



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Family Engagement Guidance and Toolkit

2020

FAMILY ENGAGEMENT GUIDANCE AND TOOLKIT

Reopening Schools 2020–21

2020

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Dear Families, Administrators, Educators, and Community Organizations:

These past months have brought about changes that were previously unimaginable. As educators provide a variety of learning opportunities to Washington students, they continue to build authentic partnerships with their students' families. The Office of Superintendent of Public Instruction (OSPI) staff appreciates the dedication of the state's educators as they build strong partnerships with their students and their families.

This publication is a companion resource to the OSPI's prior [Reopening Washington Schools 2020 District Planning Guide](#), issued June 2020. The Family Engagement document provides guidance and strategies for building strong family, school, district, and community partnerships, and identifies resources to build and strengthen connections across these groups. You will find key questions, suggested actions, and resources for five categories of building successful Family engagement. They are:

- Sharing Planning and Decision Making
- Communication
- Strengthening Relationships
- Supporting Learning at Home
- Community Partnerships

Family engagement is a key strategy to supporting all students and families and is especially important for sustaining relationships and providing resources to vulnerable children and youth. Strong partnerships are built by developing district, school, and classroom plans for communications with families, providing families with information on community resources, and by providing families with ways to support learning at home. The outcome of authentic family engagement produces positive support and services for every student.

We greatly appreciate the partnership of the stakeholder workgroup in providing questions, considerations, and recommendations to support the development of this guidance document. OSPI's staff will continue to meet with the Family Engagement workgroup, families, and district educators to update this resource as additional information, questions, and input become available. [Please submit ongoing feedback, suggestions, and questions about this publication through SurveyGizmo.](#)

In partnership,

Gayle Pauley
Maria Flores

OSPI VISION, MISSION, VALUES, AND EQUITY

Vision

All students prepared for postsecondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Equity Statement

Each student, family, and community possess strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring Educational Equity

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

FAMILY ENGAGEMENT GUIDANCE AND TOOLKIT FOR REOPENING WASHINGTON SCHOOLS 2020

This Family Engagement Guidance and Toolkit was developed as a companion resource to OSPI's [Reopening Washington Schools 2020 District Planning Guide](#). Representatives from schools, districts, Educational Service Districts (ESD), educational professional organizations, racial and ethnic commissions, private schools, and community organizations participated in the development of the guide. Their voices are represented throughout the document.

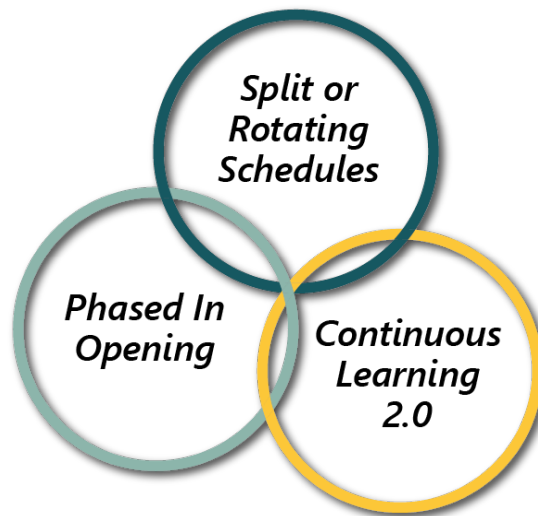
Guidance for all district staff, school administrators, and teachers are provided. Information is included on ways to provide services and training to support families and students during and after the COVID-19 health crisis. This document addresses guidance on family engagement practices and strategies; addressing issues of equity in access; ensuring meaningful, reciprocal and culturally responsive communication and collaboration; and providing supports and services to help families support student learning across the continuum of reopening and continuous learning models. We recognize every family has unique needs and assets, that schools and districts serve diverse student populations, and that this guidance must be applied through local context.

Family engagement is a key strategy to enhancing student engagement and achievement. By ensuring families are receiving consistent communication, necessary supports for a variety of learning options, and connections to key community partners; schools and districts will best support the students they serve and their families.

SCHEDULING CONCEPTS FOR CONSIDERATION

The [Reopening Washington Schools 2020 District Planning Guide](#) identified three scheduling concepts for use if schools cannot meet physical distancing requirements and are limited in face-to-face instruction opportunity:

- Split or rotating schedules with continuous distance learning
- Phased-in opening with continuous distance learning
- Continuous Learning 2.0-an improved version of the distance-only learning models implemented in Spring 2020



As outlined in the [Reopening Washington Schools 2020 District Planning Guide](#), the priority for reopening schools is to serve students with as much face-to-face time with their educators and peers in schools as possible, consistent with health and safety guidelines. Schools must prioritize in-person services for students with the greatest needs, particularly students with disabilities, English Learner/Multilingual students, Migratory students, Highly Capable Program students and other students who need additional learning and socio-emotional supports. These supports are needed during the school day and through additional opportunities, such as before or after school. All districts must be prepared to shift to continuous remote learning should there be a need for a short or long-term school facility closure.

In addition, considerations need to be made as to when families are available for districts, schools and teachers to meet to institute and continue family engagement practices. Often families are not available during the normal school hours. They may work in the agriculture industry, health related services, and may have other types of work that take them away from their families during school hours.

The information, strategies, and resources included throughout this document are focused on the following priorities:

- Families are their child’s first teacher and they understand their child’s strengths and challenges better than anyone else does. When families are able to share their insights and engage with educators, a students’ learning is deeper, more meaningful, and successful.
- Culturally responsive family engagement focuses on serving the needs of each community in a school and recognizes the uniqueness and intersectionality of diverse cultural backgrounds.
- For the purposes of this work, the term “family” is used rather than “parent.” Family includes foster parents, extended family members or kinship care, older siblings, legal guardians, de facto parents or designees, mentors and a variety of other adults who serve as caring partners in the education of children and youth.

“Now more than ever, school districts have an opportunity to seek individual and collective student input. Student and family input should inform district and school level planning to actively engage each and every student and their families.” – Superintendent Chris Reykdal

FAMILY ENGAGEMENT PRACTICES ACROSS THE CONTINUUM

Schools that succeed in engaging families in a culturally responsive manner share three key practices:

- Focus on building trusting, collaborative relationships among teachers, families, and community members.
- Recognize, respect and address families’ needs, as well as cultural and socioeconomic differences.
- Embrace a philosophy of partnership where power and responsibility are shared.¹

The terms “engagement” or “partnership” are more inclusive than “involvement.” The concept of partnership recognizes that families and schools share authority and responsibility for students’ learning and development. The term “engagement” as opposed to mere “involvement” suggests that educators have a special responsibility to engage and welcome the active and authentic participation of families in students’ schooling.

Family engagement is the shared responsibility of schools, community organizations, and employers. These partners value family input and are committed to supporting the intentional engagement of families in meaningful ways. Families and community partners are given access, voice, and ownership in the education of students. School, family, and community partnership is continuous across a student’s life and entails enduring commitment but changing roles as students mature from childhood into young adulthood.

¹ Henderson, A. T. & Mapp, K. L. (2002) *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Southwest Educational Development Laboratory (SEDL).

Characteristics of Effective Partnerships

School-Family-Community partnerships support the academic, social, emotional, cultural, and physical development of students. Partnerships begin with efforts to build relationships based on mutual trust and respect. Effective partnerships are systemic. Schools and families share decisions when writing district and schoolwide policies, including a school-family-community partnership policy. Schools clearly communicate in the home language of the students and reflect an understanding of diverse cultural norms and practices, including trusted entities in the communities. Communication is reciprocal and takes place through a variety of methods with multiple access points that work for family and community partners.

