



Georgia Department of Education  
Georgia's Tiered System of Supports for Students  
Essential Components  
**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 be actively involved and engaged in their child's education. District and school leadership encourage family participation in the MTSS process and regularly update families on their student's progress.

### 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



# Georgia Department of Education

## Georgia's Tiered System of Supports for Students

### Essential Components



**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.

Measures	1	2	3	4	5 (Evident)
<b>Communications With and Involvement of Families</b>	One or none of the following conditions is met: (1) a description of the schools' essential components of Georgia's Tiered System of Supports for Students is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	One of the following conditions is met, and there is progress toward meeting at least one other condition: (1) a description of the schools' essential components of Georgia's Tiered System of Supports for Students is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	Two of the following conditions are met: (1) a description of the schools' essential components of Georgia's Tiered System of Supports for Students is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	Two of the following conditions are met, and there is progress toward meeting the third condition: (1) a description of the schools' essential components of Georgia's Tiered System of Supports for Students is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	All of the following conditions are met: (1) a description of the schools' essential components of Georgia's Tiered System of Supports for Students is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.

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For additional information, see **Family and Community Engagement** in [Georgia's Tiered System of Supports for Students Implementation Step-By-Step Guidance](#).



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