# Table of Contents

**The Call to Serve** ........................................................................................................... 3

**A Foundation for Family Engagement** ............................................................... 5

**Strategies for Success** ......................................................................................... 6

**Goals to Make a Difference** ................................................................................. 7

**Appendix One** ........................................................................................................ 8

**Appendix Two** ........................................................................................................ 9
**THE CALL TO SERVE**

In February 2018, the Seattle Public Schools (SPS) School-Family Partnerships Department launched a Family Engagement Task Force. The school district determined that although previous efforts to improve family engagement were insightful, there was a need to gather a group to revisit and actualize its intention to create environments and systems to ensure that families are able to support their students with ease, enthusiasm, and consistency.

The task force was charged with creating a multiyear plan for district-wide family engagement with some recommended engagement strategies. The focus of the task force was SPS Strategic Plan Goal 3: Strengthening School, Family, and Community Engagement; Superintendent SMART Goal #2: Welcoming Environments; and Superintendent SMART Goal #4: Community Engagement and Collaboration.

**THE PARTICIPANTS**

The task force included a combination of parents, community-based organizations, school staff, and district staff. The combination of participants and the dynamics of the processes used engaged over 33 individuals, representing 11 organizations and multiple families from all district regions.

The task force participants invested a tremendous amount of time and attention on the process. SPS conducted five meetings for a total of 15 hours over a four-month period. The meetings were held on Saturdays and weekday evenings at the John Stanford Center for Educational Excellence. Although each participant varied in his or her level of involvement, many engaged in three or more meetings over the course of the process. A list of invited and actual participants can be found in Appendix One.

**THE ENGAGEMENT PROCESS**

SPS secured Soul Light, a consulting firm with over 15 years of experience in working with school districts across the country and local Seattle community organizations, to facilitate the Family Engagement Task Force meetings. The engagement process for this effort utilized document review and meetings with the School–Family partnership team as the primary method of gathering information. This information was then used to inform the facilitation process and work of the Family Engagement Task Force.

Recognizing the historical background of family engagement within SPS, the task force meetings began with a focus on building relationships and establishing trust. All participants involved in this process were eager to establish a level of clarity, sincerity, and trust before setting expectations and establishing accountability measures for themselves and others.

Five working meetings were held from February 2018 to June 2018. In these meetings, the task force collectively focused on the following:

- Defining family engagement
- Reviewing and aligning with existing efforts and plans (Appendix Two)
- Creating an action-oriented plan for district-wide family engagement
The key steps of the engagement process are listed in chronological order:

- Meeting one focused on relationship building and identifying the challenges and greatest hopes for family engagement across the district. (February 2018)
- Meeting two focused on exploring existing definitions and creating a new definition of family engagement. (March 2018)
- Meeting three focused on reviewing existing plans and recommendations related to family engagement and seeing how the identified challenges and hopes from the first meeting aligned with them. This created the foundation for the content of the action plan chart. (April 2018)
- Meeting four focused on filling in gaps of the draft action plan and assigning roles and responsibilities for students, families, school staff, and district staff. (May 2018).
- Meeting five focused on reviewing the final action plan chart and the process of working together as a task force. (June 2018)

**A Different Approach**

Many dynamics contributed to the successful engagement process and completion of the Family Engagement Action Plan. At the onset of the project, SPS acknowledged that many organizations and individuals working with the district had varied experiences with family engagement. Previous attempts to organize and represent such varied interests’ processes and products often resulted in groups not working well together or producing plans that were not easily implemented. Additionally, previous efforts were also unsuccessful frequently because of engagement exhaustion and overwhelming needs that were typically exacerbated by leadership changes and insufficient funding.

Armed with this awareness, SPS and Soul Light agreed to implement a different approach when working with the task force. This approach focused on engaging task force members through genuine relationships, authentic collaboration, and unwavering transparency in both collective and individual intentions, information, and accountability.

