



## **Administrative Regulation 5201 FAMILY ENGAGEMENT: Encouraging and Supporting Families' Active Role in Their Children's Education**

**Responsible Office:** Office of Strategies and Ombudsman Services, Department of Family-School Partnerships

### **PURPOSE**

The Superintendent has adopted this administrative regulation to establish guidelines for the cooperative efforts between families/guardians, members of the community, and staff for providing access to a quality education to students of the Washoe County School District ("District" or "WCSD").

### **DEFINITIONS**

1. The term "family" refers to parents, legal guardians, and other adult caregivers who assume responsibility for nurturing and caring for their children. The term does not necessarily assign legal responsibility for the child under state or federal laws.
2. The Elementary and Secondary Education Act (ESEA) is federal law passed in 1965. It emphasized equal access to education for all children. The Every Student Succeeds Act (ESSA) was passed in 2015 to reauthorize the ESEA.
3. Local Educational Agency ("LEA") refers to "a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools." (20 USCS § 7801(26)(A))
4. Family engagement is defined as a shared responsibility between schools, families and communities where all receive equitable access to tools and supports needed to successfully work together toward the development of children and youth for college, career and lifelong learning.

### **REGULATION**

1. General Expectations. The District agrees to implement the following federal requirements in accordance with the Elementary and Secondary Education Act (ESEA), and specifically Sections 1111, 1112, and 1116::
  - a. The District will put into operation programs, activities, and procedures for the involvement of families in all of its schools with Title I, Part A programs. Those programs, activities and procedures will be planned and

operated with meaningful consultation with families of participating children.

- b. The District will work with its schools to ensure that the required school-level family engagement policies meet ESEA requirements, and each include, as a component, a school-parent compact.
  - c. The District will incorporate this district wide family engagement regulation into its LEA plan.
  - d. In carrying out the Title I, Part A family engagement requirements, to the extent practicable, the District and its schools will provide full opportunities for the participation of families who are learning English, families with disabilities, and families of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language families understand.
  - e. If the LEA plan for Title I, Part A school, is not satisfactory to the families of participating children, the District will submit any family comments with the plan when the District submits the plan to the Nevada Department of Education.
  - f. The District will involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for family engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
  - g. The District will be governed by the following federal statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs
2. Implementation. The District shall:
- a. Involve parents and family members in jointly developing the Local Educational Agency (LEA) plan in section 1112 of ESEA also referred to as the District Performance Plan (DPP).
    - i. The District shall establish a Performance Plan Committee, consisting of stakeholders from various district departments, site level administrators, and should include multiple family members of students that are diverse and representative of the overall district student population.
    - ii. The plan is a result of analysis of various data points gathered from both formal and informal meetings. These meetings involve

District-wide school performance and improvement planning of which parents/guardians are an integral part as they have representation on their school's School Performance Plan (SPP).

- iii. Included in the DPP planning process is the impact of culturally responsive data (School Climate Survey) which includes various stakeholders including parents/guardians, students, teachers, and community leaders.
  - iv. This process shall culminate in an improvement plan that is designed to meet the many needs of all stakeholders.
- b. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- i. District staff shall provide regularly scheduled professional learning and coaching with school site Family and Community Engagement (FACE) Liaisons at Title I schools and Family Graduation Advocates (FGAs) located at many of the District's high schools. When available, vertical coordination between different levels (elementary, middle and high school) should be facilitated.
  - ii. Title I staff in the central office support Title I school sites with the family engagement requirements of the ESEA/ESSA. These requirements include, but are not limited to: FACE Liaisons communicating, understanding and receiving ongoing feedback from families in the creation and implementation of the School Performance Plan, the annual Title I meeting with families, including families in the creation of the school budget and school-level policy for family engagement.
  - iii. The Title I Department and the Department of Family-School Partnerships shall provide coaching, professional learning and technical assistance to teachers, support staff and administrative staff to delineate expectations around family engagement and build capacity to effectively partner with families in their child's learning and development.
  - iv. Various District departments shall collaborate to offer schools supports with family engagement. This includes, but is not limited

to: Family-School Partnerships, Title I, Special Education, Child & Family Services, Office of Communications and Community Engagement, Equity & Diversity, 21<sup>st</sup> Century Community Learning Centers (CCLC) / Team UP After School programs, Curriculum & Instruction, Read by Grade 3, Regional Professional Development Program, English Language Development, Volunteer Services, and the Office of Accountability. Initiatives include, but are not limited to, Parent University, Parent Teacher Home Visits, Academic Parent Teacher Teams, support for families seeking refuge through our English Language Development department, Early Childhood Education family engagement, as well as ongoing program evaluation and data.

