

# DCSD Community Connections Plan

## Guiding Statement

Douglas County School District Board of Education represents all the citizens of the district to act in their best interests to ensure an educational foundation that allows each student to reach his or her individual potential. As stated in Policy ~~KBBKB~~: Parent and Family Engagement, the “DCSD Board of Education recognizes the importance, shared responsibility, and partnership between family, schools, and community. [This] involvement in the education of students contributes greatly to achievement, and to the positive school environment and experience.”

The Board’s job is to represent, lead, and serve the citizens and to govern the district by establishing expectations in regards to:

- Promoting student engagement and well-being.
- Preparing all students for post-graduation success.
- Improving academic achievement and growth for all students.
- Providing all students equitable access to a high-quality education.

The Board’s role in community connections revolve around two areas:

- Advocate for the district and the students it serves.
- Initiate and maintain effective constructive two-way communication and feedback with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the district.

This Plan provides a framework for how the Board should approach this public engagement aspect of its work while remaining within the bounds of its role as defined by its governing commitments.

- The Board will govern lawfully with primary emphasis on results for students; encourage full exploration of diverse viewpoints; focus on governance matters rather than administrative issues; observe clear separation of Board and Superintendent roles; make all official decisions by formal vote of the Board; and govern with long-term vision.
- The Board will function as a single unit. The opinions and personal strengths of individual members will be used to the Board’s best advantage, but the Board will faithfully make decisions as a group, by formal vote. No officer, individual, or committee of the Board will be permitted to limit the Board’s performance or prevent the Board from fulfilling its commitments.

## Engagement Plan

### **DCSD’s Stakeholders (those on whose behalf the Board governs)**

As stated in Governance Process GP1.0 Board’s Purpose, the Board governs “On behalf of the citizens of DCSD...”. Therefore, the Board will make an effort to have a perpetual community connections plan to engage in two-way communication across a wide cross-section of citizens.

### Purpose of Citizenship Engagement

Successful Citizenship Engagement results in the Board receiving diverse information so that it includes viewpoints of a wide cross-section of citizens resulting in:

- When developing or revising Mission/Vision/Ends Statements, the Board has access to diverse viewpoints that are reflective of the citizenship regarding what benefits the organization should provide, for whom, and the relative priority of those benefits.
- Citizens are aware that the board is interested in and seriously considers their perspective.
- If asked, citizens would say that they have had the opportunity to let the Board know their views.
- Citizens are aware of how the Board has used the information they provided.
- Reinforces Douglas County's Core Values: Educational Excellence, Human Diversity, Individual Potential, Lifelong Learning, Productive Effort, Shared Responsibility, Ethical Behavior and Continuous Improvement

The Board recognizes the Colorado Department of Education's (CDE) three (3) factors influencing effective partnering: experiences, beliefs, and practices. The Board also supports the National Standards for Family-School Partnership and State Advisory Council for Parent Involvement in Education's (SCAPIE) adopted standards:

- Welcoming All Families Into the School Community
- Communicating Effectively
- Supporting Student Success
- Speaking Up for Every Child
- Sharing Power
- Collaborating with the Community

### Representative Sample of Citizens

By segmenting the citizenship as shown below, the Board is able to ensure representation and diversity of viewpoints. It also helps make the task manageable given how large the citizenship of Douglas County is. We already have some Board feedback loops established and those are indicated next to the segmented groups below:

Segment	Established Feedback Loop with the Board	Focused effort
Students in primary school	n/a	<del>2024-25</del> 2023-24
Students in secondary school	Student Advisory Group (SAG)	Ongoing and January 31, 2023
Parents	DAC; SACs; LRPC; MBOC; FOC	Ongoing
Educators/Personnel	n/a	Feb 13, 2023

~~Updated: September 2023 Board discussion on October 11, 2022~~

Charter School <u>Governing Boards</u> e	n/a	<del>2023-24</del> 2022-23
Alumni or recent graduates	n/a	<del>2024-25</del> 2023-24
Personalized Learning (Special Needs, Gifted & Talented, etc.)	DCSEAC, DCGEAC	Ongoing
ELL, FRL, Underrepresented groups, etc.	Equity Advisory Council	Ongoing
Business groups and leaders	DC Foundation, Talent Pipeline Douglas County, and Castle Rock Collaborative	Apr 13, 2023 Ongoing
Senior citizens / <u>Citizens without students in our schools</u>	n/a	2023-24
Civic leaders and political affiliations	PDCG, DCYI	Ongoing
Young parents not yet in the District	n/a	2023-24
<del>Citizens without students in our schools</del>	<del>n/a</del>	<del>2023-24</del>

**Identified Questions**

The Board will agree upon a set of questions that will be used for citizen engagements. Questions are focused on the vision and purpose of the District, not the day-to-day operations. The current DCSD vision and mission statements are:

**Our Vision**

The Douglas County School District (DCSD) strives to maximize the potential of every student to pursue his or her chosen endeavor in society, including but not limited to postsecondary education, career, or military service.

**Our Mission**

The mission of the Douglas County School District is to provide an educational foundation that allows each student to reach his or her individual potential.

**Questions the Board will focus on in ~~2023-24~~2022-23 school year include:**

- What are the most critical outcomes that DCSD should seek to achieve?
  - Do our mission and vision statements speak to what we need to be doing as we prepare students for their futures?
- What do you believe will be the most significant challenges facing DCSD in the next 5 - 10 years?
  - What kinds of resources are needed to overcome them?
- What are your hopes for our students as you consider the future?
  - Do you have any concerns?