The ten primary engagement practices implemented to ensure the success of the project are as follows:

1. Investing in relationships first
2. Acknowledging and addressing the need for collective healing before beginning the work
3. Embedding a variety of cultural practices and preferences into meeting design and facilitation
4. Practicing radical transparency in thought, action, and information
5. Creating an environment that ensures everyone’s dignity and respect would remain intact
6. Acknowledging the need for a respected champion for the effort
7. Sharing new information in person to minimize the potential for misinterpretation while inviting feedback and corrections as needed
8. Inviting the right people to the right conversations
9. Keeping true to the language and tone of how participants offered words and ideas
10. Instilling excitement in task force members as they create and implement an unedited destiny for the district and its students
11. Honoring where we have come from and how we are moving forward
A FOUNDATION FOR FAMILY ENGAGEMENT

Foundational elements are the basis of what a group believes, what they do, and why they do it. A foundation consists of a group’s mission and vision, as agreed upon by those working to actualize each.

Foundational elements are normally reserved for use in strategic plans. However, as the task force reviewed and wrote definitions for family engagement, there was a tendency to create complex, compound, multipart paragraphs disguised as sentences. As a result, Soul Light identified an embedded challenge of trying to define family engagement. It determined that the very name “family engagement” is reduced to its simplest definition. Hence, it recommended creating foundational elements, particularly a mission and vision, to provide clarity on what it really means to do good family engagement work without creating cluttered language.

By creating foundational elements for SPS family engagement, all components of community members’ definitions are articulated and presented as fundamental to the work. Missions are designed to articulate what a group does. Visions are designed to articulate why a group does what it does. Finally, strategies are the big ideas that help to focus and organize a group’s attention, efforts, and goals. The foundational elements for the SPS Family Engagement Action Plan are as follows:

MISSION
Family engagement ensures that parents and school staff work together to support and improve the learning, development, and whole health of the students they serve.

VISION
Schools and families collaborate in an authentic partnership to create a path for students to reach their highest potential.
The measure of the task force's success was rooted in an ability to create a place that was clear, accessible, and active on multiple levels. The hope was to create strategies and goals that were easily understood by students, families, and school and district staff. At the same time, it was important to create something that aligned with other efforts while contributing to thriving family engagement practices across the district.

We identified four strategies through a multistage, facilitated process with the task force. These goals help to focus our efforts, activate our mission, and manifest our vision.

**STRATEGY I** – Create a welcoming environment

**STRATEGY II** – Practice two-way communication

**STRATEGY III** – Facilitate respectful interactions

**STRATEGY IV** – Share power and responsibility
**Goals To Make a Difference**

We identified a set of goals within each strategy. The goals are directly tied to the day-to-day work of task force members and the groups they represent.

The strategies identified below reflect the prioritized efforts of the task force. They are designed to engage students, families, and school and district staff on a variety of levels over the course of the next three years. The goals are designed to serve more than one part of the community. Thus, each goal is aligned with over ten standards against which we will measure progress and impact. Measures for each goal are provided in the Family Engagement Action Plan Chart. This is available as a separate document.

**Strategy I: Create a Welcoming Environment**

**Goal 1:** Train all staff to acknowledge and engage everyone who enters and exits the school building with kindness, respect, and integrity

