
**Joseph W. Grier Academy
Title I Annual Parent Information Meeting
2024-2025**

**Welcome – Bridget Wilson, Principal
Annual Notice to Parents - Bridget Wilson, Principal
Learning Compact – Melinda Gray, SIP Process
Coordinator
Closing Remarks - Bridget Wilson, Principal**

Link to Audio: [Recording JWGA Annual Title I
Parent Curriculum Night](#)



Welcome to the Title I Annual Meeting for Parents & Families

Joseph W. Grier Academy
Mrs. Wilson, Principal



Why are we here?

- The *Elementary and Secondary Education Act (ESSA)* requires that each Title I School hold an Annual Meeting for Title I parents for the purpose of...
 - Informing you of your school's participation in Title I
 - Explaining the requirements of Title I
 - Explaining your rights as parents to be involved
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Meeting Overview

- What it means to be a Title I school
 - 1% Set-Aside for parent and family engagement
 - The CMS Parent and Family Engagement Policy
 - SIP (School Improvement Plan)
 - School-Parent Compact
 - How to request the qualifications of my child's teacher(s)
 - How will I be notified if my child is taught by a teacher who is not Highly Qualified
 - How the Annual Evaluation of the CMS Parent and Family Engagement Policy is conducted
 - How can I be involved in all I am learning about
-



What does it mean to be a Title I School?

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- Being a Title I school means receiving federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for...
 - Identifying students experiencing academic difficulties and providing timely assistance to help students meet the State's challenging content standards.
 - Purchasing supplemental staff/programs/materials/supplies
 - Conducting parental Involvement meetings/trainings/activities
 - Recruiting/Hiring/Retaining Highly Qualified Teachers
 - Being a Title I school also means encouraging parental involvement and advocating for parents' rights
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How is our school using this funding?

- Student Agendas
 - Staffing to support small group instruction/interventions, reduced class sizes & support services to students and families
 - Family engagement events
 - Professional development, instructional coaching, and resources for teacher training
 - Student resources to supplement academic and social/emotional needs.
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What is the 1% set-aside and how are parents involved?



-
- Any LEA with a Title I Allocation exceeding \$500,000 is required by law to set aside 1% of the Title I allocation for parent and family engagement
 - Of that 1%, 5% may be reserved at the LEA level for system-wide initiatives related to parental involvement. The remaining 95% must be allocated to all Title I schools in the LEA. Each Title I school receives its portion of the 95% to implement school-level parental involvement
 - Title I parents have the right to make decisions regarding how this money is spent
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Parent and Family Engagement Allocation

- Student agendas
 - Family Handbook (printing/binding)
 - Family and School Advocate
 - Family Engagement Events & Snacks
 - Student Led Conferences
 - Spring Forward
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What is the CMS Parent and Family Engagement Policy?

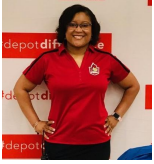
- This plan addresses how the LEA will implement the family engagement requirements of the *Elementary and Secondary Education Act*. It includes...
 - The LEA's expectations for parents
 - How the LEA will involve parents in decision-making
 - How the LEA will work to build the schools' and parents' capacities in the implementation of effective parent and family engagement activities to improve student academic achievement
 - Title I parents and families have the right to be involved in the development of this plan
-



What is the SIP?

- The SIP is your School Improvement Plan and includes:
 - A School Self-Evaluation Form and Summary of Data
 - Goals and Strategies to Address Academic Needs of Students
 - Professional Development Needs
 - Coordination of Resources and Comprehensive Budget
 - The School's Parent and Family Engagement Plan
 - Title I parents have a right to be involved in the development of this plan
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What's included in the School's Parent and Family Engagement Plan?



-
- This plan addresses how the school will implement the parent and family engagement requirements of the *Elementary and Secondary Education Act (ESEA)*. Components include...
 - How parents can be involved in decision-making and activities
 - How parent and family engagement funds are being used
 - How information and training will be provided to parents
 - How the school will build capacity in parents and staff for strong parent and family engagement
 - Title I parents have the right to be involved in the development of the school's Parent and Family Engagement Plan
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What is the School Compact?

