



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 - Strong application, exceeds minimum requirements

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

Name of Critical Attribute	Narrative and Google Drive Links
Welcoming Environment	<p>See link for short video with our welcoming signage and our information sharing spot in our entryway.</p> <p>We have a process for regularly updating the website (see link), which includes an annual review by parents and staff. We keep our calendar on our website up to date and post announcements to our website and our facebook page.</p> <p>We have a process that we review annually for welcoming new families. We survey families annually about our customer service as a school and we use those results to make changes (See results).</p> <p>We know that front office staff are vital to a family and student's first impression of a school. Our front office staff have professional development time each year devoted to evaluating the front office space and their norms for supporting a welcoming environment. Last year, they indicated it would be helpful for them to have a one-page they could give families with all of the contact information of staff who they might need to reach besides the student's teacher (FRYSC, guidance counselor, principal) that also showed who the families should contact for what purpose (see attached).</p>
Built on Trust	<p>Our staff participate in our annual district training that includes confidentiality training. Any volunteers must also have this training.</p>



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Our school can be a little difficult to navigate if it's your first time here, so when families come into the building for events we make sure there is someone to greet them at the front door and point them in the right direction.

Teachers start each year with welcoming notes home before the school year starts. The beginning of the year packet includes a "get to know me sheet" (see example). Teachers then start prioritizing any families they don't know well already and making phone calls. They make 1-2 phone calls each day, for the first month, so it's not overwhelming for them. Follow this link to see some statements from teachers about how they have used these materials and processes to connect with students and families.

During our first Peer Learning Community (PLC) of the year, we discuss those phone calls and prioritize any student that we haven't been able to reach their family. Additionally, if there is information that last year's teacher can share that is relevant, they share that with their colleague.

Our FRYSC spends at least two days a month in the community. She goes to the local housing authority, does home visits, and attends various sports events so she can see families where they are.

Our teachers also attend performance and sport events and academic team meets to cheer on students and connect with families in a relational way.

This year we were able to offer stipends to support teachers in doing home visits. Ten teachers completed 50 relationally focused home visits. We are exploring funding streams so we can expand this endeavor.



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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 families love our conferences 90% of families attend a conference each year. Families, teachers, and students sign an agreement (see example attached) at the beginning of each year about what we will all contribute and meeting together as a team is at the top of the list. We provide them in the Spring and Fall. Most families attend both. We work to ensure that it works for any family schedule. If a family cannot make it in-person, we provide virtual or phone options. If the time when families are available is during the work day, administrators cover classes so teachers can meet with families.</p> <p>Beyond our conferences, families, teachers, and students connect to discuss learning through phone calls, informal conversations, and materials sent home (mail and email).</p> <p>All teachers have received training on how to hold effective family conferences that focus on family strengths, have students talking about their own strengths, and include goal setting together. New teachers are mentored in this process from more experienced teachers.</p> <p>Students receive support prior to family conferences in speaking to their strengths through a strengths-finder activity (see attached).</p>
Linked to Learning	<p>Our teachers took a short online training to help them make their regular communication with families more actionable and readable. Teacher teams also review communication with families to ensure there is an action families can take that is related to supporting student learning. Teacher teams also work to</p>



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	<p>remove any inaccessible language, keeping the reading level at 4 grade level or below.</p> <p>We have a regular schedule of communication. Any events that require special clothing are planned at the beginning of the year and families have a calendar with those dates. Families also get weekly messages from their teachers at the end of the week with information about the upcoming week, in the way that they indicated they would like to receive it. This is a recent change we made based on family feedback and on the communication training and families have expressed appreciation for this change.</p> <p>Teachers are charged with responding to families phone calls or emails within 48 hours. During their teaching hours they have automated responses on their email that lets families know they will respond within 48 hours. They change this response if they are out sick to extend that time frame.</p> <p>If something is vital and requires families to see it immediately, then they will receive a one-call, an email, and a text message.</p>
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Objective 3 – Shared Responsibility – Evidence – Show Evidence for Two Critical Attributes

Name of Critical Attribute	Narrative and Google Drive Links
Linked to Learning	<p>Our school hosts an annual open house with all materials provided in English and Spanish (see attached flyer).</p> <p>Our principal hosts a monthly virtual coffee hour with families, with a different topic each month. (see attached flyer for topics this year). The coffee hour is at lunchtime and in the evening on alternating months so that all families have an opportunity to attend. The principal also records a summary of the content covered in the coffee hour and posts it to our social media/website.</p>



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	<p>Each grade level sends home information about learning goals each month to all students (see attached example).</p> <p>Our GEAR UP College and Career Navigator sends home links to fun at-home learning activities three times a year (see attached example).</p> <p>Working with our intervention staff, parents of students who fall in Tier 2 or Tier 3 in our Multi-Tiered System of Supports receive a monthly call home each 9 weeks and they are offered extra support for learning at home.</p>
Parents in Leadership and Decision Making roles	<p>This year, our SBDM amended policies to require a parent representative on each school committee. The vice-principal also created a workflow for recruiting and welcoming new families into leadership roles (see attached document).</p> <p>Recruitment and training materials are available in English and Spanish, and our English Language Learners (ELL) teacher regularly makes phone calls home to seek individual input from parents.</p> <p>Each homeroom teacher is charged with nominating a classroom parent for leadership opportunities annually and with encouraging that parent's participation. Teachers are encouraged to recruit diverse families and trained on how to get past their personal biases. School administrators and the FRYSC director also work to ensure recommended parents demonstrate the range of diversity that is reflected in our school.</p> <p>Our PTO recently purchased a training program for new school leaders. (see attached). They are also working on adapting some materials so they work for our school.</p> <p>We currently have all family positions filled on SBDM and committees. Committee chairs report that most parent leaders attend most</p>



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meetings.

