



Title I School-Level Parent and family Engagement Policy

Sutherland Elementary School
2025-2026

2.0 With approval from the local governing board, Sutherland Elementary School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) *[Describe how the school jointly develops with, and distributes to, parents and family members of Title I students a written parent and family engagement policy.]*

Sutherland Elementary works with various stake holder groups including teachers and school staff, School Site Council, and ELAC Community to discuss and develop a Parent and Family Engagement Policy. Meetings are held on various days and different times to provide all individuals the opportunity to attend and meet. It is a collaborative process from the beginning to the end.

2.1 Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how Sutherland Elementary School shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

[Briefly describe or list the activities the school will implement to address this requirement.]

1. In August at our Back to School Night, the annual review of our Title I program is shared with families.
2. A second Title I meeting is presented in the morning to meet the needs of parents who did not attend Back to School Night.
3. This information was also reviewed at the ELAC meeting.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

[Briefly describe or list the activities the school will implement to address this requirement.]

Information regarding Title I is offered at all our beginning of the year meetings including Back to School Night, Morning Town Hall meeting, School Site Council Meeting, and ELAC meetings. These meetings are held at different times of the day, offer translation and child care. Each meeting aims to meet the unique needs of different groups on our campus.

- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

[Briefly describe or list the activities the school will implement to address this requirement.]

The Sutherland Elementary School Site Council, ELAC and Site Leadership Team review the Title I program and the Parent and Family Engagement Policy in August. At our regularly scheduled meetings in September and October, staff, parents, and the community have the opportunity to discuss and provide feedback on the Parent and Family Engagement Policy.

- d) The school provides parents of participating children with the following:

- i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

[Briefly describe or list the activities the school will implement to address this requirement.]

Information about Sutherland's Title I program is shared through Back to School Nights, Morning Town Hall Meetings, School Site Council Meetings, English Language Advisory Committee, Parent Teacher Organization, Sutherland's Newsletter, school website, and Blackboard Connect.

- ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

[Briefly describe or list the activities the school will implement to address this requirement.]

Information regarding curriculum and assessment is sent home with the beginning of the year packet. This information is reviewed and discussed with parents at conferences. Parents are advised of their child's progress towards state standards. Parents also advised of the assessments used to determine this progress. Work samples are provided stating the end of the year grade level expectations.

- iii. 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 such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

[Briefly describe or list the activities the school will implement to address this requirement.]

Parents requesting additional information can contact the principal to set up a meeting with the principal, teacher or other staff .

- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

[Briefly describe or list the activities the school will implement to address this requirement.]

Sutherland will submit all written documentation of parent comments that reflect the program is not satisfactory to the local education agency (LEA).

2.2 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 Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

- a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

[Briefly describe or list the activities the school will implement to address this requirement.]

Sutherland Elementary provides assistance to parents in understanding academic standards, assessments, and student progress through yearly parent teacher conferences, informal parent conferences, progress reports, family nights, and ongoing communication between the school and families.

- b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

[Briefly describe or list the activities the school will implement to address this requirement.]

Parent resources from the reading and math curriculum are sent home to enhance parent knowledge and skills in supporting their child's academics. Student conferences and parent meetings are held on topics including reading, phonemic awareness and math strategies. Information is also sent home through the electronic newsletter.

- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, 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. (20 U.S.C. § 6318[e][3])

[Briefly describe or list the activities the school will implement to address this requirement.]

At staff meetings and grade-level meetings, strategies to enhance parent involvement are discussed and integrated into our educational program.

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other

activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

[Briefly describe or list the activities the school will implement to address this requirement.]

At Sutherland we coordinate with the following programs to help parents participate fully in their child's education: Success Starts Here, Family Nights, Vision Clinic, and the Dental Clinic.

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

[Briefly describe or list the activities the school will implement to address this requirement.]

School information, including information regarding our Title I program is distributed through our school newsletter, school website, voicemail, email, and text in languages spoken by families of students in our school as outlined in law.

- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

[Briefly describe or list the activities the school will implement to address this requirement.]

Parent involvement strategies within the SPSA are integrated based on parent input.

2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, Sutherland Elementary School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

[Briefly describe or list the activities the school will implement to address this requirement.]

At Sutherland, all parents, including parents with limited English proficiency are provided information in an understandable format as outlined by law.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part 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 and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

[Briefly describe or list the activities the school will implement to address this requirement.]

1. Assure that students get adequate sleep, healthy nutrition, and get to school on time.
2. Attend school events and parent conferences and volunteer when possible.
3. Encourage children to read by reading to them and listening to them read.
4. Monitor homework and encourage students to do their very best at all times.
5. Expect that students will behave at school and follow school rules.
6. Participate, as appropriate, in decisions relating to the education of their child.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

[Briefly describe or list the activities the school will implement to address this requirement.]

At Parent -Teacher Conferences the teacher reviews the School-Parent Compact which outlines the expectations of the teacher and the student as it relates to student achievement.

The teacher is expected to:

1. Make long range and daily lesson plans that reflect the standards and courses of study.
2. Communicate regularly with parents through phone calls, notes sent home, and conferences.
3. Provide supplementary instruction for students when needed.
4. Have high expectations for all students.
5. Assure a high quality-learning environment based on respect for all.

The parent is expected to:

1. Assure that students get adequate sleep, healthy nutrition, and get to school on time.
2. Attend school events and parent conferences and volunteer when possible.
3. Encourage children to read by reading to them and listening to them read.
4. Monitor homework and encourage students to do their very best at all times.
5. Expect that students will behave at school and follow school rules.

The student is expected to:

1. Attend school regularly and arrive in class on time.
2. Complete all class work and homework to the best of his or her ability.
3. Be responsible for his or her behavior and learning.
4. Cooperate with and show respect to other students and adults.
5. Develop good study habits.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

[Briefly describe or list the activities the school will implement to address this requirement.]

Student progress is reported to parents through quarterly report cards, progress reports, phone calls, ClassDojo, and email. Student Study Team meetings and IEPs are scheduled as required and on an as need basis to discuss student progress.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

[Briefly describe or list the activities the school will implement to address this requirement.]

Opportunities to volunteer or observe are described in Sutherland Student Handbook which is distributed to each student at the beginning of the school year and to new students who enter after the year starts. Parents are able to access staff through ClassDojo, email or by appointment. Additional outreach for parent volunteers comes from our Parent Teacher Organization.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

[Briefly describe or list the activities the school will implement to address this requirement.]

Regular parent meetings, School Site Council Meetings, ELAC meetings and Parent Teacher Organization meetings are scheduled and offered throughout the school year. Translators (Spanish & Urdu) and childcare is provided.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Local Control and Accountability Plan Federal Addendum.*

***The policy must be updated periodically to meet changing needs of parents and family members and the LEA. If the LEA has a process in place for involving parents and family members in planning and designing the school's programs, the LEA may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*