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- The compact is a commitment from the school, the parent, and the student, to share in the responsibility for improved academic achievement
 - Title I parents and families have the right to be involved in the development of the School Compact
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Who are the parent leaders at my school?



Name

- SIT Chair
- SIT Rep
- SIT Rep
- SIT Rep
- SIT REP
- Family Advocate
- [YOUR NAME!](#)

WE NEED YOU! Please share your name, email, and phone number to join us during our 45 minute, once per month SIT meetings. 1st Wednesday from 4:00-4:45 pm.

How can I volunteer to assist my student with school needs?



-
- Join the School Improvement Team/School Leadership Team
 - Volunteer to contact other parents regarding important school information
 - Ex. – 100% Compact completion
 - Talk to your neighbors and let them know what is going on at your child's school.
 - Contact Family Advocate by emailing richard.hill@cms.k12.nc.us or call 980-343-5671 to volunteer.
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How do I request the qualifications of my child's teachers?



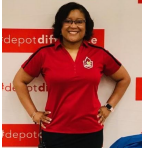
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- Title I parents and families have the right to request the qualifications of their child's teachers
 - How are you notified of this right and what is the process for making a request? (Explain Procedure – Right To Know Letter and request should be completed within 30 days of parent request)
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How will I be notified if my child is taught by a teacher who is not Highly-Qualified?



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- Our school's present status of Highly Qualified Teachers
 - Notification to parents and families regarding teachers not meeting ESEA's requirements for Highly-Qualified
 - How parents and families are notified and/or may request information on status
-

Federal Programs Complaint Procedures



NCDPI Website Link to the Complaint Resolution Procedures:

<http://www.ncpublicschools.org/nclb/federal/complaint>

COMPLAINT RESOLUTION PROCEDURES:As required by the Elementary and Secondary Act of 1965 as amended by Every Student Succeeds Act of 2015.

Section 9304(a)(3)(C) of the Elementary and Secondary Act of 1965 as amended by the Every Student Succeeds Act of 2015

(P.L. 107-110) requires: states adopt written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs in P.L.107-110. North Carolina State Board of Education policy #EEO-E-001 outlines the

procedures to be followed in resolving complaints alleging violations of requirements of the Elementary and Secondary Act of 1965 as amended by the Every Student Succeeds Act of 2015 .The State Board’s complaint resolution policy can be viewed by

going to the NCSBE Policy Manual Table of Contents at <http://sbepolicy.dpi.state.nc.us>. Click on “EEO Series” to access the Effective and Efficient Operations policies. Click on

“EEO-E” to access the federal programs policies. Click on policy “EEO-E-001” to view the State Board’s policy on resolution of complaints for federal programs.

To learn more about the Elementary and Secondary Act of 1965 as amended by the Every Student Succeeds Act of 2015 go to the North Carolina Department of Public Instruction’s website at:

<http://www.ncpublicschools.org/nclb>

or the U. S. Department of Education’s website at:

<http://www.ed.gov/index.jhtml>.

AMOs (Annual Measurable Objectives)

*New under ESEA Flexibility Waiver



- The ESEA waiver specified AMO targets will be used for reporting. These targets are:
 - (1) based on 2010-11 data
 - (2) identified for each federally reported subgroup

Per the flexibility waiver, the AMO targets were set with the goal of reducing the percentage of non-proficient students by one-half within six years

- Annual Measurable Objectives (AMO) will replace Annual Yearly Progress (AYP) targets and eliminate school improvement designations for Title I schools
- The change from AYP targets to Annual Measurement Objectives (AMO) acknowledges that subgroups have different starting points and thus need different targets. Overall, there are 13 specific areas of flexibility included in the waiver. All schools are measured according to AMO

AMO measures the progress of student groups



Definition of AMOs

- Annual Measurable Objectives (AMOs) is defined as a series of performance targets that states, school districts, and specific subgroups within schools, must achieve each year to meet the requirements of ESEA. In each public school and Local Education Agency (LEA) in North Carolina, the 11 student subgroups are:
 - School as a whole (all students)
 - American Indian
 - Asian
 - Black
 - Hispanic
 - Two or More Races
 - White
 - Economically Disadvantaged Students (Based on Child Nutrition data files submitted in accordance with a Memorandum of Agreement)
 - Limited English Proficient (LEP)
 - Students with Disabilities (SWD)
 - AIG- Academic Intelligence- Gifted
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ESEA Flexibility Waiver New School Designations

