

## 2020 Advisory Council for Family Engagement Legislative Report February 1, 2019 – February 1, 2020

Pursuant to [Nevada Revised Statutes \(NRS\) 385.620\(10\)](#), the Advisory Council for Family Engagement shall on or before February 1 of each year, submit a report to the Director of the Legislative Counsel Bureau for transmission to the Legislature in odd-numbered years and to the Legislative Commission in even-numbered years, describing the activities of the Advisory Council and any recommendations for legislation.

The Advisory Council for Family Engagement (Council) has been effective in carrying out its duties as prescribed in [NRS 385.620](#). The Council met three times in 2019. It is the Council's expectation that Nevada will become a national leader in family engagement.

**Pursuant to NRS 385.620, the Advisory Council for Family Engagement shall:**

### **1. Review the policy of parental involvement adopted by the State Board and the policy of parental involvement and family engagement adopted by the board of trustees of each school district pursuant to NRS 392.457;**

- The Nevada Policy of Parental Involvement and Family Engagement was reviewed and revised during Council meetings in May and July of 2015. The State Board approved the Council's draft on September 3, 2015. In order to fulfill this responsibility, the Council has set to review the Nevada Policy of Parental Involvement and Family Engagement every other legislative year (See Appendix A). The policy is based on the National Parent Teacher Association's [National Standards for Family-School Partnerships](#) (Standards), which serve as the basis for other states' family engagement policies. The Standards were first developed in 1997 and revised in 2007. The Standards are based in research and input from national family engagement experts. They focus on shifting what schools should do to involve parents to what parents, schools, and communities can do together to support student success.

- With support from the Office of Parental Involvement and Family Engagement (Office), the Council reviews policies adopted by the board of trustees of each school district. District policies are reviewed to ensure they align with Title I family engagement policy requirements. See Appendix B for the assessment tool used to evaluate district Title I family engagement policies. The Office will follow up with school districts to ensure the Council has the most up to date policies to review and will support districts to meet the requirements set forth in [NRS 392.457](#).

- In December 2019, the Council reviewed the Nye County School District's (NCSD) Family Engagement Policy to ensure its alignment to Nevada's Policy on Parental Involvement and Family Engagement Policy and the Title I family engagement policy requirements under the Every Student Succeeds Act. The tool used by the Council to ensure its alignment to the Title I family engagement policy requirements is located in Appendix B. The Council also provided feedback to NCSD on how they could improve their policy to best meet the needs of students and families.

### **2. Review the information relating to communication with and participation, involvement and engagement of parents and families that is included in the annual report of accountability for each school district pursuant to NRS 385A.320 and similar information in the annual report of accountability prepared by the State Public Charter School Authority, the Achievement School District and a college or university within the Nevada System of Higher Education that sponsors a charter school pursuant to subsection 3 of NRS 385A.070;**

- The Council will continue to review language in the annual report of accountability for each school district so it aligns with the Nevada Parental Involvement and Family Engagement Policy. Additionally, the Office, in collaboration with the Council, will continue to request school district's accountability reports to review family engagement efforts.

**3. Review any effective practices carried out in individual school districts to increase parental involvement and family engagement and determine the feasibility of carrying out those practices on a statewide basis;**

▪ The Council requested a presentation from each school district to review districtwide family engagement efforts and individual school efforts, in addition to reviewing districts’ family engagement policy. Community organizations that support schools and districts also presented before the Council. The Office coordinates with each school district liaisons that have not presented before the Council in order to hear from all 17 school districts at least every two years.

The following presentations this year have allowed for the Council to gain a sense of best practices in Nevada:

- In April 2019, the Director for the School-Community Partnership Program (Program) in the Clark County School District (CCSD) presented how the Program is aligned with CCSD’s overall district plan and its focus on building community partnerships to improve academic achievement and decrease chronic absenteeism. The Director of the Program also shared how businesses and community members can partner with the district or a specific school. The Council provided feedback on some of the barriers and challenges the Program faces in regard to engaging and reaching out to families. Council members also helped disseminate information about the Program.
- In December 2019, the NCSd shared with the Council its family engagement practices that have proven to be most effective in their community. The Council gained valuable insight into the family engagement practices of a rural district like NCSd.

