



RFP Title:

***School (Student) Attendance
Improvement Platform***

RFP #21-15

Vendor Name: Kinolved, Inc.

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Date: March 2, 2021

Transmittal Letter



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March 2, 2021

Ector County Independent School District RFP
School (Student) Attendance Improvement Platform

To Whom It May Concern,

Enclosed you will find a response to your request for proposal to provide a school (student) attendance improvement platform. We at Kinolved are uniquely suited to meet or exceed the requirements outlined in the RFP, and, more importantly, to catalyze Ector County Independent School District's students, parents, educators, and community stakeholders around a common mission: improve student attendance.

The proposal and any cost projections included will remain effective for 120 days after March 3, 2021.

If you have any questions about this submission—or if additional information is necessary—you may reach me at 646.719.0553 or Miriam@kinolved.com.

Thank you in advance for your attention.

Regards,

A handwritten signature in black ink, appearing to read "Miriam Altman".

Miriam Altman
CEO and Co-Founder

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Executive Summary

Kinvolved is proud to submit this response to your request for proposal for a school (student) attendance improvement platform. We are uniquely suited to meet or exceed the requirements outlined in the RFP, and, more importantly, to help catalyze Ector County Independent School District's students, parents, educators, and community stakeholders around a common mission: To increase student achievement by improving attendance.

Research shows that a student's most critical step on the path to success, including graduation from high school, is showing up; in fact, student attendance is the leading indicator of high school graduation. But showing up is not as simple as it sounds. In many underserved communities, up to half the student population is chronically absent.

At Kinvolved, we believe that if we want our students to show up for school—and to subsequently find a path toward lifelong success—we have to show up for students.

Kinvolved is best positioned to partner with Ector County Independent School District to deliver these results. With nearly a decade of experience, we are the leading organization providing services that drive attendance improvement. We use evidence-based strategies, outlined in our responses below, to support our district partners' efforts to curb absenteeism. In addition, our software provides educators and administrators with early warning indicators, data analysis supports, and personalized communications tools for deepening student and family engagement, including text messaging, automated emails, and phone calls.

We are unique in the attendance intervention marketplace in that we provide a robust and real-time integration with existing district systems, and we bring all attendance and engagement messaging and data capabilities into one unified platform under district oversight and management to help staff **comply with SB 944¹ and reach its goal of matching statewide ADA rates.²**

KiNVO has proven to increase average daily attendance (ADA) by 2.5 percent across hundreds of NYC DOE schools. If KiNVO, coupled with Kinvolved's expert professional services, had the same results in Ector County ISD, the district would see an annual ROI of more than \$1.4M, which is 3.6 to 5.8 times the annual investment in KiNVO, based on the pricing options proposed. Furthermore, it would achieve its goal of matching statewide ADA.

Moreover, our software has been implemented in districts nationwide, serving hundreds of thousands of students and families.

- We are the only attendance company engaged in a research partnership with Harvard's Proving Ground, a third party, which evaluates the efficacy of KiNVO's features in a dozen districts across the county, including DC Public Schools.

¹ <https://www.texasaft.org/legislation/new-education-laws-affecting-educators/>

²

https://www.oaoa.com/community/ecisd-getting-proactive-on-attendance/article_cf2144be-d0eb-11e9-85e3-83b752538b8f.html

- We have more experience operating at scale as an attendance improvement solution than any other organization in our space.
- We have gained insight and pattern recognition from this experience, which allows us to provide the highest quality data analysis and attendance improvement coaching services in the K–12 industry.

We look forward to bringing this experience and skill to bear to continue to improve outcomes for Ector County ISD's students and families.

Sincerely,

A handwritten signature in black ink, appearing to read 'Miriam Altman', written in a cursive style.

Miriam Altman
CEO and Co-Founder

The Kinvoled Ecosystem

Attendance Improvement Software — KiNVO™

KiNVO™ is a powerful, user-friendly software that equips administrators, educators, parents, and students with the data and tools they need to improve attendance. KiNVO integrates with your SIS, interprets and displays actionable attendance data on easy-to-use dashboards, automates attendance interventions based on customizable settings, and personalizes all attendance outreach.

KiNVO meets all requirements of the RFP, embodying:

- Truancy intervention tools including warning letter preparation and truancy court filing preparation in accordance with local laws
- Research based outreach via written and electronic media
- Collaboration tools such as contact notes
- Device agnostic usage on devices and web browsers
- Secure archived conversation records to comply with Texas law **SB 944**³

Early Warning and Notification System

KiNVO™ builds bridges for parents who are hard to reach due to irregular schedules, work commitments, or language barriers. It also automates one- or two-way attendance notifications and offers a variety of reports and visualization tools to highlight attendance trends, equipping teachers, school and district administrators, and support staff with the data they need to have informed, actionable conversations with students and their support networks.

Equitable Communications

KiNVO™ is complete with a best-in-class communication tool, for all classroom, school, and district communication needs, helping districts support teachers in maintaining compliance with SB 944. KiNVO™ enables instant, safe, two-way SMS, email, and voice call messaging between district, school, family, and student, translated into 80+ languages so that you can engage with families regardless of language, location, device, and internet access.

Professional Learning

Through our expert-led professional learning sessions, available virtually (and in-person when safe), we help districts establish measurable attendance improvement goals, manage the implementation of new attendance improvement policies, and leverage our software to reach desired student attendance outcomes.

³ <https://www.texasaft.org/legislation/new-education-laws-affecting-educators/>

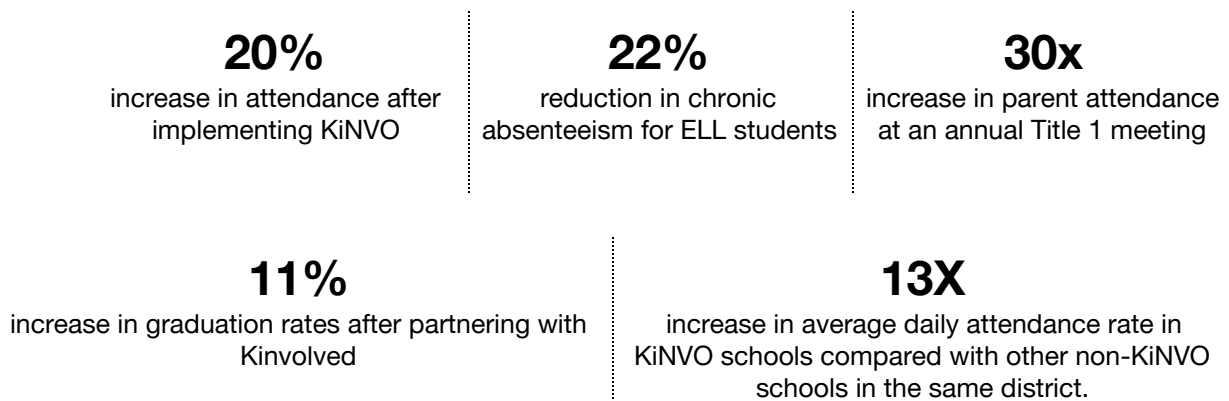
Research Partnership

We are the only attendance company engaged in a research partnership with Harvard's Proving Ground,⁴ a third party, which evaluates the efficacy of KiNVO's features, including personalized messaging, two-way communication, and digital attendance postcards in DC Public Schools and many districts across New York and Ohio. Should Ector County ISD be interested in participating in a unique study, developed through Proving Ground's design thinking approach, please let us know, and we can put this into motion.

Our Impact

Each school year, we conduct a study to gauge the impact of Kinvoled's tools and services including attendance improvement and mindset shifts. We interview Kinvoled partners, and analyze engagement metrics and district attendance data to determine our effect. Year over year, the results exceed our expectations. Recent data shows:

Attendance Increased, Chronic Absence Rates Dropped



⁴ <https://provingground.cepr.harvard.edu/>

What K–12 Leaders Say About KiNVO



“We implemented KiNVO in 2016, and if you look at our data, that’s exactly when you see an increase in our attendance and graduation rates, decrease in chronic absenteeism, and an increase in state exam scores.”

— Tarek Alamarie
Assistant Principal of Guidance, Data, and Accountability
NYC Department of Education

“This morning, 21 kids were absent. After KiNVOing (which took three minutes), 14 students showed up.”

— Kimberly Leimer
Principal
Central Falls School District



“We have a student whose family speaks Vietnamese, but we don’t have anyone on staff who speaks Vietnamese. KiNVO makes it possible for us to regularly communicate with them.”

— Joseph Lewis
Assistant Principal
D.C. Public Schools

“Leveraging KiNVO to increase parental engagement with two way communication, Roger Sherman Elementary decreased chronic absenteeism by more than 10 percent.”

—Dr. Mark Benigni, Superintendent,
Meriden Public Schools



Functional Requirements

1. Accessibility - ADA Compliant

Kinvolved will support ADA compliance for this RFP.

2. Ability to Integrate

KiNVO integrates with any Student Information System (SIS). Kinvolved honors the district's integration preference and will also offer SSO in the format that the district desires. KiNVO will integrate with the required student information system (SIS), ITCCS. The company has managed the integration with over a dozen SIS, and we will meet all technical requirements.

ClassLink, One Roster or an API integration process ensures that KiNVO's student and teacher rosters and parent contact information are up-to-date and in alignment with the district's Student Information System. Updates occur during a nightly sync. Students are added to and removed from courses. Parent contact information is updated if provided via the ClassLink or One Roster sync.

In the event that a District or School would like to input attendance records into their Student Information System (SIS), but would like to leverage KiNVO's real-time communication functionality, data visualization, and robust reporting mechanisms, KiNVO offers a custom integration with the SIS.

The "Attendance Sync Module" is specific for each School or District. Syncing of data between KiNVO and the SIS depends on how the School or District's SIS is set up, and what data export capabilities the SIS offers.

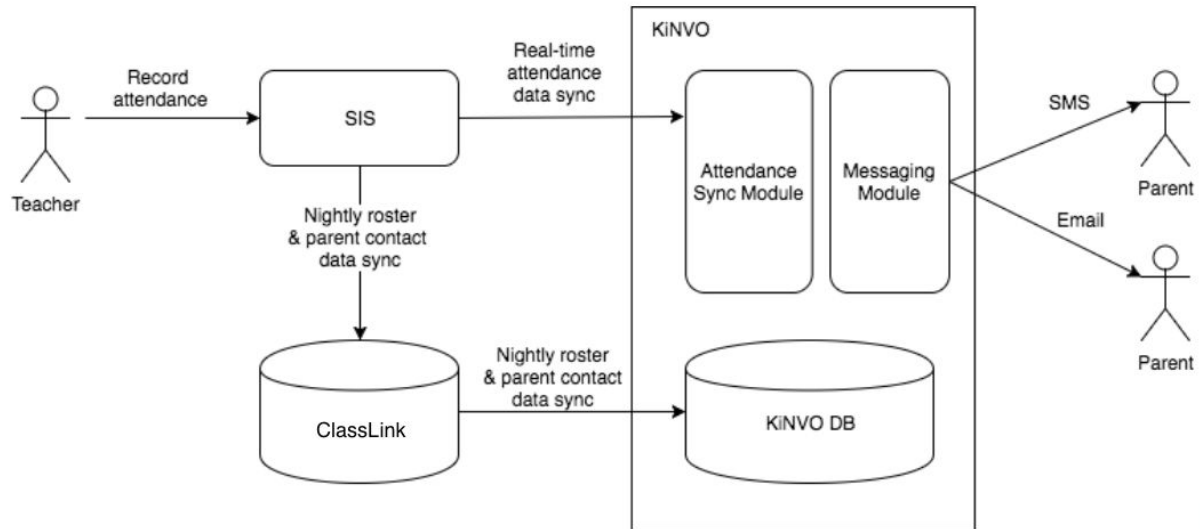
The intervals by which data is transferred from the SIS to KiNVO is flexible. For example, a district can transfer the data in ten minute intervals, 60 minute intervals, twice a day, or once per day. The interval selected by the district dictates the frequency by which KiNVO can trigger attendance notifications to parent contacts.

Kinvolved's "Attendance Sync Module" honors three basic approaches. The desired approach can be adjusted based on the capabilities of the SIS used by the School or District.

1. Scheduled export from the SIS: The SIS exports attendance records to a csv file, and KiNVO checks for the updated files which are then downloaded into KiNVO. The files contains only the new records for each period.
2. Scheduled API call from KiNVO to the SIS: This is where the SIS has an API that provides access to attendance data. KiNVO makes an API call to pull back records.
3. SIS pushes to KiNVO: The SIS either pushes new attendance records to KiNVO via an API call, or makes an API call notifying KiNVO that there are new records to pick up.

We aim to receive incremental results so that the same attendance records do not appear multiple times. However, depending on how the queries are constructed, having some overlap between files or API responses may be necessary to ensure that we never miss records.

Kinvolved works with the District to agree upon a solution that provides the best outcome from a feature perspective with minimum impact on the SIS.



2A. ITCCS Student Data

Attendance Accounting

Attendance Record Matching

KiNVO handles various attendance files, dependent upon district preference, including:

- Daily attendance
- Period attendance
- Chronic absenteeism rates
- Attendance tier
- Reasons for absenteeism at daily or period level
- Minutes of lost instructional time (tardiness)
- Any customized attendance data point the district wishes to communicate with a parent contact

Below are the required columns needed to map attendance to a student's course rotation:

- Student ID
- Student Name
- School Name
- School ID
- Section ID
- Section Name
- Attendance Date
- Attendance Code
- Excused/Unexcused Status

- Modification Timestamp

Below are the required columns to integrate daily attendance in KiNVO:

- Student ID
- Student First Name
- Student Last Name
- School
- Date of Attendance Event
- Attendance Status (i.e.: Absent, Excused Absent)
- Modification Timestamp

Below are columns that are optional but are helpful for some districts:

- Days of Enrollment/Membership
- Days Present
- Average Daily Attendance

File Format Specifications:

- Share in .csv format
- Escape columns with quotations {“ ”} if possible

Student Demographics

KiNVO requires a nightly update for student rostering and demographics. We can retrieve student and course rosters/schedules via ClassLink.

Student demographics (Additional fields can be custom added, but below are the minimum requirements.)

- Student first name
- Student middle name (optional)
- Student last name
- Student ID
- Student school name
- Course name
- Course ID
- Course schedule (customizable by schedule rotation)

School Structure Data

- School structure tells us what courses students are enrolled in so that admin and teachers are communicating with only their students.
- Shared via Middleware or OneRoster API format
- Specified file exports are available in lieu of Middleware/OneRoster

Parent Demographics

KiNVO requires a nightly update for parent contact information. We can retrieve this via an API if the SIS supports it, or we can pick up a scheduled file export. We can handle CSV files, JSON, XML, or another proposed format that is convenient for the District.

(ClassLink or One Roster support provision of contact information. However, in the event that a School or District has not shared contact information via ClassLink or One Roster Kinvoled can import data into KiNVO through other means.)

Below are the minimum requirements needed to fully populate KiNVO with your parent contact data:

- Student Identifier (same as in attendance file)
- Adult Identifier
- Adult First Name
- Adult Last Name
- Guardian Flag (if applicable)
- Relationship to student
- Cell Phone
- Email Address
- Language Preference
 - If there are multiple locations where language preference is indicated for a student or parent, please share all language fields

2B. Ability to provide various reports for social workers, counselors, principals and district administration including documentation of interventions

Kinvoled has robust experience supporting social workers, counselors, principals, and district administration with attendance improvement and family engagement strategies. KiNVO, our web and mobile application, provides a plethora of helpful reports, features, and intervention automations for social workers, counselors, principals, and district administration including documentation of interventions.

Attendance data is imported from ITCCS so that interventions are automatically documented. For example, social workers, counselors, and principals can perform the following functions and will automatically have reports and documentation to support their intervention:

- Send a two-way text message or email with a **digital initial warning letter** in 80+ languages to families of students who have accumulated a third unexcused absence in a four week period
 - Ector County users will have a documented record of this message with the name of the staff member who sent the message, parent recipient,

- date/time of message sent, date/time when parent clicked on the link with the initial warning letter attached. The two-way text message or email conversation is also archived and can be printed for official documentation. Further, if the phone number or email is invalid, turned off, etc., KiNVO will flag this inaccuracy.
- Send a two-way text message or email in 80+ languages to families of students with **any number of unexcused absences** in an effort to receive documentation of absences.
 - Ector County users will be able to filter their student rosters to quickly access students with a total number of absences, excused absences, unexcused absences, consecutive absences, or percentage present. Attendance data is available at the daily or period level. From this web page, users can send a two-way text message with templates that include the desired data (i.e., total number of unexcused absences) with a call to action to submit required documentation.
 - Send a two-way text message or email in 80+ languages to families of students who have achieved **100% attendance** for a specific time period.
 - Ector County users will also be able to positively reinforce behavior by sending two-way celebratory text messages to families of students with healthy attendance. Current KiNVO district partners utilize this feature to send parents digital attendance certificates to recognize exceptional attendance.

Reports on interventions include student and parent/guardian outreach and communication records and notes on additional interventions provided to students.

Attendance reports include:

- School attendance rate
- Attendance rates by student and course
- List of students absent by day/course
- Student average daily attendance by day
- Absenteeism dates/reasons by student
- List of courses missing attendance data from ITCCS
- Staff member utilization of attendance recording from ITCCS
- Students' average attendance tier
- Summary of students' late attendance records
- Students' late attendance records by period
- Student attendance records by day/course
- Students with 100% attendance
- Students' daily attendance rate by marking period

Communication reports include:

- School-wide level of communication with parents, students
- Staff member communication rate of sending text messages to parents, students
- Parent, student communication rate of receiving and replying to text messages
- Messages sent/received to students' parent, student by staff member per day
- Log of failed messages to parent contacts
- List of parents (and phone numbers) who opted out of KiNVO text messages

- List of parents (and phone numbers) who opted out of KiNVO autocalls
- Inappropriate content of parent, student messages
- Updated parent, student contact phone numbers
- Teacher messages per topic
- PDF open rate
- Content of direct-to-student messages

KiNVO offers the ability for educators, support staff, and administrators to record notes on interventions, student progress, and more. Support staff and administrators may access notes via the student profile or through an export by student or school.

RECORD A NOTE ABOUT DOROTHY ABERNATHY

What is this note about?

Save

- ✓ Attendance
- Behavior (positive)
- Behavior (challenging)
- Grades
- Homework**
- Bullying
- Family/home situation
- Health
- Left voicemail for parent
- Parent meeting
- Phone call with parent
- Other

NOTE HISTORY Export Notes

- Miriam Altman** 03/02/21 9:48 AM Actions
Homework
 Struggling with phonics
- Ruth Frias, Science Teacher** 11/03/20 9:15 AM
Attendance
 Student was absent to class because of wifi connection issues.
- Miriam Altman** 09/11/20 1:42 PM Actions
Parent meeting
 I had a Zoom call with Dorothy's family. We had a positive chat about back to school!
- Ruth Frias, Science Teacher** 08/28/20 12:38 PM
Other
 called twice and parent has not returned by call as of 2:00pm 8.28.2020

Attendance Postcards and Letters

Parent contacts may receive digital attendance postcards and letters from KiNVO.

Postcards and letters can be sent at the classroom, school, or district office level depending on the operational workflow of the district. These documents are customized by the school or district. Customization elements are listed below.

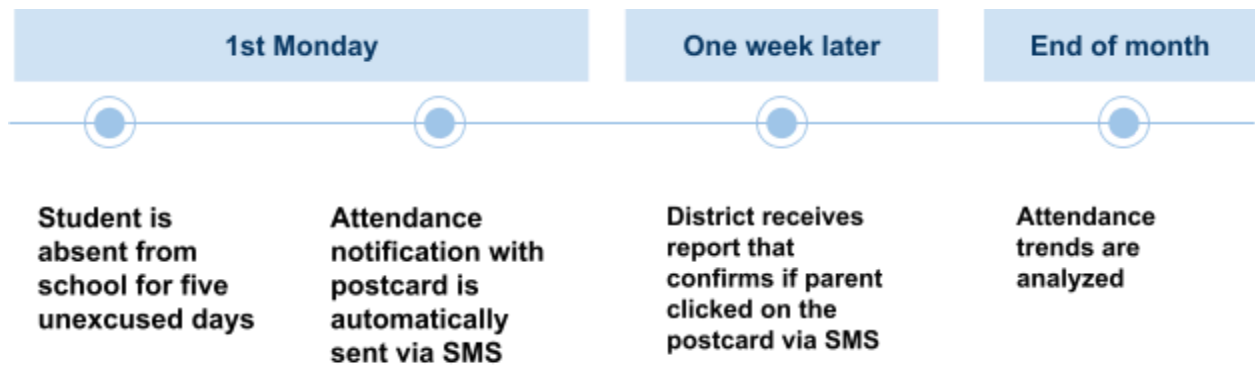
Postcards and letters are documented within the KiNVO system so the district can have a record of when the parent contact was sent the postcard or letter and when the parent contact digitally opened the postcard or letter. Parents receive the postcard or letter via text message or email. The postcard or letter is available via a clickable URL. KiNVO tracks URL click rates so that districts are aware of which families successfully opened the postcard or letter.

Attendance postcards and letters can be sent to families at different frequencies dependent on the district’s attendance policy and operations.

