



## Family and Community Engagement

A critical component of [Georgia's Systems of Continuous Improvement](#) is [Family and Community Engagement](#). Family and Community Engagement is a major system of the complex school organization that develops quality links between local school professionals and the parents and community the school is intended to serve.

Meaningful and effective **Family and Community Engagement** is an essential component of positive student development and educational success. Both the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) require that families are actively involved and engaged in their child's education. Actively engaging families in all steps of the problem-solving process and in all decisions regarding adjustments to interventions and related changes to their student's core curriculum will improve academic and behavioral outcomes.

### Sample Performance Indicators

**Performance Indicators for Family and Community Engagement include but are not limited to:**

- Welcomes all families and the community
- Communicates effectively with families and the community
- Supports student success by fostering effective collaboration
- Empowers families by providing professional learning opportunities
- Shares leadership with families and the community to support effective decision making.

For additional information, see Family and Community Engagement in Georgia's Tiered System of Supports for Students Implementation Guide.

**Infrastructure and Support Mechanisms** – Knowledge, resources, and organizational structures necessary to operationalize all components of Georgia's Tiered System of Supports for Students in a unified system to meet the established goals. (See Page 8 of Georgia's Tiered System of Supports for Students Fidelity of Implementation Rubric)

Measures	1 (Little to No Evidence)	3 (Some Evidence)	5 (Evident)
<b>Communications With and Involvement of Families</b>	One or none of the following conditions is met: (1) a description of the school's essential components is shared with families; (2) a coherent mechanism is implemented for updating families on the progress of their child who is receiving secondary or intensive interventions; and (3) families are involved during decision making regarding the progress of their child receiving intensive intervention.	Two of the following conditions are met: (1) a description of the school's essential components is shared with families; (2) a coherent mechanism is implemented for updating families on the progress of their child who is receiving secondary or intensive interventions; and (3) families are involved during decision making regarding the progress of their child receiving intensive intervention.	All of the following conditions are met: (1) a description of the school's essential components is shared with families; (2) a coherent mechanism is implemented for updating families on the progress of their child who is receiving secondary or intensive interventions; and (3) families are involved during decision making regarding the progress of their child receiving intensive intervention.