▪ In July 2019, the Council Chair and two other Council members attended the Institute for Educational Leadership’s (IEL) National Family Engagement and Community Engagement Conference in Reno, Nevada. Council members were able to observe family engagement best practices in the Washoe County School District (WCSD). WCSD was selected as the host district for the national conference due to its national leader status for family engagement.

▪ The Office updates the Council on its partnership with the Council for Chief State School Officers, the National Association for Family, School, and Community Engagement (NAFSCE), the Mid-Atlantic Equity Consortium, Inc. (MAEC), the Campaign for Grade Level Reading (GLR), and 12 other states to form a State Consortium on Family Engagement. One of the goals of the State Consortium will be for each state to develop its own family engagement framework for birth through grade 12. The framework will include a toolkit that contains evidence-based practices and strategies in family engagement (some of which have previously been recommend by the Council).

**4. Review any effective practices carried out in other states to increase parental involvement and family engagement and determine the feasibility of carrying out those practices in this State;**

▪ In July 2019, the Council Chair and three other Council members attended IEL’s National Family Engagement and Community Engagement Conference in Reno, Nevada. The conference is a national conference that highlights effective family engagement practices and programs throughout the country.

Each Council member attended the conference in a dual capacity; representing the Council and their respective roles in their district. Council member Malena Raymond, who is also on Washoe County School Districts’ (WCSD) Board of Trustees, was a keynote speaker at the conference to highlight the family engagement importance and work in WCSD. Council Chair Jennifer Hoy, who is a teacher in WCSD, attended numerous sessions on family engagement facilitated by national family engagement experts and family engagement district leaders. Council member Stacie Wilke, who is also on Carson City School District’ Board of Trustees, also attended numerous sessions on family engagement facilitated by national family engagement experts and family engagement district leaders. Council member Teresa Benitez-Thompson, who is a Nevada Assemblywoman, participated in a panel on

discuss AB 224 of the 2011 Legislative Session, which created the family engagement office in the Nevada Department of Education and the Council.

This information was then shared at the August 2019 Council meeting for other Council members to hear. The Council Chair was a part of a planning meeting for the national conference. The Council will prioritize its spending to ensure multiple Council members are able to attend national family engagement conferences in the future.

- The Office shares updates with the Council from national webinars, other state department of education family engagement leaders, and national conferences to inform members about effective family engagement practices taking place across the country. In the past, family engagement best practice programs like Academic Parent Teacher Teams and the Parent Teacher Home Visit Project have been promoted throughout Nevada after seeing their impact in other states.

**5. Identify methods to communicate effectively and provide outreach to parents, legal guardians and families of pupils who have limited time to become involved in the education of their children for various reasons, including, without limitation, work schedules, single parent homes, and other family obligations;**

- The Council learns about district and school outreach methods from presentations and mandated annual district reports. Members continue to advocate for varied methods of communication and outreach to ensure communication is two-way and authentic. Council members provide a conduit for information from the Council and Office to their various constituencies.

- The Council also learns how each district that presents to the Council effectively communicates with families who have limited time to become involved in the education of their children due to, without limitation, work schedules, single parent homes, and other family obligations.

**6. Identify the manner in which the level of parental involvement and family engagement affects the performance, attendance and discipline of pupils;**

- Throughout the years, the Office has shared with the Council information on chronic absenteeism in Nevada and its impact on student performance, attendance, and discipline. The Council also has heard from districts on what they are doing to reduce chronic absenteeism, which requires a positive, family engagement-oriented approach.
- In April 2019, the Director for the School-Community Partnership Program (Program) in the Clark County School District (CCSD) presented how the Program is helping eliminate barriers that students face in regard to attending school regularly and being able to succeed academically. The Program has found that students do not attend school due to food insecurity, lack of clean clothing, and/or lack of shoes. The Program aims to also connect students with mental health and trauma services as well. The Program has partnered with community partners to reward students for attending school or improving their academics, like free waterpark tickets for the family or restaurant discounts.
- In December 2019, NCSD shared the barriers that exist in its district that limit the attendance of students. NCSD has sought to build a greater connection with families and the community to identify support to families to help their child attend school.