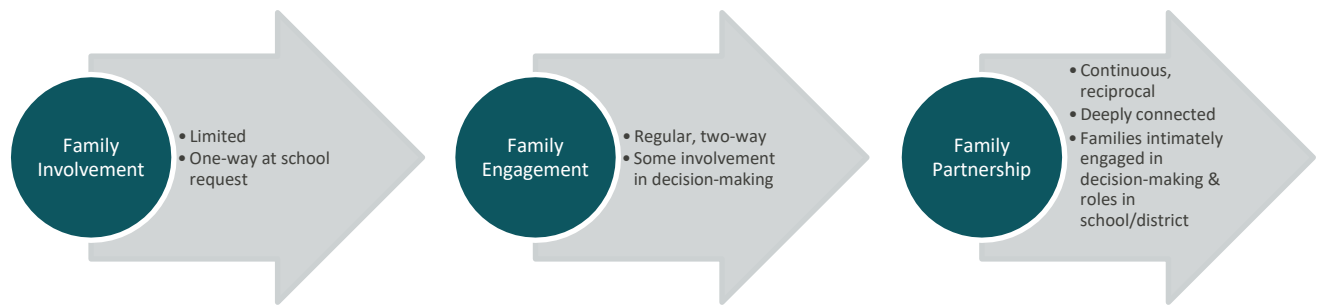
Schools recognize the ways in which families support learning at home and provide tools to strengthen this support. Effective engagement practices can and should be defined by the student's family and community as often as possible and include efforts and activities that honor and take place within the student's community. Families will collaborate as equal contributors with staff regarding what "meaningful" family engagement looks like for their students.

When schools provide training to families and communities about the public education system and have clear policies, families are able to advocate for their students and others, as well as serve in leadership roles at various levels in the school community. Educators benefit from this kind of engagement by learning more about students and their families. This leads to responsive teaching and effective instructional strategies and improves services and results for children. Effective school-family-community partnerships move beyond compliance toward creating relationships based on mutual trust and respect that support the academic achievement of all students.

Family Engagement Continuum

Currently in Washington, a statewide family engagement model has not been identified, but many school districts have adopted research-based family engagement models to support their work with families.

In most family engagement models, the different practices and strategies are aligned in a continuum from the least to most effective. In this guidance document, family engagement practices are aligned in a continuum from involvement, to engagement, and ending with partnership.



Family Engagement

This family engagement planning guide was developed to support districts, schools, and classrooms with planning for implementation of positive family engagement and participation practices. Each section begins with guided questions that were compiled from considerations and concerns raised by workgroup members. As you review the information for each area, read from left to right to gain an understanding of the progression from Family Involvement to Family Engagement to Family Partnership. As you review each of the three, a pattern will be seen as the complexity of actions builds to a deeper commitment to constructing strong, beneficial interactions with all of Washington’s 1.1 million students and their families. You will see that many different voices from the workgroup are honored and are included in the following sections.

STRATEGIES AND TOOLS FOR FAMILY ENGAGEMENT

This section of the guide is designed to walk educators, schools and school districts through guided questions to inform their planning and identifies specific strategies and tools along the family engagement continuum in the following areas:

- Shared Planning and Decision Making
- Effective Communication
- Strengthening Relationships
- Supporting Learning at Home
- Collaborating with Community Partners

Sharing, Planning, and Decision Making

Families share planning and participate in meaningful roles in the district/school decision-making processes through representative groups, committees and other forums.

Outcome

Families and community members are active contributors to district/school decision-making and planning processes. They engage in relevant decisions about supporting student learning, school policy and practice, and community building initiatives.

Families, school, and district staff are equal partners in decisions that affect students. Together they work to inform, influence, and create policies, practices, and programs.

Schools and districts that promote shared responsibility encourage collaboration between all parties involved in a child's education. If families, students, teachers, school staff, and community members can speak their concerns, take part in decision-making processes, and meet openly to debate important questions, there is shared responsibility for student success.

Guiding Questions for Schools/Districts to Consider

- What are the district's/school's current family engagement practices and protocols?
- Does the district/school have a well-designed communication plan and a feedback system for that plan (from the beginning)?
- How are districts/schools addressing power dynamics within shared planning and decision-making?
- Participation does not mean everyone gets what they want. How are expectations built to ensure a collaborative process that has identified common decision-making protocols are followed?

- How is the scope of meetings/communication defined?—sharing info > input > feedback > building plans together

- How are families and students who experience opportunity gaps most engaged in shared decision making and planning? (from the beginning-including agenda creation)
- How will you engage families (identify methods), considering language, technology, and district demographics?
- How is information collected from families to ensure their questions and concerns are addressed? (e.g.: What if older siblings are watching younger children during the day?)
- How do you “hear” from ALL families, especially at a time when so many expectations are placed on the family?
- How have school/district staff been equipped to find creating avenues to listen to families, including those who may be harder to ‘reach’?
- How do we think about value and belonging?
 - How is it mutually beneficial?
- How do we build trusting relationships with families and students?
- If/as, districts instructional models (hybrid, online, etc.) are changed, how do we ensure those are built on family needs as well?
- How will we support building staff and leadership to be able to engage families (mental/emotional/skills)?
 - How does the flow of communication across roles work?
 - Leadership, teachers, etc. – how do we explicitly ensure families are reached.
 - How do we get information to instructional staff for processes/tools/methods/expectations?
- How does the district/school address long-term planning considerations with families?
 - Comprehensive MTSS implementation
 - Community partnerships–(Provide resources, partner with community organizations for additional supports, etc.?)
- What are the processes for vetting instruction/curriculum with families, community members, etc. to ensure culturally responsive instruction?

CLASS/CLASSROOM

Family Involvement	Family Engagement	Family Partnership
Provide information to families on the success of their student or communicating only when necessary.	Add to the actions under Family Involvement by soliciting input/feedback from family members to address the learning and social-emotional needs of the student and ask families what they need.	Build family partnership guidelines and actions with families, include family representatives from the start, this assists in building trusting relationships
Inform families on what they need to know about the school or their students in an email.	Provide communications to families on a periodic basis.	Provide regular communication with all families; not tied to timelines (e.g. meet when needed not just when IEP parent/teacher conference is due)
Provide families contact information for their child's/youth's teacher.	Communicate with families to address any conflicts that arise which in some circumstances may be managed by others (union, district, lawyers etc.). Conflict resolutions starts in the classroom between the teacher, the student and the family.	Provide families and educators with information on addressing a conflict situation. Ensure there is a well-defined process and readily available supports for addressing a conflict.

SCHOOL/BUILDING

Family Involvement

Family Engagement

Family Partnership

Notify and provide families access to the school improvement plan.	Seek family input to address components of the school improvement plan.	Use an assessment of family engagement practices as part of school improvement plan. Develop and implement the plan with families, students, community members representative of the school's student population.
Write a family partnership mission statement and distribute to families.	Invite family members who traditionally work with the school to assist in the writing of the family partner mission statement. Develop a system (written plan that everyone has access to) for collaborating.	Implement a school family partnership mission statement, keeping this partnership central to the values of the school and teach students about the value of family partnerships. Build an administrative team.
Support the PTA or PTO as they arrange parent meetings	Post all PTO/PTA documents on website to inform parents of opportunities to participate in decision-making opportunities impacting student supports and school activities.	Encourage and facilitate parent participation in PTA or other parent organizations, advisory councils or committees for parent leadership and participation. Include parent advocates who understand school systems and represent diverse parent groups.
Respond to family questions when asked.	Develop office hours to respond to family needs and questions. Ask parents how they would like to communicate with the school and receive communications from the school.	Set schoolwide response protocols and set expectations for responding to family needs/questions (e.g. 24 hours).

