**PARENT ENGAGEMENT PRIORITIES**

**2022-2023**

1. **Home-School Communication**
2. Timely academic progress information - consistency and timeliness in the posting of assignments and grades in ALL courses at the secondary level.
3. Provide opportunities for parent feedback about instructional programs, student activities, and facilities (Spring Survey/ThoughtExchanges).
4. District communication-
* implement standard district parent means of teacher communication (Remind).
* expand emergency communication via texts when necessary.
* continue to expand and ensure that mode of communication is inclusive of the district’s diverse population including use of new website features.
1. Special Education services
* continue to provide parents/guardians information on special education continuum of services in-district and out-of-district.
* continue to provide parents/guardians support and information in the understanding of special education processes and if necessary how to access the supports available while the students are in-district.
* provide a forum for special education parents to have the opportunity to share concerns/strengths regarding their child’s IEP, services, etc.
1. Continue to improve district branding; highlight schools’/district’s accomplishments and priorities- locally and regionally.
2. Provide and increase opportunities for parents/guardians to participate on school and district-wide committees virtually.
3. Provide parents/guardians opportunities to participate in district priority initiatives (e.g. equity journey, book study)
4. **Parent Education:**
5. Instructional support-
* Provide on-demand tutoring access/support for students (TutorMe)
* Continue to provide tutorials for parents/guardians on how to navigate the instructional technology platforms (e.g. Google suite).
1. Mental Health –
* continue to provide parents/guardians information/resources about social-emotional, TIG and expanded mental health supports available in the district.
* proactive, preventative support for students; support for students in crisis/experiencing trauma (services; professional development).
1. Increase participation and involvement of parents/guardians from diverse backgrounds on school and district-wide committees.
2. Continue to educate special education parents about community resources that are available for them to access once their child exits public school setting.
3. Continue to provide workshops to the DPAC group on the district priorities and other important updates on the following: Food Service, Behavior/Safety Measures, Restorative Practices, and High School opportunities available.