Family Partnership Council

November 6, 2024

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Welcome!

- Roll Call of Members
- Approval of Minutes

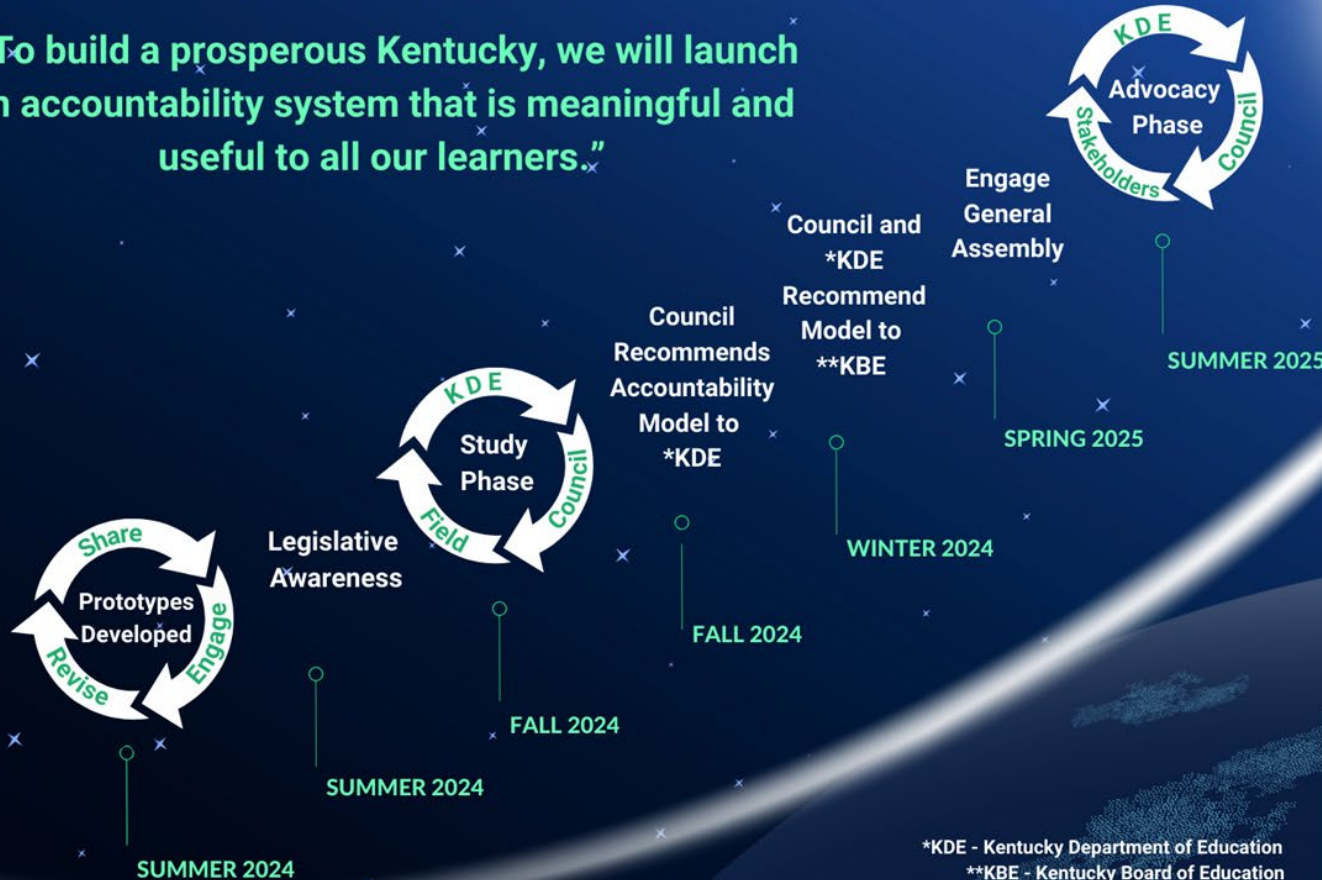Kentucky Department of
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Council Makeup for Year 2

- ~45 members who meet collectively at least twice a year
- Penny Christian, Council Chair
  - National Parent Teacher Association (PTA) Committee Chair
- Jim Flynn, Council Vice Chair
  - Executive Director of the Kentucky Association of School Superintendents (KASS)
- Karen Dodd, Council Lead
  - Chief Performance Officer at KDE

October Convening Update

- Data was shared from the prototype 4.0 survey.
  - Local Accountability: District Presentations from Shelby, Greenup, Fleming
  - Assessment
  - State Accountability
  - Federal Accountability
  - Reporting
- Sarah Snipes shared out the 36 district focus group data.
- On Day 2, we recognized the need to pivot our approach and broke into groups to discuss the current system, proposed changes and what those changes might look like.
- KDE and its partners are preparing a framework, informed by survey data and council feedback, to be shared with council members in November.

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Next Steps for the Kentucky United We Learn Council

- KDE staff and expert partners will work on deliverables between convenings.

- Virtual meeting in November

- A draft framework will be shared with the Kentucky Board of Education at their December meeting.

- In-person "spring" convening dates to be determined (TBD)

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Discussion Question #1

- When you receive data or reports about your child's progress from the school, what aspects make it easier or harder for you to understand and feel confident about?