SCHOOL DISTRICT



<p>Notify families of the district improvement plan/strategic plan.</p>	<p>Ask families to provide input to the district's improvement plan/strategic plan.</p>	<p>Complete the district's improvement/strategic plan with active participation with families, students, and community members that are representative of the overall student population.</p>
<p>Write a district family partnership mission statement and distribute to all families using multiple platforms.</p>	<p>Invite family members to participate in the writing of the district family partner mission statement and hold open comment periods for additional family input.</p>	<p>Implement a district-level family partnership mission statement, keeping the partnership central to the values of the district and including family representatives from all racial and ethnic groups representing the district's student population. Allocate district resources toward maintaining family partnerships (e.g. staffing, and implementation budget).</p>
<p>Identify a district representative to respond to family questions when asked.</p>	<p>Develop district office hours (include times when families have available) to respond to family needs and questions. Ask parents how they would like to communicate with the district and receive communications from the district.</p>	<p>Develop a set of district responses to commonly asked questions to provide to families. Set districtwide expectations for responding to family needs/questions (e.g. respond within 48 hours).</p>
<p>Identify community partners for families and publish a district inventory of possible partners.</p>	<p>Invite community partners to meet with families to explain the resources they offer through video conferencing, brochures or other communication models.</p>	<p>Provide information to families on community partners that have MOUs with the district. Work with community organizations to eliminate fee structure issues for families.</p>

STATE

Family Involvement	Family Engagement	Family Partnership
<p>Write a state-family partnership mission statement, keeping partnership central to the values of the state and provide teaching resources to inform students about the value of family partnership.</p>	<p>Collect information from families with students being served by state and federal programs on the priorities for a state-family partnership mission statement.</p>	<p>Align districts' mission statements to the states' and provide information of common elements on the OSPI website to be used as models for all districts.</p>
<p>Provide state and federal programs family engagement guidance to districts/schools.</p>	<p>Publish examples of effective family engagement practices on OSPI website.</p>	<p>Facilitate a statewide network of family engagement models, evidence-based practices for all through the OSPI's family engagement experts (Title I, Part A, Migrant and Bilingual Education, Special Education and the Center for Improvement of Student Learning. Incorporate a review of family partnership models into all Consolidated Program Review process.</p>

FAMILY PARTNERSHIP PLANNING RESOURCES

<u>Global Family Research Project</u>	<u>Edutopia- Family Engagement: Resource Roundup</u>
<u>National Network of Partnership Schools John Hopkins University: Working Together for Student Success</u>	<u>Resources to Support the Framework for Family-School Partnerships in New Mexico</u>
<u>Parent Surveys for K–12 Schools</u>	<u>OSPI Video Module: Families Are Our Partners in Education</u>
<u>Educational Leadership: Partnering with Families and Communities</u>	<u>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement,</u>
<u>Family Engagement Toolkit: Continuous Improvement Through an Equity Lens</u>	<u>Harvard- A Family Engagement Framework for All: How to Prioritize Effective Relationships to Drive Learning, at Every Level</u>
<u>Webinar Series - Building Powerful Partnerships</u>	<u>Department of Health Decision Tree for Provision of In Person Learning Among K–12 Students at Public and Private Schools During the COVID-19 Pandemic</u>
<u>OSPI Nutrition and Meal Guidance for COVID-19</u>	

COMMUNICATION

Effective communication is reciprocal, culturally responsive, and attentive to family preferences and needs.

Outcome

Effective two-way communication between families and schools using a range of strategies to regularly seek and share information about students' supports and learning needs, school policies, practices and community initiatives.

Effective communication with families and the community is essential to a successful school reopening experience and throughout the school year. Each school and district should plan how all health, safety, and logistical practices are clearly communicated to students, families, and community partners.

Schools and districts should communicate with families regularly to keep them informed about school operating options. Student expectations and routines while in the school building or in distance learning options should be shared with parents and caregivers.

Schools, districts and teachers also should use targeted communication to reach students and families who may require additional support and outreach during restart and reopening. Best practices for effective communication with families include:

- Two-way communication
- Multiple methods of communication.
- Keep communication consistent.
- Encourage teachers and staff to build effective communication strategies.

Guiding Questions for School Districts to Consider

- How will you streamline communications with families and ensure that documentation and materials going home are representative of populations and languages, and culturally responsive?
- How will the district self-assess the communication systems in place to keep families informed? Where is the starting point for change to effective communication for all families? What are the changes needed?
- How will you document and respond to family preferences and barriers to distance learning, including strategies/materials, training, and staff supports?
- What work are community organizations doing regarding effective communication with families?
- How is the district/school/classroom meeting the needs of students within the school day; students with special needs (one-on-one) and has not been cut due to lack of staff; need to ensure IEP requirements are being met?
- Is the district, school and classroom staff reaching all families? Does the district communication plan address this and what is in place to assess/evaluate the plan's effectiveness?

- Has the district/school looked at communication models/systems which are in place and assessed their effectiveness? Who are they working well for? Families? Teachers? Schools? Districts?
- If the district is required to engage in Tribal Consultation, how is your district planning to incorporate the recommendations from a Tribe being integrated into the district's communication plan?
- How well is the district, school, or classroom addressing the learning and socio-emotional needs of students (Migrant, Students with Disabilities, English Learners, Highly Capable Program, students who need additional academic assistance and/or social-emotional support)?
- How is accountability for communication to all families addressed and who is responsible (class, school, district and families)?
- Where does the Family engagement conversation start? How is this conversation started? Who is responsible to start the conversation?
- How do we ensure that conversations are responsive to racist harm done and how well will all families be addressed in a culturally appropriate manner?
- How will you streamline communications with families and ensure that documentation and materials going home are representative of populations and languages, and culturally responsive?
- What are the communication family engagement toolkits that already exist?

CLASS/CLASSROOM

Family Involvement	Family Engagement	Family Partnership
<p>Conduct Back-to-School night (distance or in 1:1 meetings) by providing information on curriculum.</p>	<p>Provide information to families throughout the year on student growth through an electronic data system.</p>	<p>Meet families in their own natural environment (1:1, online access or by phone), rather than only at the school. Educators conduct outreach reaching out to families and acknowledging them as partners.</p>
<p>Conduct parent-teacher conference once or twice a year by providing student academic information.</p>	<p>Ensure that all information for families addressing academic and social-emotional success is clear, user friendly, and presented in a way that each family can read and understand.</p>	<p>Ask parents to identify the academic and social-emotional needs of their child and work with the parent to support these needs.</p>
<p>Communicate in English only.</p>	<p>Communicate in language that is jargon-free. Utilize translators as necessary for families who speak languages other than English.</p>	<p>Carefully consider communication etiquette and taboos within the community and provide translations and translators.</p>

SCHOOL/BUILDING

Family Involvement

Family Engagement

Family Partnership

<p>Provide an open house where parents hear about their student's classes.</p>	<p>Carefully consider design of school and district websites and the resources provided for families.</p>	<p>Include parents from all racial, ethnic, socioeconomic, and other groups on school advisory councils, action teams, and committees to build family outreach systems. Include student representatives in elementary, middle, and high schools along with parents on committees.</p>
<p>Distribute a school/student handbook.</p>	<p>Put a chart or diagram of the school's organization in the school/student handbook. Explain how and when parents can contact the principal, teachers, counselors, and other staff. Let them know step-by-step how to resolve an issue or concern.</p>	<p>Engage families and students in the development of the school/student handbook and ask what information is helpful or what information is missing that needs to be included. Publish in multiple languages and formats.</p>
<p>Support the PTA or PTO as they arrange parent meetings.</p>	<p>Build outreach activities with the PTA or PTO to invite underrepresented families to participate.</p>	<p>Encourage and facilitate parent participation in PTA or other parent organizations, advisory councils, or committees for parent leadership and participation.</p>

SCHOOL DISTRICT



<p>District staff develop and post the district's Family Engagement Policy.</p>	<p>Include families in the development of the district's Family Engagement Policy and post on district's website.</p>	<p>Include families from all racial, ethnic, socio-economic, and other groups on district advisory councils, action teams, and committees. Include student representatives in elementary, middle, and high schools along with parents on committees.</p>
<p>Communicate with families concerning district policies and processes.</p>	<p>Communicate and educate all families and advocacy groups concerning district policies and processes (e.g. head of union representation, community advocacy groups).</p>	<p>Communicate and educate all families and advocacy groups. Treat parent concerns, suggestions, and ideas with respect and demonstrate genuine interest in developing solutions. Create and adhere to a district policy to follow-up with families in a timely manner.</p>
<p>Provide school district/school report cards on the district's website.</p>	<p>Provide a district contact for questions parents may have on the district or school report card.</p>	<p>Share the school and district annual report cards of overall student and school achievement, school programs, and other initiatives with families. Use open meetings, events, websites, and newsletters to create safe opportunities for families to ask questions and provide input.</p>

