

Family Engagement Framework and Language Justice Initiative

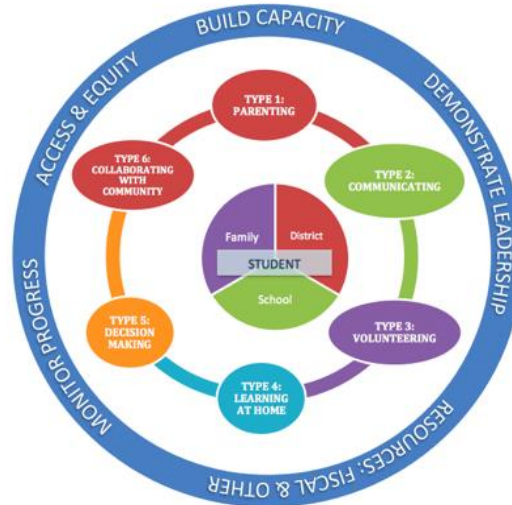
Board Presentation

Dr. Freda Rossi, Family Engagement Coordinator
June 20, 2019

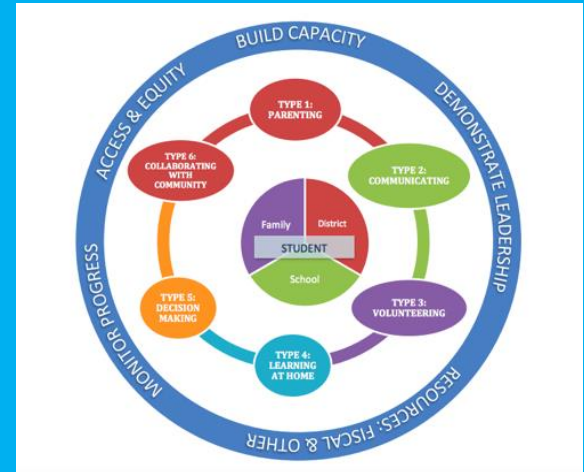


Purpose of today's presentation:

- Overview of the Family Engagement Framework
- Update on implementation and related activities



Overview: Family Engagement Framework

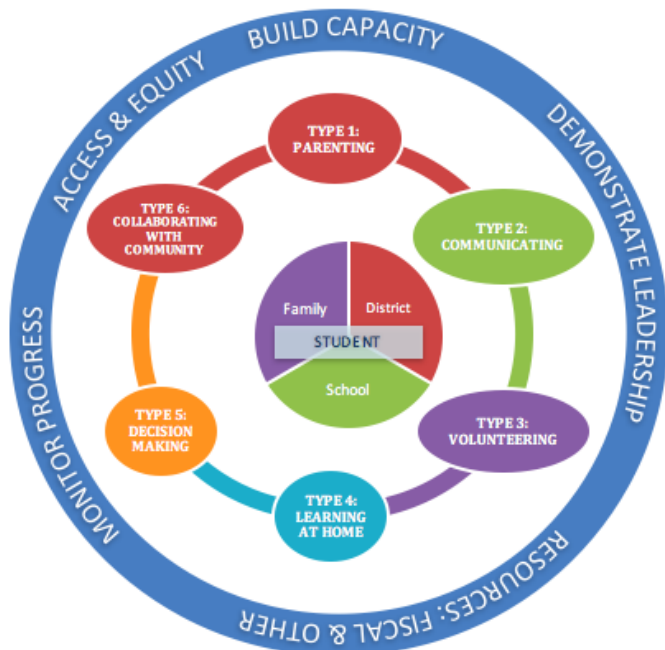




SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Family Engagement Framework

A Guide for Partnering with
Families for Student Success



The SMMUSD Family Engagement Framework was presented to the SMMUSD Board on February 15, 2018.



District Principles

1. BUILD CAPACITY¹

- 1.01 Ensure that all principals understand and implement required and effective parental involvement practices at their schools [Title I, Part A, 1118 (a)(1)].
- 1.02 Establish family-friendly volunteer policies to recruit and organize help and support from parents.
- 1.03 Train parents to successfully participate in curricular and budgetary decision making.
- 1.04 Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
- 1.05 Ensure staff and family access to training in effective school, family, and community partnerships.
- 1.06 Train staff, with the assistance of parents, in how to reach out to and work with parents as equal partners in their children's education [Title I, Part A, 1118 (e)(3)].
- 1.07 Ensure that teachers and families have knowledge and tools to help students with homework and other curriculum-related activities.

