**Sutton Elementary School/Title I Part A**

**Parent and Family Engagement Policy**

**2019-2020**

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; Michael Hill, Assistant Principal; Edwin Dubon, Title 1 Coordinator; Henry Benavides, Parent; Nohelia Rodríguez, Parent Engagement Representative; Martha Molina LPAC representative; Janie Solís, Special Education Teacher; Elisa Reyes, Dean of Instruction; and Elizabeth Grandich, Site-Based Decision-Making Committee (SDMC) Representative.

**Policy Involvement**: Each year, we invite the parents of all children who participate in the Title 1 program to four or more meetings. At the meetings, we discuss Title 1 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.

**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, Chorus, Art, VIPS, technology education, Neighborhood Vanguard Program (GT),Summer School, Saturday tutorials, After School Tutorials, Field Days,Name That Book, 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. We explain how each individual child and our school, as a whole, is doing on state tests, such as the STAAR and other measures of performance such as Renaissance 360-STAR, IStation, HFWE, TELPAS, 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 and how parents can support and participate in these events.

We hold PTO and parent and family engagement meetings 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.

**School Parent Compact**: A district model for the school-parent compact was developed jointly with parents or participating Title 1 students. It explains how parents, school staff and the students will all share responsibility for each student’s academic success.

**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 1 requirements, STAAR (state test), the school improvement plan, and bilingual education at PTO and parent and family engagement meetings.

**Parent Training and Involvement**: Presentations are designed to help parents know if a child is doing well, 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.

Training is also provided to teachers and other staff members; i.e., Social-Emotional Learning. The school staff is taught the importance of involving parents and building ties between home and school.

**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. Also, English/Spanish and other language interpreters are provided for parent conferences, for Intervention Assistance Team meetings and for annual ARD meetings.

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