

Tiller School
Family Engagement Policy

Overview

Tiller School's teachers, staff, students, parents and the Executive Director work together closely to ensure each child's needs are met so that he/she may achieve success at the highest possible level. Students are placed in instructional groupings according to the nature of the instruction and corresponding aspects of skill and maturity. The Tiller School does not discriminate on the basis of race, religion, color, national or ethnic origin, age, disability or gender in the administration of its educational and admissions policies. Tiller School is dedicated to establishing an educational setting where self-motivated, lifelong learners develop. We strive to do this in an environment that provides the security for students to learn without fear of failure and where dignity, self-discipline and responsibility are valued. Our program emphasizes a low student to teacher ratio, a challenging academic program, enrichment through the arts, as well as a social curriculum emphasizing the values of caring, respect, trustworthiness, fairness and citizenship. In accordance with The Every Student Succeeds Act (ESSA) Section 116, our family engagement policy is designed and shared in an inclusive way and made available to our community. It is updated periodically so that the school will meet the ever changing needs of its students and families. Our policy establishes the school's expectations for family and parent involvement and describes how activities are implemented.

Implementation

Tiller School believes that parent and family engagement is critical for student success. It means that meaningful, consistent and two-way modes of communication are established and practiced throughout the school year. Family involvement in student academic learning as well as other school activities is important therefore the school's expectations are as follows:

- Parents and families play an integral role in assisting their child's learning
- Parents and families are encouraged to be actively involved in their child's education at Tiller School
- Because parents and families are considered full partners in their child's education, they are included, as appropriate, in decision-making to assist in the education of their child

Tiller School agrees to implement the requirements described below as outlined by ESSA Section 116:

A. Annual Title 1 Meeting

An annual meeting will be held, at convenient time, for all parents to participate so they are informed of the school's Title 1 program and their rights to be involved in the education of their child. The school will offer a flexible number of engagement meetings at convenient times for families so that all families have the opportunity to participate.

B. Collaborative Development

Tiller School will take the necessary actions to involve parents in an organized, ongoing and timely way so that the planning, review and improvement of programs under Title 1, Part A are jointly considered and implemented.

C. Communication

Tiller School will provide all parents meaningful and timely information about our programs under Title 1, including:

- a.) a description and explanation of the curriculum in use
- b.) forms of academic assessment used to measure student progress
- c.) achievement level of academic standards, and
- d.) opportunities for meetings to garner suggestions in decisions relating to the education of our students
- e.) a process is outline in Tiller School's Community Handbook if a parent is not satisfied with the school's engagement policy to ensure that concerns are handled respectfully as well as timely.

All information related to the school and parent programs will be sent to parents in a format that is easy to understand as well as a uniform format in a language that parents can understand.

D. Build Capacity of Parents

Tiller School will work hard to build the parents' capacity for strong support and involvement.

- We will assist with sharing materials to help parents work with their children to improve achievement.
- We will provide assistance to parents in understanding NC academic content standards, NC student academic achievement standards, school assessments, the requirements of Title 1, Part A, how to monitor and support progress and how to partner with educators to improve achievement of their children.