**Goal 2:** Ensure quality of facilities and tools are equitable and accessible

**Goal 3:** Use images and materials that are inspiring and culturally relevant

**Strategy II: Practice two-way communication**

**Goal 1:** Learn cultural norms for students and families

**Goal 2:** Work with all stakeholders to establish two-way communication norms and preferences

**Goal 3:** Communicate with parents across multiple mediums (text, email, phone calls, etc.)

**Strategy III: Facilitate respectful interactions**

**Goal 1:** Share information about students and schools and progress

**Goal 2:** Respond to parents’ questions and inquiries in a timely manner

**Goal 3:** Follow up and through on commitments with professionalism and care

**Strategy IV: Share power and responsibility**

**Goal 1:** Treat students as key partners in their own education

**Goal 2:** Treat parents as partners, resources, and experts in ensuring their students’ success

**Goal 3:** Be transparent and intentional about levels of engagement
**APPENDIX ONE: THE PARTICIPANTS**

The following individuals and organizations accepted the invitation to participate in the engagement process for the Family Engagement Action Plan. If you or someone you know is not listed and would like to be a part of future family engagement efforts, please contact the SPS School-Family Partnerships Department directly at (206) 252-0513.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role or Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Amina Abdale</td>
<td>Family (At-large)</td>
</tr>
<tr>
<td>2. Lara Allen</td>
<td>Family (NE)</td>
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<tr>
<td>3. Lakema Bell</td>
<td>Family (SE)</td>
</tr>
<tr>
<td>4. Deenie Berry</td>
<td>SPS (Multi-Tiered System of Support)</td>
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<tr>
<td>5. Sebrena Burr</td>
<td>Seattle Council PTSA</td>
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<tr>
<td>6. James Bush</td>
<td>SPS (School-Family Partnerships)</td>
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<tr>
<td>7. Carri Campbell</td>
<td>SPS (School-Family Partnerships)</td>
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<tr>
<td>8. Roy Chan</td>
<td>Seattle Housing Authority</td>
</tr>
<tr>
<td>9. Marissa Chavez</td>
<td>Family (SW)</td>
</tr>
<tr>
<td>10. Lori Chisolm</td>
<td>City of Seattle (Parks &amp; Recreation)</td>
</tr>
<tr>
<td>11. Mary Fickes</td>
<td>SPS (Advisory EL)</td>
</tr>
<tr>
<td>12. Veronica Gallardo</td>
<td>City of Seattle (Dep of Ed &amp; Early Learn)</td>
</tr>
<tr>
<td>13. Beth Graves</td>
<td>Communities in Schools</td>
</tr>
<tr>
<td>14. Max Greenberg</td>
<td>University of Washington</td>
</tr>
<tr>
<td>15. Matthey Gulbranson</td>
<td>Family (ESD)</td>
</tr>
<tr>
<td>16. Diana Hinshaw</td>
<td>Family (NE)</td>
</tr>
<tr>
<td>17. Alesia Jessie</td>
<td>SPS (Family Support)</td>
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<tr>
<td>18. Sarah Kent</td>
<td>PTA</td>
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<tr>
<td>19. Anita Koyier-Mwamba</td>
<td>SPS (School-Family Partnerships)</td>
</tr>
<tr>
<td>20. Heather Maiani-Pierce</td>
<td>SPS (Olympic View Elementary)</td>
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<tr>
<td>21. Munira Mohamed</td>
<td>East African Community Services</td>
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<tr>
<td>22. Seth Messinger</td>
<td>Family (NW)</td>
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<tr>
<td>23. Rachel Nakanishi</td>
<td>SPS (Communications)</td>
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<td>24. Robert Njegovan</td>
<td>Highly Capable Advisory Services Cmte.</td>
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<tr>
<td>25. Jennifer Ogle</td>
<td>Family (SW)</td>
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<td>26. Concie Pedroza</td>
<td>SPS (Race &amp; Equity Team)</td>
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<tr>
<td>27. Gloria Renfrow</td>
<td>Family (NW)</td>
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<tr>
<td>28. Mohamed Roble</td>
<td>SPS (School-Family Partnerships)</td>
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<tr>
<td>29. Asosa Sailiai</td>
<td>SPS (School-Family Partnerships)</td>
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<tr>
<td>30. Margo Siegenthaler</td>
<td>SPS (Student Support SPED)</td>
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<td>31. Emijah Smith</td>
<td>African American Parent Group</td>
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<tr>
<td>32. Amy Viklund</td>
<td>Family (At-large)</td>
</tr>
<tr>
<td>33. Tania Westby</td>
<td>SPS (Aki Kurose Middle School)</td>
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</tbody>
</table>
APPENDIX TWO: DOCUMENTS & PLANS REVIEWED
<table>
<thead>
<tr>
<th>DOCUMENT &amp; DATE</th>
<th>ORGANIZATION &amp; AUTHOR</th>
<th>KEY POINTS</th>
<th>RECOMMENDATIONS</th>
<th>IMPLEMENTATION</th>
<th>NOTES</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Standards for Family-School Partnerships</td>
<td>National Parent Teacher Association (PTA)</td>
<td>PTA’s National Standards for Family-School Partnerships 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 community Findings from 2002 research review that were used to inform the PTA National Standards 1. Involvement programs that link to learning improve student achievement 2. Speaking up for children protects and promotes their success. 3. All families can contribute to their children’s success. 4. Community organizing gets results</td>
<td>National standards for Family-School Partnerships were identified, but no recommendations given.</td>
<td></td>
<td>• This is a one-page document • References a 2002 research review, “A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement” authored by Anne T. Henderson and Karen L. Mapp • SPS AAMAC – their 3 Family Engagement Recommendations speak to PTA National Standards 1, 2 and 3 • The updated National Standards shift the focus from what schools should do to involve parents to what parents, schools, and communities can do together to support student success</td>
<td></td>
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<tr>
<td>School Board Policy 4129 – Family Engagement</td>
<td>Seattle Public Schools</td>
<td>• The Board is committed to the creation and implementation of culturally inclusive and</td>
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10
### Superintendent Procedure 4129 – Family Engagement
(September 2011)

**Seattle Public Schools**

The Superintendent shall establish a standing School-Family Partnerships Advisory Committee to advise the Superintendent in the implementation of the Family Engagement Procedure at the school building and District levels.