STATE

Family Involvement	Family Engagement	Family Partnership
<p>Provide family engagement compliance components for state and federal programs.</p>	<p>Identify family membership in state advisory committees such as; Washington State Native American Education Advisory Committee, Highly Capable Program Advisory Committee, Bilingual Education Advisory Committee, Committee of Practitioners and Special Education Advisory Committee.</p>	<p>Encourage and facilitate family participation in state advisory councils or committees for family participation. Ensure membership in all state advisory committees to include family members that represent the state’s student population. Actively listen to family concerns, suggestions, and ideas to develop and implement solutions.</p>
<p>Continue to provide information to districts by the Equity and Civil Rights office at OSPI on the rights of families.</p>	<p>Provide continued guidance through all OSPI program websites on best practices for family engagement as provided and guided in a variety of state and federal programs.</p>	<p>Demonstrate the agency’s commitment to antiracism in all meetings, publications, and hiring practices.</p>
<p>Collaborate with local early learning organizations.</p>	<p>Continue ongoing collaboration addressing family dynamics as the family transitions into the K–12 system. Work on having kindergarten classes mimic early childhood learning environments</p>	<p>Provide learning opportunities to district staff and families, informed by the needs of families as they support their children transitioning between different grade spans.</p>

COMMUNICATION RESOURCES

<p><u>OSPI Share Your Story! Webpage</u> <u>Share and Learn About Effective Parent and Family Engagement</u></p>	<p><u>Toolkit of Resources for Engaging Families and Community as Partners in Education</u></p>
<p><u>Handbook on Family and Community Engagement</u></p>	<p><u>Edutopia – Family Engagement Toolkit</u></p>
<p><u>Global Family Research Project</u></p>	<p><u>Resources to Support the Framework for Family-School Partnerships in New Mexico</u></p>
<p><u>National Network of Partnership Schools</u> <u>John Hopkins University: Working Together for Student Success</u></p>	<p><u>OSPI Video Module: Families Are Our Partners in Education</u></p>
<p><u>Parent Surveys for K–12 Schools</u></p>	<p><u>Pandemic EBT Guidance for School Districts</u></p>
<p><u>Planning Guide to Parent Forums</u></p>	<p><u>Tool and Resources for Ensuring Meaningful Communication with Limited English Proficient Parents</u></p>

STRENGTHENING RELATIONSHIPS

Meaningful, authentic relationships are built between families and school staff, building the capacity of each to better support students. Inclusive, equitable school policies, practices and programs build welcoming culture of inclusion and belonging for all families that reflects and respects the diverse school community.

Outcome

School policies and practices, learning activities and community building initiatives are culturally responsive, build understanding of diverse communities and strengthen relational trust and relationships within the school.

Building strong partnerships between educators and families is the ultimate goal. Partnerships are strongest when district, school, classroom educators, and families engage in constructing trusting relationships. Educators who engage in partnerships with families:

- Honor and recognize families' existing knowledge, skill, and forms of engagement;
- Create and sustain school and district cultures that welcome, invite, and promote family engagement; and
- Develop family engagement initiatives and connect them to student learning and development.

Families who, regardless of their racial or ethnic identity, educational background, gender, disability, or socioeconomic status, when working in partnerships with their child's school and district become:

- Supporters of their children's learning and development;
- Encouragers of a growth mindset, a positive self-image, and a "can do" spirit in their children;
- Monitors of their children's time, behavior, boundaries, and resources;
- Decision-makers/choosers of educational options for their children, the school, and their community; and
- Collaborators with school educators and members of the community on issues of school reopening options, improvements and reforms.

When districts and schools construct and sustain active, respectful, and effective partnerships with families, children's learning and social and emotional development blooms.²

² Mapp, K. L., Kuttner, P. J., Wood, L., West, A., Abdullah, S. (2014) *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. SEDL and US Department of Education publication. <https://sedl.org/pubs/catalog/items/family132.html>

Guiding Questions for School Districts to Consider

- What is your parent and family engagement plan? Has a needs assessment been conducted? (The plan should be based on needs, gaps, barriers)
- What are your current strengths and practices to informing families through social media, other communication tools?
- Is there a plan and is funding set-aside for school staff or LEA staff to address their needs to strengthen their skills?
- How are parents provided trainings on topics such as, how to monitor child's progress, how to work with educators?
- What are the supports offered to parents to use at home, including social emotional; are there opportunities offered to parents to keep their wellbeing in check?
- What resources already in place to support the mental health of parents and student?
- What is the process to coordinate information communications with families?
- How does the LEA, school, classroom communicate and offer PD for parents that is simple, clear and accessible?
- What are the communication strategies included to address culturally appropriate responses to our schools and LEA's population and communities?
- How are we ensuring leadership held responsible for addressing families in a culturally responsive manner and steps are taken to put the communities needs first and parent concerns are addressed?
- How is the LEA/school evaluating and ensuring the process is followed with fidelity? (including parents, communities, staff, local organization)

STRATEGIES FOR STRENGTHENING RELATIONSHIPS

CLASS/CLASSROOM

Family Involvement	Family Engagement	Family Partnership
<p>Provide one-way, limited formats of culturally responsive communication to look at student and parent needs.</p>	<p>Provide multiple formats of culturally responsive communication by assessing language needs to provide timely information.</p>	<p>Obtain parent participation through a variety of formats of culturally responsive communication, including feedback in the family engagement plan, and scheduling meetings with parents and students at various times of the day to ensure parents can participate.</p>
<p>Identify a centralized location to access school information.</p>	<p>Develop videos and provide video conference supports to help families access curriculum, assessments, and achievement goals.</p>	<p>Put a process in place to gather feedback in multiple formats from families to ensure teachers can access the preferred communication methods appropriate for families.</p>

SCHOOL/BUILDING

Family Involvement	Family Engagement	Family Partnership
<p>Provide professional development for teacher and families during school hours. Provides parents with option to connect with other parents.</p>	<p>Provide professional development for teachers and families in a variety of ways and at different times, specific to school demographics, and in the language of the communities served.</p>	<p>Provide professional development for teachers and families in a variety of times, specific to school demographics, and in the language of the communities it serves. Include parents as presenters and in the planning. Parents are given time during the training to share their expertise, express their concerns, ideas, successes, and learn from their peers.</p>
<p>Inform parents of options to connect with other parents.</p>	<p>Provide parents with options to connect with other parents with supports from school staff and leadership.</p>	<p>Provide parents with options to connect with other parents with support from school staff and leadership. Create a parent mentorship program where parent leaders share their expertise, work as a support to other parents, and to share parent concerns with district leadership.</p>

SCHOOL DISTRICT



<p>Provide periodic opportunities for professional development on procedures for meeting with families.</p>	<p>During the school year offer family engagement professional development to staff.</p>	<p>Offer throughout the year (school year and in the summer) family engagement professional development to staff and invite all parents. Agenda includes Family Engagement policy and the types of professional development based on need and feedback from staff and parents.</p> <p>Build intentional networks such as community connections between parents and staff by creating the space and time for these networks to be created and to operate.</p>
<p>Survey teachers to assess on how they serve and support families.</p>	<p>Conduct ongoing district self-assessment of strengths and areas of improvement to address family support services.</p>	<p>Acknowledge and provide positive reinforcement (celebrate) and make space for family leadership. Provide opportunities to lead and share lessons learned, as well as skills, knowledge, and experience acquired.</p> <p>Value family contributions by formal recognition.</p>

STATE

Family Involvement	Family Engagement	Family Partnership
<p>Require districts to publish a plan for family engagement and hold districts accountable. Make Family Engagement plans public and reported annually.</p>	<p>Require districts to implement a plan for family engagement and to provide funding with explicit expectations to support the plan.</p>	<p>Require districts to implement and evaluate the district's family engagement plan. Provide funding to support family engagement with explicit expectations and accountability for use of funds. Provide stipends to compensate families for the time they give and costs of participation (e.g., child care, travel, etc.).</p>
<p>Communicate expectations for family involvement that come with funding streams (e.g., federal).</p>	<p>Provide districts with materials for family audiences about funding provided to districts and its use, and provide guidance on the ways state and federal funds may be distributed in specific ways to reach families.</p>	<p>Provide guidance on access to funding options to support family engagement for staff positions at the district. Include how funds are used to assist families and require districts to report on the use of funds and results of family engagement on student learning outcomes.</p>
<p>Provide statewide professional development opportunities, rather than relying solely on individual districts.</p>	<p>Provide statewide professional development opportunities which include district staff and their family engagement practices.</p>	<p>Provide statewide professional development that has engaged district staff and parent representatives in the planning and implementation of these opportunities. Include parent members of the state's advisory committees.</p>

