



**Responsible Office:** Office of Strategies

**BOARD POLICY 5200**  
**FAMILY ENGAGEMENT**

**PURPOSE**

The Board of Trustees (Board) confirms that family engagement is a shared responsibility between schools, families and communities where all receive equitable access to tools and support needed to successfully work together toward the development of children and youth for college, career, and lifelong learning. Washoe County School District (District) schools, in collaboration with families, educators, students and administrators, shall develop and promote strategies in alignment with the District's strategic plan that support and build capacity for effective family engagement and reflect the needs of students, families, and educators to more effectively partner.

**DEFINITIONS**

1. "Family" refers to any adult caregiver/guardian who assumes responsibility for nurturing and caring for their children.

**POLICY**

1. To enhance family-school partnerships, seven essential elements shall be promoted and connected to the District's strategic plan:
  - a. Welcoming all families. Families are active participants in the life of the school, feel welcome, valued, and connected to each other.
    - i. A positive educational environment is established by treating families in respectful and culturally responsive ways.
  - b. Communicating effectively. Families and employees engage in regular, authentic, two-way, meaningful communication about student learning.
    - i. Families know how to provide input and respond to school communication.
    - ii. Written and spoken interaction between families and teachers are respectful and considerate of the family's home language and educational jargon.

- c. Supporting student well-being and academic success. Families and school employees collaborate to support student learning and development both at home and at school and have regular opportunities to strengthen their knowledge and skills in order to do so effectively.
  - i. Teachers and school employees share data to explain how students are doing both individually and in comparison, to grade level standards.
  - ii. Families receive information, resources, and opportunities to learn from educators and support professionals on how they can support their students' learning outside of the classroom and monitor their child's progress.
  - iii. Families and employees have opportunities to learn that are linked to student learning and align with effective adult learning practices that are relational, asset-based, collaborative, and interactive.
- d. 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.
  - i. Teachers and families work in partnership to take advantage of resources and programs that support student success (e.g., English Learners, tutoring, counseling).
  - ii. Teachers and school employees empower families and encourage advocacy for students to resolve problems/conflict.
- e. Sharing power. Families and school employees are equal partners in decisions that affect children and families. Together they inform, influence, and create policies, practices, and programs.
  - i. Administrators, educators, and educational support professionals collaborate with families to establish an equal voice and mutual understanding in decisions regarding their student's education.
  - ii. All employees in the District will encourage families to become active participants in the school at the local and District level. Schools and supporting departments will encourage engagement in parent advisory groups, school board meetings, school functions, and activities.
- f. Collaborating with community. Families and school employees collaborate with community members to connect students, families, and employees to

expanded learning opportunities, community services, and civic participation.

- i. School employees communicate with families about services and resources, make referrals to programs, and plan activities that expand learning opportunities.
    - ii. Schools include community organizations to participate in classrooms, school events, and activities.
  - g. Building the Capacity of Employees to Engage Families. Employees 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.
    - i. Employees receive ongoing coaching and support by school leaders to continuously improve partnerships with families.
    - ii. School administrators communicate expectations to employees regarding the importance of positive partnerships with families.
2. The Board hereby directs the Superintendent to adopt an Administrative Regulation to implement and maintain the purpose of this Board Policy. The Superintendent shall include in the Administrative Regulation the following provisions:
  - a. Requirements in alignment with the Every Student Succeeds Act (ESSA) section 116 family engagement policy.

## **LEGAL REQUIREMENTS AND ASSOCIATED DOCUMENTS**

1. This Board 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 Engagement, and Public Engagement; and
  - c. Board Policy 9210, Equity and Diversity.
2. This Board Policy complies with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC), to include
  - a. Chapter 385, Advisory Council for Family Engagement, Office of Parental Involvement and Family Engagement and specifically:

- i. NRS 385.620.1. – Policy of Parental Involvement and Family Engagement; and
  - b. Chapter 392, Pupils, and specifically:
    - i. NRS 392.456 – 392.458, Parental Involvement and Family Engagement.
- 3. This Board Policy complies with federal laws and regulations, to include:
  - a. Federal Elementary & Secondary Education Act, Part A, Improving Basic Programs Operated by Local E
  - b. Educational Agencies, Section 1116, Parent and family engagement; and
  - c. Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 CFR Part 99).

**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: Align with state policy; changed policy number from 5036.1
03/29/2022	5.0	Revised: Update format pursuant to BP 9070, update language to align with state policy and state definition of family engagement.