



School Parent, Guardian, and Family Engagement Policy Planning Template 2025-2026

School: Stoney Creek Elementary School

Principal (Karen Dozier- May 22, 2022 to present)

Assistant Principal (Saunjenetta Fertil- August 16, 2023 to present)

Assistant Principal (DeNise Gerst- July 1, 2025 to present)

Dean of Students and Academics (Sonya Hill- Oct. 6, 2023 to present)

Purpose: Stoney Creek Elementary is committed to improving student academic performance, supported by school-wide Title I funds. We recognize parents as vital partners in their child's education and will work with them to develop a plan that encourages active involvement in the school community.

I. Parent and Family Engagement Policy

- A. List names and roles (teachers, administrators, parents, etc) of persons involved in developing Parent and Family Engagement Policy.

Principal Karen Dozier

Assistant Principal Saunjenetta Fertil

Assistant Principal DeNise Gerst

Dean of Students and Academics Sonya Hill

Teacher Representatives:

Parent Representatives:

- B. Briefly describe the process your school used to:

1. select participants to develop the policy

The school uses its existing governance and outreach structures to ensure diverse representation:

- School Improvement Team (SIT): Members of the SIT are automatically included to ensure the policy aligns with the overall school improvement plan.
 - Administrative & Title I Staff: Selected based on their roles, as they are responsible for compliance and implementation.
 - Teacher Representatives: Selected by the Principal or SIT to ensure representation across grade levels and subject areas.
 - Parent/Family Representatives:
 - Volunteers from the Parent-Teacher Association (PTA)
 - Specific outreach is conducted to parents of students receiving Title I services and parents representing diverse cultural/linguistic groups to ensure equity.
2. Policy Development in alignment with Components II through XII taken from Parental Engagement Section 1116 of The Every Student Succeeds Act (ESSA)

The policy development is a phased, collaborative process guided by the requirements of ESSA Section 1116.

Phase	Description
Drafting	The Title I Coordinator and School Improvement Team Lead guide the discussion to create an initial draft based on the prior year's policy, new federal guidelines (ESSA), and the current school needs assessment data.
Review & Revision	The draft is reviewed by members of the SIT team and SIT meeting participants. Feedback is gathered, specifically ensuring all Components II through XII of Section 1116 are addressed (e.g., shared responsibility, capacity building, annual meetings).
Public Comment	The draft policy is presented to all parents/families for feedback through multiple channels: the Annual Title I Meeting shared out in person and posted on the school website and Parent Square.
Final Approval	The final revised policy is reviewed and officially approved by the Principal and the School Improvement Team.

3. Policy Implementation

Implementation is integrated into the Stoney Creek Elementary School's annual operating cycle and commitment to continuous improvement.

- **Annual Dissemination:** The approved policy is reviewed with all parents/guardians at the start of the school year at the Annual Title I Meeting and permanently posted on the Stoney Creek website in an understandable format and multiple languages where applicable.
- **Staff Training:** All school staff (teachers, administrators, support personnel) are trained on the policy's contents and their roles in promoting family engagement and communication . Opportunities for family engagement events are noted to staff in advance so that they can be contributors of engagement events
- **Policy Evaluation:** The policy's effectiveness is reviewed **annually** during the spring semester through a **Parent Survey** and focus groups. This feedback loop informs required revisions and updates for the following academic year.

II. Annual Information

Here's the updated and fully polished version, including the information about interpreters and the recorded presentation—professional and compliant for a **Title I documentation report**:

Stoney Creek Elementary held its Annual Title I Meeting in conjunction with Curriculum Night. Families were provided with an overview of the Title I Program, a federally funded initiative designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on state academic standards.

During the meeting, parents learned how Title I funds are utilized at Stoney Creek Elementary to support instructional programs, intervention services, and family engagement initiatives that promote academic

growth. The school shared information about its academic goals, parent involvement opportunities, and strategies to strengthen learning both at school and at home.

To ensure equitable access for all families, **interpreters were available on-site** to assist multilingual parents, and the **presentation was recorded** and shared with families who were unable to attend in person. Title I funding continues to make a positive impact at Stoney Creek by providing additional instructional staff, academic resources, and targeted interventions that help close achievement gaps and enhance student success.

III. Flexible meeting time

A. Strategies to Offer Flexible Times for Parental and Family Engagement Opportunities and Meetings

Stoney Creek Elementary is committed to providing flexible meeting times to ensure all families have equitable access to engagement opportunities. To accommodate varying schedules, the school offers meetings and family events at multiple times throughout the year, including both daytime and evening sessions. Title I meetings, curriculum nights, and parent workshops are strategically scheduled to provide families with options that best meet their needs.

