



Discover a World of Opportunity™

Family and Community Liaison Guide



FAMILYandcommunity
ENGAGEMENT
DENVER PUBLIC SCHOOLS

Acknowledgements

The Office of Family and Community Engagement would like to acknowledge the support and leadership provided during the development of this guide. With the high quality input and hands-on experience of the following community liaisons and partners, we were able to create a guide that will adapt to the needs of liaisons across our district.

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Forward

Family Engagement Partners,

Research overwhelmingly shows, and we firmly believe, that strong family and school partnerships result in better academic outcomes and brighter futures for our kids. Our Denver Plan 2020 goals are ambitious and we know we will only achieve them by deepening our partnerships with our families and broader school communities. Support from all our partners is critical if we are to close opportunity gaps and achieve our vision where Every Child Succeeds.

To meet our goals we are committed to ensuring our school-based staff have the tools and resources that are necessary to support their student and school community. You are an essential member of your school team as well as part of ours, and we recognize and appreciate the support you provide to bridge our families' experiences from the home into the school.

To aid you in this effort, the Office of Family and Community Engagement (FACE) is excited to release the *Family and Community School Based Liaison Guide*. The intention of this guide is to increase focus and guidance for the crucial responsibilities of the family liaison position and to share and facilitate high impact family engagement strategies for your school community. The guide is grounded in best practices shared by highly effective liaisons from across the district who are doing the same work as you day in and day out to increase family and community engagement in their schools. A few tools you will find in this guide are:

- Comprehensive resource list from DPS and community partners
- Recommended year-long calendars for planning events
- In-depth description of the family liaison role and recommended responsibilities
- High-impact academic partnerships tools

We recognize that schools are going to approach family and community engagement in ways that best fit each school community and culture. Our vision for this guide is that it will offer you guidance based in current best practices and create space for your own expertise to become a part of this guide and our trainings. Since not all schools have a family liaison role, please share this with your colleagues as you see fit.

Thank you for your continued effort to ensure Every Child Succeeds!

The Office of Family and Community Engagement (FACE)
Denver Public Schools



The Liaison Role

Our Superintendent and Board of Education members are clear in their support and belief that “the education of each student is a responsibility shared by the district, school, and families. Engaging parents, guardians and other members of the student’s family is critical to the success of every student” (Board of Education policy KB-R).

Although the role of a family liaison varies greatly across Denver Public Schools, an essential component of the position is the link they provide among district, school, and family partners. While the demands may be different based on the needs of the school and the community, liaisons play an important role in building relationships with families that will allow for greater family involvement at the school.

Components of the position include:

Advocate

- Aiding families in completing district forms and processes
- Directing families to district and community resources
- Helping families navigate concerns with the school or district
- Supporting parent leadership development

Communicate

- Facilitating conversations between families and educators
- Communicating and updating school leadership, staff, and families about key district initiatives and programs
- Supporting outreach efforts for the school community through events and recruitment

Coordinate

- Responsible for family engagement budget (if applicable)
- Planning family and school-wide events (e.g., Back to School Night, Academic Standard Events).
- Facilitating School Governance Structures (e.g., ELA-PAC, Collaborative School Committee)

In addition, the family liaison position is often combined with other positions such as: Enrollment Coordinators, Receptionists, Part-time nurse, Paraprofessionals, etc. which would include additional responsibilities.

External FACE Family Guiding Principles

Our vision in FACE is to develop educated, engaged, and empowered parents and staff who are academic partners in creating great schools in every neighborhood where Every Child Succeeds. We believe the essential starting point for a liaison's work is in relationships. We lean on relationships to:

- Put our family engagement efforts into context for other shareholders
- Understand our families and how to support them effectively
- Strive toward shared success for our families, students, schools, and community

We believe shared success can only be achieved through aligning our goals and systems and applying the following principles to each element of your role. Below you will find guiding principles that will help to support your work. Use these to help others understand your role and what the expectations are for your collaboration.



