Thomas Academy | 2026–27

Title I, Part A Parent and Family Engagement Policy

Thomas Academy will work with parents and family members as partners in student learning. This written policy describes how the school will carry out section 1116 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act. “Parents” below includes family members and caregivers involved in a student’s education, as appropriate.

Joint development, distribution, and school improvement

- Each year, invite parents and family members of children served by Title I to jointly develop, review, and agree on this school-level policy, the school–parent compact, and relevant portions of the schoolwide improvement plan. Use meaningful consultation through meetings, surveys, the School Improvement Team, and other accessible methods, with representation from residential and community families; retain invitations, agendas, sign-in records, minutes, survey results, and revisions as evidence. A survey alone will not substitute for joint development.
- Distribute the agreed-upon policy and compact to every participating family in a timely manner and in an understandable, uniform format and language; make the policy available to the local community. Review and update both documents periodically as family needs change. Involve parents and family members in an organized, ongoing, and timely way in Title I planning, review, improvement, and decisions about how parent and family engagement funds are used. When the local educational agency is required to reserve Title I funds for parent and family engagement, provide meaningful opportunities for families to help decide how the school’s share will be used and retain evidence of that consultation.
- If parents find the schoolwide plan unsatisfactory, submit their comments with that plan when it is provided to the local educational agency.

Annual Title I meeting and ongoing information

- Convene the 2026–27 annual Title I meeting at a convenient time, invite and encourage every parent and family member of participating students, explain the school’s Title I participation and requirements, describe the schoolwide program and use of Title I funds, and explain families’ right to be involved. Offer a flexible number of additional meetings, including morning or evening options. When necessary to enable participation, use Title I parent and family engagement funds for reasonable supports such as transportation or child care, and consider remote participation or home visits where feasible and appropriate. Retain the invitation, agenda, presentation materials, attendance record, and meeting minutes.
- Provide timely information about Title I programs and explain the curriculum, assessments used to measure progress, and achievement levels of North Carolina’s academic standards. Help families understand grade-level standards, applicable EOG/EOC assessments, progress reports, and ways to work with teachers. Provide the annual Parents’ Right-to-Know notice regarding teacher and paraprofessional qualifications, the annual State and local report card notification, and all other required Title I notices in an understandable and uniform format and, to the extent practicable, in a language families understand. If a child is taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements for the assigned grade level and subject area, provide the required timely notice. On request, provide regular opportunities for parents to offer suggestions and participate in decisions about their children’s education, and respond as soon as practicable. Retain copies of notices and evidence of distribution.

Communication and capacity building

- Provide frequent reports on academic progress and reasonable access to teachers and staff through conferences, telephone or virtual meetings, and other appropriate contact. Explain how families can access the student information portal currently used by the school. Invite parents to volunteer, observe classroom activities, and participate in appropriate school events, subject to student privacy and campus procedures.
- Offer practical materials and training, such as reading, math, and technology support, tailored to family needs. Train teachers, school leaders, specialized instructional support personnel, and other staff, with family input, in the value and utility of family contributions; effective two-way communication; and working with parents as equal partners. To the extent feasible and appropriate, coordinate and integrate Title I parent and family engagement strategies with relevant Federal, State, local, and community programs, including Boys and Girls Homes of North Carolina and transition or family-support programs serving participating students, while respecting custodial arrangements and confidentiality.

Accessibility and annual evaluation

- Provide full opportunities for participation by families with limited English proficiency, disabilities, and migratory backgrounds. Send required information in understandable, uniform formats and, to the extent practicable, in languages families understand; offer alternative formats upon request.
- With meaningful family involvement, evaluate this policy's content and effectiveness each year, including its effect on the academic quality of the school; barriers to greater participation; family needs for supporting learning and communicating with staff; and strategies for successful school–family interaction. Give particular attention to families experiencing economic disadvantage, disabilities, limited English proficiency, limited literacy, migratory status, or other barriers. Use the findings to design evidence-based engagement strategies and revise the policy as needed; share results with families and retain the evaluation instrument, participation evidence, findings, and resulting action steps.

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School–Parent Compact | Title I, Part A

This compact is jointly developed with parents and family members and describes how the school, parents or caregivers, and students share responsibility for improved student academic achievement and build a partnership that helps students meet North Carolina's academic standards. During 2026–27, review the compact with families and school staff, including at least annually at elementary parent–teacher conferences as it relates to each child's achievement; revise it with their input as needed; distribute the current version to all participating families; and retain evidence of joint development, review, and distribution.

The school will

- Provide high-quality curriculum and instruction aligned with North Carolina standards in a supportive, effective learning environment, using evidence-based instruction and targeted academic support informed by student progress.
- Hold parent–teacher conferences at least annually for elementary students to discuss this compact as it relates to the individual child's achievement; offer conferences for other grades and additional meetings when requested or needed.
- Provide frequent reports on each child's progress, including report cards and interim updates; explain how to access current grades and assignments through the school's student information system.
- Provide reasonable access to staff, opportunities to volunteer and participate in school activities, and opportunities to observe classroom activities, consistent with safety, student privacy, and school procedures.
- Maintain meaningful, two-way communication in an understandable language and format, to the extent practicable, through conferences, calls, messages, and school notices. Work with parents and residential caregivers, where appropriate, to identify student needs and supports.

Parents and caregivers will

- Support regular attendance, encourage reading and completion of schoolwork, and communicate with the school about academic needs and barriers to learning.
- Review progress information, attend conferences when possible, respond to school communications, and share suggestions about their child's education.
- Encourage productive use of time outside school and participate in school events or advisory opportunities when possible.

Students will

- Attend school, participate in lessons, complete assigned work, ask for help when needed, and respect the learning of others.
- Share school information with parents or caregivers and discuss learning goals and progress with teachers and family members.

School representative: _____ Date: _____

Parent/caregiver: _____ Date: _____

Student: _____ Date: _____

These signatures document review and discussion; the school must still provide the compact and the opportunities described above.

2026–27 Compliance Record

Joint development/review date: _____ **School Improvement Team approval date:** _____

Annual Title I meeting date(s): _____ **Policy/compact distribution date and method:** _____

Required notice dates/methods: Parents' Right-to-Know _____; State/local report card _____; four-week teacher qualification notice, if applicable _____.

Compact evidence: joint-development date _____; family/staff review date _____; distribution method/date _____; elementary conference review evidence _____.

Parent and family engagement funds: consultation date/method _____; family recommendations and spending decision _____; not applicable ☐.

Annual evaluation date: _____ **Evidence retained:** invitations, agendas, attendance/sign-in records, minutes, family input, distribution records, translated/alternative formats, notices, evaluation findings, and revisions.

Authorities and implementation resources: ESEA §§ 1116(a)–(f) and 1112(e); U.S. Department of Education, *Parent and Family Engagement under Title I, Part A* (revised January 2025); NC DPI, Parent and Family Engagement resources, including the ESSA PFE and Parent Rights-to-Know Toolkit, School–Parent Compact Checklist, and *7 Essential Components* toolkit (updated May 21, 2026).