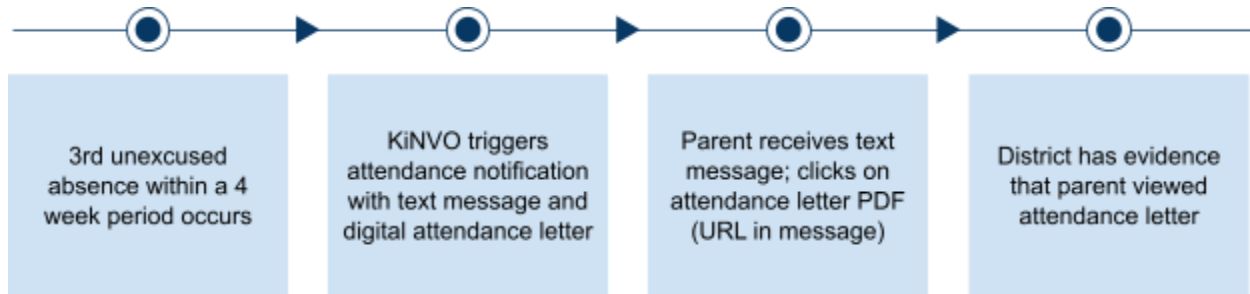
- **Automated by Kinvoled for the district or school:** Kinvoled will work with district central office leaders to create automated, district-wide attendance notifications. Parents will receive a text message or email with the desired attachment, a postcard or letter. The district will receive confirmation that the attendance notification was dispatched. The district will also receive confirmation of parents who clicked on the attachment. Further, Kinvoled will provide data analysis on attendance trends based on the automated attendance notification. Should the district choose to dispatch messages at the school level, a similar structure can be set up school-by-school.
 - Example: Parents will receive the official district attendance warning letter. An attendance notification must be sent on the first Monday of every month to families of students who have accumulated five or more unexcused absences.
 - Example: Parents will receive the KiNVO attendance postcard. On a weekly basis, parents will be notified of the total number of excused and unexcused absences accumulated, year-to-date via the attendance postcard.

- **Manually triggered by the district or school:** Should the district prefer attendance notifications to be sent manually, the district or school administrator can log in to KiNVO, filter for the appropriate attendance threshold and manually trigger attendance notifications with the postcard or letter attached.

POSTCARD: 1st example of automated attendance notification workflow

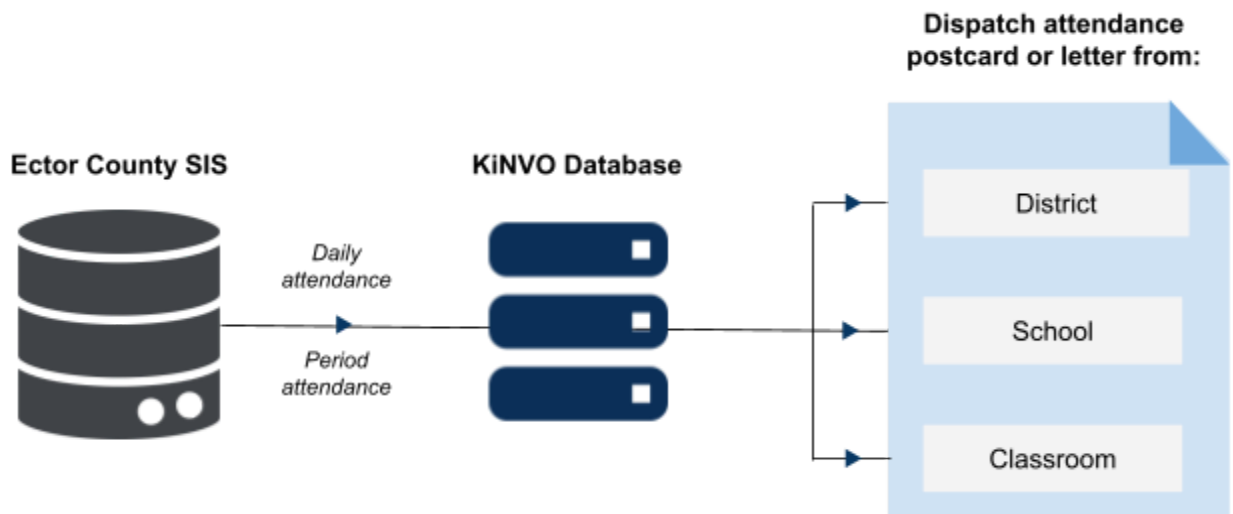


LETTER: 2nd example of automated attendance notification workflow



Attendance postcards and letters can be sent to families at various levels dependent on the district's attendance policy and operations.

- **District/Central Office:** Attendance letters and postcards can be sent to families from a central account. Kininvolved staff would work directly with a primary point of contact to schedule attendance postcards and letters based on a specific schedule (i.e., the first monday of each month) and to students' families based on attendance thresholds (i.e., if a student misses five days of school, unexcused absences).
- **School:** Attendance letters and postcards can be sent to families from a school-level account such as the guidance counselor or principal. Similar to district/central office operations, rules can be implemented to send information to families on a school-by-school basis.
- **Classroom:** For instances when it is appropriate for teachers to communicate daily attendance, KiNVO offers the ability for teachers to send attendance postcards directly to families. This version of the postcard includes the ability for teachers to include lessons missed.



Regardless of the communication path, school and district users can:

- Instantly identify which parent phone numbers or email addresses are invalid.
- Download a report to identify which families clicked on the PDF of the postcard or letter.
- Download a transcription record for evidence of communicating attendance data with the parent.

Attendance Postcards

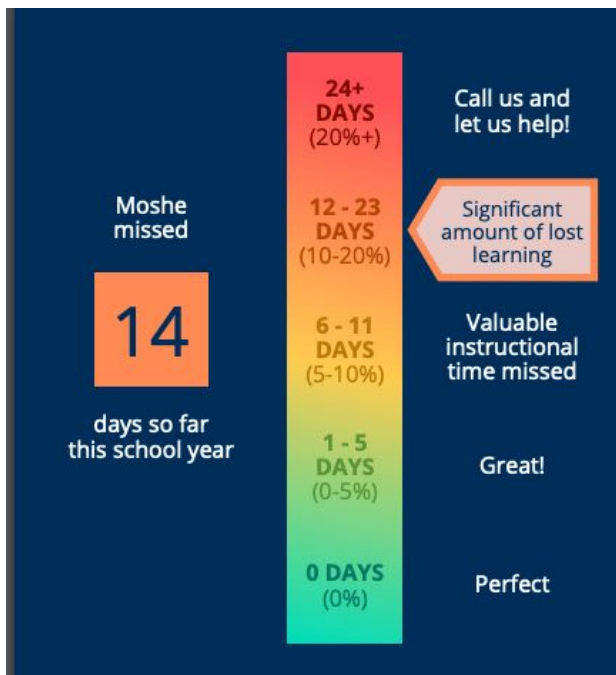
Attendance postcards are rooted in research and are shown to:

- Reduce chronic absence by 8% or more⁵
- Reduce physical letter mailing costs by 60–75%
- Save time compared to mailing physical letters

Postcard customization elements include:

- Ability to be sent as a one-way message (no parent reply)
- Ability to be sent as a two-way message (a parent can reply)
- Total number of days absent per year based on daily attendance
- Chronic absenteeism scale days and percentages to align with the district and state standards
- Content on right hand side of the postcard
- Lessons missed due to absenteeism (classroom-level only)
- School or district main office phone number or contact information
- Colors, font to be in alignment with district branding
- District logo

⁵ Based on a 2018-19 study of postcards sent by physical mail; a current study tests the efficacy of KiNVO's digital postcards, which are expected to have a higher deliverability rate and more instant response.
https://provingground.cepr.harvard.edu/files/provingground/files/proving_ground_postcard_guide_march2020.pdf



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Attendance Overview



Moshe Abbott missed **14** school days this year.

The classroom is the best place to learn. We look forward to seeing Moshe in school.

MAIN OFFICE PHONE:

We need your help to ensure your child is participating in school. Please let us know how we can help.

Created by Kinolved™. Learn more at www.kinolved.com.



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WEEK OF AUGUST 3

School days missed this week: 2

Deondre VonRueden missed lessons about

in class on Monday and Tuesday. The classroom is the best place to learn these lessons. I look forward to seeing Deondre in school.

MAIN OFFICE PHONE: (566) 784-20-04

We need your help to ensure your child is participating in school. Please let us know how we can help.

Created by Kinolved™. Learn more at www.kinolved.com.

We know that families play a critical role in attendance improvement. However, research shows that parents might not always understand the connection between attendance and achievement. Research has also found that parents do not always understand what constitutes 'good' attendance. For example, a parent might think that 90% average daily attendance is satisfactory, while that means, in fact, that the student is chronically absent. Further, families report that their child's school does not always communicate with them that their child is absent.⁶ KinVO's attendance postcard both contextualizes information for families and ensures they receive this information in the palm of their hand via a text message or email.

Attendance Letters

Nudge letters are sent to families throughout the school year to provide updates on a child's attendance. Letters are traditionally sent to a subset of students who have reached a certain threshold of absenteeism, such as five (5) days of unexcused absence.

While we provide the standard letter, as detailed below, these letters are typically informative, rather than empathetic. Kinvoled proposes to innovate on traditional letter-sending and content practices to drive higher rates of attendance improvement. First, though, we must understand the current academic and political landscape. We must also understand district-level and parent-level pain points as related to letters and attendance improvement in general.

Letter customization elements include:

- Attendance data as required by the district (i.e., total number of days unexcused absences)
- Two versions: Standard letter or behavioral modification scale
- School name
- Parent(s) name
- Student name
- Principal name/eSignature (if applicable)
- Staff member to contact
- Customized body of letter

⁶ <http://www.attendanceworks.org/parents-really-feel-attendance/>

KINVO Home Logout

Home • Coaching

Letter Templates

Attendance Discipline Notice Actions Save

Status: New View History

SCHOOL NAME ▼

To the Parent/Guardian of: ▼

Address: _____

has reviewed the attendance record of

This record of days of consecutive unexcused absences has demonstrated the intention of

not to continue his/her education.

is over 17 years of age and beyond the compulsory age for school attendance.

If we do not hear from you within ten days, will be removed

from the roll of

If wishes to return to school until age 21 and resume his/her studies,

please contact ▼ at _____ and arrange

(Telephone Number)

for a re-enrollment interview.

Sincerely,

(Principal's Signature)

Customized call to action

- Courses
- DATA CENTER
- Download Reports
- COACHING
 - Dashboard
 - Planner
 - Tracker
- MANAGE ACCOUNT
 - Settings
 - Logout

To the Parent/Guardian of: Dima Adi
Address: 456A East Val Vista Priest
 Philadelphia, PA 78657

Philadelphia High School has reviewed the attendance record of Dima Adi.

This record of 21 days of consecutive unexcused absences has demonstrated the intention of Dima Adi not to continue his/her education. Dima Adi is over 17 years of age and beyond the compulsory age for school attendance. If we do not hear from you within ten days, Dima Adi will be removed from the roll of Philadelphia High School

If Dima Adi wishes to return to school until age 21 at Robert Hines at 443-123-4567 and arrange for a re-en

This part of the template is read-only. Please contact your admin to make changes.

Sincerely,

Adam Smith

 (Principal's Signature)

Version 1 (Standard)

KINVO Home • Coaching

Letter Templates

Attendance Discipline Notice Actions Edit

Status: **Sent** You sent this notice on March 23, 2018 View History

Philadelphia High School

To the guardians of Jillian, December 2, 2018

We care that Jillian attends school everyday, and we would like to help Jillian. Please review Jillian's attendance for September 1 through December 1, 2018.

Jillian's Absenteeism Status		
Total days of school this year	Jillian's # of days absent	Jillian's % of days absent
60	15	25%

What does this mean?: Jillian is chronically absent. Jillian has poor attendance. A student is chronically absent when they miss 10% or more days of school.

Poor Attendance 20%+ 19.9-10% 9.9-5% 4.9-0% Great Attendance

Jillian's Status

Please call Jillian's school at 215-555-5555 so that we can provide support. Jillian's school will also send you a text message and an email.

Sincerely,

Adam Smith
Principal

Version 2 (Behavioral modification)

Attendance Insights and Templated Communication

KiNVO's streamlined integration with the district's SIS makes it easy for campus leaders to access easy-to-understand attendance trends via KiNVO's Attendance Insights page. From this page, users can filter attendance data by:

- Daily attendance
- Period attendance
- Consecutive absences
- Total number of absences
- Total number of unexcused absences
- Total number of excused absences
- Percentage present
- Attendance tier
- Custom date ranges or pre-set week, month, term, year

Based on the desired attendance data set, users can then trigger a message to parents of five days of absence (Unexcused/Excused) over the past four weeks, for example.

Here is the attendance insights page where a user can filter the page by the thresholds listed above. The user can then send a message to the desired families, based on the selected attendance criteria.

rch by student name...											
By Grade Level ▾		By Tier Level ▾		By All Absence: ▾		By Excused ▾		By Unexcused ▾		By Rate ▾	
Name 📄	Grade	Tier	All Absences 📄	Excused 📄	Unexcused 📄	% Days Present 📄					
Renner, Lucienne	10th	Tier 3 🚫	5	0	5	29%					
Kutch, Jude	12th	Tier 3 🚫	4	0	4	43%					
Fadel, Madge	12th	Tier 3 🚫	4	0	4	33%					
Smith, Dorothy	11th	Tier 3 🚫	4	0	4	43%					
Kassulke, Maurice	11th	Tier 3 🚫	4	0	4	33%					
Witting, Nathaniel	12th	Tier 3 🚫	3	0	3	57%					
Glocker, Roger	11th	Tier 3 🚫	3	0	3	63%					
Weeper, Abdullah	12th	Tier 2 🟡	3	0	3	57%					
Hettinger, Annabelle	12th	Tier 3 🚫	3	0	3	57%					
Bode, Douglas	10th	Tier 3 🚫	3	0	3	57%					

Here is an example when this page is filtered by Tier 2 and the user included a templated message that KiNVO provided. All messages are personalized with the student's first name via the {{student}} template tag.

Send Attendance Message to Parents Attendance date range: Mar 1-5, 2021

WHO WILL GET THIS MESSAGE

55 contacts of students matching attendance criteria you selected.
Filter criteria: Period Attendance Tier: 2

MESSAGE TEXT **Individualized: Tier 2 Outreach**

Hello! We'd love to schedule a meeting to discuss how our school counselor can support {{student}}. We noticed that {{student}} has missed 10 or more days of school. We'd like to work together with you to help {{student}}. Please write back to schedule a Zoom or phone call.

6 characters remaining

Send

Name	Grade	Tier	Days Present	Actions
Hessel, Carmine	11th	Tier 2	3	57%
Wehner, Valentine	11th	Tier 2	3	57%
Beer, Armani	11th	Tier 2	3	57%

Here is an example when this page is filtered by students who have missed four days of school and the user included a templated message that KiNVO provided. The user attached an attendance letter to the message. Parents receive the letter via a clickable URL.

Send Attendance Message to Parents Attendance date range: Aug 2, 2020 - Mar 2, 2021

WHO WILL GET THIS MESSAGE

20 contacts of students matching attendance criteria you selected.
Attendance criteria: Absences: =4

MESSAGE TEXT **Attendance Postcard**

Hello. We wanted to keep you informed about {{student}}'s attendance. {{Student}} has been marked absent for {{total_absences}} days. A letter is attached to this message. Please write back with questions or concerns.

63 characters remaining

Year-to-Date Summary

Send

Name	Grade	Tier	Days Present	Actions
Bartoletti, Orma				97%
Bernier, Creola	12th	Tier 1a	4	97%
Dach, Rusty	10th	Tier 1a	4	97%
Gleason, Camilla	12th	Tier 1a	4	97%
Hane, Sam	10th	Tier 1a	4	97%
Harrie, Dylan	11th	Tier 1a	4	97%

Attendance auto notices about daily and/or period attendance

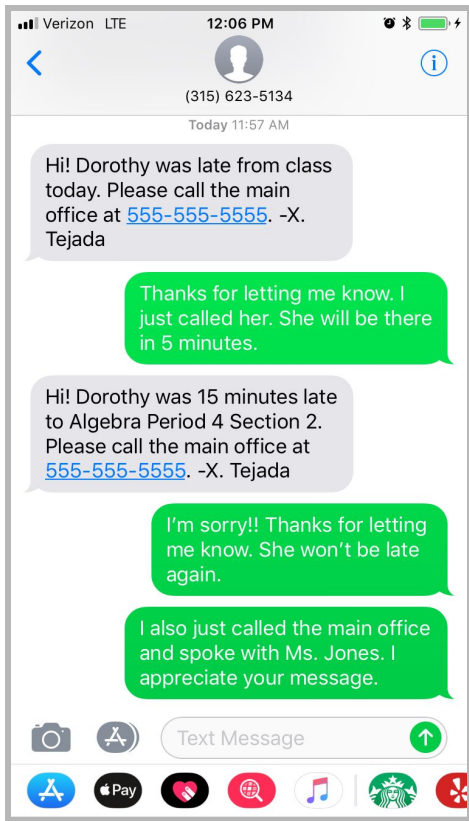
Parent contacts may receive real-time or digest, translated attendance alerts about their student's absenteeism or lateness via text message, email, or autocall notification. Messages can be about daily and/or period absences. Further, messages can also be about tardiness or year-to-date present percentage. Translations span more than 80 languages. Upon a parent reply, messages are translated back into English.

The school or district can customize the cadence of triggered attendance alerts. For example, you may customize the timing of the attendance alert to send messages at 12:00 p.m. and 4:00 p.m.; alternatively, districts or schools can send messages at the end of every period. Districts also have the option to send a digest of attendance behavior at the end of the day.

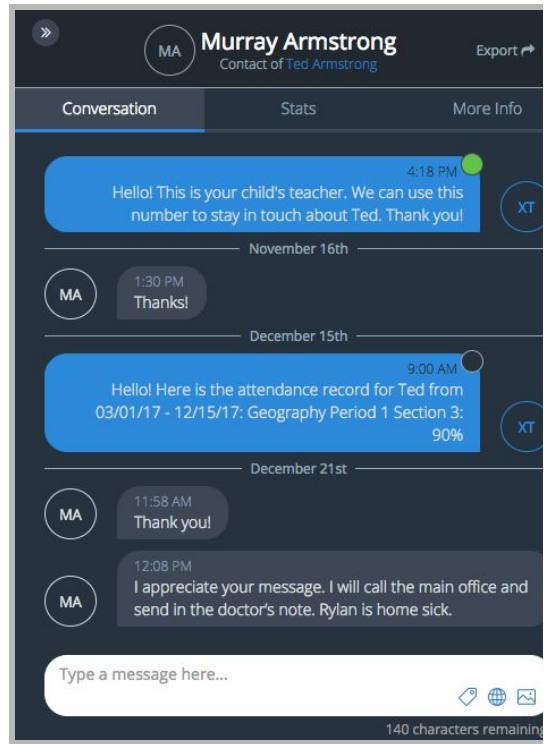
Parents are never required to log into a portal. They receive direct communications via their mode of preference. Faculty use the app, which ensures security of communications and privacy of faculty personal phone numbers.

Features:

- Trigger attendance alerts, including absent and late messages, through the main attendance administrator (versus individual teacher accounts)
- Assign an attendance administrator, via the School Settings page, who can:
 - Access the "Attendance Messages" tab in his/her Kinbox
 - Create the school's custom Absent Template and Late Template
 - Review all replies about absenteeism/lateness



Parent view of attendance alert



Administrator's view of attendance alert within the KinVO app

Attendance messages by tier

KiNVO offers the ability to send messages to parents of students by a specific attendance tier. For example, a message can be sent to parents of students who are moderately chronically absent, Tier 2.

TO PARENTS: 38 recipients total

Filter by daily attendance tier: Filter by period attendance tier:

This message will be sent to all parent contacts of students whose average rate of daily absenteeism across all courses is 10-19.9%.

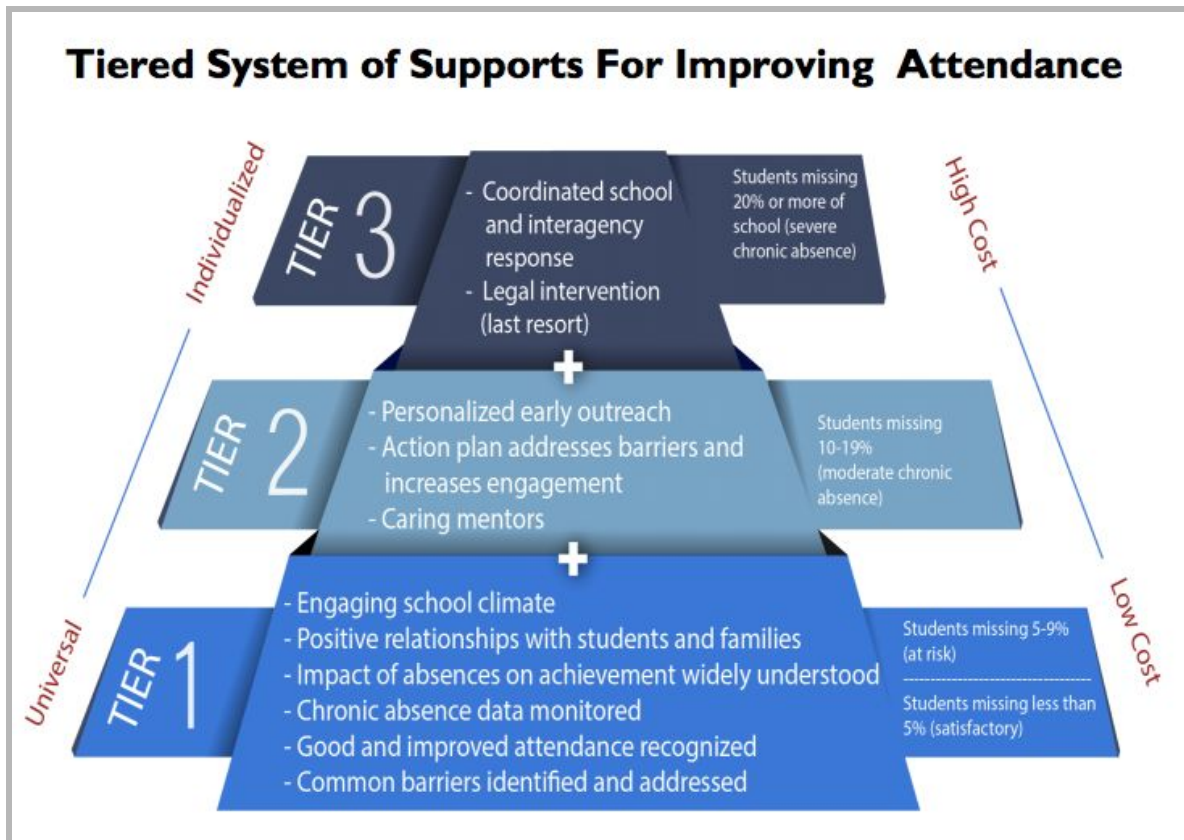
Topic: Template:

Message:

11 characters remaining

Alignment with MTSS/PBIS

KiNVO is aligned with Attendance Works' Tiered System of Supports for Improving Attendance. Based on their three tiered model, KiNVO enables attendance communication interventions dependent on the outreach strategy required for student support. In alignment with the Culturally Responsive-Sustaining Education (CRSE) framework and Social Emotional Learning (SEL), we ensure that school leaders and educators leverage KiNVO, our two-way engagement and communication software, to build relationships with students and families. It is within this positive relationship framework that students experience academic success.