- Can you give an example of something that worked well or, perhaps, something that left you with questions?

Discussion Question #2

- Can you tell me about a time when you received important information from the school?

- How did you feel about the clarity and reliability of what was shared, and did it influence how you approached any decisions or actions for your child?

We need your help!

- Please use the QR code below and share it with others to help us gather more feedback.

https://bit.ly/3NO3EeL

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4 Recommendations

1. Encourage districts and schools to develop local webpages that include more robust relationship-building and communication metrics regarding meaningful Family and Community Engagement.

2. KDE hires a full-time, full-service community schools (FSCS) manager.

3. FPC will make recommendations to local educational agencies (LEAs) and other state organizations on tool(s) that will support families in navigating educational options and rights within Kentucky's educational system. FPC will partner with KDE and other organizations to create an online, age-indexed, family-friendly guide that shares the most effective ways for schools to partner with families.

4. The FPC's work in 2024-2026 is to assist in the implementation of the three previous goals and, most importantly, support many more schools' adoption of the Kentucky Family and School Partnership Guide

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Update on Success Stories Collection

- Collection

- Publication Format

- Hear from Brian Benjamin, KCSI District Director for Owensboro Independent, on his success story submission

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Collection Tool Draft

Success Stories of Effective Partnerships with Families

During its term in 2023, Family Partnership Council (FPC) members conducted an in-depth analysis of the latest research on family partnerships, including an evaluation of Kentucky's progress on the recommendations outlined in *The Missing Piece of the Proficiency Puzzle* report from 2007. As a result of the analysis and reflection, the council recommended that the Kentucky Department of Education (KDE), in collaboration with the 2024-2026 FPC council, engages in four actions to support every Kentucky school's effort to form effective partnerships with families.

One of the four recommendations noted that KDE encourages districts and schools to develop local webpages that include more robust relationship-building and communication metrics regarding meaningful family and community engagement. To assist with this endeavor and to highlight these promising and meaningful practices statewide, the KDE and FPC are seeking stories of schools and districts doing family partnerships well with a special focus on innovative practices.

The following questions are designed for your school or district to tell its story about successful family partnership practices that are making a positive impact for students and families in your school, district, and/or community. Practices that are mutually beneficial to others throughout the state will be showcased on KDE's website as a hub for others to learn from and will be highlighted during FPC council meetings. Please take a moment to complete the reflection questions below to help us better understand what your school or district is doing to successfully engage its families. For additional questions, please contact Marsha VanHook by email at marsha.vanhook@education.ky.gov.

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1. District Name *

   [Enter your answer]

2. School Name *

   [Enter your answer]

3. Please provide your name and email address.

   [Enter your answer]

4. Tell us about a promising or innovative practice you have implemented at your school (or within the district) to increase community and family engagement. *

   [Enter your answer]

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Collection Tool

4. Tell us about a promising or innovative practice you have implemented at your school (or within the district) to increase community and family engagement. *

Enter your answer

5. How has this promising or innovative practice positively impacted outcomes for students? *

Enter your answer

6. How has this promising or innovative practice positively impacted outcomes for families? *

Enter your answer

:::

7. How has the community become more involved because of this practice? *

Enter your answer

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Collection Tool

7. How has the community become more involved because of this practice? *

Enter your answer

8. Please use this space to share any additional information or comments.

Enter your answer

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Success Story: Christian County High School

Christian County
Christian County High School

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OFFICE OF CONTINUOUS IMPROVEMENT AND SUPPORT

PROMISING OR INNOVATIVE PRACTICE
Our school **went into the community** during summer vacation to help families register online. During this time, we also provided free school supplies, backpacks, hot dogs, chips and water to everyone, as well. We targeted multiple neighborhoods within our school district to offer support to parents and guardians.

STUDENT IMPACT
It positively impacted the students because we had 90% of student enrollment prior to open house for the new school year.

FAMILY IMPACT
It positively impacted the families because we were able to answer any questions, provide assistance and increase collaboration between the schools and the community.

COMMUNITY IMPACT
The community came out to the free event and participated, as well.

SCHOOL SUCCESS

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Success Story: Northern Elementary School

Fayette County
Northern Elementary School

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OFFICE OF CONTINUOUS IMPROVEMENT AND SUPPORT

PROMISING OR INNOVATIVE PRACTICE

Northern Elementary School's has over 30% English learners (EL) learners population. We have over seven languages spoken in our school. Since the COVID-19 pandemic, Northern Elementary School used the free application named *TalkingPoints* to keep families engaged in their children's learning. Teachers send positive messages, pictures, and videos yearly to build relationships with families.

STUDENT IMPACT

This method of communication reminds the school of the "it takes a village" mentality. By communicating with families often, students know teachers will speak positively and critically when needed. This encourages students to follow classroom expectations when they are assured the adults in their lives will be communicated with in a language they understand on a regular basis.

FAMILY IMPACT

This communication method has kept families abreast of the happenings at school. For the past three years, some teachers have reported that they had 100% parent attendance at conferences twice yearly.

COMMUNITY IMPACT

With this communication system, more parents have become involved in supporting their children from home or by attending school or community events.

