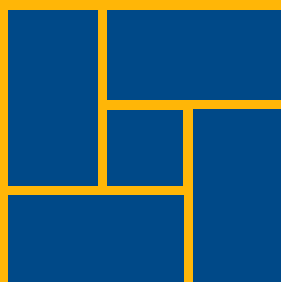


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FAMILY ENGAGEMENT FOR EDUCATORS TOOLKIT WITH CERTIFICATE



Kentucky Collaborative for Families and Schools

The Prichard Committee

Prepared by: Prichard Committee's Commonwealth Institute for Parent Leadership
and the KY Collaborative for Families and Schools. Aug. 2020

We would like to acknowledge Andrea Alexander, the HFEC Family School & Community Liaison, for the conception and development of the idea for this resource. Hawaii Statewide Family Engagement Center (2020, July) Welcome Back Package Family Engagement for Educators 2020. Honolulu, HI: University of Hawaii at Manoa, College of Education, Center on Disability Studies, Hawaii Statewide Family Engagement Center Project.

<https://cds.coe.hawaii.edu/hfec/welcome-back-package/>

This is an online interactive document. The list below of six content items is clickable. Click on a content area you are interested in and it will take you to that section of the Toolkit. Each content section has information and provides more links if you are interested in diving into that topic more. If you have any questions about this document please email: brooke.gill@prichardcommittee.org

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CORE PRACTICE 1

WELCOMING PHONE CALL

The first phone call establishes a powerful and lasting impression that encourages families to engage. It is a great opportunity to set the tone for relationship building and demonstrates your commitment to connecting outside of discipline issues. It is important that the initial contact is positive to demonstrate to families that you value their insight on their children and that you welcome family engagement throughout the year. This is also helpful in case you may need to inform the family in the future that their child is struggling.

Tips

- Plan early by getting families' contact information as soon as possible.
- Reach out before school resumes or within the first three weeks of the start of the year.
- Focus on forming a genuine mutual relationship with a warm and friendly tone.
- Use the opportunity to learn important information about your student and the family.

CORE PRACTICE 1

WELCOMING PHONE CALL SCRIPT/VIDEO

Good Questions to Ask:

- Open with sharing about yourself. It is important to be vulnerable if you are hoping for parents to be vulnerable. For example, lead with what made you want to be a teacher.
- What can you tell me about your child (use name) that can help me be a great teacher for him/her?
- What are your hopes and dreams for your child?
- What is the best way to contact you? When is the best time of day?
- What is your preferred language to communicate with us at school?
- Here is the best way to contact me. Please call/email, etc., anytime you have a question or concern.
- I look forward to having your child in my class this year. Thank you for your partnership.



[CLICK HERE FOR MORE QUESTION FOR TRUST BUILDING](#)

Get Started with this sample starter script...

Teacher (T): Hi! This is Mrs. Gill from Fox Elementary School. Is this Mrs. Carter? I wanted to call to introduce myself at the start of the school year. I'm excited to be your son's 1st grade teacher and I'm looking forward to meeting you both. Is now a good time to talk? (optional) What languages does your family speak at home? Are you comfortable using English?

Parent (P): Hi! Yes, this is a good time for me.

Sample script continues on the next page

CORE PRACTICE 1

WELCOMING PHONE CALL SCRIPT/VIDEO

T: I'll start with a little about me so you and I can get to know each other better. I have a son in middle school and a daughter who is a senior this year. I moved to Hardin County in 2010 to help take care of my mother. She lives with us now. I really enjoy teaching 1st grade because I love how kids at this age are so curious and excited to learn. I love gardening and cooking with my mom so you will notice I do many science and math activities around gardening and cooking! My kids are very involved with sports too so we are on the road a lot on the weekends. Tell me about your son and things you all enjoy doing as a family. Are there certain things you would like me to know? I'd also love to hear about his specific interests, learning styles and talents.

- Next, choose 3 or 4 questions you like from the list on the previous page to keep the conversation moving. Keep the conversation somewhat brief without being in a hurry, around 10 to 15 minutes total.
- Be sure to document the parent's answer so you can reference important points later. [Click here for a tool for documenting calls and visits throughout the year.](#)
- End the call with the next time you will contact them and remind them of how they can reach you if they want to talk before the next scheduled meeting.

CORE PRACTICE 2

VIRTUAL FAMILY CHECK-INS

Virtual family check-ins are powerful for building strong and trusting relationships with families, particularly during the beginning of the school year. Scheduling 2 or 3 family check-ins through the year sends a strong message that you are invested in building this important relationship. Family Check-Ins are not designed to assess or evaluate your families or student's academic performance, but to build a relationship of mutual trust and respect.

Tip

- Family check-ins are voluntary and should be arranged in advance at a time convenient for the family. Encourage the family to invite anyone they want to the virtual visit to include the student and other family members.



