

2025 – 2026 Parent and Family Engagement Plan

Ruediger Elementary
RUEDIGER ELEMENTARY
School

Meeting Date:	Approval Date:	Mid-Year Review:	End-of Year Review:
March 6, 2025	March 6, 2025		


2025 – 2026 Parent and Family Engagement Plan

School Name	Ruediger Elementary
LEA	Leon County Schools

I, **Shannon Haire**, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA; as amended by ESSA.
- Involve parents/families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
- Jointly develop/revise with parents the school parent and family engagement plan, distribute it to parents of participating children, and make available the parent involvement plan to the local community.
- Involve parents and family members in an organized, ongoing, and timely way, in the planning and review, of the school parent and family engagement plan.
- Use the findings of the parent and family engagement policy to review and design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement plan.
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency.
- Provide to each parent an individualized student report about the performance of their child (ren) on the state assessment in ELA, Math and Science.
- Provide each parent timely notice when their child has been assigned or been taught for (4) four or more consecutive weeks by a teacher who has not completed the criteria for state certification.
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.


Signature of Principal

7/23/25
Date Signed

Mission Statement

Parent and Family Engagement: Mission Statement (Optional)

Response:

Each student will be a self-sufficient, life-long learner with a sense of purpose, responsibility, and appreciation of diversity. Parental involvement plays a vital role in the success of our school.

Engagement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used [Sections 1116].

Response:

The School Advisory Council, which includes parents that are chosen by the parents and appointed community members, will meet monthly to plan, review and provide input into the school's Parent Involvement Policy/Plan and activities and School Improvement Plan.

The School Advisory Council will approve the Parent Involvement budget along with the School Improvement budget.

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I- Part C, Title II, Title III, Title IV, and Title V [Section 1116].

Count	Program	Coordination
1	Title I	Funds will be used to hold parent workshops, produce monthly newsletters, and train teachers.
2	Title II	Funds will be used for staff development.
3	Title IV, Part B 21 st Century	Funds will be used to support academic achievement and enrichment activities.
4	VPK	VPK students and their families are invited each Spring to Kindergarten Orientation to help prepare them for the upcoming school year.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school-wide or targeted assistance), Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116]. ***Include translated version of all documents.***

Steps	Annual Title I Meeting(s) Activities/Tasks	Person(s) Responsible	Timeline	Evidence of Effectiveness
A	Determine date for Annual Title I Meeting	Administration	August/September 2025	
B	Prepare presentation, handouts, and agenda	Administration	August/September 2025	Copy of: presentation, handout, agenda
C	Create notification informing families of the meeting (include translated versions)	Administration	August/September 2025	Copy of: notification
D	Create sign-in sheet "Annual Title I Meeting" (include school name; date; location; time; parent/guardian's name; student name(s); phone number; email address; and role) and create evaluation	Administration	August/September 2025	Copy of: sign in sheets, survey results
E	Distribute initial meeting notifications at least three (3) weeks prior to the meeting date	Administration Media Specialist Tech Con	At least three (3) weeks prior to the meeting	Copy of: notification, survey results
F	Distribute notices via various platform i.e. website; social media; marquee; Parent Portal; Remind, student agenda book	Administration Media Specialist Tech Con Teachers	One (1) week prior to the meeting	Copy of: notification, survey results
G	Conduct meeting and record minutes	Administration	August/September 2025	Copy of: sign in sheets, agenda, minutes, survey results
H	Provide opportunities for feedback	Administration	August/September 2025	Copy of: Parent Feedback forms, survey results
I	Complete and upload required documentation for compliance to SharePoint folder	Parent Liaison Compliance Contact	By September 30, 2025	Copy of: notification, agenda, minutes, sign in sheets, presentation, handout, survey results

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how will the school provide with Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

Response:

PTO, SAC and some parent workshops will be held in the evenings after most work hours are completed. However, for shift workers, we will also offer parent workshops in the morning hours using the model of "All Pro Dads" and "Muffins for Moms." This will allow flexibility for parent involvement. In addition, our Parent Resource Center is open during school hours for those that can attend throughout the day. The Parent Resource Center is equipped with a designated computer for parent usage. Additionally, the school will offer a flexible number of parent meetings at a variety of times. Parents provided input on flexible meetings and times during SAC & PTO. There will be a virtual/ hybrid SAC & PTO option for parents. The meetings for parents will include, but not be limited to, Orientation, Open House, Parent/Teacher Conferences, and Curriculum Nights. In addition, parents will also be invited to participate in advertised SAC Meetings and PTO Meetings. One way the school will offer flexible meeting times is during Parent/Teacher Conferences. Report Card Nights/ Parent Conference night will be scheduled 1 time per semester. To provide flexibility and ensure all parents are accommodated, conferences may also be scheduled before school, during teacher planning time and during the teacher lunch time as needed throughout the year. Parents can also request after-hour conferences anytime as needed and the school will support. Telephone conferences also provide flexible options. We will also offer virtual meetings when needed.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

