North Carolina Cyber Academy
Title I Parent and Family Engagement Policy
2026 - 2027

The North Carolina Cyber Academy Board of Directors recognizes that a child's education is a responsibility shared by the school and the family throughout the period the child spends in school. The school and families must work together as knowledgeable partners to ensure that all students are held to the same high standards and given opportunities to reach their full potential. In collaboration with parents and families, the school shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT

For this policy, the term "parent and family engagement" means the participation of parents, guardians, and other family members in regular, two-way, and meaningful communication involving student learning and other school activities, including ensuring the following:

a. parents and family members are vital in supporting their child's learning;
b. parents and family members are encouraged to be actively involved in their child's education at school;
c. parents are full partners in their child's education and parents and family members are included, as appropriate, in decision-making and on an advisory committee to assist in the education of their child; and
d. the school uses events to support parent and family engagement in the Title I programs.

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the school's challenging academic standards. The Title I program delivers instructional activities and supportive services to eligible students over and above those provided by the regular school program.

NC Cyber Academy operates a schoolwide Title I program based upon federal eligibility criteria. The schoolwide program offers comprehensive support to improve opportunities for all students to meet academic standards.

C. ANNUAL MEETING AND PROGRAM EVALUATION

Each year, North Carolina Cyber Academy will invite parents to attend a meeting to explain parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. In addition, school officials will provide parents and family members a meaningful opportunity annually to evaluate the content and effectiveness of the Title I program and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent and family engagement plans. The annual meeting will be held at the beginning of school informational sessions. Parents are notified within the learning platform, through email, and text.

D. PARENT AND FAMILY ENGAGEMENT EFFORTS

The board believes that involving parents and family members in the design and implementation of

the Title I program will increase the program's effectiveness and contribute significantly to children's success. The Title I staff and all school personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

School leadership shall ensure that this parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents and family members of participating students.

In addition, school officials and Title I school personnel shall do the following:

a. Involve parents and family members in the joint development of the Title I program and school support and improvement plan and the process of school review and improvement by including parents on the parent advisory committee and any committees that review the Title I program to provide input in the development of annual surveys, to review data sets and school results, and to provide recommendations regarding the Title I program including parent and family engagement activities and events.

b. Provide coordination, technical assistance, and other support necessary to assist and build the capacity in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance. As a virtual school, we commit to the following:
    i. provide information for each newly entering parent and family
    ii. ensure ongoing communication with parents through the learning platform.
    iii. communicate in the home language
    iv. conduct parent and family events at the school and multiple locations throughout North Carolina
    v. provide surveys for feedback and input
    vi. conduct an annual Title I Parent and Family Engagement Meeting to seek input and discuss Title I programming
    vii. provide opportunities for parents, families, and students to participate in activities including persons with disabilities and limited English proficiency.
    viii. encourage parents, families, and community members to provide input and participate in ways to improve the school and programs
    ix. organize and maintain a Parent Advisory Council
    x. provide notification of the North Carolina School Report Card.

c. Coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs. The school offers face-to-face and virtual opportunities for parents and families to attend curriculum events, conferences, and family events in multiple locations and at various times to promote parent and family participation. The school provides question-and-answer sessions for parents as one additional way to identify specific challenges and to ensure assistance is timely. The school will provide ongoing opportunities for parents and families to receive information and support throughout the year including families with disabilities and limited English proficient families. The school will work to keep parents and family members informed of academic content, accountability models, local and state assessments, and required student performance standards.

d. Parents and family members will be provided opportunities to be active participants in the review and evaluation of programming through ongoing surveys, parent and family

face-to-face and virtual meetings, ongoing parent and family events, and representation on the advisory council. To ensure all parents have equitable access to participate, sessions will be offered virtually and in person at various times. Translation services will be available.

The school will use these findings to design evidence-based strategies for more effective parental involvement and revise, if necessary, the parent and family engagement policy.