SCHOOL SUCCESS

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Success Story: Foust Elementary School

Owensboro Independent
Foust Elementary School

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OFFICE OF CONTINUOUS IMPROVEMENT AND SUPPORT

PROMISING OR INNOVATIVE PRACTICE

We have implemented a **Homework Diner** series aimed at building relationships with families around a good meal while providing them with the necessary tools and assistance to help their students with their homework. We are hosting six of these in the 2024-2025 school year.

STUDENT IMPACT

Students receive help from school staff on their homework, as well as receiving targeted interventions in reading and math.

FAMILY IMPACT

By observing teachers modeling effective homework help, and by showing up monthly to the diner, parents have developed the skills to provide the same type of assistance in their own home.

COMMUNITY IMPACT

A different community partner has served each meal. It has been a great vehicle to connect the school, families, and community around a great meal. Multiple community partners have already requested to be involved.

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Homework Diner

Contact Information

Brian Benjamin, Kentucky Community School Initiative District Director

Brian.Benjamin@owensboro.kyschools.us

Overview

- Larger Context
- Early Warning Tool
- Insights Tool
- Additional Tools
    - Transient Students
    - Chronic Absenteeism
    - Vaping House Bill 142

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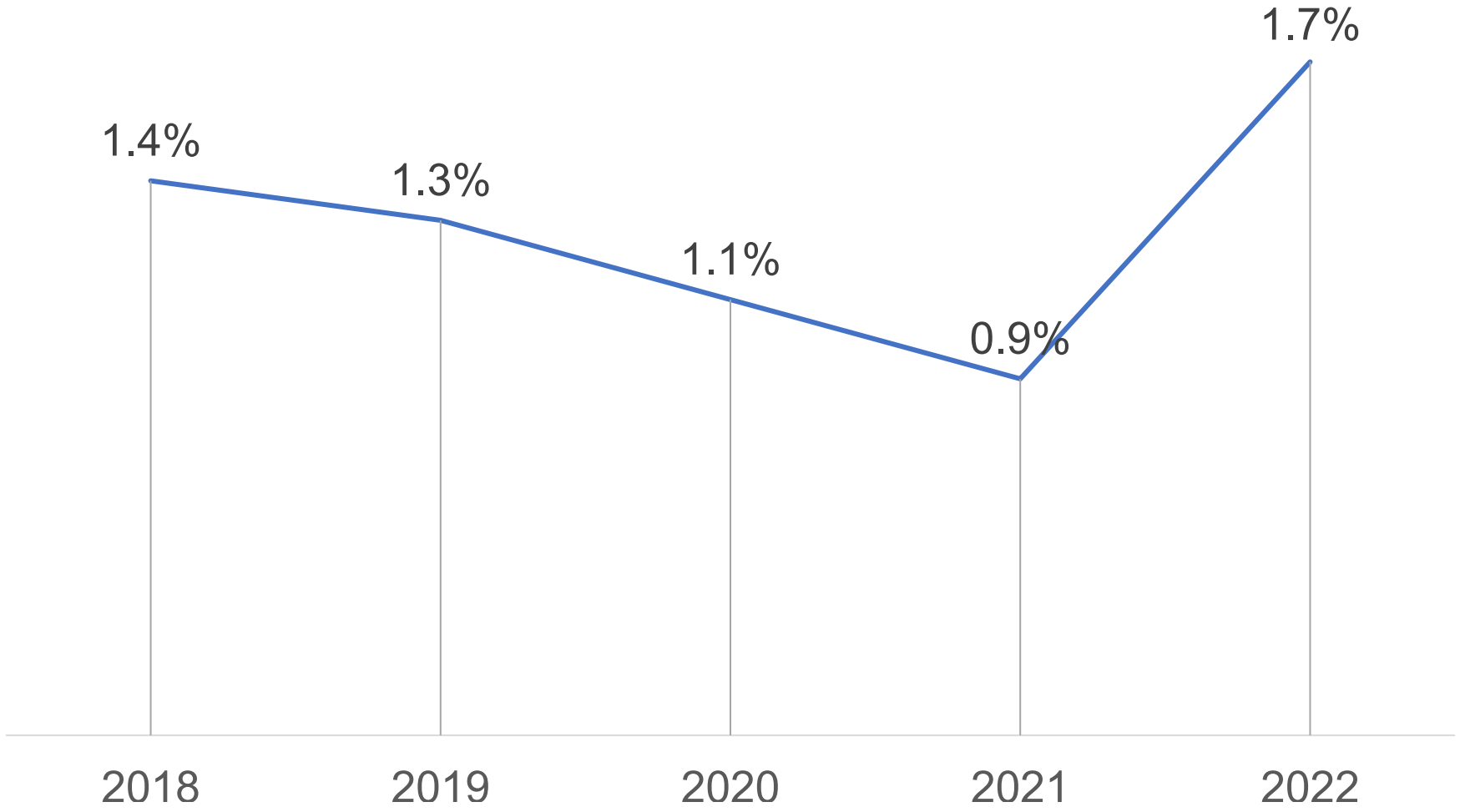
KY Graduation Rates (2022-2023)