Used with the permission of Attendance Works

Below are KiNVO-aligned tiered strategies.



TIER III INTERVENTIONS AND EXAMPLES

TIER 3	<ul style="list-style-type: none">• Coordinated school and interagency response• Legal intervention (last resort)	Students missing 20% or more of school (severe chronic absence)
-------------------	--	--

KiNVO

- ★ Export PDF of bi-directional communication for IEP meetings or truancy intervention
- ★ Export PDF of attendance report card for additional attendance-trend documentation



TIER II INTERVENTIONS AND EXAMPLES

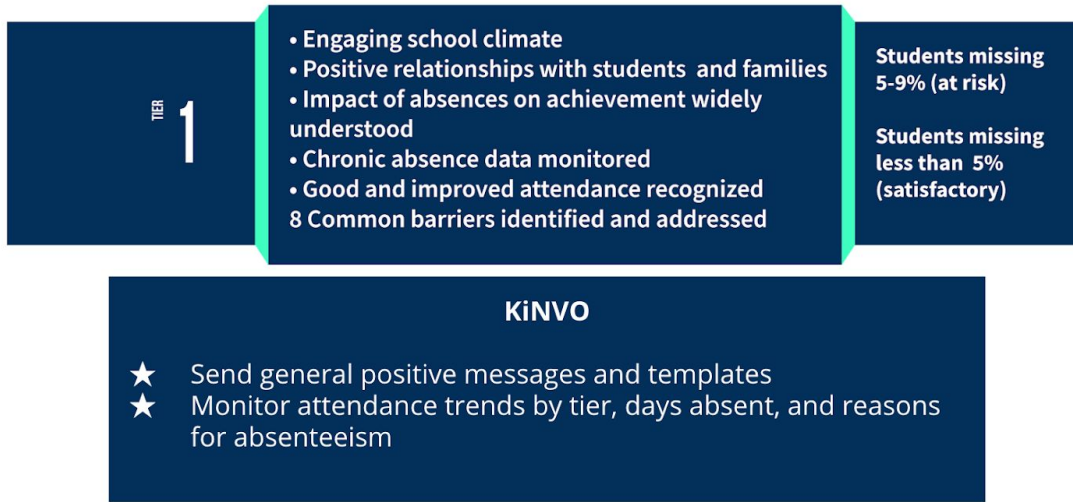
TIER 2	<ul style="list-style-type: none">• Personalized early outreach• Action plan addresses barriers and increases engagement• Caring mentors	Students missing 10-19% or more of school (moderate chronic absence)
-------------------	--	---

KiNVO

- ★ Send targeted positive messaging to chronically absent students' families
- ★ Create specific groups of students based on attendance and share with appropriate supports



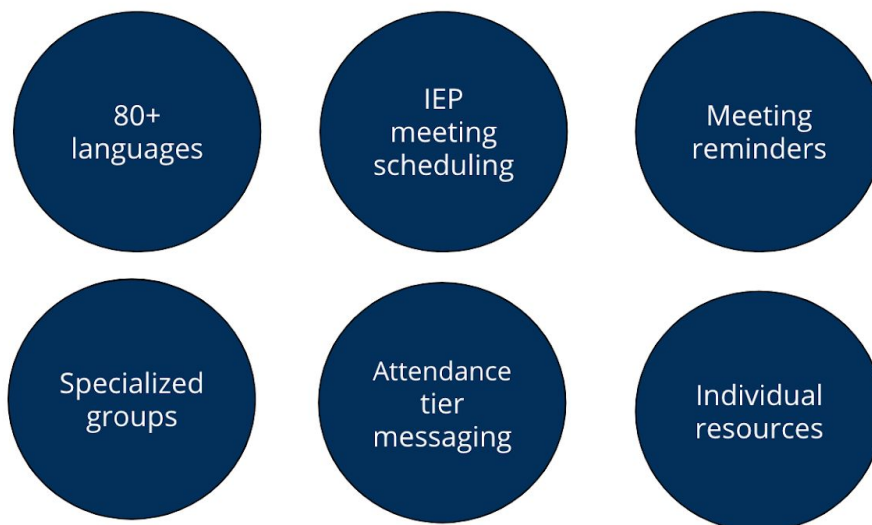
TIER I INTERVENTIONS AND EXAMPLES



Additionally, we coach mental health professionals, counselors, and social workers to use KINVO to engage in positive, documented communications with families.



COMMUNICATION AND KINVO FOR MENTAL HEALTH PROVIDERS





IEPs & KiNVO

- Schedule IEP meeting reminders.
- Print a record of all outreach and bi-directional communication.
- Utilize student attendance data to monitor behavior correlations.



Schedule a message once or as recurring

Once Recurring

Select the date and time for when you would like to schedule the message.

03/16/2020 11:50am

Save

Message:

Hello! {{student}}'s IEP meeting is scheduled for March 21, 2020 at 10:00 a.m. Please let me know if you have any questions, and I look forward to our meeting! Have a great day!

103 characters remaining

Send

Examples of supplementary Professional Learning services include:

- **Building Positive Relationships to Elevate Academic Success:** Educators and administrators will learn how to exercise the five to one ratio to build and maintain positive relationships with students and families. The five to one ratio means that for every one challenging/negative interaction, educators and administrators must exercise five positive interactions with students and families to foster a healthy relationship. With KiNVO, our web and mobile application, we will train attendees on how to use our templates and write personalized, positive messages to maintain this ratio. Please review the Kininvolved training material for this session [here](#).
- **Elevating K-12 Attendance with Positive and Inclusive Communication:** In order to ensure students experience academic success, they must attend school all day, every day. Educators and administrators will learn how to monitor attendance trends using KiNVO, our web and mobile application. With consistent and diligent attendance tracking and management practices, our community is aware of chronic absenteeism trends and can proactively engage students in more strategic capacities. Tiered attendance strategies are reviewed, such as digital home visits to support Tier 3, chronically absent students. We encourage session participants to consider the role data plays in knowing their students as individuals and using this information to inform teaching and learning. Please review the Kininvolved training material for this session [here](#).

PDFs of Conversations

KiNVO securely archives all conversations digitally and provides administrative oversight to review in the original language, and full English translation.

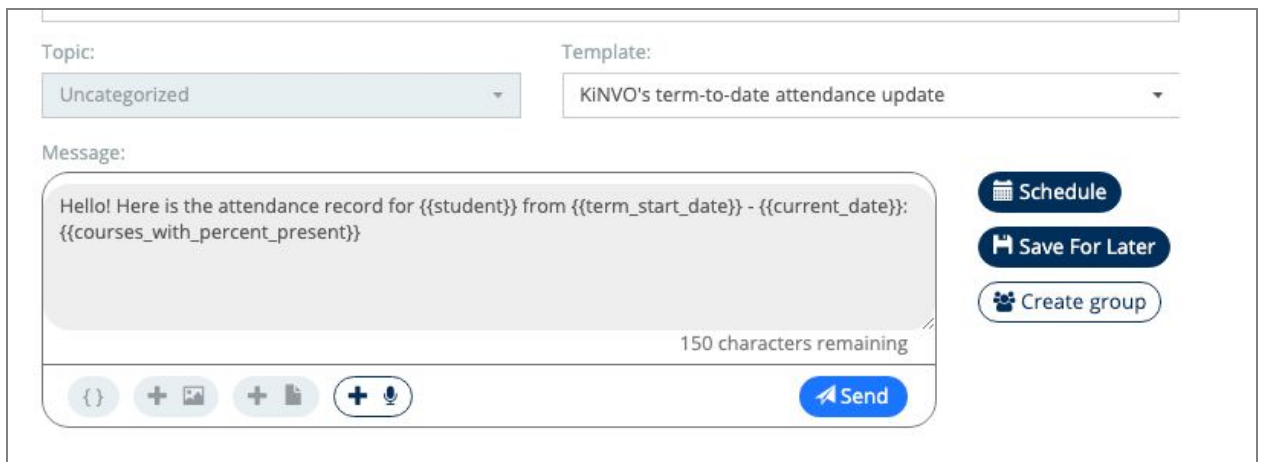
Access the digital archive and download PDF transcripts of all conversations district-wide whenever needed.

Notes

Easily add notes to the record of any student so that educators, administrators, counselors, and all support staff can stay up-to-date with student and family updates.

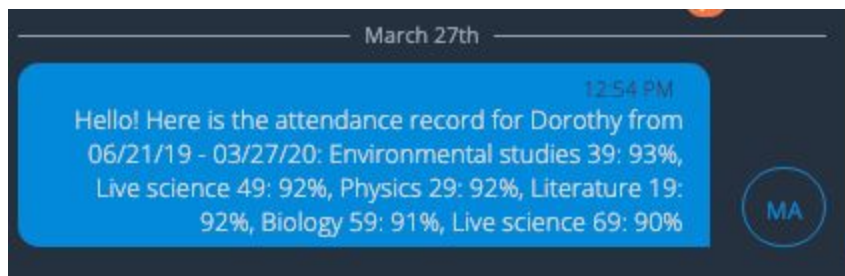
Attendance term-to-date update

Administrators can easily send parents a term-to-date attendance update. KiNVO automatically generates attendance records via percent of days present so that parents can see their student's attendance in sequential format from highest rate of attendance to lowest.



The screenshot shows a messaging interface with the following elements:

- Topic:** A dropdown menu set to "Uncategorized".
- Template:** A dropdown menu set to "KiNVO's term-to-date attendance update".
- Message:** A text area containing the template: "Hello! Here is the attendance record for {{student}} from {{term_start_date}} - {{current_date}}: {{courses_with_percent_present}}".
- Character Count:** "150 characters remaining".
- Buttons:** "Schedule", "Save For Later", and "Create group" on the right; "Send" at the bottom right.
- Rich Text Tools:** A toolbar at the bottom left with icons for text formatting, image insertion, document insertion, and voice recording.



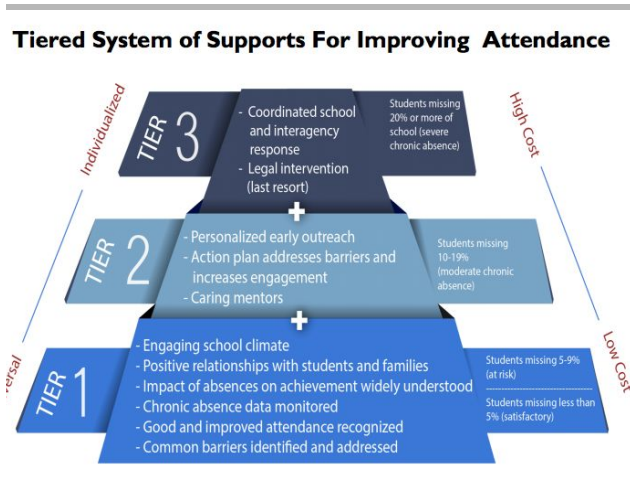
Early identification of students at risk for chronic absenteeism

Allows teachers and administrators to glean deeper insight into student attendance data. Users can view a pyramid on the main dashboard of their web application, then hover over a tier level to determine the percentage of students categorized in each tier. Users can identify a student's aggregate tier across all courses as well as the student's course-specific tier. Users can then form interventions based on the student's tier.

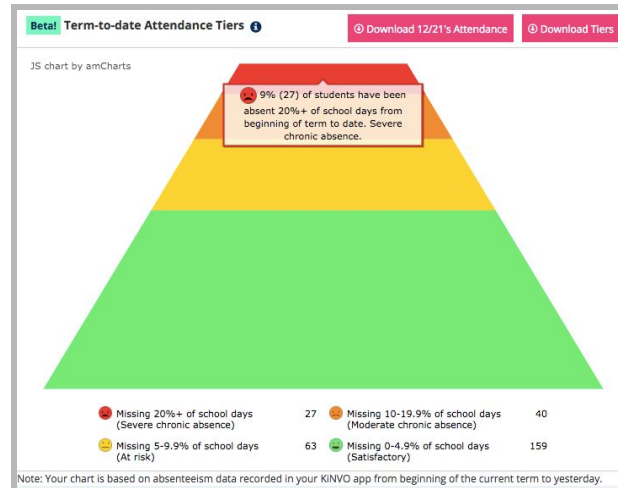
- Tier 1a = Satisfactory (0-5% absenteeism)
- Tier 1b = At-risk (5-9.9%)
- Tier 2 = Chronic absenteeism (10-19.9%)
- Tier 3 = Severe chronic absenteeism (>20%)

Features:

- View school-wide attendance trends
- Download reports to showcase student trends
- View a student's attendance tier by course
- View a student's average attendance tier
- Inform interventions based on a student's tier



Used with the permission of Attendance Works



KiNVO's Attendance Tiered Model via the Dashboard

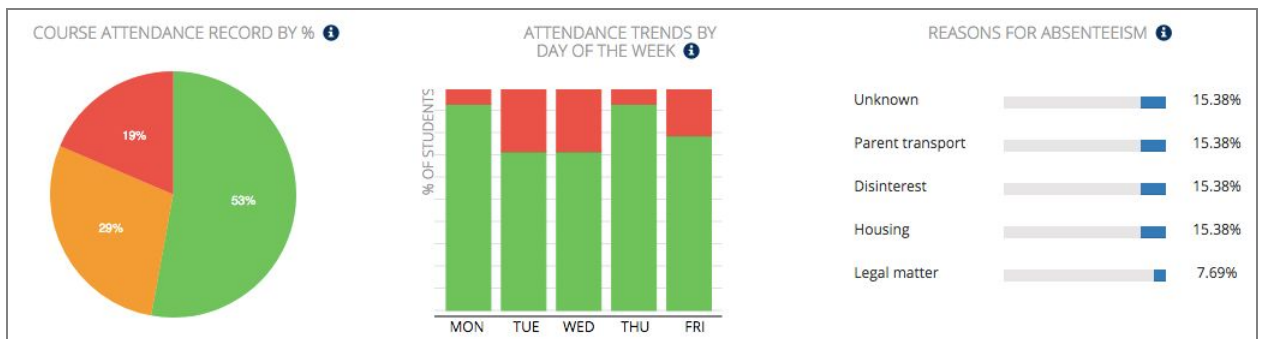
A view of a student's tier at the course level.

ATTENDANCE BY DAY							
	Export Report Card (PDF) <small>Beta!</small>	Export Attendance Data (CSV)	View by %				
	Period 1 ⓘ	Period 2 ⓘ	Period 3 ⓘ	Period 4 ⓘ	Absent	Present	Present But Late
F, 12-01-17	Absent	Present	Present	Present	1/4	3/4	0/3
M, 12-04-17	Present	Present	Present	Late	0/4	4/4	1/4
T, 12-05-17	Present	Late	Present	Present	0/4	4/4	1/4
W, 12-06-17	Absent/Excused	Late	Present	Late	1/4	3/4	2/3
R, 12-07-17	Present	Late	Present	Late	0/4	4/4	2/4
F, 12-08-17	Present	Present	Present	Present	0/4	4/4	0/4
M, 12-11-17	Present	Present	Present	Present	0/4	4/4	0/4
T, 12-12-17	Late	Present	Late	Present	0/4	4/4	2/4
W, 12-13-17	Present	Present	Late	Absent	1/4	3/4	1/3
R, 12-14-17	Absent	Absent	Late	Present	2/4	2/4	1/2
F, 12-15-17	Late	Late	Present	Absent	1/4	3/4	2/3

Student attendance trends by period and day via the Student Profile.

ATTENDANCE BY DAY							
	Export Report Card (PDF) <small>Beta!</small>	Export Attendance Data (CSV)	View by ratio				
	Period 1 ⓘ	Period 2 ⓘ	Period 3 ⓘ	Period 4 ⓘ	Absent	Present	Present But Late
M, 12-04-17	Present	Present	Present	Late	0%	100%	25%
T, 12-05-17	Present	Late	Present	Present	0%	100%	25%
W, 12-06-17	Absent/Excused	Late	Present	Late	25%	75%	67%
R, 12-07-17	Present	Late	Present	Late	0%	100%	50%
F, 12-08-17	Present	Present	Present	Present	0%	100%	0%
Absent	20%	0%	0%	0%			
Present	80%	100%	100%	100%			
Present But Late	0%	60%	0%	60%			

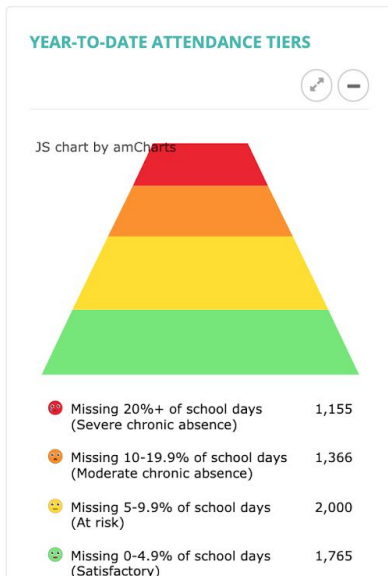
Student attendance trends by week and percentage via the Student Profile.



Class attendance trends by day of the week.

District-wide attendance trends

District leaders can view attendance trends by all schools in the district. A pyramid showcases the attendance tiers across all students enrolled in the district. Attendance statistics by school shows attendance by today, this week, year-to-date, and the attendance tier column displays percentage and number of students in each of the attendance tiers.



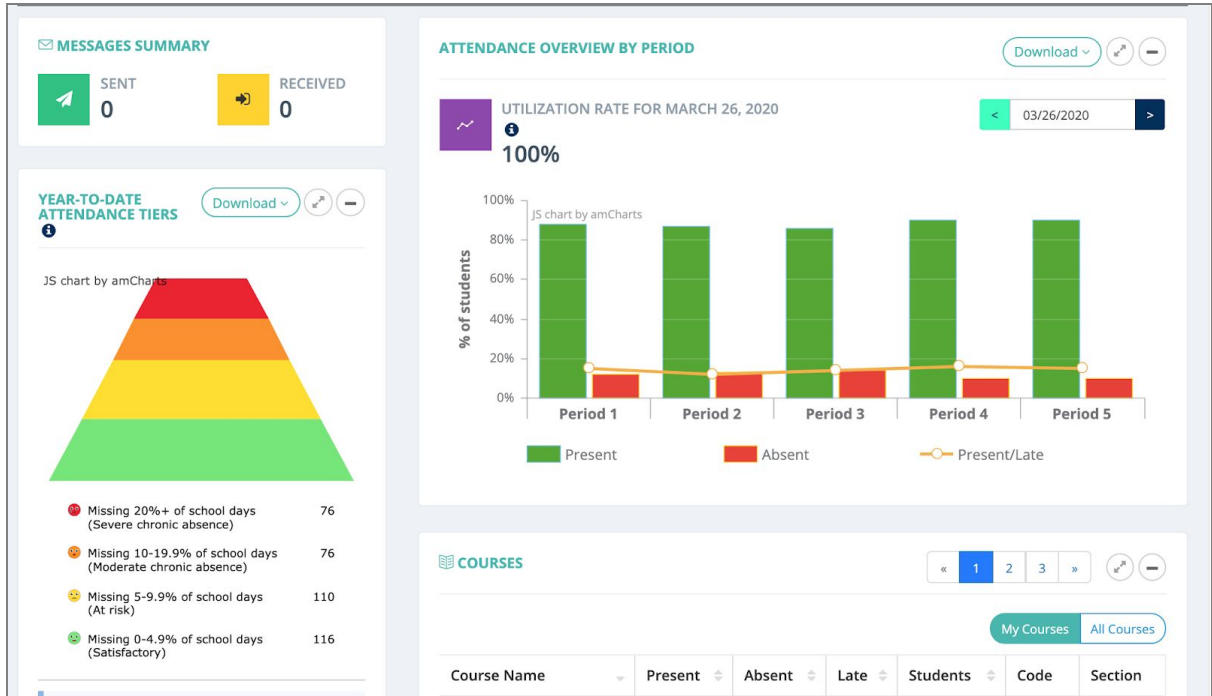
ATTENDANCE STATISTICS

[Download](#)

SCHOOL NAME	TODAY	THIS WEEK	YEAR-TO-DATE	ATTENDANCE TIERS
High School	N/A	87.67%	89.76%	
Abraham Lincoln Elementary School	N/A	87.37%	87.88%	
Abraham Lincoln Middle School	N/A	87.49%	88.02%	
Art & Science Elementary School	N/A	89.46%	88.34%	
Art & Science Middle School	N/A	88.26%	88.1%	
Bluemeadow Elementary School	N/A	87.41%	88.1%	
Brighthurst Elementary School	N/A	89.62%	87.68%	
Brighthurst Middle School	N/A	87.97%	88.12%	
Brookville Elementary School	N/A	86.98%	88.31%	
Brookville High School	N/A	88.03%	88.15%	
Career Elementary School	N/A	87.59%	88.08%	
Career Middle School	N/A	87.51%	88.22%	

School-level attendance trends

Administrators are able to view attendance trends school-wide via the pyramid and period-level rates should attendance be by period. Administrators can also filter all classes to show classes with highest rates of attendance, absenteeism, and tardiness.