Conduct, with the meaningful involvement of parents, an annual evaluation of the content and effectiveness of the school's parent and family engagement policy and program in improving the academic quality of the school and assisting students to meet the school's academic standards. This evaluation shall identify the following:

i. barriers to greater participation by parents in activities authorized by this section (with particular attention to economically disadvantaged parents, who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
ii. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, and;
iii. strategies to support successful school and family interactions.

e. Provide parents with a description and explanation of the curriculum at use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. The school provides opportunities for parent and family training to introduce grade-specific requirements and the use of the virtual learning platform as well as live lessons. Opportunities for parents and families are ongoing and begin before the academic school year. Parents and families are provided training sessions to become familiar with the curriculum, standards being taught, and assessments provided. Assessments include unit mastery checks, final standards assessments, and the use of quarterly assessments. Parents and families are provided an overview of access to student performance, participation, and standards mastery and available resources to support academic mastery.

f. If requested by parents, the school will offer opportunities for parents to be involved in decision-making related to their children's education. The school will collect feedback and respond appropriately. Parents have immediate access to teachers and staff using the learning platform. Communication can be entered to a specific staff member or multiple staff. The system provides a messaging system and email to ensure contact is accurate and communication is timely. Within the learning platform, parents and families have access to administration, teachers, and staff. Once requested, the school can provide virtual meetings through the classroom format to allow parents and families to discuss educational decisions.

E. SHARED RESPONSIBILITIES FOR STUDENT ACADEMIC ACHIEVEMENT

As a component of the parent and family engagement policy, the school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards.

This compact will:

a. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the

challenging State standards, and how each parent will be responsible for supporting their children's learning;

i. participate in the virtual setting as the learning coach,
ii. access the learning platform regularly to review standards mastery, achievement level, and working percentage within the instructional day,
iii. communicate with live lesson teachers regularly within the platform to express concerns, request support, or for access to additional resources, and

b. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum-
   i. Teachers will communicate with parents any time during the school year once a student is failing a course or has had a significant negative change in their behavior or performance. Parents can request a teacher conference as needed throughout the school year. Teachers make themselves available for parent conferences weekly by request. Parents can request a teacher conference as needed throughout the school year.
   ii. Frequent and current student progress is reported in Canvas and is available for parents to review and discuss daily. Teachers will provide feedback on student work and ensure that grades are posted in Canvas within a timely manner. Progress reports will be issued to parents during the midpoint of every quarter. Parents have access to monitor progress within the Canvas platform.
   iii. Parent-teacher conferences:
      1. K-8: Conferences will be scheduled for all students at the end of the 1st quarter. Students who are at risk of grade level retention, failing courses, or have had significant negative changes in their behavior or performance will have a required conference scheduled during quarters 2, 3, and 4.
      2. 9-12: High School reserves a day each quarter for formal parent-teacher conferences. This full day is scheduled within one (1) week after the distribution of student interim reports. This allows parents an opportunity to review the most accurate and current grades, and then schedule a conference with a particular teacher based on the content of the interim reports.
   iv. All staff members also provide a phone number where they can be reached to talk with students or families. When school-wide events are offered families/parents will be allowed to volunteer to assist at these events. Teachers may invite their families to observe presentations or live lessons that involve their students.
   v. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of class activities
   vi. In addition, the Title One staff can administer surveys, inventories, and virtual discussions with parents to address families' concerns, perspectives, and ideas to plan parent-teacher seminars based on survey findings.

F. BUILDING CAPACITY FOR INVOLVEMENT

To ensure the effective involvement of parents and to support a partnership with the school, parents, and the community to improve student academic achievement, the school

a. shall assist parents in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children. This information shall be provided by the beginning of the year orientation

provided by the principal of the student's grade level. The orientation is on the school's website during the year for parents to refer to as needed.

b. shall provide materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. Our school shall provide webinars and video clips to help families with different topics that support their child's academic and emotional success (i.e. reading to a child, how to play a math game, helping your child get organized, tutorials on the learning management system for the parent as Learning Coach, etc.)
c. shall educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. Professional development opportunities will be offered to teachers in the area of effective practices for parent-teacher conferencing (planning guide for parent-teacher conferences that will facilitate two-way planning and communication), developing a better knowledge of cultural differences to enhance the quality of the conferences.
d. shall ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practical, in a language the parents can understand. Interpreters will be provided for parent-teacher conferences when necessary.

G. ADOPTION

The North Carolina Cyber Academy Parent and Family Engagement Policy/Procedures have been developed/revised jointly with various district and school-based leadership, and agreed upon by parents as evidenced by their comments of feedback.

The Parent and Family Engagement Policy/Procedures were developed/revised by North Carolina Cyber Academy on 7/16/2026 and will be in effect for the 2026-2027 school year. The school will distribute these Parent and Family Engagement Policy/Procedures to all parents and make them available to the community on or before 8/15/2026.

Signature of Title I Authorized Representative:
Dr. Ben Thigpen
Director of Curriculum and Instruction
August 10, 2026