- The purpose of the visit is to dive deeper into what is and what is not working for the family and student so adjustments can be made throughout the school year.
- This is also a time to talk more about the students and families hopes and dreams related to their education journey
- Feel free to include other co-teachers in this meeting to build the family's school community
- A good order of questions is
 1. People check-in
 2. Resources check-In, and then
 3. School or distance learning check-in

CORE PRACTICE 2

VIRTUAL FAMILY CHECK-INS

Good Questions to Ask

- As a parent – grown up to grown up – how are you doing right now?
- How is your child(ren) doing? Have you thought about how to keep her/him connected to his peers during the extended closure (i.e. scheduling Facetime calls with friends so (s)he doesn't feel isolated)?
- Is there anything you need but don't have?
- Who is your child's best friend?
- What does your child like about school?
- What are some of your child's favorite activities?
- How are you feeling about structuring the day?
- How are you feeling about the resources available to you? What additional resources do you need to support learning at home?

Get More Ideas here:

- [Download a Family Wellness Check In- Guidance for Educators Here.](#)
- [Parent/Caregiver conversation guide](#)

CORE PRACTICE 3

OPEN HOUSE AND PARENT INFORMATION NIGHTS

Back-to-School nights and Open Houses are an invitation into the classroom for families. While often structured to explain rules of the school and classroom, it is also important to structure the event to center the families and provide information that is linked to learning. These events are an opportunity to honor your families, hear their voices and expand the learning community beyond the classroom.



Tips and Strategies:

- Replace the word "Parent" with "Family" or "Parents and Families" in communications so that all members feel welcome to attend.
- Host open house in the classroom or if hosting the meeting online, take time to virtually tour the classroom so parents see how the room is set up for learning. This makes it easier for parents to talk to their kids about what is going on in class.
- This is an opportunity to build community among parents, as well as between parents and teachers.
- There should always be parent voice in planning the event. What do parents want to get out of it?
- Teachers should share about themselves and help parents see them as relatable. Why did you become a teacher? What do you see as your role in furthering a child's development? How do your students describe you as a teacher? What do parents remember about teachers they especially liked and why?
- Suggested agenda: Welcome; icebreaker; tour of the classroom explaining how its set up for learning (eg: tables for group work, learning centers, library, word wall, resources); main learning goals for the year; school-home communication plan -- co-created with families; Q&A; sharing contact info.
- Schedule activities that allow families to learn about and practice what the students are being taught.
- Send families home with an activity sheet or packet that will assist them in supporting learning at home.

CORE PRACTICE 4

FAMILY CONFERENCES

Family conferences are an opportunity to deepen your conversations and partnerships with families. These can be intimidating for many families and so lead with praise for the child. A Family Conference will focus on the student's academic development whereas the Family Check-Ins discussed earlier are shorter, informal conversations for the purpose of relationship-building. Valuing family voices and opinions are essential in order for these meetings to be successful. Family conferences are meaningful opportunities to partner with families and create a two-way dialogue where all parties can share and learn from each other. The term 'family' is more inclusive than 'parent-teacher', and signals inclusion of members of the students' whole support system. A family conference also incorporates student voice, and creates an extended learning family that collaborates together for the well-being and achievement of the student.

Tips

- Build a foundational relationship with families using the previously listed best practices prior to scheduling a family conference.
- Provide families with an overview of the objectives and benchmarks for the grade level.
- Reiterate your commitment to two-way communication with the families.
- Ask the student and family members how the school year is going.
- Guide the conversation so that it is as interactive as possible and provides students with an opportunity to speak with their family members about their schoolwork.
- Survey families before the conference to find out what THEY want to discuss. [Sample Survey Here](#)
- If the student is part of the conversation (recommended), ask what they would like the teacher to do to support their learning, then ask what they would like the parents to do.



CORE PRACTICE 4

CONFERENCE

Examples/Strategies:

- Limit your message/outcomes of the conference to 2-3 key items.
- Focus on one or two learning goals and discuss how you can work together to meet the goals.
- Once families have had a chance to share, follow with updates on assessments and/or samples of student work.
- Share a fun strategy with families and ask them what they may already be using at home to support the learning goal(s).
- Provide families with an opportunity to engage with what is taking place in the classroom.
- Actively invite students into conversations about their education .
- Support students in taking ownership of learning and progress.

Share these resources with families before the conference so they can be ready with questions:

- [Parent Teacher Conference Graphic](#)
- [KY Department of Education Family Guides](#)



CORE PRACTICE 5

EQUITY

Engaging with equity is an intentional process of engaging ALL families to ensure that they are seen, heard and included in the school community in ways that contribute to student development, achievement and well-being. Equitable family engagement acts as a bridge that connects to families' funds of knowledge that embeds and upholds diversity and inclusion, while breaking down systemic barriers. Equitable engagement empowers families to support their child's education in ways that are culturally and socially responsive and respectful of families unique needs.



Tips

- Ask families to fill out and return the [Parent Profile for Student](#). The 'Strategies for Success' section will reveal unique needs, especially from distinct student populations. This information can assist educators in identifying specific ways to support students that align with their strengths and interests.
- Provide ELL students and families with translations of essential information and student progress to promote family inclusion in student learning.
- Connect with families of students with IEPs and 504 plans early to ensure that any adaptations, modifications and accommodations are implemented to facilitate learning.
- Utilize families' funds of knowledge by incorporating significant cultural, ethnic or social practices and celebrations into the classroom design and/or content.
- Know that families may have different models for supporting their child's education outside of the classroom (Saturday school, social/cultural/faith education groups, tutoring, etc.). Discuss with families how these interests may support academic achievement.