Each school in the district should develop a family engagement plan aligned with their academic goals and/or school improvement plan and, if applicable, Title I services.

Cited the National PTA Standards for Family-School Partnerships as the six main goals for the district’s family engagement efforts.

### School Board Policy 4130 – Title I Family Involvement
(September 2011)

**Seattle Public Schools**

Board recognition that parent involvement contributes to the achievement of academic standards by students participating in district programs.

Offered six recommendations/guiding principles for parent involvement:
1. Operationalize programs, activities and procedures for involvement of parents in Title 1 schools.
2. Provide the coordination, technical
<table>
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<tr>
<th>Superintendent Procedure 4130 – Title I Family Involvement (September 2011)</th>
<th>Seattle Public Schools</th>
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</thead>
<tbody>
<tr>
<td>The Superintendent or designee shall ensure that the district’s Title I Parent Involvement policy plan and programs comply with the requirements of federal law.</td>
<td>The district involves parents in the joint development of its district wide parental involvement plan.</td>
</tr>
<tr>
<td>1. assistance, and other support necessary to assist participating schools. 2. Build the schools’ and parents’ capacity for strong parental involvement. 3. Coordinate and integrate Title I parental involvement strategies with parent involvement strategies under other programs. 4. Conduct annual evaluation of the content and effectiveness of this policy. 5. Involve parents in decision-making.</td>
<td>1. The district involves parents in the joint development of its district wide parental involvement plan. 2. The district involves parents in the process of school review and improvement. 3. The district provides coordination, technical assistance, and other support to assist Title I, Part A schools. 4. The district coordinates and integrates parental involvement strategies with similar strategies of other programs (i.e.</td>
</tr>
</tbody>
</table>
5. The district conducts, with the involvement of parents, an annual evaluation of the policy.
6. The district builds the schools’ and parent’s capacity for strong parental involvement.
7. School district personnel works with school personnel engage parents as equal partners.
8. The school district ensures information is sent to the parents of participating children in an understandable and uniform format.
9. Each school offering Title I, Part A services will have a separate school building parent involvement policy.

| Partners in Education | SEDL / American Institute for Research / US Department of Education | The Framework builds on existing research suggesting that partnerships between home and school can only develop and thrive if both families and staff have the requisite collective capacity to engage in partnership. **The Challenge**
- Lack of opportunities for School/ Program Staff to build the capacity for partnerships |
|---|---|---|
| **Policy and Program Goals** – to build and enhance the capacity of staff/families in the “4C” areas:  
- Capabilities (skills and knowledge)  
- Connections (networks)  
- Cognition (beliefs, values)  
- Confidence (self-efficacy) | Initiatives must include a concerted focus on |

- This document is referenced in almost all the other documents listed in this table.
- Co-authored by Karen L. Mapp, Ed.D. – Faculty Director, Education and Policy Management | Senior Lecturer on Education at Harvard University
- Over the past twenty years, Dr. Mapp's research and practice focus has been on the
<table>
<thead>
<tr>
<th>Strategic Plan (2013 – 2018)</th>
<th>Seattle Public Schools</th>
<th>Mission: Seattle Public Schools is committed to ensuring equitable access, closing the opportunity gaps and excellence in education for every student.</th>
<th>Vision: Every Seattle Public Schools’ student receives a high-quality, 21st-century education and graduates prepared for college, career and life.</th>
<th>Core Beliefs: We believe that the District wide commitment to these core</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Recommendations/Strategies for Goal #3: Strengthen school, family and community engagement. 1. Ensure each school’s culture promotes equitable outcomes in student learning through a welcoming, supportive, safe and healthy environment. 2. Support proactive and transparent communication with all stakeholders to foster trust and collaboration.</td>
<td></td>
<td>Under the goal to “Strengthen School, Family and Community Engagement,” there are three Strategies with corresponding initiatives/objectives, and then metrics underneath the initiatives/objectives.</td>
</tr>
</tbody>
</table>
|  |  | • Lack of opportunities for Families to build the capacity for partnerships  

