



**Parent and Family Engagement Plan**  
**Parent Involvement**  
**2022-2023**

**Campus**

- Strike Middle School, Principal-Bill Bush

**District Contacts**

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The campus/district will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. [Section 1116(c)(1)]  
Additionally, a meeting will be held on September 12 & October 11, 2022 and by email to the District Education Improvement Council. DEIC may review documents, ask questions, and provide feedback.

The written policy describes how the campus will offer a flexible number of meetings, such as meetings in the morning or evening. [Section 1116(c)(2)]  
These flexible meetings were offered via Zoom, email etc.

**Family Engagement Policy**

A Family Engagement Policy should assist districts and open-enrollment charters in achieving and maintaining high levels of family involvement and positive family attitudes toward education and should:

- Facilitate family-to-family support
- Establish a network of community resources
- Increase family participation in decision-making
- Equip families with tools to enhance and extend learning
- Develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks
- Evaluate family engagement efforts and use evaluations for continuous improvement

**Facilitate family-to-family support**

- Promoting families' understanding of different cultures and backgrounds;
- Hosting events that bring families together such as potlucks, sing-alongs, family fun nights and open houses.



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- Organizing field trips and other activities
- Having a parent Meet and Greet night early in the school year via Zoom

### **Establish a network of community resources using strategies such as:**

- Providing up-to-date written information on community resources (e.g. adult schools that offer GED coursework, community health organizations, recreational options, resale shops, social service organizations, etc.) on a regular basis to parents (e.g. once a week, once a month, etc.). Ensure the information is in the family's home language;
- Giving family members the opportunity to interact with community resources more conveniently;
- Maintaining a Community Resource Handbook that identifies where services such as housing, health services, legal assistance, domestic violence services, etc. can be found;
- Providing families with a list of free/low-cost recreational options in the community in which they reside;
- Encouraging staff to build relationships with workers in community programs to enhance the effectiveness of referrals;
- Making active referrals with families (e.g. calling with the family, bringing intake workers from other programs to meet with families) that include making a personal connection between families and service providers;
- Following up with families on referrals to see if services were received and parents were satisfied;

### **Increase family participation in decision-making using strategies such as:**

- Providing training for families on how to advocate for themselves and their children;
- Encouraging legislative representatives to meet with parents to discuss ideas, issues and problems in their community;
- Educating families about their rights under State and Federal law regarding the Individuals with Disabilities Education Act (IDEA);
- Creating an environment in the program that affirms parent leadership;
- Providing opportunities for families to provide input on key decisions happening in the program (i.e. family surveys, focus groups);
- Using an intake questionnaire at the beginning of the school year so that teachers can learn about the children in their classroom from their parents' perspective and begin some mutual goal setting with each individual family;
- Encourage parents to represent the prekindergarten program at elementary school functions such as PTA (for applicable campuses).
- Encouraging parents as equal partners with staff in reviewing family engagement survey results and making decisions regarding plans for continuous improvement.

### **Equip families with tools to enhance and extend learning using strategies such as:**



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- Conferencing with families during the school year and collaborating with them in setting goals for their children.
- Encouraging family members to volunteer at school or virtually in the event of a health crisis.
- Doing a survey to identify parents' talents, skills and cultural traditions that they would be willing to share with the classroom;
- Sending home activities that can be done at home for little or no cost that correspond with the activities done in the classroom;
- Utilizing a "Parent Lending Library" where parents can check out items (books, games, art supplies, puzzles, etc.) to be used at their homes to assist their children in learning;
- Providing workshops for parents that focus on common child development topics (health, child guidance, how the young child learns, etc.);
- Utilizing a parent bulletin board to share information on upcoming school and community events and to focus on a monthly child development topic;
- Hosting a Family Night centered around a topic that interests everyone. Plan activities for both adults and children of varying ages (siblings will want to participate too);
- Using technology that is family-friendly to enhance parents' knowledge on child development topics, as well as ensure technology is readily available for students at home.
- Encouraging families to reflect on family experiences and practices in helping children;
- Assisting families to implement best practices that will help achieve the goals and objectives identified to meet the needs of the child and family.

## **Develop Staff Skills in Evidence-Based Practices that Support Families in Meeting Their Children's Learning Goals**

- Brainstorming areas where parents can play a collaborative role in decision-making for their child;
- Using developmentally appropriate activities to help children understand differences in families, cultures and traditions;
- Providing training for educators on how to respond to families that are in a crisis;
- Making space available for staff to meet with parents privately;
- Training educators about the resources that are available in the community that support families'
- Interests and needs (ex: safety, housing stability, employment, job skills, financial literacy, health, etc.);
- Providing professional development opportunities that are grounded in a strengths-based approach to family engagement;
- Providing professional development opportunities focused on professional ethics as it relates to family engagement (ex: boundaries, confidentiality, etc.);
- Providing professional development that is effective in developing skills in working with families. Topics could include: engaging parents, communication styles, parenting practices, understanding and responding to your child's behavior, etc.;



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- Providing professional development that focuses on how culture can influence perspectives on child-rearing, such as: communication styles, role of professionals, caregiving, discipline, language and learning;
- Committing to hiring staff that reflect the diversity of the community in which the program resides.

