



Rucker Elementary



Parent and Family Engagement Policy

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We are committed.

Pearl Rucker is committed to the education of the children in our community. We feel parent involvement is an essential piece in ensuring that our students are successful in school. Pearl Rucker Elementary developed this policy to describe how we involve parents in the development of policy and the school-Parent Compact. It is our pledge to maintain a good line of communication from school to home. Our goal is to provide opportunities for parental involvement throughout each school year.

Policy Involvement

Each year, usually in September, we invite and provide parents of all children a review of Title 1 school requirements and the school's Parent Compact Policy, in addition, the principal gives parents an update on school accountability, and also facilitates a review of the school's improvement plan. The school will offer a flexible number of additional parental involvement meetings so as many parents as possible are able to attend.

Parents are invited to participate in a variety of meetings over the course of the school year. Meetings are held once a month giving parents the opportunity to attend. We explain how parents can be involved in the planning, review and improvement of Title 1 programs including contributing to this parental involvement policy. Spanish translation is always provided so that all parents can understand and participate. Our goal is to have parents play a vital role. In support to this opportunity to formally visit their child's classroom to become better informed about grade level expectations and their child's academic progress. Parents are also invited to participate in parent-teacher conferences, and correspond with teachers via Class Dojo, phone calls, email, or MS Teams.

Our school communicates with parents about the state's curricular and assessment expectation, school wide requirements in relation to the delivery of instructions, the techniques utilized to evaluate student work and individual classroom rituals and routines pertinent to the academic success of our students. We use a variety of communicative techniques, such as classroom newsletters, individual notes/calls home, school handbook, school calendars, school marquee, Class Dojo, Facebook, Twitter, Parent Connect (phone call system), Parent/Teacher conferences, IEP meetings, Coffee with the Principal meetings, Literacy Nights, Math Nights, Open House, progress reports, and report cards to deliver important information in hopes of creating a productive dialogue between home and school.

Every year, parents review the school wide program plan. Our goal is to ensure a school wide program plan that is satisfactory to the parents of participating children. Rucker Elementary will submit



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parents' comments on the plan to the Department of External Funding and revise the plan as soon as possible.

Shared Responsibilities and Involvement

High Student Academic Achievement

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 at 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 students.

Building Capacity for Involvement

To ensure effective involvement for parents and to support a partnership among the school parents, and the community to improve student academic achievement, Rucker Elementary will build the schools' and parents' capacity for strong parental involvement by implementing the following activities:

1. Provide assistance to the parents of the children served by Rucker in understanding such topics such as the state's academic content standards and 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.
2. Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology to foster parental involvement.
3. Faculty and staff members will be cognizant of educational research on parental involvement. Parent 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. Rucker's PTO, SDMC, and Grade Level Chairs will take the lead in providing a multitude of opportunities for parents to become involved in our school over the course of the year to take advantage of the benefits that come with active parent involvement.
4. Our school population includes three Pre-1< classes as well as two Head Start classes. Our Pre-1< team ensures that this early learning program is appropriate for our students. Our team leader coordinator takes the lead in bringing a strong relationship between home and school.
5. Rucker Elementary has made it a practice to send home school correspondences in English and Spanish to ensure all school information is understandable. A translator is available to assist our school with oral communication when necessary. The school also posts important information via Facebook, Twitter, Class Dojo, and our school website.



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6. Parents of all students, regardless of English proficiency, mobility, or disability, are 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 of 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 schoolwide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resources in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, and providing easier accessibility to parents and/or the student with disabilities