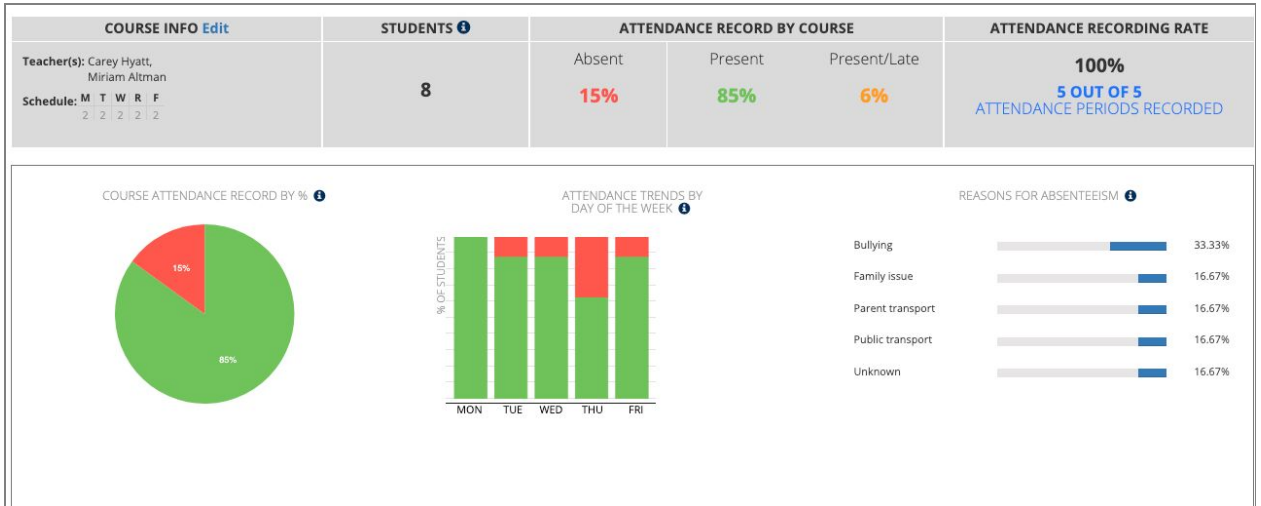
COURSES

My Courses All Courses

Course Name	Present	Absent	Late	Students	Code	Section
Chemistry 7 Section 12	96%	4%	7%	14	CHE12	12
Physics 7 Section 1	95%	5%	19%	19	PHY1	1
Physics 8 Section 7	93%	7%	12%	14	PHY7	7
Advisory 8 Section 6	92%	8%	19%	13	ADV6	6
Advisory 7 Section 1	88%	12%	22%	13	ADV1	1
Geometry 7 Section 10	86%	14%	13%	14	GEO10	10
Mechanics 8 Section 5	84%	16%	19%	16	MEC5	5
Chemistry 8 Section 6	83%	17%	20%	15	CHE6	6

Class-level attendance analysis

Educators can view attendance trends by class level by day, week, month, year, and custom date range. Attendance is analyzed by day of the week so educators can see trends by day and by student.



[Send message](#) [Mark all students present](#)

<input type="checkbox"/>	1 STUDENT NAME 1	M 03/16	T 03/17	W 03/18	R 03/19	F 03/20	TIER 1	% ABSENT 1 2	% PRESENT 1 2	% PRESENT BUT LATE 1 2
		P2	P2	P2	P2	P2				
<input type="checkbox"/>	Walsh, Clementine	P	A	A	A	A	●	80%	20%	0%
<input type="checkbox"/>	Goldner, Frankie	P	P	P	A	P	☹	20%	80%	0%
<input type="checkbox"/>	Sawayn, Greg	P/L	P	P	A	P	☹	20%	80%	25%
<input type="checkbox"/>	Mante, Suellen	P	P	P	P	P	😊	0%	100%	0%
<input type="checkbox"/>	Runolfsson, Henry	P	P	P	P	P	😊	0%	100%	0%
<input type="checkbox"/>	Schaden, Elvin	P	P	P	P	P	😊	0%	100%	0%
<input type="checkbox"/>	Steuber, Frankie	P	P	P	P	P	😊	0%	100%	0%
<input type="checkbox"/>	Towne, Imogene	P	P/L	P	P	P	☹	0%	100%	20%

Class-level attendance communication

Teachers can filter the attendance page to show students with highest rates of absenteeism, tardiness, or percentage present. Teachers can select the desired group to send a message to parents based on attendance trends. For example, a teacher can filter to see which students had the highest rate of attendance (percentage present) and send a templated message to those parents.

											Send message	Mark all students present
<input type="checkbox"/>	STUDENT NAME	M 03/16	T 03/17	W 03/18	R 03/19	F 03/20	TIER	% ABSENT	% PRESENT	% PRESENT BUT LATE		
		P2	P2	P2	P2	P2						
<input checked="" type="checkbox"/>	Mante, Suellen	P	P	P	P	P	🟢	0%	100%	0%		
<input checked="" type="checkbox"/>	Runolfsson, Henry	P	P	P	P	P	🟢	0%	100%	0%		
<input checked="" type="checkbox"/>	Schaden, Elvin	P	P	P	P	P	🟡	0%	100%	0%		
<input checked="" type="checkbox"/>	Steuber, Frankie	P	P	P	P	P	🟢	0%	100%	0%		
<input type="checkbox"/>	Towne, Imogene	P	P/L	P	P	P	🟡	0%	100%	20%		
<input type="checkbox"/>	Goldner, Frankie	P	P	P	A	P	🟡	20%	80%	0%		
<input type="checkbox"/>	Sawayn, Greg	P/L	P	P	A	P	🟡	20%	80%	25%		
<input type="checkbox"/>	Walsh, Clementine	P	A	A	A	A	🔴	80%	20%	0%		

Topic:

Template:

Message:

Hi! {{student}} was present in my class every day this week. Love it! Keep up the great work.

186 characters remaining

{}
+
+
+
+

Send

Schedule

Save For Later

Create group

Filtering by attendance trends

Administrators and teachers can filter their entire school roster or individualized class rosters by various attendance thresholds. Fields that can be filtered include:

- Grade level
- Attendance tier
- Total number of absences
- Number of excused absences
- Number of unexcused absences
- Number of consecutive absences
- Percentage of days present

Upon filtering the desired fields, the user can send a message to the designated group or download the attendance report card.

<input type="checkbox"/>	Name	Grade	Tier	All Absences	Excused	Unexcused	Consecutive	% Days Present	Actions
<input checked="" type="checkbox"/>	Abbott, Moshe	6th	Tier 1a 😊	>1 6	All 2	All 2	All 2	90%	
<input type="checkbox"/>	Abernath, Dorothy	7th	Tier 1a 😊	1	0	0	0	98%	
<input type="checkbox"/>	Abernathy, Heloise	5th	Tier 1a 😊	6	2	2	2	90%	
<input type="checkbox"/>	Adams, Matilde	6th	Tier 1b 😐	15	0	0	0	82%	
<input type="checkbox"/>	Altenwerth, Chelsie	8th	Tier 3 😡	25	2	2	2	75%	
<input type="checkbox"/>	Altenwerth, Robert	7th	Tier 1a 😊	1	0	0	0	98%	
<input type="checkbox"/>	Alton, Anna	4th	Tier 1a 😊	1	1	0	0	98%	

Showing 1 to 6 of 56 items

Jump to letter: < 1 2 3 4 5 6 >

Literacy-level-appropriate Attendance Report Card

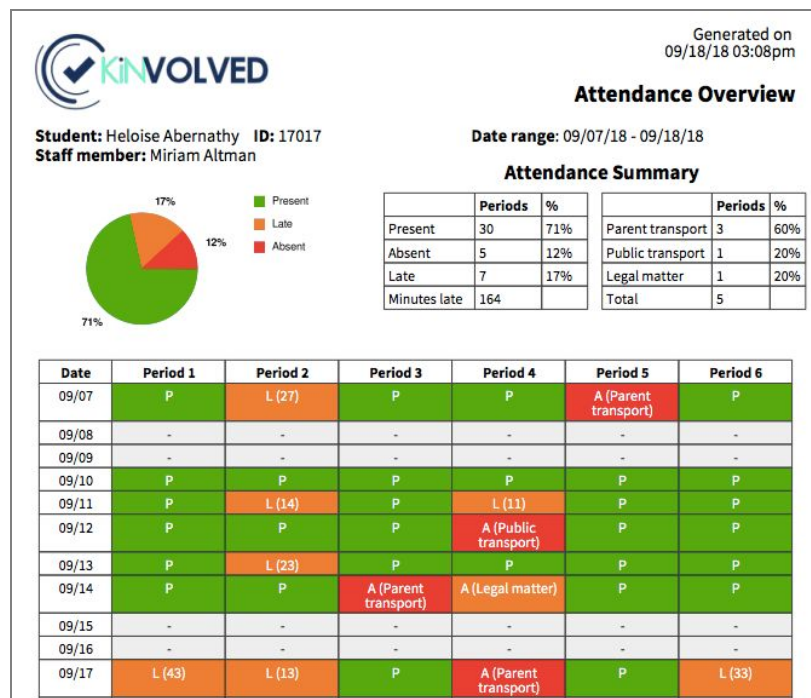
The Attendance Report Card is a great compliment to the standard academic report card. This easy-to-read PDF analyzes the percentage of days absent, outlines trends in reasons for absenteeism, and provides an easy-to-understand calendar view of attendance data. Many teachers and administrators use this feature to inform a discussion with parents around their child's attendance during parent-teacher conferences.

Research Basis

Nearly half of parents underestimate the importance of attendance.⁷ We help both schools and families understand the importance of attendance and give them the tools to improve it.

Features:

- Access PDF from Student Profile page
- Print, mail, and share PDF with parents



⁷ "New Research Shows Nearly Half of American Parents Underestimate the Harm of School Absences," U.S. Department of Education, August 23, 2016, <https://www.ed.gov/news/press-releases/new-research-shows-nearly-half-american-parents-underestimate-harm-school-absences>.

Attendance Reports: Absenteeism, attendance tiers and trends

KiNVO offers a variety of downloadable reports to ensure educators, administrators, and district leaders have access to attendance and communication data. Kininvolved has designed reports to be data-literacy-friendly and ensure stakeholders can efficiently identify students at risk for chronic absenteeism. Reports are also designed to identify student, course-wide, and school-wide trends.

Features:

- Download reports to reflect customized date ranges
- Filter reports by course or view school-wide data

2C. Support for training, implementation and continued support

Overview of Kininvolved's Training

Kininvolved's professional development spans across all district stakeholder levels, including district leadership, school administrators, guidance, student services, educators, sports coaches, club leaders, and more. Kininvolved is committed to an efficient implementation plan, project management structure, and periodic reviews of the work.

Through our expert-led professional development sessions, we help districts build attendance teams, set SMART Goals, manage the implementation of new attendance policies, and leverage evidence-based, school-wide approaches to target Tier 1, 2, and 3 attendance tier activities. We know that change takes time and effort, particularly when it comes to attendance improvement and shifting from one-way communication to two-way family engagement. Kininvolved works with districts every step of the way to ensure recommendations are carefully implemented across all stakeholders. We monitor progress in implementation of new interventions and strategies, and provide partners with easy-to-understand reports.

We take a research-driven approach to professional development, helping schools and districts identify the underlying reasons for chronic absenteeism, as well as family and community disengagement, and implement realistic solutions. School systems that engage with our services experience positive shifts in attendance, engagement, and culture.

Examples of professional development include:

- District-wide seminars on research-based family engagement tactics and the latest ESSA-aligned evidence-based practices for leveraging parents as assets to improve attendance
- Strategic district- and school-level leadership coaching on building a culture of engagement and managing change at all levels

- Teacher and community school leader workshops that promote the importance of family engagement and offer low-cost methods to boost communication
- Workshops that train educators, counselors, or any relevant staff member on how to promote and encourage open-ended, two-way communication between school and home
- Attendance team development, meeting facilitation, and ongoing support for team members

Kinvolved's Training and Professional Development Methodology

Kinvolved's core competency is understanding the problems that schools and communities experience related to attendance and family engagement. Districts typically experience similar challenges related to implementing evidence-based interventions. We have also observed that when it comes to Tier I and Tier II attendance approaches, schools in the same district do not have: (1) a clear sense of the district's goal or vision for attendance improvement, (2) easily accessible ways to measure growth and progress toward the district's goal/vision, and (3) adequate resources to implement effective interventions. This is where Kinvolved comes in.

Once we understand the problem, we perform an audit of existing practices, capabilities, and resources with the leadership team, attendance team, and staff member capacity, as well as the capacity of local community organizations and non-profit partners. Based on this audit,

Kinvolved pairs problem-understanding and SMART goals to ensure we develop the infrastructure and capacity to sustain improvements in family engagement. Teams that use SMART goals in their daily practice exhibit heightened focus, motivation, and cohesion; know exactly what is expected of them, and when; and are clear about their priorities, reducing stress and anxiety and yielding better outcomes.

Kinvolved builds realistic, sustainable plans and systems for schools to use. Based on direct experience in the field, we understand the time constraints and stressors that school leaders and attendance teams experience. Thus, we align all strategies and suggestions with SMART goals, which allow us to track our process and progress in a systematic and objective way, while also increasing the probability of a project's success.

Kinvolved's Attendance Focus

Kinvolved leverages the expertise of organizations like Attendance Works (AW), one of the leading research and consulting entities in the field, that are working hard to shift district and state focus from ADA to chronic absenteeism (see below for additional information on our partnership). AW's data model helps districts categorize students into tiers, based on attendance, and coaches districts in ten priority states on effective practices to fight chronic absence. AW promotes a three-tiered reform model for reducing chronic absenteeism:

- **Satisfactory:** Tier 1a (0–4.9% absence) interventions can be applied to the majority of students, and such strategies are low-cost.
- **At-Risk:** Tier 1b (5–9.9%) interventions can be applied to the majority of students, and such strategies are low-cost. Interventions may be slightly more intensive for at-risk students.
- **Moderate Chronic Absence:** Tier 2 (10–19.9% absence) interventions are applied to students who need support in avoiding chronic absence.
- **Severe Chronic Absence:** Tier 3 (20%+) interventions provide intensive support for students experiencing severe challenges.

Research proves that text messaging interventions are highly effective for students in Tiers 1 and 2;⁸ our professional learning engagements leverage human resources in the most efficient and proven methods to target Tier 3 students, who need the most support.

- AW presents districts with research that proves the positive impact of consistent, regular, positive communications with parents of Tier 1 and Tier 2 students
- We will coach stakeholders to download reports from their student information system and take early action and plan appropriate, customized interventions.
- We will provide professional learning around the tiered model during coaching sessions.

Kinvolved’s Family Engagement Focus

The Flamboyant Foundation⁹ defines family engagement as the collaboration between families and educators that accelerates student learning. Kinvolved focuses on helping both schools and families understand the importance of attendance and giving them the tools to improve it. We take the research-driven “asset view” of parents, viewing their investment as critical in overcoming attendance challenges and empowering them as partners in improving student outcomes.¹⁰

Nearly half of parents underestimate the importance of attendance.¹¹ Further, research highlights frequent discrepancies¹² between parents’ perceptions of their students’ academic progress and reality, but points to “high-frequency” information as an

⁸ Amber Humm Brundage, “Chronic Absenteeism: Why it Matters and Intervention Strategies” (PowerPoint presentation, ESSEI 2016), <http://www.floridarti.usf.edu/resources/presentations/2016/essei/2016%20ESSEI%20Chronic%20Absenteeism.ppt> X.

⁹ “Improving Family Engagement,” *Flamboyant Foundation*, n.d., <http://flamboyantfoundation.org/focus/family-engagement/>.

¹⁰ Todd Rogers and Avi Feller, “Reducing Student Absences at Scale” (working paper, Harvard Kennedy School, Harvard University, and Goldman School of Public Policy, University of California, Berkeley, February 24, 2016), http://scholar.harvard.edu/files/todd_rogers/files/reducing.pdf.

¹¹ “New Research Shows Nearly Half of American Parents Underestimate the Harm of School Absences,” *U.S. Department of Education*, August 23, 2016, <https://www.ed.gov/news/press-releases/new-research-shows-nearly-half-american-parents-underestimate-harm-school-absences>.

¹² Peter Bergman and Eric W. Chan, “Leveraging Parents: The Impact of High-Frequency Information on Student Achievement” (Teachers College, Columbia University, September 2017), <http://www.columbia.edu/~psb2101/ParentRCT.pdf>.

antidote.¹³ That is why studies underscore that communications between schools and parents about the importance of attendance is necessary for reducing chronic absenteeism.¹⁴

Kinvolved works with schools and districts to strengthen family engagement:

- We provide districts with intensive training on positive family engagement, rubrics to implement best practices,¹⁵ and ongoing monitoring of communication metrics.
- We coach schools and districts to adapt to changes in parent relationship behavior.
- We offer educators tips and resources on how to have healthy, engaging conversations with parents. For example, rather than announcing information to a parent, offer prompts to ask parents questions, send positive content, and monitor the rate of parent reply.
- We work in a strategic manner to engage parents as true partners in our work, especially when intervening with a chronically absent student.
- We apply the “Magic Ratio”¹⁶ when communicating with parents—for every one challenging message we send to a parent, we encourage users to also send five positive messages. This is rooted in long-standing relationship research, and although it was initially studied in the context of marriage counseling, researchers in education have adopted such a model with both students and parents.¹⁷

Implementation Model

Please see Appendix A for an implementation model that would be customized for Ector County.

Kinvolved’s virtual trainings, office hours, support

Kinvolved provides virtual trainings via video calls and phone calls. Kinvolved offers one-on-one and group online training courses via our webinar program. District leaders, school leaders, community school directors, attendance teams, and teachers are able to sign up for webinars. Webinars range from thirty to sixty minutes, depending on topic and length of the open question and answer session. We will keep a record of

¹³ Ibid.

¹⁴ “Best Practices in Improving Student Attendance” (Hanover Research, August 2016), <http://blogs.svvsd.org/counselor/wp-content/uploads/sites/1486/2016/11/BestPracticesinImprovingStudentAttendance-1.pdf>.

¹⁵ “School-Wide Family Engagement Rubric,” *Flamboyant Foundation*, August 26, 2011, http://flamboyantfoundation.org/resources_and_publications/school-wide-family-engagement-rubric/.

¹⁶ Kyle Benson, “The Magic Relationship Ratio, According to Science,” *The Gottman Institute*, October 4, 2017, <https://www.gottman.com/blog/the-magic-relationship-ratio-according-science/>.

¹⁷ Stephen Ottinger, Clay Cook, and Kevin Haggerty, “Practice Profile: 5-to-1 Ratio” (University of Washington College of Education and Social Development Research Group in collaboration with the Washington State Office of Superintendent of Public Instruction, 2015), http://www.k12.wa.us/GATE/Presentations/2015April/PracticeGuide_5_to_1_ratio.pdf.

questions and feedback received from stakeholders, and we will report such information to the Ector leadership team.

Kinvolved's custom videos and learning management system

Kinvolved will develop content in partnership with the Ector central office leadership team. All content will be in alignment with evidence-based interventions under ESSA.

For example, We built custom in-person, virtual, and online tutorial content for the Washington D.C. Deputy Mayor for Education and DCPS, now posted for public benefit on the DME's website:

<https://attendance.dc.gov/page/every-day-counts-attendance-tutorials>.

We encourage you to review this website as an example of custom content that can be built for Philadelphia schools.

1-800 number and client support resources

Kinvolved offers customer support via our customer support email, 1-800 number during business hours, 8:00 a.m. through 5:00 p.m. Emergencies and escalations are routed via our emergency response email, and support is available 24/7, 365 days a year.

Further, current users have access to more than 100 articles and videos within Kinvolved's internal help center. Users can also post questions within said help center. More recently released is KiNVO Classroom, via www.kinvoapp.com. There, users can:

1. Enroll in a Learning Management System, KiNVO Classroom, which awards certificates upon successful completion.
2. Request one-on-one support with a Customer Support Associate via phone call or video call.
3. Join weekly open office hours, which entail hands-on virtual support assistance.
4. Download KiNVO curriculum, which is only accessible to KiNVO users.

2D. Collaboration tools, chat tools (staff, students, parents)

KiNVO is designed to overcome traditional barriers to engagement, communication, and collaboration, which disproportionately affect chronically absent students and their families. These barriers include: language, Internet connectivity, device access, and awareness and information about tools like portals, requiring app downloads, portals, passwords, and/or codes to access.

KiNVO helps schools, districts, students, and families to overcome these barriers through simple, two-way text messaging, email, and phone calling, translated into 85 languages, in both directions. Families require only a basic cell phone to receive information and respond back. There is no app to download, password or passcode to access information, or Internet access required.

As part of the onboarding process with KiNVO, districts and schools engage in a contact data clean up process, whereby:

1. KiNVO reads data from the SIS, identifying missing phone numbers
2. KiNVO enables districts to identify wrong numbers and the associated reason, such as inactive number, phone turned off, contact opted out, and more
3. Kinvoled's experts help the school or district develop and execute a process of regularly updating phone numbers, within the SIS, and KiNVO pulls the updated data nightly

According to an Assistant Principal, Tarek Alamarie, of John Adams High School in the NYC DOE, "parents are calling into the school to provide their new phone numbers because they have become so reliant on KiNVO for information and to keep in touch with teachers and administrators."

During distance learning, NYC DOE elementary school Assistant Principal Annette Schaeffer reported 100% student engagement due to the ability to use KiNVO as its lifeline to families, sending homework packets, as well as virtual classroom attendance reminders daily.

Parent portal log-in rates, such as to txConnect and other SISs, are usually quite low, and the families that most frequently access the portals are those who skew already more engaged. Because of the comparatively high delivery and response rate to two way text messaging using KiNVO, the program has become central to many districts' strategy to increase log-in rates to parent portals, such as the SIS, where important information is accessible. For example, one of the largest Florida school systems will use KiNVO as a primary tool to roll out its new LMS, ensuring strong adoption and equitable accessibility to all students and families.

In this, and many other ways, KiNVO facilitates collaboration between school and home by breaking down traditional information access barriers and making it easy for families to be in touch with teachers, guidance, social workers, administrators, and more, right away, in their home language.

2E. Communication tools (staff, students, parents)

KiNVO comes complete with a best-in-class communications suite. KiNVO's communications features include:

Language translation

KiNVO enables two-way and one-way communication with over 80 language translations. Teachers and administrators type their messages in English and they are instantly translated in real-time to the contacts' preferred language. If a student or family contact writes back in a language other than English, the message is instantly translated into English for the teacher or administrator.

Two-way communication

KiNVO enables two-way communication between school and home. Teachers and administrators can send text messages, emails, and auto call notifications to parents and students. All communications are filtered through KiNVO, and only teachers and administrators log in to KiNVO. Teachers and students do not need to log in to KiNVO—they receive text messages, emails, and auto call notifications directly to their mobile phone, email account, or landline.

