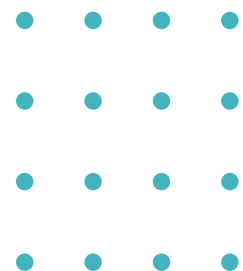




DISTRICT ACCOUNTABILITY
COMMITTEE (DAC)

Policy KB (Parent and Family Engagement) Review 12/12/23

POLICY KB
DAC SUBCOMMITTEE



KB Parent Engagement Policy

PURPOSE

Policy for increasing and supporting parent engagement in the public schools, including charter schools, of the school district.

CO STATUTE 22-32-142

“...the board of education shall work with the parent members of the district accountability committee in creating, adopting, and implementing the [parent engagement] policy.”

PARENT ENGAGEMENT

in schools is defined as parents and school staff working together to support and improve the learning, development and health of children and adolescents (ref: APA <https://www.apa.org/pi/lgbt/programs/safe-supportive/parental-engagement>)

THE KB SUBCOMMITTEE



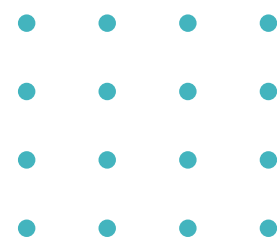
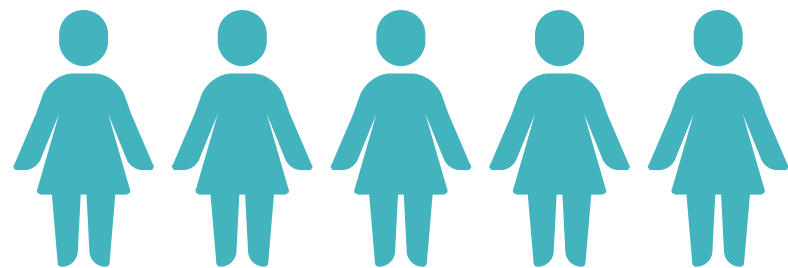
Met over 17 times



Consistently communicated;
via email, school board public
comment, and in meetings



Kelly Pointer, Julie Gooden,
Kate Welsh, Valerie Thompson, and
Sammye Wheeler-Clouse



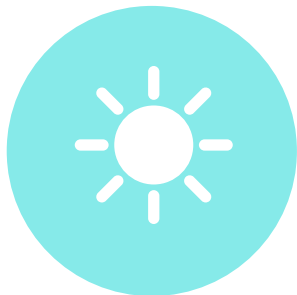
An aggregate of over 130
hours were spent
reviewing this policy



The subcommittee was
open to all DAC members

KB SUBCOMMITTEE TIMELINE

JUNE



- subcommittee formed and began meeting weekly

JULY



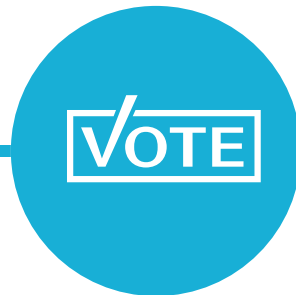
- met weekly
- drafted new KB version and recommendations using 2018 version

AUGUST



- met weekly
- presented recommendations to DAC
- DAC unanimously approved recommendations
- shared with school board

SEPTEMBER



- met weekly
- school board voted to keep KB as a DAC priority area, requested subcommittee feedback by end of year and use of approved BOE version instead of 2018 version

OCTOBER

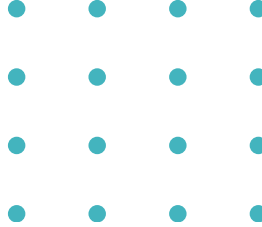
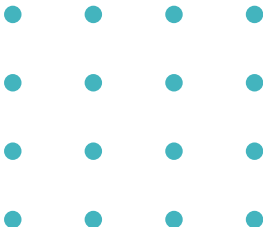


- met multiple times
- requested collaborator (board committees, PTAs, SACs, staff, students, DCSEAC) feedback

NOVEMBER-DECEMBER



- compiled survey feedback and presentation to DAC. DAC approved, with recommendations
- requested school board 12/12 meeting agenda item and was granted