STRENGTHENING RELATIONSHIP RESOURCES

<u>Handbook on Family and Community Engagement</u>	<u>Tools and Resources for Ensuring Meaningful Communication with Limited English proficient Parents</u>
<u>Global Family Research Project</u>	<u>Edutopia – Family Engagement Toolkit</u>
<u>National Network of Partnership Schools John Hopkins University: Working Together for Student Success</u>	<u>Teaching Tolerance – Family Engagement Resources</u>
<u>Parent Surveys for K–12 Schools</u>	<u>OSPI Video Module: Families Are Our Partners in Education</u>
<u>Parents: Supporting Learning Through the COVID19 Pandemic</u>	<u>Closing Educational Achievement Gaps (Title I, Part A) Webpage: Guides and Resources for Parent and Family Engagement</u>
<u>Engaged Families and Communities- Family-School-Community Partnerships 2.0: Collaborative Strategies to Advance Student Learning</u>	<u>PTA Harvard Family Engagement Brief - Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement</u>
<u>Beyond the Bakesale Survey- Checklist: How Well is Your School Bridging Racial, Class and Cultural Differences</u>	<u>Rethinking Family Engagement During School Closures</u>

SUPPORT LEARNING AT HOME

Deep connections between families and school that promote student learning and build the capacity of both teachers and family contribute to students' success at school.

Outcome

Families and schools share responsibility, collaborate and work together to support student learning and wellbeing. They share their knowledge of the student, learn from each other, and build the dual capacities of both the family to support learning at home and the educator to connect learning to the student's strengths and experiences.

Families should be active participants in their children's learning at home and at school.

The school may open through distance learning or in a hybrid model where the student is only there a few days a week and participating in distance learning other days during the school week. During the reopening of schools and throughout the academic year, invite families to observe their children's virtual or in-person classrooms, offer times to participate with online learning, and provide supports for student learning at school and/or home.

Identify ways to assist families as they guide their children in distance learning at home.

- Provide guidance to families on how to keep up with their child's learning to be able to assist him or her by:
 - Being invited to stay in contact with their child's teacher or school
 - Providing suggestions for assisting their child with learning opportunities provided by the school
 - Providing guidance to families on assisting their child with lessons provided by the teacher
 - Providing resources for families that help them create learning opportunities for their child
 - Providing resources to families for after-school learning opportunities
 - Providing families and students with lists of online learning resources that support the content provided by the teacher
 - Working with the school librarian to provide students access to books and other resources for check-out

Guiding Questions for School Districts to Consider

- How do we tap into the funds of knowledge of the families that we are serving? How do we integrate that into our work and connect with them?
- How do we ensure that families (and students) are trained on virtual access? How do we offer training and support since they might not be well versed in this technology (and variety of technologies)?
- How do we make sure that everyone has access to technology?

- Which families are not engaging? Why? And how can we as a district better support, reach out and include them? What assumptions are we making that prevent us from getting partnership?
- How do we capture those families and students that are first in school (kindergarten and 1st grade)? How do we stay engaged with students and families during grade transitions (preschool, elementary to middle, middle to high) and new to district?
- How well do we know the experiences of our students, families, and community of school? Has school been a good thing?
- How do we not “burden” parents/families to do the instruction, as well as ask parents/families directly what do you need in order for your student to be successful? What is your capacity? What is your level of comfort?
- What are we offering for students in specific communities such as; students experiencing homelessness, students with IEPs, migratory students, students with 504s, students living in multiple homes?
- How are we explicit with our communication (where and how?) to families?
- How are individual educators communicating with families that might be misaligned with district communications?
- How are we offering consistency and clarity to families (and educators) to help with streamlining?
- How are we offering language access through multi-lingual platforms for families/students? How are we providing disability access to families who have communication disabilities (deaf or hard of hearing and blind)?
- What anti-racist trainings are your offering for your educators and leadership to guide your planning for this fall and winter? How are you addressing your implicit biases? How are you addressing the pandemic? How are you addressing police brutality and rise of white awareness of racism? How are you addressing the election?
- How are we addressing the historical mistrust between communities who have been underserved/hurt by education when we are asking them to support us/learning at home?
- What is the grading policy? How are spring plans (with incompletes) being addressed in the fall and winter?
- What are your plans for rising seniors and graduation requirements?
- How are we serving IEPs and 504s? Have we met goals/what do we need to address?
- What decisions are you making based on disaggregated data? What survey or information are you collecting to make decisions?
- How are culturally responsive teaching practices supported and integrated into lessons?
- How are lessons reflecting the rich history of our students’ brilliance and capabilities?
- How are educators engaging with families without invading their personal space/family space?

CLASS/CLASSROOM

Family Involvement	Family Engagement	Family Partnership
<p>Distribute a weekly email to families with communication around instruction.</p>	<p>Distribute a weekly email to families with communication around instruction with survey, response requested, or specific direction for interaction.</p>	<p>Distribute a weekly email to families with communication around instruction with survey, response requested, or specific direction for interaction that leads to feedback for changes to the weekly email Including information about how concerns/ideas from families are being integrated into classroom changes.</p>
<p>Send information and learning packets home to families.</p>	<p>Send information and learning packets home to families with instructions and a place for family members to respond and to ask questions.</p>	<p>Send information and learning packets home to families with a place for family members to respond, ask questions, and provide contact information to call during set office times or set up times for safe distance home visits or interactive tutorial online.</p>
<p>Pre-record or assign lessons for students/families online.</p>	<p>If a student cannot attend at time of class, livestream and record assigned lessons for students/families and post online.</p>	<p>If a student cannot attend at time of class, livestream and record assigned lessons for students/families to be available online. Offer students opportunities to respond/show mastery and follow-up lessons to address student questions/needs/wonderings. Identify follow-up office hours for families/students via phone call, Zoom, text.</p>

Produce a lesson for online learning.	Produce a lesson that is differentiated (seminar, student practice vs lecture) for student/family needs in online learning.	Produce a lesson that is differentiated (seminar, student practice vs. lecture) for student/family needs in online learning based on the feedback of families from previous lessons.
Translate elected learning materials into most commonly occurring languages other than English.	Translate all learning materials for students and learning guidance documents for families into the most commonly occurring languages other than English.	Translate all learning materials and for students and learning guidance documents for families into most commonly occurring languages other than English and add other translations as needed by families in the classroom. Publish all translated documents on the school's website and inform families of the availability of these documents or place in students learning packets.

SCHOOL/BUILDING

Family Involvement	Family Engagement	Family Partnership
<p>Translate elected family informational materials into most commonly occurring languages other than English.</p>	<p>Translate all materials family informational materials into the most commonly occurring languages other than English. Provide paper copies of documents.</p>	<p>Translate all family informational materials into most commonly occurring languages other than English and add other translations as needed by families new to the school. Publish all translated documents on the school's website and inform families of the availability of these documents.</p>
<p>Provide information on multiple platforms and organizational platforms used based on teacher preference.</p>	<p>Provide information on a single platform with inconsistent organizational structures available based on teacher preference.</p>	<p>Provide information on a single platform which has a consistent organizational structure and is used across building: this can be changed/edited based on family feedback.</p>
<p>Conduct home visits (Paraeducator, Teacher, FSW/FSA, or Home Visitor, Counselors) offered by family or educator request.</p>	<p>Conduct home visits (Paraeducator, Teacher, FSW/FSA, or Home Visitor, Counselors) scheduled for all families receiving special services or school-identified for assistance/need.</p>	<p>Conduct home visits (Paraeducator, Teacher, FSW/FSA, or Home Visitor, Counselors) scheduled for all families receiving special services or school and self-identified for assistance/need. (How do schools check-in with families to address needs that might pop up or change over time?)</p>
<p>Identify who the building family engagement person (people) is(are) and their contact information is shared as a resource for families; provide a list of who to call for family needs on school/district websites.</p>	<p>Identify who the building family engagement person(people) is(are) and their contact information is shared as a resource for families; provide parent-hub (phone/in-person/online) for supports on parent/family needs.</p>	<p>Identify who the building family engagement person(people) is(are) and their contact information is shared as a resource for families; parent-hub (phone/in-person/online) for supports on parent needs including non-traditional hours; provide community organization information for families; develop</p>

		partnership with faith-based organizations or other groups to provide information for families.
Provide access to a school year introduction video (only on school webpage) with key individuals, numbers, and links for families (interpretation services offered).	Provide access to a school year introduction video (available on multiple platforms) with key individuals, numbers, and links for families available on school webpage and video info is sent to all families (interpretation services offered within video).	Provide access to a school year introduction video (available on multiple platforms) with key individuals, numbers, and links for families available on school webpage. Offer live and recorded with opportunity for questions or pre-question form for families so their questions on the video-information about language access and interpretation services are answered. Video information is sent to all families.