2. DEMONSTRATE LEADERSHIP²

- 2.01 Ensure that all schools have parent/family involvement programs (EC 11502 – 11504).
- 2.02 Meet requirements of state and federal law regarding family involvement.
 - a. Ensure parent representation on district and school committees as required by law.
 - b. Establish district family involvement policies and programs [Title I, Part A, 1118 (a)(2); EC 11503 – 11504].
- 2.03 Involve families in advisory bodies and training strategies.

3. RESOURCES: FISCAL AND OTHER³

- 3.01 Allocate resources and assign staff to implement the plan.

4. MONITOR PROGRESS⁴

- 4.01 Ensure all schools integrate parental involvement programs into the school's Single Plan for Student Achievement [EC 11502(e), 11504].
- 4.02 Provide oversight, support, and coordination of parent involvement activities among district schools and programs.
- 4.03 Document progress of each school's implementation of its parent involvement program [EC 11503(c)(d), refers specifically to Title I].
- 4.04 Assess every principal's effectiveness in establishing and maintaining school, family, and community partnerships at his or her school.

5. ACCESS AND EQUITY⁵

- 5.01 Ensure that critical parent information is readily available in accessible formats and languages spoken by families in the district [EC 48985].
- 5.02 Ensure that parent representation on committees reflects the composition of the student body.
- 5.03 Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis [EC 11502(c), EC 11503(b)(4)].



CA Family Engagement Framework District Principles



Keys to Successful Partnerships: Six Types of Involvement



Type 1

Parenting

Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.



Type 2

Communicating

Conduct effective communications from school-to-home and from home-to-school about school programs and student progress.



Type 3

Volunteering

Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.



Type 4

Learning at Home

Involve families with their children on homework and other curriculum-related activities and decisions.



Type 5

Decision Making

Include families as participants in school decisions, and develop parent leaders and representatives.



Type 6

Collaborating with the Community

Coordinate resources and services from the community for families, students, and the school, and provide services to the community.



Epstein's Six
Types of
Involvement

Introduction

“The level of parent involvement at schools is not determined by parent interest or apathy. The level of parent involvement is **determined by whether or not appropriate strategies and structures** are in place to facilitate the participation of parents.”

(Milbrey McLaughlin, Stanford University)





Context for Development of Framework

SMMUSD is committed to: building schools' and parents' capacity for **strong parental engagement**; ensuring effective involvement of parents; **supporting partnerships** among district, schools, parents, and the community; and **improving student academic achievement** through district/school-wide activity and programs.

With the goal of **increasing student academic success** and college and career readiness, the SMMUSD framework provides **guidance to our schools** and district in developing and implementing effective family engagement practices based on CA State Framework and Six Types of Successful Engagement practices.