Mutual Accountability

We create shared ownership with our leadership, staff, and families and take responsibility for realizing our vision of creating authentic and meaningful academic partnership in our school community with our families.



Amplifying Agency

We believe our families and communities have the keys to their own success and our role is to leverage our resources and amplify their voices, passions, and expertise of their community.



Purposeful Presence

We work with intention toward clearly stated goals and strategic actions at every stage of engagement with our families, staff, and school-based leadership.



Adaptive Services

We provide differentiated support, rooted in best practice family engagement strategies, to align with our families' needs.

FACE Four

Here are some questions and descriptions around the FACE Four questions that can guide you in your planning for the year.

1) How will you ensure parent and family voice on critical decisions at your school?

Collaborating with parents and families assures that schools will work towards making decisions that will benefit the community they serve. This partnership makes parents and families active participants in the decision-making process.

- Are family active members of your CSC, ELA-PAC, or other accountability committees?
- Do you have an active PTO/PTA?
- How will you recruit families to participate in the Superintendent Forum, Family Leadership Institute, ELA-DAC, or other district initiatives for families?
- Do you participate in the PTHV program?

2) How can you support educators in connecting with families?

Supporting educators and reaching a school goal is a collaborative school effort. Depending on what needs to be achieved, collaboration can come from within the school or from community partners, district partners, or parent advisory groups.

- What district resources or departments can assist you with your school strategies?
- How will you call upon members of the school community to take action towards your goal?
- How will you budget your resources for the upcoming school year?

3) How will you build a family engagement team?

Building a strong team that is knowledgeable about your community is an effective way to increase family engagement. Your team should reflect the diversity in your community. Team members could be family liaisons, Aps, Teacher Leaders, etc. Team members should also have clear lines of communication and opportunities to meet, collaborate, and check in about agendas and goals.

How will you recruit team members?

How do your team members reflect the school community?

Strong and effective teams:

- Set Smart goals: (specific, measurable, achievable, relevant, time bound)
- Meet regularly
- Plan priorities for the year
- Create clear team roles
- Set goals and monitor progress

FACE Four Cont'd

4) How are you continuing to build a welcoming environment for parents and families?

Welcoming environments empower families to feel like valued and accepted contributors in their community. Incorporating the diversity of families in your community encourages them to be successful regardless of social barriers. Parents and families who feel valued and accepted are more likely to engage with the school and become an active partner.

Welcoming Environments are composed of three parts:

Physical Environment

- Is the entryway of your school clearly marked?
- Is there a map of the inside of the building upon entry?
- Is the environment engaging (e.g., hanging up student's work)?
- Are there signs to guide parents and families to different resources?

Personal Environment

- Are community members able to ask about or find information in their native language?
- Is there an orientation for families?
- Can parents reach the desired staff person in a timely manner?
- Are school and office staff friendly and approachable?

Culturally Empowering Practices

- Are there languages other than English widely spoken in your community?
- What are the different ethnic backgrounds in your community?
- How are you taking into account the different social, economic, and political issues facing groups in your community?
- How are you accounting for different changes in your community?

FACE Four Work Time

The FACE Four is a self-reflection tool that can guide your planning at any time during the year. These essential four questions take you through a process of finding what are essential areas to concentrate on throughout the year.

1) How will you ensure parent and family voice on critical decisions at your school?

2) How can you support educators in connecting with families?

3) How will you build a family engagement team?

4) How are you continuing to build a welcoming environment for parents and families?

District Event Calendar



At this time we do not have a complete District Event Calendar Check back in the September!

