

## APPENDIX 13: DPSBD PARENT INVOLVEMENT

<b>Highly Qualified Teacher Plan:</b> Describe your school's strategies to attract and retain highly qualified teachers, including new teachers. Include plan for providing high quality and ongoing professional development. Note: See attached Professional Development Plan				
<b>Strategy 1</b> Hire teachers that are highly qualified for the positions for which they apply.				
<b>Action Steps to support strategy</b>  The Human Resources department screens all applicants for positions and only allows interviews for those who are qualified.	<b>Timeline</b> (Projected timeframe for the implementation and completion of strategy.) This process follows the staffing timeline both for in-district and out of district applications.	<b>Resources and Budget</b> (Materials, grants, funds and other resources targeted to support the strategy.) General fund—HR department	<b>Professional Development in Support of the Strategy</b>  HR generalists and the recruiters are trained to understand the NCLB HQT requirements. Principals receive training on position and schedule control,	<b>Assessment to Measure Strategy</b>  % HQ teachers in a building.
<b>Strategy 2</b> Use professional development to retain highly qualified teachers (both new and veteran)				
<b>Action Steps to support strategy</b>  Assign mentors to newly hired teachers  Develop, with the professional development committee required by the DCTA Agreement, a professional development plan that meets the individual needs of the school staff.	<b>Timeline</b> (Projected timeframe for the implementation and completion of strategy.) A minimum of 20 hours contact throughout the school year  Fall of each school year	<b>Resources and Budget</b> (Materials, grants, funds and other resources targeted to support the strategy.) General fund \$ for training, Federal \$ for stipends  Multiple sources	<b>Professional Development in Support of the Strategy</b>  Mentors receive training in the support of the new teachers. New teachers attend a series of professional development activities as a part of their induction program. This is PD	<b>Assessment to Measure Strategy</b>  % of new teachers who stay in a building.  Teacher retention rates as measured by the Balanced Scorecard.

<b>POLICY KB – PARENT INVOLVEMENT</b>
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Denver Public Schools believes that parents (including those who are economically disadvantaged, have disabilities, have limited English, have limited literacy, are of any racial or ethnic minority background, or are parents of migratory children) are partners with teachers and other staff in the education of their children and that parent involvement and empowerment are essential at all levels throughout the school district.

Denver Public Schools believes that student academic achievement requires that parents have an understanding of curriculum, academic achievement standards, assessments, district/school policies and procedures, and of how to monitor their children's progress and work with educators to improve the achievement of their children.

Central Administration shall work in collaboration with parents and guardians and shall actively support the schools and parents in enhancing parent involvement by:

- respecting parents as partners in the education of their children;
- valuing diversity and the need for equity in each school;
- promoting parent involvement in district leadership and decision-making;
- fostering a welcoming and responsive environment for parents;
- ensuring accountability of the staff at all levels throughout the district in working with parents as partners;
- valuing the need for partnerships within public and private entities in the Denver community;
- ensuring flexibility and accessibility within Central Administration operations and flexibility within district-wide processes and procedures; and
- establishing and promoting communication as a source of trust and understanding between the district and parents.

Principals, teachers and all school staff shall work in collaboration with parents and guardians by:

- respecting parents as equal partners in the education of their children and honoring their role as first and life-long teachers;
- valuing diversity and equity in each child's learning;
- setting high expectations for excellent customer (student/parent) service;
- expecting high student achievement for all students;
- promoting parent involvement in site-based leadership and decision making;
- valuing partnerships within the public and private entities within the Denver community;
- ensuring flexibility and accessibility within school-wide operations and flexibility within school processes and procedures; and
- establishing and promoting communication as a source of trust and understanding between the school and parents.

Parents/Guardians are asked and encouraged to be involved in their children's learning and education by:

- taking the initiative to seek the best educational opportunities for their children;
- understanding and respecting the mission and values of the school;
- respecting teachers and supporting school staff as partners in the education of their children;
- demonstrating respect for the school as a whole, including the faculty and staff;
- developing jointly with the teacher, a school-parent compact for their child that outlines how the parents, the school and the student will share the responsibility for improved academic achievement;
- identifying and addressing barriers to parent involvement;
- understanding school procedures and opportunities to contribute or receive support;
- participating in the development of the school parent involvement plan and the review and evaluation of the plan;
- utilizing two-way lines of communication between parents, school staff and the district on the instruction, achievement and conduct of their children;

- participating in training opportunities that will include but are not limited to: strategies/reinforcing learning at home, discipline and understanding cultural differences;
- valuing diversity and the need for equity in each child's learning;
- participating in site-based leadership and decision making;
- volunteering in their children's schools; and
- supporting and engaging in developing partnerships within the Denver community.

A District-wide parent advisory council, made up of district stakeholders to be appointed according to procedures approved by the superintendent, shall be established to make recommendations to the Board regarding strategies to implement and ensure success of this policy. The Council shall draft regulations to address the requirements of Section 1118 of the No Child Left Behind Act, which shall annually be reviewed and revised, as needed, by the Board of Education and the Superintendent.

Current practice codified 1993

Adopted: April 1994

Revised: October 2, 2003

LEGAL REFS.: 20 U.S.C. 6318

CROSS REF.: IHBD, Compensatory Education (Chapter 1)