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Independent School District
Engage Equip Empower

Parent and Family Engagement Policy Parent Involvement Plan 2026-2027

Campus:

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Oak Point Elementary 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)]

- These meetings will be held on September 24, 2026, in person at 5:00 PM, and on September 25, 2026, virtually at 9:00 AM.

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 will be offered in person as well as virtually.

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

Establish a network of community resources using strategies such as:



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- 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.). Make sure the information is in the family's home language.
- Having a different community resource and 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;
- Assisting families in getting and using a library card;
- 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
- Using 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:

- Conferencing with families during the school year and collaborating with them in setting goals for their children while at the prekindergarten program;
- Encouraging family members to volunteer at school
- Doing a survey to identify parents' talents, skills, and cultural traditions that they would be willing to share with the classroom.
- Having kindergarten staff visit each pre-kindergarten classroom gives parents the opportunity to meet teachers, administrators, and have their questions answered regarding the transition to kindergarten.
- 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;



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- 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.
- Using families.naeyc.org as a resource for research-based, family-friendly, written information on child development topics;
- 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 (i.e., ReadyRosie, Daily Vroom, etc.).
- 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

- Meeting their Children's Learning Benchmark
- Brainstorming areas where parents can play a collaborative role in decision-making for their child.
- Training children to greet and say goodbye to parents and their classmates as a means to show respect for all program participants.
- 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 (i.e., boundaries, confidentiality, etc.);
- Providing professional development that is effective in developing skills in working with families. Topics could include: engaging fathers, communication styles, parenting practices, understanding and responding to your child's behavior, etc;
- Providing professional development that focuses on how culture can influence perspectives on child-rearing, such as: communication styles, role of professionals, caregiving (i.e., sleeping, eating, toileting), discipline, language, and learning;
- Committing to hiring staff that reflects 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 checking in with them
- Several times during the school year to discuss the progress that has been made in achieving the mutually- developed goals;
- Surveying parents at least annually on the effectiveness of the prekindergarten experience for their child and their family;
- Incorporating goals related to family engagement into the program's strategic planning initiatives;



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- The National Association for the Education of Young Children's Program Self-Assessment Checklist and CLI Engage CIRCLE Progress Measures
- Using NAEYC's *Family Checklist* to gather data on how families view the program's effectiveness in family engagement. Data gathered is used for continuous improvement goal setting.

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)*
- *Admission, Review and Dismissal Committee (ARD)*
- *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*
- *Lobos Listen*
- *Campus Leadership Team*
- *Instructional Materials Allotment*
- *Town Halls (State of the District)*

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*
- *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*



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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)*
- *Key Communicators*
- *Title I Parent Advisory*
- *Parenting 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



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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

School Wires

Tuesday Talks

Digital Citizenship

Town Hall (State of the District)

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)*
- *Admission, Review and Dismissal Committee (ARD)*

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 demands*

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 listing 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:

- 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 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 May 18, 2026, and will be in effect for the period of the 2026-2027 school year. The school district will distribute this policy to all parents of participating Title I, Part A children.

Principal

(Date)