Family Engagement Timeline

July	<ul style="list-style-type: none"> • Participate in Home Visits • Participate in beginning of the year trainings
August	<ul style="list-style-type: none"> • Meet with leadership to determine clear expectations of your role • Request access/approval to Infinite Campus, Parent Portal, School-wide master calendar, etc. • Inform Families of initial events
September	<ul style="list-style-type: none"> • Provide families with report card dates • Special Dates: Gifted and Talented and Highly Gifted and Talented (GT/HGT) and Advanced Kindergarten (AK) testing dates.
October	<ul style="list-style-type: none"> • Provide referrals for families in need of Thanksgiving dinner • Provide families with resources for Fall, Thanksgiving, and Winter breaks
November	<ul style="list-style-type: none"> • Parent Teacher Conferences • Thanksgiving Break resources
December	<ul style="list-style-type: none"> • Winter Break resources • Inform families of SchoolChoice dates (this year it will take place in February)
January	<ul style="list-style-type: none"> • Inform and prepare families for CMAS/PARCC testing • Ensure all families have a Parent Portal account
February	<ul style="list-style-type: none"> • Inform families of Spring Break resources (start early as spots fill up quickly!!!) • Round 1 of SchoolChoice begins (lasts all of February)
March	<ul style="list-style-type: none"> • Inform families of Summer Break resources • Ongoing testing
April	<ul style="list-style-type: none"> • Inform families of Summer Break resources • Schedule meeting with school Leadership to discuss next year's vision/plans • Ongoing testing • Round 2 of SchoolChoice begins
May	<ul style="list-style-type: none"> • Inform families of Summer Break resources • Encourage families to access Parent Portal over the summer • Graduation/Transition
June	<ul style="list-style-type: none"> • Inform families of July online verification via Parent Portal • Remind families of Summer Resources

Internal Resources

Choice and Enrollment

Phone: 720-423-3493
Email: schoolchoice@dpsk12.org

Central Enrollment Center
Phone: 720-423-3493
Northeast Enrollment Center

Department of Technology Services (DOTS)

Phone: 720-423-3888
Services: IC Training, Tech Support

Safety and Security

Dispatch: 720-423-3911
Phone: 720-423-3475
Email: security@dpsk12.org

Professional Development Units

Phone: 720-423-3493
Email:
Professional_Learning@dpsk12.org
Services: Skill Building, Research Based Learning

Family and Community Engagement

Phone: 720-423-3054

Services: Classes/training for families, student programs, district events

Family Constituency Services

Services: Work through concerns, Coach/Trainings around communicating, Navigating, DPS resources

FACE Helpline

Phone: 720-423-3054

Parent Teacher Home Visit Program

Contact: Cody Ostenson
Email: Cody_Ostenson@dpsk12.org

School Based Services

Services: Multi-generational Services
Phone: 720-423-3054
Email: face@dpsk12.org

Volunteer Services

Phone: 720-423-1817
Email:
Volunteer_Services@dpsk12.org

Internal Resources Cont'd

Homeless Education Network

Far Northeast & Central Elementary Schools

Contact: Heidi Krebs

Phone: 720-423-1985

Email: Keidi_Krebs@dpsk12.org

Southwest & Southeast Schools

Contact: Rebecca Romero

Phone: 720-423-1986

Email: Rebecca_Romero@dpsk12.org

Northwest Schools, Central Middle Schools, & Spanish Speaking Referrals District-Wide

Contact: Briana West

Phone: 720-423-1983

Email: briana_west@dpsk12.org

Lowry

Contact: Patricia Vaughan

Phone: 720-424-5968

Email: Patricia_Vaughan@dpsk12.org

Division of Student Services

Phone: 720-423-3437

Services: SPED, IEPs, Medicaid, Hearing and Vision

Transportation Services

Dispatch: 720-423-4624

Routing Questions: 72-423-4699

Email: Transportation@dpsk12.org

Services: Bus Routes, Weather Delays

Food and Nutrition Services

Phone: 720-423-5600

Email: foodservices@dpsk12.org

Fax: 720-423-5629

Services: Student/Parent Accounts, Food Menus, Nutrition Information

Additional Resources

Community Partnerships

Contact: Eric Golden

Phone: 720-423-1752

Email: eric_golden@dpsk12.org

DPS Acronym Dictionary

Find a complete list online on the [Extended FACE Family Commons](#) page.

