

TITLE I ANNOUNCEMENT

Title I is a federally funded program intended to improve students' academic achievements by expanding learning opportunities and supplementing basic skills instruction in reading and math for students who have need for improving such skills.

SCHOOL-PARENT COMPACT

The Staff, Students, and Parents/Guardians of our school community agree that this compact outlines how they will all share the responsibility for improved student academic achievement and the means by the School and parents/guardians will build and maintain a partnership to help student achievement.

SCHOOL RESPONSIBILITIES

The School will:

- Provide high-quality curriculum and instruction in an effective learning environment that supports students in meeting the Commonwealth's high academic achievement standards.
- Establish high expectations for staff, students, and parents/guardians by ensuring a rigorous and challenging curriculum, implementing programs targeted at increasing academic achievement, and committing to recruit, retain, and train qualified staff.
- Highlight ways that parents/guardians can extend and advance the learning environment at home.
- Implement programs, activities, and procedures that will be planned and operated at various times throughout the school year to engage parents/guardians as active participants in increasing student achievement, such as literacy activities with parents/guardians, Family Learning Nights, seminars with the school psychologist, and other activities and workshops.
- Ensure regular progress updates to parents/guardians by holding regular Report Card Conferences, which serve as opportunities for families to participate in discussions relating to the education of their student.
- Offer flexible scheduling times for meetings with parents/guardians, and parent/guardian workshops.
- Use, when appropriate and necessary, the school's Title I funds to pay reasonable fees for childcare to enable parents/guardians to participate in school related Title I meetings and training sessions.
- Offer flexible tutoring and intervention programs.
- Administer family satisfaction questionnaires every Spring.
- Administer family needs/interests surveys every Fall.
- Otherwise support a partnership between the school, parents/guardians, and the community to improve academic achievement; including helping parents/guardians understand the following topics: Pennsylvania's academic content standards, State academic assessments,

the School Report Card, and how to monitor their student's progress.

- Provide materials and training to help parents/guardians improve their children's academic achievement including extended learning opportunities through parent/guardian involvement, take-home activities and books, in addition to articles in a monthly newsletter. Information can be found on the school's website.
- Ensure that information related to all school and family programs, meetings, and other activities will be sent home in a format and language that parents/guardians can understand, and honor requests for alternate formats, to the extent appropriate, in a language that parents/guardians can understand.
- Maximize parent/guardian involvement and participation in their student's education by offering Title I meetings at different times, distributing surveys and questionnaires asking parents/guardians for suggestions and recommendations for continued school program effectiveness and/or improvement, and responding to all suggestions and recommendations as soon as practicably possible.
- Provide parents/guardians with regular reports on their student's academic and behavioral progress through progress reporting during Parent-Teacher conferences, samples of student work, and updates on reading, writing and math assessments. The school will initiate parent/guardian contact whenever a pattern of behavior emerges that interferes with student learning.
- Provide parents/guardians with opportunities to become engaged with their student's educational program and progress, through volunteering and participating in their student's class and observing classroom activities.
- Provide parents/guardians reasonable access to staff.

PARENT RESPONSIBILITIES

Parental involvement means the participation of parents/guardians in regular, two-way, and meaningful communication about Student academic learning and other school activities. This is to ensure that:

- Parents/guardians play an integral role in assisting in their student's learning;
- Parents/guardians are encouraged to be actively involved in their student's education at school.

Also, parents/guardians agree to support their student's learning in the following ways:

1. Establish routines to support their student's success in school:
 - appropriate bedtime
 - homework & reading
 - nutrition
 - grooming and hygiene
2. Communicate the significance of success in school and its relationship with success in life.
3. Volunteer time to the school during the school year.
4. Ensure that their student attends school on a regular basis and arrives at school on

time.

5. Make sure that their student completes and returns homework on time.
6. Remain informed about their student's education and communicate with the school by promptly reading all notices from the school and responding as appropriate.

