



MOVEMENT
SCHOOLS

Title I Parent and Family Engagement Policy

Effective Period:	2026–2027 School Year
School Leader:	Ashia Parks
Authorizer:	North Carolina State Board of Education / Charter Schools Review Board (G.S. 115C-218 et seq.)
Local Education Agency:	Eastland PSU 62K
Grade Levels:	K-5
Annual Review:	Each April–May
Next Scheduled Revision:	Summer 2027

Movement School Eastland
5249 Central Ave, Charlotte, NC 28212
Phone: (704) 532-0640

NOTICE TO FAMILIES:

This Parent and Family Engagement Policy was jointly developed with input from parents and family members of students enrolled at Movement School, in accordance with the Every Student Succeeds Act (ESSA) of 2015, Title I, Part A, Section 1116 (20 U.S.C. § 6318), and North Carolina Department of Public Instruction (NC DPI) Title I guidance. This document describes the school's commitments to you, your rights as a parent or guardian, and the opportunities available to you to be an active partner in your child's education. Please read this policy and keep a copy for your records. Copies are available upon request at no charge from the school office.

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SECTION 1: PURPOSE AND LEGAL AUTHORITY

1.1 Purpose

Movement School (hereinafter "the School") adopts this Parent and Family Engagement Policy to establish a framework of meaningful, sustained, and two-way collaboration between the School and the families of its students. This policy guides all parent and family engagement activities at the School and ensures that every family has the opportunity to be a genuine partner in their child's education.

The School recognizes that families are the first and most enduring educators in a child's life. Students whose families are actively engaged in their education achieve higher academic outcomes, develop stronger social-emotional skills, and are more likely to succeed in school and beyond. Family engagement is not an optional supplement to education — it is a core strategy for student achievement.

1.2 Legal Authority

This policy is adopted pursuant to and consistent with the following legal authorities:

- **Every Student Succeeds Act (ESSA) of 2015, Title I, Part A, Section 1116** (20 U.S.C. § 6318) — which requires each local educational agency (LEA) and Title I school to jointly develop, agree on with, and distribute a written parent and family engagement policy;
- **ESSA Section 1112(e)** (20 U.S.C. § 6312(e)) — Parents' Right to Know and English learner parent notification requirements;
- **NC DPI Title I Parent and Family Engagement guidance**, including "1-Pager: Examples of Content and Information to Include in District and Title I School PFE Policies" (Aug. 27, 2025), and the NC DPI Comprehensive Continuous Improvement Plan (CCIP) Title I application requirements;
- **North Carolina Charter Schools Act** (G.S. 115C-218 et seq.) — under which the School is authorized as a public charter school and operates as its own LEA;

- **North Carolina Parents' Bill of Rights** (G.S. 115C-76.1 et seq.) — to the extent applicable to charter schools
- **North Carolina Read to Achieve** (G.S. 115C-83.1 et seq.) — K–3 reading notification and parent support requirements, to the extent applicable to charter schools; and
- **Family Educational Rights and Privacy Act (FERPA)** (20 U.S.C. § 1232g; 34 C.F.R. Part 99), Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act — governing student privacy, language access, and accessibility for families.

Legal Authority Reference: ESSA, Title I, Part A, Section 1116; 20 U.S.C. § 6318. This section satisfies the statutory requirement that LEAs and schools operating Title I programs adopt and implement a written parent and family engagement policy.

1.3 Definition of Parent and Family Engagement

Definition — Parental Involvement (per ESEA Section 8101(39)):

"Parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents 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; and that other activities are carried out, such as those described in Section 1116.

For purposes of this policy, the terms "parent," "family," and "guardian" are used interchangeably and refer to any parent, legal guardian, or other person standing in loco parentis who is the primary caregiver responsible for a student enrolled at the School.

1.4 School Mission and Engagement Commitment

Movement School is a tuition-free public charter school in North Carolina and is part of the Movement Schools network. Serving grade K-5 in Charlotte-Mecklenburg county North Carolina.

