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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 childcare, transportation, home visits or other necessary related services. If the schoolwide program plan is not satisfactory to families/guardians of participating students, Match will submit their comments on the plan at the time the plan is made available to the local educational agency.

Match families/guardians are provided with timely information about Title I programs, including a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress and the achievement levels of the Massachusetts academic standards, through culturally sensitive communications provided in a format and, to the extent practicable, in a language families can understand. Match provides opportunities for the informed participation of all families, including families with limited English proficiency, families with disabilities and families of migratory students. 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.

To build families' capacity for involvement, Match provides assistance to families in understanding the Massachusetts academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor their student's progress and work with educators to improve achievement. Match provides materials and training to help families work with their students to improve achievement. To the extent feasible and appropriate, Match coordinates and integrates family engagement programs and activities with other federal, state and local programs, including public preschool programs. Match also provides such other reasonable support for family engagement activities as families/guardians may request.

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 developed jointly with, agreed on with, and distributed to families of participating students. Families are notified of the policy in an understandable and uniform format and, to the extent practicable, in a language they can understand. This policy is also 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.

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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, as appropriate, in decisions relating to their student's education and the positive use of extracurricular time
- 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:
    - Family/guardian-teacher conferences, held at least annually in the elementary grades, during which this compact is discussed as it relates to the individual student's achievement.
    - 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.
    - Regular two-way, meaningful communication between family members and school staff, provided to the extent practicable in a language family members can understand.

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. Whether the teacher is teaching in the field of discipline of the teacher's certification.
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, if applicable and available, on each of the state academic assessments required under Title I, and
- timely notice that the student has been assigned to, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable Commonwealth of Massachusetts certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Last reviewed: August 2026