- ACT** – American College Testing
- CES** – Community Engagement Specialists
- CMAS** – Colorado Measures of Academic Success
- CSC** – Collaborative School Committee
- DAC** – District Advisory Committee
- DPS** – Denver Public Schools
- DOTS** – Department of Technology Services
- EFF** – Extended FACE Family
- ELA-DAC** – English Language Acquisition-District Advisory Committee
- FAFSA** – Free Application for Federal Student Aid
- FLI** – Family Leadership Institute
- FRL** – Free and Reduced Lunch
- GT** – Gifted and Talented
- IB** – International Baccalaureate
- IC** – Infinite Campus
- ILT** – Instructional Leadership Team
- IS** – Instructional Superintendents
- PAC** – Parent Advisory Committee
- PARCC** – Partnership for Assessment of Readiness for College and Careers
- PD** – Professional Development
- PTHV** – Parent Teacher Home Visit Program
- SAT** – Scholastic Aptitude Test
- SLT** – School Leadership Team
- SPED** – Special Education

External Resources

For a more comprehensive list of programs available, please contact Mile High United Way's 2-1-1. Resources below have been provided through the Denver Metro Region I Migrant Education Program Resource Directory.

Southwest	Northwest	Southeast
Far Northeast	Near Northeast	Outside region-serve Denver

Basic Emergency Assistance

COLFAX COMMUNITY NETWORK

303-360-9175

1585 Kingston St., Aurora

Hours: Monday-Friday 9am-5pm

People Served: Primarily families living in East Colfax motels, homeless

Services: Food and Clothing for Children. Food Bank: Wednesday and Friday 10:30-12:30

Spanish Available: Yes

Website: www.colfaxcommunitynetwork.org

Services: Stout Street- Clinic 2130 Stout St., 303-293-2220 for medical and mental health care, and substance abuse counseling

Spanish Available: Yes

Website: www.coloradocoalition.org

COMITIS CRISIS CENTER

720-975-0155

2178 Victor St. (Aurora)

Hours: 24 hours

People Served: All populations
Services: Behavioral health services, counseling, substance abuse treatment, life skills training,

To access the complete Community Resource Directory, please visit the [Extended FACE Family Commons](#) page or the Extended FACE Family group in Schoology.

Another great resource is [Aunt Bertha](#), which bases your search through your school's area code.

For after-school and summer programs, please visit the Denver Afterschool Alliance to search by location, school, and focus area.
cps.civicore.com/map

School Governance

Collaborative School Committee (CSC)

The CSC brings together families, staff, and community members to create and implement a plan to promote high achievement within a school. This committee meets on a regular basis throughout the school year and is an opportunity for key stakeholders to have a voice in their school. Colorado law requires all schools to have a CSC to increase the amount of accountability and family involvement in our schools. This group works with school leaders to provide feedback on important school decisions. These decisions may include ways to improve academic performance, budgets, and the school's program.

English Language Acquisition Parent Advisory Committee (ELA PAC)

The ELA-PAC is an opportunity for parents of English Learner to engage with teachers and school leaders to discuss issues that affect their students. Every DPS school maintains an ELA-PAC, it can be a sub-committee of another organization or stand alone, and DPS recommend making ELA-PAC a subcommittee of your school's Collaborative School Committee.

English Language Acquisition District Advisory Committee

This is the district-level committee for communication about English Language Acquisition. The ELA-DAC meets monthly during the school year and features presentations and discussion around district-wide topics that affect families of English Learners in DPS.

Title I

All Title I schools (defined as having 40% or more students receiving free/reduced lunch) must have an annual parent meeting to learn about state assessments and decide on how Title I funds are spent. It can be a meeting that is combined with your school's Community Progress Monitoring meeting, during which you share your school's performance with families.

