



Parent and Family Engagement Plan
Parent Involvement
2024-2025

Campuses

- Little Elm High School, Principal-Michelle Gentry
- Alternative Campus, Principal- Terilyn Thomas-Monday
- Strike Middle School, Principal-Bill Bush
- Walker Middle School, Principal-Christie Silcox
- Prestwick Elementary, Principal- Jamey Allen
- Brent Elementary, Principal-Karie Kuster (T1)
- Chavez Elementary, Principal-Lindsey Sivick(T1)
- Hackberry Elementary, Principal- Steven Menezes(T1)
- Lakeview Elementary, Principal-Chris Reza (T1)
- Oak Point Elementary, Principal-Bernadette White (T1)
- Zellars Early Childhood Center, Principal-Howard Higginbotham

District Contacts

- Jason Evans, Director for Assessment, Accountability and Federal Programs
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- Yamile Quintero, District Family Facilitator/Homeless Liaison
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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)] The written policy describes how the campus will offer a flexible number of meetings, such as meetings in the morning, evening or via zoom. [Section 1116(c)(2)]

Additionally, a meeting will be held on August 29 & September 25, 2024 and by email to the District Education Improvement Council. DEIC may review documents, ask questions, and provide feedback.



Who Needs a Written Parent and Family Engagement Policy?

Every LEA receiving Title I, Part A funds and every school receiving Title I, Part A funds, schoolwide and targeted assistance, are required to develop a written Parent and Family Engagement Policy. The policy shall be developed with, distributed to, revised, and reviewed with parents.

Local Educational Agency Parent and Family Engagement Policy:

Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will — (A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). ESSA 1116 (a)(2)(A).

School Parent and Family Engagement Policy:

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. ESSA 1116 (b)(1).

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



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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.
- Organizing field trips and other activities
- Having a parent Meet and Greet night early in the school year at various times.

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;
- 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);

- Encouraging parents as equal partners with staff in reviewing family engagement survey results and making decisions regarding plans for continuous improvement.
- Encourage parents to provide feedback at each campus event.



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

- 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.);
- 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.

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;
- Provide opportunities for feedback at all parent events which ask parents to identify barriers and needs.

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

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 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

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



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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.

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



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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

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 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 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;



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- 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.

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 October 23, 2024, and will be in effect for the period of the 2024-2025 school year. The school district will distribute this policy to all parents of participating Title I, Part A children.