CORE PRACTICE 5

EQUITY

Examples/Strategies:

- Translation support or language assistance must be provided by appropriate and competent staff who are trained in interpreting. This ensures that families are able to fully participate in their child's education. (Please do not rely on the student or family members to translate). Consult your school administrator or district equity specialist for resources on compliance.
- When assigning class projects, try to utilize supplies that are easily accessible and are sensitive to the socioeconomic challenges of student/family demographics.
- Consider a 'homework buddy' system for students who may miss assignments due to absence.
- Ensure all class content is available in both digital and print format for families whose access to the internet may be limited or non-existent.
- Design an equitable classroom by having culturally responsive and affirming displays that reflect the history, culture and/or backgrounds of all students represented.
- Provide classroom access to a wide array of materials and resources that enable all students the opportunity to build skills to succeed.
- Host a "Community Conversation" about equity with families and co-create a plan with them. School cannot do anything about equity until you talk with families and students about their views. What do they like about the school? What needs to be better? Are students treated fairly? Examine the achievement data and identify the gaps. For assistance with hosting a Community Conversation contact: admin@prichardcommittee.org.



Family Engagement Champion Certificate for Educators

1. Read this "Family Engagement Toolkit for Educators"
2. Watch "Module 1: Building Partnerships with Families: Where Do We Start?" Link Below.
3. Go to [this link](#) to answer these 9 reflection questions and tell us how you will put this learning into action.
4. Receive your personalized "Family Engagement Champion Certificate" by mail and email!



[CLICK HERE TO ACCESS ONLINE MODULE 1](#)

Pause Video @ 25 minutes

1. What do YOU believe about Family Partnership?
2. What message does the physical space in your school convey to families? Are there opportunities to help families feel more welcome even in the virtual space? How so?
3. What are some ways you already involve families?
4. Reflect on the video so far and look back through the "Family Engagement for Educators: Welcome Back Package- 5 Core Practices." List 3 new ideas you plan to try because of what you have learned.

Pause Video @ 40 minutes

5. What did you learn about Family Engagement in your teacher preparation program? Do you feel you learned what you needed to effectively engage families in their child's education- why or why not?
6. What do you think about families leading and attending professional development at your school? What topics would you like to hear more family voice around? In middle and high school, could you do something similar for student voice?
7. Reflect on your own feelings related to family engagement during Covid-19. The speaker said family engagement is really "taking care of each other as human beings." She also shared different ways the Learning Community is currently serving families. How has family engagement shifted for you and your school during Covid-19?

Family Engagement Champion Certificate for Educators

At end of Video- 1 hour

8. Maria said when it comes to family outreach, she “Never gives up!” Consider a family you have a hard time connecting with. Review the Welcome Back Package and consider ideas from this video. How else can you try to reach this family?
9. In closing, Dr. Mapp noted that “Respect, Trust and Love” are at the core of family engagement and that we sometimes shy away from the word love. Why do you think we shy away from this word? How could using relationship terms such as love transform our approach to family engagement as a school community?

LEARNING INTO PRACTICE ACTIVITY

To receive your “Family Engagement Champion Certificate” you must turn this new learning into action. Along with answers to your 9 reflection questions, choose an implementation activity and submit a short reflection of what you did and how it went here. **Reminder to include your name and email at the top of the reflection activity. We have listed a few ideas below:**

- Host a small parent focus group and gather feedback on how they would like to be more involved with their child’s learning. Offer some new ideas you have and use questions, tips, and suggestions from the Welcome Back Package to frame the conversation.
- Host an online meeting with 2 or 3 other teachers or a school administrator. Share what you learned through this Module and in the Welcome Back Package. Choose one or two new ideas you could put into practice to improve family engagement. Set a date to check-in with each other for support and peer learning.
- Implement one of the 5 Core Practices and write a reflection on how it went.
- TEACHER CHOICE! We welcome more ideas. If you have an application activity idea that is not listed above, please submit it to brooke.gill@prichardcommittee.org for certificate approval.



[CLICK HERE TO ACCESS SURVEY MONKEY TO SUBMIT YOUR REFLECTION ANSWERS](#)

BUILDING POWERFUL PARTNERSHIPS WITH FAMILIES - *Archived Webinar Series*

Overview:

These webinar series recordings will help school practitioners partner with families to support learning at home and sustain the growth and development of children during these unprecedented circumstances. Dr. Karen L. Mapp is the co-author of several books and articles on home-school partnerships, including *Beyond the Bake Sale: The Essential Guide to Family School Partnerships* and *Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success*. She is also the author of the *Dual Capacity–Building Framework for Family–School Partnerships*.

Building Partnerships with Families: Where Do We Start?



