

The background is a composite image. The top left shows a line of yellow school buses with 'SCHOOL BUS' written on the front. The bottom left shows a classroom with blue walls, desks, chairs, and various educational materials. A white diagonal line separates the two images.

Family Partnership Council Meeting July 14, 2022



Kentucky Department of
EDUCATION

The background of the slide is a composite image. The top-left portion shows a line of yellow school buses, with the word 'SCHOOL BUS' visible on the front of the lead bus. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

Updates from Commissioner Glass

What's Working in Family Engagement

— *"Baking It In"* —

Creating systems around what's working in pockets

Brooke Gill, Parent of 2 Elementary Children, Director of Family Engagement Prichard Committee

Themes from Nine Family Friendly Certified Schools

BURNS ELEMENTARY, DAVIESS COUNTY SCHOOLS

COUNTRY HEIGHTS ELEMENTARY, DAVIESS COUNTY SCHOOLS

GRACE JAMES ACADEMY, JEFFERSON COUNTY

KENWOOD ELEMENTARY, JEFFERSON COUNTY

LUDLOW HIGH SCHOOL, LUDLOW INDEPENDENT

MARY A. GOETZ ELEMENTARY, LUDLOW INDEPENDENT

MENIFEE CENTRAL, MENIFEE COUNTY SCHOOLS

REIDLAND ELEMENTARY, MCCrackEN COUNTY SCHOOLS

WASHINGTON COUNTY HIGH SCHOOL, WASHINGTON COUNTY

Family Friendly Schools
LEARNING NETWORK



**Kentucky Collaborative
for Families and Schools**

The Prichard Committee

- We're doing more than we thought we were.
- It's about being intentional in the small things more than huge program overhauls.
- Try something and if it doesn't work, try something else.
- Create a system where each child and their family is assigned a school staff member.
- Getting to know families is helping staff breakdown preconceived notions about how much families "care."
- Digital Playbook was a big hit!
- English Language Learner (ELL) families participate when they can communicate in their home language.
- Tell us EXACTLY what it looks like and then we can adapt, add, and customize. Example: Welcoming phone calls script, back-to-school nights by grade level.
- More events in community spaces (rather than at school).
- Many families found Zoom and phone calls more convenient and less intimidating than in-person. More of these!

What Administrators Are Doing

Administrator Specific:

- This gave us, (assistant principals) something to collaborate around and we wouldn't have connected otherwise.
 - The self-assessment was a great tool for setting a baseline and for evaluation of each school and the district's efforts moving forward.
 - Teacher satisfaction scores went up by 13% in one year with family engagement strategies being the only major district change.
-
-

What We Want to See More of...

- Teachers need planning and professional development (PD) time to learn best practices and create classroom strategies that fit their unique personality and strengths (phone calls, letters, open-classroom, attending community-based events, YouTube videos, etc.)
Ex. Dayton created three PD days specific to family engagement this year.
 - Family and community engagement can increase school capacity. Families and communities can be time and resource SAVERS, but it does take planning on the front end to create these systems.
 - More work on streamlining family engagement in Title 1, Comprehensive School Improvement Plan (CSIP), Family Friendly Certificates, L3s, and individual school report card metrics.
-
-

Next Steps

- 50 Family Friendly Certificates by Nov. 1, 2022.
 - Need to keep momentum and recognition strong!
 - Encourage administrators to designate calendar time for educators to study and practice individual, classroom family partnership strategies.
 - “This is about getting to know families FIRST, partnership comes second.”
 - More to streamline family engagement school and district initiatives, reporting, etc.
-
-

Guiding Questions

Guiding Question:

How can FPC members and KDE support efforts to respond to these challenges?

Questions of clarity or feedback from Commissioner Glass to FPC Members

Minority Parent Representation on School Councils

Lauren Mitchell, KY Association of School Councils (KASC) Director, SBDM for 10 years

Minority Parent Representation on School Councils

- KRS 160.345 requires those schools with 8% or more minority population to have at least one minority representative on the council.
- Parent teacher organization representatives have indicated some level of difficulty in recruiting minority parent representation for School Based Decision Making (SBDM) councils.
 - KRS 160.345 defines minority as American Indian; Alaskan native; African-American; Hispanic, including people of Mexican, Puerto Rican, Cuban and Central American or South American origin; Pacific Islander; or other ethnic group underrepresented in the school.
- What are some strategies parent teacher organizations can use to recruit minority parent members to serve on councils?

Communication of KDE Guidance and Announcements

— How can we ensure that families and educators are getting the information from the KDE and/or understand how it applies to them and their families? —

Rhonda Logsdon, Kentucky Special Parent Involvement Network (KY-SPIN), Executive Director

Possible Solutions

With Families

- Family Friendly Language
- Newsletter
- One-pagers
- Schools share with families
- Offered in a variety of formats
- Education on how it applies to them
- Strategic on what & when shared
- Others from FPC?

With Educators

- District administrators share
- One-pagers
- Awareness of KDE communication streams
- Education on how it applies to them
- Strategic on what & when shared
- Others from FPC?

The background is a composite image. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of the lead bus. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons (purple, yellow, green) and framed pictures. There are several desks and chairs arranged in the room.

Questions and Feedback