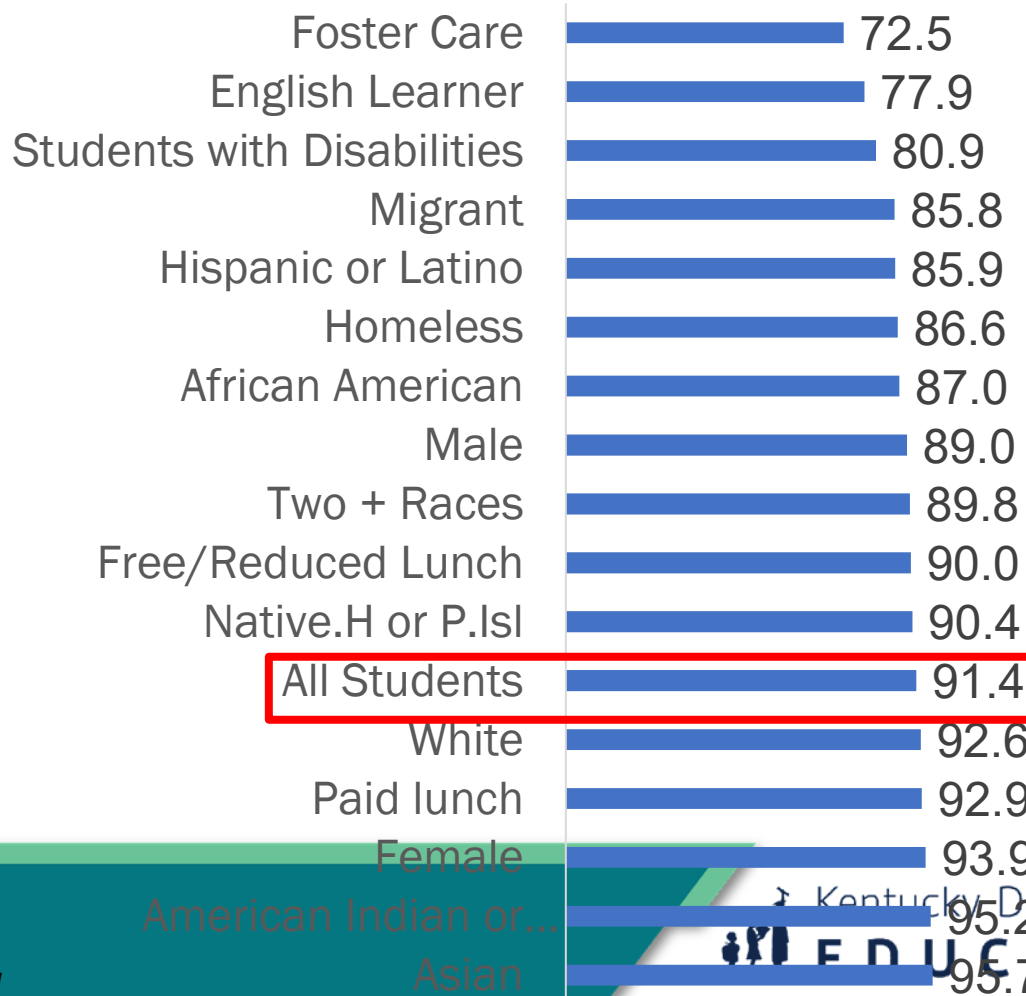| Group	Rate
Foster Care	72.5
English Learner	77.9
Students with Disabilities	80.9
Migrant	85.8
Hispanic or Latino	85.9
Homeless	86.6
African American	87.0
Male	89.0
Two + Races	89.8
Free/Reduced Lunch	90.0
Native.H or P.Isl	90.4
All Students	**91.4**
White	92.6
Paid lunch	92.9
Female	93.9
American Indian or…	95.2
Asian	95.7

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Why Students Drop Out
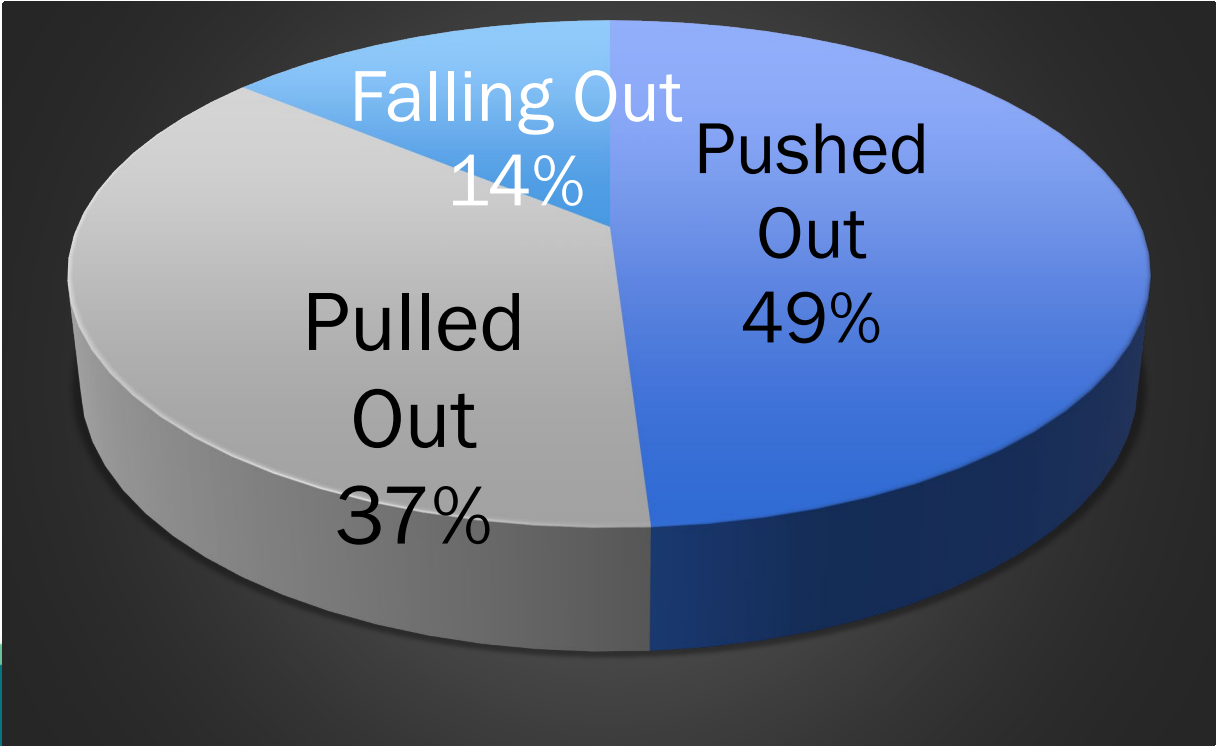
	School Related	Family Related
Pushed Out (49%)	Failing grades; Cannot keep up	
	Missed too many days	
	Suspended	
	Interpersonal conflict with teachers	
Pulled Out (		Had to support and care for family member(s)
		Had to get a job (financial/basic needs)
		Was pregnant
Falling Out (14%)	Did not like school/ not engaged	
	Did not feel a sense of belonging	
	Changed schools and did not feel welcomed/ supported	