SCHOOL DISTRICT



<p>Provide informational trainings, instructional PowerPoint and/or handouts.</p>	<p>Provide informational trainings on instruction resources through PowerPoints or handouts that are interactive (can be online or in-person).</p>	<p>Provide informational trainings through instructional PowerPoints, online discussions, or through electronic or back-pack produced handouts that provide information to families. Base all interchanges on identified needs of families/communities. Provide additional one-on-one supports offered for follow-up for all offerings.</p>
<p>Provide laptops/technology to families who need it.</p>	<p>Provide laptops/technology with training (specific to use and school sites).</p>	<p>Provide laptops/technology based on specific knowledge of family needs/language/access.</p>
<p>Translate some selected materials into most commonly occurring languages other than English.</p>	<p>Translate all materials into most commonly occurring languages other than English.</p>	<p>Translate all materials (in writing and orally presented) into most commonly occurring languages other than English. Other translations are added as family needs for translation are elicited by educators/district officials.</p>
<p>Provide a list of “who to call” at the district and identify key leaders to address family inquiries.</p>	<p>Provide a single point of contact phone number or email address for ANY issue and provide a response as soon as possible.</p>	<p>Provide a single point of contact phone number or email address for ANY issue (offer in multiple languages and teletype). Provide a Language line and help for translation services; get information to families d quickly with response in a guaranteed window of time.</p>

<p>Offer one equity training for educators and opportunity for educators to reflect with a Professional Learning Community (PLC).</p>	<p>Offer ongoing and job-embedded equity trainings throughout the year for educators with PLC.</p>	<p>Offer ongoing and job-embedded equity trainings throughout the year for educators with PLC or community group for reflection and implementation and the training is responsive to and informed by family information/perspectives (invited as experts).</p>
<p>Provide a school year introduction video (only on district webpage) with key individuals, numbers, and links for families and video info is sent to all families (interpretation services offered).</p>	<p>Provide a school year introduction video (available on multiple platforms) with key individuals, numbers, and links for families. Video info is sent to all families (interpretation services offered within video).</p>	<p>Provide a school year introduction video (available on multiple platforms) with key individuals, numbers, and links for families available on district webpage (offered live and recorded with opportunity for questions or pre-question form for families so their questions can be answered on the video-information about language access and interpretation services offered before video). Video info is sent to all families.</p>

STATE

Family Involvement	Family Engagement	Family Partnership
Provide training videos available online for educators. Multiple languages offered and supported.	Provide training videos available online for educators and families. Multiple languages offered and supported.	Provide training videos available online for educators and families (live and interactive opportunities available and recorded); multiple languages offered and supported.
Provide by OSPI and ESDs guidance on webpage on how to use federal and state funds to support learning during this time.	Provide guidance by OSPI and ESDs in a webinar (with ability to type questions, but not engage in live dialogue) on how to use federal and state funds to support learning during this time.	Provide guidance by OSPI and ESDs in a webinar with interactive engagement in both verbal and written form on how to use federal and state funds to support learning during this time.
Provide on OSPI's website information for districts to find other districts with similar demographics or similar issues and connecting best practices and sharing ideas on website.	Provide an OSPI coordinator to assist districts finding other districts with similar demographics or similar issues and connecting best practices and sharing ideas on website.	Provide OSPI coordinators to lead a mentorship program for districts to support and share best practices and facilitate feedback loops for collaboration.

SUPPORT LEARNING AT HOME RESOURCES

<u>Returning to School: A Toolkit for Principals</u>	<u>Reopening Washington Schools 2020: Early Learning Planning Guide</u>
<u>OSPI Resources by Subject Area</u>	<u>Edutopia – Family Engagement Toolkit</u>
<u>Strengthening Student Educational Outcomes: English Language Arts Menu of Best Practices and Strategies</u>	<u>OSPI Resources for Continuous Learning During School Closures</u>
<u>OSPI Behavior: Menu of Best Practices</u>	<u>OSPI Video Module: Families Are Our Partners in Education</u>
<u>OSPI Reopening Washington Schools 2020: Special Education Guidance</u>	<u>Colorín Colorado: A Bilingual Site for Educators and Families of English Language Learners</u>
<u>Teaching Tolerance – Family Engagement Resources</u>	<u>Strengthening Student Educational Outcomes: Mathematics Menu of Best Practices and Strategies</u>
<u>Parent, Family, Community Involvement in Education NEA</u>	<u>Supporting Social-Emotional Learning in DLI Programs: Guidelines for a successful school year in the time of COVID</u>

COMMUNITY PARTNERSHIPS

Developing meaningful relationships with community-based organizations, businesses and other educational providers to strengthen the ability of schools and families to support their children's learning and provide wraparound supports.

Outcome

Schools and school districts strategically collaborate and organize culturally responsive supports with community-based organization, businesses and other educational providers which enhance learning opportunities and outcomes for students and families.

Working together through this unprecedented time provides an opportunity to strengthen relationships with community organizations and bring broad community and cultural representation to the decision-making table. A collaborative effort of both education and community organizations is needed to ensure the effective delivery of appropriate instruction, while meeting the needs of each student.

Partners can include after-school child care and program providers, libraries, faith-based organizations, Boys and Girls Clubs, scouting organizations, philanthropies, chambers of commerce and business groups, health providers, social service organizations, local governmental agencies and many more. Connecting families with community partners can provide additional support and outreach. Particularly when planning for remote learning or a hybrid in-person schedule, collaborating with child care programming within the school or community will be critical in supporting families as they go to work and look for safe places for their children.

- Use asset mapping to identify how community-based organizations may partner with the district to address student and family needs.
- Include community leaders in the planning process for identification of supports.
- Engage community leaders as liaisons and cultural brokers with specific communities.
- Use multiple community organizations, such as local media and nonprofits, to layer outreach for families who may miss communication in one modality.
- Consider the ways the school or district can connect families with local organizations that support housing, food, internet connectivity, child care and other necessities.
- Create a space on the district website or social media platforms for families to read about community partners.
- Use the community supports that may be accessible within the school setting. Some examples include partnerships with mental and behavioral health care providers and vulnerable youth school district liaisons.

Guiding Questions for School Districts to Consider

- Has the district identified or asset-mapped CBOs, businesses, and other educational providers as well as individual contacts within those organizations?
- How is collaboration defined (is there a foundation for trust, clarity regarding what the relationship is about—e.g. resources and contractual agreements)?

- How can the district foster meaningful relationships with ongoing partners as well as new partners where relationships need to be established?
- What wraparound supports are needed (what is not yet connected—where are the gaps?) and available in the community?
- What full remote and hybrid model considerations (child care, transportation, etc.) could the district partner with CBOs on?
- Are there businesses that serve the community the district is trying to serve? Who is missing from the table? How is the district engaging with the broader community (e.g. senior communities and others to support student learning). What tools and skillsets does the community have to offer the district in challenging remote learning contexts?
- Within schools, what educators are connected to the community and families and how might they serve different functions to assist? Has the district identified community liaisons, family engagement coordinators, or school-community connectors and leveraged those leadership skills?
- How can the district establish partnerships that provide culturally responsive support, holistic relationships that are tangible (e.g. spaces to provide meals, activities to run schools, etc.) and involve two-way communication?
- What language access considerations could be addressed by leveraging community partnerships to get communications out to families (particularly during rapid adjustments to learning models, meals, policy changes, and scheduling transitions)?
- What are your “but we can’t” roadblocks that could be addressed through community partnerships (if the district can’t, who could?)
- What innovations might the district explore in response to COVID-19 related policy changes with the community?
- How can limitations become an opportunity for connections and expanded possibilities (e.g. in the absence of in-person meetings, identifying virtual meeting advantages for equal access and equitable participation)?
- Collaboration around physical and mental health and education disparities—what partnerships exist?
- How is the district connecting with businesses to understand the implications of decisions on businesses and community activities? Are community partners involved in the decision-making processes? How can the district support impacted businesses or organizations (e.g. students employed in the community, CTE job shadows, etc.)?
- What role can larger business organizations play in supporting local efforts?