Family Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Annual Title I Meeting Title I Information/Right to Know	Administration	Parents will be aware of the opportunities available to assist their child(ren) at home and at school To inform and to help families understand school procedures, the purpose of Title I programs, how Title I funds support the school, and ways to support academic achievement	By September 30th	<ul style="list-style-type: none">• Survey results• Attendance log• Agenda• Notification of Meeting• Right to Know Letters going home
School-Wide Literacy Night	Teachers	Parents will gain knowledge and	January 2026	<ul style="list-style-type: none">• Notification of meeting

		understanding in ways to support the child's literacy success in school.		<ul style="list-style-type: none"> • Agenda and sign in sheets • School Level Parent Survey
Report Card/ Conference Nights	Teachers	Parents will be familiar with what is required for students to be successful and know what benchmarks are required	January 2026	<ul style="list-style-type: none"> • Notification of meeting • Agenda and sign in sheets • School level parent survey
School-Wide STEM/ College Night	Teachers	Parents will gain knowledge and understanding in ways to support the child's academic success in school related to STEM	April 2026	<ul style="list-style-type: none"> • Notification of meeting • Agenda and sign in sheets • School level parent survey

Staff Training

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in the value and utility of contribution of parents/families. Describe how the school will reach out, communicate with and work with parents/families as equal partners. As well as implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116].

Staff Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Annual Title I PFE Training Teacher Training on effective forms of communication - newsletters, parent conference skills, parent-friendly styles	Principal; Assistant Principal; Parent Liaison	Teachers will be able to communicate better with parents to help them facilitate their child's academic success.	August 2024	<ul style="list-style-type: none"> • Parent Conference documentation on report cards and training agendas • Samples of parent communications (newsletters, notes from parents, conference forms)
Student Discipline - communicating behavior with parents	Principal; Assistant Principal	Teachers will be able to communicate about student behavior better with parents to help them facilitate their child's academic success	August 2025	<ul style="list-style-type: none"> • Agenda and Focus

Teacher training on how to communicate academic needs to parents for the district curriculum	Principal; Assistant Principal	Teachers will be able to communicate to parents ways in which they can support their student(s) at home using resources provided by the school or online	Ongoing	<ul style="list-style-type: none"> • Parent input/ Survey • Informal meetings
Teacher training on how to provide step-by-step processes to help parents assist with homework	Teachers	Teachers will find ways to communicate and teach parents how to help their student problem solve	Fall 2025	<ul style="list-style-type: none"> • Parent input/ survey
Professional Learning Communities (PLCs)	Administration. Instructional Coaches, Teachers	Teachers will utilize data from assessments to prioritize student groupings, to inform instruction, and to communicate more effectively with parents	Weekly	<ul style="list-style-type: none"> • Progress monitoring • Benchmark assessment results

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [ESEA Section 1116].

Response:

We currently have a parent resource center that allows parents to access web resources, including, but not limited to, Focus, school website, FLDOE's website. We send home a monthly newsletter that includes tips on dealing with academics and behavior. Parents are encouraged during Orientation to be involved as volunteers and chaperones as well as being an active part of PTO. During, parent conferences: Teachers and parents will discuss how to ensure the child's academic success and what the parent can do at home to help. Every parent is sent a conference form to sign up for a date and time to meet with their child's teacher.

Promotion brochures that contain academic requirements and grade level expectations will be available for parents on the Leon County School District Website. Hard copies of the brochures will also be available for parents at Open House in September.

A Parent Resource Center is available to parents during the school day, Monday-Friday. It is located in the front office.

We have an open-door policy which provides opportunities for parents to come to school and discuss with the principal issues that are pertinent to the success of our students.

Virtual options will be provided for parent/ teacher conferences and SAC/ PTO

Communication

Describe how the school will provide the following under [ESEA Section 1116].

- Provide a description of how parents/families will be given timely information about the Title I programs.
- Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress and the achievement level standards the students will obtain.
- If requested by parents, how will the school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- Methods the school will use to submit parents/families comments if the school-wide program plan is not satisfactory to the parents of participating children, that will be made available to the local education agency [ESEA Section 1116].

Response:

Parents are invited to participate in SAC and PTO and are given an opportunity to give input to the Parent and Family Engagement Plan and School Improvement Plan through annual Climate Surveys and Title I Surveys.

Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families and how the school plans to share information related to school and parent/family programs, meetings, school reports and other activities in an understandable, uniform format and in languages that the parents/families can understand.