Opportunity Conditions – Process Conditions  
• Linked to learning  
• Relational  
• Development vs. service orientation  
• Collaborative  
• Interactive  

Opportunity Conditions – Organizational Conditions  
• Systemic: across the organization  
• Integrated: embedded in all programs  
• Sustained: with resources and infrastructure  

developing adult capacity, whether through pre- and in-service professional development for educators; academies, workshops, seminars, and workplace trainings for families; or as an integrated part of parent-teacher partnership activities. |  | • Who is tracking/collection/analyzing data for the metrics? |
|  |  | cultivation of partnerships among families, community members and educators that support student achievement and school improvement.  
• From 2011 to 2013, Mapp served as a consultant on family engagement to the United States Department of Education in the Office of Innovation and Improvement. |  | • The Strategic Plan lays out a 5-year roadmap (2013-2018) to accomplish the SPS Vision that “every student graduates prepared for college, career and life.”  
• There are three goals listed in the Strategic Plan. The third goal is to “Strengthen School, Family and Community Engagement.” This means it should be a priority at every level of the district. |
beliefs is vital at all levels of the organization and will enable students to succeed and become responsible citizens.
- Our students come first
- High-quality teaching and learning are the keys to student success
- A safe and orderly learning environment supports student success
- A high-performing District includes effective leadership, accountability, effective organizational systems and an engaged community

**Strategic Plan 2013-2018 Goals**
1. Ensure educational excellence and equity for every student.
2. Improve systems District wide to support academic outcomes and meet students’ needs.
3. Strengthen school, family and community engagement.

3. Build partnerships among students, families, staff, labor partners and the community to support academic success.

**Five priorities to enhance and strengthen stakeholder engagement (carried over from 2008-2013 SPS “Excellence for All” Strategic Plan):**
1. Update the SPS website
2. Engage families more often and more effectively
3. Conduct effective outreach and engage community leaders
4. Engage staff as key stakeholders
5. Be focused and collaborative in partnerships.

<table>
<thead>
<tr>
<th>School Family &amp; Community</th>
<th>Seattle Public Schools</th>
<th>Three consistent elements of successful family</th>
<th>Recommendations for/Strategies of</th>
<th>• References the Dual Capacity-Building</th>
<th>• School Family &amp; Community Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnerships Plan (February 2015)</td>
<td>Department of School Family Partnerships / Family Engagement Task Force</td>
<td>engagement efforts that emerge from the research are that:</td>
<td>Successful Family Engagement</td>
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<td></td>
<td></td>
<td>1. All parties work together to build a foundation of trust and respect;</td>
<td>1. Build Relationships and Create a Welcoming Environment – Every family coming into the school or interacting with school personnel feels welcome.</td>
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<td></td>
<td></td>
<td>2. Family engagement efforts and strategies are firmly connected to learning objectives; and</td>
<td>2. Establish Reciprocal Communication – Families and school staff engage in regular, two-way, meaningful communication about student learning.</td>
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<td>3. Efforts to reach out and engage parents go beyond the schoolhouse doors and do so consistently throughout the year. (Henderson and Mapp, 2002).</td>
<td>3. Influence Decision Making/Share Power – Families and school staff are equal partners in decisions that affect children and work together to create policies, practices, and programs.</td>
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<td><strong>Family Engagement Should</strong></td>
<td>4. Support Every Family – Families and school staff continuously collaborate to support student’s learning and healthy development, both at</td>
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<td>• Recognize families as children’s primary educator</td>
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<td></td>
<td></td>
<td>• Engage with students, families, and community</td>
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<td></td>
<td>• Effectively communicate with students, families, and the community partners</td>
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<td></td>
<td></td>
<td>• Strategically partner with key family,</td>
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<td></td>
<td></td>
<td><strong>Successful Family Engagement</strong></td>
<td>Plan lists four initiatives</td>
<td></td>
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<td><strong>Framework (authored by Karen L. Mapp and Paul J. Kuttner)</strong></td>
<td>SPS has already undertaken to strengthen family engagement. How are these initiatives doing today?</td>
<td></td>
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<td></td>
<td></td>
<td>1. Family Connectors University</td>
<td>1. Family Connectors University</td>
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<td>2. Parent Advisory Council to the Superintendent</td>
<td>2. Parent Advisory Council to the Superintendent</td>
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<td></td>
<td></td>
<td>• Where is SPS with Systemic Implementation and Theory of Action (page 16)?</td>
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<td>• Can SPS link all its family engagement initiatives to one of the six family engagement strategies?</td>
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<td><strong>social, and business communities as well as universities to improve student learning</strong></td>
<td><strong>home and at school.</strong></td>
<td>5. Collaborate with Community – Families and school staff are connected to expanded learning opportunities, community services, and civic participation.</td>
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<tr>
<td>• Consistent and strategic implementation of communications on district</td>
<td><strong>Engagement with students, families, and community partners to improve student performance</strong></td>
<td>6. Link to Student Learning– 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.</td>
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<tr>
<td>• Understand and appreciate that families all love their children and want them to succeed</td>
<td><strong>Effective communication with students, families, and the community partners</strong></td>
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</tr>
<tr>
<td>• Engagement with students, families, and community partners to improve student performance</td>
<td><strong>Strategic partnerships with key family, social, and business communities, as well as universities, to prove student learning</strong></td>
<td></td>
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<tr>
<td>• Effective communication with students, families, and the community partners</td>
<td>• Recognize families as their children’s home and at school.</td>
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</table>
first teacher and most effective advocate.

