

District Wide Family Engagement Policy:

The Advanced Math and Science Academy Charter School will continue to work with the greater AMSA community to discuss, revise, and distribute written family engagement policies that detail how AMSA will:

1. Involve families throughout the year in discussing the development of schoolwide program plans, as well as providing feedback on the efficacy of targeted and comprehensive support and improvement plans;
2. Actively encourage and create a variety of opportunities for student guardians and families to engage in discussions and activities that promote and improve student academic achievement and school performance. Provide necessary support—logistical, technical, etc.—to facilitate this process;
3. Build the schools' and guardians' capacity for strong parental involvement through:
 - Providing multiple types of engagements (Back-to-School Nights, Family Forums, etc.) to facilitate families' understanding of state academic standards, local and state assessments, the requirements of Title I, and how to monitor their child's academic progress;
 - Collaborating with the Parent Teacher Organization, Special Education Parent Advisory Council, and Community Council to facilitate strong guardian and family involvement opportunities;
 - Conducting an annual student/guardian survey, including items evaluating the family engagement policy and whether it sufficiently allows guardians a voice in promoting student academic achievement and school performance. AMSA will use the findings of the evaluation to review the family engagement policy if necessary;
 - Inviting parents to be involved in the annual review of the Student and Parent Handbook, including development and updates of the family engagement policy as necessary. The AMSA Student and Parent Handbook is available online, and it functions as a contract between the school and the student's guardian and is updated annually to respond to the evolving needs of the AMSA community;
 - Identifying necessary language supports and providing appropriate language assistance to meet the needs of student families;
 - Encouraging family involvement through the "Family Engagement" page on AMSA's website.

School Family Engagement Policy:

AMSA values and invites the input of families in meeting the needs of our students. As such, we will develop jointly with the AMSA community a written family engagement policy and distribute this policy to the families of participating children through:

1. Convening at least one annual meeting at a convenient time, to which all parents/guardians of participating children are welcome to attend. This meeting will provide information regarding
 - AMSA's participation in Title I;
 - Programs offered under Title I;
 - The rights of guardians of participating children to be involved;

- An explanation of the curriculum and academic assessments used at the school, as well as the proficiency levels students are expected to meet based on state academic standards;
 - If requested, necessary accommodations (such as transportation costs) can be made to allow guardians to attend this meeting through the use of Title 1 funds.
 - Notice of this meeting and any subsequent meetings will be made through email, AMSA's announcements, on AMSA's website, and on AMSA's Social Media sites well in advance of the meeting as well as shortly before as a reminder
 - If requested by families, additional meetings can be arranged to facilitate further involvement, and appropriate members of the AMSA community will respond to any suggestions as soon as practicably possible.
2. Involving guardians of participating students throughout the year in identifying student needs and family concerns and planning, implementing, and reviewing Title I programs accordingly. Encouraging guardian input during the development and revision of the school/district family engagement policy and any schoolwide program plan.

Parent's Right-to-Know:

At the beginning of each school year, AMSA shall notify the parents of students attending a Title I program that parents/guardians may request, and the district will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers, including, at a minimum:

1. whether the teacher has met state qualification and licensing 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 state qualification or licensing criteria have been waived;
3. whether the teacher is teaching in the field of discipline of the certification of the teacher; and
4. whether the child is provided services by paraprofessionals and, if so, their qualifications.

A school shall provide to each individual family:

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

School-Parent Compact:

As a component of the family engagement policy, AMSA maintains and will regularly review jointly with families a school-parent compact for all children. The compact outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and families will build and develop a partnership to help children achieve the state's high standards. The school-parent compact:

1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. AMSA has developed and hones a rigorous curriculum meant to provide students with

multiple academic and career opportunities upon completion. An array of academic and social supports is in place to provide students with the help necessary to engage with the curriculum meaningfully.

2. Describe families' role in supporting their child's learning. Students served under Title I are expected to meet the state's academic standards. Guardians are responsible for supporting their child's learning, such as monitoring attendance and homework and participating in decisions relating to their child's education. Volunteering in school events and organizations is welcomed.

3. Addresses the importance of ongoing communication between teachers and families through:

- An annual Back-to-School Night with access to students' teachers in which the compact shall be discussed as the compact relates to the individual child's achievement;
- Quarterly reports to families on their child's progress; and
- Reasonable access to staff, numerous opportunities to volunteer and participate in the school community (PTO, SEPAC, Community Council, etc.), and observation of classroom activities if requested.

School Family Engagement Timeline:

AMSA uses the timeline provided by the National Center for Family and Community Connections with Schools to incorporate family engagement into the overall Title 1 planning process. Shaded regions refer to family engagement.

August	<i>Dissemination</i> - MA DESE provides preliminary assessment and accountability reports. <i>Action</i> - AMSA reviews Annual Yearly Progress.
August-September	<i>Dissemination</i> - MA DESE provides state assessment and accountability information to all stakeholders: district, school, and public.
Early Fall	<i>Dissemination</i> - AMSA prints individual student assessment results from an online data system and disseminates individual student state assessment results to parents.
January-February	<i>Action</i> - AMSA tests students for English Language Proficiency as appropriate. <i>Action</i> - AMSA assesses the progress of students participating in Title 1 reading program.
September 30	<i>Deadline</i> - AMSA submits Title 1 Consolidated Application to MA DESE.
March-April	<i>Assessment</i> - Administer state assessments to all students enrolled in grades 6-10.
Spring	<i>Planning</i> - Title I planning team designs AMSA's Title I Consolidated Application and consults with community members and stakeholders. <i>Action</i> - Title I planning team conducts a comprehensive needs assessment of students, and the AMSA community-at-large and uses the results of this assessment and Title I program evaluation data to inform decisions regarding federal fund use.