|  |  |
| --- | --- |
| Rapid Valley Elementary **Family and Community Engagement Plan (FACE)**  Rapid Valley is a school-wide Title I program. This means that all students in our school have equal access to resources provided by the Title I grant.  This school, family, and community engagement plan was developed jointly with, distributed to, and agreed upon with families of participating children.   * RVE uses survey data and input to seek input from families. * One-time yearly families will be provided the links to our Title Documents via RVE website and school messaging system (Classroom Dojo). A virtual event for families will be held and Title 1 information shared then with parents * We will share information of Title I programs and school goals promptly through: (listed below are examples) * Virtual Bingo-Title 1 information * Links to documents on website sent home via school messaging system (Classroom Dojo) * Links to documents on website via school Facebook page | |
| **Policy Involvement** | *Annual School Meeting*  An annual meeting will be held on November 9, 2021 among the school community of Rapid Valley to review, reflect, and edit:   * Current school improvement plan * Current FACE plan * Current Student, Teacher, and Family Compact * Comprehensive Needs Assessment (CNA) * Last CNA completed 2019-20 school year (specific to SIG funds and status). Recent CNA completed fall of 2021 with report to be shared in November 2021 * Per 2021 CNA families expressed appreciation for teacher and administrators hard work, they feel proud to send their students to RVE. Parents appreciate the communication provided by teachers and office. The sample size for RVE WE survey for parents was a small fraction of the student population. * Areas of improvement for RVE are to provide more real time academic progress to parents and sharing what students are learning in the classroom.   *Family Friendly Walkthroughs (FFWT) and Surveys*   * February 2018 * Communication with families via messaging system noted as positive and families were wanting this consistency based on our last survey-Schoolwide Classroom Dojo is used now. Positive feedback from social media presence and use of “video” announcements via Loom to add to messages to parents. Written comment trends showed families felt welcome and that staff is willing to answer questions and concerns. * Covid mitigations from last year for RCAS have maybe impacted how welcomed parents feel, BUT also showed office staff how unsecure our office and front area was. We are working to continue having a safe school environment and main entry while still having parents feel welcome. Many of the comments from 2018 and the welcoming of the physical space require buildings and grounds funds and approval such as: parking, exterior lighting, key fobs, |
| **Family Involvement** | To ensure effective involvement of families in supporting their child at school, the school will:   * Each teacher utilizes Classroom dojo. Teachers are encouraged to share academic updates and learning content via this platform * RCAS has an outlined and written policy and process for student attendance. Office staff are trained in this process and work with the onsite Whole Child team to address patterns of concern. * RCAS has a tiered approach to student behavior concerns. Tier 1 and PBIS expectations are communicated to families via updates from principal announcements. Updates on behavior are encouraged by staff using any best communication platform for the family. Families are involved in the tiered process formally starting at Tier 2. Parent/Family input is collected during these meetings and used to create an RTI plan * All families were offered a fall conference and provided the option that worked best-in person, phone, or zoom. Parent/teacher conferences are also held before the RCAS conference dates when needed so they are timely and relevant to the family. * A Parent Night was held to share information on new NWEA-MAPS assessment for grades 3-5 and an informational video sent out via school messenger system. |
| **Family Education** | * Family letters sent out to those grades participating in Standardize Testing (SBAC) and the MAPS assessment * MAPS virtual information session for parents and recorded video sent to all 3-5 grade families * BHSSC assists school with family engagement and family learning opportunities through virtual presentations (ie-Internet Safey) |
| **Family Engagement** | * Rapid Valley will host or participate in 4 family engagement activities for the 2021-22 school year. These will be virtual and onsite. Topics included are Internet Safety, Virtual Bingo with Title 1 information, STEAM Evening, and Math/Literacy * Families and the community are invited to participate in and support RVE Trunk or Treat and Veteran’s day breakfast. Families can volunteer in classrooms and are always welcome to eat lunch with students. |
| **Student Case Management** | * RVE has a Whole Child Team that facilitates and oversees case management of students needing extra supports * The team meets weekly * The Whole Child team members work with classroom teachers to use the RTI process and communicate with parents through each Tier. A parent meeting is held when students move from Tier 1 to Tier 2. * Students can be referred to the team based on attendance, staff concern, office referrals, nurse visits, and lack of progress with content area data cycles. The team keeps an ongoing Google drive used at each meeting to record notes and next steps. The team utilizes a student of concern form and trimester check in forms for communication with grade level teachers |
| **Community and Partnerships** | * RCAS contracts with BHSSC to assist and provide family engagement opportunities * Various churches and agencies in the area support our students through donations or services |
| **Accessibility** | Following the FACE requirements of our Title I program, the school, to the extent practicable:   * Provide opportunities for the families to be involved in every aspect of the school including:   + Families who have limited English proficiency may notify the school to provide an interpreter as well as all communication written in their first language whenever possible.   + Family members who have a disability may notify the school so appropriate adaptations can be made.   + Family members of migratory children may notify the school so appropriate resources can be offered.   + We will strive to make all communication in a family-friendly format, so all family members understand. |

