

Rapid Valley Elementary Family and Community Engagement Plan (FACE) 2026-27

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.

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 the RVE website and the school messaging system (Classroom Dojo). An onsite event for families will be held in September, and Title 1 information will be shared then with parents
- We will share information about Title I programs and school goals promptly through: (listed below are examples)
- Links to documents on the website sent home via the school messaging system (Classroom Dojo)
- Links to documents on the website via the school Facebook page

Policy Involvement

Annual School Meeting

An annual meeting will be held on September 10, 2026, among the school community of Rapid Valley to review, reflect, and engage with Title 1 Plan:

- Current school improvement plan
- Current FACE plan
- Current Student, Teacher, and Family Compact
 - At the first Family Fun Night the plans will be reviewed, open for comment and revisions.
- Survey results from the Spring survey and action steps created from the survey results.
- The focus of the Annual School meeting will be the importance of Free and Reduced lunch applications for determining eligibility, which will also be presented at the open house night

Focus Group with PTA

- Held focus group conversations on survey results and forming of action plan for improvement with the focus group.

All schools in the district (including Title I and School Improvement) also completed a Comprehensive Needs Assessment (CNA) surveys under the guidance of Huron Studer Consulting. Each survey asked questions aligned with the five pillars outlined in the district scorecard (improvement and action plan): Student Pillar, Staff Pillar, Communication Pillar, Community Pillar, Facilities Pillar. All staff were asked to complete two separate surveys, one on district leadership and one on building leadership. Each student (3-12) was asked to complete a survey based on their building, and each parent was asked to complete a survey based on their child(ren)'s building(s). Each building principal utilized the information from all surveys to complete action items as part of their school improvement. This served as the data point for developing high-quality school improvement plans that would address individual schools' strengths and weaknesses as well as the development of goals/strategies for continuous improvement. Part of the process was to collect perceptual data through the dissemination of surveys to all school stakeholders (teachers, students, and parents/guardians). These surveys represent a powerful source of feedback for educators and school administrators. All the perception data that was collected created additional opportunities for school staff to improve on their current practices. Interviews with students, staff, and administration again focused on the perception of the functionality of the four components of school improvement. The interview data created an opportunity for teachers, administrators, students, and families to provide input towards the continuous improvement that a CNA can provide. Observational data included roughly 1000 minutes of observed classroom time which represent a small percentage of classroom instruction that occurs over the year at all schools and all grade levels.

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 during the year and through our communication. Updates on behavior are encouraged by staff using any best communication platform for the family. As administrators, counselors, and interventionist support students in behavior academies, parents are communicated with about their student's progress. 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 will be offered a fall or spring per RCAS elementary conference schedule and provided the option that works 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.
Family Education	● Family letters sent out to those grades participating in Standardized Testing (SBAC) and the MAPS assessment ● MAPS family report shared with families grades 2-5 ● Acadience data shared with families' grades K-1 ● Progress reports and communication between report card periods will be shared with families with an additional four touch points
Family Engagement	● Rapid Valley will host or participate in 3 family engagement activities for the 2025-26 school year. These will be onsite, and topics included are Title 1 Plan/Back to school night, STEAM Evening, and Math/Literacy. ● Continue to involve parents in music events, field trips and many other activities to support parental involvement at school. ● Families and community will be kept up to date with frequent social media updates on classroom activities, school events and other important information. ● Families and the community are invited to participate in and support RVE Trunk or Treat and Veteran's Day Breakfast on applicable years. Families can volunteer in classrooms and are always welcome to eat lunch with students.
Student Case Management	<u>CD/PBIS (One from each wing, SPED, Specials, other certified Purpose and Responsibilities)</u> ● Promote a safe, supportive, and emotionally intelligent school climate where students can learn and grow socially, emotionally, and academically. ● This team combines the trauma-informed and relationship-centered approach of Conscious Discipline with the structured, proactive framework of PBIS to create a cohesive behavior support system.

	<u>School Family Engagement-any certified staff</u> <u>Purpose and Responsibilities</u> • Build strong, collaborative partnerships between families and the school community that support student learning, development, and overall well-being. • Build open, two-way communication that values the input, culture, and knowledge of families. • Meaningful family engagement recognizes that families are essential partners in education. • Subcommittee for school family staff events (formerly social committee) to strengthen our school family by making sure every staff member feels valued, supported, and celebrated throughout the school year. <u>Behavior Academies PLC – Meets twice a monthly</u> Tier 1 What students need support? New Referrals Watchlist Tier 2 Behavior Academies/RTI How is Tier 2 implementation going? What new behavior trends require reteaching? What resources or support are needed? Tier 3 Referrals from Tier 2 Watchlist Tier 2 What Tier 3 supports need intensification?
Community and Partnerships	• Various churches and agencies in the area support our students through donations or services • Discovery program supports with a summer and after school program that helps to support our families • PTA plans multiple events in conjunction with the school • Student leadership connects with Humane Society, coffee shops and nursing homes. • We have MFLAC counseling for military students • Parents come in and support for winter program, veteran’s day assembly,
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.