

District/School Parent and Family Engagement Policy

I. General Guidelines: Thomas Academy agrees to implement the following statutory requirements for Parent and Family Engagement in accordance with Title I Part A, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA):

- The charter school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. **These programs include, but are not limited to: Annual Title I Parent Meeting, parent conference nights, activities held in cooperation with the Boys and Girls Homes of NC where all students and parents may attend, and evening events that support the training and cooperation of the parents/guardians.**
- Consistent with section 1118, the charter school will work to ensure that the required school-level parent and family engagement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. **See attached compact.**
- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the charter school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. **The EC staff and administrative staff will make certain that parents are informed in numerous ways of upcoming opportunities for involvement and to stay informed of “happenings in the school.” Parents/Guardians are encouraged to subscribe to Powerschool to be connected with teachers and have up to date information on student performance in the classroom. They are also encouraged to subscribe to Remind for all notifications that go out to parents. School Report Card and other notification will go home.**
- The school will involve the parents of the children served in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 95 percent of the one

percent reserved goes directly to the schools. **2 Parent representatives will serve on the School Improvement Team that meets monthly.**

- The school will be governed by the following statutory definition of parent and family engagement, and will carry out programs, activities and procedures in accordance with this definition:

Parent and family engagement means that participation of parents/guardians and family in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

*(A) that parents play an integral role in assisting their child's learning; **Parents/Guardians are kept up to date through Powerschool access. Progress reports will go home at least every 4 weeks, likely more frequently in many cases. Teachers are available for conferences daily and contact each parent at least once a month.***

*(B) that parents are encouraged to be actively involved in their child's education at school; **Parents/Guardians are encouraged to volunteer throughout the school day and with various activities with the school including, but not limited to: weekly incentives, athletic events, recognition ceremonies, and field trips.***

*(C) that families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; **2 Parents/Guardians serve on the School Improvement Team and on the Parent Advisory Board.***

II. Description of Implementation

1. **Thomas Academy** will take the following actions to involve parents and families in the joint development of its parent and family engagement policy plan under section 1112 of the ESEA:
 - **2 Parents/Guardians representatives will serve on the School Improvement Team and on the Parent Advisory Committee. One representative will be from the Boys and Girls Homes of NC staff and one will be a community parent. These members will**

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also be invited to attend the monthly Thomas Academy Board meetings.

2. **Thomas Academy** will take the following actions to involve parents and families in the process of school review and improvement under section 116 of the ESEA:
 - ***Parents/Guardians will complete a yearly survey which will be used in the implementation of goals for the upcoming school year. This feedback will also be addressed in the monthly meetings.***
3. **Thomas Academy** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
 - ***Parents/Guardians will be encouraged to:***
 - ***Attend quarterly Conference Nights***
 - ***Volunteer during weekly incentive events***
 - ***Attend educational field trips with students***
 - ***Obtain access to the PowerSchool Parent Portal to stay up to date on their child's grades***
 - ***Subscribe to the Remind text notification system***
4. **Thomas Academy** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to great participation by families in parent and family engagement activities (with particular attention to families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective family involvement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.
 - ***Parents/Guardians will be encouraged to participate in an annual survey at the end of each year to evaluate effectiveness***

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and any concerns that need to be addressed for the upcoming school year in the School Improvement Plan. This survey will be provided and tallied by the administration and results will be made available to parents. Parents/Guardians will also be a part of the problem solving process through the creation of new goals for the upcoming school year.

5. **Thomas Academy** will build the schools' and parent's capacity for strong parent and family engagement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 1. The school will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternative assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators:

(Parents/Guardians will be provided information at the beginning of the school year that has links to NCDPI which describe content standards for each grade level and assessment information, as well as further information regarding Title I. They will be given information about which courses have EOGs, EOCs, and NC Final Exams. They will be given information on how to access the Home Base Parent Portal and a calendar for the school year, including dates for Parent Conference Nights and contact information for teachers and staff.)
 2. The school will provide materials and training to help parents work with their children to improve their children's academic achievement,

such as literacy training, and using technology, as appropriate, to foster parental involvement by:

(Parents/Guardians will be provided this information in a less formal setting that will typically take place one on one in the Parent/Teacher conference to meet the individual needs of the students and parents/guardians.)

3. The school will educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate family programs and build ties between families and schools, by:

(Whenever possible staff will receive training either on site or at conferences held throughout the state to help them better meet the needs of their students. Monthly staff development days will be built into the calendar on the third Wednesday of each month to allow for these staff development opportunities.)

4. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with agencies and conduct other activities, such as family resource centers, that encourage and support parents in more fully participating in the education of their children, by:

(Staff will attend training through charter school meetings and other required meetings throughout the region and state to stay abreast of opportunities and requirements with state and local agencies.)

5. The school district will take the following actions to ensure that information related to the school and family – programs, meetings, and other activities – is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

(In addition to the Annual Title I Parent Meeting and Parent/Teacher Conferences, weekly announcements will go out to parents through Remind to inform them of upcoming events.)

ADOPTION

This Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by Thomas Academy on 4/30/14. The school district will distribute this policy to all parents of participating Title I, Part A children on or before the end of the first school month each year.

(Signature of Authorized Official)

(Date)

2017-2018 SCHOOL-PARENT COMPACT

Thomas Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

Thomas Academy Charter School will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - *Providing for smaller class sizes that allows for more individualized instruction.*
 - *Provide support staff that is available to help and assist students throughout the day with academic and behavior needs.*
 - *Students will not be suspended from school or kept out of the classroom except for offenses which create a safety concern for themselves or for other students.*
 - *Teachers and staff will utilize research-based best practices to engage students in the learning process and carefully monitor their progress.*
2. **Hold parent-teacher conferences quarterly during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:
 - *At the end of each marking period.*
3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
 - *Progress reports will be provided every 4 ½ weeks or more frequently as needed.*
 - *Parents/Guardians will be provided instruction on how to access the Home Base Parent Portal to view the current and up to date progress of their child.*
4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
 - *During their planning periods and after school.*
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:
 - *During weekly incentive events, field trips, and special classroom activities.*

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television watched.*
- *Volunteering in my child’s classroom.*
- *Participating in decisions related to my child’s/children’s education.*
- *Promoting positive use of my child’s extracurricular time.*
- *Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Parent Advisory Committee, the School Support Team or other school advisory or policy groups.*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we understand that:

- *My purpose in the classroom is to learn and I do not have the right to disrupt the learning of others.*
- *I can and SHOULD ask appropriate questions about the lessons.*
- *Learning is work and I am responsible for doing the work. Additionally, I understand that the work will not be excused or avoided simply because I don’t feel like doing it.*
- *I understand that anything worth having comes from hard work and the reward for my hard work will be graduating from high school fully prepared for any college, university, or on the job training that I choose for my career path.*

School

Parent(s)

Student

Date

Date

Date