Additionally, recorded presentations are made available for parents who are unable to attend in person. Interpreters are provided as needed to support multilingual families, ensuring all parents can fully participate and engage in their child's education. Communication about meeting times and formats is shared in advance through multiple channels—such as school newsletters, parent square and the school website—to maximize family participation and accessibility.

IV. Title I Part A Planning

- A.** What timeline and strategies will you use to involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I Part A Program.

V. Parent Information and Opportunities

Stoney Creek Elementary is committed to maintaining open, consistent, and equitable communication with all families regarding our Title I, Part A programs and their child's academic progress. The following strategies ensure parents are well-informed, involved, and empowered partners in the educational process:

- 1. Timely Information about Title I, Part A Programs**

Families receive information about Title I programs through multiple communication channels, including school newsletters, the school website, Parent Square and printed notices sent home. The Annual Title I Meeting is held at the beginning of the school year during Curriculum Night, where the purpose, requirements, and parent rights under Title I are explained. Meeting presentations are recorded and shared for families who cannot attend in person.

- 2. School Performance Profiles**

Stoney Creek Elementary shares its School Report Card and performance data with families through the school website, newsletters, and parent meetings. Administrators and teachers review these results with families to highlight areas of strength, growth opportunities, and ongoing improvement efforts.

- 3. Assessment Results of Each Child's Performance**

Parents receive regular updates on their child's academic progress through progress reports, report cards, parent-teacher conferences, and individual assessment summaries (e.g., state assessments,

i-Ready, mCLASS). Teachers are available to discuss results, explain data, and collaborate with families to set learning goals.

4. Curriculum, Assessment Forms, and Proficiency Levels

Curriculum information, assessment overviews, and grade-level proficiency expectations aligned with state standards are shared during Curriculum Night, classroom newsletters, and parent-teacher conferences. Families are provided with guides and examples of grade-level standards to help support learning at home. Interpreters and translated materials are available to ensure full access for multilingual families, and reasonable accommodations are provided for parents with disabilities to ensure equitable participation.

5. Opportunities for Regular Meetings and Decision-Making

Parents are invited to participate in the School Leadership Team (SLT), Parent-Teacher Association (PTA), and Title I planning and review meetings. These forums provide opportunities for parents to share input, review program effectiveness, and participate in school-level decision-making processes.

6. Timely Responses to Suggestions and Questions

Stoney Creek Elementary values parent input and ensures timely responses to questions, feedback, and suggestions through direct communication with teachers, the principal, and support staff. Families may reach staff by phone, email, or in person, and every effort is made to provide follow-up within 48 hours.

7. Access to Staff and Opportunities to Volunteer

Parents have reasonable access to teachers and staff during scheduled conferences, open-door classroom visits, and school events. Volunteer opportunities are available throughout the year, and families are encouraged to participate in classroom activities, special events, and schoolwide initiatives that enhance student learning and community engagement.

VI. School-Family Compact

A. The Student-Parent-Teacher Compacts for the 2025-2026 school year were successfully distributed and reviewed with families during our Open House events in the first weeks of the school year. Our strategy for presenting the compact focused on clearly outlining the shared responsibility between the school, the student, and the family, directly correlating each party's commitment to the child's academic achievement. During the Open House, we dedicated time within each classroom visit to individually discuss the compact's components, emphasizing how specific actions—like consistent homework review, active participation in class, and regular communication—directly support the student's learning goals. To ensure all families were fully informed, we utilized a multi-faceted approach: translated versions of the compact were available for parents with language barriers, and we scheduled follow-up one-on-one sessions with translators as needed. For parents of students with disabilities, we ensured the compact discussion was integrated into the Curriculum Night presentations given by members of the EC Team and Student Support Team on Individualized Education Program (IEP) or 504 plan review process, adapting the presentation and materials to address specific learning needs and accommodations, thereby making the compact a personalized and actionable tool for success.

VII. Building Parent and Family Engagement Capacity

Our school is committed to establishing a strong, collaborative partnership with all families to maximize student success. We will implement a comprehensive parental engagement plan addressing the following key areas:

We will provide consistent assistance to help parents fully understand the educational landscape. This includes hosting "Curriculum and Assessment Nights" to demystify performance standards and the purpose of various assessments. Information sessions will be held to explain the purpose and benefits of

our Title I program and how it supports student achievement. Parents will be trained on utilizing our secure online portal for real-time progress monitoring, empowering them to track their child's performance, communicate with teachers, and actively participate in decisions relating to their child's education through scheduled parent-teacher conferences and advisory committees.