**7. Identify methods to communicate effectively with and provide outreach to parents, legal guardians and families of pupils who are limited English proficient;**

- The Council learns about district and school communication methods from presentations and mandated

annual district reports. Members continue to advocate for varied methods of communication and outreach to ensure communication is two-way and authentic, especially when it comes to families of students who are limited English Proficient. Council members provide a conduit for information from the Council and Office to their various constituencies.

**8. Determine the necessity for the appointment of a statewide parental involvement and family engagement coordinator or a parental involvement and family engagement coordinator in each school district, or both;**

▪ The Office was created in 2011 via Assembly Bill 224 and has worked closely with the Council since its inception. The Council reviews the Office’s annual report every August to determine the necessity and effectiveness of the Office. The Council’s work would not be possible without the support of the Office and vice versa. The Council will also determine the necessity for a school district coordinator in districts that currently do not have one at upcoming meetings.

**9. Work in collaboration with the Office of Parental Involvement and Family Engagement created by NRS 385.630 to carry out the duties prescribed in NRS 385.635;**

▪ The Council and Office both collaborate to carry out each other’s duties. The Office supports the Council and the Council Chair in relation to scheduling meetings, agenda setting, meeting minutes, and any other needed support.

▪ The Office routinely updates the Council on the family engagement course requirement for all initial licensees, pursuant to NRS 391.019 and NAC 391.045. The Office seeks feedback from the Council on the licensure requirement and its implementation.

▪ In September 2018, the Office helped plan and implement a statewide summit on parental involvement and family engagement at Truckee Meadows Community College in Reno, Nevada. Council member were a part of the planning committee for the summit and will be for the 2020 summit in Las Vegas.

▪ In August 2019, the Office of Parental Involvement and Family Engagement presented its annual report to the Council, an office report pursuant to NRS 385.635.

▪ The Office routinely updates the Council on an initiative the Department has signed onto, a State Consortium and Family Engagement which will lead to the development of a statewide birth through grade 12 family engagement framework. The Council provides feedback on the framework development process.

▪ The Vice Chair of the Council is a part of the Summit Planning Team that will carry out the duties of the Office to implement and execute a statewide family engagement summit every other year. This year the summit will take place in southern Nevada.

**10. On or before February 1 of each year, submit a report to the Director of the Legislative Counsel Bureau for transmission to the Legislature in odd-numbered years and to the Legislative Commission in even-numbered years, describing the activities of the Advisory Council and any recommendations for legislation.**

▪ The Council’s 2019 Legislative Report was submitted to the Director of the Legislative Counsel Bureau prior to legislatively required deadline.

- The Council's 2020 Council Legislative will be submitted to the Legislative Commission prior to the legislatively required deadline.

### **Recommendations for Legislation**

Pursuant to [NRS 385.620](#), the Council may submit any recommendations for legislation in its legislatively required annual report.

- The Council has no legislative recommendations.

### **Conclusion**

In partnership with the Office, the Council has developed structures to ensure it continues to meet its duties set forth in [NRS 385.620](#).

## APPENDIX A

### Nevada Policy of Parental Involvement [and Family Engagement] Pursuant to NRS 385.620

The Nevada State Board of Education recognizes that parent involvement and family engagement will lead to successful educational results. The term 'parent' is meant to include any and all care-givers who nurture children on a regular and ongoing basis including, but not limited to, parents, grandparents, foster parents, step-parents, etc.

The Nevada State Board of Education also recognizes the absolute need for the collaboration between students, parents, schools and communities to ensure academic success. Meaningful family engagement is based on the premise that parents, educators, and community members share the responsibility for academic, physical, social, emotional and behavioral development of youth. Parents provide the primary educational environment for their children; therefore, it is the partnership between parents and schools that is the fundamental cornerstone for ensuring a child's success. Effective family engagement systems, policies and practices are mindful of diverse school communities that are rich in language, culture, and school experiences. Schools will respect and honor all cultural backgrounds, primary languages and traditions by collaborating with parents and students to create and develop positive relationships.

