



Responsible Office: Office of Student Services, Department of School-Family Partnerships

**BOARD POLICY 5200
FAMILY ENGAGEMENT**

PURPOSE

The Board of Trustees (“Board”) believes that family engagement is essential for academic achievement. When families are involved in their children’s education, the attitudes, behaviors, and achievement of students are positively enhanced. Families provide the primary educational environment for children. Families are vital and necessary partners with the educational community throughout their children’s school career. Washoe County School District (“District”) schools, in collaboration with families, teachers, students and administrators, shall develop and promote strategies in alignment with the District’s strategic plan that enhance family engagement and reflect the needs of students, families, and educators to more effectively partner.

POLICY

1. For the purposes of this policy, the term “family” refers to any adult caregiver/guardian who assumes responsibility for nurturing and caring for their children.
2. Governing Practices
 - a. To enhance family-school partnerships, seven essential elements shall be promoted and connected to the District’s strategic plan:
 - i. Welcoming all families. Parents and families are active participants in the life of the school, feel welcome, valued and connected to each other.
 1. A positive educational environment is established through meaningful, culturally responsive relationships.
 - ii. Communicating effectively. Families and staff engage in regular, authentic, two-way, meaningful communication about student learning.
 1. Families know how to provide input and respond to school communication.

2. Written and spoken interaction between families and teachers are respectful and considerate of the family's home language and educational jargon.
- iii. Supporting student well-being and academic success. Families and school staff collaborate to support student learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills in order to do so effectively.
 1. Teachers and school staff use data to explain how students are doing both individually and in comparison to grade level standards.
 2. Families receive information, resources, and opportunities to learn from teachers and staff on how they can support their students' learning outside of the classroom and monitor their child's progress.
 3. Families and staff have opportunities to learn that are linked to learning, relational, asset-based, collaborative, and interactive.
 - iv. Speaking up for every child. Families are empowered to be advocates for their own and other children, ensuring that students are provided equitable access to learning opportunities.
 1. Teachers and families work in partnership to take advantage of resources and programs that support student success (e.g. English Learners, tutoring, counseling).
 2. Teachers and school staff empower families and encourage advocacy for students to resolve problems/conflict.
 - v. Sharing power. Families and school staff are equal partners in decisions that affect children and families. Together they inform, influence, and create policies, practices, and programs.
 1. Teachers and school staff collaborate with families to establish an equal voice and mutual understanding in decisions regarding their student's education.
 2. All staff in the District will encourage families to become active participants in the school culture at the local and District level. Schools and supporting departments will encourage purposeful engagement in parent advisory

groups, school board meetings, school functions, and activities.

- vi. Collaborating with community. Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.
 1. The teacher and school staff communicate with families about services and resources, make referrals to programs, and plan activities that expand learning opportunities.
 2. Schools include community organizations to participate in classrooms, school events, and activities.
- vii. Building the Capacity of Staff to Engage Families. Staff have access to professional learning opportunities that increase their cultural competency and provide practical, research-based strategies that improve their ability to effectively partner with families.
 1. Staff receive ongoing coaching and support by school leaders to continuously improve partnerships with families.
 2. School leadership continuously communicates expectations to staff regarding the importance of positive partnerships with families.

DESIRED OUTCOMES

1. Through the implementation of this policy and our strategic plan, effective communication between the school and the parent and family will be valued.
2. The District shall develop and promote strategies that enhance family-school partnerships and reflect the needs of students, parents and families.

IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS

1. This policy reflects the goals of the District's Strategic Plan and aligns/complies with the governing documents of the District, to include:
 - a. Board Policy 1505, Visitors to District Property – Meaningful Access
 - b. Board Policy 1160, Communications, Community Relations, and Public Engagement
 - c. Board Policy 5036, Parents as Partners.

2. This policy complies with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC), to include
 - a. Chapter 392, Pupils, and specifically:
 - i. NRS 392.456 – 392.458, Parental Involvement and Family Engagement.
3. This policy complies with federal laws and regulations, to include:
 - a. Federal Elementary & Secondary Education Act, Part A, Improving Basic Programs Operated by Local Educational Agencies, Section 1116, Parent and family engagement
 - b. Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 CFR Part 99)

REVIEW AND REPORTING

1. This document shall be reviewed as part of the bi-annual review and reporting process, following each regular session of the Nevada Legislature. The Board of Trustees shall receive notification of any required changes to the policy as well as an audit of the accompanying governing documents.
2. Administrative regulations, and/or other associated documents, will be developed as necessary to implement this policy.
3. The Board of Trustees will receive data related to student success and family engagement at the annual Data Summit Work Session, specifically regarding:
 - a. Percent of parents satisfied with school service
 - b. Percent of parents satisfied with district service
 - c. Percent of parents using the Infinite Campus Parent Portal
4. The Office Student Services will monitor this policy and its accompanying documents. The Department of Family-School Partnerships, the Title I Department, the Department of Child & Family Services and the Department of English Language Learners will work on family engagement initiatives. Data regarding such initiatives and their outcomes will be made available to the Board of Trustees annually as part of the department plan reporting process.

REVISION HISTORY

Date	Revision	Modification
3/12/2002	1.0	Adopted Policy

11/20/2007	2.0	Revised
7/24/2012	3.0	Revised
4/10/2018	4.0	Revised: to align with state policy; changed policy number from 5036.1