RECORDING

- Special Guests: Staff and Family members from The Learning Community Charter School in Central Falls, RI.
- Length- 1 hour
- Description: This webinar series was created to share what Dr. Karen Mapp & folks with Scholastic have learned about the how of effective home-school partnerships with relevance to this time, during the COVID-19 epidemic. In this session, "Where do we start?," the focus is relationship building. Relationships of trust and respect between school staff and families are key to effective partnerships. Listen to four members of the Learning Community in Central Falls, RI, discuss their roles and the ways they build relationships with families and the community. Some featured questions from this session include:
 - Q- How did you reach out to families that you may not have been able to reach out to before the school closures?
 - Q- How are you supporting the social and emotional needs of students during this time?

Try a strategy that is working for other Kentucky Educators and Families!

BUILDING POWERFUL PARTNERSHIPS WITH FAMILIES - *Archived Webinar Series*

Virtual Meetings, Gatherings and Publishing Parties



RECORDING

- Special Guests: Ilene Carver, Boston Teachers Union and Tracy Curtin, teacher, Boston Public Schools and parents of 3rd grade students at the PA Shaw Elementary School in Boston, MA.
- Length- 1 hour
- Description: In this session Dr. Karen Mapp spoke with the panelists about the core beliefs that they bring into the work of partnerships with families, what mindset and how they show up to work with families. They provide valuable insight to strategies for reaching out to families and promoting family engagement through virtual meetings, gatherings and publishing parties.

Tips and Tools for Effective Family Communication



RECORDING

- Special Guests: Dr. Todd Rodgers, professor of public policy at the Harvard Kennedy School.
- Length- 1 hour
- In this webinar, Dr. Karen Mapp and Dr. Todd Rodgers discuss strategies and tips for effective communication to families. These include simple ways for schools and educators to engage with families and ensure respectful, informative communication methods.

BUILDING POWERFUL PARTNERSHIPS WITH FAMILIES - *Archived Webinar Series*

Family Engagement Phone Calls



RECORDING

- [Phone Script and Questionnaire](#)
- Special Guests: Ilene Carver, and educators from Boston Public Schools, Rosa Esparza, Chantei Alves and Katie Mallon.
- Length- 1 hour
- Description: This session titled "Family Engagement Phone Calls" is a tool for powerful practice. In this session, Dr. Karen Mapp with a panelist of professionals from Boston Public Schools, discuss the importance of family engagement phone calls and how a mindset shift can break down barriers to communication. [Access the phone script and questionnaire.](#)

Connecting with Families with Special Needs Children



RECORDING

- Special Guests: Emma Fialka-Feldman and Sophia Johansson, a teacher/activist and activist/organizer for inclusion of individuals with disabilities and/or chronic illnesses and their families.
- Length- 1 hour
- Description: In this session, connecting with families with special needs children, the guest speakers for this webinar have the roles of an educator, activist, organizer, and parent/family member of individuals with disabilities and special needs. The Match Us project can be found on the website of [Massachusetts Families Organizing for Change](#). The program set up two surveys using google forms: [One survey is for special education families to identify their needs,](#) and the [other survey is for educators and related service providers to identify resources they could provide.](#) A team then matches up the needs based on age, type of disability, and primary language.

Family Engagement in Education Terms

- **Family Engagement** should be culturally responsive and sustaining to individuals' ways of being. Culturally Responsive and Sustaining Family Engagement focuses on families and schools working in partnership to develop programs, policies, and practices that empower students' learning, while honoring the lived experiences of all students, but especially students of color, Emergent Bilingual students, students with disabilities, and economically disadvantaged students. Families and schools are equal partners in decision making, curriculum planning, policy and resource development to uplift the voice/stories, assets, and needs of students and their families. The goal is to establish a trusting/authentic relationship, where families' are viewed as the experts on their lives and their children's lives. In this form of engagement, outreach to families should be active and personal as much as possible.
- **Educational Options** is providing families with information on learning options, opportunities, and rights as a parent, so they have the knowledge to make informed decisions about how to individualize their children's learning and development.
- **Family Involvement** is families gaining resources/ tools or learning information but not having to engage in a 2-way conversation with school and/or child. (Examples: Social media hits, receiving a book in the mail, newsletters, orientation night for all families, interest surveys sent home.
- **Family Leadership** includes both public and at-home practices. Public leadership is creating space for parents to authentically lead and empowering families with resources, networks, and information to lead in school, community, and other public spaces. At-home leadership is providing families with resources, networks, and information to continue to support their child's learning and development, including acknowledging and honoring families' existing private practices used to ensure their children's educational futures.
- **Family Decision-Making** is families influencing or leading change at the school or community level. Examples: SBDM, PTA, parent lead school events, parent co-training workshops, parent councils, school walkthroughs, school and district committees.

COVID Related Education Terms

- **Home schooling:** Removing the child from the public school and teaching a child at home. In Kentucky, parents who wish to home school must notify the local superintendent that their child will be attending a private school (in the home), teach the general subjects of study and include the same number of six-hour days of instruction per year required of the public schools; currently 170 days.
- **Hybrid Plans** divide students to allow for smaller class sizes, less traffic in and around buildings and social distancing when possible.
- **Non-Traditional Instruction Program (NTI)** is a program that encourages the continuation of academic instruction on days when school would otherwise be cancelled. School districts create plans to deliver instruction to every student in the district and provide for student and teacher interaction on NTI days, with the ultimate goal of continuing instruction. Teachers prepare at home learning options for students. Students are enrolled in their local district and receive educational services online.
- **Synchronous learning** refers to all types of learning in which learner(s) and instructor(s) are working at the same time for learning to take place. . This includes in-person classes, live online meetings when the whole class or smaller groups get together.