Response:

Ramps are provided for those with physical disabilities. FDLRS provides services as necessary to make school information understandable to parents. We review the Home Language Survey results to determine if communication in other languages is necessary and utilize translation software to make this possible when needed. Additionally, a variety of parental involvement activities will be planned to ensure that each parent has ample opportunity to participate. Multiple sources will be used to communicate opportunities for involvement to parents.

Discretionary Activities (Optional)

The Parent and Family Engagement Plan includes the following discretionary activities that the District, in consultation with parents, chose to undertake to build parents' and families' capacity for engagement in the school and school system to support their children's academic achievement.

Count	Content/Type of Activity	Description of Implementation Strategy	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline
1	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times between teachers or other	Parents will be invited to participate in "All Pro Dads"	Principal & Assistant Principal	Parents will have various times to meet with school staff. Utilize community resources to enhance student achievement.	Ongoing

	educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];				
2	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Partner with local organizations and business to provide parent involvement activities	Partner Coordinator	Utilize community resources to enhance student achievement	Ongoing

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116].

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Parents have jobs that prevent them from attending meeting in the afternoons or evenings (shift workers)	Ruediger will implement parent breakfasts for mothers and fathers and/or guardians to be held once per month, AM conferences, report card pickup night/ parent conference night, day events (Rally& PK Fall Festival). Some events may be offered virtually.	Administration	On-going
ELL Parents are inhibited to attend functions due to lack of English skills.	Ruediger will attempt to provide more information in the native language of our ELL students through the use of translation programs. Staff and/ or Language Line will be utilized to translate ELL parent meeting.	Administration	On-going
Lack of means for communication	Share information in a variety of ways- notes home, newsletters, telephone calls, school marquee, Focus Alerts, email, Remind	Administration	On-going

Provide a description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency and parents/families of migratory children)? [Section 1116].

Response:

Ramps are provided for those with physical disabilities. FDLRS provides services as necessary to make school information understandable to parents. We review the Home Language Survey results to determine if communication in other languages is necessary and utilize translation software to make this possible when needed. Additionally, a variety of parental involvement activities will be planned to ensure that each parent has ample opportunity to participate. Multiple sources will be used to communicate opportunities for involvement to parents.

Evaluation of the Previous School Year's Parent and Family Engagement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116]. **Include participation data on the Title I annual meeting.**

Count	Content and Activity Type	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	STEAM Night	1	200	Parents participated in STEAM activities with their student(s) and learned what they need to know in order to assist their child at home with STEAM activities.
2	Title I Annual Meeting	1	350	Parents learned what programs are offered to their student(s) to enhance their learning in the classroom.
3	Literacy Night	1	200	Parents participated in literacy activities with their student(s) and learned what they need to know in order to assist with/ support reading at home.

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116 (e)(3)].

Count	Content and Activity Type	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Teacher training on effective forms of communication- newsletters, parent conferences skills, parent	1	45	Teachers will be able to communicate more effectively with parents to help them facilitate their child's academic success.

2	Student discipline-communicating behavior with parents	1	45	Teachers will be able to communicate concerning student behavior with parents to help them facilitate their child' academic success.
3	Pre-planning Week for Teachers	1	45	Improve academic achievement and social skills of students
4	<p>Session 1: Wednesday, November 6, 2024 ~ 3:30 p.m. – 5:00 p.m.</p> <p>Essential Truths Part 1</p> <ol style="list-style-type: none"> 1. When teachers love their jobs, students notice. When teachers are counting the days, students notice. It turns out, students notice a lot. 2. You never know what students are dealing with at home. 3. When teachers are in it for the students, they are not as quick to complain about minor issues. 4. Student engagement is usually in direct proportion to teacher enthusiasm. 5. Don't assume your students know you care about them. 6. If you start treating your most challenging students as if they are your favorite students, over time they might start acting like your favorites. 7. Good lesson plans don't redeem poor relationships. 8. The best teachers figure out how to handle their frustrations without complaining. They have challenges, but they don't dwell in negativity. 9. When you see a teacher interact with a challenging student, you may not learn much about the student, but 	4	17	Teachers deal with change on a regular basis, but there are some principles at the core of teaching that remain constant and that have the biggest impact on student achievement. In this inspiring book from Danny Steele, creator of the popular Steele Thoughts blog, and Todd Whitaker, bestselling author and speaker, you'll learn how to focus on the most important things in the classroom, not just the "current" things. The authors reveal essential truths that will make you a more effective educator in areas such as student relationships, classroom management, and classroom culture. The strategies are presented in digestible chunks, perfect for book studies, in-service sessions, mentorship meetings, and other learning formats. With the inspiring anecdotes and insights in this book, you'll be reminded of your greater purpose – making a difference in the students' lives.