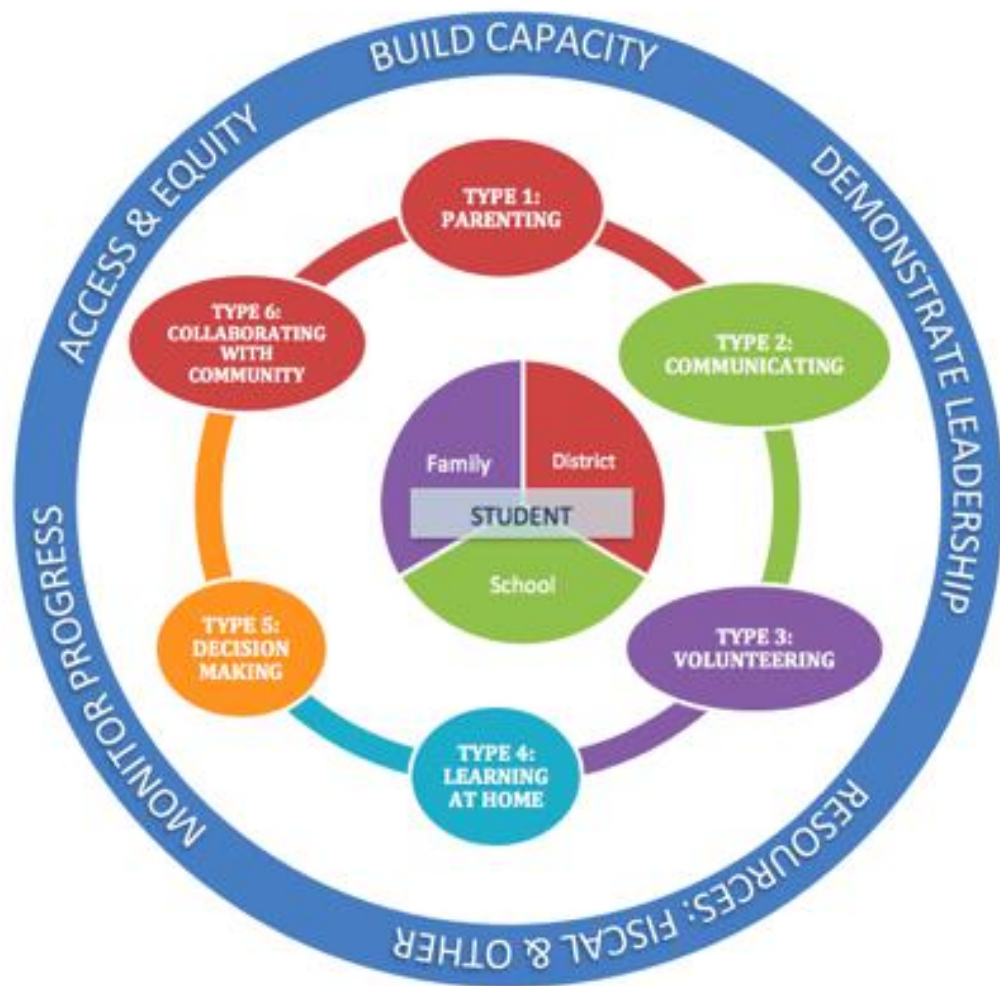
Culturally Responsive Practices

1. Building relationships and being present
2. Recognizing, honoring and promoting existing knowledge
3. Identifying and using what works for our families
4. Promoting a culture of awareness, learning and sharing
5. Fostering community by building social capital

Jessica Lavgna, Education Development Center, Inc.
(EDC)

Update on Implementation and Related Activities







Social Justice Parent Workshops

- Build Capacity
- Demonstrate Leadership
- Resources: Fiscal & Other
- LCAP Goals 1, 2 & 3



PIDA Training
for Latino
Parents 18-19

PIDA Training
for AA/Black
Parents 19-20



DELAC Meetings:
Officer and Member
Training



District-wide School Smarts



District-wide SMMUSD
Parent/Guardian Conference



District-wide CAFE
Conference



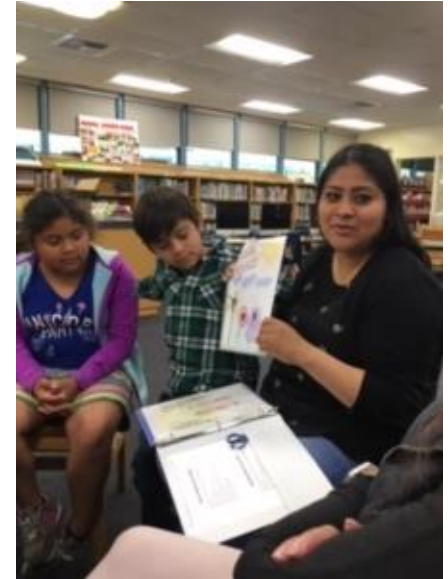
SMMUSD Community Resource Fair

- Build Capacity
- Demonstrate Leadership
- Resources: Fiscal & Other
- LCAP Goals 1, 2 & 3

Latino Family Literacy Project: Rogers and Grant



- Build Capacity
- Access & Equity
- Resources: Fiscal & Other
- LCAP Goals 1, 2 & 3





Parent Project: Olympic, JAMS, Lincoln, SAMOHI

I didn't think that this would serve me at all... I said to myself nah these silly things that are mentioned.....but I invite everyone to attend because in reality it does help..these practices that we were taught. And, how my daughter shared I am sometimes very strong and even at times aggressive and this helped me change a lot my way of being. And, I want to thank everyone for sharing their experiences and allowing me to share mine. And I hope we have another offering of this class and that we are again invited to attend. Eddy Antonio, Parent Project Graduate, April 2019.