The School's mission is a whole-life approach to education — valuing students for who they are, building character, achieving academic excellence, and preparing every student for a successful and meaningful future. Our core values of dignity, virtue, and character, expressed through being kind, honest, and brave, are not only instilled in students but are reflected in how we engage and partner with families.

In furtherance of this mission, the School commits to building and sustaining authentic partnerships with families through open communication, shared decision-making, meaningful programming, and a school culture in which every family feels welcomed, respected, and valued.

1.5 Joint Development

This policy was jointly developed with, and agreed on with, parents and family members of participating children. The School solicited parent input through surveys, open comment periods, and direct consultation prior to adoption. The policy will be jointly reviewed and updated annually with parent

participation, as described in Section 3, and updated periodically to meet the changing needs of parents and the School.

1.6 LEA and School-Level Policy

Because the School operates as its own LEA under North Carolina law, this policy is intended to satisfy both the LEA-level requirements of ESSA Section 1116(a)–(b) and the Title I school-level requirements of Section 1116(b)–(f). As the LEA, the School will provide the coordination, technical assistance, and support necessary to plan and implement effective parent and family engagement activities, and may include employers, business leaders, philanthropic organizations, and individuals with expertise in engaging families.

Legal Authority Reference: ESSA Section 1116(a)(1)–(2), (b)(1); 20 U.S.C. § 6318(a)–(b); NC DPI 1-Pager (District level).

SECTION 2: SCHOOL-LEVEL PARENT ENGAGEMENT STRATEGIES

Movement School shall implement the following strategies and activities to engage parents and families in a meaningful and ongoing manner throughout the school year. These strategies are designed to be inclusive, accessible, and aligned with the diverse needs and schedules of the School's families.

2.1 Annual Title I Meeting

The School shall convene an Annual Title I Meeting, at a convenient time, within the first thirty (30) school days of each school year, to which all parents of participating children shall be invited and encouraged to attend. This meeting may be held in conjunction with Back to School Night. At the meeting, the School shall:

- Inform parents of the School's participation in Title I, Part A and its schoolwide program;
- Explain the requirements of Title I and the rights of parents to be involved;
- Provide timely information about Title I programs and services, including Parents' Right to Know information, this policy, and the School-Parent Compact;
- Describe and explain the curriculum in use (aligned to the North Carolina Standard Course of Study), the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
- Invite parents to provide feedback on Title I programs, the schoolwide plan, and the use of Title I funds.

The meeting shall be offered with interpretation services as needed, and materials shall be provided in a format and language parents can understand.

Legal Authority Reference: ESSA Section 1116(c)(1), (c)(4)(A)–(B); 20 U.S.C. § 6318(c).

2.2 Family Engagement Calendar

The School shall publish a Family Engagement Calendar at the beginning of each school year scheduling a minimum of **six (6) family engagement activities** across multiple formats, including in-person, virtual, morning, evening, and weekend options.

2.3 Family Engagement Night and Curriculum Night (Fall)

Each fall, the School shall host a Family Engagement Night and Curriculum Night providing families with an overview of academic standards (aligned to the **North Carolina Standard Course of Study**), State and local assessments (including NC End-of-Grade tests and K–3 literacy diagnostic assessments, as applicable), instructional strategies, grade-level expectations, and how to monitor their child's progress and work with educators.

2.4 Parent-Teacher Conferences

The School shall ensure a minimum of **two (2) formal parent-teacher conferences per year** for each enrolled student, during which the School-Parent Compact shall be discussed as it relates to the individual child's achievement. Additional conferences shall be available at the request of a parent or teacher. Conferences shall be scheduled at accessible times, and interpretation shall be provided upon request.

2.5 Flexible Meeting Times

The School shall offer a flexible number of meetings, including morning, afternoon, and evening options and virtual participation, across the school year so that working parents and caregivers can participate meaningfully.