In order to enhance parental involvement and promote family engagement six essential standards will be fostered:

**Standard 1:** Welcoming all families into the school community— Parents and families are active participants in the life of the school, feel welcome, valued, and connected to each other.

- A positive educational environment is established by treating families in respectful and culturally sensitive ways.
- Examples include culturally diverse welcome signs, volunteer opportunities, home visits, student work throughout the school, etc.

**Standard 2:** Communicating effectively—Parents, families and school staff engage in regular, authentic, two-way, meaningful communication about student learning.

- Families know how to provide input and respond to school communication.
- Written and spoken interaction between families and teachers are respectful. Families receive positive and consistent information as well as recognition for their engagement.

**Standard 3:** Supporting student well-being and academic success—Parents, families and school staff continuously collaborate to support student learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

- Teachers use data to show parents and families how their student is doing both individually and compared to grade level standards.
- Families receive information, resources and training from teachers and school staff on how they can support their student's learning at home.

**Standard 4:** Speaking up for every child—Parents and families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

- Teachers work with families to take advantage of resources and programs that support student success. (ELL, tutoring, counseling)
- The teachers and school staff empower families and encourage advocacy for students to resolve problems/conflicts.

**Standard 5:** Sharing power—Parents, families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

- The teacher collaborates with families to establish an equal voice and mutual understanding in decisions regarding their student's education.
- Encourage families to become active participants in the school culture at the local and district level. The schools will encourage purposeful engagement in parent advisory groups, school board meetings, school functions, and activities.

**Standard 6:** Collaborating with community—Parents, families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

- The teacher and school staff communicates with families about services/resources make referrals to programs and plan activities that expand learning opportunities.
- Schools will develop resources to purposefully include and collaborate with community organizations to participate in classrooms, school events and activities.

*Adopted by Nevada State Board of Education  
9/3/2015*

## APPENDIX B

### Local Educational Agency (LEA) Title I, Part A: Parent and Family Engagement Policy Requirements Guide

Title I, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each LEA receiving Title I, Part A funds jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy.

\*Satisfies Requirements = √ ; Does Not Satisfy Requirements = ✖; Exceeds Requirements = !

	Does the LEA Parent and Family Engagement Policy:	Section of Title I Law	Suggestion to make the policy more effective:	√, ✖, !
Jointly Developed	Describe the purpose of the parent and family engagement policy along with information about the Title I program.	1116(a)(2)	<ul style="list-style-type: none"> <li>Provide a brief overview of Title I and its purpose as well as what is included in the district and family engagement policy.</li> </ul>	
Jointly Developed	Describe how parents and family members will be involved in the development of the LEA parent and family engagement policy. This may include establishing a parent advisory board.	1116(a)(2) 1116(a)(2)(F)	<ul style="list-style-type: none"> <li>Ensure all parents have the opportunity to provide input on the LEA Parent and Family Engagement Policy by providing several attempts and ways for parents to provide feedback.</li> </ul>	
Parent Input	Describe how parents and family members will be involved in the development of the local agency plan and the development of support and improvement plans.	1116(a)(2)(A)	<ul style="list-style-type: none"> <li>List the specific opportunities that exist for parents to provide input and feedback on the plan.</li> </ul>	
Parent Input	Describe how parents and family members will be involved in developing school improvement plans.	1116(a)(2)(A)	<ul style="list-style-type: none"> <li>Utilize parent leaders to co-facilitate a schoolwide plan meeting.</li> </ul>	
Parent Input	Describe how parents and family members will be involved in the decisions regarding how parent and family engagement funds are allotted.	1116(a)(3)(B)	<ul style="list-style-type: none"> <li>Provide various times, ways, and places for parents to provide input on the parent and family engagement budget.</li> </ul>	
Technical Assistance	Describe how the LEA will provide the coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities, which may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals.	1116(a)(2)(B)	<ul style="list-style-type: none"> <li>Provide ongoing guidance and professional development to schools on effective parent and family engagement activities, school parent and family engagement plans, and school-parent compacts.</li> </ul>	
Reservation of Funds	Describe how the LEA will reserve 1 percent of Title I funds to carry out parent and family engagement requirements.	1116(a)(3)(A)	<ul style="list-style-type: none"> <li>Describe how the district will establish an adequate budget for parent and family engagement activities and programs.</li> </ul>	
Reservation of Funds	Describe how the LEA will distribute 90 percent of the 1 percent reserve to schools.	1116(a)(3)(C)	<ul style="list-style-type: none"> <li>Describe how the district will assist schools in developing parent and family engagement budgets.</li> </ul>	

