

Jefferson County Schools Family and Community Engagement Plan 2015-2016

Family Engagement Standards

Executive Summary and Background

The focus of the Plan is to build trusting, collaborative relationships among teachers, families, and community members. It also recognizes, respects, and addresses families' needs, as well as class and cultural differences. The Family and Community Engagement Plan was developed with input from local stakeholders - administrators, teachers, staff members, school board representatives, students, parents, and community leaders.

Every school in the district has received a copy of this plan and will be expected to incorporate the standards as part of its own parent involvement plans. The principals in this district have received training concerning the Family Friendly Schools Initiative and are working to include parents in all aspects of their respective schools. The Family and Community Engagement Plan is a working document and will continue to grow and develop as the current process is evaluated annually for effectiveness. All stakeholders will be involved in the evaluation process.

Purpose

The Jefferson County Schools Family and Community Engagement Standards were developed to:

- Set expectations for family and community involvement at both the district and individual school levels.
- Ensure that programs, activities and procedures in all schools are planned and operated with meaningful consultation with parents.
- Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

Use

The following standards are intended to be used to:

- Develop family and community engagement programs.
- Set goals and priorities related to family and community involvement.
- Evaluate current programs for compliance with the district wide policy.

DISTRICT LEVEL

Standard D1: There is a district policy for parent and community involvement, adopted by the Jefferson County Board of Education, which identifies clear and measurable goals.

Indicators:

1. There is a written policy document that is on file and is available to all stakeholders.
2. The district's family and community involvement policy is available in English and other languages, as needed.

Standard D2: The district leadership actively supports the involvement of parents and community members in all schools.

Indicators:

3. Measurable goals for increasing family and community involvement are included in each School Improvement Plan.
4. The district provides adequate personnel and monetary support to increase family and community involvement at the individual school level.
5. The Family Resource Center is provided to ensure families have access to appropriate services and receive assistance as needed.
6. Staff development is provided for school personnel on how to increase the level and quality of family and community involvement.

Standard D3: The district leadership actively pursues the involvement of families and community members in the education process.

Indicators:

7. District level personnel distribute information to families and community members through a variety of methods: newspaper, Internet/websites, newsletters, etc.
8. The district works collaboratively with other local agencies and organizations to improve family and community involvement in the schools. Organizations to include: Family Resource Center, Head-Start, state run Pre-School Programs, Mossy Creek Literacy Council, etc.

Standard D4: District level personnel are expected to be friendly and respectful and to treat families as partners in their children's education.

Indicators:

9. All families are welcome at the district office and receive quality customer service, regardless of race, color, national origin, sex, disability, or age.

SCHOOL LEVEL

Standard S1: Family and Community Engagement is incorporated into the School Improvement Plan.

Indicators:

10. Action items in the School Improvement Plan relate to family involvement and its contribution to students' academic achievement.

11. The School Improvement Plan is developed by all stakeholders - administrators, teachers, parents, students, and community members.

Standard S2: The faculty and staff use a variety of ways to involve parents and community members in the education process.

Indicators:

12. Family and community programs are offered at various times throughout the school year and the school day.

13. A minimum of two Open Houses/Parent Teacher Conferences are held each year.

14. Funds are designated for family and community involvement events.

Standard S3: The school is responsive to the needs of its families and community members.

Indicators:

15. All families are welcome at the school and receive quality customer service, regardless of race, color, national origin, sex, disability, or age.

16. Principals are encouraged to identify any barriers to parent involvement. Resources are provided in English and appropriate languages for students and parents.

17. Events at the school are publicized well in advance through a variety of medias.

CLASSROOM LEVEL

Standard C1: Classroom teachers are expected to be friendly and respectful and to treat families as partners in their children's education.

Indicators:

18. Teachers provide families with information concerning their child's curriculum and outline expectations for successful academic achievement.

19. Teachers and parents are in frequent, two-way communication concerning a child's progress in school.

20. Families are kept up to date on their child's progress by a variety of methods: newsletters, notes, phone calls, etc.

Standard C2: Teachers value the uniqueness of each child and respect the family's experiences, knowledge, and culture.

Indicators:

21. Families are invited to share their experiences, knowledge, and culture with other students in the school.
22. Teachers are trained in multi-cultural, gender-fair, and disability-aware practices and use them in working with families.
23. All families are welcome by the teacher and receive quality customer service, regardless of race, color, national origin, sex, disability, or age.

HOME LEVEL

Standard H1: The family has high but reasonable expectations for their child's academic achievement.

Indicators:

24. Children's achievement is encouraged through positive reinforcement and modeling appropriate behavior such as love of learning and discipline.
25. There is a genuine interest by parents and community members in a child's growth, development, and achievement.
26. The family has clear rules and consequences.
27. Parents make sure their children go to school on time and attend school regularly.

Standard H2: Family and community members actively support the school and district's efforts to provide a quality education to all students.

Indicators:

28. Parents and community members are actively involved at the school by volunteering in the classroom, serving on committees (including professional development), attending conferences, and organizing events.
29. Parents and community members are involved in district initiatives by serving on committees and attending meetings/activities.
30. Parents and community members communicate to the school staff what they expect of the school in an appropriate and respectful manner.

Anyone desiring additional information concerning parent and community engagement may go to the county website at <http://jc-schools.net>.

To access the state Report Card for Jefferson County Schools, use the following directions:

1. Go to <http://jc-schools.net>

2. On the right left of the screen under District, click on **TN Department of Education**.
3. This link takes you to the TN Department of Education webpage. Click on the Report Card tab at the top of the page.
4. Scroll down until you find, **Profile**
5. You can enter selections in any of the three drop down menus: **School Year**, **District Name** (Jefferson County) , **School Name** (select name of your child's school if you want to view that particular schools data)