Legal Authority Reference: ESSA Section 1116(c)(2); 20 U.S.C. § 6318(c)(2).

2.6 Home Visits and Alternative Outreach

For families who face barriers to participating in school-based events (including transportation, disability, work schedules, or language), the School may use Title I funds, as allowable, to provide transportation, child care, or home visits related to parent and family engagement, and shall implement alternative outreach strategies such as phone consultations and virtual meetings so that no family is excluded from meaningful participation.

2.7 Parent Resource Center

The School shall designate a Parent Resource Center or dedicated resource area providing materials, devices, and resources to support learning at home, including grade-level academic materials, digital learning tools, parenting guides, community referral information, and device or internet access support.

2.8 Virtue and Character Education Family Workshops

Consistent with the School's whole-child mission and core values of dignity, virtue, and character, the School shall offer family workshops aligned to its character education program, providing families with tools to reinforce kindness, honesty, and bravery at home and in the community.

2.9 Family Literacy and Math Nights

The School shall host Family Literacy and Math Nights as skills-based workshops to help parents and caregivers support their child's reading and mathematics development at home, including literacy training and using technology. For K–3 families, these events shall include strategies and materials to support reading at home, consistent with North Carolina Read to Achieve.

Legal Authority Reference: ESSA Section 1116(e)(1)–(2); 20 U.S.C. § 6318(e)(1)–(2); G.S. 115C-83.1 et seq.

2.10 Digital Communication and Engagement

The School shall maintain robust digital communication with families through multiple platforms, including:

- School mobile application and communication apps;
- Email newsletters (regular cadence throughout the year);
- School social media channels;
- Automated phone and text messaging systems (available in multiple languages); and
- The official school website.

Digital communications shall be supplemented by printed materials sent home with students for families with limited digital access.

2.11 Parent Advisory and Governance Opportunities

The School shall maintain opportunities for parents to serve in advisory capacities, including a Parent Advisory Council composed of a representative group of parents and family members served by the School to help develop, revise, and review this policy. Parent representatives shall be involved in Title I planning and evaluation, in decisions regarding the use of Title I parent and family engagement funds, and in the development of the schoolwide program plan. Meetings of the School's nonprofit board of directors are open to the public under the North Carolina Open Meetings Law (G.S. 143-318.9 et seq.), and families are encouraged to attend.

Legal Authority Reference: ESSA Section 1116(a)(3)(B), (c)(3), (e)(1)–(14); 20 U.S.C. § 6318; NC DPI 1-Page (parent advisory board).

2.12 Recognition of Family Contributions

The School shall recognize and celebrate the contributions of families to school culture, student success, and the school community through acknowledgment at school events, communications, and annual recognition opportunities.

SECTION 3: ANNUAL EVALUATION AND REVISION PROCEDURES

3.1 Annual Review Process

Movement School shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the

School, each spring during the months of **April and May**. No revision of this policy shall be adopted without meaningful parent input.

3.2 Evaluation Methods

- **Parent Surveys:** distributed to all enrolled families in paper and digital formats, in English and additional languages as needed;
- **Parent Focus Groups:** facilitated sessions to gather qualitative feedback on engagement activities and barriers;
- **Attendance Data Review:** analysis of participation rates at family engagement events across the year; and
- **Barrier Analysis:** systematic identification of barriers to participation, as described in Section 3.3.

3.3 Evaluation Criteria

Consistent with ESSA and NC DPI guidance, the evaluation shall, at a minimum:

1. Identify and address barriers to greater participation by parents, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
2. Identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;
3. Identify strategies to support successful school and family interactions; and
4. Use the findings to design evidence-based strategies for more effective parental involvement and to revise, if necessary, this policy.

The evaluation shall also review the effectiveness of each activity, participation trends compared to prior years, and the impact of engagement activities on student achievement.

3.4 Policy Revision

Findings from the annual evaluation shall be used to revise and update this policy for the subsequent school year. The revised policy shall be distributed to all families no later than the thirtieth (30th) school day of the new school year and in the same languages and formats as the original policy.