FACE Family Programs

Parent Teacher Home Visit Program

Too often, a home visit from a teacher means one thing to a family: trouble. But with the Parent Teacher Home Visit (PTHV) Program, the goal is to start by building a strong and positive relationship between the family and the school.

The visits begin with the teacher asking about the family's hopes and dreams for their child. By involving the parents and families, we create a better chance of success for students.

Family Leadership Institute

The Office of Family and Community Engagement offers DPS families the opportunity to enhance their leadership skills and become stronger advocates at the home, the school, and the district level. Families are invited to any and all four sessions throughout the school year.

Superintendent Parent Forum

Every year, Superintendent Tom Boasberg hosts the Superintendent Parent Forums in collaboration with the Office of Family and Community Engagement (FACE) and the English Language Acquisition Department. The parent forum has been a great way for the Superintendent to communicate and connect with schools and parents district-wide.

The Superintendent Parent Forum includes the English Language Acquisition District Advisory Committee (ELA DAC), which provide parents of the more than 40,000 DPS students who speak languages other than English an opportunity to engage with district leadership on important issues.

Community Progress Monitoring and Academic Standards Events

Community Progress Monitoring is the ongoing data sharing that occurs between schools, families, and community members. All schools are required to share their SPF results between October and November. All Title I Schools are required to share their performance with school communities.

Academic Standards Events occur several times throughout the school year to deepen the level of alignment between the home and school learning environments. During these events, families will learn or enhance skills to support academic partnership.

School Performance Framework

The School Performance Framework (SPF) is like a report card for your school, rating how well the school supports student growth and achievement and how well it serves students and families. It helps a school focus on its strengths and areas where improvement is needed.

What Does the School Performance Framework Measure?

Every DPS school that is included in the SPF is evaluated on several areas. These areas are called indicators and include:

<i>Student Achievement (Status)</i>	How well students perform on state assessments in a given year.
<i>Student Progress Over Time (Growth)</i>	How much progress students show on state assessments from one year to the next.
<i>Parent and Student Engagement and Satisfaction</i>	How effectively a school connects with parents and families.
<i>Equity</i>	How effectively a school is serving students regardless of background, ethnicity or ability.
<i>Post-Secondary Readiness (Status)</i>	How well a high school is preparing its students for college and career.

Status vs. Growth

DPS educators refer to “status” and “growth” when talking about how schools are serving their students.

- *Status* refers to how a school is doing at a fixed point in time.
- *Growth* refers to how a school is doing over a period of time (often two years).

Both types of information are important in understanding not only how students are being supported right now, but also how they have been supported in the past.

School Performance Framework Cont'd

What Does the Rating Mean?

The SPF uses a color-coded “stoplight” system to show at a glance how a school is performing. Based on how many points a school earns in each of the areas, a school receives one of five ratings. The ratings are based on the following percentages of points earned:

Rating (color)	% of Points Earned	Definition
Distinguished (Blue)	≥ 79.5 %	<i>This means that the school is doing very well in academic growth, parent and student satisfaction, equity and the other areas.</i>
Meets Expectations (Green)	≥ 50.5% and < 79.5 %	<i>This means that the school is doing well but still has some areas of improvement.</i>
Accredited on Watch (Yellow)	≥ 39.5% and < 50.5 %	<i>This means that the school is not doing as well as it could be, and that the school has quite a few areas to focus on for improvement. “On watch” means that DPS provides extra support and specific departments work with the school to make sure they are progressing.</i>
Accredited on Priority Watch (Orange)	≥ 33.5% and < 39.5 %	<i>This means that the school has many areas that it needs to focus on. In this case, DPS often identifies additional ways to support a school. Some types of support might include additional money, more staff or partnerships with non-profits.</i>
Accredited on Probation (Red)	< 33.5%	<i>This means that the school is performing significantly below expectations and needs significant additional support. DPS will provide intensive support to help the school make the dramatic changes its students need to succeed. In some cases, if performance has been consistently low, DPS may make changes to academic programs or school staff. Or the Board of Education may determine that we need to restart the school with on that will better meet the needs of our students and community.</i>