Commented [1]: Was used for students / teachers

**QUESTIONS FOR BOARD COMMITTEES**

- The following Strategic Planning Themes were prioritized by our community and staff in 2019. Please provide insights and observations regarding the District’s progress in these areas:
  - Health, safety and social emotional support for students
  - Positive and supportive culture
  - Post-graduation guidance and preparation
  - Aligned curriculum with flexible instructional delivery
  - Equitable distribution of resources
  - Recruitment, retention and development of high-quality employees

Other community perceptions for improvement opportunities included:

- Equity in resources available to schools
- Special Education support
- Transportation of students
- Career Education opportunities
- Class size

**Are there other improvement opportunities not listed?**

- ~~What are your hopes for your peers and for yourself now and/or as you consider the future?~~
- ~~Do you have any concerns?~~

Commented [2]: Was used for students / teachers

**DRAFT PLAN OVERVIEW** (Does not include the ongoing, regularly scheduled meetings for Board and other committees with board director representation\*)

Owner group(s) Selected	Method	Questions	Notes / Timing
<b>YEAR 1 (2022-23)</b>			
Ongoing Committees	Include questions and dialogue as part of scheduled Board Liaison reports	<del>See above</del>	Will take coordination with staff liaison to assure extra time is allowed and planned ahead of time
Students in secondary school	<del>Special Board Engagement</del>	<del>See Google doc Analysis of results</del>	January 31, 2023
Educators/Personnel	<del>Special Board Engagement</del> <del>Employee Council and/or hold a totally different session with a raffle invite to include representative voice</del>	<del>Google doc</del> Analysis of results	February 13, 2023

	<u>Prep doc</u>		
Charter Schools	Charter Alliance Board to host a meeting with DCSD Board	See above	<u>Moved to Year 2</u> Alison <del>is</del> <u>was</u> checking to see if a meeting with the Charter Alliance will work
Board Education on Early Childhood Changes/Updates			
Business <del>chamber</del> representatives	Focus group with representatives from across Douglas County	<u>Analysis of results</u>	Apr 13, 2023
Young parents not yet in the District	Coffee chats hosted in elementary schools with 2 BOE Directors meeting at various locations monthly throughout the year	See above	Moved this item to 2023-24
<b><u>YEAR 2 (2023-24)</u></b>			
Ongoing Committees	<u>Include questions and dialogue as part of scheduled Board Liaison reports</u> <del>TBD</del>	<u>See above</u> <del>TBD</del>	<u>Will take coordination with staff liaison to assure extra time is allowed and planned ahead of time</u> <del>TBD</del>
<u>Charter Governing Boards</u> <del>Students in primary school</del>	<u>Special Board Engagement</u> <del>TBD</del>	<u>See above</u> <del>TBD</del>	<u>TBDQ1</u>
<u>Young parents not yet in the District</u> <del>Alumni or recent graduates</del>	<u>Special Board Engagement</u> <del>TBD</del>	<u>See above</u> <del>TBD</del>	<u>TBDQ4</u>
<u>Senior citizens and Citizens without students in our schools</u>	<u>Special Board Engagement</u> <del>TBD</del>	<u>See above</u> <del>TBD</del>	<u>TBDQ3</u>
<u>Educators/Personnel</u>	<u>Special Board Engagement</u>	<u>See above</u>	<u>Q2</u>

Citizens without students in our schools	TBD	TBD	TBD
<b>YEAR 3 (2024-25)</b>			
Ongoing Committees			
Students in primary school			
Alumni or recent graduates			
Business groups and leaders			

<b>YEAR ONETWO DETAILED CITIZEN Engagement PLAN</b>	<b>Accountability</b>	<b>Target Date</b>	<b>Participants</b>	<b>Notes</b>
Identify questions to ask the public this year	Board	<del>07/31/27/23</del>	Whole board	
Create Engagement Plan for approval	Susan Meek / Christy Williams	<del>09/30/27/23</del>	Whole board	
Set up engagements	Superintendent / <del>Engagement Director</del> Director of Parent, Community & Civic Engagement	<del>10/31/23/31/22</del>	Varies	Dates and details below to be completed once Board approves plan
Monthly Director reports at meetings based on engagements held with time for board reflection on insights gained	Whole Board	Monthly at meetings	Whole Board	<del>Mar 1, 2023</del>

Updated: September 2023 ~~Board discussion on October 11, 2022~~

Identify Board Education needs based on monthly conversations	Whole Board	Monthly at meetings	Whole Board	
Review and evaluate Community Connections Plan	Whole Board	<del>6/20/23</del> July 2024	Whole Board	

**Tracking Feedback for Board Reports and Reflection**

The following questions are used to track feedback and guide Board Reports and reflections:

- What insights have we gained from this engagement?
- Are there any cautions about how we should generalize this information? \_\_ Yes \_\_ No  
(If yes, provide details)
- Does this information suggest the need for any new or revised Ends? \_\_ Yes \_\_ No  
(If yes, provide details)
- What further questions does it raise for future exploration?
- What next steps do we commit to for further study of these issues?
- Does this information suggest the need to consider amending any Executive Limitations? \_\_ Yes \_\_ No  
(If yes, EL \_\_\_\_\_ . Remember to schedule on Board agenda)

**FEEDBACK SUMMARIES FROM YEAR 1**

- [Student Engagement Analysis](#)
- [Student Advisory Group](#)
- [Teacher Engagement Analysis](#)
- [Business/Chamber Engagement Analysis](#)

**FEEDBACK SUMMARIES FROM YEAR 2**

- [Ongoing Board Committees](#)
  - [DAC](#)
  - [SAG](#)
  - [LRPC](#)
  - [FOC](#)
  - [MBOC](#)
- [Charter Governing Boards](#)
- [Young Parents not yet in the District](#)
- [Senior Citizens and Citizens without Students in the District](#)
- [Educators/Personnel](#)