- Effective and consistent two-way communication with students, families, educators, district staff and community partners.
- Build District and school capacity to effectively implement family engagement and equitable priorities and strategies.
- Strategically partner with key family, social, and business communities as well as universities to improve student learning.

<table>
<thead>
<tr>
<th>Community Engagement Toolkit</th>
<th>Seattle Public Schools</th>
<th>SPS Community Engagement Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>(February 2017)</td>
<td></td>
<td>1. To improve district decisions by surfacing our communities’ varied concerns and perspectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. To improve student outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. To improve the public’s trust and satisfaction in Seattle</td>
</tr>
</tbody>
</table>

- Offer opportunities for people to gather at convenient and comfortable locations at a variety of convenient times.
- Ensure engagement consists of more than one meeting and includes time in the process to make informed decisions.
- When possible, allow for 360° Planning Perspective

- Toolkit includes worksheets, summary document, timeline and expense templates to help plan for community engagement
- The toolkit is a resource for SPS departments looking to execute a community engagement campaign
- Includes listings of possible internal and external stakeholders, as well as potential community engagement partners

- Has this toolkit been disseminated to schools/FEAT teams?
- Where can this document be found?
- Is there a “coach” in the SPS School-Family Partnerships department that can guide people through the document/answer questions?
<table>
<thead>
<tr>
<th>SEATTLE PUBLIC SCHOOLS DOCUMENT REVIEW</th>
<th>Family Partnerships &amp; Engagement (2011 – 2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPS Community Engagement</strong></td>
<td><strong>Departments to Engage</strong></td>
</tr>
<tr>
<td><strong>Guiding Principals</strong></td>
<td>• Family &amp; School Partnerships</td>
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<tr>
<td></td>
<td>• Race &amp; Equity</td>
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<td>• Operations</td>
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<td>• Dept. of Tech</td>
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<td></td>
<td>• Research, Evaluation and Assessment</td>
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<td></td>
<td>• Coordinated Student Supports</td>
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<td></td>
<td>• Teaching and Learning</td>
</tr>
</tbody>
</table>

- **Public Schools through more transparent engagement and communication**
  - Facilitate understanding.
  - Build sustainable and supported decisions for the school district.
  - To keep racial equity front and center of district and school-level decisions.

- **sustained involvement by community stakeholders.**

- **SPS Community Engagement**
  1. Involve all sectors of the impacted community including teachers and internal staff.
  2. Involve the community early in the planning and decision-making process.
  3. Have a learning component that helps build community awareness and knowledge around the subject at hand.
  4. Utilize community partnerships and expertise.
  5. Employ clear, open, and consistent communication.
6. Community engagement is driven by the aspirations that stakeholders hold for their future.
7. Ask the community to engage on important questions and acknowledge its views and contributions.