54 Responses

SACs

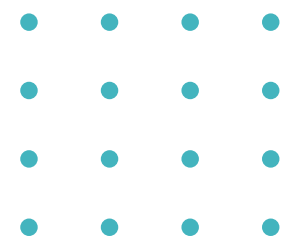
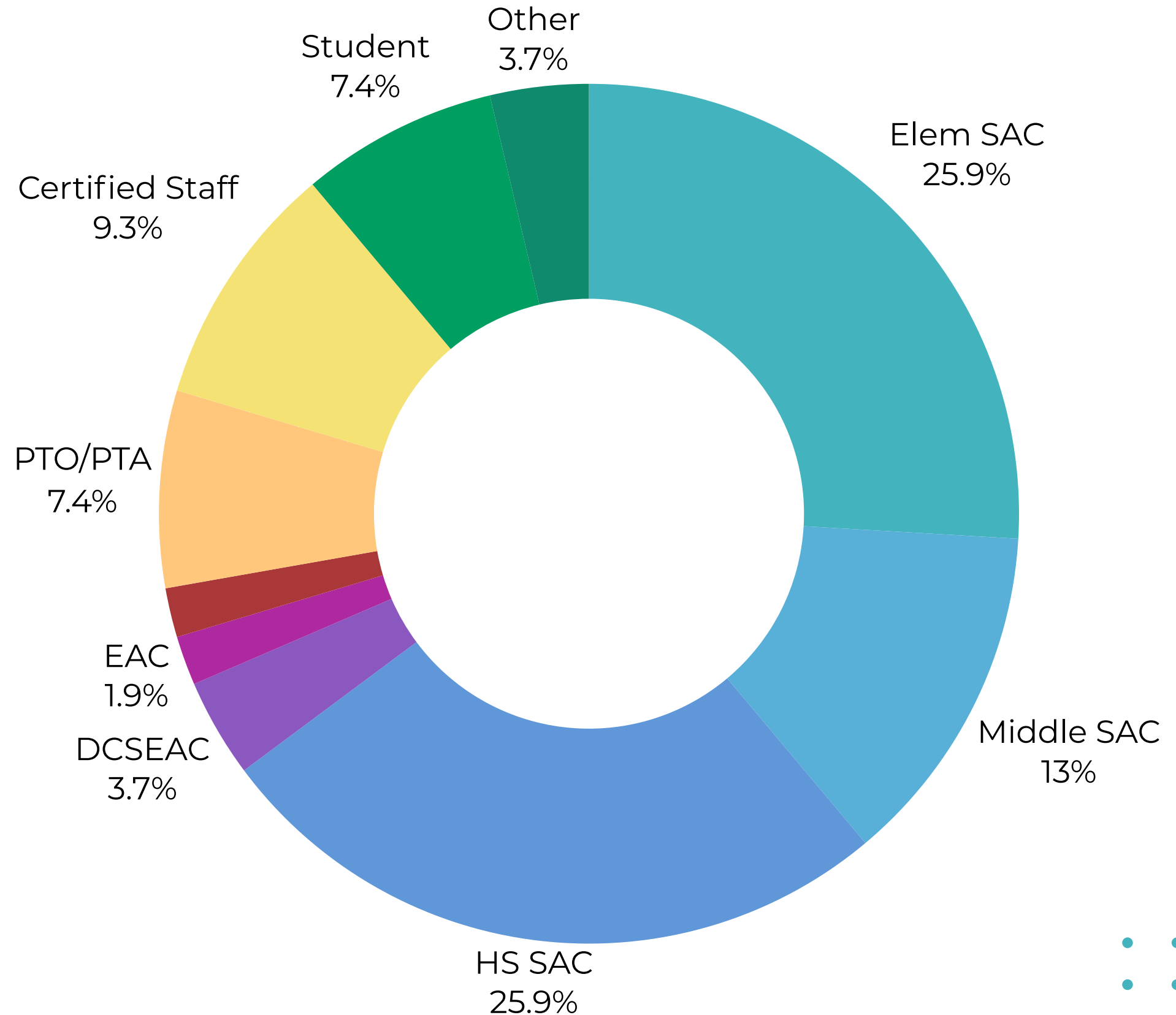
65% of data came from SACs