School-wide announcements

School-level administrators can send messages to all parents, by grade level, group, or class. Parents can reply to announcements. Other administrators at the school can receive an email notification if a message is sent to all parents. For example, the Assistant Principal can receive an email notification if the Principal sends a school-wide announcement about a school closure due to weather or announcement about the school career day.

Classroom/teacher communication

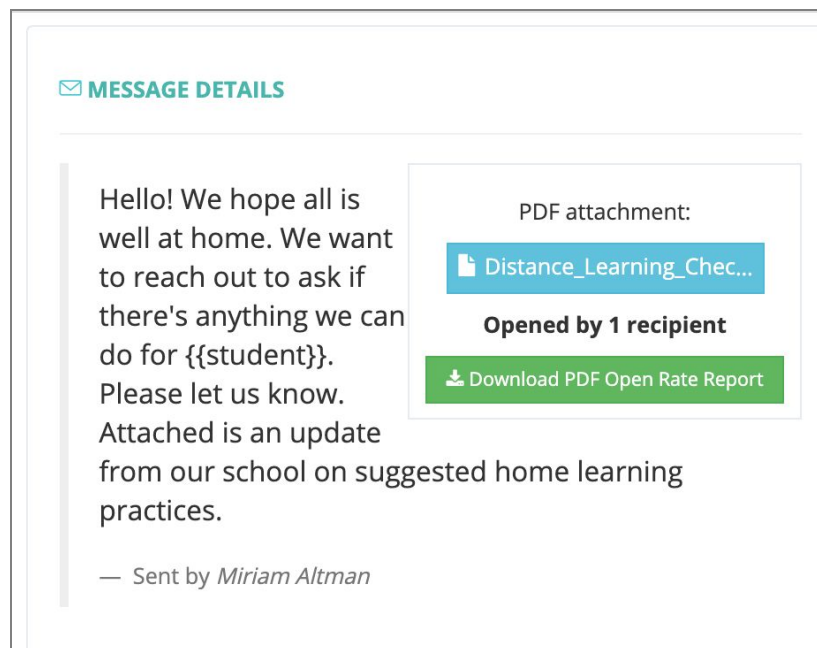
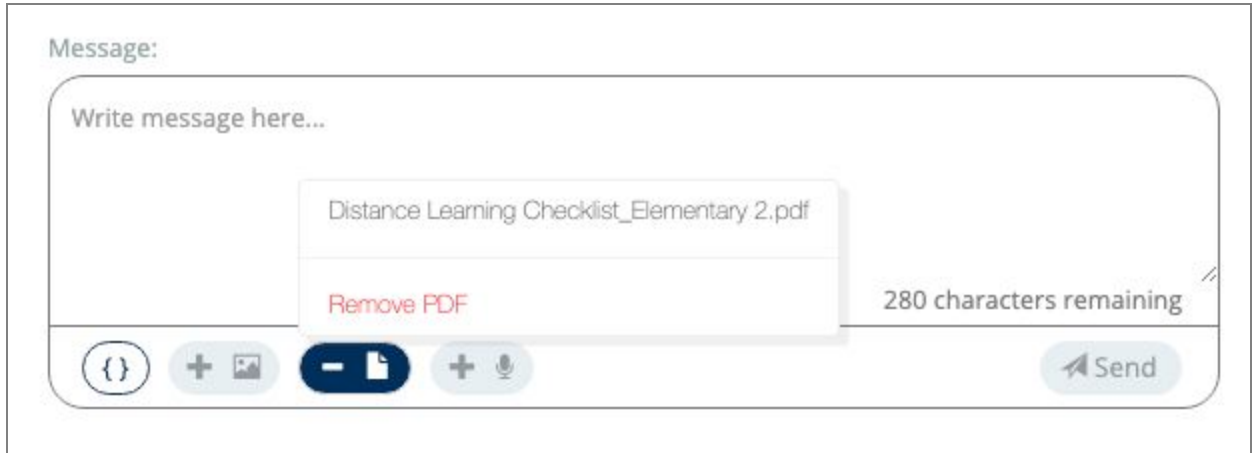
Kinvoled offers both web and mobile application versions of KiNVO for classroom teachers. KiNVO is available via the AppStore or Google Play. Teachers are able to send real-time, two-way translated text messages, emails, and call notifications to parent contacts. They may send notifications to an individual parent, a group of parents, a class of parents, or all parents that are accessible by way of sharing permissions.

To ensure safety and security, administrators have access to all messages sent by all teachers in the school. KiNVO also flags for 1,500 inappropriate words, and administrators can receive a daily report with messages flagged should an inappropriate word be exchanged.

Below we have provided detailed information of how KiNVO's teacher and classroom communication functionality operates, inclusive of administrative oversight functions.

PDF messaging

PDFs can be sent to parents and students via SMS and email notifications. PDFs will be received as clickable URLs. KiNVO monitors the number of times a parent or student clicks on the link and users can view a display of clicks or download a report.



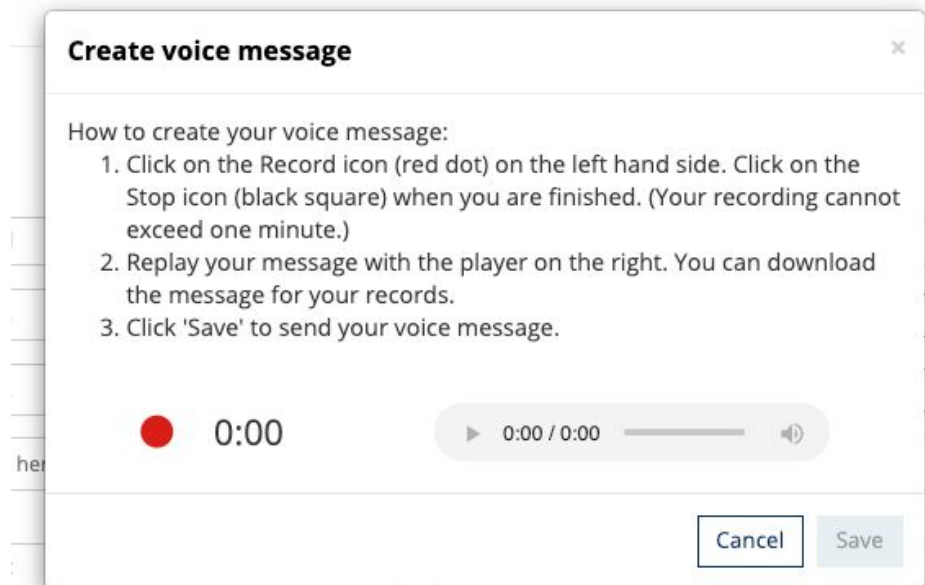
Picture messaging

Similar to PDF messaging, picture messages via JPEG or PNG can be sent via SMS or email.



Voice recording

Administrators can record a personalized voice memo to send to parents or students via autocal. Before the administrator sends the voice message the administrator can listen to the recorded voice message.



Mail merging

Administrators and teachers can upload a file with student-specific data points such as grades, URLs to a student-specific document/folder, or other items and send those specific data points to parents via SMS, email, or auto call.

Upload a csv file to send a mail merge

How to send a mail merge:

1. Download a [sample template](#).
2. Insert student IDs to send messages to associated parent contacts.
3. Insert the content that you wish to mail merge in column B or C. Label column B or C.
4. Use the labels from column B or C as your template tag when you send your message.

Choose a CSV file to upload.

View all messages sent to a parent via the Student Profile

It is important for school administrators and district leaders to feel safe and secure when using a communications technology like KiNVO. We have designed the technology to provide transparency across all teachers-student and teachers-parent communications. Thus, any communication between a teacher and student or a teacher and parent can be read and downloaded at an administrator's convenience. KiNVO also flags inappropriate content and segments such content into its own report.

Content of messages sent from staff members to Ted Armstrong's contacts

Staff member name	Content	Date	Time	1-6 of 6
Tejada, Xantal	I appreciate your message. I will call the main office and send in the doctor's note. Rylan is home sick.	Dec 21	12:08 PM	
Tejada, Xantal	I also just called the main office and spoke with Ms. Jones. I appreciate your message.	Dec 21	12:06 PM	
Altman, Miriam	Hello! We hope you and Ted have a great weekend!	Dec 19	10:35 AM	
Flex, Alex	Hi! Don't forget about the attendance team meeting on Wednesday! We hope you can make it! Please let us know.	Nov 16	2:23 PM	
Tejada, Xantal	Awesome!!!	Nov 07	2:06 PM	
Meis, Alexandra	Hello! Tomorrow is field day. Please make sure your child packs a water bottle and an extra tshirt in his/her favorite color!	Jun 08	3:55 PM	

Administrators can view all messages sent to a parent.

Message History: Armstrong, Ted

Contact Summary

Last Contacted: 12/15/17 9:00 AM Ted's Contacts: Armstrong, Murray (parent)

of messages sent by X. Tejada: 29

of messages sent by school (including X. Tejada): 29

of messages sent by Ted's contact(s): 5

Your Messages to Ted's contacts:

Date	Time	Topic	Type	Message Status	Recipient
Dec 15, 2017	9:00 AM	Uncategorized	sms	SMS	M. Armstrong
Oct 31, 2017	4:18 PM	Positive	sms	SMS	M. Armstrong
Oct 30, 2017	2:07 PM	Uncategorized	sms	SMS	M. Armstrong
Oct 23, 2017	11:14 AM	Uncategorized	sms	SMS	M. Armstrong
Oct 19, 2017	3:22 PM	Positive	sms	SMS	M. Armstrong

Administrators can also view messages with date and time stamps.


Scheduled auto notices, customizable in content

This feature allows users to schedule one-time and recurring auto notices (messages) in advance. Users can designate recipients of scheduled messages and the date/time of deliverability of such messages.

Features:


- Select students or parents by grade or course, to specific individuals, or to the entire recipient list to receive scheduled messages
- Schedule one-time and recurring messages
- Edit content, recipients, date, and/or time once messages are scheduled

Scheduled messages (recurring)

Message			Start	
title	Recipients	Message body	sending it at	Recurring weekdays
Quiz on Friday	♥ 1 course	Hello! This is a friendly reminder that your {{student}} has an quiz in Algebra class tomorrow!	Aug 8, 2017 at 5:00PM	🔄 R 

Ability to schedule a message to be sent multiple times.

Scheduled messages (once)

Message			Send it at	
title	Recipients	Message body		
Field trip	♥ All parents	Hello! We have a field trip to the Museum of History on Friday, January 19th from 9am-5pm. Please send in permission slips by January 10th.	Jan 2, 2018 at 12:00PM	

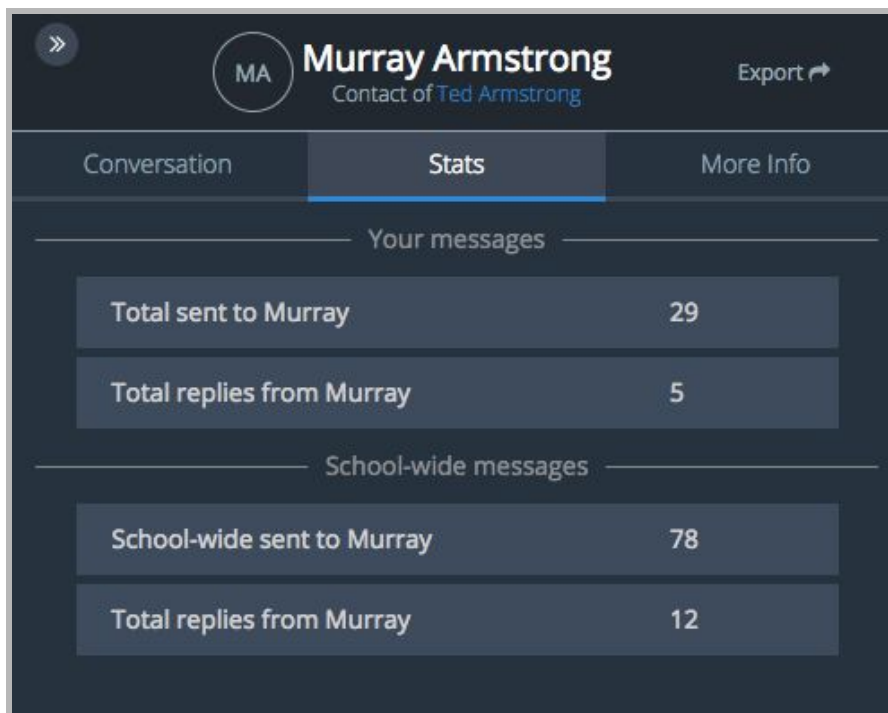
Ability to schedule a message to be sent one time.

Parent engagement rates

Kinvolved's primary focus is ensuring that our KiNVO technology is used to proactively and positively engage families. Meaningful parent engagement involves two-way communications, not merely one-way announcements, alerts, or notifications. Alongside our coaching offerings, KiNVO supports staff members with data to inform strategies that ensure two-way dialogue persists throughout the school year, by way of KiNVO's communication tools. KiNVO is equipped with a variety of resources to monitor and analyze parent communications.

Features:

- Determine parental rate of reply via Student Profile, Thread View, or Report
- Determine number of messages a parent receives and a breakdown of message type
- Determine the number of messages sent to a parent by staff member
- Determine the reason why a message failed to send
- Learn when a parent opts out of receiving messages



An example of a parent's engagement with a specific teacher versus the entire school.

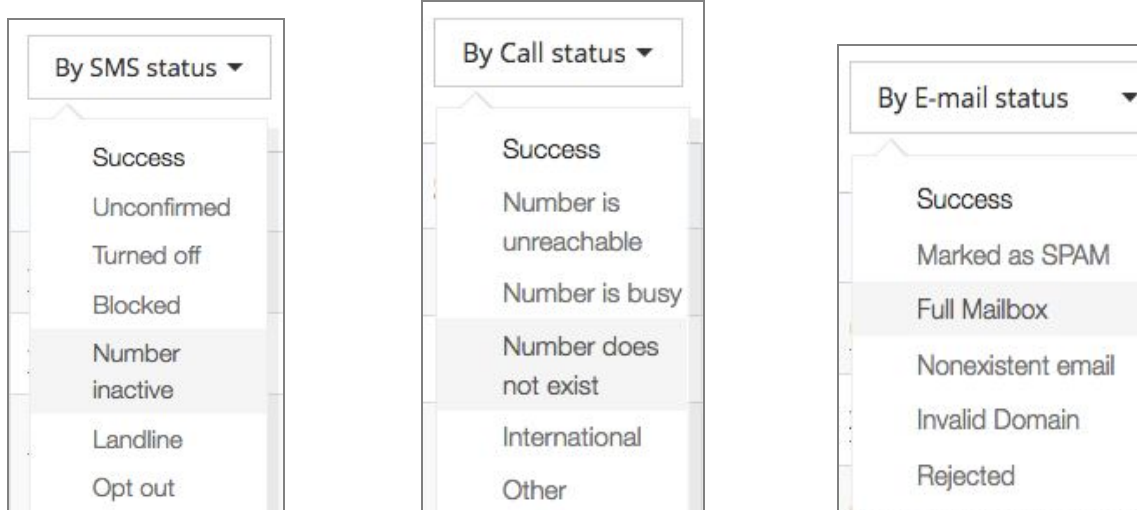
Quality control for parent contact information

Kinvolved is sensitive to the parent population that our schools serve. We understand that parents are transient in nature, whether that be determined by home address or phone number.

With addresses and phone numbers changing, KiNVO strives to support administrators in understanding the quality of parent contact information. KiNVO can flag for email addresses, mobile numbers, and landlines that are on, off, and if off, we flag the reason why.

Access to this information is available via reports and a variety of web pages. Users have access to this information in nearly real-time. For example, an administrator can send a message, and immediately visit Kinvolved's 'View Insights' page to learn which phone numbers did not receive the message that was sent.

- Flag phone numbers (mobile and landlines) for whether they are on, off, and if off, the error code detected by KiNVO's flagging system
- Download reports with quality of parent contact information



Search by content of messages... By Message Recipient ▾

	Date/Time	Content	Recipients	Picture	# Total	# Delivered	# Failed
Less ▾	09/14/18 4:47 PM	Hello! Please remember to register for this year's welcome back dinner via our website: www.ourschool.com/backtoschooldinner . Thank you!	♥ All parents	(none)	65	63	2

DELIVERY TIMELINE

- Created message 09/14/18 4:47:33 PM
- Queued message 09/14/18 4:47:33 PM

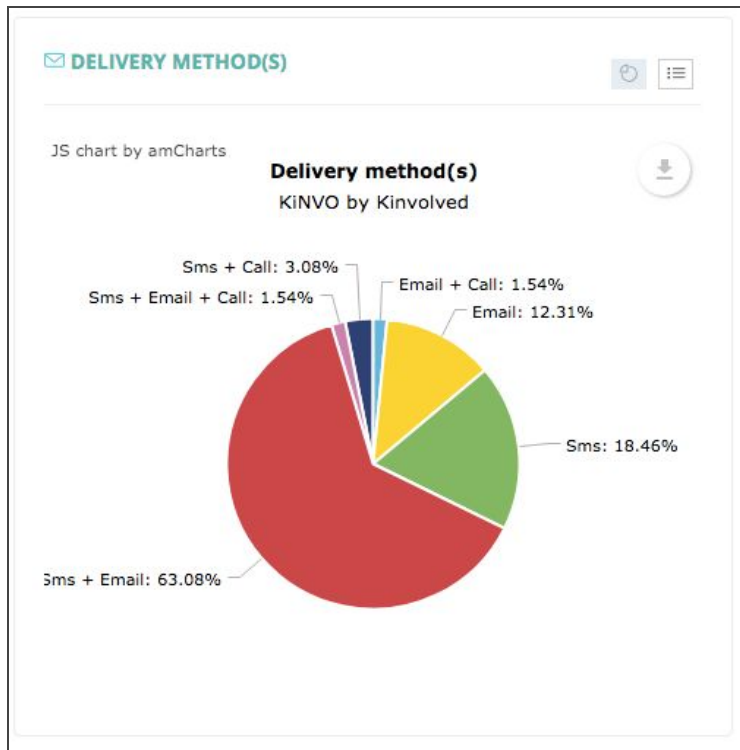
MESSAGE DETAILS

Hello! Please remember to register for this year's welcome back dinner via our website: www.ourschool.com/backtoschooldinner. Thank you!

— Send by *Miriam Altman*

FAILED DELIVERY LIST [Download](#)

Student	Parent	Email	Phone	Delivery method(s)	Reason
Bernie Bogisich	Enrique Mejia	-	+15555555555	Sms, Call	Call: Number is unreachable
Chelsie Altenwerth	Retha Altenwerth	retha@test.com	+13332223768	Email, Call	Call: Number is unreachable

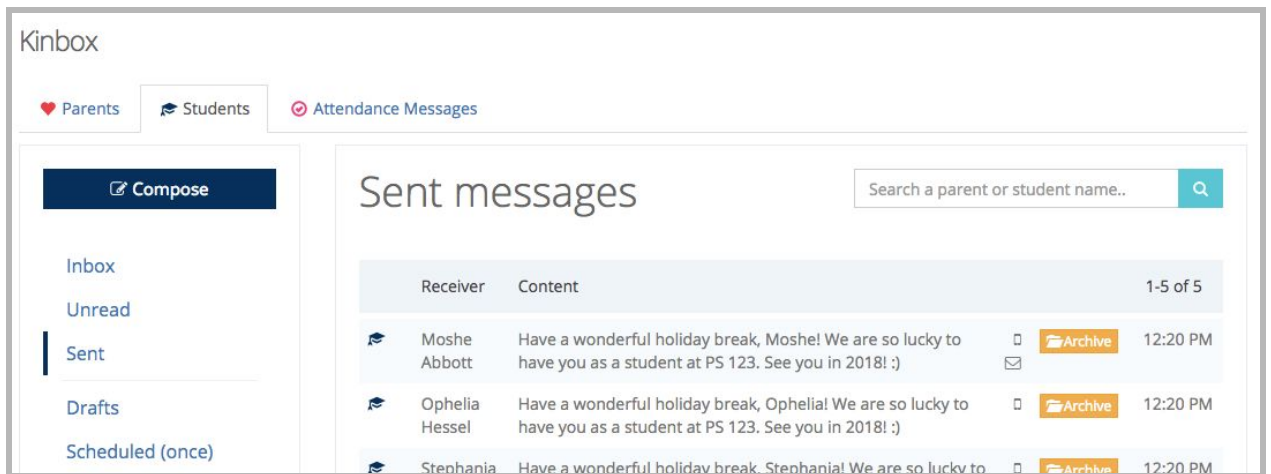


Direct-to-student messaging

KiNVO offers the option to send direct-to-student messages. Educators and administrators can contact students in a safe and secure manner, with the complete oversight of school and/or district administration. Not only does KiNVO support schools in forming healthy relationships with parents, but the technology also guides teachers and administrators in a similar fashion with students.

Features:

- Send messages to students (similar to parent messaging)
- Message students via SMS, email, autocal notification in a safe and secure manner
- Allow administrative oversight of teacher-student communications via downloadable report



A view of the Kinbox with messages sent directly to students.

Group Messaging

Bussing lists

Bussing lists can be imported into KiNVO from the Student Information System. Several districts use this feature to send messages to parents if there is a delay on a bus route or a change in transportation scheduling.

After school activities, sports teams, etc.

After school activities, sports teams, and other unique groups can be manually created or imported into KiNVO from the Student Information System. Several districts use this feature to continue messaging past the end of the school day.

MTSS and PBIS support

Special education teachers, guidance counselors, support service staff, and other roles can access just their students who need additional support. Such users find it easy to send messages about IEP meetings, wrap around services, and other additional resources to these specialized groups. Messages can be scheduled to remind parents of IEP meetings, too.

Manually created groups

Administrators and teachers can create groups manually. Users can upload a list of student names and IDs. Groups can be shared with other teachers, administrators. Groups can be edited or deleted at any time. Additionally, users can type the name of the group via the Send Message page to message that group.