SPS Community Engagement Planning
STEP 1: Initial Planning – Decision, Stakeholders, and Influence
STEP 2: Selecting a Community Engagement Level
STEP 3: Designing a Community Engagement Plan

SPS Community Engagement Framework – Tiers
Tier 1: Inform
Tier 2: Consult/Involve
Tier 3: Collaborate

African American Male Advisory Committee – Recommendations to the Superintendent (September 2017)

<table>
<thead>
<tr>
<th>Seattle Public Schools</th>
<th>Recommendations given in five categories</th>
</tr>
</thead>
</table>
| Dr. Brent Jones - Chief, Strategy & Partnerships Officer and Committee | 1. Attendance  
2. College and Career  
3. Community Partnerships  
4. Family Engagement  
5. Policy and Practice |

| 1. Every African American male student and/or family is warmly welcomed to school every day.  
2. Parents and teachers in every school are actively learning to partner together to support student success (Harvard’s Dual Capacity) |

AAMAC Recommendations were introduced at the Eliminating Opportunity Gaps (EOG) Institute on October 13, 2017 at Chief Sealth High School.

- Report references the Dual Capacity-Building Framework (authored by Karen L. Mapp and Paul J. Kuttner)
- Advisory committee consisted of SPS employees, community members, representatives from Seattle DEEL and others

Which recommendations have been implemented?
### Engaging Families During the Transition to High School

(October 2017)

**Principal Leadership Magazine**
Martha Abele Mac Iver (Johns Hopkins University) and Adie Simmons (SPS)

- Article highlighted Seattle Public Schools' partnership with researchers from Johns Hopkins University.
- Partnership launched a continuous improvement program called the Family Engagement for High School Success Initiative.
- National studies consistently point to the importance of 9th grade as a pivotal year in a student’s high school trajectory.
- Intentional family engagement activities by secondary schools have shown to increase parental efforts in supporting student learning, modeling learning behaviors, and reinforcing the importance of schoolwork and success in school.
- The key to success involves multiple interactions, not "one and done."

- Launched a continuous improvement program called the Family Engagement for High School Success Initiative.
- Members of middle and high school teams received training about the continuous improvement approach and how to equip families to support their students' attendance and course performance during the first year of high school.
- A district family engagement manager offered monthly coaching to schools as they planned, implemented, and reflected on their family engagement activities.
- Middle schools collaborated with high schools to provide opportunities for families to learn more about high school expectations and logistics (i.e. information nights).

- References a consistent/unified family engagement effort on the part of SPS. Not just theory, but "here's what we actually did"
- Ties into SPS Strategic Plan, Goal #3 – Strengthen school, family and community engagement

### Road Map Project

**Family Engagement**

**INSTITUTE FOR EDUCATION LEADERSHIP**

- Perceptions and evidence indicate that

**District-level Systemic Recommendations**

- This report appears to have been

- Of the 15 recommendations given, which ones have been implemented?

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The SPS School-Family Partnerships team sharing "what's working" about this initiative with the Family Engagement Task Force?
District Assessment Report
(January 10, 2018)

Michele Brooks and Kwesi Rollins, Lead Consultants

because the baseline expectation for engagement has not been shared, supports and tools that exist are not organized centrally to efficiently support engagement practice across the system.

- SPS has developed a toolkit to guide stakeholder engagement that is grounded in effective practice, however, the debrief session discussions indicate that trust between families and SPS remains an issue.

1. Establish and promote a common/shared definition of family and community engagement that will ground effective practice and reflect SPS core values. [This recommendation is common across districts and provides an opportunity for RMP regional supports.]

2. Market and brand SPS family engagement core values as part of SPS strategic direction in ways that elicit deeper understanding and recognition of family engagement as a priority for improvement.

3. Utilize the standards identified in the SPS Family Engagement Policy Procedural Document to develop a rubric for schools to serve as a guide to implement and assess effective family engagement practice.