Process of disengagement that occurs over years

What Works Clearing House-Recommendations for Dropout Prevention: Practice Guide

1. Use data systems to identify students at risk of dropout (and monitor them)

2. Assign an adult advocate to students at risk of dropout

3. Provide intensive, individualized support to students who have fallen off track

4. Implement programs to improve behavior and social-emotional skills

5. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

IES PRACTICE GUIDE   WHAT WORKS CLEARINGHOUSE

Dropout Prevention

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dp_pg_090308.pdf
http://www.coloradoedinitiative.org/wp-content/uploads/2014/04/Students-Mentoring-Students-SMS-Curriculum.pdf
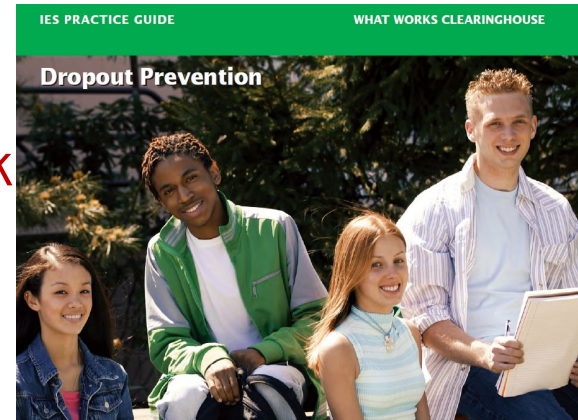
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The ABCs & Ss of Early Warning

STABILITY

- Demographics of the student (foster, homeless, lunch status, migrant, etc.)
- Zip code
- the student's overall number of addresses
- # of years the student has been at the selected school
- How long the student has been enrolled in the district
- How long the student has lived at the current address
- School type (Title 1, alternative)
- Number of portal logins
- Phone number changes

"....and this kid was not even on our radar."
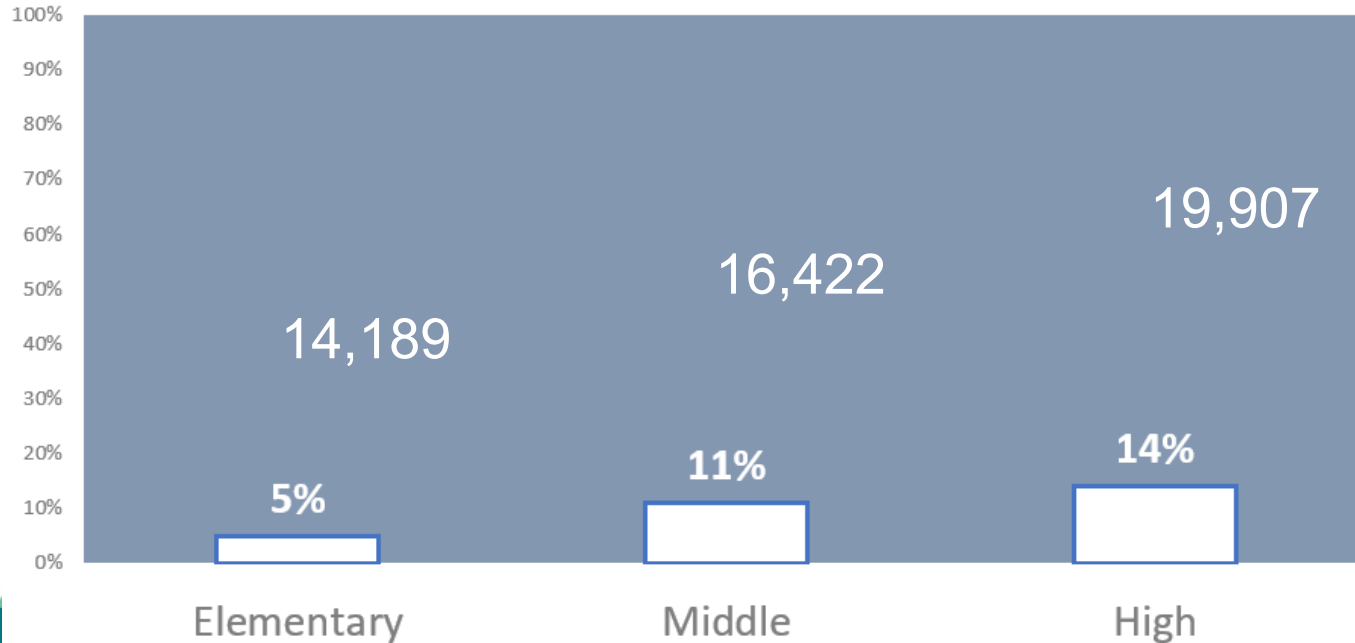
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Live Demo