Frequently Used Education Terms

- **504 plan:** A plan that specifies the accommodations and modifications necessary for a student with a disability to attend school with her or his peers; named for Section 504 of the federal Rehabilitation Act of 1973, which prohibits discrimination against individuals with disabilities and requires that children with disabilities have equal access to public education; required for some students who do not meet the eligibility requirements for special education under IDEA.
- **Achievement gaps:** Differences in achievement between groups of students; including gaps by gender, race, eligibility for free or reduced-price meals, disability, or limited English proficiency; must be examined annually by school councils and addressed in council plans to eliminate those differences in achievement. In 2020 (SB 158 change), Kentucky amended some laws to define achievement gaps a little differently, as the distance between a student group's performance goals and its recent performance.
- **Admission and Release Committee (ARC):** The ARC is the team of individuals that make educational decisions for a child who needs special education. It includes the parent, child (as appropriate), regular education teacher(s), special education teacher(s), district representative (Principal, Director of Special Education, Guidance Counselor, etc.), evaluators, and related service providers.
- **Advanced Placement (AP):** Exams that can earn students college credit or placement in upper-level college courses based on proven learning during high school. AP courses are classes designed to qualify students to take AP exams.
- **Assessment:** A test or evaluation of what a student knows and is able to do.
- **Average Daily Attendance (ADA):** The average number of students in school each day; used to compute district eligibility for SEEK funding. ADA is suspended for the 2020-2021 school year and has been replaced with "daily participation".
- **Career and technical programs:** Courses that focus on preparing students for careers in specific fields.
- **Charter school:** a publicly funded elementary or secondary school that has been freed from some rules, regulations and statutes that apply to other public schools in exchange for some type of accountability for producing certain results; some definitions include enrolling children whose parents choose to send them to that school. Charter schools are not authorized in Kentucky.
- **Commissioner of Education:** Kentucky's chief executive school officer; administrator and executive to the Kentucky Board of Education; chief administrator of the Department of Education; hired and evaluated by the Kentucky Board of Education.
- **Consent:** Written permission given by the parent. The parent must be fully informed for everything for which consent is being sought. Since consent is voluntary, a parent has the right to take it back at any time.
- **Council on Postsecondary Education (CPE):** Statelevel council that provides direction for Kentucky's public universities, community colleges and technical schools and adult education; council members are nominated by the governor and confirmed by the General Assembly; the Council's members hire and evaluate their president.
- **Curriculum:** Knowledge and skills a school intends to teach students, often organized in an outline indicating the order in which topics are taught; a required topic for school-based decision making policy.

Frequently Used Education Terms (cont.)

- **Daily Participation:** For 2020-2021, all students will be counted as “participating” for each day in the instructional calendar. Daily participation for students learning in-person will be their attendance in the classroom. For students learning virtually, their participation will be based on at least one of the following for interactions:
 - One on one video communication or phone calls between teacher and student (or teacher and parent with smaller children or students with special needs);
 - Group video communication or phone calls between the teacher and a whole class or between a teacher and smaller groups of students within a class;
 - Student time logged into a learning management software system completing assignments;
 - Submission of paper-based assignments for students in a non-digital, non-traditional setting.
- **Dual credit course:** A college-level course in which a high school student can earn both high school and college credit.
- **English language learner (ELL):** Another term for students with limited English proficiency. English Learners (ELs) are those students whose primary language is a language other than English. Kentucky uses WIDA screener assessments to determine the ELP of students who have been identified. A student’s language is tested in four domains: listening, reading, speaking, and writing. Once a student is identified as an EL, the district is required to provide a Program Service Plan (PSP). Parents must be notified and invited to the PSP meeting within 30 days of the first day of school. If the student was enrolled after the start of the school year, the PSP meeting must occur within 2 weeks of enrollment as required by ESSA 1112(e)(3)(A-B) and 703 KAR 5:070.
- **Exceptional students:** Students who need special educational programs or services to get the maximum benefit from school; in Kentucky this includes students with disabilities and gifted and talented students.
- **Family Resource/Youth Service Center Director (FRYSC):** One of the beneficial programs Kentucky’s Public Schools have in place is the Family Resource/Youth Service Center. Parents should visit their local FRYSC and ask about programs and services available. The director can be a valuable resource in helping parents get referrals for needed services. Many centers also provide parent training and educational opportunities for parents, and in some locations, host support groups. The FRYSC Director can also provide you with a list of local and possibly regional and state resources.
- **Gifted and talented:** Term identifying “children who possess demonstrated abilities or measured potential ...in intellectual ability; specific academic aptitude; creative or productive thinking; leadership ability and/or in the visual and performing arts.” Kentucky requires each district to identify and serve those students and provides categorical funds to cover some of those gifted and talented services.
- **Individual Education Program (IEP):** An individual education plan written to meet the unique needs of a child identified with a disability. It is a legally binding agreement that guarantees the services specified in the plan will be provided to the child.
- **Individual Learning Plan (ILP):** a comprehensive framework for advising students in grades six (6) through twelve (12) to engage in coursework and activities that will best prepare them to both realize college and career success and become contributing members of their communities. Starting in sixth grade, all Kentucky public school students create and update ILPs with input from their parents and educators. The ILP replaces earlier requirements for an individual graduation plan.
- **Infinite Campus:** A student information system that helps student families stay engaged, and connected because you can see what is happening in the classroom so you can understand, monitor, and participate in the educational process. Infinite Campus tracks student grades, attendance and other information, and is used in all Kentucky public schools.