Staff

There is a lack of feedback from staff

Students

There is a lack of feedback from students

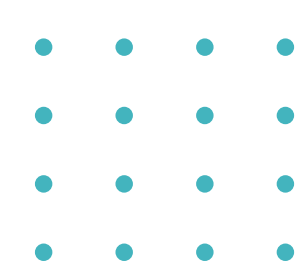


Transparent Process

In an effort to make the survey short and concise for ease of completion, we provided respondents with both copies of the KB policy, as well as identified the **seven** changes we recommended.

In addition, resources were provided to the respondents to reference regarding the changes we made

- 1 ADD STAFF AS COLLABORATORS
- 2 INCORPORATE NSFSP AND SACPIE
- 3 INCORPORATE CASB
- 4 NO OPT IN VS OPT OUT
- 5 REMOVE PARENTS' RIGHTS SECTION
- 6 ADDED STATE STATUTORY LANGUAGE
- 7 REMOVE GENDER IDENTITY & COMPELLED SPEECH LANGUAGE





SURVEY FORMAT

01 - Specific Questions



Each question was specific to a change that the subcommittee made

02 - Small Scale Answers

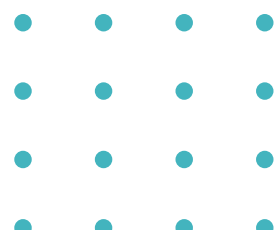


Respondents were asked to rate their agreement on the change from 1-3; with 1 being In agreement and 3 being disagreement

03- Room for Feedback



Respondents were given the ability to provide any questions they had about the policy and/or any other comments or concerns they have.





FEEDBACK ON THE FIVE MOST SIGNIFICANT CHANGES

Change #1

Included Staff as collaborators



Reasoning:

Since their participation in this policy is paramount to collaboration with parents, the staff voice should also be heard.

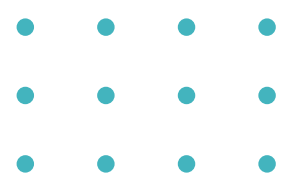
Change #2

Excluded a specific parents' rights section



Reasoning:

The text sufficiently covers the expectations and important role of parents in their child's learning, even clearly stating "All partners affirm family and student expertise." Such that this policy is meant to engage parents and district employees in a collaborative relationship, unless we jointly feel that there should be a "Staffs' Rights" section, this section starts, what should be a collaborative relationship, as an adversarial one from the beginning, elevating one party over another.





FEEDBACK ON THE FIVE MOST SIGNIFICANT CHANGES

Change #3

Excluded

gender identity language



Reasoning:

This language has discriminatory and legal implications, can be harmful to students, and opens the district to litigation. The draft policy does cover communication and transparency that outlines appropriate expectations.

Change #4

Excluded compelled speech language



Reasoning:

This was clarified, during a public board meeting, as permitting the misgendering of students. This practice is harmful and discriminatory and does not belong in any school policy.

Change #5

Excluded

Opt IN vs Opt OUT



Reasoning:

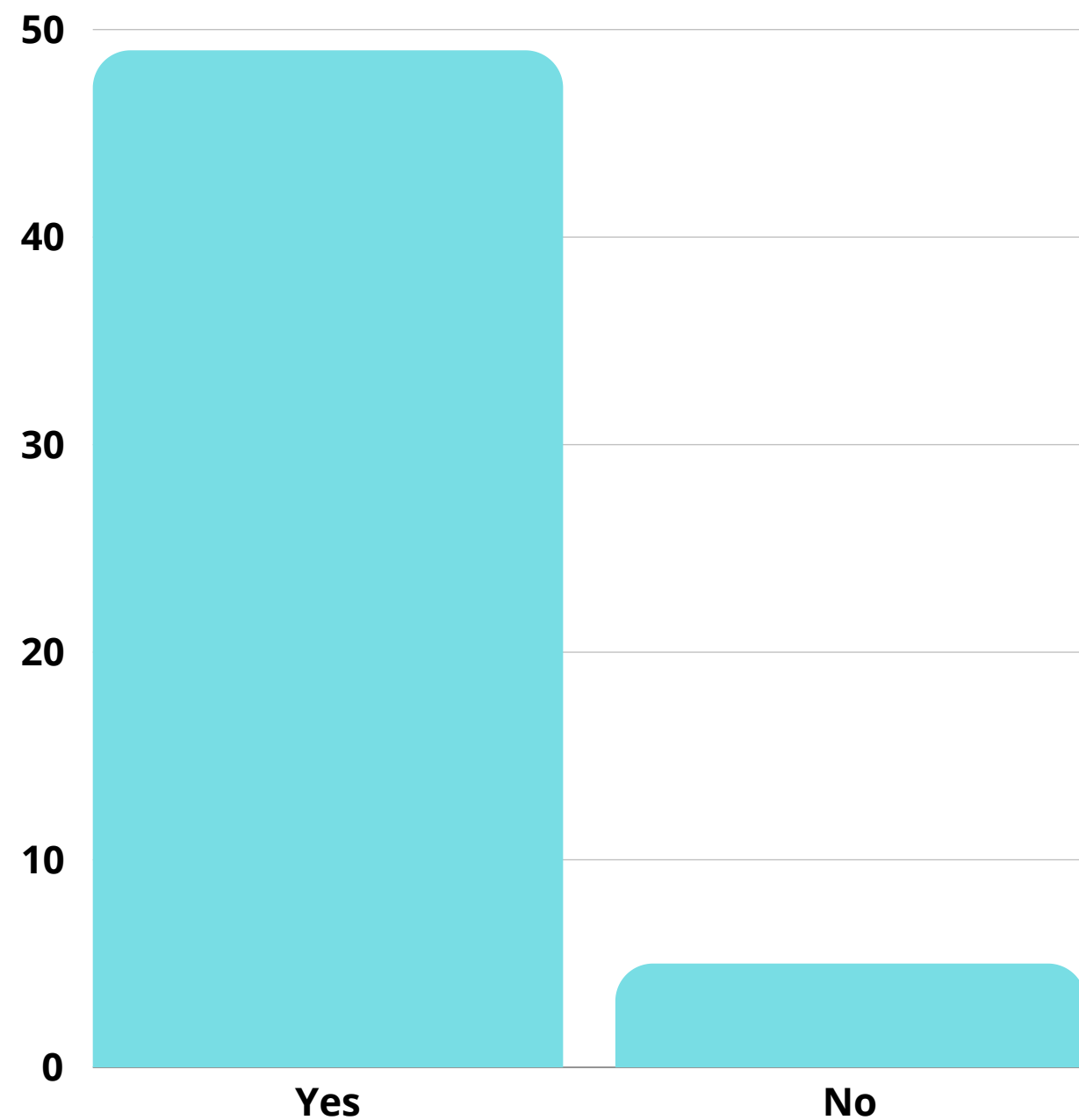
This language is redundant with other policies. Currently, parents can request that their student is opted out of any portion of the curriculum with policies IMBB and IJC.



Results

Respondents were initially asked one question:

“Do you feel the DAC policy draft accurately demonstrates equal collaboration between staff and parents?”

