



Kentucky Collaborative for Families and Schools

The Prichard Committee

Please note: For the purposes of the samples, we did not create the evidence (flyers, agendas, etc) that we reference.

Sample - Meets requirements for certification

Objective 1 – Relationship Building – Evidence – Show Evidence for Two Critical Attributes

Name of Critical Attribute	Narrative and Google Drive Links
Welcoming Environment	<p>Our school purchased new signage for the school year to create a more welcoming environment (see picture), and we have installed an awning outside the doorbell so that parents do not have to wait outside in bad weather. We have a brochure display about school services in our front office (see attached for materials shared). Important announcements are posted on our district website (see link) and on facebook. Families contact our FRYSC director to set up times to meet in their conference room, which has an informal design (see picture) and we hosted 15 such meetings last year from families reaching out to us. Our PTO meets monthly in the school cafeteria. Classroom teachers send out weekly messages with information about the upcoming week using email and our one-call system. See attached example.</p>
Built on Trust	<p>As required, staff participate in confidentiality training.</p> <p>We welcome families into our building before school starts every year. It is a one-stop shop where they can sign up for community services and meet the teacher.</p> <p>We also have an entire teacher work day set aside for parent teacher conferences. We end parent teacher conferences with an anonymous survey (see attached results). 70 % of parents responded.</p> <p>During the first nine weeks of school, teachers are charged with attempting to make contact with every family and to learn about</p>



Kentucky Collaborative for Families and Schools

The Prichard Committee

	<p>the family. Teachers use this information to build a robust knowledge of the family and so families have a positive first impression of them.</p> <p>We use our first PLC to make a list of which students don't have strong connections to any adults in the building.</p> <p>Front office staff, FRYSC staff, and teachers make phone calls home for each of those students and attempt to build a trusting relationship. Our FRYSC often hosts a table at local festivals to share about resources available through the FRYSC. (See attached flyer).</p>
--	---

Objective 2 – Communications – Evidence – Show Evidence for Two Critical Attributes

Name of Critical Attribute	Narrative and Google Drive Links
Family and Student conferences	<p>Our school hosts in-person or virtual conferences in the fall and the spring. About 75% of our families attend at least one conference. Students are involved in the conferences.</p> <p>Teachers make at least 2 attempts to call all families who do not attend a conference and send home materials if they are unable to reach them or get a response. These materials request a parent sign-off. With the additional measures, we reach at least 85% of families.</p> <p>There are also many way that families and teachers interact outside of these conferences, including emails and phone calls home.</p>
Linked to Learning	<p>Teachers share information at the beginning of the year about what students will be learning and what can be done at home to</p>



Kentucky Collaborative for Families and Schools

The Prichard Committee

	<p>support the learning. We have Spanish language speakers, so materials are available in English and Spanish (see example).</p> <p>Regular information about at-home learning goes out through our social media and is on our website, including videos about the school work.</p> <p>Teachers provide targeted communication based on student learning needs to families through phone calls and texts.</p>
--	---

Objective 3 – Shared Responsibility – Evidence – Show Evidence for Two Critical Attributes

Name of Critical Attribute	Narrative and Google Drive Links
Linked to Learning	<p>Regular information about at-home learning goes out through our social media and is on our website, including videos about the school work.</p> <p>Teachers provide targeted communication based on student learning needs to families through phone calls and texts.</p> <p>There are also 2 regular events at school to show interactive ways to engage around learning. One is focused on reading and one is focused on math.</p> <p>Based on MTSS, we provide tailored conversations for different family needs, including a grandparents as parents group, and programming to support families with students with special needs.</p>
Parents in Leadership and Decision Making roles	<p>Family partners serve on PTO, SDBM, FRYSC Advisory Council.</p> <p>Leaders and teachers nominate families who they think might be interested in serving. Building leaders work with FRYSC to determine who is left out of traditional nominations. FRYSC and building leaders</p>