	<b>Does the LEA Parent and Family Engagement Policy:</b>	<b>Section of Title I Law</b>	<b>Suggestion to make the policy more effective:</b>	<b>√, ✕, !</b>
<b>Integration</b>	Describe ways the LEA will coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local laws and programs.	1116(a)(2)(C) 1116(e)(4)	<ul style="list-style-type: none"> <li>Distribute and share information with these programs concerning school events and activities for parents that help support student learning and promote academic achievement.</li> </ul>	
<b>Annual Evaluation</b>	Describe how the LEA will conduct, with 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 Title I, Part A and use the findings to design evidence-based strategies.	1116(a)(2)(D) 1116(a)(2)(E)	<ul style="list-style-type: none"> <li>Describe various combinations of evaluation methods—surveys, focus groups, open discussion forums, to provide parents with multiple ways to provide evaluation feedback on the parent and family engagement policy.</li> </ul>	
<b>Format / Language</b>	Ensure that the format and language of the policy are family-friendly.	1116(f)	<ul style="list-style-type: none"> <li>Describe how district reports, letters, information, and materials will be available in a format and language that all parents can understand.</li> </ul>	
<b>Building Capacity</b>	Describe how the LEA will provide assistance to parents in understanding the challenging state academic standards, state and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators.	1116(e)(1)	<ul style="list-style-type: none"> <li>Gather feedback from parents to determine their specific understanding of the state academic standards, academic assessments, and school curriculum so the school can provide necessary resources and materials.</li> </ul>	
<b>Building Capacity</b>	Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy).	1116(e)(2)	<ul style="list-style-type: none"> <li>Develop educational classes for students and parents to attend to provide them with resources for at-home learning opportunities.</li> </ul>	
<b>Building Capacity</b>	Describe how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.	1116(e)(3)	<ul style="list-style-type: none"> <li>Encourage communication between the district and schools to consistently share, in multiple ways, best practices and ideas how to effectively reach out to parents and family members in a meaningful and productive manner.</li> </ul>	
<b>Building Capacity</b>	Describe how the LEA will coordinate and integrate parental involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.	1116(e)(4)	<ul style="list-style-type: none"> <li>Coordinate with the corresponding organizations to strengthen communication and enhance potential opportunities for parent and family engagement, including providing information and resources to support school orientation for parents and students to assist in successful student transitions to school.</li> </ul>	



	<b>Does the LEA Parent and Family Engagement Policy:</b>	<b>Section of Title I Law</b>	<b>Suggestion to make the policy more effective:</b>	<b>√, ✕, !</b>
<b>Building Capacity</b>	Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.	1116(e)(5)	<ul style="list-style-type: none"> <li>• Provide all parents with materials, correspondence, and information in appropriate languages, according to the school population, and a format that is family-friendly.</li> </ul>	
<b>Building Capacity</b>	Describe how the LEA will provide such other reasonable support for parental involvement activities under this section. (For example, the discretionary items described in Section 1116[e][6-13] to build effective partnerships between the school and parents).	1116(e)(14)	<ul style="list-style-type: none"> <li>• Utilize the discretionary items described in Section 1116 to develop strategies to improve parent and family engagement. Provide opportunities for parents to request additional support and offer input on the improvement of parent and family engagement programs.</li> </ul>	
<b>Measure of Effectiveness</b>	Describe the strategies, activities, and information that the school will provide to support a strong partnership between the school, parents, and the community to improve student academic achievement.	This is a best practice and not required.	<ul style="list-style-type: none"> <li>• Provide parents with resources and assistance based on the district and school's needs assessment and parent input.</li> </ul>	