The screenshot shows the 'My Groups' interface in KiNVO. At the top, there are tabs for 'My Groups' and 'Groups Shared With Me'. Below the tabs, there is a header 'GROUPS - 38 OF 38' and a green button labeled '+ Upload a group'. The main content is a table with the following columns: Name, # Recipients, Date created, Type, and Actions. The table lists 14 groups, each with a corresponding number of recipients, creation date, and type (all are manual). Each row has an 'Actions' button with a dropdown arrow.

Name	# Recipients	Date created	Type	Actions
Additional home support group	4	03/24/20	manual	Actions ▾
Additional homework support	7	02/01/19	manual	Actions ▾
Afterschool soccer club	6	08/17/18	manual	Actions ▾
Alex's Group	4	10/18/19	manual	Actions ▾
Art club	3	08/16/18	manual	Actions ▾
Basketball Team	3	03/15/19	manual	Actions ▾
Basketball Team: High School JV	4	12/17/19	manual	Actions ▾
Basketball Team - JV	4	10/02/19	manual	Actions ▾
Bus 3A Parents	5	02/05/19	manual	Actions ▾
Chess Club	4	06/12/19	manual	Actions ▾
Chit Chat Group Biology 111 120319	4	12/03/19	manual	Actions ▾

2F. Truancy intervention tools including warning letter preparation and truancy court filing preparation in accord with local laws.

Kinvolved will ensure that Ector County Independent School District can utilize KiNVO in alignment with truancy intervention programs and local laws. Postcards and letters will be customized to ensure compliance with truancy prevention measures, as detailed below. Please see the section entitled “Attendance postcards and letters” beginning on page 13 for examples of KiNVO digital attendance postcards and letters.

Here is an example of how KiNVO meets Ector County Independent School District’s truancy prevention measures:

Source: [Beginning of the school year: Student parent handbook defines the compulsory attendance law.](#)

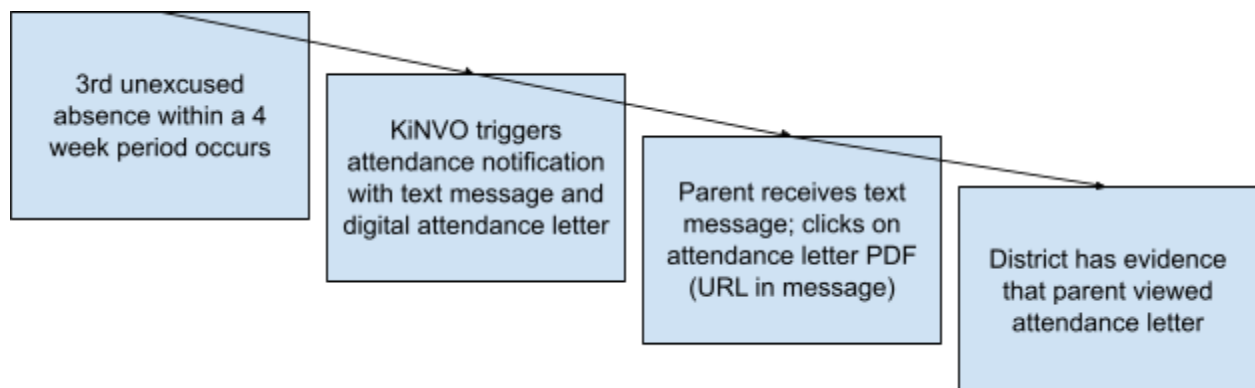
For each absence: the district’s automated calling system will notify the parent. (please ensure parent contact information is current with your child’s school)

3rd unexcused absence within a 4 week period: Initial Warning Letter mailed to parent.

5th unexcused absence within a 6 month period: Final Warning Notice mailed to parent.

5th – 9th unexcused absences within a 6 month period: Parent/guardian conferences with school staff.

10th unexcused absence within a 6 month period: Parent Contributing to Non Attendance charges filed in municipal court



2G. Research based outreach via written and electronic media proven to improve school attendance.

Kinvolved’s work—including the development and design of KiNVO—is all based on research.

Nearly half of parents underestimate the importance of attendance¹⁸ which is one of the critical reasons every attendance improvement plan should include family contacts. We help both schools and families understand the importance of attendance and give them the tools to improve it.

We use two-way, translated text messaging as a main form of communication because [research by ies suggests](#) that using basic text messaging as an attendance improvement intervention can affordably reduce absence rates by 11%.

When it comes to the type of outreach, research shows that positive teacher-student relationships lead to a feeling of safety and security in the learning environment. This, in turn, leads to important social and academic skills. Furthermore, students in high-poverty urban schools may experience even greater benefit from positive teacher-student relationships.¹⁹

We apply the “Magic Ratio”²⁰ when communicating with family contacts—for every one challenging message we send to a parent using KiNVO, we encourage users to also send five positive messages. This is rooted in long-standing relationship research, and although it was initially studied in the context of marriage counseling, researchers in education have adopted such a model with both students and parents.²¹ To learn more about how our professional learning is built on research-based practices like these, please reference Appendix E for sample materials.

Research also highlights frequent discrepancies between parents’ perceptions of their students’ academic progress and reality, but points to “high-frequency” information as an antidote.²² That is why studies underscore that communications between schools and parents about the importance of attendance is necessary to reduce absenteeism.²³ 94% of teachers report that KiNVO makes it easier to keep parents in the loop about student patterns.

¹⁸ “New Research Shows Nearly Half of American Parents Underestimate the Harm of School Absences,” *U.S. Department of Education*, August 23, 2016, <https://www.ed.gov/news/press-releases/new-research-shows-nearly-half-american-parents-underestimate-harm-school-absences>.

¹⁹ Emily Gallagher, “The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low-Income Middle and High School,” *Applied Psychology OPUS* (Fall 2013): <https://steinhardt.nyu.edu/appsych/opus/issues/2013/fall/gallagher>.

²⁰ Kyle Benson, “The Magic Relationship Ratio, According to Science,” *The Gottman Institute*, October 4, 2017, <https://www.gottman.com/blog/the-magic-relationship-ratio-according-science/>.

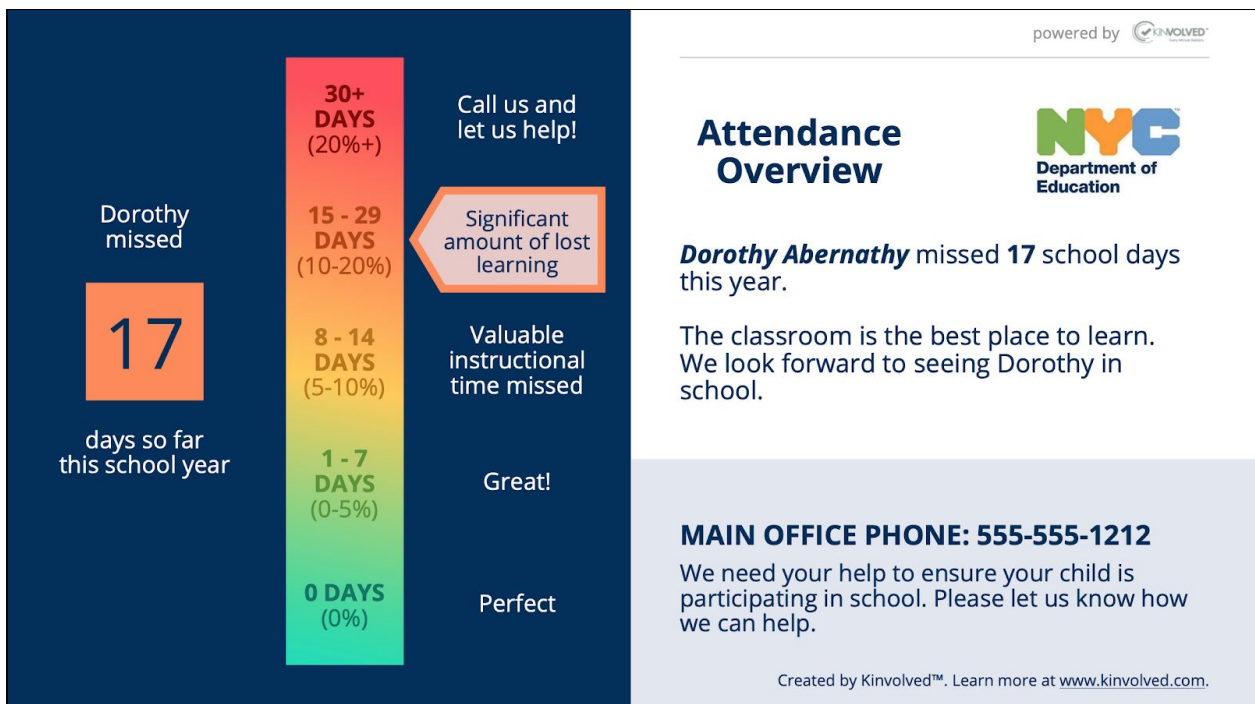
²¹ Stephen Ottinger, Clay Cook, and Kevin Haggerty, “Practice Profile: 5-to-1 Ratio” (University of Washington College of Education and Social Development Research Group in collaboration with the Washington State Office of Superintendent of Public Instruction, 2015), http://www.k12.wa.us/GATE/Presentations/2015April/PracticeGuide_5_to_1_ratio.pdf.

²² Peter Bergman and Eric W. Chan, “Leveraging Parents: The Impact of High-Frequency Information on Student Achievement” (Teachers College, Columbia University, September 2017), <http://www.columbia.edu/~psb2101/ParentRCT.pdf>.

²³ “Best Practices in Improving Student Attendance” (Hanover Research, August 2016), <http://blogs.svvsd.org/counselor/wp-content/uploads/sites/1486/2016/11/BestPracticesinImprovingStudentAttendance-1.pdf>.

KiNVO is also designed to save educators' and administrators' time as they communicate with families and improve attendance. Since burnout (including time pressures and workload and an excessive number of tasks) is a primary cause of staff turnover, streamlining cumbersome routines through KiNVO may reduce stress and improve job satisfaction.²⁴ Research shows that teacher quality is correlated with teacher job satisfaction.²⁵ Increased teacher satisfaction can in turn lead to better student outcomes.

Kinvolved is partnering with Harvard's Proving Ground to evaluate the efficacy of digital attendance postcards (text-based nudge letters). The preliminary outcomes are impressive; the physical mail version of postcards reduced chronic absence by 8%, and digital postcards are projected to reduce mailing costs by 60–75%.



KiNVO's digital attendance postcards

²⁴ Fisher, Molly, "Factors Influencing Stress, Burnout, and Retention of Secondary Teachers," *Current Issues in Education* 14, no. 1 (2011): <https://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/658/165/a>; Hülya Küçüköğlü, "Ways to Cope with Teacher Burnout Factors in ELT Classrooms," *Procedia: Social and Behavioral Sciences* 116 (February 2014): <http://www.sciencedirect.com/science/article/pii/S1877042814006648>.

²⁵ Sarah Fleche, "LSE Study Shows Better Teachers Mean Happier and Higher-Achieving Pupils," *London School of Economics and Political Science*, March 22, 2016, <http://www.lse.ac.uk/website-archive/newsAndMedia/newsArchives/2016/03/Better-teachers.aspx>.

Technical Requirements

1. Device Agnostic

KiNVO is device agnostic and capable of full operation on all devices via a downloadable application or web browser.

2. Web-based

KiNVO is capable of full operation on all vendor (Microsoft, Mozilla, Google and Apple) supported versions of the following web browsers: Microsoft IE, Microsoft Edge, FireFox, Google Chrome and Safari. KiNVO is capable of navigating in mode consistent with Windows Explorer.

3. Cloud-hosted and accessible internally and externally

KiNVO is securely cloud-hosted and accessible internally and externally from any device and all popular web browsers.

4. SIS Integration — iTCCS Student Information

KiNVO integrates with any Student Information System (SIS). Kinvoled honors the district's integration preference to integrate with iTCCS and will also offer SSO in the format that the district desires.

Our integration process ensures that KiNVO's student and teacher rosters with attendance data and parent contact information are up-to-date and in alignment with the district's Student Information System.

The "Attendance Sync Module" is specific for each District. We will customize and optimize the data sync between KiNVO and the District SIS.

The intervals by which data is transferred from the SIS to KiNVO is flexible. For example, a district can transfer the data in ten minute intervals, 60 minute intervals, twice a day, or once per day. The interval selected by the district dictates the frequency by which KiNVO can trigger attendance notifications to parent contacts.

Kinvoled's "Attendance Sync Module" honors three basic approaches. The desired approach can be adjusted based on the capabilities of the SIS used by the School or District.

1. Scheduled export from the SIS: The SIS exports attendance records to a csv file, and KiNVO checks for the updated files which are then downloaded into KiNVO. The files contains only the new records for each period.

2. Scheduled API call from KiNVO to the SIS: This is where the SIS has an API that provides access to attendance data. KiNVO makes an API call to pull back records.
3. SIS pushes to KiNVO: The SIS either pushes new attendance records to KiNVO via an API call, or makes an API call notifying KiNVO that there are new records to pick up.

Kinvolved works with the District to agree upon a solution that provides the best outcome from a feature perspective with minimum impact on the SIS.

Attendance Record Matching

KiNVO handles various attendance files, dependent upon district preference, including:

- Daily attendance
- Period attendance
- Attendance Tier
- Any customized attendance data point the district wishes to communicate with a parent contact

Parent Contact Information

Kinvolved requires a nightly update for parent contact information. We can retrieve this via an API if the SIS supports it, or we can pick up a scheduled file export. We can handle CSV files, JSON, XML, or another proposed format that is convenient for the District.

Regardless of whether we get the data via API or as a file export, we utilize the following fields:

- Parent contact ID
- Parent contact first and last name
- Student ID (this needs match the parent record with student records we get from Clever and attendance records)
- Phone number

5. Company is Willing to Sign a Student Data Privacy Agreement

Yes, Kinvolved is willing to sign a Student Data Privacy Agreement.

Technical Preferred

1. EdFi compliant or working toward compliance

Kinvolved is committed to and working toward EdFi compliance. We recognize that Ector County utilizes ClassLink. We have worked with ClassLink for the past several years and currently support interoperability with this middleware.

Kinvolved also utilizes Clever, OneRoster API, direct-to-API, and CSV file transfer via SFTP to support interoperability across district partners.

We are actively involved in the education technology interoperability community. Kinvolved was recently included as a thought leader in [Why the Pandemic Forces Administrators to Rethink Attendance – and Interoperability](#), published by EdSurge.

Kinvolved signed the Student Data Privacy Pledge and engages a prominent specialist in the Data Privacy field, Linnette Attai of PlayWell, as an advisor. We are a partner of Project Unicorn and have also signed their pledge.

Kinvolved designs all functionality with student education records and student data privacy in mind. The company understands how important it is that any education records shared with the company are used as agreed upon in the company's privacy policy (<https://kinvolved.com/privacy-policy/>) and terms of use (<https://kinvolved.com/terms/>). Kinvolved does not disclose any records provided to us. Users are notified if terms are updated, and schools are provided with access to any records provided by the district in KiNVO.

Support Information

1. Rates and Fees for School Student Attendance Improvement Platform

KiNVO has proven to increase average daily attendance (ADA) by 2.5 percent across hundreds of NYC DOE schools. If KiNVO, coupled with Kinvolved's expert professional services, had the same results in Ector County ISD, the district would see an annual ROI of more than \$1.4M, which is 3.6 to 5.8 times the annual investment in KiNVO, depending upon the KiNVO product that the district may select.

Kinvolved is pleased to provide two preliminary pricing proposals to Ector County ISD in Appendix B.

The first option is for our KiNVO Contact product, which is implemented at the school and/or district administrator level, only (no teacher access or training required). The second option, KiNVO Complete, by far our most popular product, is implemented at all levels, including school and district administrators, and teachers and support staff. We have included a table showing the differences in the two proposals below.

Criteria	Option 1: KiNVO Contact	Option 2: KiNVO Complete
Starting Price	\$2.75/student/year	\$6/student/year
Discounts	\$15,500 off district-level consultation, Attendance Awareness Month campaign, on-demand videos Free spring 2021 pilot	\$20,500 off district-level consultation, Attendance Awareness Month campaign, on-demand videos Free spring 2021 pilot
User Role Access	School and/or district leaders, only	School and/or district leaders, PLUS teachers and support staff
Professional Learning	Dedicated to school and/or district leaders	Dedicated to school and/or district leaders, PLUS teachers and support staff
Research Basis	KiNVO Contact can automate personalizations within the messages, including individual student name and attendance data, the name of the school leader, and ensure messaging is two-way. Research proves that personalization is more impactful than impersonalized mass messaging that is one-way. ²⁶	In addition to KiNVO Contact's personalization functionality, a research evaluation of KiNVO in DCPS ²⁷ in fall 2019 found that students whose teachers had KiNVO Complete had 10% less chronic absenteeism than those whose administrators, only, had KiNVO Contact.

²⁶

https://hechingerreport.org/new-wave-of-research-nudging-text-not-as-promising/?utm_medium=email&_hsmi=112653294&_hsenc=p2ANqtz-_Eegw8WdzZvyJGXIIITBpkbQcEi_--BsLPDCMnHlnDSBpmxlupclAG9fVTe7jXbSfdiE3juYbD-hT0ljflPxxAxJyroUQ&utm_content=112653294&utm_source=hs_email

²⁷ <http://thelabprojects.dc.gov/parent-engagement>

Based on the requirements of the proposal, we did not include several features that are also available at an increased fee. We are happy to include any of the below to either proposal at the district's request:

- Recorded voice notifications (admin-level)
- Emergency notifications (one-way)
- Teacher-level PDF messaging
- Teacher-level MMS (photo messaging)

We can also remove any other line items currently included that the district deems unnecessary, such as student-level messaging (high school aged), and professional learning services are negotiable.

KiNVO's feature set and our expert professional learning are rooted in research. We collaborate with Harvard's Proving Ground, a third party research organization, to test the efficacy of various KiNVO use cases, and develop our professional learning strategies based on their findings, as well as those of other reputable organizations, including Attendance Works, another Kinolved partner.

Should Ector County ISD be interested in exploring a Proving Ground evaluation, this would be scoped and priced accordingly.

2. Description of the Vendor's Qualifications to Meet the Needs of the Request

Kinolved has been in business for nearly ten years, and KiNVO is the most mature attendance improvement software in the K-12 market. We partner with experts such as Harvard's Proving Ground and the Lab @ DC to test our effectiveness and ensure we are informing all interventions, features, and professional learning materials with research-based findings.

Further, Kinolved is the only organization providing a unified attendance improvement and communications solution for all district stakeholders, from students and families to teachers, student services, building, and district leadership.

We serve over 500,000 stakeholders nationwide, and we have experience working with large districts, at the central office and school levels, such as NYC DOE, Miami-Dade County Public Schools, D.C. Public Schools, Providence Public Schools, and more. Our history of excellence with these districts, including a more than 91% annual client retention rate, show that we are fully capable of exceeding Ector County Independent School District's needs.

Additionally, several other large Texas districts are actively evaluating a KiNVO implementation, for many reasons, including KiNVO's ability to support compliance with SB944, as well as KiNVO's proven effectiveness in increasing daily attendance (ADA) by 2.5% in the NYCDOE. An improvement at this rate would help the district exceed its

stated goal in 2019 of reaching the average Texas ADA, and recouping \$1.4M in additional funds.

In compliance with SB 944, KiNVO Complete offers the ability for teachers to use KiNVO for all communications with families. By downloading the KiNVO app and using it for all two-way text and email communications, teachers may continue to use their personal cell phone, should they so choose, to communicate, but all messages will be securely archived and exportable from KiNVO. Further, teachers will receive a randomly-assigned number from KiNVO that allows them to text message students and families, but does not require that they share their personal information with students and families.

3. Evidence of Meeting the Functional and Technical Requirements

Item	Compliance	Reference
Functional Requirements		
Accessibility - ADA compliant	KiNVO will be compliant with this requirement if awarded RFP.	See Section 1, page 10
Ability to integrate ITCCS student data including: <ul style="list-style-type: none"> ● Attendance ● Accounting ● Student demographics ● Parent demographics 	KiNVO is compliant with this requirement.	See Section 4, page 63
Ability to provide various reports for social workers, counselors, principals and district administration including documentation of interventions	KiNVO is compliant with this requirement.	See Section 2B, page 13
Support for training, implementation and continued support.	KiNVO is compliant with this requirement.	See Section 2C, page 43
Collaboration tools, chat tools (staff, students, parents)	KiNVO is compliant with this requirement.	See Section 2D, page 48

Communication tools (staff, students, parents)	KiNVO is compliant with this requirement.	See Section 2E, page 49
Truancy intervention tools including warning letter preparation and truancy court filing preparation in accord with local laws.		See Section 2F, page 60
Research based outreach via written and electronic media proven to improve school attendance.	KiNVO is compliant with this requirement.	See Section 2G, page 60
Technical Requirements		
Device Agnostic Chromebooks, iPADs, Iphones, Windows devices etc.	KiNVO is compliant with this requirement.	See Section 1, page 63
Web-based	KiNVO is compliant with this requirement.	See Section 2, page 63
Cloud-hosted and accessible internally and externally	KiNVO is compliant with this requirement.	See Section 3, page 63
SIS integration – iTCCS Student Information	KiNVO is compliant with this requirement.	See Section 4, page 63
Company is willing to sign a Student Data Privacy agreement	KiNVO will comply with this requirement.	See Section 5, page 64
Technical Preferred		
EdFi compliant or working toward compliance	KiNVO will be compliant with this requirement and is working toward	See Section 1, page 65

4. Quality Assurance

Please see Appendix C for documentation about our quality assurance.

5. Support Overview

A born and raised Texan residing in San Antonio, Texas, Rebeca Leininger, one of Kininvolved's Client Success Coordinators, will be the primary point of contact for the district for support and professional development needs.

Rebeca supports KiNVO's users by providing technical and strategic product support and training (please see her complete bio in section 8).

Kininvolved agrees that system software support shall be made available at all times (24x7x365). Response time to system software issues shall be no more than four (4) hours. The Kininvolved team currently manages a 365/24/7 live (phone-based) help desk capable of supporting large agencies—such as the NYCDOE—as well as all national districts.

