

Peck Elementary School
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Houston Independent School District
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2026-2027 Parent and Family Engagement (PFE) Program Policy

Peck Elementary School Mission

Our mission is to advance achievement and growth for every student through high-quality instruction, targeted support, and strong family partnerships, with a focus on literacy, writing, mathematics, science, and access for students with disabilities.

What is it?

Peck Elementary School works with parents and family members as equal partners in student learning. As a schoolwide Title I, Part A campus, Peck provides meaningful opportunities to support learning, communicate with staff, and improve the school. This 2026-2027 policy reflects priorities identified at the April 30, 2026 annual evaluation and revision meeting: flexible meeting times, stronger communication, academic workshops, family learning nights, volunteer opportunities, and support for participation barriers.

Funding

Title I parent and family engagement activities will be planned with meaningful parent consultation. Families may provide input on the use of funds allocated for family engagement. Transportation or childcare support will be considered according to family needs, district procedures, available resources, and allowable funding requirements.

Review

Peck will review this policy and engagement activities at least annually with parents. Surveys and meeting feedback will guide improvements in participation, communication, learning supports, and the School-Parent Compact. The school will document activities, parent input, and policy distribution for district or Texas Education Agency review as required.

Family Meetings

Annual Title I meeting options: September 9, 2026, 4:00-4:30 p.m.; September 17, 2026, 9:00-9:30 a.m. Spring meetings: January 29, 2027, 4:00-4:30 p.m.; February 17, 2027, 9:00-9:30 a.m. Sessions cover Title I participation, requirements, student supports, and parent rights. All parents of participating children are invited. Families unable to attend may request materials or another opportunity to participate. Additional meeting notices will be shared through school communication channels.

How to Be Involved

Families may give input through meetings, surveys, conferences, written comments, and direct communication with staff. Parents will help plan, review, and improve Title I programs, the schoolwide plan, this policy, and the compact. Peck will seek underrepresented family voices and multiple feedback opportunities. Parents may suggest topics and volunteer consistent with district procedures. Comments on an unsatisfactory schoolwide plan will be submitted to the district with the plan.

Parent and Family Engagement Policy

LEAs and Schools need to ensure they meet the needs of their community.

Family Trainings/Activities	<p>ACADEMIC WORKSHOPS AND FAMILY LEARNING Peck will provide materials and training to help families support student achievement. Activities may include reading, writing, and literacy practice; mathematics strategies connected to classroom learning; educational technology and access to student learning information; explanations of curriculum and state and local assessments; and strategies for monitoring progress, attendance, and learning routines. Workshops will include demonstrations and materials families can use at home. Families unable to attend may request materials or individual assistance. Family input will guide topics and scheduling; event details will be announced through school communication channels.</p> <p>FLEXIBLE PARTICIPATION AND ACCESS Meetings will be offered at different times, including morning and afternoon or evening opportunities. When families cannot attend in person, appropriate alternatives may include telephone conferences, virtual meetings when available, or individual appointments. Notices will explain how to request assistance or another opportunity to participate. Peck will address barriers involving work schedules, transportation, childcare, language, disability access, and technology. Support may include flexible appointments, interpretation, translated materials, accessible formats, and help accessing school information. Staff will explain available assistance or identify another way to participate. Families may request reasonable support through the campus Title I contact, their child's teacher, or the front office.</p> <p>TWO-WAY COMMUNICATION Communication will include conferences, progress reports, report cards, telephone calls, email, school-approved text messages, and announcements. Social media and the website will support general announcements; individual student concerns will be discussed privately. Teachers will provide frequent information about student progress. Parents will have reasonable access to staff and opportunities to volunteer, participate in their child's class, and observe activities consistent with district procedures.</p> <p>STAFF LEARNING AND COMMUNITY PARTNERSHIPS With parent assistance, Peck will educate teachers, school leaders, and staff about parent contributions and working with families as equal partners. Staff learning will address respectful outreach, clear communication about academic progress, and family activities connected to achievement. Where appropriate, Peck will coordinate with early childhood programs, other school programs, and community partners.</p> <p>POLICY DISTRIBUTION AND LANGUAGE ASSISTANCE Peck will distribute this policy to families of participating children, post it on the school website, and provide printed copies through the front office. Revisions will be shared when made. Information will be understandable and, to the extent practicable, in a language families understand. Translation, interpretation, and accessible formats may be requested. Campus Title I Contact: Angela Gatlin 713-845-7463 apgatlin@houstonisd.org</p>
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Curriculum	Peck will explain the curriculum, classroom learning expectations, and ways families can reinforce reading, writing, mathematics, and other learning at home.
Forms of Academic Assessments	Peck will explain state and local assessments used to monitor student learning and provide understandable information about each child's results. Teachers will share progress through conferences, progress reports, report cards, and other communications, and help families use results to support learning.
Expected Achievement Levels on Academic Assessments	Teachers will explain expected achievement levels and assessment results in understandable language. Families will discuss their child's strengths, academic needs, progress toward learning expectations, and practical ways to support improvement at home.
Ways to Request Regular Meetings	Parents may request a conference or share questions, suggestions, and concerns with their child's teacher, the front office, or Angela Gatlin, Campus Title I Contact, at 713-845-7463 or apgatlin@houstonisd.org . Flexible appointments and appropriate participation alternatives will be arranged as needed.
School-Parent Compact (See separate School-Parent Compact template for guidance)	<p>Peck will develop, review, and improve the School-Parent Compact with parents. The compact describes how school staff, parents, and students share responsibility for improved student achievement and effective school-family partnerships.</p> <p>School responsibilities include providing instruction and a supportive learning environment, sharing frequent progress information, explaining curriculum and assessments, and offering families reasonable access to staff and participation opportunities.</p> <p>Families are supported in reinforcing learning at home, monitoring progress and attendance, communicating with teachers, and participating in decisions about their child's education. Students are encouraged to participate in learning and practice the learning routines discussed with their families and teachers.</p> <p>Peck will hold parent-teacher conferences at least annually. Teachers and parents will discuss the compact as it relates to the individual child's achievement, including strengths, academic needs, progress, and support at home. Parents may request additional conferences. The separate compact will be reviewed with family input as needs change.</p>