Communicating with Families

Tips for Reaching Families

Personalize

- Differentiate support for parents so that it is appropriate to their individual needs and strengths.
- Be honest and forthcoming to avoid perceptions of being evasive or untrustworthy.
- Use one-to-one personal connections to build trust.
- Keep communication informal at first.
- Use “family” instead of “parent” or “guardian” in communications.
- Use personal invites from school staff and student volunteers.
- Make events smaller—spread out back-to-school night over the week with one grade per night if possible.
- Learn and speak simple phrases in families’ native languages.
- Hold dinners for families to target subgroups needing support.
- Create venues for parents to submit questions online and in person.

Get Creative

- Use a variety of communications.
- Share materials (especially video) and personal notes with families who miss events.
- Keep web and phone communications up-to-date and relevant.
- Use newsletters to link families to learning.
- Create an email address and phone “hotline” for parents.
- Develop a school and classroom webpage.
- Use alternatives in conferencing with parents.
 - Student involvement
 - Group conferences
 - Telephone conferences
 - Community and workplace conferences

Communicating with Families Cont'd

Focus on the Message and the Messenger

- At all events, promote the “brand” of how families can support learning at home.
- Create family bulletin boards for families to communicate with one another
- Hire and designate bilingual family-friendly staff.
- Consider organizing student-led conferences.
- Work with community members and groups to connect families and the school as cultural brokers.
- Create a buddy system and phone web for families.
- Arrange networking opportunities so families develop relationships with other families.
- Incorporate students’ demonstrations of their learning into your engagement activities.
- Form a community network to conduct outreach.
- Invite families to events well in advance and provide reminders.
 - Fliers at arrival and dismissal
 - Phone calls
 - Email
 - School’s web page
 - Facebook, Twitter, Instagram

Make Involvement Easy and Exciting

- Provide food and childcare.
- Address the language barrier—translate report cards, testing information, newsletters and other communications.
- Make events fun and involve the whole family.
- Arrange Parent Teacher Conferences and events after work-hours.
- Include office hours and your contact information in communications.
- Use strategies that meet families’ basic needs and goals.

Communicating with Families Cont'd

Communication Awareness

- Stop using education jargon and communicate more simply.
- Translate in native languages.
- Understand how information spreads and understand that negative information spreads faster.
- Be explicit about “hidden” rules of engagement that may not be shared by all families (e.g., are your “asks” of families things that acknowledge their cultural, financial, and logistical preferences?).
- Be sensitive to families’ financial needs by not frequently sending home requests for money or supplies.
- Avoid “tourist curricula” focused on superficial aspects of a culture.
- Be aware of costs to support transportation for conferences, events, and field trips.
- Do not assume that families can provide homework help or other types of help you ask for—ask them what they can do and what they need help with.
- Recognize the whole family—dads, grandparents, older siblings, aunts, etc.
- Make folders that are sent home more action-oriented and preparatory rather than passive and historical.
- Don’t assume that sending things home is communicating—ask parents how they would like to communicate.

Adapted from Henderson, A., Mapp, K.L., Johnson, V., Davies, D. (2007). *Beyond the Bake Sale*. New York: New Press.
Allen, J. (2007). *Creating Welcoming Schools*. New York: Teachers College Press.
Edwards, P. (2009). *Tapping the Potential of Parents*. New York: Scholastic.
Constantino, S. (2008). *101 Ways to Create Real Family Engagement*. Galax, VA: ENGAGE! Press.