Kininvolved offers support 365 days a year, 24 hours a day, seven (7) days a week. Support requests are submitted through email or phone. All support requests are catalogued and managed via ZenDesk. Current users may call Kininvolved's customer support line or email support@kininvolved.com to ask questions or submit requests. Further, current users have access to hundreds of help articles and videos within Kininvolved's internal help center. Users can also post questions within said help center.

Kininvolved's Support Center touts a 96% satisfaction rate, and consistently monitors client one-touch resolution rates. The Support Center is trained on a monthly basis on new features that are available to users to ensure the most up-to-date and accurate client services.

Costs for system software support that requires onsite diagnosis and/or service shall be borne solely by the software provider.

Kininvolved will provide information on support escalation procedures in the event that (1) the incident is not responded to within sufficient time or that (2) the incident cannot be remedied in sufficient time.

Further, upon receipt of notification of a problem with the software, Kininvolved will investigate the problem and determine the severity of the problem. Kininvolved has never experienced a System Outage. For purposes of this subsection, a System Outage means the software is not available. If the problem is due to a System Outage, Kininvolved will notify Customer's designated technical contact via email. This notice will include the reason for the System Outage and estimated time for restoration of software, to the extent known by Kininvolved at the time of such notice. Kininvolved will promptly commence remedial activities and use commercially reasonable efforts to resolve the System Outage within the time estimate provided to Customer.

Following recovery from any System Outage, Kinolved will provide Customer with a post-incident summary that includes:

- cause of the System Outage (if determined);
- method used to correct the problem; and
- measures Kinolved will take to prevent similar System Outages in the future (if any).

6. Data Privacy/Cyber Security Plan

Please see Appendix D for Kinolved's data privacy/cyber security plan.

Kinolved's platform supports districts that are FERPA-compliant. According to the US Department of Education's laws and guidance:

"The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education."²⁸ [emphasis added]

Kinolved operates as a "school official" as the term is used under FERPA. As such:

- personally identifiable student data remains the property of, and under the direct control of, the school or district;
- personally identifiable student data is only used to support the school or district purpose; and
- access to personally identifiable student data is restricted to those Kinolved employees who require access in order to provide services to the school or district.

7. Materials Provided in Training Must be Research-Based, and Documentation of Research Must be Included in the Proposal.

Co-founder Alexandra Meis leads Kinolved's strategic training work. Alexandra has developed training materials for Kinolved partner schools and districts, and all materials are rooted in research from the Flamboyan Foundation, based in Washington, D.C., Attendance Works, a national nonprofit, and research by industry experts such as Dr. Robert Balfanz and Dr. Peter Bergman.

Kinolved conducts an intake process to first understand the current state of family engagement affairs: knowledge, attitudes, and beliefs about attendance, family

²⁸ <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

engagement, and pre-existing strategies to drive family engagement. We customize school- and district-level strategies based upon the unique needs, pain points, and circumstances of the school and community.

Kinvolved's Coaching Intake Form dives deep into a school or district's needs and pain points. We ask preliminary questions in a simple format to provide baseline metrics. Below is a sample of the intake form.

Kinvolved Coaching asks descriptive questions, such as:

- Provide examples of "wins" with family engagement. What are your schools doing well?
- Where can schools' efforts improve upon family engagement?
- In an ideal world, please provide some descriptive words about what family engagement would embody.
- Currently, please provide some descriptive words about what family engagement looks like today.

Please see Appendix E for examples of training materials.

8. On-Site Support, Including the Name of the Direct Contact

1. **Miriam Altman: Chief Executive Officer and Co-founder**

A former NYC DOE high school history teacher, Miriam Altman is CEO and Co-founder of Kinvolved. Her responsibilities include strategic planning and execution, business development and sales, fundraising and grants management, and investor and external relations.

Miriam started her career as a New York City high school educator. From her first day teaching, she immediately realized the impact attendance, and absenteeism, had on her students. She helped launch her school's first Attendance Team, a group of faculty charged with implementing strategies to increase school-wide attendance. She found that the most successful intervention was to ensure families were informed of, and involved in, attendance conversations.

In addition to her leadership role at Kinvolved, Miriam is a mentor for the Social Innovation Initiative and Women's Launch Pad at Brown University, from which she graduated with an Honors BA. She holds an MPA from the Robert F. Wagner Graduate School of Public Service at New York University, where she is currently an Adjunct Professor in Public Policy, and a MA, Ed., from Lehman College.

Miriam will ensure the overall success of Kinvolved's Ector County Independent School District partnership, from the contracting process through implementation and evaluation. She will dedicate his time as needed.

2. Alexandra Meis: Chief Product Officer and Co-founder

Alexandra is CPO and Co-founder of Kinolved. With a deep empathy for families and end users, Alexandra manages our growth on the ground. Her responsibilities include product and technical development, client success and operations, and impact evaluation. She also manages development of, and ongoing support for, Kinolved's Campus Kit, a Robin Hood Foundation-funded higher education mobile app.

Prior to Kinolved, as an AmeriCorps VISTA member Alexandra served communities in the South Bronx, educating and advocating for families of children with special needs. She organized a support group for parents of children with autism, which she grew from five to more than one hundred participants over five years.

Alexandra is a member of the World Economic Forum's Global Shapers Community; she also mentors entrepreneurs in New York University's Accelerator Programs. She holds an MPA in Health Policy and Analysis from NYU's Robert F. Wagner School of Public Service and a BA in Psychology from Lafayette College.

Alexandra will be Ector County Independent School District's main strategic point of contact on professional development, technical development, rollout strategy, and evaluation.

3. Ramelle Brown: Data and Integrations Manager

Ramelle is responsible for managing school district data integrations with Kinolved. She works closely with our technical team and school districts to launch KiNVO and support users with ongoing data needs.

Ramelle brings to Kinolved several years of experience, both in direct service and data systems management. Ramelle has extensive experience working with districts to create attendance policies and interventions as well as developed data systems and tools designed for school administration and faculty.

Ramelle is currently a MPA candidate at NYU's Robert F. Wagner School of Public Service and holds a BA in Political Science with a concentration in Public Policy from Kenyon College.

As the data analyst, Ramelle will support the ongoing integration maintenance and perform analysis for any Ector County Independent School District efficacy reports.

4. Rebeca Leininger: Client Support Associate

Rebeca supports KiNVO's users by providing assistance with technical and strategic product questions and conducting trainings.

Rebeca is an experienced customer service professional with experience in the healthcare and commercial service industries. She has successfully led remote teams, account management, and client on-boarding and training.

Rebeca holds a BS in Business Management from Colorado State University. During her time at CSU, she also received an award of achievement in Applied Strategic Management for demonstrating excellent understanding and practical application of several different principles of business management during the Capstone Business Simulation process.

With a home base in Texas, Rebeca will support all Ector County Independent School District users in answering any inbound technical support questions, being available by phone, email, and virtually for any office hours, trainings, and related user support.

5. Organization's Success in Facilitating Transformation Change

1. New York City Department of Education, New York

Christopher Caruso, Executive Director, Office of Community Schools
Karen Watts, Executive Superintendent, North Brooklyn
Tarek Alamarie, Assistant Superintendent, John Adams High School
Benjamin Lev, Principal, Hamilton Grange Middle School
Annette Schaeffer, Assistant Principal, Adam Clayton Powell Elementary School

In 2012, Kinvoled launched its first pilot in an NYC DOE elementary school. Proving effective at reducing absenteeism and lateness, Kinvoled's reach grew in the early days through word of mouth. Today, 250 preK-12 NYC DOE schools use KiNVO across all five boroughs. Kinvoled's partner schools in NYC enroll higher-than-average student populations qualifying for free or reduced lunch, who are English Language Learners, live in temporary housing, and have IEPs.

Despite these odds, schools partnering with Kinvoled routinely perform better at increasing ADA, decreasing chronic absenteeism, and elevating family and student engagement than their peers.

For example:

- Across all Kinvoled schools, ADA increased 13X more than the district's average.
- PS 154 Harriet Tubman Elementary School increased attendance by 20%.
- John Adams High School increased graduation rates by 11% since launching KiNVO, while also maintaining 10% higher daily attendance during COVID-19 than the district's reported average.
- Adam Clayton Powell Elementary School maintained the engagement of 100% of students during the transition to distance learning, despite many families' routinely changing phone numbers due in part to Kinvoled's support with Contact Data Cleanup.

"Two days prior to distance learning, we successfully engaged in two-way communications with 470 out of 500 families. During the first week of remote learning, we got that list down to just one family. After a few more days, we had open lines of communication with 100% of our families."

- Karen Bailey, Principal, Adam Clayton Powell Elementary School

"The data that we receive through KiNVO's interface is tremendous in that we can see who has read the message, who has responded to the message, we can get school summaries about the parents who have communicated with us about a certain message."

- Benjamin Lev, Principal, Hamilton Grange Middle School

“Before KiNVO, we would only find out if parents had changed their phone numbers after we’d exhausted all resources, perhaps even including a home visit. Now, **parents call in to ask us to update their phone numbers in KiNVO because they’ve become so reliant** on it.”

- Tarek Alamarie, Assistant Principal, John Adams High School

2. Providence Public School District, Rhode Island

Dr. Harrison Peters, Superintendent
Dr. Barbara Mullen, Chief Equity Officer
Kerry Tuttlebee, Principal, 360 High School
Arzinia Gill, Principal, Del Sesto Middle School
Michael Templeton, Principal, Alan Shawn Feinstein Elementary School at Broad Street

In December 2017, Kinvoled responded to an RFP to support PPSD with attendance and communications software and professional learning services. After being selected by the district, Kinvoled launched a pilot program with seven district-designated schools in spring 2018. Within three months, four of the seven schools had already seen notable improvements in chronic absenteeism, and by the fall of 2018 following a successful Community Attendance Summit, all 42 campus administrators had opted into adopting KiNVO in their schools.

The Community Attendance Summit, which featured a keynote by Hedy Chang, Executive Director of Attendance Works, was covered by the Providence Journal and promoted student voice, cross-sector collaboration, and best practice sharing.

Despite several major leadership changes and a state takeover by the district in 2019, Kinvoled has retained its district wide partnership with PPSD because of the impact of the partnership at the classroom, school, and district levels.

In May 2019, the Johns Hopkins Institute for Education Policy led a review of the Providence Public School District (PPSD) at the invitation of the Rhode Island Department of Education.²⁹

With all PPSD schools using KiNVO, the researchers noted: “We heard about strong efforts to get to know students’ parents, including via multiple digital platforms (Kinvoled, Facebook, etc.).”³⁰

“The review team also met with administrators, teachers, and students in every school. We heard about several positive initiatives in schools, such as the increased enrollment

²⁹ Johns Hopkins Institute for Education Policy Providence Public School District in Review. “Providence Public School District: A Review.” <https://kinvoled.blog/wp-content/uploads/2020/06/Kinvoled-PPSD-REVISED-Johns-Hopkins.pdf>.

³⁰ Johns Hopkins Institute for Education Policy Providence Public School District in Review. “Providence Public School District: A Review.” p. 40, <https://kinvoled.blog/wp-content/uploads/2020/06/Kinvoled-PPSD-REVISED-Johns-Hopkins.pdf>.

in Advanced Placement courses, better communication with parents via Kinvoled, and a new data system in place to monitor students' social and emotional behavior.”³¹

Usage of KiNVO rose across the district, and building leaders continued the charge to create positive school climates and cultures that engaged families and kept students on track to graduate.

During the school year 2019–20, KiNVO served as an essential daily tool throughout the COVID-19 pandemic.

- PPSD schools sent a total of 4,413,195 messages through KiNVO during the 2019–20 school year.
- Messaging through KiNVO increased 376% in March 2020 during the first few weeks of school closure.
- Administrative teams at multiple sites in PPSD describe KiNVO as a “game changer” and “essential tool.”

In 2020, PPSD was featured for its attendance efforts in the Wall Street Journal, where Superintendent Peters referenced KiNVO as core to its work.³²

3. District of Columbia Public Schools, Washington, D.C.

Andrea Allen, Director of Student Attendance and Support Services
Micah Backus, Attendance Specialist
William Haith, Principal, Anacostia High School
Maria Tukeva, Principal, Columbia Heights Educational Campus MS/HS

In 2018, Kinvoled launched a partnership with DCPS and the Deputy Mayor for Education. In April of that year, Kinvoled executed a 100-person Community Attendance Summit, which promoted the work of the Deputy Mayor’s Every Day Counts! Task Force on Truancy and Absenteeism, and showcased the work of national nonprofit, Attendance Works, led by Hedy Chang. The Summit enabled cross-sector and inter-regional collaboration, idea exchange, and networking to connect the dots among the many resources and supports already available to schools and CBOs across the district to reduce absenteeism.

Following the Summit, several school campuses and CBO partners opted in to receive consultative professional development from Kinvoled’s expert team. These sessions promoted critical thinking and research-based strategies to reduce absenteeism and increase family engagement across the city.

³¹ Johns Hopkins Institute for Education Policy Providence Public School District in Review. “Providence Public School District: A Review.” p. 46, <https://kinvoled.blog/wp-content/uploads/2020/06/Kinvoled-PPSD-REVISED-Johns-Hopkins.pdf>.

³² Koh, Yoree. “Fewer Children Are Attending School, Remotely and In Person.” Wall Street Journal, 5 February 2021, https://www.wsj.com/articles/fewer-children-are-attending-school-remotely-and-in-person-11612521003?st=wr0o6xcwyq766td&reflink=article_email_share.

In 2019, Kinvoled responded to and was the winning bidder for an RFP focused on six high need high school campuses, which launched the use of KiNVO and received extensive on-site and virtual professional learning. Quickly, the software implementation and professional learning expanded to middle schools, as well. This implementation was accompanied by a research study conducted by The Lab @ DC. Though COVID-19 school closures disrupted the study, findings indicated that absenteeism was 10 percent lower among students whose teachers had access to KiNVO, compared with those students for whom only administrators had access to the software. Further, according to Assistant Principal Joseph Lewis, “We have a student whose family speaks **Vietnamese**, but we don’t have anyone on staff who speaks Vietnamese. **KiNVO makes it possible for us to regularly communicate with them.**”

In the spring of 2021, the contract expanded again, this time with the Office of Student Services launching a district-wide pilot of Kinvoled’s new Digital Attendance Postcard product, with our mutual research partner, Proving Ground, testing the efficacy of the product at increasing attendance on Wednesdays, which had become the worst attendance day of the week, according to DCPS data.

4. Miami Dade County Public Schools

Sara Walkup, Director — Family Engagement, Office of Communications and Community Engagement
Derek Negron, Principal, Carol City Middle School

In spring 2020, Kinvoled launched a partnership with Miami-Dade County Public Schools to provide district-wide, credit-bearing virtual professional development to an array of stakeholders, coincidentally at the outset of the COVID-19 pandemic.

Covered by Title IV, Kinvoled’s professional development services have included:

- Research-based professional development sessions for varied audiences by role and grade level on family and student engagement best practices
- Custom video content for parents, educators, and administrators
- Toolkits and strategic support to execute a district-wide Family Engagement Month campaign

Seeing the need for a tool to execute many of the professional learning strategies, the district has now launched a pilot of KiNVO, and is considering a much broader roll-out in 2021-2022.

"We started working with Kinvoled on our district-wide family engagement strategy at the outset of COVID-19. The team has provided **expertise, critical capacity, and high quality deliverables** on a short timeline. Kinvoled's **research-backed, but tactical** virtual training for our educators and administrators, and original video content for both families and staff is **accessible, practical, and timely**. With Kinvoled's support, Miami-Dade is becoming an even stronger leader in family engagement, which is **more urgent than ever before.**"

- Sara Walkup, Director — Family Engagement, Office of Communications and Community Engagement

5. Wayne County Schools, Georgia

Dr. Jay Brinson, Superintendent

Dr. Pamela Shuman, Student Data and Services Supervisor

Wayne County Schools (enrollment: 5,256) has been a Kinvoled partner since fall 2018. A highlight of KiNVO's impact occurred in July when the school and district administrative teams used KiNVO to launch a campaign to increase enrollment in a particular early childhood program funded by the state. The district was expecting to shut down the program sites in the community due to anticipated failure to meet state enrollment requirements. Instead, by engaging families using KiNVO, they were able to meet enrollment standards and remain open for the 2019–20 school year.

According to an email from Teresa Mosley, Title I/Pre-K Programs, to Dr. Brinson, "I just stopped long enough to get a tally on MRSE [the early childhood program], and I believe by Thursday MRSE will have enough for 3 funded classes. I am at 58 for JEB [site] now, which will fund 3 classrooms already. KINVO did the job!"

Having discontinued its contract with SchoolMessenger, its previous enterprise communications program for the district, Wayne County School District now uses KiNVO as its primary teacher, school, and district communication product.

Appendices

Appendix A: KiNVO Integration, Implementation, and Sustainability Planning

Appendix B: KiNVO Pricing Proposal for Ector County ISD

Appendix C: Kinolved's Quality Assurance/Test and Acceptance Plan

Appendix D: Kinolved's Privacy Policy/Cyber Security (Incident Response Plan/Policy) Plan

Appendix E: Examples of Kinolved's Training Materials

Appendix F: Kinolved's Supporting and Legal Documents

Appendix A: KiNVO Integration, Implementation, and Sustainability Planning Draft

The purpose of this document is to outline a realistic plan for integration, implementation sustainability, and research. Please note that this is a draft and provided as an example. Kinvoled will customize all plans and processes.

Research and Evaluation: OPTIONAL

1. Kinvoled is committed to researching the efficacy of KiNVO. Kinvoled favors a quasi-experimental design study.
2. Kinvoled will work in partnership with the district to analyze attendance and communication metrics.

Integration Strategy:

1. An integration with the district's Student Information System (SIS) is required. Kinvoled can integrate with the SIS via Clever, Class Link, or One Roster's API.
2. The integration timeline will vary dependent on the response time from the district's technology team to Kinvoled's data and integration team. Integrations typically take three to four weeks to be completed.
3. Minimal maintenance is required on the district's end post-integration.

District Strategy:

1. Kinvoled will complete an audit of the district's current attendance management and family engagement practices. Kinvoled will also understand local and state level policy to ensure recommendations are in alignment with policies.
2. Kinvoled will provide change management recommendations and work with the district to implement KiNVO in a strategic capacity. Kinvoled will build a customized roll out plan.
3. Kinvoled will work with the district throughout the pilot and subsequent school years to build capacity and ensure utilization of KiNVO.

School Implementation Strategy:

1. Kinvoled will train all schools on how to use KiNVO effectively and with empathy and intention. Utilization of KiNVO will be in alignment with district policies and procedures.
2. Schools will have access to ongoing in-person and virtual professional development and support.
3. Kinvoled will collect feedback bi-annually.

Integration and District Strategic Plans (Occur concurrently)							
	Phase I	Phase II		Phase III		Phase IV	Phase V
	Week 1	Weeks 2 & 3	Week 4	Week 5	Week 6	Weeks 6 - 7	Week 8
Integration	Data discovery	Integration foundation work; account set up	Schedule set up	Attendance integration	Historical attendance integration	Custom feature development	District demo and feedback
District	Policy analysis	Goal alignment	School analysis	School analysis	School roll out plan	Finalize goals and plan	Publish plan

Implementation Plan (Post Integration)							
Phase I	Phase II		Phase III			Phase IV	Phase V
Week 1	Week 2-4	Week 4	Week 5	Weeks 6-8	Week 8	Weeks 9-12	Ongoing
Principals preview KiNVO with District Team via virtual demo	School Leadership Teams and (Kinbassadors*) receive KiNVO Training	District sends letter home	District sends the first message to all parents	Testing and Validation phase** for school leadership teams	School admins (ONLY) begin to use KiNVO to positively engage families	Teachers attend KiNVO workshops	Each school leadership team determines when teachers use KiNVO

*Kinbassador: A Kinbassador is your school’s KiNVO leader and is there to support you. Kinbassadors are usually school leaders like administrators, grade-level leads, or technology gurus. Your school selects its own Kinbassador.

**Testing and Validation Phase: Over two weeks, each school’s pilot team will log into KiNVO and validate the attendance, contact, and student information data KiNVO receives from the district.

Sustainability Plan									
Spring Pilot	Pilot Evaluation		2019-2020 School Year					School Year Evaluation	
Spring 2019	Summer 2019		August 2019	Sept - Nov 2019	Dec 2019	Jan - April 2020	May - June 2020	Summer 2020	
Pilot software	Qualitative research and analysis	Quantitative analysis	Roll out and implementation	PD and strategy sessions	2019 wrap up and mid-year data review Feedback loop sessions	Ongoing use of software and access to support resources	Wrap up and feedback loop sessions	Qualitative research and analysis	Quantitative analysis

During the school year: Quarterly check ins are conducted with district and school-level leadership to review utilization metrics and offer areas to improve performance.

