

# SCHOOL DISTRICT FAMILY ENGAGEMENT LEADERS CHARTER

## Group purpose

The purpose of the School District Family Engagement Leaders is to inform the development and implementation of collaborative and best practice family engagement strategies and initiatives to improve student success and achieve the Road Map Project's 2030 goal. The group brings together family engagement leadership staff from Road Map Project region school districts to build regional capacity by:

- Sharing resources, knowledge and effective practice,
- Promoting a common awareness and language around engagement,
- Supporting practices and strategies that sustain and advance authentic systemic family engagement across the region.

## Engagement norms

1. Learn: Our primary commitment is to learn from each other.
2. Share: Each of us will share challenges, knowledge and practice about our respective work in service to building stronger family engagement across the Road Map Project region.
3. Respect Difference: Each one of us has varied backgrounds, institutional affiliations and experiences. We acknowledge that we are taught misinformation about others and ourselves and recognize that difference may surface from time to time.
4. Acceptance: We trust that we are always doing the best we can with what we have and agree to not demean or devalue others' work.
5. Regional Collaboration: Although each of our district contexts is unique, we are unified in our commitment to actively pursue opportunities to break down siloes between districts, collaborate across district boundaries, and strengthen family engagement innovations around the region.

### **Engagement norms (continued)**

6. Confidential & Candid: We agree not to repeat the remarks, whether personal or professional, outside of meetings and desire for the group atmosphere to facilitate open, candid and honest discussion.
7. Commitment: We agree to remain focused and committed to ensure collective projects are fully completed.
8. De-personalize: In our interactions we agree to challenge ideas or practice, not the person.
9. Discomfort: We agree to both experience discomfort and speak your discomfort.

### **Core beliefs**

1. Parents are their child(ren)'s first and lifelong teachers and as such are valuable assets.
2. Family engagement is a means of advancing racial equity and closing opportunity gaps.
3. We believe the success of students is the center of our work, and engaging families is a means to accomplish this task.
4. Schools cannot do it alone—student learning and success is a shared responsibility driven by authentic partnerships among students, families, schools and community partners.
5. Trusting relationships matter. Shifting core beliefs, confidence and practice can happen powerfully through authentic relationships and require understanding and honoring varied experiences and interactions across differences between students, families, schools and the community.

### **Process norms**

1. The School District Family Engagement Leaders is comprised of family engagement leadership staff from each district in the Road Map Project region and other district leads from the region as invited by the membership. The School District Family Engagement Leaders meets in-person at least nine times a year annually. Members attend at least six meetings.
2. The group has in place a process to engage in practices that ensure mutual accountability and support among members.
3. Consensus decision-making is used in all decisions and discussions.

### Process norms (continued)

4. An agenda and key materials are circulated prior to meetings, and the meeting time, date and location published. Minutes are taken and circulated to all members.

5. New members will receive an in-depth orientation process that includes; district historical context (if available), group historical context and charter, one-on-one meetings to share important grounding information, agenda template, peer mentor and member contact list. The new members will be expected to commit to the group charter.

### What this group is...

- ✓ A collaborative learning process
- ✓ A peer learning opportunity aimed at providing mutual support and developing family engagement capacity in your district
- ✓ A chance to reflect on your context and practice
- ✓ An opportunity to give snapshots of your family engagement work that may raise helpful questions in your practice
- ✓ Driven by a body of collaborative work and interests determined by membership
- ✓ An opportunity to get other people's perspectives about what they see and some ideas about the problem you are working on

### What this group is not...

- x A "back-patting" or dog-and-pony show to share how great one district's work is or worthy of support over another
- x A power-play where other people get to critique your weaknesses and tell you what you're doing wrong
- x An opportunity to dictate what others should do
- x A comprehensive overview of your entire program and all that it does or intends to do
- x A work group; one more unproductive meeting to add to your already busy schedules
- x Clear-cut answers or solutions that don't require any work outside of the meetings