4. Leverage the SPS community

commissioned by The Road Map Project in collaboration with SPS

- Consultants for the report are the Institute for Education Leadership
- Recommendations suggested in this report align to the Dual Capacity-Building Framework for Family-School Partnerships (authored by Karen L. Mapp and Paul J. Kuttner)
|   |   | engagement principles to convene a cross functional collaborative to support planning and implementation of effective practice. This group could conduct a policy review to identify compliance leverage points and opportunities for alignment and identify baseline expectations for engagement with indicators that all schools will be expected to report on such as; two-way communication, parent representatives on school leadership team or data-driven parent-teacher conferences. 5. Perform a district scan to identify all engagement activities and strategies currently being implemented at the school level to develop a plan for coherence and |   |   |   |
alignment to process conditions (Dual Capacity-Building Framework).

6. The SPS MTSS framework seems to contradict SPS articulated values regarding the engagement of families. SPS should reconsider the engagement of parents as it implements the framework.

7. Leverage an “MTSS-like” framework approach to develop and organize the supports and tools offered to schools and educators to meet baseline expectations. For example: if a baseline expectation for all schools is a parent advisory group that provides input and feedback on school-based policies and decisions; then supports may be a guide to engaging parents in the decision-making process (universal); a training for principals (targeted) and technical assistance to
8. Provide opportunities for data sharing and deepening district-wide connections to family engagement by creating regular opportunities for cross-department collaboration (organizational conditions- DCBF) and information sharing to reduce the silo effect.

Capacity-Building Supports

9. Extend equity approach to family engagement by requiring schools to be more specific in their Family Engagement section of their CSIP. Utilize the data from the school climate survey as evidence to support school’s family engagement action plans and CSIP goals and strategies. The section should include clearly defined SMART goals that have measurable outcomes and strategies target specific families that are not currently
10. Provide schools with a rubric for the family engagement component of the CSIP to ensure that schools have a guide for assessing the effectiveness of their strategies. Provide opportunities for school teams to be exposed to effective strategies that will improve their practice.

11. Leverage principal evaluation (AWSP) to build internal capacity and collaboration between departments by jointly identifying exemplars that raise the bar for family engagement and developing supports for evaluators. Provide supports for principal evaluators to ensure consistency and accuracy in the process.

12. Leverage the Danielson evaluation criteria by developing specific expectations regarding
communications with parents and engage union leadership in raising the bar for distinguished practice to align with effective engagement practice. Develop a SPS specific rubric for effective practice and provide sessions with principals to ensure they can provide effective assessment and constructive feedback based on the SPS rubric.

13. Provide school leaders with tools and supports to ensure that all engagement events and strategies are grounded in building relationships of trust and linked to learning. (For example: 3 key criteria for family engagement activities) Develop school-based modules for building school capacity for promoting events and strategies aligned to process conditions (Dual...
### Capacity-Building Framework

**Focused Recommendations (High Need Schools)**

14. Provide Title I schools in Seattle Public Schools with specific baseline strategies that meet requirements in a way that builds capacity for effective practice (such as School-Parent Compact redesigned to link to learning and establish a process for collecting data for continuous improvement.

15. Leverage the lessons learned from the Engaging Families in High School Success Initiative to identify key elements of success and develop strategies that replicate effective practice in identified ‘high needs’ schools.

<p>| LS Final Priority List (taken from recommendations provided by IEL Road Map Project – Seattle Public Schools) | • IEL Report provided 15 recommendations to support family and community engagement | • 12 of 15 were identified as “Initial Priorities” by Seattle Public Schools, divided into “Low-Hanging” and “Short-“ | • Of the 15 recommendations given, which ones have been implemented? • Is there a plan/intention |</p>
<table>
<thead>
<tr>
<th>Family Engagement District Assessment Report</th>
<th>Term priorities</th>
<th>for the 3 recommendations not prioritized to be implemented?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washoe County School District Family Engagement Plans</td>
<td>4 of 12 priorities were identified as both “Low-Hanging” and “Short-Term” priorities</td>
<td>Rubric created to score/assess family engagement plans of an individual school</td>
</tr>
</tbody>
</table>

**Identified seven elements of family engagement:**
1. Comprehensive Needs Assessment Data
2. Family Engagement Measurable Objectives
3. Family Engagement Standards
4. Action Steps
5. Evidence
6. Individuals Responsible - Shared Responsibility for Plan
7. Level of Impact/Systemic Efforts

**Each element scored on a scale from 0-3**
- 0 points – Undeveloped
- 1 point – Minimally developed
- 2 points – Developed
- 3 points – Highly Developed