

Robbinsdale Family and Community Engagement Plan (FACE)

Robbinsdale Elementary 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.

- Robbinsdale will distribute the FACE plan to all parents through Class Dojo, School Newsletter, school website, and email.

We will share information of Title I programs and school goals promptly through:

- School newsletter
- Email
- School website
- Class Dojo

Policy Involvement	<p>To provide parent involvement in policy, the school will:</p> <ul style="list-style-type: none"> • Hold a Virtual Annual School Meeting in to: <ul style="list-style-type: none"> ○ Review school improvement plan, FACE plan, and Family Compact ○ Survey parents regularly to receive input for improvement • Conduct a Comprehensive Needs Assessment (CNA) <ul style="list-style-type: none"> ○ Robbinsdale’s CNA was held in fall of 2021 (results will be provided in fall 2021) ○ CNA from the Fall of 2019 indicated areas for improvement: <ul style="list-style-type: none"> ▪ student engagement, instructional strategies, rigorous lesson design, and professional development that meets the needs of all Robbinsdale teachers. ○ Both families and students list the following attributes as strengths at Robbinsdale: <ul style="list-style-type: none"> ▪ Robbinsdale is safe and welcoming; Staff is respectful and encourages engagement with learning and activities; Staff communicate with everyone ○ Families surveyed did not list any barriers regarding Robbinsdale. ○ Students listed the following attribute as a barrier at Robbinsdale: <ul style="list-style-type: none"> ▪ School is fun and interesting • Complete a Family Friendly Walkthroughs (FFWT) and Survey <ul style="list-style-type: none"> ○ Robbinsdale’s last FFWT was done in the spring of 2018 ○ Families listed the following attributes as strengths at Robbinsdale: <ul style="list-style-type: none"> ▪ Robbinsdale is safe and welcoming; Staff is respectful; Staff communication ○ Families listed the following attributes as barriers at Robbinsdale: <ul style="list-style-type: none"> ▪ Provide variety of opportunities for families to come into school during the school day to engage with activities, not just in the evenings
Family Involvement	<p>To ensure effective involvement of families in supporting their child at school, the school will:</p> <ul style="list-style-type: none"> • Plan and implement a variety of parent-teacher conferences, including student led, student work showcases, and make-and-take activities. • Provide opportunities for two-way communication through email, phone calls, and Class Dojo. • Provide regular communication with a monthly newsletter informing parents of academic focuses and building events. • Collaborate with families when attendance is a concern to create a positive plan. • Meet with parents to develop positive behavior support plans for students who have frequent referrals.

<p>Family Education</p>	<p>To provide education to Robbinsdale families, the school will:</p> <ul style="list-style-type: none"> • Provide a monthly newsletter to families that includes a variety of tips for parents both academically and behaviorally. • Provide families with a “parent friendly” description of how to read standardized test reports and report card standards. • Provide training in Conscious Discipline. • Provide parent information pamphlets near the entrance of the building. • Access resources from BHSSC to improve our family involvement activities. • Access resources provide by SD Statewide Family Engagement Center (www.sdsfec.org) • Provide information to families about Special Olympics.
<p>Family Engagement</p>	<p>To provide opportunities for family engagement, the school will:</p> <ul style="list-style-type: none"> • Encourage families to volunteer at our school and attend field trips. • Hold a minimum of 4 family events throughout a school, including two 2 book fairs. • Support the PTO. • Plan and organize the Delta Dental bus for students in need of dental care. • Provide academic resources to families via website and materials sent home.
<p>Student Case Management</p>	<p>To provide students effective services, the school will:</p> <ul style="list-style-type: none"> • Conduct an Attendance team meeting at least monthly to review data and create positive support plans. <ul style="list-style-type: none"> ○ The team reviews student attendance data and flags students who are not attending at least 90% ○ Parents are notified of concerns and, when necessary, are invited to a meeting to determine next steps and develop a positive plan of action. A copy of the plan is given to the parents. • Conduct a Problem Solving and Tier 2 team meeting at least monthly to review data and create positive support plans. <ul style="list-style-type: none"> ○ Parents are notified of concerns and, when necessary, are invited to a meeting to determine next steps and develop a positive plan of action. A copy of the plan is given to the parents • Conduct regular reviews of academic data: <ul style="list-style-type: none"> ○ Academic data is reviewed regularly by the grade level team, Literacy Specialists, and Intervention Specialist ○ Intervention plans are created based on individual student needs. Data is collected and reviewed with parents regularly.
<p>Community and Partnerships</p>	<p>To provide Robbinsdale with community resources, the school will:</p> <ul style="list-style-type: none"> • Reach out to local businesses to assist with fundraising (Open Heart Church, Marcos, McDonalds, Culvers) • Continue to partner with the United Way to enhance our reading and family engagement initiatives.
<p>Accessibility</p>	<p>Following the FACE requirements of our Title I program, the school, to the extent practicable will provide opportunities for the families to be involved in every aspect of the school including:</p> <ul style="list-style-type: none"> • Families who have limited English proficiency may notify the school to request an interpreter for conferences as well as request all communication be 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.