

Board File: KBB

PARENT AND FAMILY ENGAGEMENT POLICY

Douglas County School District (DCSD) Board of Education (the “Board”) recognizes the importance, shared responsibility, and partnership between family, schools, and community. Parental (including guardians and other members of the student’s family involved in the student’s education) involvement in the education of students contributes greatly to achievement, and to the positive school environment and experience. The purpose of this policy is to connect and engage those who support our students during their educational journey with DCSD,

The Board recognizes the fundamental right of parents and guardians to raise their children in accordance with their own personal beliefs and convictions, to include ensuring students will not be compelled to share personal information or make statements about themselves, or regarding others, that conflict with their deeply held personal beliefs or circumstances. To build trust with families and maintain their ability to make appropriate decisions regarding their children, the Board supports open communication and disclosure of information concerning their children’s health, identity, and education, to include parent access to educational materials when requested. The District will honor parental decisions to opt their children from selected instructional materials or activities per current District policy – Procedures to opt into of the use of selected resources and activities will be developed by the Superintendent.

The Board also recognizes the Colorado Department of Education’s (CDE) three (3) factors influencing effective partnering: experiences, beliefs, and practices. ~~We also~~The Board supports the National Standards for Family-School Partnerships and State Advisory Council for Parent Involvement in Education’s (SACPIE) adopted standards. The practice of these six standards provides a foundation of beliefs and a platform for engagement. These relationships connect and engage parents fostering an effective partnership between family, school, and community. ~~We explicitly invite families to contribute to the school community through volunteer opportunities and~~We acknowledge school accountability committees (SAC), governing boards, parent-teacher groups, and other school or district-based committees (hereafter referred to as “school partners”) as being a place where parents, school staff, and community members can meet and share collectively and collaboratively within their individual schools. Our ~~district~~District ~~accountability~~Accountability ~~committee~~Committee (DAC) serves to bridge the gap between SACs and the ~~district~~District and will conduct a periodic review of this policy at least biennially or whenever National Standards for Family-School Partnerships are updated.

National Standards for Family-School Partnerships:

- **WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY**

The school treats families as valued partners in their child’s education and facilitates a sense of belonging in the school community. ~~Families are active participants in the life of the school, and be welcomed, valued, and connected to each other, to school staff, and to what students are learning and experiencing in school.~~

- **COMMUNICATING EFFECTIVELY**

The school supports staff to engage in proactive, timely, and two-way communication so that all families can easily understand and contribute to their child’s educational experience. ~~Families, school staff, and school partners engage in regular, and meaningful two-way communication about student learning and environment.~~

- **SUPPORTING STUDENT SUCCESS**

The school builds the capacity of families and educators to continuously collaborate to support students’ academic, social, and emotional learning. ~~Families, school staff, and school partners continuously collaborate to support students’ learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively.~~

- **SPEAKING UP FOR EVERY CHILD**

The school affirms family and student expertise and advocacy so that all students are treated fairly and have access to relationships and opportunities that will support their success. ~~Families, school staff, and school partners are empowered to advocate and ensure that all students are treated fairly and have access to learning opportunities that will support their success.~~

- **SHARING POWER**

The school partners with families in decisions that affect children and families and together—and as a team, inform, influence, and create policies, practices, and programs. ~~Families, school staff, and school partners are equal contributors in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.~~

- **COLLABORATING WITH THE COMMUNITY**

The school collaborates with community organizations and members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. ~~Families, school staff, and school partners collaborate with community members to connect students, families, and staff to expanded learning opportunities, community service, and civic partnership.~~

~~Moreover, DCSD~~ The Board encourages all staff in working with families and the community to keep all partners informed and promote transparency and trust. The ~~district~~ District supports professional development opportunities for staff members to enhance, embrace, and implement effective family, school, and community partnership strategies. The Board ~~of Education~~ is recognized as being responsible for setting an expectation of positive climate and culture conducive for its partners in learning.

The Board directs the Superintendent (or designee) ~~and Board Liaison~~ to identify resources within district committees and the community who ~~may~~ shall serve to support the functions of this policy outlined and work in conjunction with the identified district employee(s). The representatives working on the development, implementation, and evaluation of the standards shall report at the discretion of the Board.

In an effort to implement all or a portion of the parent involvement policy, the district may solicit and accept public or private gifts, grants, or donations to contribute to the success of the development, implementation, and regular evaluation of parental engagement.

~~For additional best practices, reference Colorado Revised Statute 22-7-307. In the event further support or advocacy is required, it may be helpful to reference Board File: KE in regards to public complaints or grievance.~~ In the event parents, families, or students require further support, advocacy, or to redress other grievances, it may be helpful to reference Policy KE – Public Concerns and Complaints.

Adopted: August 21, 2018

Revised: TBD

Legal References Cited:

CRS 22-32-142 (1)-(3) Parent Engagement

CRS 22-7-302 (5) Definitions: National Standards for Family School Partnership

CRS 22-7-304 Colorado SACPIE

CRS 2207-101-107 Educational Accountability Act of 1971

~~Cited~~ National Standards for Family School Partnerships [\(National PTA\)](#) & SAC

Cross Refs.:

[IJC, Instructional Resources](#)

[IMBB, Exemptions from Required Instruction](#)

[JLDA, Student Mental Health Wellness Services in the School Setting](#)

[KE, Public Concerns and Complaints](#)

[KEC, Public Complaints About Learning Resources](#)