



Family and Community Engagement Requirement of Every Students Succeeds Act (ESSA)

School contact information:

Old Sturbridge Academy Charter Public
2 Old Sturbridge Village Road
Sturbridge, MA 01566
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District/School Leaders:

Executive Director: James E. Donahue jdonahue@osv.org

Principal: Lisa DeTora ldetora@osacharter.org

Vice-Principal/Director of Special Education and Student Support: Melissa Hogan
mhogan@osacharter.org (note: this includes Title 1 director)

Please contact the school leaders if you would like to participate in reviewing and revising this plan at the number and email above.

District Family Engagement Policy

Draft October 2020

Old Sturbridge Academy Charter Public School (OSACPS) recognizes that families are key partners in the education of their children. As partners with OSACPS, parents and caregivers are vital to helping OSACPS help their children to meet their academic and character learning goals. OSACPS devotes attention and resources to ensure that strong relationships exist between school and families. Each year we review and update this family engagement policy in consultation with families as part of our continual schoolwide improvement. OSACPS, as a schoolwide Title I district, must develop jointly, annually evaluate with, and distribute to parents/caregivers of Title I students written family engagement plans. This plan will be shared with the local community and updated periodically on the district website www.osacps.org.

The district achieves this goal of improved family engagement through seeking input and participation from stakeholders each year in the following ways:

1. The school leaders (one of whom is the Title I director) meet regularly for family engagement and program review. Teachers, paraprofessionals, and parents and caregivers are given input opportunities during the Title I needs assessment period each fall and program review each spring prior to grant priorities being set for the ESSA consolidated grant application. The director also seeks input from community partners such as HeadStart, You Inc., and other organizations.
2. The OSACPS has multiple school councils (Parent Advisory Council, Parent Teacher Scholar Association, Special Education Parent Advisory Council, and English Learner Parent Advisory Council) and the school leaders/Title I director will survey families each year about program improvement. The school leaders and Title I director will share the schoolwide plan each year in the fall to all families and staff through a newsletter and the school's website. OSACPS will hold an annual open house (virtual or in person), offer multiple meetings if necessary, at which the school will inform families of the school's participation in Title I and the requirements of Title I, including family engagement requirements and the school-family compact.
3. The district's administration and teaching staff seek and attend DESE and other outside professional development, including through our partner EL Education, on implementing effective parent and family engagement. Implementation of these strategies is encouraged and shared at faculty meetings and administration meetings for future planning.
4. The school leaders and teachers provide frequent family communication on student achievement and data on MCAS, benchmark programs that collect data, and home ELA/Math activities and projects through newsletters, flyers, online platforms (Google Classroom/Seesaw), school-based communication via email, website, and all-call.
5. The schoolwide program conducts an annual program evaluation survey in May of the effectiveness of the family engagement plan in improving the academic quality of Title I served schools, by identifying:
 - a. barriers to greater participation by families (with a focus on those who are economically disadvantaged, disabled, have limited English proficiency or literacy, or are of a racial or ethnic minority);
 - b. what families need to assist with children's learning, including how families engage with teachers and staff; and
 - c. strategies to support successful school and family interactions.

Building coordinators will collect all input from families and staff to share with the principal and instructional leadership team.

6. The Title I director will meet with district administration to review the annual evaluation and plan to design evidence-based strategies for more effective family engagement based on the findings.

7. The Title I director will revise the family engagement policy, if needed, based on the annual evaluation.

8. A calendar of activities will be shared with families each school year through email and the school's social media.

9. If requested by families, there will be opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and respond to any suggestion as soon as practically possible.

10. OSACPS will develop jointly with families a school-parent compact for all children. This compact will outline how families, staff, and students will share the responsibility for improved student achievement and communication. The compact will be shared with families annually.

11. The school will provide ongoing and regular reports to families on student progress through progress reports, report cards, email communication, etc.

12. Parent's Right-to-Know

Once a year, the Title I director shall notify the parents of students attending a Title I school, via website and letter, that parents 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.

OSACPS shall provide to each individual family:

- information on the child's level of achievement and academic growth in each of the state academic assessments (MCAS) 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.

For questions regarding this plan, please contact Melissa Hogan, Vice Principal and Special Education Director and Director of Students Support (includes Title I director), at mhogan@osacharter.org or at 774-922-1840.

2020-2021 Family Engagement Strategies

OSACPS shall draw from the following list of strategies to engage families at our school:

1. Schedule events for families on our extended campus in partnership with Old Sturbridge Village;
2. Town Meetings hosted by students to showcase their high-quality work, mastery of knowledge and skills, and character that families are invited to attend (in person or virtually);
3. Multiple school-wide Parent Group meetings, such as the Parent Advisory Council (PAC), Parent Teacher Scholar Association (PTSA), Special Education Parent Advisory Council (SEPAC), and English Learner Parent Advisory Council (ELPAC) that meet throughout the year to focus on community-building, volunteering, advising on policies, providing training and/or information sessions, giving feedback to the school, fundraising, connecting with our local communities;
4. Student-Led Conferences (SLCs) conferences where each family meets annually with their child's teacher or SLC advisor;
5. Weekly emails to families about school news and announcements;
6. Emails, calls, and follow-up meetings or home visits on all instances of chronic school absence; and
7. Connecting families to community resources and support on a schoolwide as well as case-by-case basis.

OSACPS shall provide the following opportunities for families to provide feedback on the school, its policies (including academic policies, family handbook, and the Title I schoolwide program), and the education of their children:

1. An annual family survey;
2. Email messages and/or form/survey tools requesting feedback;
3. Parent Advisory Councils (PAC, PTSA, SEPAC, ELPAC);
4. Occasional focus groups for specific programs or issues;
5. A seat on the OSACPS Board of Trustees;
6. In-person, phone, or virtual meetings with teachers or school leaders; and
7. Feedback collected from parents via calls to the front office.

OSACPS shall, along with families, conduct an annual evaluation of our family engagement efforts based on these and other indicators:

1. Student attendance rates;
2. Parent/guardian attendance at family events;
3. Feedback from PAC, PTSA, SEPAC, ELPAC;
4. Feedback from the annual Parent Survey;

5. Percentage of response and click-through on electronic school communications and/or likes and follows on school social media accounts; and
6. Enrollment rates and retention rates of all students as well as high-needs demographic groups.

Appendix: School-Family Compact

This compact outlines how families, school staff, and students will share the responsibility for improved student academic achievement, and the means by which the school and families will build and develop a partnership to help children achieve the state's high standards. The compact shall be reviewed annually by the OSACPS Parent Advisory Council (PAC).

It is the responsibility of OSACPS to provide high-quality curriculum and instruction in a supportive and effective learning environment to help students meet the state's academic standards. OSACPS will provide regular reports to families on their child's progress as well as reasonable access to staff and opportunities to participate in their child's classroom.

It is the responsibility of families to support their child's learning at home and outside school. Families should:

1. Monitor homework;
2. Make sure their child gets to school every day and on time;
3. Reward their child's efforts;
4. Participate in decisions relating to their child's education; and
5. Maintain ongoing communication with the school, including attending Student-Led Conferences (SLCs), responding to phone calls and emails, and notifying teachers of circumstances that may impact their child's learning.