2026-2027

Parent and Family Engagement Policy
LEAs and Schools need to ensure they meet the needs of their community.

2026-2027 Parent and Family Engagement (PFE) Program Policy	
*If you require help translating this document, please call 713-732-363or send an email to Stephanie.Rodriguez3@houstonisd.org . *Si necesita ayuda para traducir este documento, por favor llame al 713-732-3630 o envíe un correo electrónico a Stephanie.Rodriguez3@houstonisd.org .	
What is it?	Law Elementary is committed to working with parents and families as equal partners in every scholar's education. This policy explains how families can participate in Title I planning, understand instruction and assessments, support learning at home, and communicate with the school. Our vision is "Every Student Engaged. Every Student Learning. Every Student Leading." Our mission is to provide rigorous, student-centered instruction, build strong relationships, maintain high expectations, and create equitable opportunities in a safe, inclusive, and supportive environment. Family and community partnerships help scholars develop academic knowledge, leadership, character, and confidence. Title I, Part A provides additional resources to support student achievement in eligible schools. Law Elementary will involve parents of participating scholars in planning, implementing, and reviewing its parent and family engagement program.
Funding	Title I funds designated for parent and family engagement will support activities developed through meaningful consultation with parents. Families will have opportunities to provide input on engagement priorities and the use of these funds.
Review	The school will maintain documentation of activities and expenditures for district and Texas Education Agency review, as applicable.
Family Meetings	Law Elementary will hold an annual Title I meeting to explain the program, its requirements, parents' rights, and this policy. All parents of participating scholars will be invited. Other meetings provide opportunities to receive information, ask questions, and contribute ideas
How to Be Involved	Law Elementary welcomes family participation in decisions and activities that support scholar success. Families can: Contribute to Title I planning and the annual review of the campus improvement plan, this policy, and the School－Parent Compact. Share ideas through the Shared Decision-Making Committee, parent meetings, surveys, and conferences. Attend family workshops, learning events, Open House, and parent－teacher conferences. Ask their child's teacher about classroom support and volunteer opportunities. Complete the district's Volunteers in Public Schools process before volunteering, as required. Request information about district family engagement programs, community resources, and available family support services.

Family Trainings/Activities	Family workshops will provide practical ways to support reading, writing, mathematics, attendance, and learning routines at home. Activities may include Meet the Teacher, Open House, family learning nights, technology support, and sessions explaining assessment results. Families may suggest topics and share strategies that work at home. The school will offer meetings at varied times and consider family schedules when arranging participation. Dates, times, locations, and available supports will be communicated in advance. Teachers and administrators will help families connect workshop information to each child’s learning needs.

Parent and Family Engagement Policy

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

Curriculum	Law Elementary uses district-provided curriculum and lessons aligned with the Texas Essential Knowledge and Skills. Instruction includes modeling, discussion, reading, writing, guided practice, and checks for understanding. Teachers provide scaffolds, accommodations, and targeted support based on individual learning needs.
Forms of Academic Assessments	Teachers use daily demonstrations of learning, classroom assignments, writing samples, unit assessments, and district assessments to monitor understanding and plan instruction. NWEA MAP assessments provide information about academic growth at designated points in the year. Early childhood and early literacy measures are used as appropriate for the grade level. State assessments include STAAR for applicable subjects in grades 3–5 and TELPAS for eligible emergent bilingual scholars. Families will receive information about the assessments that apply to their child, how results are interpreted, and how the results guide instruction and support.
Expected Achievement Levels on Academic Assessments	Law Elementary will explain grade-level expectations and the achievement levels reported on assessments. For STAAR, families will receive explanations of Did Not Meet, Approaches, Meets, and Masters Grade Level. Teachers will help families interpret other assessment measures, including MAP growth and TELPAS English language proficiency results, when applicable. The campus will monitor each scholar's progress and share strengths, needs, and next steps. School priorities include strong daily instruction, improved reading and mathematics achievement, stronger written responses, growth for scholars receiving special education and emergent bilingual services, and regular attendance. Families and teachers will set practical learning goals using individual student data.
Ways to Request Regular Meetings	Parents and guardians may request a conference by contacting their child's teacher or the school office by telephone, email, or the campus communication system. Families may also share suggestions and concerns during scheduled meetings. Staff will respond as soon as practicable and arrange a mutually available time. Parent–teacher conferences will be offered at least twice each year, with additional meetings available as needed. Families may request regular meetings to discuss academic progress, interventions, attendance, accommodations, or decisions about their child's education. The school welcomes ideas and concerns and will work with families to identify next steps.
School-Parent Compact (See separate School-Parent Compact template for guidance)	Law Elementary School | 2026–2027 This compact describes how the school, parents and caregivers, and scholars share responsibility for academic success. Families and teachers will discuss it during conferences and use it to support each scholar's learning goals. School and teacher responsibilities Provide high-quality instruction aligned with grade-level expectations and a safe, inclusive, respectful learning environment. Come prepared to teach, believe every scholar can learn, and use student work and assessment information to plan instruction and timely support. Implement required accommodations and services, collaborate with other staff, and recognize each scholar's strengths and cultural background. Communicate progress regularly, explain learning expectations, provide meaningful practice, and involve families in decisions about their child. Offer reasonable access to staff, flexible conference opportunities, and opportunities to participate, volunteer, and observe according to campus and district procedures. Parent and caregiver responsibilities Help my child attend school regularly, arrive on time, follow the dress code, and come prepared to learn. Support daily reading, assignment completion, and a consistent place and routine for learning at home. Review progress information, maintain current contact details, and communicate questions or concerns promptly. Attend conferences and participate in family activities when possible; work with staff to address learning, attendance, or other needs. Model respectful communication and support school expectations, including appropriate use of personal devices and technology. Student responsibilities Attend school on time, follow the dress code, bring materials, and be ready to learn. Participate actively, complete assignments, read every day, and ask for help when I need it. Practice writing, explain my thinking, and use feedback to improve my work. Follow school and bus expectations, use technology responsibly, respect others and school property, and report concerns to a trusted adult. Show kindness, take responsibility for my choices, and celebrate the strengths and backgrounds of others.