Frequently Used Education Terms (cont.)

- **Kentucky Board of Education (KBE):** Eleven member state board responsible for P-12 education; sets policy, adopts regulations, grants waivers and hires and evaluates the commissioner; appointed by the governor and confirmed by the state Senate.
- **Kentucky Performance Rating for Educational Progress (K-PREP):** Required state assessments of reading, mathematics, science, social studies, writing and language mechanics; uses constructed response items and multiple choice questions, plus an ondemand writing prompt; includes the multiple-choice portion of the required end-of-course assessments; a major factor in schools' scores for Next Generation Learners.
- **Kindergarten readiness:** In Kentucky, defined as meaning each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success. A school readiness taskforce recognizes five developmental areas for school readiness.
- **Multi-tiered systems of support (MTSS):** A multi-level prevention system to support student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment and intervention. It includes universal screening and progress monitoring, high quality instruction for all students, evidence-based intervention matched to student need and the use of data to make educational decisions on the effectiveness of instruction, intervention and supports.
- **Parent Teacher Association (PTA):** an association with parent and teacher members established at a local school as a chapter of the Kentucky and national PTA; also used to refer to the state and national groups.
- **Parent Teacher Organization (PTO):** A group formed locally to bring parents and teachers together, not affiliated with the state and national.
- **Parent Teacher Student Association (PTSA):** an association that includes student members as well as parents and teachers, affiliated with the state and national PTA.
- **Readiness:** For accountability, readiness is a component of a school or district's score for Next Generation Learners, reflecting middle schools' Explore results and high schools' results on ACT and multiple optional assessments. (Elementary schools do not have a readiness component.)
- **Response to Intervention (RTI):** Integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.
- **School report card:** Annual report to the public that shows a school's accountability classification, test scores and other important information available at <http://applications.education.ky.gov/src>.
- **SBDM (School-Based Decision Making or sometimes referred to as "Site-Based"):** System of governance in which school councils composed of principals, teachers and parents make a set of important decisions for their school. In Kentucky, school councils responsibilities include principal selection, consultation on other vacancies, selection of textbooks and instructional materials, approval of the comprehensive school improvement plan (CSIP) and set policies on curriculum, instructional practices, discipline and classroom management, extracurricular programs, consultation and other topics specified in state law. School and site is sometimes used interchangeably.
- **Support Education Excellence in Kentucky (SEEK):** Main funding for Kentucky schools, combining state and local dollars funding; provides base guarantee funding for each district's average daily attendance, plus add-on funding for at-risk students, students with limited English proficiency, students with disabilities and students who need home and hospital services; requires a local contribution equal to 30¢ per \$100 of taxable property; allows districts to qualify for additional Tier 1 funding if they set taxes above the 30¢ level.
- **Title I:** Federal program providing added services at schools with high percentages of children from low income families; established in 1965 and reformed by the No Child Left Behind Act; costs are partly covered by federal categorical funds.

FAMILY ENGAGEMENT IN EDUCATION - KEY FEDERAL AND STATE RULES

The Kentucky Collaborative for Families and Schools believes high-quality, equitable and inclusive education is the shared responsibility of families, schools and communities. This handout identifies some of the most important ways Kentucky education programs call for active engagement of parents, guardians, and other family members in the education of their children and other Kentucky students.

PRIMARY PROGRAM: POSITIVE PARENT INVOLVEMENT

Until students are ready for fourth grade, they participate in the state's primary program. "Positive parent involvement" is a required "critical attribute" for that program, defined as "the establishment of productive relationships between the school and the home, individuals, or groups than enhance communication, promote understanding and increase opportunities for children to experience success in the primary school program." 704 KAR 3:440, 1992

RESPONSE TO INTERVENTION: INDIVIDUAL STUDENT REPORTS

Response to Intervention or "RTI" is a multi-level prevention system to maximize student achievement and social and emotional competencies through an integration of assessment and intervention. In this multi-tiered system of supports, schools organize instruction by setting up a continuum of learning supports that start with high quality instruction aligned to the Kentucky Academic Standards and school-wide behavioral expectations. Supplemental supports and more intensive intervention are added when evidence shows that some students need different or additional support. Each district's multi-level prevention system must include individual student reports shared with the parents of each student in Kindergarten through Grade 3 that summarize the student's skills in mathematics, reading, and writing; the student's behavior; and any intervention plans and services being delivered. 704 KAR 3:095, 2013.

