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****Foerster Elementary School is committed to the education of the children in our community, to providing the safest learning environment and to preparing our students academically and socially for responsible citizenship in an ethnically diverse society. We feel that the family and the school must work together to ensure that students are successful. Foerster believes in the importance of family and community engagement, and its impact on reaching instructional objectives for our students. We feel parent involvement is an essential piece in ensuring that our students are not only successful in school but also in the development of strong character that will allow them to succeed in life. It is our mission to produce a community of life-long learners. Further, Foerster is dedicated to developing and improving our relationships with our parents and families by building and sustaining parent engagement. We are committed to the belief that the most successful engagement practices are those that are relational, allow for shared responsibility, linked to learning and build the capacity of parents and families to become advocates in their children’s education. It is our pledge to uphold those core foundational values in all family engagement practices at Foerster.

*Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental engagement policy agreed on by the parents that describes the requirements outlined in Title I law. Emerson Elementary agrees to uphold all statutory requirements of section 1118 of the Elementary and Secondary Education Act (ESEA).*

FOERSTER’S FOUR FOUNDATIONS FOR FAMILY ENGAGEMENT

1. **Relationship Building Practices**

Foerster teachers and staff strongly support foundational practices that allow for the development of trust between the parent/family and the school. Meet the Teacher occurs at the end of August, one week prior to the first day of school. This time allows for students, parents and teachers to have that introduction to one another. All staff are encouraged to begin the year with relational home visits to establish a bond between the teacher and the family. Additionally, teachers are encouraged to continue home visits throughout the school year as well as other forms of two-way reciprocated communication. Foerster hosts a variety of school-wide, free events, in order to provide the foundations of a positive relationship between the school and the home, these include, but are not limited to:

* Meet the Teacher
* Open House
* Donuts w/Dudes
* Muffins w/Ma’ams
* Parent University
* Hispanic Heritage Month
* Black History Month Celebration
1. **Shared Responsibility**

The education of a student is not only the responsibility of the teacher, but also of the parent and the child. For this reason, a Parent-Teacher---Student 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 and signed

by all at the beginning of each school year. The signed compacts is kept by the teacher and used in student and parent conferences to remind each participant of their responsibilities. These compacts are 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.

* COMMUNICATION
	+ Our school communicates with parents 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.
	+ Foerster will 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.
	+ We use a variety of communicative techniques to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement. Which include the following:
		- School flyers for events
		- School-wide semester event calendar
		- School website
		- Foerster Twitter
		- Communication folders
* Class Dojo
* Parent/Teacher conferences
* IAT/ARD meetings
* PTO meetings
* Individual notes/calls home; targeted conversations at dismissal
* Progress reports and report cards
* School marquee sign
1. **Building Capacity for Involvement that is Linked to Learning**

Foerster commits to providing materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Additionally, Foerster will provide assistance to the parents in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children. Foerster utilizes family events that are centered around the core foundational subject areas, to provide specific training on how to utilize a variety of activities/strategies at the home that directly can improve their child’s achievement. All events are tailored to the needs of our families, providing translation services, teacher led activities from each grade-level, and occur at a flexible time of the day.

* + Family events directly linked to learning
		- Family STAAR Night
		- Family Literacy Night
		- Family Math Night
	+ 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.
1. **Building Capacity for Involvement Leading to Increased Parent Advocacy**

School Review and Improvement

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including planning, review, and improvement of the school parental involvement policy, school- parent compact, and school improvement plan.

* MEETINGS AND FORUMS
	+ ANNUAL TITLE I SCHOOLWIDE PROGRAM DESCRIPTION
		- Which will be held at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I and to explain the requirements and the right of the parents to be involved.
		- Revision of school wide Parent Engagement Policy and School Parent Compact
		- Held by the end of September each school.
		- ADDITIONAL PARENT MEETINGS, FORUMS AND CONFERENCES
* Foerster will offer a flexible number of meetings, such as meetings in the morning or evening, with appropriate translation services; meetings include:
* Open House
	+ Families have the opportunity to visit classrooms and meet staff virtually. Teachers inform parents of key classroom procedures and critical practices that will allow for the highest level of academic success.
* PTO – Parent/Teacher Organization
	+ Parents will be invited to participate in PTO meetings every third Thursday of the month at various times each meeting. Parents have the opportunity to work together to supplement and enrich the educational experience.
* On-going parent teacher conferences
	+ Parents will be invited to participate in parent-teacher conferences as often as deemed necessary by the teacher during the school year to discuss their child's progress. Teachers may receive parents during their scheduled conference times during the school day, and/or after school to accommodate as many reciprocating parents as possible.
* Explanation of Assessments and Promotion Standards Meeting
	+ 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.

GENERAL EXPECTATIONS OF FACULTY, STAFF, AND PARENTS NECESSARY TO UPHOLD THE FOUR COMPONENTS

* Foerster will 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.
* 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.
* 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.
* Fieldtrips and on campus activities are plentiful throughout the year and parents are encouraged to attend these events as often as possible.
* 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 with limited English proficiency, 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 parents can understand.
* Parents of all students, regardless of English proficiency, mobility or disability, are considered to be 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 school wide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resource 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/or students with disabilities, etc.