Houston ISD

Piney Point Elementary Parent and Family Engagement Policy

2025-2026

Piney Point Elementary School is committed to the education of the children in our community. We feel parent and family engagement is an essential piece in ensuring that our students are successful in school. We believe that when parents and families are more engaged in the academic process, school becomes more of a priority for their children. It is our mission to produce a community of life-long learners. It is our pledge to maintain a good line of communication from school to homes and our goal to provide ample opportunities for parental and family engagement throughout each school year.

Title I regulations require that each school served under Title I jointly develop and distribute a written parental and family engagement policy agreed on by the parents and families that describes the requirements outlined in the Title I law to parents and families of participating children.

This parent and family engagement policy was developed on September 12, 2025, by the parents and families of Piney Point and Mrs. Escobedo, Title I Contact.

A. Policy Involvement

1. Convene an annual meeting, at a convenient time, to which all parents and families of participating children shall be invited and encouraged to attend, to inform parents and families of their school's participation under this part and to explain the requirements of this part, and the right of the parents and families to be involved;

   Our school holds an annual meeting to inform parents and families of the Title I School requirements during our Annual Title I Parent Meeting. In addition, the principal gives parents and families an update on school test data, adequate yearly progress status, and also facilitates a review of the school's improvement plan.

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental and family engagement;

   Parents and families are invited to participate in a variety of meetings which may be virtual and activities over the course of the school year. Open House Night held in September 25th to provide the parents and families an opportunity to visit their child's teacher(s) to become better informed about grade level expectations and their student's academic progress. In order to meet the needs of our diverse group of parents and families, training on a multitude of topics are obtainable year-round between 8:00 AM and 7:00 PM. Our school will have meetings for our families on the following dates: TBD Formal trainings and workshops scheduled throughout the year are guided by parent and family input and survey data and vary in date and time. Childcare is offered on site for these events.

   Parents and families are invited to participate in a family-teacher conferences to discuss their child's progress. Teachers may receive parents and families in the morning before school, during the school day during their planning periods and/or after school to accommodate as many reciprocating parents and families as possible, in person if allowed or virtual due to Covid-19.

3. Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental and family engagement policy;

   Our school annually invites parents and families to participate in review and revision meetings as well as through surveys (during virtual learning) to examine and discuss our School Improvement Plan, Parent and Family Engagement Policy and School Parent Compact. The school's parent council consistently reviews school policy in an organized, ongoing and timely way. An organized PTO has been established in our school to create a forum for parental and family input and engagement. Our PTO affiliation connects our school to parental and family engagement resources at the state and national level.

4. Provide parents and families of participating children timely information about programs under this part; descriptions and explanations of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and if requested by parents and families, opportunities for regular meetings to formulate suggestions

and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practically possible.

Our school communicates the state's curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to the academic success of our students with parents and families often. We use a variety of communicative techniques such as our School Student and Parent Handbooks, Weekly Newsletters, School Website, Thursday Communication Folders, Class Dojo/ Twitter, School Messenger (Parent Phone Call System), Family/Teacher Conferences, ARD Meetings, PTO Meetings, individual notes/calls home, Surveys, family workshops, Open House Night, Meet the Teacher, Progress Reports, Report Cards, beginning, middle and end of the year testing, to solicit parent and family participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement.

5. If the schoolwide program plan (Campus Improvement Plan) is not satisfactory to the parents/families of participating children, the school will submit parents'/families' comments on the plan to the External Funding Department and revise the plan as advised by the HISD Title I, Part A Parent and Family Engagement Program Administrator.

B. Shared Responsibilities for High Student Academic Achievement

As a component of the school-level parental and family engagement policy, each school shall jointly develop with parents and families for all children served under this Part A School-Parent Compact that outline how parents and families, the entire school staff, and students will share the responsibility for improved student academic achievement.

The education of a student is not only the responsibility of the teacher, but also of the parent, family, and the child. For this reason, a Parent-Teacher-School Compact has been developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is reviewed at the beginning of each school year. The compact describes the school's responsibility to provide a high quality curriculum in order to meet the STAAR standards. These compacts are also used to motivate students, parents, and families to become more involved in the educational process and to let parents and families know that they are equal partners in their child's learning. The school will provide opportunities for the parents to meet with teacher during conferences (which may be virtual) to discuss student progress, progress reports and communicate information through Class Dojo messages.

C. Building Capacity for Involvement

To ensure effective involvement of parents and families, and to support a partnership among the school involved, parents, families and the community to improve student academic achievement, each school and local educational agency assisted under this part.

1. Shall provide assistance to the parents and family of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

   Our school will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.

2. Shall provide materials and training to help parents and families work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental and family involvement;

   Our school will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.

3. Shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and in how to reach out to, communicate with, and work with parents and families as equal partners, implement and coordinate parent and family programs, and build ties between parents and families and the school;

Faculty and staff members will be cognizant of educational research on parent and family involvement. Parental and family input will be solicited throughout the year in meetings, through surveys and during one-on-one conferences. Information derived will be utilized by the school's Administrative Team to strengthen the tie between school and home for the purpose of increasing student achievement. The Family Advocate, along with the school's Parent and Family Involvement and Specials Events Committee, will take the lead in providing a multitude of opportunities for parents and families to become involved in our school over the course of the year in order to take full advantage of the benefits that come with active parent and family involvement.

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent and family involvement programs and activities with community based early learning programs and conduct other activities, such as parent and family resource centers, that encourage and support parents and families in more fully participating in the education of their children;

   Our school population includes Pre-K-5th grade classes. Field trips and on-campus activities (when allowed) are plentiful throughout the year and parents and families are encouraged to attend these events as often as possible.

5. Shall ensure that information related to school and parent and family programs, meetings and other activities is sent to the parents and families of participating children in a format and, to extent practicable, in a language parents and families can understand.

   Due to the volume of paper that is sent home each year from school to home, written information is purposefully as compact and concise as possible. Piney Point Elementary has made it a practice to send home school correspondences in English and in Spanish to ensure all information related to our school is understandable. In addition, during virtual learning, all documents will be posted on the School Website as well as in Class Dojo.

6. Shall ensure effective involvement of parents and to support a partnership between the school, parents and the community to improve student academic achievement, the campus will build the schools' and parents' capacity for strong parent/family engagement by implementing:

   Our Campus Wraparound Specialist will provide the additional needed resources, classes and community connections for our families to help improve the student academic achievement and capacity for strong parent/ family engagement through meetings such as Coffee with the Principal.

D. In carrying out the parental and family involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents and families with children with limited English proficiency, parents and families with children with disabilities, and parents and families of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents and families can understand.

Parents and families of all students, regardless of English proficiency, mobility or disability, are considered to be an important part of our learning community. All parents and families are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent or family to more fully understand the educational process and the academic progress of his/her child, assistance will be provided to that parent or family. This type of support often comes in the form of interpreted school documents in a parent's or family's primary language, having an interpreter on hand to translate important information at school wide meetings and events, working with an interpreter to provide translation in family/teacher conferences, making available parent and family resources in our center that are in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, providing easier accessibility to parents and families and/ or students with disabilities, etc.

Last Revised September 2025

Adopted by vote on September 12, 2025