What Works Clearing House-Recommendations for Dropout Prevention: Practice Guide (2)

1. Use data systems to identify students at risk of dropout (and monitor them)

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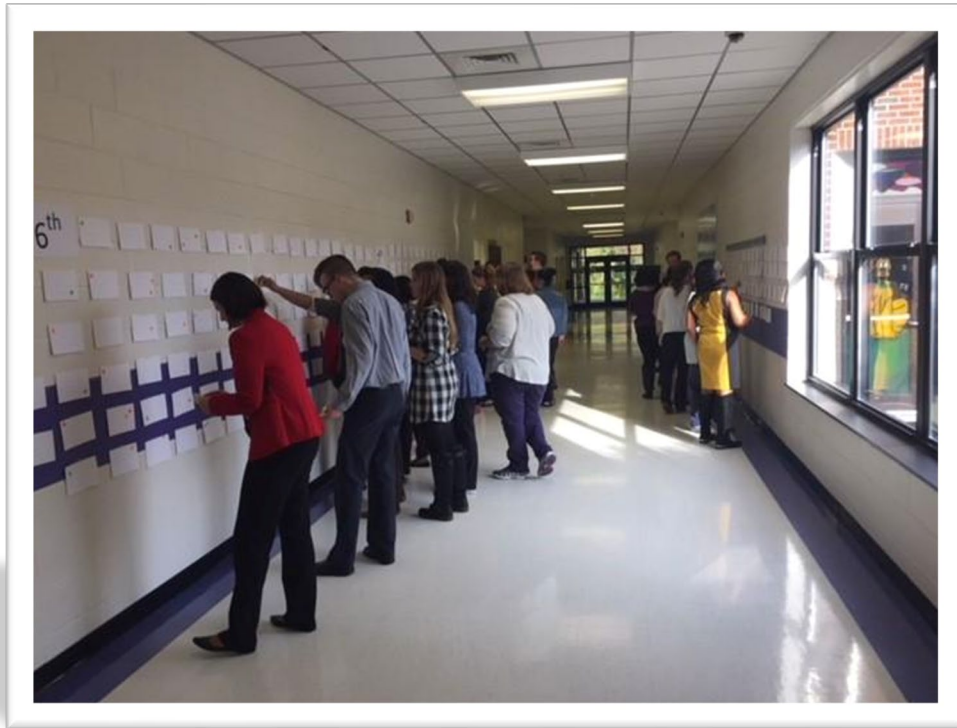
IES PRACTICE GUIDE   WHAT WORKS CLEARINGHOUSE

Dropout Prevention

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If I have a problem, there is an adult from school that I can talk to.
(% # of KY students that disagree)

Chart showing percentage and number of KY students that disagree by school level:
- Elementary: 5% (14,189)
- Middle: 11% (16,422)
- High: 14% (19,907)

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Relationship Mapping

Students of Concern

Teacher Initiated Referral

- Statement of intended purpose and who can view
- Student name
- Reason for referral
- Previous communication in the PLP
- Action requested by CAP Team
- Is the student/parent aware of referral?
- Comments (Optional)

Student Initiated Request

- Statement of intended purpose and who can view (non-emergency issues)
- Student name
- Counselor
- Reason for referral
- Preferred time of day/period to meet
- Email address in case we cannot meet today
- Statement of potential delay

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What Works Clearing House-Recommendations for Dropout Prevention: Practice Guide (4)

1. Use data systems to identify students at risk of dropout (and monitor them)

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IES PRACTICE GUIDE   WHAT WORKS CLEARINGHOUSE

Dropout Prevention

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Insights: Early Warning Companion Tool

5 Keys for Early Warning Implementation

1. Identify Team & Plan
2. Explore Capacity
3. Assign & Provide Supports
4. Monitor Progress
5. Reflect & Refine

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Early Warning Resource Hub

Early Warning System (EW) - Grades K-12

Early Warning Demo

Early Warning Best Practice Tips

Early Warning Tool Training 2020-2021 (recorded webinar)

Intervention Action Planning Worksheet

Intervention Menu

Early Warning Sample Meeting Agenda

One Administrator's Approach to Using Early Warning (recorded webinar)

Infinite Campus Early Warning Documentation

Early Warning Study Guide

Google:
KDE Early Warning

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Additional Tools: Identifying Transient Students

