

## **Christopher Columbus Charter School Title 1 Plan**

### **What is Title I?**

Title I is a federal program that provides funding for students in low-income schools. For Title I purposes, the low-income count in each building is determined by the number of families eligible for free or reduced-price lunch according to the income scale established by the National School Lunch Act. The funding is based on the poverty level within the district and distributed to schools that meet the established criteria. Title I funds cannot be used to pay for programs required by other federal, state, or local laws/requirements.

There are two types of Title I programs: Targeted Assistance and Schoolwide.

The Targeted Assistance model provides additional educational services to identified Title I students who are low achieving or most at risk of low achievement. Selection for services is based entirely on low achieving, not low income. Schools using the Targeted Assistance model are required to identify specific children to receive supplemental instructional services, as well as specific staff to deliver the supplemental instructional services. In a Targeted Assistance model, Title I funds may be used to coordinate and supplement services. Targeted Assistance schools must maintain documentation showing program expenditures to verify that funds were used to meet statutory requirements for such programs.

A school with a 35% or above poverty level qualifies to operate a Schoolwide program. Christopher Columbus Charter School qualifies as Schoolwide building. Schools using the Schoolwide model are not required to identify specific children to receive supplemental instructional services or specific staff to deliver the supplemental instructional services. All students are eligible to receive Title I services in a Schoolwide building. The Schoolwide program is based on a comprehensive school reform strategy designed to upgrade the entire educational program in the building. The primary goal is that all students, without distinguishing between eligible and ineligible children, demonstrate proficient and advanced levels of achievement on state academic standards.

### **Highly Qualified Teachers**

Every Student Succeeds Act (ESSA) does not use the term Highly Qualified, as NCLB did. Christopher Columbus Charter School, however, strives to hire only teachers who hold Pennsylvania certification to teach the grade levels and subjects to which they are assigned. Parents of CV students may, at any time, request information relating to the professional qualifications of any of his/her child's classroom teacher(s) and any paraprofessional providing instructional support services to his/her child.

Christopher Columbus Charter School, in collaboration with our Parent Advisory Board and Strategic Planning Committee, has jointly developed and agreed upon this Title I Parent and Family Engagement Policy. The focal point of this policy is to encourage, foster and increase parental participation in the development and implementation of our school programs. Our staff and parents are instrumental in creating a positive and nurturing climate for all students. This will have a direct impact on our students meeting the school's and state's academic standards.

This Title I Parent and Family Engagement Policy was devised by adhering to all Title I requirements and is a working document. This policy is updated annually by utilizing the information given by our Title I parents and is available for both parents and community members to review in the parent student handbook and on the CCCS website: [columbuscharter.org](http://columbuscharter.org)

### **I. Parent and Family Engagement Meetings**

- Initial meeting to develop the policy and annual meeting to review and revise policy and compact as needed
- Informational meetings during the year to keep parents and families informed and solicit suggestions/ideas from parents and families

### **II. Parent and Family Annual Meeting for Discussions and Information Dissemination**

- Parent and Family Engagement Policy
- Current Curriculum
- Explanation of Parent and Family Rights
- Explanation of Title I Requirements and Guidelines
- School – Parent – Student - Compact
- Spring Needs Assessment Survey
- Any other information that is pertinent to Title I

### **III. Ongoing Communication Process for Parents and Family Knowledge: These methods of communication will include the following information:**

- Explanation of curriculum forms of academic assessment, proficiency levels of students, state's academic content standards, local assessments.

- Individual Parent and Family Conferences in August of new school year
- Parent and Family Report Card Conferences
- Phone calls
- School website and Facebook
- PDE (Pennsylvania Department of Education) Website
- Letters to Home via: VIP Thursday Folders, mail, email or postings on website and
- Workshops

#### **IV. Providing Materials and Training to Parents and Families:**

- In-house workshops; reading specialists and special education team
- Technology information sessions
- Pamphlets and videos
- After School Club workshops

#### **V. Solicit/Integrate parent and family engagement strategies with local agencies, schools and programs:**

- Special Education/Counseling Services
- School District of Philadelphia Programs
- Community Agencies

#### **VI. Foster strong and productive parent and family engagement through:**

- Providing parents and families with opportunities to volunteer and participate in their child's class, observe classroom activities, and to be chaperones.
- Provide parents and families with the appropriate information to obtain the mandatory background checks under Pennsylvania's Child Protective Services Law
- Providing various and flexible meeting times throughout the school year
- Providing parent/family workshops on various academic/parenting topics

- Provide take home materials and supplies to support learning

**VII. Parents and Families will be encouraged to improve and enhance their skills and gain information by:**

- Attending and participating in workshops
- Attending August one-on-one teacher conferences
- Attending Report Card Conferences
- Attending the school-wide meetings during the school year
- Reading the letters, newsletters, web site and all other communication pieces
- Communicating with the Parent Advisory Board members

**VIII. Adoption: This policy was adopted by the Christopher Columbus Charter School's Board of Trustees.**

This Title I Parent and Family Engagement Policy was devised in compliance with the Title I regulations and guidelines. The goal of our Parent and Family Engagement Policy is to actively engage our parents and families, in a collaborative effort, in the academic process and programs of our school, for the sole purpose of improving student achievement.

Reviewed: June 2018

Amended: January 2022

**Title 1 Parent Right to Know Letter**

Dear Parent(s)/Legal Guardian(s):

Your child attends Christopher Columbus Charter School which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At Christopher Columbus Charter School, we are very proud of our teachers and feel they are ready for the 2022-23 School Year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA (Elementary and Secondary Education Act of 1965). These regulations allow you to

learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching.
- Whether the teacher received an emergency or conditional certificate where certain state qualifications were waived; and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA), which was signed into law in December 2015 and reauthorizes ESEA, includes additional right to know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include:

- o subject matter tested;
- o purpose of the test;
- o source of the requirement (if applicable);
- o amount of time it takes students to complete the test; and
- o time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes ensuring that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact Principal Nathan Blodgett at 215-925-7400 or by email at [nblodgett@cccs.k12.pa.us](mailto:nblodgett@cccs.k12.pa.us)

Sincerely,

Edward Poznek, CEO