- As part of the ESEA flexibility waiver, Priority, Focus, and Reward Schools have been identified based on the previous years/ data
 - The Priority and Focus lists will remain for three years.
 - The NCDPI Title I office will follow-up with LEAs regarding any Priority or Focus Schools in their districts with more information on assistance and resources
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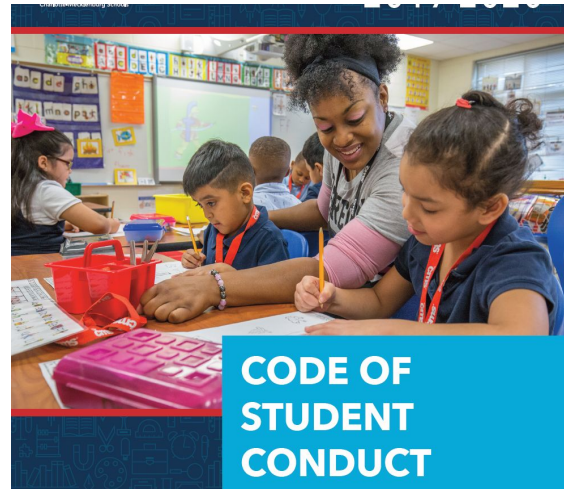
Focus School Methodology

- Title I schools that have the largest within-school gaps between the highest-achieving subgroup and lowest-achieving subgroup or, at the high school level, have the largest within-school gaps in the graduation rate
 - +
 - Title I schools with “proficiency score-R/M” with a subgroup with a proficiency score below 50% in the previous and one of the two prior years
 - Goal: 10% of Title I Schools
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CMS Code of Student Conduct

Student Rights, Responsibilities, and Character Development Handbook





- Questions?

Please e-mail me at bridget.Wilson@cms.k12.nc.us or melindak.gray@cms.k12.nc.us

Thank you for your partnership!

Principal Wilson



Joseph W. Grier Academy
8330 Grier Road
Charlotte, NC 28215

☎ 980-343-5671
☎ 980-343-5594

September 25, 2020

Dear Joseph W. Grier Parents/Guardians:

At the beginning of each academic year, Charlotte-Mecklenburg Schools ("CMS") is required, pursuant to federal regulations and state laws, to provide students and their parents with certain annual notices. These notices, along with more detailed information, are found in the [2020-21 Parent-Student Handbook](#) at the pages listed below:

Non-Discrimination & Equal Access to Facilities: Title VI of the Civil Rights Act of 1964 p. 41; Title IX of the Education Amendments of 1972 p. 41; The Rehabilitation Act of 1973 (Section 504) p. 16; The Americans with Disabilities Act of 1990, (ADA) p. 17
Students with Disabilities: Pursuant to the Individuals with Disabilities Education Act (IDEA), CMS must provide special education services to all children residing in the school district who are between the ages of three (3) and twenty-one (21) who have been diagnosed with or are suspected to have mental, physical or emotional disabilities and who are unable to benefit from a regular school program without special assistance. If your child may qualify for such special assistance, please contact: CMS Exceptional Children Department at 980-343-6960. p. 18
Homesick Students: McKinney-Vento Homeless Assistance Act of 1987 p. 23

Student Records: Family Educational Rights and Privacy Act (FERPA) p. 38
Notice for Directory Information: p. 39
Protection of Pupil Rights Amendment: p. 40
Free or Reduced School Lunch: p. 28
Student Health: Influenza and Meningeococcal Diseases p. 24; Human Papillomavirus p. 24
Student Wellness Policy: p. 24
North Carolina Safe Surrender Law: p. 24
School Health Education Program: Right to Opt Out: p. 26
Student Discipline Policies: p. 14
School Bullying/Cyber-Bullying Policies: p. 14
Student Restraint/Seclusion/Isolation: p. 42
Asbestos Hazard Emergency Response Act: p. 44
Use of Pesticides: p. 44

The following information can be found on the CMS website at www.cms.com or by clicking the links below.

