

Title I Family Engagement Policy for MATCH CHARTER PUBLIC SCHOOL

Strong relationships with families are a fundamental aspect of the Match Charter Public School (“Match”) program. Families/guardians are involved in the development of our family engagement policy through Family Council meetings and school review and improvement. At an annual meeting, families/guardians are informed of our school’s participation in Title I and are told of the requirements and their right to be involved. They are involved in the planning, implementation and review of Title I programs, including the development and revision of the family engagement policy and the schoolwide program plan. Families are given the opportunity to be meaningfully involved in conducting an annual evaluation of the effectiveness of the family engagement policy in improving the academic quality of the school, and to design strategies for more effective family involvement. For Family Council meetings throughout the year, Match may use Title I funds to provide families with child care, transportation, home visits or other necessary related services.

Match families/guardians are provided with timely information about Title I programs, including the school’s curriculum, the academic assessments used to measure student progress and the expectations for student performance through culturally sensitive and multilingual communications. Strong family involvement is expected and encouraged. Effective family involvement activities are planned and implemented, and opportunities are made in Family Council meetings for families to formulate suggestions and to participate in decisions relating to the education of their children. Match takes steps to respond to suggestions made by families as soon as feasible.

Families are surveyed annually about the content and effectiveness of the family engagement policy in improving the academic quality of our school. Among other metrics, the evaluation will seek to identify and address barriers to greater participation by families/guardians, identify what families/guardians are currently providing for their student’s learning (including how families engage with school staff), and incorporate effective engagement strategies into all systems and services to support successful school and family/guardian interactions. Families are given the opportunity to identify issues and to give open-ended feedback and suggestions for more effective parental involvement. Survey results are reviewed by administrators, who then design evidence-based strategies and develop, review, revise and establish new practices and policies for more effective family engagement practices, if needed, based on the annual evaluation.

This policy is made available to the local community and is reviewed annually and updated as needed to meet all of the changing needs of families and our school.

School-Family Compact

Families/guardians, the entire school staff and students share responsibility for improved student academic achievements, and the school and families/guardians will work together to develop a partnership to help student achieve high standards. To this end:

- Match shall provide high-quality curriculum and instruction in a supportive and effective learning environment and to help students meet the state’s academic standards
- Families/guardians play an essential role in supporting their student’s learning, volunteering in the student’s classroom, and participating in decisions relation to their student’s education
- Match educates all school staff on the value of family engagement practices and adopting a strengths-based approach to building a respectful, trusting and reciprocal relationship by recognizing the strengths of families; acknowledging, respecting, and learning from individual and group differences; considering family preferences while adapting practices; sharing decision making with family members and guardians; and approaching families/guardians as equal and reciprocal partners
- Ongoing communication between teachers and families/guardian is a critical element for students to achieve high levels of achievement. This is accomplished through:

- Annual family/guardian-teacher conferences where their student's achievement is discussed.
- Regular reports to families/guardians on their student's progress.
- Families/parents having reasonable access to staff, opportunities to volunteer and participate in their student's classroom, including observation of classroom activities.
- Families/guardians are given the phone numbers and email addresses of administrators and teachers.
- Families/guardians who wish to be involved in our school are welcome to participate in decision making, planning and evaluation of our schoolwide Title I program.

Families' Right-to-Know

Families/guardians have the legal right to request information from Match regarding the professional qualification of their children's classroom teachers, including:

1. Whether the teacher has met the Commonwealth of Massachusetts qualification criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which the Commonwealth of Massachusetts qualification criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Match shall provide to each individual family/guardian:

- information on the student's level of achievement and academic growth in each of the state academic assessments, as required under Title I, and
- timely notice that the student has been taught for four or more consecutive weeks by a teacher who does not meet state licensure requirements.

Last reviewed: July 2025