



# Equity & Family Engagement

LWSD PTSA April 2024



# Agenda

## Policy

- OE-14
- Administrative Policy
  - Harvard PD
  - Family engagement work groups

## Resources

- Org chart
- Resources for the community
  - Language Access

# Operational Expectation – 14 Anti-Racism, Anti-Discrimination, Equity, and Inclusion in Education

- The Superintendent’s Evaluation
- Safe and Inclusive environment for students and staff
- Equitable access to rigorous programs and curriculum
- Culturally responsive curriculum
- All staff receive professional development that is anti-racist, culturally responsive and increases awareness of personal bias and recognize systemic bias and inequities
- Seeks diverse perspectives from all stakeholders



# What's in the details?

- 14.9 Incorporate diverse perspectives and culturally relevant strategies in district/school communications and community engagement, especially perspectives that have been marginalized, underrepresented, or have faced barriers. (cross-reference: OE-9.2)
- 5. Family Engagement ([Administrative Policy](#))
  - The district recognizes the importance of authentic family engagement and will develop a culturally responsive framework for family engagement. The framework to family engagement, will be built under the premise that families involved in school communities improve students' sense of belonging and educational outcomes. There will be an emphasis on language, communication frequency, and channels/modality of engagement to improve both access to information, as well as, establishing authentic relationships with families. These efforts are reasonably expected to positively improve the student experience as measured in Board Policies OE-3 and OE-14.

## The Challenge



### Educators

- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets



### Families

- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected, unheard, and undervalued