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

Name of Critical Attribute	Narrative and Google Drive Links
Equity	<p>IEP, ISFP, PSP, and 504 meetings have family participants. We approach these meetings from an asset-based perspective. Family leaders who participate are also asked to give feedback about these meetings, both formally, through a survey, and informally. We have found that what families appreciate most is the way we all talk about and act like a team to support the student (see quotes).</p> <p>We work to ensure that all families and students are known. A student's teacher is their default go-to person at the beginning of the school year. We want these relationships to be strong between teacher, family and student, so we focus our efforts there. However, we also work with all of our non-teaching staff to help ensure that students who might not open up much at the beginning of the year get an extra smile and high-five as they come into the building. Teachers identify students with some extra relationship needs, but families can text/email/fill out a form to say that their child needs some extra care. All of our staff make the care of students their first priority.</p> <p>This is why we have such great family conferences. Students feel seen in our school and families know that we see them as a vital support for their child's success (see survey results from conferences). Students are able to describe what they can do and where they need support. Families, students, and teachers all make commitments to actions that support the student's success (see commitment form). While we have formal family conferences twice a year, there are regular conversations about the work that all 3 members have done to work towards these goals.</p>



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Students and Family Voice	<p>We have a clear policy for resolving complaints (see attached).</p> <p>Our SBDM materials are available in English and Spanish (see attached).</p> <p>We have a robust system for eliciting family input for CSIP, it includes family surveys (see results), 2 of the principals' virtual coffee hours devoted to the idea of improving the school (see agenda), and 2 sessions led by family partners about school improvement, with one in Spanish(see agenda). These families are CIPL fellows and serve on the PTO. They discuss the school data in plain language with families who attend.</p> <p>Our SBDM parent representative seats are filled and these representatives are vital to our work. We see them as trusted allies in helping make our school a better place to learn and work. They lead at least one agenda item discussion each month.</p>
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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>We are very proud of our community partnerships. Each grade has at least 1 community partner (see attached list of partners). Depending on the partnership, we either visit the partner as part of a field trip or they come to visit our school. We incorporate this as part of our student's regular curriculum.</p> <p>Families are notified about these visits/trips prior to the event and provided with follow-up questions they can ask their children about the experience.</p> <p>We have great partnerships with adult education, our local library, our community bank, and our local food bank. Adult</p>



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	<p>education staff, the food bank and our community bank attend family events and host a table. Our community bank has hosted a financial literacy class called “Budgeting on a shoestring”.</p> <p>Library staff partner with us in creating dynamic programs at the school and we help advertise the programming they have at the library.</p> <p>During our back to school event we also have a provider who can do physicals, a dentist, and a hair stylist.</p>
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>Our FRYSC knows that many of our families are nervous about making phone calls to other providers. She offers a warm hand-off to resources by calling the provider with the family. When needed, she also is able to provide transportation to allow the family to connect in-person with the provider.</p> <p>Our grandparents who are raising their grandchildren are sometimes wary about putting their information into an online application for services or their computer skills are limited. If the service requires an online application, our FRYSC director supports the grandparent through this process.</p> <p>We want to minimize the number of people our Spanish speaking families have to interact with when requesting services. We bought a pocket translator and families can decide if they’d like an in-person translator (our Spanish teacher) or if they’d like the FRYSC to use the pocket translator.</p> <p>On-site we have a mental health provider,</p>



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	<p>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>
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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
Community Partnerships	<p>Partnering with our FRYSC, an administrator has started attending each FRYSC advisory meeting. That admin has a portion of the agenda to present academic information about our school on a different topic and will seek community partner input into school improvement. By May of 2024, community partners will have had opportunities to provide input on 4 topics.</p> <p>We will create a wrap-around services team in our school which will meet monthly to address non-academic indicators and to get out of silos. Members of team will include FRYSC, School Resources Officer (SRO), interventionists, counselors, school nurse, and school therapist). We have had an initial meeting to introduce the concept and consider if there are other people who should be on the team.</p> <p>By January of 2024, the team will be established and will have created norms and procedures for the group.</p>
Advocacy	<p>While we currently have active family leaders in place, here are our plans for the following year.</p>



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	<p>Provide training for PTO leaders in understanding Kentucky school policy and governance structure. 3 of 5 PTO officers will be trained by May 2024.</p> <p>Recruit at least one parent in each of the following groups to serve in a committee or leadership position: single parent, parent of a student with attendance issues, parent of a student with disabilities, kinship/foster parent, parent from historically marginalized group. By May of 2024, we will have recruited 4 new parent leaders.</p> <p>We have currently accomplished half of this goal, having recruited a single parent and parent with disabilities to serve in this way.</p>
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