- v. Central office departments and community-based organizations regularly meet to coordinate technical assistance and support to schools through multiple multi-organization collaborations such as the United Way's Coalition for Grade-level Reading and Food Bank's Family Stability Project.
- c. Coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
- i. WCSD central office staff regularly meet in a family engagement Professional Learning Community and as part of the District's Council on Family Engagement (COFE) to coordinate and connect services across multiple departments including but not limited to: Title I, English Language Development, Special Education, Team Up 21<sup>st</sup> Century Out of School Time, Early Childhood Education, Nevada PEP (Parent Training & Information Center under the Individuals with Disabilities Act), Title VI Indian Education and state funded programs including: Victory, Zoom, Read by Grade 3 and Early Childhood Education. Many local efforts are coordinated through United Way's Coalition for Grade Level Reading, Communities in Schools, Food Bank of Northern Nevada's Family Stability Initiative and Family Resource Centers. In addition, Parent University works with organizations such as Washoe County Libraries, Northern Nevada Literacy Council, the Discovery Museum, Sierra Nevada Journeys and many other local partners.
- d. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying:

- i. barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- ii. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - 1. WCSD utilizes multiple sources of data to continuously analyze our family engagement efforts across the district. Families provide feedback through interviews, surveys and focus groups as part of program evaluations, a district-wide family climate survey is also administered each year and the COFE reviews ongoing district policies and data to also assess efforts in the district. The following sources of data are continuously collected and reviewed: evaluations and district-level data for Parent University, Academic Parent Teacher Teams (APTT), Parent Teacher Home Visits (PTHV), Family and Community Engagement Liaison/Family Graduation Advocate data, climate data as well as multiple family surveys. All schools in WCSD use the Family Climate Survey annually, high schools utilize a family survey as part of the accreditation process and all WCSD sponsored charter schools utilize family engagement surveys.
  - 2. The WCSD Accountability/FACE Specialist uses NDE's recommended policy checklist to evaluate the content and effectiveness of each school site's policy. School sites are encouraged to use the checklist as well to evaluate their own policy and to ensure there are ties to improving student achievement. Guidance and support are provided to school sites at the district level when assistance is needed.
- iii. strategies to support successful school and family interactions;
- iv. Quantitative and qualitative data are gathered through Parent Climate Surveys, Parent University evaluations, APTT, PTHV, formative assessment of parental and family feedback through anecdotal notes.
- e. Use the findings of such evaluations in section (d)(ii) to design evidence-based strategies for more effective family engagement, and to revise, if necessary, the parent and family engagement policies described in this section; and involve parents in the activities of the schools served under

this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

- i. The WCSD has monthly COFE meetings, with diverse representation of families served by Title I funding under part A. The Council analyzes family climate data from the district each year and provides feedback to the district on strengths and areas of need, potential considerations for deepening practice and removing barriers families face to engaging in their child's education. The Office of Accountability and Research, the Department of Family-School Partnerships and the Title I Department also provide school-level technical assistance in understanding their family climate survey data and adjusting practices through the Plan-Do-Study-Act cycle of improvement.
- ii. Parents and families are encouraged to be active participants on the Leadership and/or School Performance teams at individual school sites to provide input and be a part of the decision-making process. Annually in the spring, Title I school sites convene a group of parents and administrators to review and revise the Parent and Family Engagement Policy for the next year. In addition, school sites distribute surveys annually to solicit family responses in examining the content and effectiveness of the school's policy as well as its connection to student learning. If needed, small group professional development and/or individual school site support is provided when ineffective trends exist and/or to assist in implementing suggestions from parents and families gathered from the annual surveys.

### 3. Adoption

- a. Board Policy 5200, Family Engagement, and Administrative Regulation 5201, Family Engagement, have been developed jointly with, and agreed on with, families of children participating in Title I, Part A programs, as evidenced by documentation and membership on the District's Council on Family Engagement and documentation of outreach to Title I parents.
- b. The District will distribute this regulation and its accompanying Board Policy to all families of participating Title I, Part A children with a copy of the Nevada State Educational Involvement Accord annually.

## LEGAL REQUIREMENTS & ASSOCIATED DOCUMENTS

1. This regulation reflects the goals of the District's Strategic Plan and aligns to / complies with the governing document of the District, to include:
  - a. Board Policy 5200, Family Engagement
2. This regulation complies with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC), to include:
  - a. Chapter 392, Pupils, and specifically, NRS 392.456 – 392.458, Parental Involvement and Family Engagement
3. The regulation complies with applicable federal laws and regulations, to include:
  - a. Elementary and Secondary Education Act (ESEA), Part A – Improving Basic Programs Operated by Local Educational Agencies, and specifically:
    - i. Section 1112, Local Educational Agency Plans
    - ii. Section 1116, Parental Involvement
  - b. Family Educational Rights and Privacy Act ("FERPA").

## REGULATION HISTORY

Date	Revision	Modification
3/12/2002	1.0	Adopted
11/20/2007	2.0	Revised
10/29/2012	3.0	Revised – to align with Board Policy 5036.1 and any changes to state or federal regulations
1/8/2020	4.0	Revised to align to Board Policy 5200 and changes to state and federal regulations; number changed from 1161.1; Title Change from Parent Involvement