EXTENDED SCHOOL SERVICES: REGULAR COMMUNICATION AND ELIGIBILITY INFORMATION

Extended school services or "ESS" provides additional instructional time for students who might otherwise not reach Kentucky's learning goals for all students. Each ESS program must include "regular communication with the parent or guardian" and must provide information about the services, including informing parents and guardians about the rationale for offering services, about their child's eligibility, and about procedures for requesting reconsideration. 704 KAR 3:390, 2014

INDIVIDUAL LEARNING PLANS

Individual Learning Plans (ILPs), begin in middle school and focus on planning for careers and post-high school education. Each student develops a first ILP in sixth grade, looking at possible careers and at

LEGAL SOURCES FOR THESE FAMILY ROLES

The family engagement roles listed here are all legal requirements. At the end of each paragraph, there's a link to the official document governing that role. You can tell which kind of rule it from the initials included in the link:

- *KAR numbers are Kentucky administrative regulations approved by the Kentucky Board of Education.*
- *KRS numbers are Kentucky revised statutes enacted by the Kentucky General Assembly.*
- *USC numbers from the United States Code, meaning they are federal laws but enacted by the United States Congress.*

The year after each link shows the last time that document was amended.

coursework to prepare for those options. ILPs can and should be revised many times through the middle and high school years as students clarify their interests and develop their skills. Each student's plan is to be "reviewed and approved at least annually" by the parents, as well as by the student and school officials. As part of the ILP process, schools must also provide students and parents with "information and advising regarding the relationship between education and career opportunities," including financial planning for postsecondary education. 704 KAR 3:305, 2019

ACCELERATED LEARNING: CONSULTATION ON INDIVIDUALIZED PLANS

Accelerated learning must be offered if a high school student's scores on the required college admissions test are not high enough for admission into college without developmental coursework. That acceleration is to be done through individualized changes to a student's learning plan to "meet the student's academic needs based on an assessment of test results and consultation among parents, teachers, and the student." KRS 158.6459, 2016

SBDM: PLANNING SCHOOL WORK ON STUDENT PROGRESS AND ACHIEVEMENT GAP REDUCTION

Each year, school councils are required to review school data and "develop and adopt a plan to ensure that each student makes progress toward meeting" Kentucky's statewide goals for student skills and knowledge. Parents are to be part of that process along with parents and staff. When a school has substantive achievement gaps, the school council must also agree on one year targets with the superintendent and board of education, and the council must revise the school plan to "include the targets, strategies, activities, and a time schedule calculated to eliminate the achievement gap" Then the principal must "convene a public meeting at the school to present and discuss the plan prior to submitting it to the superintendent and the local board of education for review." (If the school does not have a council, the principal must carry out the steps above "with the involvement of parents, faculty, and staff.") KRS 160.345, 2019 and KRS 158.649, 2017

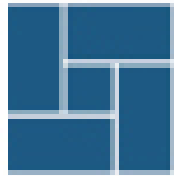
TITLE I OUTREACH, PROGRAMS AND ACTIVITIES: PLANNING AND IMPROVEMENT

Federal Title I funding is allocated to schools and districts based on their low-income enrollment, with each school responsible for planning use of those dollars to meet the resulting student needs. Schools receiving Title I funds must "involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of [Title 1] programs," and that must include work the school parent and family engagement policy and joint development of the plan for the school's Title I work. 20 USC 6318, 2015

The Kentucky Collaborative for Families and Schools is a network of partners focused on increasing open communication, learning opportunities and shared decision-making power across the Kentucky Education system. Questions? Suggestions? We would love to hear from you at brooke.gill@prichardcommittee.org

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[CLICK HERE FOR THE FULL DOCUMENT OF FAMILY ENGAGEMENT- FEDERAL AND STATE RULES](#)



Kentucky Collaborative for Families and Schools

The Prichard Committee

WE ARE

A network of families, schools, districts and community partners focused on increasing open communication, learning opportunities and shared decision-making power across the Kentucky education system.

WE BELIEVE

High-quality, equitable and inclusive education is the shared responsibility of families, schools and communities.

WE SHARE

A unified voice in advocating for family leadership and effective family-school-community partnerships.



WHAT WE DO

- Trainings for families, educators, administrators and community partners
- Parent leadership development
- Reduce policy and practice barriers to family engagement
- Highlight and expand family engagement programs that are working
- Support a learning Network and Advisory Council that connects and aligns family engagement efforts and champions across the state
- Manage a family engagement online resource hub

Visit: <https://www.prichardcommittee.org/familyengagement/> for more information on the work of the Collaborative. Be sure to click-on the current **Top 10 Family Engagement Projects you can support!**



[prichardcommittee.org/familyengagement](https://www.prichardcommittee.org/familyengagement/)



Kentucky Collaborative for Families and Schools

The Prichard Committee

GET CONNECTED

The opportunities below are listed in order of intensity from learning about the work of the Collaborative to being involved with project specific work and leadership development opportunities. We welcome all Kentuckians to join us in this critical work.