Infinite Campus

In order to gain Security Access to certain portions of Infinite Campus you must (1) Choose a Certification course (2) Self Enroll in and complete Course and (3) have supervisor approval submitted to the Hotline. Once all three of these steps are complete security access will be granted

1. Infinite Campus Online Certification Courses:

Determine your courses

Start by meeting with you principal and discussing what tasks you will be completing within Infinite Campus to help determine which certification courses you should complete.

1

Enrollment

Learn how to add or create a person, enroll a student, and enter the ELA district required information within Infinite Campus.

Household

Learn how to create a household, add phone number, address, members, define relationship and non-household relationships in IC.

2

Attendance

Learn how to use the different attendance tools from daily attendance to creating custom templates on the attendance messenger and the attendance wizard.

3

Scheduling

Elementary Scheduling – Learn to view, create, and modify course sections as well as fully scheduling students using the Walk-in Scheduler tool.

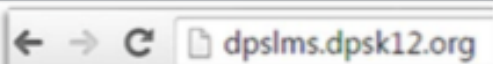
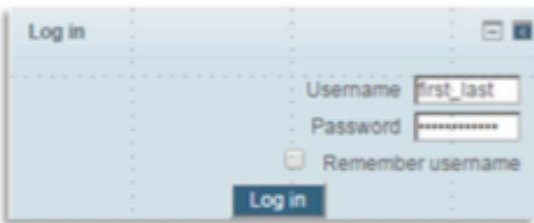
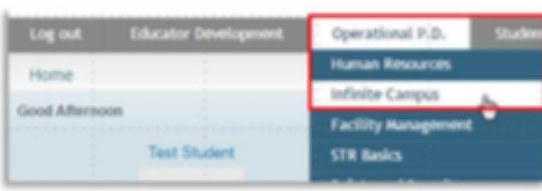

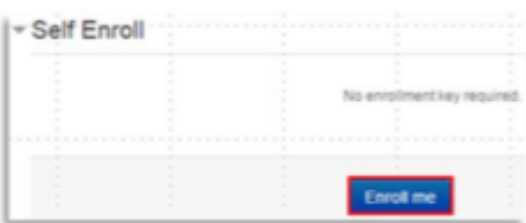
4

OR

Walk-In Scheduling – *For Middle and High School Staff.* Learn to use the Walk-in Scheduler tool to add and drop course sections for individual students. (Note: The School Master Scheduler must create, modify or delete course sections)

Infinite Campus Cont'd

2. Self-Enroll in Infinite Campus Moodle Courses

	<p>Open a Web Browser and type dpslms.dpsk12.org into the address bar.</p>
	<p>For Username and Password enter your DPS Credentials and click Log In.</p>
	<p>From the upper grey menu bar, select Operational P.D. then select Infinite Campus from the dropdown.</p>
	<p>This displays all of the Infinite Campus Trainings available. Click the course you wish to take.</p> <ul style="list-style-type: none"> • IC Enrollment • IC Household • IC Attendance • IC Elementary Scheduling • OR IC Walk-In Scheduling
	<p>A new page will open, click "Enroll me".</p> <p>Congratulations you are now enrolled in the course and ready to start your work!</p> <p>Remember, to gain IC Security Access you must have:</p> <ul style="list-style-type: none"> • Supervisor Approval for specific courses submitted to the DoTS Hotline via hss.dpsk12.org or DoTS_Hotline@dpsk12.org • AND click Print Certificate as the last step for course completion.

Parent Portal

✚ Explore the many Portal features that allow you to view your student's progress and school:



Grades & Assignments

Know which assignments your student turned in, check out their most recent grades posted, and review past grades with your student throughout the school year.



Attendance & Behavior

Make sure your student is in school to learn. Discuss any classes they have missed, see if they are getting to class on-time and get information on behavioral issues.



District & State Tests

Your student takes multiple tests throughout the school year. Find out how to understand these scores, see if your student meets grade level goals, and learn how you can help your student improve.



Schedule & Courses

Review your student's schedule, be aware of their subject areas and what days and times your student should be attending classes.