CLASS/CLASSROOM

Family Involvement	Family Engagement	Family Partnership
Leverage informal opportunities for classroom staff to share how they are connected to student's families and the community organizations they serve.	Organize identified networks into accessible informational materials for families and community partners to facilitate collaboration between classroom staff and students.	Formalize classroom expectations regarding partnerships through contracts, mutual agreements and/or operationalized working relationships.

SCHOOL/BUILDING

Family Involvement	Family Engagement	Family Partnership
<p>Centralize information about local businesses and community organizations for students and families to access.</p>	<p>Reach out to businesses and Community Based Organizations (CBOs) regarding family and student support services.</p>	<p>Link services to student groups based on gap analysis and existing community support services with families at the table to make decisions.</p>
<p>Provide child care technology access troubleshooting and link to organizations with information and materials for families.</p>	<p>Organize names and contacts for parent and community volunteer opportunities to disseminate information and resources.</p>	<p>List and publish instructional activities in the community with public health providers and CBOs directly involved in connecting families to tangible resources (hand sanitizer, coverings, etc.).</p>

SCHOOL DISTRICT



<p>Set aside funding for community-based student/family needs assessment and asset mapping activities and send out announcements.</p>	<p>Involve families and community partners in establishing funding activities, assurances, and deliverables that will inform needs assessment and asset mapping parameters.</p>	<p>Provide an ongoing community-based research approach to evaluate effectiveness of funding activities and opportunities to modify and adjust during implementation.</p>
<p>Send emails and information to families about existing district community partnerships and policy (MOUs etc.) based on the district’s needs assessment and asset mapping.</p>	<p>Survey families, community partners, and students on proposed or potential revisions to existing policies to facilitate increased collaboration regarding reopening school activities.</p>	<p>Organize multiple opportunities for accessible and transparent decision-making meetings and leverage partnerships in the community to get the word out to diverse families to communicate and have input on policy proposals, MOUs, etc.</p>
<p>Post critical reopening information in the top languages used by families in the community.</p>	<p>Host meetings to facilitate two-way conversations using interpretation services and leveraging community partnerships.</p>	<p>Facilitate CBO, community and family focus groups and listening sessions with explicit opportunities to influence the conversations, decisions, and outcomes—with feedback loops as far as sharing reopening school information back into the process and deliverables.</p>

STATE

Family Involvement	Family Engagement	Family Partnership
Disseminate CARES Act info to districts and the community.	Provide resource contacts for access by families and CBOs with set office hours.	Provide informational webinars buy OSPI for public broadcasts and dissemination to school districts for use with their families.

COMMUNITY PARTNERSHIP RESOURCES

<u>National Network of Partnership Schools John Hopkins University: Working Together for Student Success</u>	<u>School-Community Partnerships for Students During COVID-19</u>
<u>School & Community Partnership Toolkit</u>	<u>Expanded Learning Opportunities Guide</u>
<u>School's Out Washington</u>	<u>Full Service Community Schools Model</u>
<u>Partnership for Learning: Community Support for Youth Success</u>	<u>Partnering with School to Reopen and Meet Students' Needs</u>
<u>Webinar: Supporting School-Based Child Care Service During the COVID Shutdown</u>	

SUMMARY TOOL

A school or district may use this tool to assist them in identifying and addressing the most critical and relevant questions to answer to move the classroom, the school, the district, and the state to implementation of effective family partnerships. (Districts, schools, classroom teachers and families are invited to address their own questions by using this planning tool.)

SHARING PLANNING AND DECISION MAKING–SUMMARY TOOL

Dimension	Actions	Implementation Timeline	Office/Person Responsible	Deliverables/Materials	Fidelity Measures
Does the district/school have a well-designed family engagement involvement and communication plan and a feedback system for that plan?					
What expectations are set to ensure families are included as full members in shared planning processes that have common decision-making protocols?					
How are teachers, schools and districts building trust and relationships up front with families and students?					

Dimension	Actions	Implementation Timeline	Office/Person Responsible	Deliverables/Materials	Fidelity Measures
How are families and students who experience opportunity gaps most engaged in shared decision making and planning?					

COMMUNICATION

Dimension	Actions	Implementation	Office/Person Responsible	Deliverables/Materials	Fidelity Measures
How will you streamline communications with families and ensure that documentation and materials going home are representative of populations and languages, and culturally responsive?					
How will you document and respond to family preferences and barriers to distance learning, including strategies/materials, training, and staff supports?					
What language access measures are needed so families can participate and communicate? What internal protocols will be developed to ensure all education staff can access interpretation and translation supports to communicate effectively with families?					

Dimension	Actions	Implementation	Office/Person Responsible	Deliverables/Materials	Fidelity Measures
<p>Has the district/school looked at communication models/systems, which are in place and assessed their effectiveness? For whom are they working? Families? Teachers? Schools? Districts?</p>					
<p>How does the district/school/classroom provide students the opportunity to voice their concerns and ideas? (Hold student forums or other venues, which provide a safe place to for students to voice what is their true experience in the education system.)</p>					

STRENGTHENING RELATIONSHIPS

Dimension	Actions	Implementation Timeline	Office/ Person Responsible	Deliverables/Materials	Fidelity Measures
<p>What is included in your Parent and family engagement plan? Does the plan include a Family needs assessment? (The plan should be based on needs, gaps, and barriers.)</p>					
<p>What professional development is offered to families on processes and procedures for working with the school system?</p>					
<p>How are districts/making sure the communications strategies are culturally responsive to the school's/LEA's population and communities?</p>					
<p>Is there a plan and funding set aside for school staff or LEA staff to address their needs to strengthen their family engagement skills?</p>					

SUPPORTING LEARNING AT HOME

Dimension	Actions	Implementation Timeline	Office/ Person Responsible	Deliverables/Materials	Fidelity Measures
How do we define engagement? (Involvement, engagement, partnership)					
Which families are not engaging? Why? In addition, how can the district better support, reach out, and include them?					
How do we not “burden” parents/families to do the instruction? What communications will be provided to ask parents/families directly what do you need in order for your student to be successful? What is your capacity? What is your level of comfort?					
What anti-racist trainings are your offering for your educators/leadership to guide your planning for this fall?					

COMMUNITY PARTNERSHIPS

Dimension	Actions	Implementation Timeline	Office/ Person Responsible	Deliverables/ Materials	Fidelity Measures
Has the district identified or asset-mapped CBOs, businesses, and other educational providers as well as individual contacts within those organizations?					
How is collaboration defined (is there a foundation for trust, clarity regarding what the relationship is about—e.g. resources and contractual agreements)?					
How can the district foster meaningful relationships with ongoing partners as well as new partners where relationships need to be established?					
What wraparound services are needed to support the district’s students and their families— where are the gaps? What available partnerships are in the community?					
Has the district identified community liaisons, family engagement coordinators, or school-community connections and published this information?					

CONCLUSION

Family engagement is at the center of our work as educators. Thoughtful, inclusive family engagement is critical to supporting students and their families not only during the current pandemic, but throughout each school year. We have learned so much during these unprecedented times, including how the pandemic, racial injustice, economic insecurity and additional social emotional stress have impacted families, educators and schools. We have learned that clear crisis communication allows families to plan supports for their children and adjust to new school models. We have learned that actively engaging families is the only way that these new school models are successful in serving the diverse needs of students.