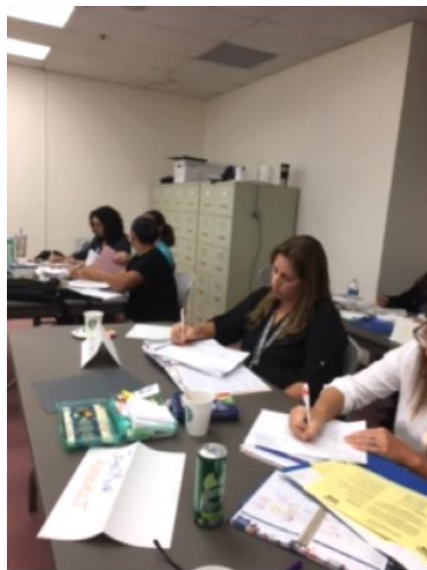


SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Bilingual Community Liaison Program



Bilingual Community Liaison Program



School Smarts Training/Support



Language Justice Training



CABE Conference



Date	topic
August 2018 – June 2019	One-on-one support meetings with Family Engagement Coordinator
September 14	School Smarts Training
September 24	Beginning of the Year Team Building
October 2	The Latino Family Literacy Project Facilitator Training
October 8	Restorative Justice: Team Building
October 19	English Learner Master Plan Community Resources for Families
November 2	Family Engagement Framework Common Sense Media Social Justice Initiative
November 28-30	Interpreting for Social Justice

**Monthly
Bilingual
Liaison
Meetings
18-19**



Date	topic
December 7	Simultaneous Interpretation
January 11	One Room, Many Voices Special Education Training IEP 101
January 25	School Smarts Facilitator Meeting
February 8	Education Foundation Family Engagement and CA Family Engagement Toolkit
February 11	Consecutive Interpretation
March 20-23	CABE Conferencw
May 3	CPR Training
June 4	ELAC Checklist DELAC Training

**Monthly
Bilingual
Liaison
Meetings
18-19**

Language Justice





Family Involvement and Language Access

Regardless of family income, education or cultural background, children whose parents are involved in their education are more likely to:

- Earn Higher Grades
- Have Higher Test Scores
- Have More Consistent School Attendance
- Demonstrate Better Social Skills
- Have High Self Esteem
- Adapt Well to the School Environment

W.H. Jeynes (2005), "A Meta-Analysis of the Relation of Parental Involvement to Urban Elementary School Student Achievement."

Language Justice facilitates greater family engagement.



What is linguistic justice?

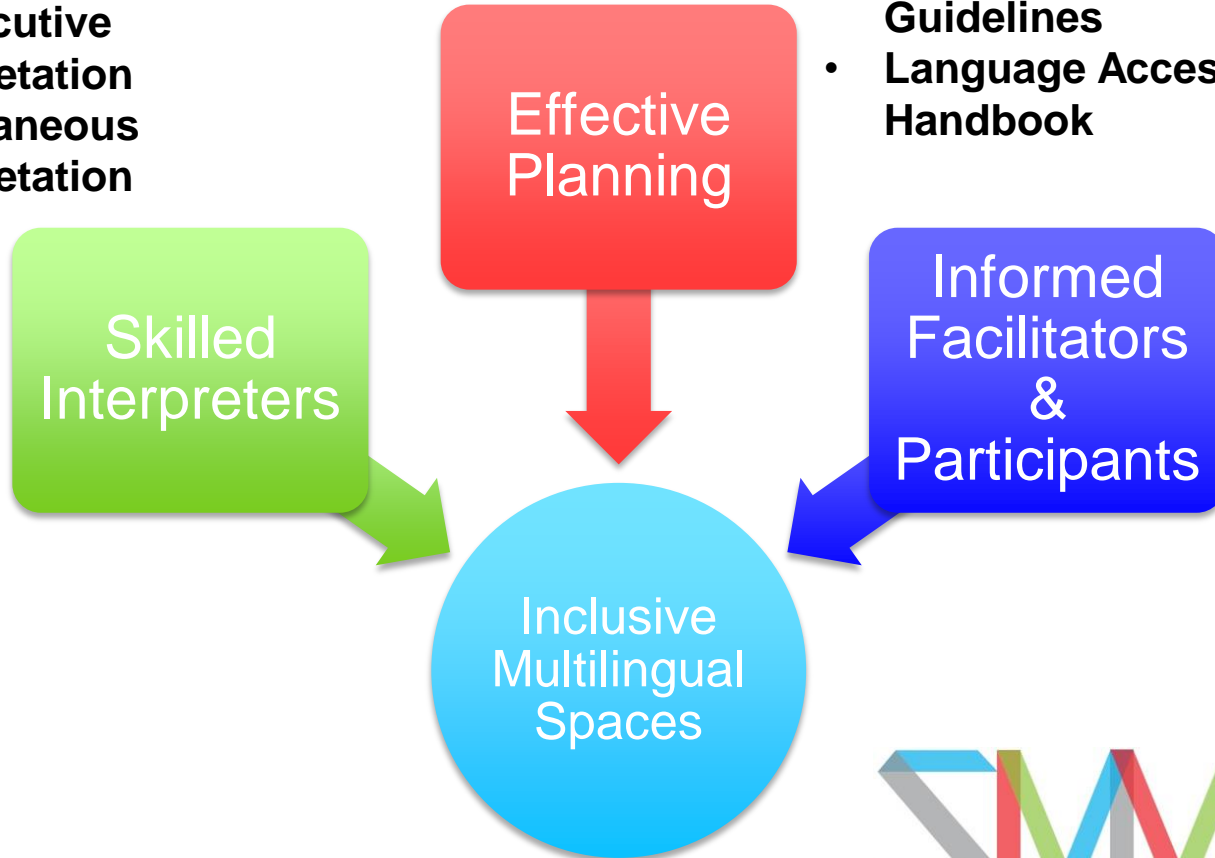
- A commitment to ensure that **all voices are welcomed, respected and valued.**
- A process that allows all people to participate in the **language with which they feel most comfortable.**
- **Implement tools to help people connect through differences in language,** culture, race, ethnicity, and immigration experience.
- An essential element of **cultural competence** in an environment where **more than one group of languages are present.**
- It is vital to **ensure that everyone's voices are truly heard** and included in the process of improvement of the school, the organization and the community.

