
Park Place Elementary



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Principal

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Title I, Part A, Parental Involvement Program

2024-2025 Parent & Family Engagement Policy

At Park Place Elementary, we aspire to be the best school in HISD. Through collaboration with all stakeholders, we are committed to providing exceptional instruction within a supportive and nurturing environment. Our goal is to equip all students with the skills, confidence, and resilience necessary to excel academically, socially, and emotionally, now and into the future. We exist to teach and nurture the whole child to prepare them for success in a competitive world and beyond.

A POLICY INVOLVEMENT

1. Convene annual meetings, at convenient time to which all parents of participating students shall be invited and are encouraged to attend. Meetings will be designed 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.

Our School holds an Open House in the Fall and again in the Spring to review Title I requirements and the school's Parent & Family Engagement Policy and School Parent Compact. In addition, the principal shares with the parents updates concerning school data, including adequate yearly progress, attendance, and testing data as well as facilitates a review of the School's Improvement Plan (SIP).

2. Offer a flexible number of meetings, such as meeting in the morning and evening to encourage more parental participation.

Parents are invited to participate in a variety of meetings and activities over the course of the year, including but not limited to Open House and Coffee with the Principal/Title 1 Meetings. Coffee with the Principal/Title 1 meetings are offered twice monthly- on Fridays at 8am and the following Monday on Teams virtually at 5pm. PTO meetings and family nights are offered in the evening. Formal trainings and workshops are scheduled throughout the year guided by parent input. Parents are invited to participate in parent-teacher conferences at least twice a year.

3. Involve parents, 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 Parent and Family Engagement Policy and School Parent Compact.

Our school quarterly invites parents to participate in SDMC meetings to examine and discuss our School Improvement Plan and Parent/ Family Engagement Policy. Meeting minutes from SDMC are posted on the school website. An organized PTO has been established in our school to create a forum for parents to give input and be involved. Minutes from PTO meetings are posted on the Park Place PTO website.

4. Provide parents of participating children timely information about programs under this part; descriptions and explanation 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, 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 with parents often the state's curriculum 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. This communication is provided to parents in writing and is posted on our website.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school- level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, 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 and the child. For this reason, the School Parent 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 successes of the student. It is disseminated annually. The compact is also used to motivate students and parents to become more involved in the educational process and to let parents know that they are equal partners in their child's learning.

C. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, 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 of children served by the school, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement 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 provides this in writing as well as having the information posted on our website.
2. Shall provide materials and workshops to help parents work with their children to improve their children's achievement, such as literacy workshop and how to use technology efficiently, as appropriate, to foster parental involvement.
3. Shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
4. Our school strives to ensure that faculty and staff members will be cognizant of educational research on parent involvement. Parental input will be solicited throughout the year in meetings, through surveys and during one-on-one conferences. The 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. Our PTO will take the lead in providing a multitude of opportunities for parents 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 involvement.
5. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with community based early learning 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.

6. On campus activities and events are plentiful throughout the year and parents are encouraged to attend these events as often as possible.
7. Shall ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to extent practicable, in a language parents 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. Park Place has made it a practice to ensure school correspondences are posted on Class Dojo and the Park Place website.

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children who are limited English proficient, parents with children with disabilities, and parents of migratory children including providing information and school reports in a format and, to the extent practicable, in a language such that parents can understand. Parents of all students, regardless of English proficiency, mobility or disability, are an important part of our learning community. All parents 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 to more fully understand the educational process and the academic progress of his/her child, assistance will be provided to that parent. This type support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at schoolwide meetings and events, working with an interpreter to provide translation in parent/ teacher conferences, participating in faculty and staff training to better understand the culture of the students being served, and providing easier accessibility to parents and/or students with disabilities.