Academic Resources

Help improve your students academic progress with home based activities and exercises found in the new Parent Portal.

Sign Up For the Portal Here!

All fields are required.

Parent/Guardian Information

First Name Last Name

Email Address

Verify Email Address

Phone Number (XXX-XXX-XXXX)

Student Information

Student First Name Student Last Name

Student ID Number

Student Date Of Birth (MM/DD/YYYY)

Submit



Join The Conversation
Connect with us via
Facebook and Twitter

Creating your account is easy!

Families new to Denver Public Schools (DPS): Your child first must be actively enrolled in a DPS school in order to create a Parent Portal account. For more information on enrollment and the School Choice process visit: schoolchoice.dpsk12.org. Please make sure you receive your student's DPS school ID number from the enrollment representative or school secretary before creating a Parent Portal account.

➤ **First Steps:** You must have a valid email address to create an account. If you do not have one and need to create a free email address, please visit www.gmail.com or www.yahoo.com and follow the instructions to create your email address. Your student's school can help you with this step if needed, or see [Access & Training](#) for further assistance.

➤ **Parents/Guardians:** Fill out the form to the left to set up your Parent Portal account. In order to securely verify guardianship you will need:

- Your name
- Your student's name
- Your student's date of birth
- Your student's ID number

to match exactly as it's listed in the school records. If the information does not match exactly, your request will be sent to the Parent Portal team, and a representative will call you to verify guardianship over the phone.

➤ **Parents/guardians, you will only need one account for all of your DPS students.** If you have multiple students in DPS, simply choose one student using the form to the left in order to verify guardianship.

➤ **Infinite Campus Users:** Select the [Parent Login](#) above, login using your Infinite Campus username and password, validate your email address, and select your security questions.

➤ **Students:** If you are a student, go to [Student Login](#) above, and use your student ID as your username and your birthdate as your password. Once you're logged in, you will have access to your school records and progress.

Schoology

Website: www.schoology.dpsk12.org






















Login: DPS gmail

Purpose: Schoology provides a platform that will allow all district family and community liaisons to share their knowledge, ideas, and resources in one place. It is the perfect place to ask questions, provide tips, and form a strong network of family engagement specialists.

Resources: There are many resources that are shared on Schoology. Resources are organized by category (see below) and the list is intended to evolve as new resources become available.

Extended FACE Family Notifications

Resources

<input type="checkbox"/>	Title	7 of 7
<input type="checkbox"/>	 Calendars Added by You · Oct 24, 2017	 
<input type="checkbox"/>	 Community Added by You · Oct 24, 2017	 
<input type="checkbox"/>	 DPS Added by You · Oct 25, 2017	 
<input type="checkbox"/>	 FACE Added by You · Oct 24, 2017	 
<input type="checkbox"/>	 Infinite Campus Added by You · Oct 23, 2017	 
<input type="checkbox"/>	 College Added by You · Oct 24, 2017	 
<input type="checkbox"/>	 Employee Added by You · Oct 24, 2017	 

Frequently Asked Questions

What is SchoolChoice?

Our enrollment process that allows families to enroll in any DPS school as long as the student meets entrance requirements and the school has space available.

What is every student guaranteed?

By law, DPS guarantees that students will be able to attend a school in their region. This means that on the first day of school, every student will have a place at a school near them.

What is a boundary?

A geographic area where the students living within it are guaranteed enrollment at a particular school.

What is a shared access zone?

A geographic area where the students living within it are guaranteed a seat at one of several schools, but not one particular school. Some examples include the West Zone, The Far Northeast (FNE) Secondary Zone, and the Greater Park Hill-Stapleton Zone.

The benefits of a shared access zone include:

- Increased access to high-performing schools
- Priority over students who don't live in the area
- Access to different types of school programs
- Schools can better plan for the right number of students

What are allocations?

A set-aside number of seats or percentage of seats for students that meet a given criteria. Currently, this is used for new students that move into Denver.



Notes