	<p>you will learn plenty about the teacher.</p> <p>10. It is not the hours that make teaching so challenging, it is the intensity.</p> <p>11. We are not in the perfection business. We are in the improvement visit.</p> <p>12. Some students have taller mountains to climb than others.</p> <p>13. It's good when teachers criticize privately and praise publicly.</p> <p>14. Great teachers always come to class ready to teach, but they are mindful of the fact that not all students come to class ready to learn.</p> <p><i>"Two (2) in-service credits will be issued upon completion of training and follow-up activity."</i></p> <p>Session 2: Wednesday, November 13, 2024 ~ 3:30 p.m. – 5:00 p.m.</p> <p>Essential Truths Part 2 (chapters 15 – 27)</p> <p>15. Very seldom do the loudest barks come from the smartest dogs.</p> <p>16. Some students dream of trying to change the world and some students are just trying to make it through the end of the day.</p> <p>17. Provoking one good question can be better than giving 10 right answers.</p> <p>18. Effective teachers do have to prove who is in charge.</p>			
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	<p>19. Teachers never have to say something mean, they just have to mean what they say.</p> <p>20. Every child is the most precious thing imaginable to their parents.</p> <p>21. Great teachers define their success by the success of their students.</p> <p>22. Teachers who stay comfortable do not make many mistakes, but they usually do not innovate either.</p> <p>23. It is absolutely crucial that teachers have fun teaching.</p> <p>24. Some students carry around the burden of a bad reputation.</p> <p>25. The most memorable lessons usually do not involve a textbook.</p> <p>26. Teachers should never underestimate the value of "Smiley Faces" on students' papers.</p> <p>27. When a student is misbehaving, the teacher needs to make sure the student is the only one misbehaving.</p>			
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**Session 3: Wednesday,
November 20, 2024 ~
3:30 p.m. – 5:00 p.m.**

**Essential Truths Part 1
(chapters 28–42)**

28. There are 101 ways to connect with your students, but none of them work if you don't begin with care.
29. A 10 second conversation with a student as they walk into your class may mean more than your 45 min. lesson.
30. Not all students have hope...
31. Treat every student with respect and dignity.
32. Good teachers understand how to communicate the content.
33. Students do not gravitate to subjects... they gravitate to teachers.
34. Students need to see adults successfully working together at school.
35. Classroom management is not about having the right rules, it is about having the right relationships.
36. Teachers foster creativity when they value good questions as much as they value right answers
37. Teachers foster creativity when they value good questions as much as they value right answers.
38. When a lesson does not go as planned, great teachers are not looking around at they students, they are looking in the mirror.
39. You might never remember the most powerful conversation you have with a

	<p>student... but the student will.</p> <p>40. When a great teacher is in a bad mood, only one person knows.</p> <p>41. Curriculum, pedagogy, and technology have all changed, but the qualities of great teachers are... and always will be... timeless.</p> <p>42. When students leave the class feeling better about themselves, their teacher understood that there is more to teaching and delivering instruction.</p> <p>"Two (2) in-service credits will be issued upon completion of training and follow-up activity.</p> <p>Session4: Wednesday, December 4, 2024 ~ 3:30 p.m. – 5:00 p.m.</p> <p>Essential Truths Part 1 (chapters 43 – 56)</p> <p>43. Students love it when teachers come to their games, concerts or programs.</p> <p>44. The best teachers never forgot what it was like to be a student.</p> <p>45. Struggling students do not succeed because they are in the right class; they make it because they are with the right teacher.</p> <p>46. Struggling students do not succeed because they are in the right class; they make it because they are with the right teacher.</p> <p>47. Being fair does not mean we treat every student the same.</p> <p>48. You do not have to be kind to be a teacher, but you do have to be kind to be a great one.</p>			
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	<p>49. Something that is obvious about good teachers: They want to be better teachers.</p> <p>50. The best way to make sure students do not act like the school year is over is to make sure the adults do not act like the school year is over.</p> <p>51. Students are much more likely to remember what the adults are teaching when the adults are remembering why they are teaching it.</p> <p>52. It is important to catch kids being good and recognize them for it.</p> <p>53. The best thing teachers can do for their colleagues is bring a positive attitude to work every day.</p> <p>54. We can never change student behavior unless we first change adult behavior.</p> <p>55. Teachers do not just make a difference in their classroom, they make a difference in the culture of the school.</p> <p>56. Teachers leave a legacy that transcends the lesson plans, the letter grades, and the test scores.</p> <p><i>"Two (2) in-service credits will be issued upon completion of training and follow-up activity."</i></p>			
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Evidence of Input from Parents/family members

Evidence of parent input in the development of the plan. (SAC agenda, sign in sheets, minutes and other documents with parent input).

Submit Parent and Family Engagement Plan with principal signature.

Parent-School Compact

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Submit Parent-School Compact with principal signature.

Evidence of Parents/family members in development of Parent-School Compact

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Evidence of parent input in the development of the compact.