## Essential Conditions

### Process conditions

- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

### Organizational conditions

- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

## Policy and Program Goals

### Build and enhance the capacity of educators and families in the "4 C" areas:

- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

## Capacity Outcomes



### Educators are empowered to:

- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures

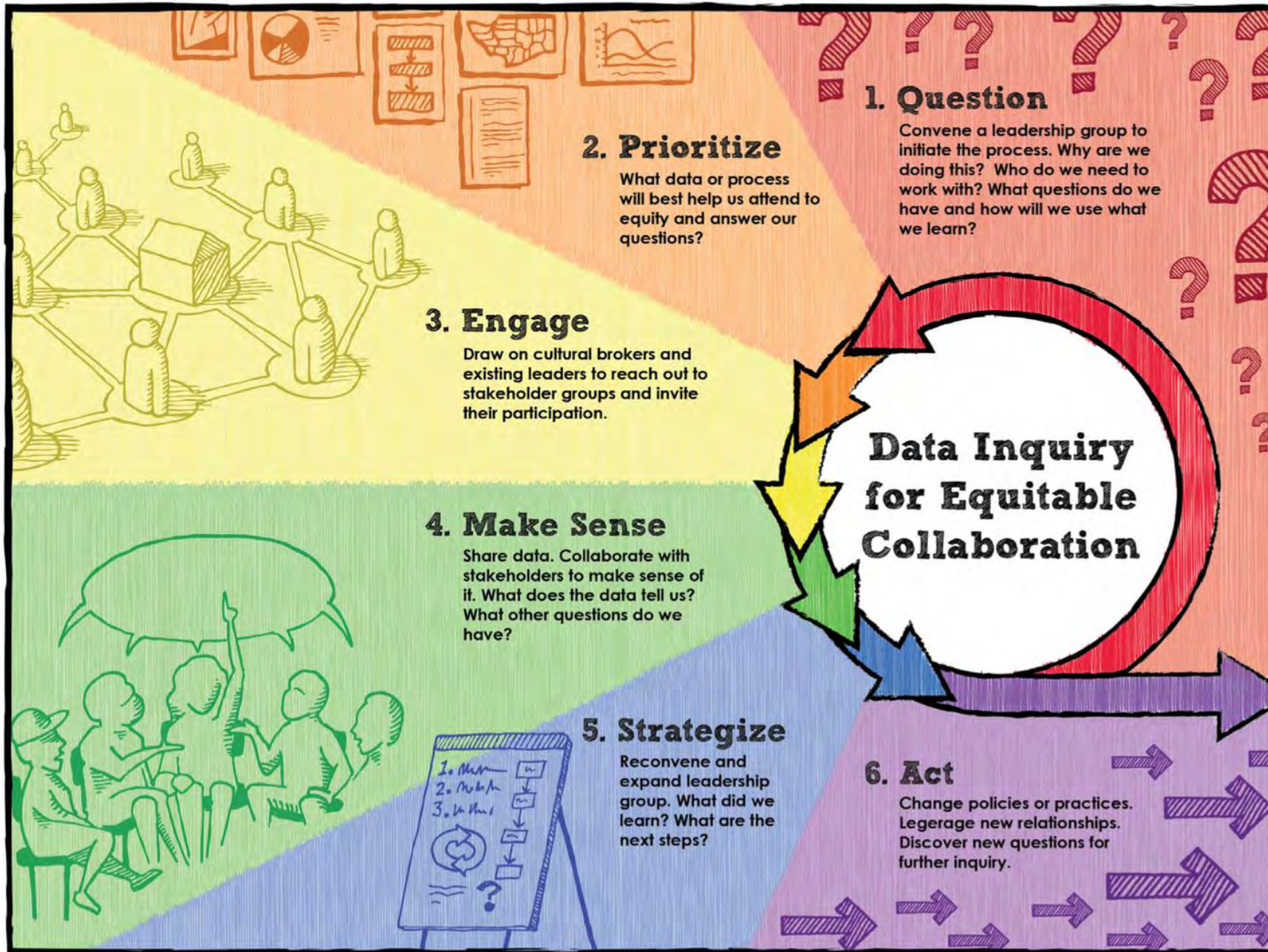


### Families engage in diverse roles:

- Co-creators
- Supporters
- Encouragers
- Monitors
- Advocates
- Models



Effective partnerships that support student and school improvement



# Family Engagement Work Groups

- Currently being facilitated by Catherine Cruz, Na'eemah Webb, and Susan Custer
- Includes families (especially those furthest from educational justice), teachers, administrators and district staff
- Harvard School Of Education

[Home](#) > [Professional Development](#) >  
[Family Engagement in Education: Creating Effective Home and School Partnerships](#)

## Family Engagement in Education: Creating Effective Home and School Partnerships





# Equity Department

- **Director:** Pablo Ortega
- **Equity Specialist:** Damaly Soy (Wingert)
- **Family Engagement and Community Outreach Coordinator:**  
Catherine Cruz  
Na'eemah Webb
- **McKinney Vento/Foster Care Liaison:** Blanca RivasLefort
- **Equity Facilitator:** Susan Custer (LWHS)
- **Equity Facilitator:** Beverly Dosono (JHS)
- **Equity Facilitator:** Sergio Barrera (RHS)
- **Equity Facilitator:** Adanna Abakporo (EHS)
- **Eastside Native American:** Lauren Nabahe
- **Language Access Coordinator:** Virginia Ramirez








## Language Access

- Increase access to district information and making meaningful connections is our responsibility as a district (per OSPI)
- Have hired a Language Access Coordinator to oversee our district's development and implementation of a district-wide Language Access Plan (per OSPI with included funding)
- Virginia Ramirez was offered and accepted the position
  - Long time (nearly 20 years) parent volunteer

A background image showing three students in a classroom. A young man in the foreground is looking to the right, resting his chin on his hand. Behind him, a young woman in a yellow shirt is also looking to the right. In the foreground on the right, the back of a young man's head and shoulders are visible, wearing a blue shirt and a red and white chain necklace.

## How you can get involved?

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- Locally at your school with SIP and Equity Team collaboration
- Through framework and policy development
- Resource referral or resource request
  - Experiencing homelessness
  - Food insecurity (in partnership with LWSF and various PTSA's)
  - Back to school drives
  - Winter holiday toy drives
- Refer families to [Harassment, Intimidation and Bullying](#) **after exhausting local options**

# Questions