STUDENT RESPONSIBILITIES

Students will share the responsibility to improve their academic achievement and achieve the State's high standards. Specifically, students agree that they will:

- Attend school regularly and arrive at school on time.
- Complete all daily homework and return it to school on time.
- Support the mission of a Caring School Community.
- Follow the Code of Student Conduct.
- Be responsible for giving family members all information sent home from school.
- Plan a portion of each day for a period of uninterrupted reading time.

PARENT INVOLVEMENT OPPORTUNITIES

Introduction

Parental involvement means the participation of parents/guardians in regular, two-way and meaningful communication about academic learning and other school activities. This is to ensure:

- That all parents/guardians play an integral role in assisting in their student's learning.
- That all parents/guardians are encouraged to be actively involved in their student's education at school.

Part 1: School Expectation Requirements

1. The School staff agrees to implement the following legal requirements: literacy activities; informational workshops; family involvement events; for the involvement of parents/guardians. These programs will be planned and operated at various times throughout the school year.
2. The staff will create a school/family compact. We believe the school staff and students share in the responsibilities for improved student achievement.
3. Annually, parents and guardians will attend Back to School Night for information on the School's participation in Title 1.

Part 2: Description of How the School will Implement Required Parent Involvement Components.

The school will take the following actions to involve parents/guardians in the process by:

- a. Administering family satisfaction questionnaires every Spring;
- b. Administering a family needs/interest survey during the school year

- c. Offering a variety of parent/guardian meetings and workshops;
- d. When appropriate and necessary, Title 1 funds may be used to pay staff for childcare services to enable parents/guardians to attend workshops and meetings;

The school will assist parents and guardians in understanding:

- a. The report card
- b. State academic assessments
- c. Common Core Standards
- d. How to monitor Student progress
- e. Strategies for helping Students learn to read
- f. Trips and activities

Parents/Guardians will be invited to attend:

- a. Back to School Night
- b. Report Card Conferences at least two times a year
- c. Workshops geared to specific grades

The school will provide materials and training to help parents/guardians improve their children's academic achievement through the use of parent/guardian involvement take home activities and books.

It is the school's policy that information related to all school and family programs, meetings and other activities will be sent home in a format and language the parents/guardians can understand. We will also honor requests for alternate formats to the extent appropriate, in a language the parent/guardian can understand.

Part 3: Additional School Responsibilities Policy Components

In order to maximize parent/guardian involvement and participation in their student's education, Title 1 meetings will be offered at different times.

Surveys and questionnaires will ask parents/guardians for suggestions and recommendations for continued school program effectiveness and or improvement. Also, report card conferences are opportunities for families to participate in discussions relating to the education of their student. The school will respond to all suggestions and recommendations as soon as practically possible.

Part 4: Agreement

This Title 1 Parent Involvement Policy is approved and adopted for the school year 2017-2018.

PARENTS/GUARDIANS RIGHT-TO-KNOW: HIGHLY QUALIFIED TEACHERS POLICY

Under the No Child Left Behind Act, parents/guardians have the right to know the following information:

- The qualifications of the school staff providing instruction to their student.

- Their student's level of achievement in each state academic assessment.
- Whether their student has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who is not highly qualified.

To satisfy the definition of a “highly qualified teacher,” Pennsylvania public school teachers must:

1. Hold at least a bachelor’s degree;
2. Hold a valid Pennsylvania teaching certificate (i.e., Instructional I, Instructional II or Intern certificate but not an emergency permit); and
3. Demonstrate subject matter competency for the core content area they teach.

In Pennsylvania, 75% of professional staff in a charter school must be certified and 25% can be non-certified. In order to be “highly qualified,” all charter school teachers of core content subjects at all grade levels, whether or not they hold state certification, must:

1. Hold at least a bachelor’s degree; and
2. Demonstrate subject matter competence in each core content area and grade level at which they teach.

Parents/Guardians may request, and the School will provide in a timely manner, information regarding the professional qualifications of a student’s classroom teachers including, at a minimum, the following:

- Whether the teacher has met state qualifications and licensing criteria for the grade level and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- The baccalaureate degree major of the teacher and any graduate certification or degree held by the teacher and the field of discipline of the certification or degree
- Whether the student is provided services by paraprofessionals and, if so, their qualifications.