



FONWOOD EARLY CHILDHOOD CENTER

Parent & Family Engagement Policy

2026–2027 School Year

School–Home Communication • Student Progress • Family Conferences • Open House

2026–2027 PARENT & FAMILY ENGAGEMENT POLICY

If you require help translating this document, please call (713) 633-0781 or send an email to fhenrysm@houstonisd.org.

General Communications	<p>All printed communications sent home to families must be approved by a member of the Administrative Team. A copy of the approved communication must be submitted to Ms. Burkhalter before distribution to ensure principal awareness and support.</p> <p>Monday Weekly Newsletter: Shared each Monday through School Dojo/Class Dojo with updates on upcoming events and reminders about campus policies and procedures.</p> <p>ParentSquare: Used to communicate important campus information to all parents.</p> <p>Other communication channels: Campus marquee announcements; social media (Facebook and Twitter); and the school website.</p>
Student Progress	<p>Teachers will communicate regularly with families regarding student academic progress and behavior. Families should receive timely information before progress reports or report cards are issued.</p> <p>Positive academic achievements and behavior should be communicated frequently. Teachers will use professional judgment to ensure parents have the information needed to understand their child's progress. If a document requiring a signature is not returned within a reasonable period, teachers should attempt to contact the parent by phone to confirm receipt. Consistent communication strengthens support for students at home.</p>
Scheduling Parent Conferences	<p>Parent conferences should be requested in writing. If no response is received within 48 hours, the teacher should follow up by phone. Provide at least 24 hours' advance notice when requesting a parent conference.</p> <p>Telephone appointments may be accepted through the Main Office; however, teachers must personally confirm all appointments.</p>
Conference Preparation	<p>Teachers should be prepared with relevant supporting documentation, including: Daily Communication Log; student work samples; anecdotal notes; progress monitoring results; and report cards and/or progress reports, when applicable.</p> <p>Teachers should listen carefully, respect parent perspectives, and work collaboratively to identify practical solutions. A sincere, supportive approach builds trust and confidence between home and school.</p>
Conference Guidelines	<p>Be prepared and establish a respectful, positive rapport. Begin with sincere recognition of the child's strengths.</p> <p>Use conference time purposefully; minimize distractions; address the most important concerns first; and describe observable behaviors supported by documentation.</p> <p>Listen attentively, invite parent suggestions, ask clarifying questions, and learn information that may help support the student.</p> <p>Document the discussion and agreed-upon action steps. Close by summarizing concerns, planned supports, and a shared commitment to continued cooperation.</p>
Conference Process	<ol style="list-style-type: none"> 1. Introductions: Participants introduce themselves. When present, the social worker explains the purpose and reinforces respectful listening and communication. 2. Student strengths: The teacher highlights the student's positive attributes. 3. Documented concerns: The teacher describes observed behaviors and references the Daily Communication Log. 4. Parent response: Parents are invited to respond, ask questions, and share their perspectives. 5. Collaborative plan: The teacher and parent develop a documented plan to support behavior improvement. The classroom teacher maintains the plan on file.
Open House	<p>Teachers will receive guidance to prepare for Open House. The campus Open House will be held during September or October, with specific details communicated to families.</p>
Family Participation in PFE Planning and Review	<p>Parents and families are invited to participate in the planning, annual review, evaluation, and improvement of the Parent & Family Engagement (PFE) program and policy. Opportunities include Title I parent meetings, Shared Decision-Making Committee (SDMC) meetings, PTO participation, family surveys, feedback forms, and conversations with campus leadership. Families may</p>

	recommend changes to the policy and engagement activities; the campus will review feedback and communicate updates through established school channels.
Curriculum	Fonwood Early Childhood Center uses SAVVAS Three Cheers for Pre-K, a developmentally appropriate early childhood curriculum. Learning experiences support early literacy, oral language, mathematics, science, social-emotional development, and kindergarten readiness through purposeful play, classroom activities, and teacher-guided instruction. Teachers can explain classroom learning goals and ways to reinforce skills at home.
Academic Assessments	The campus uses the CLI CIRCLE Assessment at Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) to monitor Pre-K student development and progress. Measures may include early literacy, phonological awareness, language, and early mathematics skills, as appropriate to the student and assessment administration. Teachers also use classroom observations, work samples, and ongoing progress monitoring to guide instruction and identify students who may benefit from additional support.
Expected Achievement Levels	Student performance is reviewed using the age-appropriate CLI CIRCLE benchmarks and performance indicators for each assessed skill and assessment window. Teachers will explain whether a student is meeting, approaching, or needing support toward the applicable benchmarks, review growth from BOY to MOY to EOY, and share individualized next steps. Specific expected levels vary by age, skill, and assessment period and will be explained during parent conferences or upon request.
How to Request Meetings or Information	Parents and families may request regular meetings to discuss the curriculum, assessment results, expected achievement levels, student progress, or PFE activities by contacting their child's teacher or the campus Main Office through ParentSquare, ClassDojo, telephone, or written communication. Conference requests should follow the procedures above; teachers will follow up by phone if a written request receives no response within 48 hours. Families may also submit suggestions or request explanations from campus administration.