

Falls Lake Academy

Title I Parent and Family Engagement Policy

Purpose

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 system's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Through the school-wide Title 1 Program, School, we offer a Targeted Assistance program that will provide services to eligible students most in need of assistance in the school, as determined by criteria. Eligibility criteria includes, for example, standardized test scores, teacher observations and input, results of preschool screening, home-school surveys, and other measures of student progress.

Falls Lake Academy's targeted assistance program shall be based on effective means of improving student achievement and shall include evidence-based strategies to support parent and family engagement.

Overview

Falls Lake Academy is committed to fostering strong partnerships between the school, parents, and families to promote academic success. In alignment with Title I regulations and North Carolina standards, we recognize the importance of parental involvement in supporting students' educational achievements. This policy outlines the ways in which Falls Lake Academy will engage parents and families in the planning, implementation, and evaluation of programs funded under Title I. The purpose of this policy is to establish how Falls Lake Academy will support and encourage parent and family engagement, ensure compliance with Title I, Part A of the Elementary and Secondary Education Act (ESEA), and enhance collaboration to improve student outcomes.

1. Annual Meeting and Program Evaluation

Falls Lake Academy will hold an annual meeting at the start of each school year to inform parents and families of the school's participation in the Title I program. This meeting will include:

- An explanation of the rights of parents under Title I.
- Information on how the school uses Title I funding to support academic programs.
- An overview of the Title I Schoolwide

- Assistance Program, including its objectives and how it benefits students.
- Details on how parents can get involved in Title I programs and evaluate the content and effectiveness of the program to influence their design.
- Data will be collected using surveys and proficiency scores for those in the program.

2. Parent and Family Involvement in Planning and Implementation

Parents and families will have opportunities to participate in the planning, review, and improvement of Title I programs, including the development of this Parent and Family Engagement Policy and the Title I Schoolwide Plan. We will provide:

- Multiple ways for parents in all grades to provide feedback and guidance on policy development and on how Title I resources are used to support student success. (ie: Information in Newsletters, weekly updates, google forms, and targeted emails.

3. Parents' Guide to Student Achievement

Falls Lake Academy will jointly develop, with input from parents, a guide for parents to understand how students can succeed at Falls Lake Academy. This document will share how parents, school staff, and students will share the responsibility for improved academic achievement. The compact will include:

- Clear expectations for student performance and behavior.
- A description of how the school and parents will communicate regularly to support student learning.
- The specific roles of parents and school staff in supporting learning at home and school.

4. Building Capacity for Parent Involvement

Falls Lake Academy is committed to supporting parents in understanding the educational system and how they can help their children succeed. To build strong partnerships, we will:

- Provide workshops, training, and materials to help parents understand the state academic standards, assessments, and how to monitor their child's progress.
- Offer resources to help parents support learning at home, including literacy and math activities.
- Ensure effective communication through parent-teacher conferences, newsletters, phone calls, and digital platforms.
- Provide professional development to school staff on best practices for engaging families in student learning.

5. Coordination with Other Programs

Falls Lake Academy will coordinate and integrate parent engagement activities with other programs, such as the Exceptional Children (EC) Services, and English as a Second Language (ESL) programs. These coordinated efforts will streamline communication and services for families, especially those with children participating in multiple programs.

6. Accessibility

To ensure full participation, Falls Lake Academy will provide information and school reports to parents in a language and format that is easy to understand. We will offer translation and interpretation services for non-English speaking families, and adapt materials for parents with disabilities. This ensures that all families, regardless of language barriers or other challenges, have equal access to engagement opportunities.

7. Evaluation of the Policy

Falls Lake Academy will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. The evaluation will assess the degree of family engagement and its impact on student achievement, as well as identify any barriers that may prevent full participation by families. This process will include:

- Surveys of parents and families to gather feedback on their engagement experiences.
- Focus groups or meetings with parents, staff, and community stakeholders to review program effectiveness.
- Revising the policy and engagement strategies as needed to improve involvement and remove barriers.

Notice Requirements

The Director and/or Title I school personnel shall provide effective notice of the following information as required by law. The notice will be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Program for English Learners. Each year the Director or designee shall provide notice of the following to parents of English learners identified for participation in a Title I, Part A or Title III funded language-instruction educational program:

- the reasons for the child's identification;
- the child's level of English proficiency and how such level was assessed;
- methods of instruction;
- how the program will help the child;
- the exit requirements for the program;
- if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP);

- any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English learners; and
- notice of regular meetings for the purpose of formulating and responding to recommendations from parents.
- These expectations will be met through proper notice to all meetings related to IEP or ELL plans and may be given in the parent's home language. Access to the Parents Rights is also made available on our Website.

School Report Card

Each year, the School shall disseminate the school report card containing information about the school including, but not limited to:

- student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
- the performance of the school on academic assessments as compared to the district and state as a whole;
- the percentage and number of students who are:
 - Assessed,
 - assessed using alternate assessments,
 - involved in preschool and accelerated coursework programs, and
 - English learners achieving proficiency;
- the per pupil expenditures of federal, state, and local funds;
- and teacher qualifications.
- The School report card will be posted according to requirements from NC general statute and the information will be available as it is published to Schools.

Teacher Qualifications

At the beginning of each year, the School will post the qualification of all staff on the website so that parents can see the qualifications of each teacher that interacts with their child.

Parental Rights and Opportunities for Involvement

Each year, the principal shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.

Each year, the principal shall provide notice to parents of their right to request information regarding student participation in state-required assessments.

Website Distribution of Information

Each year, the School publishes the following:

- the published report card
- information on each assessment required by the state organized by grade level
- The Parents' Guide to Student Achievement
- Title I Parent and Family Engagement Policy
- Teacher Certification

Adoption

This Parent and Family Engagement Policy was developed in collaboration with parents and family members of students at Falls Lake Academy and is in compliance with Title I, Part A of the Elementary and Secondary Education Act (ESEA). The policy will be distributed to all families and reviewed annually to ensure its continued relevance and effectiveness.