Parent/student complaints and grievances: [Board Policy JIA](#)

Title I schools: [Title I](#)

Advanced courses: [Advanced Studies](#)

Student testing information: [Accountability](#)

CMS's Local Education Agency Report Card required by Section 631(b)(1) and (2) of the Elementary and Secondary Education Act: [Accountability](#)

Pursuant to [N.C.G.S. 115C-47\(58\)](#), you will be notified of the most recent grade of the school your child is attending, as issued by the State Board of Education, if the school received a grade of "D" or "F".

If you have any questions or concerns, please contact [**insert contact**](#), at [**insert phone number and/or email address**](#).

Sincerely,

Bridget Wilson, Principal

cms
Charlotte-Mecklenburg Schools

CharMeckSchools     www.cms.com

Joseph W. Grier Academy
8330 Grier Road
Charlotte, NC 28215

☎ 980 343 5671
☎ 980 343 5594

Diciembre 25 de Septiembre de 2020

Apreciados Padres/Guardianes de Joseph W Grier:

A comienzo de cada año académico, se requiere que las Escuelas de Charlotte-Mecklenburg ("CMS"), conforme a las regulaciones federales y la ley estatal, proporcionen a los estudiantes y sus padres ciertos avisos anuales. Estos avisos, junto con la información más detallada, se encuentran en el [2020-21 Parent-Student Handbook](#) en las páginas que se enumeran a continuación:

No Discriminación e Igualdad de Acceso a las Instalaciones: Título VI de la Ley de Derechos Civiles 1964 p. 41; Título IX de las Enmiendas Educativas del 1972 p. 41; La Ley de Rehabilitación de 1973 (Sección 504) p. 16; La Ley de Estadounidenses con Discapacidades de 1990, (ADA) p. 18
Estudiantes con Incapacidades: De conformidad con la Ley de Educación de Individuos con Discapacidades (LIDEA), CMS debe proporcionar servicios de educación especial a todos los niños que residen en el Distrito Escolar que tienen entre tres (3) y veintiún (21) años de edad que han sido diagnosticado con o se sospecha que tienen discapacidades mentales, físicas o emocionales y que no pueden beneficiarse de un programa escolar regular sin asistencia especial. Si su hijo puede calificar para dicha asistencia especial, comuníquese con: Departamento de Niños Excepcionales del CMS al 980-343-6960. p. 18
Estudiantes sin Hogar: McKinney-Vento, Ley de Asistencia a Personas sin Hogar del 1987 p. 23

Expedientes Estudiantiles: Ley de Privacidad y Derechos Educativos de la Familia (FERPA) p. 38
Aviso de Información del Directorio: p. 39
Enmienda de la Protección de los Derechos de los Alumnos: p. 40
Almuerzo Escolar Gratis o Reducido: p. 28
Salud del Estudiante: Influenza y Entermedades Meningocóccas p. 24; Virus del Papiloma Humano p. 24
Política del Bienestar del Estudiante: p. 24
Ley de Entrega Segura de Carolina del Nocturno: p. 24
Programa de Educación de Salud Escolar: Derecho a no Participar: p. 26
Políticas de Disciplina Estudiantil: p. 14
Políticas de Acoso Escolar/Acoso Cibernético: p. 14
Restricción/Reclusión/Abandono del Estudiante: p. 42
Ley de Respuesta a Emergencias por Peligro de Asbestos: p. 44
Uso de Pesticidas: p. 44

La siguiente información puede ser localizada en nuestro página de web en www.cms.com o presionando en los enlaces a continuación.

Proceso de Apelación de Padres/Estudiantes: [Board Policy JIA](#)

Las Escuelas Título I: [Title I](#)

Cursos Avanzados: [Advanced Studies](#)

Información de Evaluación del Estudiante: [Accountability](#)

Informe de la Agencia Local del CMS requerido por la sección 631 (b)(1)-(2) de la Ley de Educación Primaria y Secundaria: [Accountability](#)

De conformidad con [N.C.G.S. 115C-47\(58\)](#), se le notificará el grado más reciente de la escuela a la que asiste su hijo(a), según lo emitido por la Junta de Educación del Estado, si la escuela recibió una calificación de "D" o "F".

