatives from Mastery school parent leadership groups review and update the school's Title I School-Wide Plan annually. Surveys are sent home to all parents annually about the effectiveness of the program

Mastery complies with the following requirements of Title I:

1. involving parents in the development of the Title I Plan;
2. involving parents in the process of school review and improvement;
3. using technical assistance from the Network Support Team (NST) in planning and implementing effective parent engagement activities;
4. coordinating and integrating parent engagement strategies with other Federal, State, and local laws and programs;
5. conducting an annual evaluation of the content and the effectiveness of the Parent and Family Engagement Policy (PFEP);
6. using the findings of the annual evaluation to design strategies for more effective parent involvement and revise, if necessary, the PFEP;
7. involving parents in the activities of the school;
8. and if the school receives \$500,000 or more in Title I funds setting aside 1% to carry out activities and strategies consistent with the school's PFEP.

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY - SCHOOL

ANNUAL MEETING FOR TITLE I PARENTS / CAREGIVERS

The school holds at least one meeting annually to review Title I Policy and services offered through the school. Copies of the school's current Parent and Family Engagement Policy (PFEP) are distributed both before and at the meeting. Parents are encouraged to become involved in the revising and updating the PFEP as necessary.

The meeting is held each September in conjunction with Back to School Night. Notice of the meeting is on the published school calendar and is provided through written invitations to parents / caregivers. Translators are available to help with non-English speaking parents / caregivers.

PARENT, STUDENT, AND SCHOOL COMPACTS . - WHATEVER IT TAKES PLEDGE

In accordance with Title I regulations, the Parent, Student and School Compact is annually updated. This compact provides an outline to enable the school and parents to share responsibility for student performance and success. This compact explains how students, parents, and staff share responsibility for promoting student achievement.

PARENT ACTIVITIES

- Back to School Night
- School Carnival or Block Party – Schools host events for families at the beginning of the school year.
- Parent Meetings - Parent Meetings provide parents with the opportunity to support their school by planning and raising funds for student celebration, academic support, and community pride related activities.
- Parent Action Team – Mastery's Parent Action Team organizes and prepares parents to advocate for broader school reform.
- Parent Teacher Conferences – Parents meet with their children's teachers to review report cards and discuss their child's academic progress.
- School Improvement Plan Parent Review – Parent leaders work with school leaders to develop the Annual School Improvement Plan and Annual Report.
- College and Career Preparation Meetings

STAFF AND PARENT COMMUNICATION

Parents are informed of school activities through various avenues of communication throughout the school year. They are consulted in the design, development and implementation of the Title I program.

Newsletters, teacher notes, conferences, personal contacts, phone calls and written notices are used to establish and maintain open lines of communication with parents.

Mastery staff members are trained in positive communication activities as well as effective ways to work with parents, students, and members of the community. Mastery staff maintains a record of parent contacts throughout the school year.

In all aspects of its program, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and in a language parents understand.

EVALUATION

Parents' surveys, including questions about the effectiveness of the program, are distributed and the results tabulated each year. Teacher surveys and teacher contact records are used to determine the number and kind of interaction between school and parents. The School Improvement Committee revises the PFEP based on the results of this annual review. The School Improvement Committee meets throughout the school year to evaluate and update the progress of Title I programs.

The school complies with the following requirements of Title I:

1. involving parents in the planning, review and improvement of the school's PFEP;
2. convening an annual meeting;
3. offering a flexible number of meetings in the morning and/or the evening;
4. involving parents in the planning, review, and improvement of the Title I program;
5. providing parents with timely information about the Title I program;
6. providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the State academic standards;
7. providing, if requested by parents, opportunities for regular meetings to formulate suggestions and participating, as appropriate, in decisions relating to the education of their children, and responding to any such suggestions as soon as practicably possible;
8. involving parents in the joint development of the Schoolwide Program Plan;
9. developing a school-parent compact jointly with parents;
10. providing assistance to parents in understanding the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children;
11. providing materials and training to help parents to work with their children to improve their children's achievement;
12. educating teachers and other staff in the value of contributions of parents, and in 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 school;
13. to the extent feasible and appropriate, coordinating and integrating parent involvement programs and activities with other Federal, State, and local programs;
14. ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents in a format and, to the extent practicable, in a language the parents can understand;
15. and to the extent practicable, providing opportunities for the informed participation of parents (including parents who have limited English proficiency, parents with disabilities, and parents of migratory children).

Please e-mail or call the Title I Coordinator, Michael Patron, at Michael.Patron@masterycharter.org (267) 671-2888 with questions or input concerning our Title I programs.

PARENT NOTIFICATION OF TEACHER QUALIFICATIONS

Mastery Schools use school-wide Title I programs. Parents of Mastery students have the right to know the professional qualifications of the classroom teachers who instruct your child. Mastery and The Every Student Succeeds Act (ESSA) recognize that all children can achieve the same high standards and must be provided the education they need to reach those standards. ESSA gives parents new opportunities to make sure their child receives the very best education possible.

ESSA also requires Mastery to provide parents with the following information in a timely manner if they request it. Parents have the right to request the following information about each of their child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subject he/she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline certification or degree.
- Whether paraprofessionals provide services to their child and, if so, their qualifications.

If you would like to receive any of this information, please contact Human Resources at 5700 Wayne Avenue Philadelphia, PA 19144, (215) 866-9000