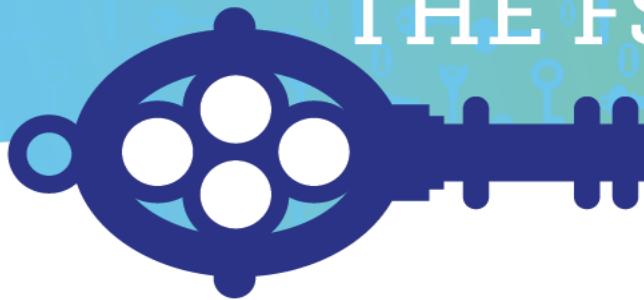
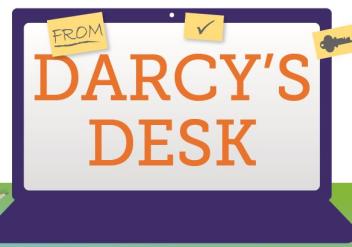


FAMILY, SCHOOL AND COMMUNITY PARTNERING

# THE FSCP KEY



COLORADO  
Department of Education



Dear FSCP Friends,

Welcome to the last edition of the FSCP Key this school year. While I know we're all tired and limping toward the end of another year, it's also the perfect time to plan for next year.

What went well this school year that you hope to replicate? Are there some FSCP initiatives in your district that are not yielding the results you hope to achieve? Perhaps it's time to let that go and try something new. What can you put in place in the last month or two of the year to ready for FSCP in August?

The Office of Family, School, and Community Partnerships is here to help you brainstorm ideas—we're just an email away. There will also be ample opportunity to gain ideas from your peers at the 7th Annual FSCP District Leaders Retreat. We have over 100 people attending from 37 districts across the state. I'm excited to learn from all of you! Thank you for a wonderful year of partnership and here's to many more!

In Partnership,

Darcy

## UPDATES

Several FSCP events are on the horizon. Please share the dates far and wide and mark them on your calendars. Also consult the [FSCP Year-at-a-Glance](#).

**Ongoing Self-Paced Courses.** Available for free [here](#).

**April 4**, 9-11:30, High School Learning Cohort for current cohort participants. Contact Jes for more info.

**April 19**, 10-11:30, Coffee Chat for district staff about the Pikes Peak Collaborative Cohort. Join the zoom meeting [here](#).

**May 2-3**, Annual FSCP District Leaders Retreat, Estes Park YMCA. Contact Darcy to join the waitlist.

**May 7**, 9-2, State Advisory Council for Parent Involvement in Education Quarterly Meeting.

**May 23**, 9-10, FSCP Office Hours. Everyone welcome especially new FSCP contacts. Join [here](#).

**Regional Collaborative Networking Meetings**, various.

For a more comprehensive list of announcements from CDE, you may [subscribe](#) to The Scoop.

### FAMILY, SCHOOL AND COMMUNITY PARTNERING STANDARDS

1

Welcoming All Families into the School Community

2

Communicating Effectively

3

Supporting Student Success

4

Speaking Up for Every Child

5

Sharing Power

6

Collaborating with the Community

# PROMISING PRACTICES

As a rural school district where family engagement is vital to student success, the Bennett PK-2 staff, alongside the Literacy Coach and administration, worked to create a family and community event to bring literacy and math alive. The event—"Let's Glow Crazy for Literacy and Math"—was a whole staff effort to ensure inclusivity.

The focus of the night was to help parents help their students at home, but also give families a safe, fun, and inviting learning event that all members could enjoy. Additional materials were provided so parents could take the games and recreate them at home, giving their child more access to literacy and math skill development.

The staff at Bennett wanted parents to know that they are accepted as they are, and that the school truly cares for and believes in their child. The event gave families the opportunity to enjoy a night together and see the staff unified and engaged with students across all grade levels.

Over 200 students attended, including students and families that did not attend Bennett. Additionally, the event offered both glow-in-the-dark and non-dark classrooms where games could be played to accommodate all family needs. Neon and bright colors in the rooms that were not glow-in-the-dark were used to create a glow effect.

[Click here](#) for more examples of Promising Partnership Practices.

## SAC/DAC ON TRACK

This year, CDE staff have received an unprecedented number of questions and concerns about how School and District Accountability Committees should be functioning. The root of these questions often stem from misunderstandings about roles and responsibilities.

School and District Accountability Committees differ in their reporting structure. While School Accountability Committees advise the principal, District Accountability Committees are legislatively tasked to advise the local school board. This necessitates a trusted and intentional relationship between the DAC and the school board and well as open communication with district staff who support DAC implementation.

## RESEARCH BRIEF

Research shows that systemic family, school, and community partnerships lead to teacher retention, yet many teachers did not have the opportunity to learn about family engagement in their educator preparation programs ([NAFSCE, 2023](#)). Building staff capacity to meaningfully engage with families is imperative for recruiting and supporting high quality teachers who stay in the field; for creating a culture of belonging for all staff, all students, and all families; and for improving student outcomes.

Staff need support from leadership and dedicated time to develop the knowledge, skills, and dispositions to engage with families. Ideas for building staff capacity include:

- Providing professional development on high impact family, school, and community partnership strategies;
- Training staff on collaborative planning and problem solving with families;
- Participating in school-based family events;
- Conducting family interviews; and
- Participating in home visits.

Systemic family, school, and community partnerships are a must-have for equitable access to learning. By building the capacity of staff to meaningfully engage with families, schools and districts are addressing multi-layered challenges of student achievement, school climate and culture, and teacher retention.

Local boards are tasked with determining the DAC membership appointment process, establishing bylaws, and considering DAC recommendations.

District Staff generally assist with meeting facilitation, provide training and resources for DAC members, and maintain bylaws and membership.

DAC membership, with a parent chair, provide recommendations to the board and may participate in special projects based on board requests.

Maintaining open channels of communication, understanding each group's unique role, and closing feedback loops will ensure the DAC function effectively and efficiently.

THANK YOU FOR SPENDING TIME WITH US THIS MONTH.

WATCH FOR THE NEXT EDITION IN AUG/SEP.

For questions, contact Darcy Hutchins, Director of Family, School, Community Partnerships,  
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