Check-out our online resource hub of family engagement resources & sign-up for the Weekly Resource > prichardcommittee.org/familyengagement



Join the Groundwell: Stay informed about the Kentucky Education System and advocacy opportunities > groundwell.prichardcommittee.org



Attend monthly Network Calls and/or bi-weekly Parent Cafes: Learn about family engagement best practices happening in Kentucky and meet other champions across the state and in your area who believe in family engagement in education > brooks.gill@prichardcommittee.org



Apply to be on the Advisory Council: Help guide and inform the work on a statewide level. The council meets monthly around project specific work. > brooks.gill@prichardcommittee.org



Increase parent leadership skills through the Commonwealth Institute for Parent Leadership (CIPL): Build your parent support system and learn valuable leadership and advocacy skills through one-day workshops and webinars, or take a deeper-dive with the CIPL Fellowship. > laura.beard@prichardcommittee.org

THANK YOU TO OUR PARTNERS



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nclfamilieslearning.org



education.ky.gov



Commonwealth Institute for Parent Leadership

The Prichard Committee

prichardcommittee.org/cipl-fellowship/



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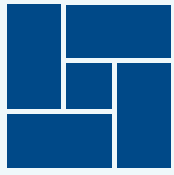
Building a Groundwell for Kentucky Education

prichardcommittee.org/familyengagement

The Kentucky Collaborative for Families and Schools is being developed under the Statewide Family Engagement Center grant from the U.S. Department of Education. However, activities do not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal government.

WHAT IS CIPL?

A menu of engagement and leadership development opportunities for families, schools and communities. Together, in effective partnership, we can increase excellence, equity and innovation across the Kentucky education system.



Commonwealth Institute for Parent Leadership

The Prichard Committee

FOLLOW US ON SOCIAL MEDIA

Family Engagement is the focus of communication on our CIPL Twitter and Facebook Pages.
#KYParentLeader #KYCIPL

PARENT AND COMMUNITY CONVERSATIONS

Meet other parents and educators from across Kentucky in a safe style discussion dedicated to self-reflection, networking, school report cards and information about your local school district.

ED SHOP WITH MY ED CART

Be an informed customer of the public education system. Sign-up for the Weekly Resource and save resources you like to your personal shopping cart. We'll keep it all saved for you so you can access what you need when you need it.

COMING SOON

KENTUCKY COLLABORATIVE FOR FAMILIES AND SCHOOLS

A network of families and educators increasing open communication, learning opportunities and shared decision-making power across the KY Education system. Monthly Learning Network Calls and Resource Hub.

CIPL BASECAMP

This event equips families with knowledge about the local district and state resources for education. Whether virtual or in person, CIPL Parent Leadership Basecamps feature keynote speakers and roundtable session topics with information you need for a successful school year.

FAMILY ENGAGEMENT CHAMPION CERTIFICATE - ONLINE MODULES

Families and educators can load-up on family-school partnership resources with our online modules. Complete modules to earn recognized certificates and badges.

COMING SOON

CIPL FELLOWSHIP

Build your capacity as a parent to be meaningfully involved in the education system. The Fellowship consists of webinars, networking and local district projects designed by parents

4 C'S OF CIPL

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www.pritchardcommittee.org/familyengagement



Commonwealth Institute for Parent Leadership

The Prichard Committee

CIPL FELLOWSHIP

WHAT IS THE CIPL FELLOWSHIP?

The CIPL Fellowship is designed to offer participants information related to Kentucky's education system and key topics relevant today to help increase success for all students. The Fellowship provides candidates with a unique opportunity to connect with others that share their determination and experience; brainstorm ideas about their local work; share valuable connections and resources; and build strong peer-to-peer relationships that are relied upon for support and ideas. Through the completion of webinars, networking opportunities, community leadership, statewide events, and local projects candidates become Fellows.

WHO CAN APPLY TO BECOME A CIPL FELLOW?

All parents, guardians, mentors and other community members in any Kentucky county who support K-12 public school students and want to expand their capacity as citizen champions for education. A CIPL Candidate is someone who believes public education is critical to the economic and social well-being of Kentucky, is committed to equity and excellence in education from early childhood through postsecondary and is committed to helping their student and their student's peers excel. If you share these beliefs, desire to join other Kentucky parents in learning and you can commit to approximately 1-2 hours a week, then this Fellowship is for you.



Apply for the
Fellowship
August- September



The CIPL Class is
announced in October.
The 8 Webinar Series
runs monthly, Oct-April



CIPL Candidates are
required to complete a
project in their local
district.



Candidates will attend a
Parent Retreat (winter)
and a Leadership
Summit (spring). CIPL
Graduation is held at
the Family Leadership in
Education Summit.

Apply Online: www.prichardcommittee.org/cipl-fellowship

Prepared by: Prichard Committee's Commonwealth Institute for Parent Leadership and the KY Collaborative for Families and Schools. Aug. 2020

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<https://cde.coe.hawaii.edu/hfec/welcome-back-package/>

CONTACT US

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Email: brooke.gill@prichardcommittee.org

[Get Connected to Our Work Here](#)

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