Source: Just Communities

- Interpreting for Language Justice
- Consecutive Interpretation
- Simultaneous Interpretation

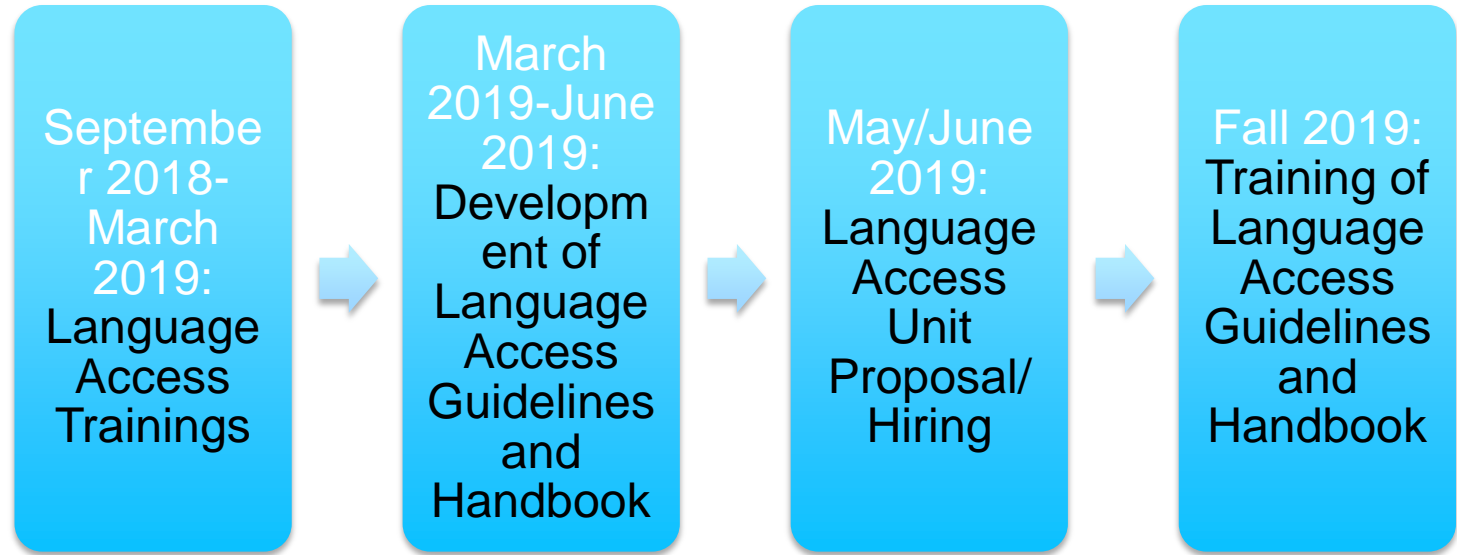
- Language Access Guidelines
- Language Access Handbook