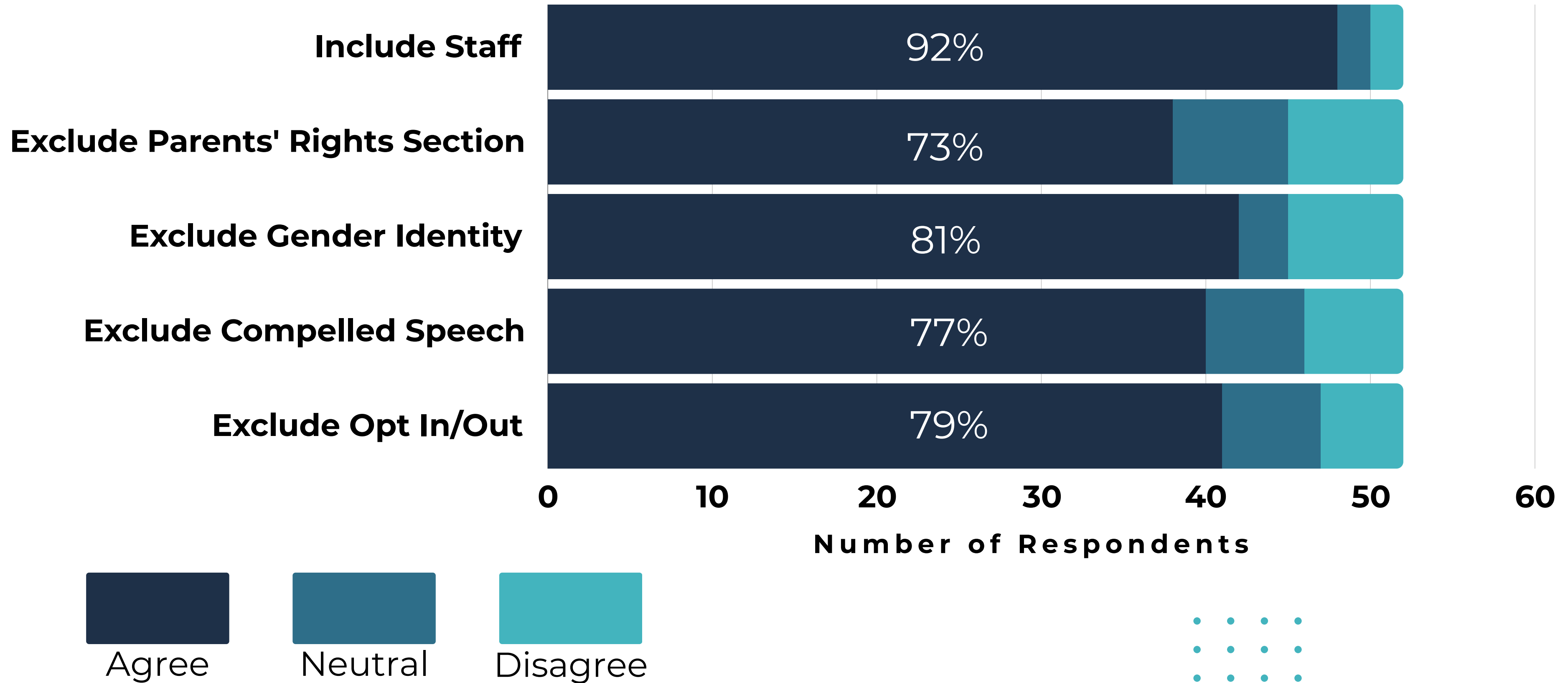


Over 90% of respondents felt comfortable with changes DAC made





RESULTS



Feedback We Heard



EAC

“I am very **grateful** that the DAC is working **to remove discriminatory language**, which has no place in DCSD.”

**ELEMENTARY
SAC**

“The **DAC and the SAC are parent voices and should have been allowed proper time to go over the policy and make changes...**these types of changes are harmful to our LGBTQ students. As the policy stands it places our district in danger of litigation. But more than that, it **destroys our culture as a school district by purposefully creating division.**”



Feedback We Heard

CERTIFIED STAFF

“Any **discriminatory language** towards any student is harmful, whether it be discriminatory towards gender identity or any other facet of a student’s identity. **No one who is working with kids should seek to do harm towards them.**”

DCSEAC

“Thank you so much for protecting students, especially our most vulnerable!”