If a mid-year revision is required, the School shall solicit parent input through an open comment period of no less than fourteen (14) calendar days prior to adoption.

3.5 Documentation and Records

The School shall maintain records of all evaluation activities, including survey instruments and results, focus group notes, attendance logs, and documentation of parent input. These records shall be available for review by NC DPI (including during Federal Program Monitoring) and the Office of Charter Schools upon request. A summary of findings and the rationale for revisions shall be included in the School's Title I application and planning documentation in the NC DPI CCIP.

SECTION 4: PARENT INPUT PROCESSES

Movement School is committed to creating multiple, accessible, and meaningful pathways for parents and family members to provide input on school programs, policies, and the use of Title I funds. The following processes shall be maintained on an ongoing basis.

4.1 Annual Family Survey

An annual survey shall be distributed to all enrolled families each spring (April) to gather feedback on programs, family engagement activities, communication practices, and school climate. The survey shall be available in English and in additional languages spoken in the school community, to the extent practicable, and in paper and digital formats.

4.2 Parent Advisory Council Representation

Parents of enrolled students shall have the opportunity to serve on the Parent Advisory Council described in Section 2.11. Parent representatives shall participate in discussions regarding school programs, this policy, the School-Parent Compact, the schoolwide program plan, and priorities for Title I parent and family engagement funds.

4.3 Open Comment Period for Policy Revisions

Before any proposed revision to this policy is adopted, the School shall conduct an open comment period of at least fourteen (14) calendar days, during which all families may submit written or verbal comments. Notice shall be provided through the School's standard communication channels.

4.4 Title I Annual Meeting — Formal Input Opportunity

At the Annual Title I Meeting (Section 2.1), parents shall be expressly invited to provide input on the use of Title I funds, the design and evaluation of school programs, and revisions to this policy. Input shall be documented and reviewed by school leadership.

4.5 Parent-Requested Meetings and Suggestions

If requested by parents, the School shall provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and shall respond to any such suggestions as soon as practicably possible. The School shall also maintain a physical suggestion box and a digital feedback form year-round, reviewed by school leadership monthly.

4.6 Parent Focus Groups

The School shall convene at least one (1) Parent Focus Group per semester — a minimum of two (2) per year — offered at accessible times and with interpretation as needed.

4.7 Schoolwide Plan Comments

If the schoolwide program plan under ESSA Section 1114(b) is not satisfactory to the parents of participating children, the School shall submit any parent comments on the plan when the School makes the plan available to the LEA and NC DPI.

Legal Authority Reference: ESSA Section 1116(c)(5); 20 U.S.C. § 6318(c)(5).

4.8 Feedback Loop — How Parent Input Is Used

All parent input shall be documented and reviewed by school leadership and, where practicable, incorporated into school planning and policy decisions. The School shall communicate to families how their input influenced decisions. Written responses shall be provided to any substantive formal suggestion or concern within ten (10) school business days of receipt.

Legal Authority Reference: ESSA Section 1116(a)(2), (c)(3); 20 U.S.C. § 6318. This section satisfies the requirement that parents be involved in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, this policy, and the schoolwide plan.

SECTION 5: COMMUNICATION AND ACCESSIBILITY STANDARDS

5.1 Language Access and Translation

All information related to school and parent programs, meetings, and other activities — including this policy, the School-Parent Compact, report cards, and meeting notices — shall be provided in a format and, to the extent practicable, in a language parents can understand. The School shall:

- Translate key documents into the languages represented in the school community, to the extent practicable;
- Provide oral interpretation at school-sponsored family engagement events; and
- Provide interpretation at parent-teacher conferences upon request, including by phone or video.

5.2 Accessible Formats for Families with Disabilities

Materials shall be available in accessible formats for parents with disabilities upon request, including large print, audio, and digitally accessible electronic formats. The School shall respond to requests for accessible formats within five (5) school business days.

