

**Sutton Elementary School/Title I Part A  
Parent and Family Engagement Policy  
2023-2024**

**(1)** If students are to be successful, their parents or guardians must be actively involved in their education. Sutton Elementary School has developed this policy to describe how we involve parents in the development of policy and the School-Parent Compact, to help parents help their children achieve in school, and to make sure parents with limited English proficiency or disabilities can participate in their children's education. This policy was developed with the assistance and approval of the parents of children participating in the Title 1 program, as well as Beatrice Akala, Principal; Rebecca Savoy, Assistant Principal; Martha Molina, Title 1 Coordinator; Gloria Garcia, Parent; Nohelia Rodríguez, Parent Engagement Representative; Martha Molina LPAC representative; Catlin Pfaffenbach, Special Education Lead Teacher; Oscar Urrutia, Dean of Instruction; and Caitlin Pfaffenbach Site-Based Decision- Making Committee (SDMC) Representative.

**(2) Policy Involvement:** Each year, we invite the parents of all children who participate in the Title 1 program to four or more meetings. Two of the meetings are the required Fall Annual Meeting and the Spring Annual meeting. At the meetings, we discuss Title I law (ESSA), its requirements, and the rights and benefits to parents of children involved. District staff is invited to help with the presentations, which are presented in both English and Spanish. We explain how parents can be involved in the planning, review, and improvement of Title 1 programs, including contributing to this parent and family engagement policy.

**(3) Program Involvement:** At these meetings, we give parents timely information about our Title 1 programs, including Daily Intervention Program, Accelerated Reader, Reading Mastery, Corrective Reading, Theatre, Band, Piano, Art, VIPS, Virtual technology education, Neighborhood Vanguard Program (GT), Summer School, Saturday tutorials, After School Tutorials, Field Days, Chess, school safety issues, parent trainings, and bilingual services. We describe our curriculum, explain our expectations for our students, and explain how we measure student performance, attendance, and student engagement during virtual instruction. We explain how each individual child and our school is doing on state tests, such as the STAAR and other measures of performance such as NWEA MAP Growth Reading, NWEA MAP Growth Math, NWEA MAP GROWTH, Diebels, Circle, Science-STAR, COgAT, IOWA, and LOGRAMOS. We also discuss upcoming events such as fundraisers, open house, science fair, history fair, magnet fair book sales, Parent University, VIPS (Volunteers in Schools) and how parents can support and participate in these events.

**(4)** We hold PTO and parent and family engagement meetings either face to face or virtual to respond to parent suggestions. We let parents make suggestions and share experiences with other parents and participate in decision-making. If the school-wide program plan is unsatisfactory to the parents, the school submits parents' comments to the district and revises the plan as advised by the Houston Independent School District, or Shared Decision-Making Committee.

**(5) School Parent Compact:** A district model for the school-parent compact was developed jointly with parents or participating Title I students. It explains how parents, school staff and the students will all share responsibility for each student's academic success and states the obligation to provide high-quality curriculum to support students' success in state (STAAR) and district assessments. The school-parent compact must describe ways in which parents, teachers, administrators, and other professional and paraprofessional staff are involved to ensure a safe environment to learn and to succeed such as monitoring attendance, homework completion and options to volunteer. This agreement also indicate that parents can request conferences with their teachers, as well as the frequency that teachers send progress reports to parents. Sutton Elementary request teachers to send Progress Reports at least every four weeks.

**(6) Building Capacity for Involvement:** It is part of Sutton's role to teach parents how to help their children learn as well as to provide explanations of the ESSA federal law and other education' laws. In addition, parents are given information about district, state and national educational goals, Title I requirements, STAAR (state test), the school improvement plan, and bilingual education at PTO and parent and family engagement meetings either face to face or virtual. The school must provide to parents ways to participate in the implementation of the required policy activities: assistance to understand the TEKS, STAAR, and district's assessments; training to understand how to work with their children; coordinate parent programs to build ties between parents, families and school; extend parent involvement through other organizations and programs ensure that the information about involvement activities are known by parents (school messenger, flyers, marquee, school website, home visits); encourage parents to reach outside organizations to support their children's learning and development.

**(7) Building Capacity for Engagement:** Presentations are designed to help parents know if a child is doing well either face to face or virtual, how parents can work with educators to help their children, and how to be involved in decision-making about the education of their children. Materials and training are provided to help parents assist their children, such as family literacy activities with the Children's Museum. Other activities include ESL and Spanish Literacy, Communities in School and individual/group parent trainings to assist in the classroom, either face to face or virtually.

Training is also provided to teachers and other staff members; i.e., Social-Emotional Learning, Virtual Learning, HISD@HOME, HUB, HISD Digital Resources, Microsoft TEAMS. The school staff is taught the importance of involving parents and building ties between home and school. The school Parent and Family Engagement Representative will coordinate and provide training to parents to learn how to train other parents in areas that are related to parent participation, parenthood, home visits, parent engagement (VIPS).

**(8) Accessibility:** Participation and involvement of all parents is important. Information related to student achievement, school performance, school and parent programs, meetings and other opportunities for participation are sent home in the home language, whenever possible. Some of the standard information sent home in Spanish includes this school policy, report cards, progress reports, Title I mandatory notifications. Open House, Early Dismissal and parental involvement meetings are presented in English and Spanish, face to face and virtually. Also, English/Spanish and other language interpreters are provided for parent conferences, for Intervention Assistance Team meetings and for annual ARD meetings to support Special Education programs.

**(9) Evidence of Documentation:** The Sutton Office of Parent and Family Engagement (SOPE) will ensure that proper documentation is kept as evidence of parent engagement (sign-in sheets and Meeting minutes).

**(10) Contacts:**

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**Beatrice Akala, Principal**