Use the Transient Population Report in Infinite Campus

- **Infinite Campus Pathway**: KY State Reporting → KDE Reports →Transient Population

- **Purpose:** Provides aggregate report and detailed Excel file to help identify students who have attended multiple schools in the:
  - current school year
  - last two years
  - last five years

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Detailed Report Example

School	SSID	Last Name	First Name	Grade	# school attended current year	# schools attended last 2 years	# schools attended last 5 years	Gender	Race	Migrant	English Learner	Homeless	Foster Care	Military	Free/ Red lunch	SPED
ABC middle	4567	Duck	Daisy	6	2	5	7	F	White	N	Y	N	N	N	Y	N
ABC middle	1245	Mouse	Micky	7	1	4	5	M	White	Y	N	N	Y	N	Y	N
ABC middle	1444	Tiger	Daniel	8	5	7	8	M	White	N	N	N	N	Y	Y	Y
ABC middle	4789	Tim	Allen	7	3	8	9	M	White	Y	N	N	Y	N	Y	N

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Transient Student Report Quick Reference Card

[Infinite Campus: Transient Population Report Quick Reference Card (ky.gov)](#)

Partial Credit Accumulation Practices to Support Transient Students

SUPPORTING TRANSIENT STUDENTS CREDIT ACCUMULATION

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Our Challenge:

Various options for accumulating credits and multiple digital learning platforms can be found within and throughout Kentucky school districts.

Our most transient students face significant life challenges and often relocate to another school, alternative program or district numerous times. They do not always receive partial credit for the work they completed in previous settings, often virtual/performance-based courses.

For students who are already dealing with stressful situations, this dynamic contributes to feelings of failure, frustration or even dropping out of school.

We can make a difference by ensuring that these students receive credit for their work that can accumulate toward graduation. To this end, best practices and resources can be found on page 2.

Who is impacted?

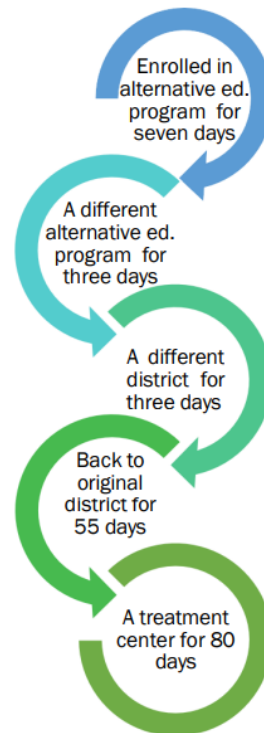Over 10,000 students in KY are enrolled into three or more schools/placements each year.

- Alternative ed. program students
- Transient students
- Homeless
- Neglected and Delinquent
- Migrant
- Foster Youth

What is the impact of giving credit?

- Higher sense of self-worth and self-esteem when prior work is valued.
- Increased possibility of continuing their education through university, community colleges, or vocational schools.
- Decreased sense of hopelessness, especially concerning work they have partially completed.
- Removed the fear or loss of not graduating with the peer group.
- Increased feelings of joy and relief around school.

One KY Student's Journey in One School Year

- Enrolled in alternative ed. program for seven days
- A different alternative ed. program for three days
- A different district for three days
- Back to original district for 55 days
- A treatment center for 80 days

Importance of Credit Accrual

Almost all students who drop out leave school far behind in course credits, according to the National Center for Education Statistics (2007). The pattern of dropouts earning fewer credits than on-time graduates remained true across all student and school characteristics (IES brief, 2009).

Offering Flexibility

Beyond the 10 foundational credits students must have to graduate in Kentucky, districts should engage the flexibility Kentucky allows for how the other 12 credits are administered towards graduation. This flexibility is already a requirement for students who are homeless or in foster care.

SUPPORTING TRANSIENT STUDENTS CREDIT ACCUMULATION

Credit Accrual Best Practices

Add Up Credits, including in-progress grades
Add up all credits earned (including one quarter, one third, one half, etc.) into one full or half credits. You should contact previous school/district to get in-progress grades and give students credit for work completed. See Credit Accrual Tip Sheet and Resources.

Priority Registration
Ensure priority enrollment in classes the student has partially completed to allow for completion is built into master scheduling protocol.

Early Identification
Identify prospective students early using tools such as the Transient Student Report and the Early Warning Tool. This allows schools more time to work with specific vulnerable students support credit/course completion.

Credit Recovery Options
Generate a list of credit recovery options and ensure that students, and your faculty are aware of the students' right to finish partial coursework rather than start over. Please review the KY Digital Learning Guidelines for best practices with digital learning.

Communication
Counselors should consult with the prior school(s)/programs/facilities about partial coursework completed and any in progress grades to determine credits and best placement in courses in new setting.

Personalized Assignments
Consider alternative assignments, hands-on projects, online classes and other creative options for the partial credit needs of students. There are many free resources for optional digital course work available such as EdX.

Measuring Mastery
Evaluate students' mastery of partially completed courses that can help ensure they are prepared for the next level, but also to help avoid students having to repeat content they already completed/mastered.

Transferring Student Records:

Kentucky student records should always be in Infinite Campus (702 KAR 7:125).

For every enrollment, including treatment facilities, districts must process record transfers to prevent breaking the records transfer chain (KRS 159.170).