Legal Authority Reference: ESSA Section 1116(e)(5), (f); 20 U.S.C. § 6318(e)(5), (f); Section 504; ADA Title II; Title VI.

5.3 Multi-Channel Communication

- School mobile application and communication apps;
- Email newsletters distributed on a regular schedule;
- Official school website;
- Automated phone and text messaging (available in multiple languages);
- Flyers and printed materials sent home with students; and

- Direct mailings for critical communications.

5.4 Advance Notice of Family Engagement Events

Notice of all family engagement events shall be provided at least two (2) weeks in advance through the School's primary communication channels, with reminders sent within forty-eight (48) hours of the event.

5.5 Response to Parent Inquiries

The School commits to responding to all parent inquiries within three (3) business days of receipt, whether submitted by phone, email, the school app, or in writing.

5.6 Digital Equity

- Supplement digital communications with printed materials for families with limited digital access;
- Maintain a device loan program, or connect families with community resources for device and internet access; and
- Ensure no family is excluded from school programs or information due to lack of digital access.

5.7 Parent Rights Notifications

At the beginning of each school year, and as otherwise required by law, the School shall notify families of their rights, including:

- The right to request information regarding the professional qualifications of their child's teacher(s), including whether the teacher has met State licensure criteria, is teaching under emergency or provisional status, and the teacher's degree and field, and the qualifications of any paraprofessional serving their child (*ESSA § 1112(e)(1)(A)*);
- Timely notice that their child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who does not meet applicable North Carolina licensure requirements (*ESSA § 1112(e)(1)(B)(ii)*);
- Information on the level of achievement and academic growth of their child on each State academic assessment (*ESSA § 1112(e)(1)(B)(i)*);
- For parents of English learners, notification within thirty (30) days of the start of the school year (or within two weeks of placement during the year) of their child's identification and placement in a language instruction program (*ESSA § 1112(e)(3)*);
- Notice of the NC School Report Card, posted on the School's website, and information on State and local assessments required for the child's grade (*ESSA §§ 1111(h), 1112(e)(2)*);
- Rights under FERPA regarding student education records; and
- All other rights afforded to parents under Title I, Part A and North Carolina law.
- These notifications shall be provided in writing at enrollment and at the Annual Title I Meeting, and in translated form as needed.

SECTION 6: SCHOOL-PARENT COMPACT

6.1 Purpose and Joint Development

Movement School shall jointly develop with parents of participating children, and distribute annually, a School-Parent Compact that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards. The Compact shall be reviewed and updated annually with parent input.

The full School-Parent Compact is a separate document (see Appendix A). The following summarizes the responsibilities established in the Compact.

6.2(a) School Responsibilities

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the North Carolina Standard Course of Study;
- Hold parent-teacher conferences (at least annually, and at the School a minimum of two per year) during which the Compact is discussed as it relates to the individual child's achievement;
- Provide frequent reports to parents on their child's progress;
- Provide parents reasonable access to staff, and opportunities to volunteer, participate in, and observe classroom activities;
- Ensure regular two-way, meaningful communication between family members and staff, in a language family members can understand, to the extent practicable; and
- Maintain a welcoming, safe, inclusive, and respectful environment in which all staff treat families as equal partners.

6.2(b) Parent and Family Responsibilities

- Ensure their child attends school regularly and on time each day;
- Support their child in completing homework and learning activities at home, and monitor appropriate use of screen time;
- Communicate with teachers and staff about their child's needs, strengths, and challenges;
- Participate, as appropriate, in decisions relating to their child's education and in at least one (1) family engagement activity per semester;
- Review all communications from the School and respond in a timely manner; and
- Encourage a love of learning at home through reading, conversation, and exploration.

6.2(c) Student Responsibilities

- Attend school prepared and ready to learn each day;

- Complete assignments and participate actively in classroom learning;
- Treat classmates, teachers, and school community members with kindness and respect; and
- Communicate needs and concerns to teachers and parents.