To equip parents as effective home-based partners, we will offer a variety of skills-based workshops and provide necessary materials. These opportunities will include family literacy nights focused on reading comprehension strategies, homework assistance workshops that model effective support techniques, and optional technology training to enhance computer skills. We will also coordinate with local adult education providers to offer resources for Adult English Language (EL) instruction and GED preparation, ensuring holistic family support.

We are dedicated to ensuring our staff is highly skilled in working collaboratively with families. Mandatory professional development will focus on effective communication techniques, cultural competency, and strategies for engaging diverse family structures. We will coordinate and integrate all parental involvement programs and activities under a single, cohesive framework, such as a Family Resource Center, to streamline communication and avoid program duplication. Furthermore, we will establish appropriate roles for community-based organizations and businesses by inviting them to serve as tutors, host career-awareness events, and provide in-kind donations to support family literacy and technology programs.

To ensure every family can become a full partner, all critical information related to parent involvement, student performance, and school activities will be sent home in the language used in the home (i.e., translated), and we will hire or contract with interpreters for all major school events. We will conduct other appropriate and feasible activities, such as "Principal's Coffee Hours" and targeted focus groups, designed to gather ongoing parent feedback and utilize their input to continuously improve school-wide policies and programs.

VIII. English Learners and Disabled Parents and Families

We are fully committed to ensuring equitable access and full participation for all families, including those with language barriers and disabilities, by actively implementing targeted supports that remove systemic barriers. To empower English Learner (EL) parents, we eliminate communication challenges by guaranteeing that all critical documents, including notices, compacts, and school information, are provided in the home language through accurate translated materials. Crucially, we utilize qualified interpreters for all conferences, workshops, and major school events, enabling these parents to fully understand and engage in discussions about their child's education. For parents with disabilities, we guarantee access by confirming all meeting locations and facilities used for engagement are ADA-compliant and physically accessible. Additionally, we provide necessary communication accommodations upon request, such as sign language interpreters, large-print materials, or digital formats, and integrate all partnership discussions for parents of students with disabilities into the existing Individualized Education Program (IEP) or 504 plan review process, ensuring that every parent can be a respected and effective partner in **their child's success**.

IX. Parent/Family Requests

A. We are committed to fostering a highly responsive partnership with our families by ensuring we provide reasonable support for activities requested by parents and families. To achieve this, we will establish a formal, yet accessible, Parent Request System through Google Forms to efficiently vet and act upon all proposals and family outreach needs. This system will utilize Student Support Team members who serve as the central point of contact to receive requests, assess their alignment with the school's educational goals, and determine the necessary resources, including staffing, materials, and facility access. Support will be deemed "reasonable" based on factors such as feasibility, safety, budgetary

constraints, and the request's potential to directly enhance student achievement and engagement. Where a request is supported, we will provide resources such as copying services, room scheduling, access to communication channels (e.g., school newsletters, email blasts), and logistical guidance. If a request cannot be fully accommodated, we will communicate the decision clearly and professionally, offering alternative and comparable solutions to ensure the parental voice is always respected and integrated into our school community. We always welcome parent feedback to help enhance the quality of the

X. Annual Evaluation

A. To maintain the relevance and effectiveness of our parental engagement efforts, our 2025-2026 Parent Engagement information will undergo a formal introduction and review at the November School Improvement Team (SIT) meeting, where the participation of parents and families is strongly encouraged. During this critical review, we will closely examine and annotate adjustments and improvements to the policy based on a synthesis of direct parent feedback and a thorough observation and analysis of our existing parent engagement practices. This deliberate mid-year review cycle ensures that we are responsive to current needs. Furthermore, as we approach the final preparations for the 2026-2027 school year, we will formally revisit all accumulated feedback to incorporate necessary improvements directly into the drafting of the new engagement plan, guaranteeing that our policies are continuously refined and directly reflect the needs and input of our families.

XI. Other Parent and Family Engagement Practices

To elevate parent and family engagement, our strategy focuses on creating a variance of experiences designed to meet diverse family needs and schedules, thereby maximizing participation. We are moving beyond traditional school night events by introducing flexible options such as "Coffee and Conversations with the Principal" virtual office hours, and weekend family learning workshops. Crucially, we are committed to including more comprehensive information for families by transforming general announcements into actionable data and context. This means delivering clear, easy-to-digest summaries on student performance data, curriculum expectations, and specific strategies parents can use at home to reinforce learning. By diversifying how and when we engage and providing greater informational depth, we ensure every family has a viable path to becoming an informed and active partner in their child's education.