PTA

“As a district that puts a priority on the **mental health** of their students, **permitting the misgendering of students (or staff) is an absolutely contrary stance and should be eliminated.**”

Feedback We Heard



**MIDDLE SCHOOL
SAC**

“I don't agree with the generalized reasonings presented here in the survey and thus cannot agree with the respective changes. The optics look bad to remove 'school treats families as valued partners in their child's education' and we should continue allowing families to opt out of optional materials. 'Gender identity' language is not found in the policy. **Parental rights and access, even if overstated or redundant, is not problematic,** particularly for a 'PARENT AND FAMILY ENGAGEMENT POLICY'. Lastly, regarding compelled speech language, the reasoning supposedly stated as 'clarified' during the meeting is not a factual statement and is not what I observed.”





Feedback We Heard

**HIGH SCHOOL
STUDENT**

“What protections are in place to prevent misuse of this policy by any of the parties addressed? **Students tend to have concerns regarding the overextension of parent/guardian power in a student's school experience/environment.** Students have had experiences where their education has been limited by their parents/guardians personal views. I personally believe that **a student's education should be up to them by way of communicating their needs with their school community around them,** especially with teachers; they should have the active choice of participating in open discussions that exposes them to all perspectives.”



Feedback We Heard

**HIGH SCHOOL
SAC**

“Thank you for all the hard work and many hours I know you have spent drafting a more collaborative and inclusive parent engagement policy. **The DAC revised KB policy reflects the purpose of a parent engagement policy - for parents/guardians to work together with staff & teachers.**”

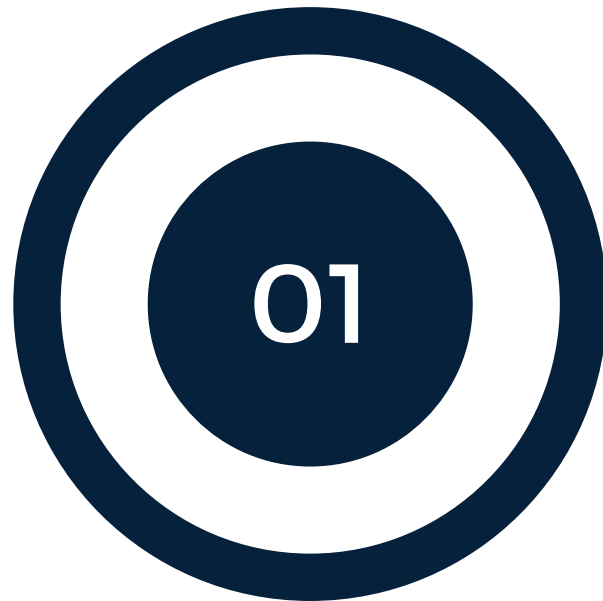
“Thank you for taking the time to update this policy into what it should be, not based on some national agenda pushed by a small group of individuals. **Policies should be developed with input from those most impacted by the implementation of this policy.** I hope that this process will continue to be improved where **those most impacted groups are part of the process** from the beginning instead of an afterthought, if that.”

LRPC





**DAC Subcommittee
Review of KB**



**Analysis of
Results**



**Collaborator
Review**

**Questions and
Recommendations
to the BOE**



SUBCOMMITTEE TAKEAWAYS

01 - Harmful to Students



Current policy might cause harm to student's mental health and affect staff

02- Survey Results



Survey results support DAC's revisions

03 - District Liability

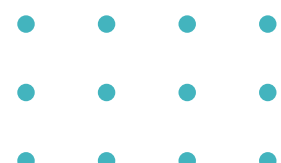


There are potential legal implications in the current policy that may create risk for the district

04- Community Impact



How does swaying into politics help a divided community? Why be overtly political when our school board should be non-partisan?



Questions for BOE and Superintendent

Communication

What has been implemented and communicated already?

Consider Alternatives

Perhaps create a separate parent rights policy, as well as staff and student rights policies?

Legal

Given the potential legal risks in the current policy, how will you ensure you are reducing the potential for litigation to the district?



Impacted Parties

Has staff/student feedback been received?

Culture and Climate

- How does the current policy ensure DCSD's goal of a safe, positive culture and climate?
- How does this tie into DCSD's Mission and Vision, which is currently being revised?

DAC KB Subcommittee Recommendations

REVISIT POLICY

DAC AS A RESOURCE

REVIEW
IMPLEMENTATION

Thank
you.

Questions?