## **Evaluate family engagement efforts and use evaluations for continuous improvement using strategies such as:**

- Setting child-centered goals with parents and check in with them
- Several times during school year to discuss the progress that has been made in achieving the mutually-developed goals;

## **Parent Involvement Activities**

1. The Little Elm Independent School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

*Parent-Teacher Association Meetings*

*Parent Conferences*

*Open House*

*Curriculum Nights*

*Campus Improvement Team including parental involvement*

*Language Proficiency Assessment Committee (LPAC) as applicable*

*Admission, Review and Dismissal Committee (ARD) as applicable*

*Parent Education Program*

*District Education Improvement Council*

2. The Little Elm Independent School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

*Parent-Teacher Association Meetings*

*Parent Surveys*

*Parent Conferences*

*District Educational Improvement Council*

*Campus Leadership Team*

*Instructional Materials Allotment*

3. The Little Elm Independent School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

*Parent-Teacher Association Meetings*  
*Tutoring and Parent Nights*  
*Curriculum Nights in person or virtually as appropriate*  
*Continuing Communication for the home and school connection*  
*Opportunities to attend parenting education classes*  
*Opportunities to attend ESL/GED/Citizenship courses*  
*Weekly emails*  
*FOCUS*  
*Newsletters*  
*Campus emails*  
*District emails*

4. The Little Elm Independent School District will coordinate and integrate parental involvement strategies in Part A with parental strategies under the following programs:

*Campus Leadership Team*  
*Parent and Family Facilitator*  
*Curriculum nights*  
*Student and Community Engagement Committee*  
*Student Health and Coordinated Services Committee (SHAC)*  
*Parent Education classes*  
*Online Instructional Resources and classroom access*

5. The Little Elm Independent School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (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). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more



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effective parental involvement, and to revise, if necessary (with the involvement of parents) its parental involvement policies.

*Spanish/English Communication*

*Translation services at PTA/School meetings*

*Each campus will be responsible for eliciting parent feedback and policy implementation*

*Communication via social media and hard copy as requested/needed*

*DEIC Recommendations:*

- *Some families are struggling with increased screen time- how do they get involved?*
- *Concerns for technology skill levels for families unaccustomed to learning online- how can we assist with this?*
- *Review prominent languages in LEISD to ensure we are reaching our families.*
- *Increase availability of contact information at campuses (who to reach).*

6. The Little Elm Independent School District will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-

- The State's academic content standards
- The State's student academic achievement standards
- The State and local academic assessments including alternate assessments
- The requirements of Title I, Part A,
- How to monitor their child's progress, and
- How to work with educators

*Title I Parent Advisory Committee*

*Parent and Family Facilitator*

*Parent-Teacher Association meetings*

*Tutoring and parent nights*

*Parent conferences*

*Curriculum nights*

*Continuing communication for the home and school connection*

*Opportunities to attend parenting education classes*

*Opportunities to attend ESL/GED courses*

*Weekly emails*

*FOCUS*

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

*Parent-Teacher Association meetings*

*Parent conferences*

*Open House*

*Curriculum nights*

*Campus Improvement Team including parental involvement*

*Language Proficiency Assessment Committee (LPAC) as applicable*

*Admission, Review and Dismissal Committee (ARD) as applicable*

The campuses will provide materials and training to help parents work with their children, such as literacy training and using technology. [Section 1116(e)(2)]

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

*Title I Training: instruction, logistical details and implementation requirements*

We will address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. [Section 1116(d)(2) either virtually or in person, as able.

*DEIC Recommendations:*

- "Coffee with the Principal"
- Communication Seesaw/Google Classroom/Class Dojo/Remind
- Distance opportunities for virtual meetings via suggested websites





- Step by step videos on how to use FOCUS and other District tools
- Increase specificity of call outs

D. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

*FOCUS*

*District and campus websites*

*Documents in English and Spanish*

*Physical copies available*

*Marquees*

*Neighborhood communications*

### **PART III DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

NOTE: The District Wide Parental Involvement Policy may include additional paragraphs listings and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of ESEA:

The written policy describes how the campus will provide reasonable support for parental involvement activities. [Section 1116(e)(14)]

- Involving parents in the development of training for teachers, principals and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities , including transportation and child care costs, to enable parents to participate in school related meetings and training sessions;
- Training parents to enhance the involvement of other parents
- In order to maximize parental involvement and participation in their child's education, arranging school meetings at a variety of times, or conducting in-home conferences or virtually





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between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities; and
- Providing other reasonable support for parent involvement activities under section 1118 as parents may request.

## **PART IV ADOPTION**

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, part A programs, as evidenced by the District Education Improvement Council.

This policy was adopted by Little Elm ISD on \_\_\_\_\_ and will be in effect for the period of the 2022-2023 school year. The school district will distribute this policy to all parents of participating Title I, Part A children.

\_\_\_\_\_  
(Signature of authorized official)

\_\_\_\_\_  
(Date)