Authentic, meaningful relationships between families and educators are the foundation of family engagement. In many cases, these relationships were formed before the pandemic and continued to be built and strengthened to support the different school models. In other cases, these relationships needed to be created. Educators focused on intentional relationship building with families before and during the school year. This has allowed for educators and families to partner on student learning and supports and to build trusting relationships that will continue to support students, families and educators.

APPENDIX A: TOOLS AND TEMPLATES

Resources for Educators

- [Survey: Family Engagement During COVID-19](#)
- [Parents' Deep Engagement in Remote Learning During COVID-19 Will Redefine Relationships Between Families and Schools](#)
- [School-Family-Community Partnership Survey](#)
- [Equity and Family Engagement COVID-19 Resources – A Brief List](#)
- [Michigan Department of Education COVID-19 Family Engagement Resources](#)
- [Tools for Education to Listen and Learn from Families During COVID-19 School Closures](#)
- [Keeping Relationships Strong as Students #StayHome](#)
- [Script for Calling Families of Students Who Are Learning Remotely](#)
- [Sample Survey Questions for Families – Includes ELL](#)

Tools for Families: Child Care Access

[Washington State Department of Children, Youth and Family Services](#)

Open Educational Resources

[Open Educational Resources Hub](#)

Modules Washington State Learning Standards

- [Informational handouts that broadly cover Washington state's learning standards. \(K–12\)](#)

Resources for Students, Families, and Educators by Content Area

The Arts

- [Google – Arts and Culture](#)
 - Virtual tours - historical sites and museums, art, photography
- [PBS and WORLD Channel: At-Home Learning Programs](#)
 - Washington local public television stations are offering education programming for students in grades 6–12
 - Discover dance, music, theater, and visual art through this vast collection of educational videos and resources.
- [Breaking Down STEAM for Young Children. Part 4: Practical Approaches to Informal Assessment](#)
 - Arts activities for young children ages birth to 8
- [Smithsonian Learning Lab](#)
 - The Smithsonian Learning Lab puts the treasures of the world's largest museum, education, and research complex within reach.
- [Arts Resources for Families Stuck at Home](#)
 - Ideas for Art activities for families during distance learning

Career and Technical Education

- [Smithsonian Environmental Research Center – Forces of Change](#)
 - Educational activities and videos related to soil, arctic, atmosphere, and other areas

Computer Science

- [Learning Computer Science When Schools are Closed](#)
 - Online courses, tutorials, videos, and live weekly webcast
- [CS Unplugged – Computer Science Without a Computer](#)
 - Family information includes: teaching videos, curriculum integration, plus activities and games

Early Learning

- [Healthy at Home: A Toolkit for Supporting Families Impacted by COVID-19](#)
- [Scholastic- Learn at Home](#)
 - Projects - videos, stories, activity - Spanish version available
- [Learning Pathways in Numeracy: Addressing Early Numeracy Skills](#)
 - Provides information on numeracy skills at each age level
- [Learning Pathways in Literacy](#)
 - Provides information on literacy skills at each age level

English Language Arts

- [National Center on Improving Literacy: Remote Learning](#)
 - Help you child/student learn to read and write
- [Reading Rockets Resources for Parents](#)
 - Ideas to help you support your child's reading and writing skills
- [National Museum of African American History and Cultures: Many Lenses](#)
 - Reading resources for learning about African American History
- [National Museum of the American Indian: Native Knowledge 360° Education Initiative](#)
 - Reading resources and activities to learn about Native American cultures
- [Reading in the Time of COVID-19: Free Access to Online Reading](#)
 - Links to free eBooks, audiobooks, and read aloud Sites include access for English learners as well as students with reading barriers.
- [Story Online](#)
 - Children's books read aloud

Health and Physical Education

- [EVERFI Health and Wellness](#)
 - Online health and wellness information for families and students - free registration required
- [Online Physical Education Network \(OPEN\)- Tools for Creating an Active Home](#)
 - Home lesson plans for physical education and activities for parents
 - [Educational modules for physical education](#)
- [DAREDEE workout cards \(not all are student friendly\)](#)
- [Physical Education Television](#)
 - Physical education videos by grade band

Mathematics

- [OSPI Mathematics at Home Newsletter](#)

Science

- [At-Home Science Activities](#)
 - Educator/family friendly resources
 - Activities, songs, and exercises to help inspire students to explore their own neighborhoods and communities while strengthening observation and investigation skills and deepening ecological knowledge.

Social Sciences

- [National Geographic Kids](#)
 - Discover fascinating new places, inspiring heroes, amazing animals, and other cool stuff on this interactive website.
- [Google Earth](#)
 - Discover fascinating new places, inspiring heroes, amazing animals, and other cool stuff on this interactive website.
- [The Hidden World of National Parks](#)
 - Explore rarely seen places with these guided tours of US National Parks.
- [History Snacks: Archives at Home](#)
 - National Archives Foundation posts bite-sized samples of American history for the whole family to enjoy.
- [Library of Congress: Digital Collections](#)
 - Browse a wealth of history and culture. Zoom into historic maps, play from sheet music, or watch a football game from 1903.

Social Emotional (SEL) Family Resources

- [OSPI Social Emotional Learning Brief for Parents and Families](#)
 - Describes SEL and the role of families in supporting/promoting positive social/emotional growth.

APPENDIX B: CURRENT WASHINGTON SCHOOL DISTRICTS, ESD'S, STATES, UNIVERSITY, AND COMMUNITY RESOURCES

School District

- [Highline Public Schools Student Support and Family Engagement Resources](#)
- [Federal Way Public Schools Family and Community Partnerships Resources](#)
- [Shoreline Public Schools Equity and Family Engagement Resources](#)
- [Seattle Public School Engagement Teams](#)
- [Spokane Public Schools: Learning at Home](#)

Educational Service District (ESD)

- [Northwest ESD 189 School Readiness: Resources for Family Engagement](#)

States

- [OSPI Guides and Resources for Parent and Family Engagement Webpage](#)
- [Michigan Department of Education \(MDE\) – MiFamily: Michigan’s Family Engagement Framework](#)
 - [MDE COVID 19 Family Engagement Resources](#)
- [New Mexico Public Education Department – Resources to Support the for Family-School Partnerships in New Mexico](#)
- [Ohio Department of Education – Family and Community Engagement](#)
- [Oregon Department of Education- Family Engagement](#)
- [Wisconsin Department of Education – Family Engagement](#)
- [Washington State Governor’s Office of the Education Ombuds – Recommended Practices for Schools](#)

University

- [University of Washington: Equitable Parent-School Collaboration](#)

Community Resources

- [Vancouver School District: Community Resources](#)
- [Washington Family Engagement – Parent and Children Leadership Training Institutes](#)

APPENDIX C: PARENT GUIDE: FAMILY ENGAGEMENT GUIDANCE & TOOLKIT

The reopening schools 2020 Family Engagement document provides guidance and strategies for building strong family – school – district – community partnerships and identifies resources to build and strengthen connections across these groups.

- [Infographic - Parent Guide: Family Engagement Guidance and Toolkit](#)

Key Strategies

Sharing, Planning, and Decision Making

Families share planning and participate in meaningful roles in the district/school decision-making processes through representative groups, committees and other forums.

Communication

Effective communication is reciprocal, culturally responsive and attentive to family preferences and needs.

Strengthening Relationships

Meaningful, authentic relationships are built between families and school staff, building the capacity of each to better support students. Inclusive, equitable school policies, practices and programs build a culture of welcome, inclusion and belonging for all families that reflects and respects the diverse school community.

Supporting Learning at Home

Deep connections between families and school that promote student learning and build the capacity of both teachers and family contribute to students' success at school.

Community Partnerships

Developing meaningful relationships with community-based organizations, businesses and other educational providers to strengthen the ability of schools and families to support their children's learning and provide wraparound supports.

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Download this material in PDF at [Novel Coronavirus \(COVID-19\) Guidance & Resources](http://www.k12.wa.us/about-ospi/press-releases/novel-coronavirus-covid-19-guidance-resources) (<http://www.k12.wa.us/about-ospi/press-releases/novel-coronavirus-covid-19-guidance-resources>).

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