Si tiene alguna pregunta o inquietud, no dude en ponerse en contacto con [**insert contact**](#), al [**insert phone number and/or email address**](#).

Sincermente,

Bridget Wilson, Directora

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Charlotte-Mecklenburg Schools

CharMeckSchools     www.cms.com

Joseph W. Grier Academy Learning Compact (2020-2021)

In the Charlotte-Mecklenburg Schools, we believe in the importance of families and schools working together. We believe that students do their best through the teamwork of students, families and educators. This friendly agreement lists the ways we all can contribute to the success of every student.

CMS School Learning Compact

Student Name _____

<p>Parent Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make sure my child attends school every day on time and completes his or her homework every day. <input type="checkbox"/> Attend parent-teacher conferences, PTA meetings and workshops whenever possible in order to help my child learn. <input type="checkbox"/> Contact teachers or staff when I am concerned or have a question about my child. <input type="checkbox"/> Ask my child every day for home/school communication. <input type="checkbox"/> Limit my child's TV and video game time and make sure my child is well rested. <input type="checkbox"/> Provide study space, study materials and learning opportunities for my child, in the home or through the library, church or community. <input type="checkbox"/> Volunteer in my child's class or school when possible. <input type="checkbox"/> Sign my child's Agenda; Monitor my child's attendance and tardiness. <input type="checkbox"/> Make sure my child is at school by 8:00 am. 	<p>Teacher Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support a safe, welcoming environment for students and families. <input type="checkbox"/> Provide challenging opportunities for learning. <input type="checkbox"/> Address students' individual needs, whether basic or advanced, and offer special assistance whenever needed. <input type="checkbox"/> Help parents identify ways to help their children learn. Communicate with parents and families about resources, materials, and workshops. <input type="checkbox"/> Communicate regularly with parents and families about children's academic performance. <input type="checkbox"/> Provide information about how children are doing as well as ways they can help promote learning at home. <input type="checkbox"/> Have at least one parent/teacher conference annually. <input type="checkbox"/> Participate regularly in Professional development programs. <input type="checkbox"/> Celebrate student's success to parents
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<p>Parent Signature: _____ Date: ___/___/___</p>	<p>Teacher Signature: _____ Date: ___/___/___</p>
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<p>Student Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Come to school on time.</u> <input type="checkbox"/> Get and complete my homework assignments. <input type="checkbox"/> Bring books, homework, and papers to school on time. <input type="checkbox"/> Follow CMS behavior rules <input type="checkbox"/> Read at home daily for at least 30 minutes (3-5) and 20 minutes (K-2) <input type="checkbox"/> Complete all classwork in a timer manner. <input type="checkbox"/> Bring my Agenda to school each day. 	<p>Principal Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set high standards and implement effective programs in reading and math throughout the school. <input type="checkbox"/> Educate students, teachers, families and school staff about the importance of daily reading and the partnership approach of the compact. Allocate resources to ensure that high standards are met for all students. <input type="checkbox"/> Provide workshops for families on how to help students learn. <input type="checkbox"/> Welcome all families, and include and encourage families with low literacy or math skills and/or limited English proficiency. Also, ensure that translators or equipment are available so that all families can participate. <input type="checkbox"/> Provide a variety of opportunities for parents and families to volunteer at the school.
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Joseph W. Grier Academy Learning Compact (2020-2021)

En las Escuelas de Charlotte-Mecklenburg, creemos en la importancia de trabajar las familias y las escuelas juntas. Nosotros creemos que los estudiantes lo hacen mejor a través del esfuerzo en equipo de los estudiantes, familias y los educadores. Este convenio amigable enumera las maneras en que todos podemos contribuir al éxito de cada estudiante.