Sometimes a national student records transfer is needed for out-of-state students. Please review the Kentucky Student Records Transfer Quick Reference Card.

Additional Relevant Laws:

- An ACT relating to transient students (KRS 158, SB247)
- Youth in foster care (KRS 158.448) & (KRS 199.802)
- Homeless youth (704 KAR 7:090)
- Gifted and Talented (704 KAR 3:285)

Additional Resources:

- National Center for Homeless Education (NCHE) Maximizing Credit Accrual and Recovery for Homeless Students
- SchoolHouse Connection Partial Credit Webinars: Awarding Partial Credits and Calculating Partial Credits
- Personalize Pathways to High School Completion and Post-Secondary Opportunities for your district

Chronic Absenteeism

Quickly view chronically absent student list and % of school that is chronically absent

Chronic Absenteeism Report

IC Pathway: KY State Reporting→ KDE Reports→ Chronic Absenteeism

Aggregate Chronic Absenteeism Report

Student Present FTE Percentage - Aggregate Report
student detail report can be run for additional detail

School Year	2016-17
District #/Name	
School #/Name	000 All Schools

Student FTE Count (enrolled 10 or more days)

100% FTE	170	3.48%
96-99% FTE	1288	26.34%
93-95% FTE	1100	22.5%
>90-92% FTE	590	12.07%
Chronically Absent <= 90% FTE	1741	35.61%
Total Student Count	4889	

Percentage of Chronically Absent Students by Gender

52.27 %(910) — Male
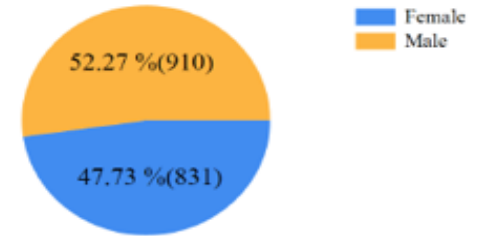47.73 %(831) — Female

* *FTE percentage rounded to the nearest whole percentage*

Note: Chronic Absenteeism is an Accountability - Opportunity & Access Measure
   Proposed Ranges - Under consideration by KDE

- 5% or less of the total school population = 3 pts
- 11% to 15% of the total school population = 1 pt
- 6% to 10% of the total school population = 2 pts
- 16% or more of the total school population = 0 pt

Detailed Chronic Absenteeism Report

Sch Year	Dist Number	Dist Name	Sch Number	School Name	SSID	Last Name	First Name	Enrolled Days	FTE Absent Events Excused	FTE Absent Events Unexcused	Tardy Events Only Excused	Tardy Events Only Unexcused	Student FTE Present Minutes	Student FTE Instructional Minutes	% FTE Present	Chronic Absent
2016-17	000	ABC County	000	ABC School	1234567890	Mouse	Mickey	169	7	33	4		57438	69850	82.2%	Y
2016-17	000	ABC County	000	ABC School	1234567890	Mouse	Minnie	169	1	1	0		69289	69850	99.2%	N
2016-17	000	ABC County	000	ABC School	1234567890	Duck	Daisy	37	3	7	0		11515	15355	75.0%	Y
2016-17	000	ABC County	000	ABC School	1234567890	Duck	Donald	134	8	25	1		44622	55385	80.6%	Y
2016-17	000	ABC County	000	ABC School	1234567890	Bunny	Bugs	169	11	10	2		63232	69850	90.5%	N

FRL	Homeless	SPED	Foster Care	Military Connected	English Learners	Gender	Race	Consolidated State Group
Y	N	N	N	N	N	F	White	N
Y	N	N	N	N	N	F	Two or more races	N
Y	N	Y	N	Y	N	M	Black or African American	Y
Y	Y	N	N	N	N	M	White	N
Y	N	Y	N	N	N	M	White	Y

Vaping: House Bill (HB) 142

Key House Bill 142 Requirements

Distribution of evidence-based, age-appropriate tobacco and vapor products prevention and cessation materials to **ALL students** at the beginning of each school year **and** access to evidence-based, age-appropriate nicotine prevention and cessation material throughout the school year.

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House Bill 142 Requirements: Responses & Resolutions

HB 142 dictates certain behavior resolutions for students engaged in tobacco, alternative nicotine, or vapor products.

- **Upon the first incident,** the student must be referred to the school counselor or other school-based mental health services provider to review the adopted prevention and cessation materials.

- Local board policies must dictate disciplinary action for subsequent offenses; however, the bill specifies that a third or subsequent incident may result in an in-school or out-of-school suspension. **Students must be provided access to prevention and cessation materials during an in-school suspension**.

- It should be noted that these school removal consequences are permissive under the law for subsequent offenses, <u>not required</u>.
    - See the <u>Trauma Informed Discipline</u> Suggestions in the <u>Trauma Informed Toolkit</u>

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Judi Vanderhaar

Resources to Help Implement HB 142

- This document is available for download and distribution through this link.
- The recommendations and resources are intended to help ensure local school districts are implementing programs and resources that have been proven effective through research and evidence.
- Contact Tara Rueckert (Tara.Rueckert@ky.gov) or Jaclyn Hodges (Jaclyn.Hodges@ky.gov) for assistance.

Early Warning and Insights Workshops are available.

KDE Persistence to Graduation Team

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Questions and Next Meeting Reminder

March 19, 2025