Kentucky Collaborative for Families and Schools

The Prichard Committee

	<p>start with the list of nominations to consider the diversity that group represents. They consider if there are other groups that have been represented (ELL parents, grandparents, parents with children with special needs, etc) and work to recruit a diverse range of parents into parent leadership.</p> <p>There is an annual introduction for family leaders. It is offered virtually and in-person.</p> <p>Materials are also available in the entrance area in English and Spanish to share about how parents can be involved in decision making at our school (see attached for materials).</p>
--	---

Objective 4 – Advocacy– Evidence – Show Evidence for Two Critical Attributes

Name of Critical Attribute	Narrative and Google Drive Links
Equity	<p>Each teacher is responsible for knowing the families of students in their classes. As mentioned above, during the first nine weeks of school, teachers are charged with attempting to make contact with every family and to learn about the family. When they have problems reaching families, they let the principal and FRYSC know. The FRYSC then works to make/build a connection with that family and provide a warm hand-off to the teacher.</p> <p>Family conferences are focused on student learning needs unique strengths. Students and families work with the teacher to identify goals and steps towards those goals. Beginning of year protocol includes identifying families who speak a language other than English at home. If families speak a language other than English, an interpreter is provided.</p>



Kentucky Collaborative for Families and Schools

The Prichard Committee

Students and Family Voice	<p>Here is our policy for resolving complaints (link) and SBDM materials in English and Spanish (link).</p> <p>We have 2 parent SBDM representatives, one is a native Spanish speaker. Our SBDM parents have been vital to the work. We listen to them and use their input.</p> <p>Input for CSIP was solicited through an online feedback survey and an in-person meeting.</p> <p>When appropriate, both students and family input is sought when making changes at the school. Including, as we were trying to consider a change in the school schedule, we used this survey in English and Spanish and had a 60% response rate. (see results)</p>
----------------------------------	--

Objective 5 – Community Partnerships– Evidence – Show Evidence for Two Critical Attributes

Name of Critical Attribute	Narrative and Google Drive Links
Effective partnerships supporting student and school improvement	<p>Community partners come in for Career Week. We work with volunteers to help them make connections between their careers and what the students are learning in-class.</p> <p>We have a partnership with a local bank that will provide a \$50 deposit for a youth savings account if a student from our school brings in their report card with As and Bs on it.</p> <p>We work with partners inside and beyond our community to provide meaningful field trips or to bring in performances. This past year this included a performance of Aladdin by local high school students and a visit to our local water-treatment plant.</p> <p>During our back to school event we also have a provider who can do physicals, a dentist, and a hair stylist.</p> <p>On-site we have a mental health provider,</p>



Kentucky Collaborative for Families and Schools

The Prichard Committee

	through a partnership with our local community mental health center, a school nurse, and our guidance counselor.
Meaningful Community Integration	<p>Our FRYSC Director works with families to help them connect with off-site resources, based on their need and interest.</p> <p>On-site we have a mental health provider, through a partnership with our local community mental health center, a school nurse, and our guidance counselor.</p> <p>During our back to school event we also have a provider who can do physicals, a dentist, and a hair stylist.</p>

III. Pick 2 objectives (i.e, relationship building, advocacy, etc) in which your school has gotten feedback from families about how you can improve. Explain what you have done and/or what you are in the process of doing to respond to and incorporate family feedback. Additionally, please highlight any changes you are making to family engagement efforts in order to be more inclusive and reach all families.

Name of Objective	Narrative and Google Drive Links
Communications	<p>We plan to purchase an app next year so that we can facilitate two way communications with families. Each teacher will have her own page on the app to allow parents to message them.</p> <p>Additionally, based on parent feedback, we will train all staff on customer service in the next year. We have received bids on this training and set a date.</p>
Advocacy	<p>Our PTO will run a membership drive with rising kindergarten parents in the spring to</p>



Kentucky Collaborative for Families and Schools

The Prichard Committee

	<p>build more parent leaders. We have contracted with Generic Family Consultants, LLC to do asynchronous training for all of our family leaders and special education parents. The training will focus on understanding our school system, how to best advocate for your child's needs, and how to create a system of support for your child.</p>
--	---