

Parent/Family Engagement

The Fayette County Public Schools (FCPS) ~~system~~ recognizes that ~~parent/family engagement involvement~~ is essential as we work to achieve our mission “to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.” ~~Accordingly our vision for family engagement states, “All student will graduate from high school prepared for college and careers, ready to excel in a global society.”~~ In order to achieve this, we will foster collaborative family partnerships. FCPS envisions a Districtwide culture conducive to meaningful engagement of families and collaborative partnerships to support student learning, enrich educational experiences and prepare students to excel as successful citizens in a global society.

DEFINITIONS

FAMILY ENGAGEMENT IS A FULL, EQUAL, AND EQUITABLE PARTNERSHIP AMONG FAMILIES, EDUCATORS AND COMMUNITY PARTNERS TO PROMOTE CHILDREN’S LEARNING AND DEVELOPMENT FROM BIRTH THROUGH COLLEGE AND CAREER.

~~Parent or f~~**Family** consists of a biological, adoptive or foster parent; other adult(s) serving as a parent such as a close relative; legal or educational guardian; and/or a community or agency advocate.

DISTRICT RESPONSIBILITIES

The Superintendent and Board will initiate and ~~be accountable for upholding the following family engagement expectations that address the responsibility throughout the district to create effective home and school partnerships that support student achievement and school improvement, developing the following vital collaborative activities to address the schools’ responsibility in the above-stated process:~~

- ~~The FCPS system,~~ starting with ~~IAKSS district~~ staff and the Board, will create and maintain a responsive and welcoming atmosphere that values and respects ~~parents and~~ families and community partnerships.
- ~~The District FCPS,~~ starting with the Superintendent and Board, will support ~~parents and~~ families as advocates, ~~and partners, for lifelong learning, and as~~ decision-makers and active participants in schools ~~issues~~ and programs.
- FCPS will assist ~~parents, families and guardians in~~ ~~building capacity acquiring techniques to~~ supporting their students’ learning and will develop tools to help establish those areas where support is needed.
- ~~The District FCPS~~ will undertake purposeful initiatives to involve ~~families parents and family members, wherever appropriate, in a variety of instructional and support roles both within as well as outside of the schools. These shall include creating greater awareness, and promoting more effective operations, of the existing opportunities provided by law for parent/family engagement.~~ in engagement opportunities that are relational, linked to learning, asset-based, culturally responsive, collaborative and interactive. These conditions are evidence-based and essential to increasing student achievement.
- ~~The District, FCPS~~ will take the initiative in working with families to address issues related to educational inequity and ~~in providing~~ strong advocacy for the achievement of all students, regardless of their diverse backgrounds.

- In keeping with goals of the District Improvement Plan for academic achievement, FCPS ~~the District~~ will align all family engagement efforts with all Family Resource/Youth Service Center Coordinators, social workers, mental health specialists, counselors, and Title I staff in coordinating access to support services for children and their families.
- FCPS ~~The District~~ will engage with families and community partners in all schools and programs in supporting family engagement opportunities that enhance student success and academic achievement.

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DISTRICT RESPONSIBILITIES (CONTINUED)

- ~~FCPS The Superintendent and Board, working with district IAKSS staff and school staff, will assist schools in identifying those areas of where professional learning development is essential necessary to in build capacity of helping teachers, administrators, and staff to working effectively with families. The Superintendent and Board will determine ways to provide that opportunity for professional learning development.~~
- The District Family Engagement framework shall be an ongoing part of the Comprehensive District Improvement Planning process.
- This policy will be made available to each family on the District web site and at the District Office.

SCHOOL AND PROGRAM RESPONSIBILITIES

This policy requires the Superintendent, the Board, District Administration and all school staff, to equitably engage parents/families, students, and community partners as co-creators in the educational process. ~~The issues of parent and family engagement is are~~ critical to the academic success of each student in ~~the FCPS system~~; it is also fundamental to a healthy system of public education that expects all students to achieve at high levels. ~~Therefore, the following expectations exist for each school in the system,~~ In order to ensure that students have equitable every opportunity to acquire and achieve the capacities established by law, as well as those established by the FCPS Board of Education the following expectations exist for all schools and programs:-

1. Each school will ~~develop write~~ and embed purposeful parent and family engagement strategies into school culture as a part of its Comprehensive School Improvement Planning process. This shall include, but not be limited to, the following information:
 - methods that will be used to promote and facilitate consistent, purposeful two-way communication between school-to- and home communications that are sensitive to variances in comprehensive opportunities/abilities, including home language, reading comprehension, and access to online communications.
 - identification of professional learning development needs of for teachers, administrators, and staff to address working effectively with all families, especially those of culturally diverse backgrounds and special educational needs.
 - ~~demographics of all students;~~ awareness of, and follow up with, those families requiring home visits or off-site conference alternativess.
 - collaborate with families and provide resources that support learning at home and school. determination of types of learning at home that should take place to support all learning at school.
 - ongoing awareness and communication to training for parents/family members about School Based Decision Making (SBDM) practices and SBDM committee engagement.
 - definitions regarding what constitutes effective parent/family engagement at each school and how that involvement engagement will positively impact student achievement and success:-

- efforts and measures employed to elicit minority equitably engage families of color and families of students with identified disabilities to participate and special needs representation/participation in the educational processes at each school.
2. ~~Each school will demonstrate an effort to reach families that are underrepresented and underresourced underserved in school settings, face transportation or child care challenges, lack the confidence or time, and/or have limited literacy or limited English language skills.~~

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Parent/Family Engagement**SCHOOL AND PROGRAM RESPONSIBILITIES (CONTINUED)**

- ~~3.2.~~ Each school and program will schedule an annual meeting for families that is convenient and offered at flexible times. ~~that are as flexible as possible to all constituents (a.m. and p.m., possibly).~~ These meetings should ensure that families have multiple learning opportunities to understand how to support their children's learning and will provide:
- a description and explanation of the school's curriculum;
 - a description and explanation of the forms of academic assessments used to measure student progress;
 - an explanation of the proficiency level students are expected to meet;
 - a description and explanation of all school programs, family engagement/involvement initiatives; and the family/parents' rights to be involved in decisions related to the education of their children.
- ~~4.3.~~ Each school shall partner with work closely with all parents families, parent-family groups (~~PTA, SBDM~~) and community groups in supporting parent and family initiatives that enhance academic achievement.
- ~~5.4.~~ Each school shall provide flexible opportunities for organized, on-going, and timely family participation in planning, review, and improvement of school programs (to include, but not be limited to, the Title I program).

As all parent/family engagement plans will be a part of the District Improvement Planning process, they will be subject to the same implementation/impact checks as other planning pieces. However, as this initiative is vital to the success of students in FCPS, all schools' parent/family engagement strategies will also be submitted to District IAKSS staff in the Family and Community Engagement (FACE) office.

The staff will also provide training and support for schools to help them reach the FCPS District family/community engagement objectives. Information on the status of school-family engagement and training will be shared with both the Equity Council and the Board of Education. District IAKSS Family and Community Engagement and Title I staff will also review this policy annually for any needed revisions.

RELATED POLICY:

02.4241

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