

**Kerrville Independent School District  
Parent & Family Engagement Policy  
2025-2026**

Kerrville Independent School District is committed to our vision as an educational leader in the heart of the Hill Country, inspiring all students to become lifelong learners and productive citizens. To enact this vision, we dedicate ourselves to delivering high-quality, individualized education by fostering strong partnerships with families and the broader community. As part of this commitment, we proudly participate in the Title I, Part A State Program, which provides essential funding to schools serving students from low socioeconomic backgrounds. In return, we uphold the standards and expectations set forth by the Texas Education Agency and the U.S. Department of Education, ensuring accountability and excellence in all that we do. This policy document provides detailed information regarding our plan to support parental and family engagement.

**PART I. GENERAL EXPECTATIONS**

The Kerrville ISD agrees to implement the following statutory requirements:

- ☐ The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- ☐ Consistent with section 1116, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESEA.
- ☐ The school district will incorporate this district-wide parental involvement policy into its LEA improvement plan developed under section 1112 of the ESEA.
- ☐ In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. At a minimum, Spanish translations are provided for parent and family communications.
- ☐ If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- ☐ The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools.
- ☐ The school district will be governed by the following state definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

- *Families, community members, and educators work together in an equal and respectful partnership to create and provide effective, systemwide support for student learning and development from early childhood into college, a career, or the military, as evidenced by activities that support the following beliefs—*
  - *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.*

**PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. The Kerrville ISD will use Parent-Teacher Organizations (PTOs) and Campus Improvement Teams (CITs) to involve parents in the joint development of its district-wide parental involvement plan under section 1112 of the ESEA.
2. The Kerrville ISD will involve parents in the process of school review and improvement under section 1116 of the ESEA by inviting parents to serve on: Campus Improvement Teams, PTO Committees, the Faculty Community Advisory Committee (FCAC), and the School Health Advisory Council (SHAC).
3. The Kerrville ISD Director of Special Programs will provide the 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.
4. The Kerrville ISD will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under Head Start.
5. The Kerrville ISD will ask parents and staff members to complete a Parent Involvement Evaluation Survey, 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 (and with the involvement of parents) its parental involvement policies.
6. The Kerrville ISD will build schools’ and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - A. The school district will, through the actions of its Title I, Part A schools described below, help parents of children in understanding certain education topics:
    - Title I, Part A schools will provide assistance to parents in understanding the state’s academic content standards, known as the Texas Essential Knowledge and Skills (TEKS), and the state student achievement standards based on the State of Texas Assessment of Academic Readiness (STAAR), through school- wide meetings, parent

- conferences, and printed materials.
  - Title I, Part A schools will provide an annual meeting where parents will learn about the requirements of the school's Title I program, and be given an opportunity to become involved with their child's education. The annual meeting will be held in the Fall.
  - Title I, Part A schools will provide a school-parent compact, designed by parents and school staff, which outlines how parents, the entire campus staff, and the students will share the responsibility for improvement in student academic achievement.
  - Title I, Part A schools will provide an opportunity for parent conferences as a means to discuss the progress of the student, the expectations for the grade level school curriculum, test information, and any other concerns the teacher or parent may have.
  - Title I, Part A schools will provide Open House and Meet-the-Teacher events to instruct parents regarding strategies to use to monitor student progress and to work with campus staff. Title I, Part A schools will provide timely reports of student academic progress (Progress Reports and Report Cards every six-week grading period; other reports as necessary).
- 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 and to foster parental involvement, through programs such as:
- Parent Orientation activities;
  - Bilingual Family nights (training for parents regarding ways to improve their children's academic achievement);
  - Family Curriculum Nights (provide an opportunity for parents to learn alongside their children and experience academic content applicable to students at every level);
  - Family Learning Day (designed for parents to learn in the classroom with their children, in all curricular and extracurricular activities);
  - In-Person Parent Consultation: for Academics; Social Service finding; Medical Referral; counseling; home behaviors; classroom behaviors (provide printed resources/online resources);
  - Other campus-specific parent involvement activities.
- 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 providing:
- Parent conferences
  - Parent orientations
  - Family Nights
  - PTO Meetings
  - Capturing Kids' Hearts updates and celebrations
  - Bilingual Task Force

- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Home Instruction Programs for Preschool Youngsters, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Monthly Early Childhood Campus Parent meetings and trainings;
  - Early Childhood Campus Parent Committee participation;
  - Head Start Policy Council monthly meetings;
  - Early Childhood Campus Health Services Advisory Committee participation;
  - Head Start and Early Childhood Campus Annual Self-Assessment process;
  - Early Childhood Campus Character and Kindness Carnival;
  - Early Childhood Campus Young Athletes Event-in coordination with Special Olympics of San Antonio;
  - Early Childhood Campus Volunteer training and opportunities;
  - Parent Resources and Take-Home Activities in Early Childhood Campus main office;
  - Early Childhood Campus Mental Health Consultant support for families and provision of Play-Therapy as appropriate;
- E. The school district will ensure that information sent to parents about school and parent programs, meetings, and other activities, meets the following criteria:
- Is printed in a language parents can understand following the district translation policy;
  - Details the activities of the school and asks for parent participation;
  - Indicates when childcare and language interpreters will be provided;
  - Uses a variety of communication strategies such as the district and campus web sites, social media, notification apps, personal contact, newsletters, notes sent home with the students, an automated call-out system, school marquees and e- mail.