- One Room, Many Voices Training





Language Access: Scope of the work and next steps:





Language Access: Building Capacity

- **September 11, 2018:** One Room, Many Voices Training (Site and District-wide Administrators)
- **November 28-30, 2018:** Interpreting for Social Justice Training (Bilingual Community and other bilingual staff providing interpretation)
- **December 17, 2018:** Simultaneous Interpretation Training (Bilingual Community and other bilingual staff providing interpretation)
- **January 11, 2019:** One Room, Many Voices for IEPs Training (Special Education Site Administrators, Special Education Coordinators, Bilingual Community Liaisons and other bilingual staff providing interpretation during IEPs)
- **January 18, 2019:** Training One Room, Many Voices Parent Training (DELAC)
- **February 11, 2019:** Consecutive Interpretation Training (Bilingual Community Liaisons and other bilingual staff providing interpretation)
- **March 7, 2019:** One Room, Many Voices Training (Advisors / Counselors)
- **March 26, 2019:** A Room, Many Voices Training (School Psychologists)



Interpreting for Social Justice

- Interpreting for Social Justice: This 20-hour workshop introduces participants to interpretation skills with a foundation in principles of equity and inclusion. The workshop includes:
 - Skill building in consecutive & simultaneous interpretation
 - Ethical issues and the interpreter's role
 - Language, power, and social justice
 - Creating an inclusive multilingual space



One Room, Many Voices: Planning for Cross-Language Communication

This workshop explores best practices for working with interpreters and translators to plan inclusive and effective multilingual events.

- Site Principals/Other Admin
- Special Education Coordinators/Admin Designees for IEPs/Assistant Principals/House Principals
- School Psychologists
- Bilingual Community Liaisons and other bilingual staff providing interpretation
- District English Learner Advisory Committee (DELAC)
- Advisors/Counselors



Capacity Building: Language Access Unit

- Along with capacity building of site-level personnel providing interpretation at the school sites, a Language Access Unit will be formed at the district-level to ensure the timely translation of all district-wide communications, program information, district documents (LCAP, SPSA, Program Materials) and district-wide parent meetings and information sessions (DELAC, LCAP PAC, Board Meetings).
 - Interpreter/Translator
 - Lead Interpreter/Translator



Language Access Guidelines Development

Input Sessions and Focus Groups:

- **January 11, 2019:** Special Education Site Administrators, Special Education Coordinators, Bilingual Community Liaisons and other bilingual staff providing interpretation during IEPs
- **March 7, 2019:** Advisors / Counselors
- **March 26, 2019:** School Psychologists
- **March 11, 2019:** Parent Representatives from the District English Learner Advisory Committee (DELAC)
- **March 18, 2019:** Parent Representatives from Special Education



Focus Group Input

- Develop a Language Access handbook for site use with tabs for Admin and for staff providing interpretation.
- Develop a handbook for IEPs with terminology and sample templates to support interpretation during IEPs.
- Provide on-going training for staff on the language access guidelines and interpretation protocols for meetings (i.e. Back to School Night, Parent/Teacher conferences, IEPs).
- Provide on-going training for staff providing interpretation.



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Family Engagement Policies



Scope and Sequence

**Development
of Framework
17-18**

**Introduction
of Framework
and Capacity
Building
Sessions
18-19**

**Site Meetings
to Establish
Family
Engagement
Goals/Expecta
tions
18-19**

**Development
of Site
Policies
embedded in
SPSAs
19-20**



Family Engagement Policies

Introduction and Awareness Sessions: Family Engagement Framework Presentations:

- Grant ES, Roosevelt ES, Muir ES, SMASH , Rogers ES, Franklin ES
- Principal Meetings
- Educational Services
- SEDAC/PRN, DELAC, LCAP/PAC, IEEDAC
- Bilingual Community Liaison

CA Implementation Toolkit

- Principal Meetings
- Rogers ES
- Franklin ES
- SMASH



Next Steps

- Continue with District-wide Parent Education Programs to begin first semester 2019
- Hiring of Language Access Unit
- Training of Language Access Guidelines/Handbook
- Provide support and training on the development of Family Engagement Policies to be aligned with SPSAs to go to Board June 2020

