

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 is vital to student 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.

This policy is mandated by State Statute:

Colorado Statute 22-32-142 states that “Parent engagement - policy - communications - incentives. (1) (a) Each school district board of education shall adopt a district policy for increasing and supporting parent engagement in the public schools, including charter schools, of the school district. In adopting the policy, the board of education may take into account, but need not be limited to, the best practices and strategies identified pursuant to section 22-7-304 by the Colorado state advisory council for parent involvement in education and the national standards for family school partnerships, as defined in section 22-7-302 (5). The board of education shall work with the parent members of the district accountability committee in creating, adopting, and implementing the policy.

The Board recognizes the Colorado Department of Education’s (CDE) three (3) factors influencing effective partnering: experiences, beliefs, and practices. 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 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 Accountability Committee (DAC) serves to bridge the gap between SACs and the 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

Families are active participants in the life of the school, and are welcomed, valued, and connected to each other, to school staff, and to what students are learning and experiencing in school.

To that end all district schools will:

- Consult with and encourage parents and families to share in school and district planning and in the setting of objectives through participating in school and district accountability committees
- Encourage formal organizations for parents and families at each school building as well as at the district level. The organizations will receive information concerning district and

school activities and will have opportunities for input into district and school decisions as Appropriate

- Create a supportive culture honoring the choices and personal experience of students, parents, and families in the school and district community
- Providing opportunities to make engagement accessible to all families (e.g., parents with challenging work schedules, language barriers, internet access)

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.

To that end all district schools will:

- Actively promote communication between families and teachers
- Share information in culturally and linguistically sustainable ways
- Inform parents and families of school choices and learning opportunities within the district, including but not limited to, information on open enrollment, choice programs and charter school options
- Help parents and families understand the educational process and their role in supporting student achievement

SUPPORTING STUDENT SUCCESS

The school builds the capacity of families and educators to continuously collaborate to support students' academic, social, and emotional learning.

To that end all district schools will:

- Provide appropriate avenues for parents and families to find support in their role
- Provide opportunities for parents and families to be informed about their student progress toward attaining proficiency on district academic standards through written materials and public meetings.
- Information shall explain how the student's progress will be measured and how parents and families will be informed of such progress. This information will also be provided to the school and district accountability committees

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.

To that end all district schools will:

- Build student and families capacity to navigate the school system so they are knowledgeable and able to raise questions or concerns about the educational experience
- Address inequitable outcomes and access by removing barriers for family advocacy, particularly with those who are most marginalized

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.

To that end all district schools will:

- Strengthen the family's voice in shared decision making that affect their children at school and in the community
- Build families connections and provide regular opportunities to develop relationships and raise concerns with school leaders, public officials, and business and community leaders
- 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

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. The Board encourages all staff in working with families and the community to keep all partners informed and promote transparency and trust. The District supports professional development opportunities for staff members to enhance, embrace, and implement effective family, school, and community partnership strategies. The Board 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) to identify resources within district committees and the community who 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. The identified person will also serve as a liaison between the district, the district accountability committee (DAC), the Colorado State Advisory Council for Parent Involvement in Education (SACPIE), and the Colorado Department of Education (CDE) and will facilitate the district's efforts to increase parent involvement within the district. The school district must submit the name of the identified employee to CDE.

The Board also recognizes the special importance of parental involvement to the success of its Title I, Migrant Education Program (MEP), and Limited English Proficiency (LEP) programs and directs the superintendent to ensure that the district and schools jointly develop parent involvement policies that meet the requirements of federal law.

The district accountability committee (DAC) will conduct a periodic review at minimum every 2 years of this policy. As part of its review, the DAC will seek input from school accountability committees and then provide any recommended policy revisions to the

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.

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: June 20, 2023

Douglas County School District, Castle Rock, Colorado

Clean-DAC recommendations 10/2023 on Board File KB

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
C.R.S. 22-11-302 (1)(g) School District Accountability Committee - Powers and Duties
C.R.S. 22-11-402 (1)(h) School Accountability Committee - Powers and Duties

Cited:

National Standards for Family School Partnership & SAC
CASB Model Policy
CDE Promising Partnership Practices

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