Convenio de la Escuela de CMS

Nombre del Estudiante: _____

<p>Responsabilidades de los padres</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asegurarme que mi hijo asista todos los días a la escuela a tiempo y complete su tarea todos los días. <input type="checkbox"/> Asistir a las conferencias padre-maestro, a las reuniones de PTA y a los talleres cuando sea posible para ayudar en el aprendizaje de mi hijo. <input type="checkbox"/> Comunicarme con los maestros y personal de la escuela cuando esté preocupado o tenga una pregunta acerca de mi hijo. <input type="checkbox"/> Pedirle a mi hijo la comunicación entre casa/escuela todos los días. <input type="checkbox"/> Limitar el tiempo de TV, juegos de video y asegurarme que mi hijo duerma lo suficiente. <input type="checkbox"/> Proporcionarle a mi hijo un área de estudio, útiles escolares y oportunidades de aprendizaje en la casa, biblioteca, iglesia o comunidad. <input type="checkbox"/> Ser voluntario en el salón de mi hijo o en la escuela cuando sea posible <input type="checkbox"/> Firmar la agenda de mi hijo; vigilar la asistencia de mi hijo y sus tardanzas. <input type="checkbox"/> Asegurarme que mi hijo (a) está en la escuela antes de las 8 am. 	<p>Responsabilidades del Maestro</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proporcionar un ambiente seguro y acogedor para los estudiantes y las familias. <input type="checkbox"/> Proporcionar oportunidades que reten al aprendizaje. <input type="checkbox"/> Atender las necesidades individuales de cada estudiante ya sean básicas o avanzadas y ofrecer ayuda cuando sea necesario. <input type="checkbox"/> Ayudar a los padres a identificar maneras para ayudar a sus hijos a aprender. Comunicar a los padres y familias acerca de recursos de ayuda, materiales, y talleres. <input type="checkbox"/> Comunicarse con regularidad con los padres y familias acerca del rendimiento académico de sus hijos. Proporcionar información del progreso, así como también maneras como pueden ayudar a promover el aprendizaje en la casa. <input type="checkbox"/> Tener por lo menos una conferencia padre-maestro en el año escolar. <input type="checkbox"/> Participar con regularidad en programas de desarrollo profesional. <input type="checkbox"/> Celebrar el éxito del estudiante con los padres
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<p>Firma del Padre: _____ Fecha: ___/___/___</p>	<p>Firma del Maestro: _____ Fecha: ___/___/___</p>
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<p>Responsabilidades del Estudiante</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Llegar a tiempo a la escuela.</u> <input type="checkbox"/> Obtener y completar mi tarea de la escuela. <input type="checkbox"/> Traer libros, tarea y papeles a la escuela a tiempo. <input type="checkbox"/> Obedecer las reglas de comportamiento de CMS. <input type="checkbox"/> Leer en casa diariamente por al menos 30 minutos (3-5) y 20 minutos (k-2) <input type="checkbox"/> Completar todo el trabajo del salón a tiempo. Traer mi Agenda a la escuela a diario. 	<p>Responsabilidades de la Directora</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tener altos estándares e implementar programas efectivos en lectura y matemática a través de la escuela. <input type="checkbox"/> Educar a los estudiantes, maestros, familias y personal escolar acerca de la importancia de la lectura diaria y la relación con este convenio. <input type="checkbox"/> Distribuir los recursos de manera que se cumplan con los altos estándares para todos los estudiantes. <input type="checkbox"/> Proporcionar talleres para las familias en cómo ayudar a los estudiantes a aprender. <input type="checkbox"/> Acoger a todas las familias e incluir y animar a las familias con habilidades bajas en lectura o matemática y/o aquellas con limitaciones en inglés. <input type="checkbox"/> También asegurarse que hay intérpretes o que esté disponible el equipo para que todos los padres puedan participar. <input type="checkbox"/> Proporcionar una variedad de oportunidades para que los padres y las familias puedan brindar tiempo de voluntariado en la escuela.
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Learning Compact

- Please click the link below to complete the students learning compact indicating you and your child have reviewed the document.
 - https://docs.google.com/forms/d/e/1FAIpQLSfUuEpm8cE4ho8YH-FkkB_ZGL_CS2qNuVJ9qIF3TxWaRZsTnw/viewform?usp=sf_link
-