

# Superintendent Procedure 4129SP

## Family Engagement

Approved by: s/Denise Juneau Date: 5/30/19

Denise Juneau, Superintendent



### **Introduction:**

The Board recognizes that family engagement in education has a positive effect on student achievement and is an important strategy in reducing achievement gaps. The intent of this procedure is to create and maintain a district-wide climate conducive to parent and family involvement and develop and sustain partnerships that support student learning and positive child and youth development in all schools.

### **Definitions:**

The term “family” is used to denote parents, extended family, guardians, or other persons with whom the student lives. “Parent” or “family” may also include community members or other concerned adults involved in the student’s life, pursuant to state and federal laws surrounding confidentiality.

“Family Engagement” refers to school/family partnerships. It is the collaborative interaction between educators and families in activities that promote student learning and positive child and youth development at home, in school, and in the community, including but not limited to regular, two-way and meaningful communication between parents and school personnel; outreach to our diverse families; parent education; staff professional development; volunteering; school decision making; and advocacy. Family Engagement is a shared responsibility which is continuous from Kindergarten through 12<sup>th</sup> grade and reinforces learning that takes place in all settings.

### **Implementation:**

The Superintendent shall oversee the implementation of this procedure. Effective implementation of the Family Engagement procedure requires Board commitment, policies and practitioner tools, and active participation of parents, family and community members, school staff, and central office administration.

Planning will take the following forms:

- Each school in the district shall develop a family engagement plan aligned with their academic goals and/or school improvement plan and, if applicable, Title I services.
- Plans should be tailored to the realities of school families, be culturally responsive to the school population and delineate strategies to greater family participation in education (particularly families who are economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic community that is furthest from education justice)

The district’s family engagement efforts will be based upon Four Pillars and their twelve goals. They will include, but not be limited to, the following:

- A. **Welcoming Environment:** Activities to encourage a variety of parental and familial volunteer opportunities in schools both in the classroom and in other areas of the school including attendance at local school programs and events. Schools and central office staff provide a welcoming environment to all. Support and assistance is valued and sought.
- B. **Two-Way Communication:** Regular and effective two-way communication between all families and schools regarding student achievement, district policies and procedures, local school operating procedures, and an individual child's progress.
- C. **Facilitating Respectful Interactions:** Promote and Support effective student readiness to learn. We learn from families and families learn from us. Information and programs for families on how to establish a home environment to support learning and appropriate behavior.
- D. **Sharing Power and Responsibility:** Information and programs for families about how they can assist their own children to learn and meet the student's short-term and long-term educational goals. Create a supportive environment for learning at home, at school and in the community that honors our diverse cultures.

In order to achieve these goals, the district and school staff will comply with the roles and responsibilities that are outlined below.

**District Administrators and Staff will:**

Work with Principals to build their capacity to support their staff to have stronger, healthier relationships with families.

- Provide professional development for central office teams and school-based staff to strengthen family engagement practices.
- Work in partnership with Community Based Organizations (CBO's) that are building parent/guardian capacity to engage with schools to advocate for students.
- Develop sustainable systems for district/school staff and families to develop effective partnerships and positive problem resolution.
- Provide trainings for families to make district expectations and standards more transparent and to support staff capacity to engage with students and families as key partners in the student's education.

**School Staff will:**

- Engage with everyone who enters and exits the building with kindness, respect and integrity; ensure quality of facilities and learning tools are equitable and accessible; use materials that are inspiring and culturally relevant.
- Establish cultural and communication norms and preferences with all stakeholders to establish an inclusive and culturally represented learning environment.
- Be as flexible as possible when scheduling appointments and school events with families; engage with students as partners in their education; engage with families as partners and resources in co-creating their student's education.
- Communicate with families across multiple media and methods and respond timely to any family needs pertaining to student learning.

**Accountability:**

The Superintendent shall convene annually a stakeholder group comprised of staff and existing equity-focused committee members (i.e. Equity and Race Advisory Committee, Superintendent's Student Advisory Committee, African American Male Advisory Committee, etc.). This stakeholder group will review the School-Family Partnership Plan and make recommendations for amending the Plan.

Schools shall report progress toward meeting equity-focused family engagement goals through their yearly CSIP review.

Approved: September 2011

Revised: May 2019

Cross Reference: Policy No. 4129