6.3 Signatures and Distribution

The Compact shall be signed annually by the School Leader (or designee), the parent or guardian, and the student where appropriate by grade level. Signed copies shall be maintained on file. The Compact shall be available in English and translated languages as needed and discussed at parent-teacher conferences.

Legal Authority Reference: ESSA Section 1116(d)(1)–(2); 20 U.S.C. § 6318(d). Each Title I school must jointly develop with parents a written school-parent compact.

SECTION 7: RESPONSIBILITIES OF THE SCHOOL AND FAMILIES

7A — School and Staff Responsibilities

To build capacity for strong parent and family engagement, Movement School and its staff shall:

1. **High-Quality Instruction:** Provide high-quality, research-based instruction aligned to the North Carolina Standard Course of Study in every grade and content area.
2. **Understanding Standards and Assessments:** Assist parents in understanding the State academic standards, State and local assessments, Title I requirements, and how to monitor their child's progress and work with educators. (§ 1116(e)(1))
3. **Materials and Training:** Provide materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate. (§ 1116(e)(2))
4. **Professional Development:** Educate teachers, specialized instructional support personnel, principals, other school leaders, and staff, with the assistance of parents, in evidence-based practices for reaching out to, communicating with, and working with parents as equal partners, and in building ties between parents and the School. (§ 1116(e)(3))
5. **Timely Notification:** Notify families promptly when a student is experiencing academic difficulties or other concerns, and describe the supports or interventions the School will provide, including any Personal Education Plan or Read to Achieve notices, as applicable.
6. **Welcoming Environment:** Build and maintain a school environment that is welcoming, inclusive, and affirming of all families.
7. **Community Resource Referrals:** Inform families of community resources and refer families to social, health, and other supports to address non-academic barriers.
8. **Accessible Conferences:** Schedule conferences at times accessible to working families, with interpretation as needed.

9. **Reasonable Support:** Provide other reasonable support for parent and family engagement activities as parents may request. (§ 1116(e)(14))
10. **Privacy and Confidentiality:** Protect the privacy of student records and family information in accordance with FERPA and applicable North Carolina law, including G.S. 115C-402.

7B — Family Responsibilities

Families of students enrolled at Movement School are encouraged to:

- Ensure their child attends school regularly, arrives on time, and is prepared for the day;
- Communicate promptly with teachers and staff about their child's needs, strengths, and circumstances that may affect learning;
- Support homework and learning at home and maintain an environment conducive to study;
- Participate in at least one (1) family engagement activity per semester;
- Review School communications and respond in a timely, constructive manner;
- Attend parent-teacher conferences as scheduled;
- Encourage a love of learning through regular reading, discussion, and positive reinforcement;
- Notify the School of significant changes in family circumstances; and
- Volunteer, as available, in school activities, advisory groups, or other opportunities.

Note:

The responsibilities listed for families under Section 7B are aspirational commitments designed to foster partnership. They are not conditions of enrollment and shall not be enforced in any manner that would disadvantage or exclude any student. Every student at Movement School is entitled to a high-quality education regardless of the level of family engagement.

Legal Authority Reference: ESSA Section 1116(e)(1)–(3), (e)(14); 20 U.S.C. § 6318(e); NC DPI 1-Pager (training for staff and families).

SECTION 8: COORDINATION WITH COMMUNITY PARTNERS

8.1 Purpose of Community Partnerships

The School shall coordinate and integrate parent and family engagement activities with community organizations, businesses, faith-based institutions, and social service agencies to amplify its capacity to support families, extend learning beyond the school day, and address non-academic barriers.

8.2 Library and Literacy Partnerships

The School shall pursue partnerships with the local public library system to provide families with literacy programs, reading resources, and digital tools that reinforce the School's literacy goals.

8.3 Early Childhood and Pre-K Transition

To the extent feasible, the School shall coordinate with NC Pre-K programs (administered by the NC Department of Health and Human Services, Division of Child Development and Early Education), Head Start, and other local early learning providers to support the transition of children into Kindergarten, including outreach to pre-K families and alignment of school-readiness expectations.

Legal Authority Reference: ESSA Section 1116(e)(4); 20 U.S.C. § 6318(e)(4) (coordination with public preschool programs).

8.4 Health and Social Service Agencies

The School shall collaborate with local health and social service agencies to help families access mental health services, food security programs, housing assistance, and other supports.

8.5 Civic and Faith Communities

The School shall build relationships with civic organizations, faith institutions, and community groups serving the School's surrounding communities to broaden its capacity to reach and support all families.

8.6 Movement Schools Network Coordination

The School shall coordinate with other Movement Schools campuses to share best practices, resources, and family engagement programming and to present a consistent network-wide approach to family partnership.

8.7 Higher Education Partnerships

The School may partner with institutions of higher education to provide family engagement programming, parent leadership development, and research-based resources for staff.

8.8 Business and Employer Partnerships

The School may partner with local businesses, employers, and philanthropic organizations to promote family engagement and to support working parents' ability to participate in school events.

8.9 Federal, State, and Local Program Coordination

To the extent feasible and appropriate, the School shall coordinate and integrate parent and family engagement strategies with other Federal, State, and local programs serving enrolled students, including Head Start, NC Pre-K, Title III (English learners), Title IX, Part A (McKinney-Vento homeless education), IDEA (Exceptional Children), 21st Century Community Learning Centers, and other Title I-funded initiatives.

8.10 Documentation of Partnerships

All active community partnerships shall be documented, aligned to the School's mission and engagement priorities, and reviewed annually.

Legal Authority Reference: ESSA Section 1116(a)(2)(C), (e)(4); 20 U.S.C. § 6318; NC DPI 1-Pager (coordinating PFE strategies with other programs).

SECTION 9: DISTRIBUTION AND DOCUMENTATION PROCEDURES

9.1 Annual Distribution to Families

This policy shall be distributed to the families of all enrolled students no later than the thirtieth (30th) school day of each school year and made available to the local community, through:

- Publication on the official school website; and
- A printed copy available in the school office at all times.

The policy shall be provided at no cost and in translated form as needed. Families may request additional copies at any time.

9.2 Documentation of Distribution

The School shall maintain documentation of distribution, including acknowledgment forms, electronic delivery logs, and records of translation availability, available for review upon request.

9.3 Recordkeeping for Family Engagement Activities

- Event agendas and materials;
- Sign-in sheets and attendance logs;
- Records of translation and interpretation services provided; and
- Summaries of parent input received at each activity.

These records shall be retained for a minimum of **five (5) years**, which meets or exceeds the federal requirement (2 C.F.R. § 200.334) and the NC DPI Records Retention and Disposition Schedule, and shall be available for NC DPI Federal Program Monitoring and review by the Office of Charter Schools.

9.4 Evaluation and Survey Documentation

Annual evaluation findings, survey results, focus group notes, and documentation of parent input shall be maintained in the school office and summarized in the School's Title I planning documentation.

9.5 Submission and Notification of Revisions

The current policy shall be uploaded to the NC DPI CCIP as part of the School's annual Title I application. Families shall be notified of any mid-year revisions within five (5) school business days of adoption, and an updated copy shall be made available.

9.6 Title I Parent and Family Engagement Funds

If the School's Title I, Part A allocation exceeds \$500,000, the School shall reserve at least one percent (1%) for parent and family engagement activities, and parents and family members of participating children shall be involved in decisions regarding how those funds are allotted. Reserved funds shall be used for at least one allowable activity under ESSA Section 1116(a)(3)(D).

Legal Authority Reference: ESSA Section 1116(a)(3), (b)(1); 20 U.S.C. § 6318. The policy must be distributed to parents of participating children and made available to the local community.