District-level planning check list:

- Understand state-level attendance and family engagement policies
- Align KiNVO use and impact reporting with policies
- Establish norms for communication, meeting structure, and data reporting

District-level alignment	
What the district can expect from Kinvoled	What Kinvoled requires from the district to ensure success
<ul style="list-style-type: none"> ● Alignment on state-level attendance and family engagement policies ● Change management support to maximize use of KiNVO ● District leadership training ● Implementation plan and SMART goal ● Feedback loop (We value and respect your feedback) ● Quarterly data reports to understand utilization and impact 	<ul style="list-style-type: none"> ● Ability to share district-level goals and policies to ensure KiNVO-alignment ● Alignment on Kinvoled recommendations for change management strategies across schools ● Maintain regular and open communications ● Point person at district-level to roll out KiNVO across schools ● Clear communications with all schools to ensure buy-in across school leaders

School-level planning check list:

- Timeline for pilot roll out
- Additional customized materials needed to educate staff, families, community on KiNVO
- School-level training model appropriate for district needs and in alignment with district-wide goals

School-level alignment	
What schools can expect from Kinvoled	What Kinvoled requires from schools to ensure success
<ul style="list-style-type: none"> ● Professional development (In-person and virtual) ● Implementation plan and SMART goal ● Feedback loop (We value and respect your feedback) ● Sample language for communicating via text and sharing of best practices for receiving a response ● Partnership with central office support teams to problem solve, share feedback and support schools 	<ul style="list-style-type: none"> ● Maintain regular attendance taking and data entry ● Point person who is in an administrative or attendance team position ● Kinbassador, a leader to train others on KiNVO ● Focus on positive messages, instead of challenging ● Respond to professional development/scheduling emails

Phase	Objectives	Activities
I	Receive initial demo/training on KiNVO functionality Ask questions and receive clarification about pilot program	Group training/demo Follow up questions, answers either in-person or virtually
II	Roll out messaging (KiNVO) to parents Review communications metrics Become familiar with general KiNVO functionality	Suggested for District: District send home letter about KiNVO & appropriate communications Suggested for School: Download KiNVO reports to understand family contact quality, reply rate Review training videos
III	Catalyze positive engagement across parents Continue familiarity with KiNVO	Send positive message to selected parents Send specific positive messages to subset of students based on

	Launch feedback loop	attendance Submit feedback to Kininvolved
IV	Continue to catalyze positive engagement across parents Attendance engagement to parents Continue feedback loop	Send positive message to all families Send positive attendance message to select parents Submit feedback to Kininvolved

DRAFT: Implementation activities (EXAMPLE)				
	Activity	Role	Status	Date
Press/comms	Provide KiNVO social media materials	Kininvolved	Done	
	Update social media with information about Kininvolved	District	Done	
	Update district website	District	Done	
	Provide sample parent letter content	Kininvolved	Done	
	Send parent letter policy home via mail / backpack	District	Done	
KiNVO	Confirm content of initial message from district	Kininvolved/District	In motion	
	Send welcome message from district	District	Not started	
	Training for Kinbassadors	Kininvolved	Not started	
	Training for additional staff	School leader (Kinbassador)	Not started	
	Distribute flyers about KiNVO	School leader (Kinbassador)	Not started	
	Send attendance messages	School leader (Kinbassador)	Not started	

Appendix B: Kinolved Preliminary Pricing Proposal Options for Ector ISD



Ector County ISD, Texas: SY 2021-2022 (KiNVO Complete)

Ector County Independent School District
 802 North Sam Houston Avenue
 Odessa, TX 79761
 United States

Reference: 20210302-103700676
 Quote created: March 2, 2021
 Quote expires: May 31, 2021
 Quote created by: Miriam Altman
 CEO
 miriam@kinvolved.com

Comments from Miriam Altman

This proposal is for a use case in which teachers, school support staff and administrators, and district administrators have access to KiNVO and benefit from PD.

A research study of KiNVO by the Lab @ DC found that KiNVO implementations including teachers resulted in 10% lower chronic absenteeism than implementations for administrators, only.

Products & Services

Item & Description	Quantity	Unit Price	Total
KiNVO Complete - Unlimited school and district administrator, school support staff and teacher access to web, tablet, and mobile apps - Administrator MMS - Unlimited, two-way messaging - Unlimited two-way language translations - Automated attendance notifications, reminders - Attendance data reports and dashboards - Communication data reports and dashboards	33268	\$6.00 / year	\$199,608.00 / year for 1 year
KiNVO Digital Attendance Postcards Research from Harvard proves that physical postcards with individualized attendance data and messaging can reduce absenteeism by 8%, based on a 2019 study. KiNVO's digital attendance postcards modernize this intervention, allowing districts to	33268	\$2.00 / year	\$66,536.00 / year for 1 year

send customized postcards via SMS or email, accompanied with translated messaging, and including instant deliverability and trackability, as well as two-way parent/guardian/student response.

The district may set up an automated frequency of outreach, or to send manually at the district, school, or classroom level.

Direct-to-student messaging Direct-to-student messaging: Two-way text messaging and emailing between administrators/educators and students (age 13+)	33268	\$1.00 / year	\$33,268.00 / year for 1 year
District-Level Strategic Consultation Monthly meetings with designated district leadership to establish goals and implementation at the school level, evaluate progress toward goals using qualitative and quantitative reports produced by Kinvoled	1	\$12,000.00	\$9,000.00 after 25% discount for 1 year
KiNVO Professional Learning Two sessions per month; on-site or virtual training and strategic planning for school-based staff (administrators, support staff, educators) to ensure adoption and deepen KiNVO usage and success in reaching district attendance and engagement goals	1	\$24,000.00	\$24,000.00 for 1 year
Attendance Awareness Campaigns Digital Attendance Awareness Month campaign, integrating the use of KiNVO, social media, websites, district newsletter, and other tools to promote mutually-crafted messaging, highlighting research-based strategies	1	\$5,000.00	\$2,500.00 after 50% discount for 1 year
Custom Attendance Videos - On-demand videos with customized, accessible content promote research-based strategies using and supplementing/supporting KiNVO - Three videos for: administrators, educators, parents/guardians, all hosted on district site or Kinvoled-provided resource page	3	\$10,000.00	\$15,000.00 after 50% discount for 1 year
Software Integration ONE-TIME fee: Daily and period attendance integration w/ITCCS	1	\$5,500.00	\$5,500.00 for 1 month
Dedicated Help Desk Dedicated support staff and help desk	33268	\$1.00 / year	\$33,268.00 / year for 1 year

Subtotals

Annual subtotal \$332,680.00

One-time subtotal \$56,000.00
after \$20,500.00 discount

Total \$388,680.00

Purchase Terms

We're happy to offer Ector County ISD a 50% discount on our custom videos and Attendance Awareness Month campaign, as well as a 25% discount on District-Level Strategic Consulting.

Additionally, should the district be interested in piloting with a subset of schools this spring, we are happy to offer this at NO COST.

Questions? Contact me



Miriam Altman
CEO
miriam@kinvolved.com

Kinvolved
25 Broadway, 11th Floor
New York, NY 10004
USA



Ector County ISD, Texas: SY 2021-2022 (KiNVO Contact)

Ector County Independent School District
 802 North Sam Houston Avenue
 Odessa, TX 79761
 United States

Reference: 20210302-103700676
 Quote created: March 2, 2021
 Quote expires: May 31, 2021
 Quote created by: Miriam Altman
 CEO
 miriam@kinvolved.com

Comments from Miriam Altman

This proposal is for a use case in which school and district administrators have access to KiNVO (NO TEACHER ACCESS OR PD).

A research study of KiNVO by the Lab @ DC found that KiNVO implementations including teachers resulted in 10% lower chronic absenteeism than implementations for administrators, only.

Products & Services

Item & Description	Quantity	Unit Price	Total
KiNVO Contact - Unlimited school and district administrator access to web, tablet, and mobile apps - Administrator MMS - Unlimited, two-way messaging - Unlimited two-way language translations - Automated attendance notifications, reminders - Attendance data reports and dashboards - Communication data reports and dashboards	33268	\$2.75 / year	\$91,487.00 / year for 1 year
KiNVO Digital Attendance Postcards Research from Harvard proves that physical postcards with individualized attendance data and messaging can reduce absenteeism by 8%, based on a 2019 study. KiNVO's digital attendance postcards modernize this intervention, allowing districts to send customized postcards via SMS or email,	33268	\$2.00 / year	\$66,536.00 / year for 1 year

accompanied with translated messaging, and including instant deliverability and trackability, as well as two-way parent/guardian/student response.

The district may set up an automated frequency of outreach, or to send manually at the district, school, or classroom level.

Direct-to-student messaging Direct-to-student messaging: Two-way text messaging and emailing between administrators/educators and students (age 13+)	8550	\$1.00 / year	\$8,550.00 / year for 1 year
KiNVO Professional Learning One sessions per month; on-site or virtual training and strategic planning for school-based administrators to ensure adoption and deepen KiNVO usage and success in reaching district attendance and engagement goals	1	\$12,000.00	\$12,000.00 for 1 year
District-Level Strategic Consultation Monthly meetings with designated district leadership to establish goals and implementation at the school level, evaluate progress toward goals using qualitative and quantitative reports produced by Kinvoled	1	\$12,000.00	\$9,000.00 after 25% discount for 1 year
Attendance Awareness Campaigns Digital Attendance Awareness Month campaign, integrating the use of KiNVO, social media, websites, district newsletter, and other tools to promote mutually-crafted messaging, highlighting research-based strategies	1	\$5,000.00	\$2,500.00 after 50% discount for 1 year
Custom Attendance Videos - On-demand videos with customized, accessible content promote research-based strategies using and supplementing/supporting KINVO - Two videos for: administrators and parents/guardians, all hosted on district site or Kinvoled-provided resource page	2	\$10,000.00	\$10,000.00 after 50% discount for 1 year
Software Integration ONE-TIME fee: Daily and period attendance integration w/iTCCS	1	\$5,000.00	\$5,000.00 for 1 year
Dedicated Help Desk Dedicated support staff and help desk	33268	\$1.00 / year	\$33,268.00 / year for 1 year

Subtotals

Annual subtotal	\$199,841.00
One-time subtotal	\$38,500.00 after \$15,500.00 discount
Total	\$238,341.00

Purchase Terms

We're happy to offer Ector County ISD a 50% discount on our custom videos and Attendance Awareness Month campaign, as well as a 25% discount on District-Level Strategic Consulting.

Additionally, should the district be interested in piloting with a subset of schools this spring, we are happy to offer this at NO COST.

Questions? Contact me



Miriam Altman

CEO

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Kinvolved

25 Broadway, 11th Floor

New York, NY 10004

USA

Appendix C: Kinvoled’s Quality Assurance/Test and Acceptance Plan

Overview

This document is the Quality Assurance / Acceptance Test Plan (ATP) for Kinvoled’s software, KiNVO, as it will be implemented. The acceptance test verifies that the system works as required and validates that the correct functionality has been delivered. It describes the scope of the work performed and the approach taken to execute the tests created to validate that the system performs as required. The details of the ATP are developed according to the requirements and show traceability back to those specifications.

To verify that the system works as required and that the correct functionality has been delivered, Kinvoled reviews and signs off on District data (users, courses) and Attendance Records. Kinvoled ensures that data and records have been properly delivered in a readable format.

Testing and Integration Process

	Data or Feature	Testing Action
1.0	Users	Run import on UAT environment for all users; verify that data is accurate and appears in KiNVO as it is available in the district’s database or Student Information System. Notes: Kinvoled verifies import handles primary, secondary, and alternative teachers are properly linked with courses. This ensures that teachers have access to only courses that they are allowed to access.
1.1	Administrator rosters	
1.2	Teacher rosters	
1.3	Student rosters	
1.4	Student contact rosters	
1.4.1	Contact roles	
2.0	Courses	Run import on UAT environment for all courses; verify that data is accurate and appears in KiNVO as it is available in the District’s database or Student Information System. Notes: Kinvoled works with the District to ensure that all course schedules are handled and imported properly. For example, there is variance in the
2.1	Course rosters	
2.2	Course schedules	
2.3	Naming convention for course	

		<p>following capacities, and schedules must be properly handled to trigger appropriate attendance messages: A/B day schedule, # of day: 4,5,6,10 day schedules.</p> <p>Kinvolved works with the District to ensure that all course naming conventions are imported properly. For example, there is variance in how a course is named: period, section, unit. Displays are tested to ensure accuracy.</p>
3.0	Attendance	<p>Review attendance records to verify that all components are available in file produced by District; run import of attendance records to match against student and course rosters.</p>
3.1	Attendance records	
3.2	Absenteeism reason codes	
3.3	Tardy reason codes	
3.4	Tardy minutes	
4.0	Access Controls	<p>Review system-wide, school-level access controls to ensure proper permissions are set and customized across users, report access, and front end editability of various text fields.</p>
4.1	User roles	
4.2	Report access	
4.3	Front end editability	

The following items will be included in a QA/Test and Acceptance Plan:

- 6.9.1 Test identification number
- 6.9.2 Test name, description, time and date of execution
- 6.9.3 Description of the setup procedures
- 6.9.4 Description of the action procedure broken down into logical steps
- 6.9.5 Description of system response verifying the completion of each logical step
- 6.9.6 Description of expected results
- 6.9.7 Description of actual results
- 6.9.8 Space for recording the approval signatures or initials of both the District and the Vendor
- 6.9.9 Space for variance reporting

Network Security

Penetration Testing

A manual penetration test is conducted by a third party on an annual basis.

Penetration testing shall be performed on all custom applications using Detectify on a weekly schedule. Issues shall be addressed according to the following schedule:

Priority	Time to Resolution
High, Critical	3 Business Days
Medium Priority	7 Business Days
Low Priority	1 Calendar Month

Exceptions

Changes on production systems (e.g. servers and enterprise applications) may require complex testing and installation procedures. In certain cases, risk mitigation rather than addressing may be preferable. The risk mitigation alternative selected should be determined through an outage risk to exposure comparison. The reason for any departure from the above standard and alternative protection measures taken shall be documented in writing. Deviations from normal resolution schedules shall require authorization from the Chief Product Officer.

Application Development

Secure Development Standards

All custom software shall be written in accordance with the OWASP secure coding guidelines. All developers and code reviewers must be familiar with these practices.

General requirements are here:

https://www.owasp.org/images/5/53/OWASP_Code_Review_Guide_v2.pdf

And specific tips for Ruby on Rails are here:

https://github.com/OWASP/CheatSheetSeries/blob/master/cheatsheets/Ruby_on_Rails_Cheatsheet.md

Elastic Beanstalk for Application Hosting

Use Elastic Beanstalk for Application hosting in order to provide:

- Straightforward updating of underlying system images
- Limit need for manual administration of servers

Workflow

All changes are made through a standard workflow consisting of the following steps.

- Changes are pushed to a branch in Github
- The CI system builds the changes and runs the test suite
- A pull request is created and sent to at least 2 reviewers to review
- Reviewer review the changes and add feedback (see below)
- Additionally Code Climate static analysis is run
- Changes are incorporated into the pull request
- Changes are merged into the master branch
- Releases are made through the automated CodePipeline deployment processes

Code Review

All code added to production applications will be reviewed by at least two developers who didn't participate in the development of the features.

Password Storage

When storing passwords, they must be salted and encrypted using bcrypt2 algorithm.

Disaster Recovery

Database Backups

All databases containing data used in the operations of the business shall be backed up at least every 24 hours and stored for 25 days. All backups containing confidential data must be encrypted at rest. In addition, database backups must be replicated to a different region nightly.

System Redundancy

All systems that perform critical business functions must be hosted within Amazon AWS, and be redundant across multiple availability zones within an Amazon AWS region.

This includes:

- The production RDS instance must be configured in a Multi-AZ configuration
- Web-servers must be distributed across multiple availability zones
- Job-servers must be distributed across multiple availability zones
- Redis server must be configured in a Multi-AZ configuration

Location Independence

All systems that perform critical business functions must be accessible from outside locations using secure remote access to facilitate continued business operations in the event of Kinolved offices being inaccessible.

Appendix D: Kinolved's Privacy Policy/Cyber Security (Incident Response Plan/Policy) Plan

Kinolved offers an online and mobile application (collectively, the “Services”) and a website (www.kinolved.com or “website”), owned and operated by Kinolved, Inc. (“we,” “us” or “Kinolved”). The website provides general information about Kinolved, and the Services support communication between educational institutions (“Customers”) and the students, students’ parents, legal guardians and other authorized family members (“Users”) through SMS, MMS, email, and automated calls.

At Kinolved, we take seriously your trust in us to maintain the privacy of your information. This Privacy Policy explains the types of information we collect through the Services and website, how we will use, disclose and protect this information, and how you can opt out of some of our uses and disclosures of information. The Privacy Policy must be read together with the Terms of Use. By using or accessing the Services or website, you agree to the terms in this Privacy Policy.

Information You Provide:

In order to access the Services, Customers must set up an account by providing their school or program name and address.

Customers must then provide the following information to enable use of the Services: student names and ID numbers, course rosters, course schedules, course names, first names, last names, email addresses and/or phone numbers of the authorized parent and family contacts, student email addresses and/or phone numbers if using student messaging Service, and first and last name of staff members and email addresses. Customers use the Services to send messages to parents, legal guardians, students and other authorized family members. Kinolved stores these messages, but only to make them available to Customers while they are using the Services.

Individuals who wish to sign up for general updates via www.kinolved.com, will also need to provide their email address in order to receive the updates.

A Note About Students Under the Age of 13:

Kinolved operates in compliance with the Children’s Online Privacy Protection Act (COPPA). If Customers use Kinolved to facilitate communicate between their staff members and students, responses from students will be stored by Kinolved. These messages are only available to the authorized Customer staff, and are used only for their school purposes.

We rely on our Customers to provide consent for collection of that information on behalf of the parents or legal guardians, as agreed to in our Terms of Use.

Customers may make messages provided by students under the age of 13 available to parents and legal guardians to review through each Customer’s platform dashboard.

Usage Information:

When a Customer accesses our Services or when an individual accesses our website, we automatically collect IP address, the type of browser and/or device used, and the page or feature requested. We also collect mobile device IDs, as discussed further below.

To collect this information we use Cookies. Cookies are small data files sent by a Web site or application and stored on a computer or device at the request of that site or app. A cookie stores information related to a browser and allows us to recognize a browser or device and tell us how and when pages and features are visited and by how many people. You may be able to change the preferences on your browser or device to prevent or limit a device's acceptance of cookies, but this may limit the availability of some of our features. To learn more about browser cookies, including how to manage or delete them, visit allaboutcookies.org.

We use mobile device IDs to provide and improve the Services. For example, we combine the mobile device ID with your account record in order to send notifications to your device with reminders about taking attendance, to alert you when you have a message or to provide you with tips for using our Services. We may also use mobile device IDs for analytics purposes.

Third-Party Tracking, Ad Servers and Networks

For the website (but not for the Services), third parties, such as ad networks, web analytics companies and social networking platforms may collect information about your online activities over time and across our and other third party websites. This information may be used to provide advertisements for products and services that may interest you, and those companies may use cookies, clear GIFs and other tracking technologies.

For more information about third-party advertisers and how to prevent them from using your information, visit the NAI's consumer Web site at <http://www.networkadvertising.org/choices> or <http://www.aboutads.info/choices/>.

We do not honor "do not track" signals transmitted by web browsers, so we encourage you to visit these links if you would like to opt out of certain tracking. If you do want to opt out using these tools, you need to opt out separately for each of your devices and for each Web browser (such as Internet Explorer, Firefox or Safari) that you use on each device.

How We Use and Disclose Information:

We do not sell or rent information, and we do not share information except as otherwise stated in this Privacy Policy.

We use or disclose the information you provide:

- to deliver and facilitate your use of the Services as directed by Customer, including to authenticate Users
- to maintain and administer your account and respond to your requests
- to diagnose and resolve problems you may have using the Services, to maintain our systems and Services, and to improve the Services
- with our third party partners, who deliver features of the Services to you on our behalf (see below)
- to investigate a suspected violation of and/or to enforce the Terms of Use

- as may be required by law, in which case we shall attempt to notify the Customer in advance of any such disclosure, where permitted by law
- in the event of a threat to safety or to prevent bodily injury or damage to property
- in the event of a reorganization, merger, sale, assignment, bankruptcy or other disposition of our business, in which case the transferred information will remain subject to the terms of this Privacy Policy

We may create and use aggregated and de-identified data:

- to demonstrate the effectiveness of the Services, including in our marketing of the Services
- to improve our Services, such as by creating reports and recommendations that we believe will be effective in driving improvements in attendance and other Customer goals
- to develop and improve additional educational products or services

Third Parties:

We use third parties to perform tasks on our behalf. At times, some of these parties may require access to Customer and User information in order to deliver certain features of the Services on our behalf. Third parties use information they receive to provide the Services.

How You Can Access Your Information:

Customers may access their information at any time via a dashboard provided within the Services. In addition, Customers may respond to requests from Users to access, amend or correct their information via the dashboard or by contacting us for assistance at support@kinvolved.com. We will work directly with Customers to facilitate their response to any such requests from their Users.

If parents, guardians, or students have questions about Kininvolved's information practices, they should contact their school or educational institution.

Opt-Out:

We do not share information with third parties for marketing purposes.

If you have signed up to receive email updates from us, you may opt-out of receiving those updates at any time by clicking the "unsubscribe" link found in each email. You may also send us a request to opt-out of future updates by writing to us at support@kinvolved.com.

Links:

Our website may contain links to third-party websites. These links are provided solely for your convenience. We have no control over, do not review, and are not responsible for third-party websites, their content, or any goods or services available through these websites. Our Privacy Policy does not apply to these third-party websites. We encourage you to read those third parties' privacy policies, which govern the collection and use of your information there.

Security:

We use physical, technical and administrative safeguards to protect the security, integrity and confidentiality of Customer and User information.

The Internet, however, is not 100% secure, and we cannot fully eliminate security risks associated with the storage and transmission of Customer and User information. We encourage you to support our security efforts by keeping your account information confidential. Should you have reason to believe that your account has been compromised, please notify us immediately at support@kinvolved.com so that we may take steps to secure your account.

Data Retention:

We retain data only for Customers who have active accounts for our Services unless otherwise required by law. If a Customer terminates their relationship with us, we will delete the account information provided to us within 45 days or as otherwise required by law. In addition, at any time during the term of the agreement, upon written request by a Customer, we will delete all data of the Customer as permitted by law.

Notwithstanding the above, we do retain aggregated, deidentified data for the purposes listed under "How We Use and Disclose Information."

How to Request Access to, or the Correction of, Your Personal Information:

Except in limited circumstances governed by law, you may obtain access to and have information about you in our records corrected. A request for access or correction must be made in writing to 25 Broadway, New York, New York 10004 or support@kinvolved.com.

Updates to this Privacy Policy:

We may occasionally update this Privacy Policy. We always include the date of the policy at the top of this page, next "Last Updated." Non-material changes will become effective when we post the Privacy Policy within the Services. Should we make material changes to this Privacy Policy, we will notify you via the email address we have on file and request that you agree to the changes before you continue your use of the Services.

Contact Us:

If you have questions or concerns with anything in this policy, or about our data practices generally, please contact us at 25 Broadway, New York, New York 10004 or support@kinvolved.com.

Kinvolved: Incident Response Plan

General information

This plan was developed for Kinvolved herein referred to as Kinvolved and it is classified as the confidential property of that entity. Due to the sensitive nature of the information contained herein, this manual is available only to those persons who have been designated as members of one or more management teams, or who otherwise play a direct role in the incident response and recovery processes.

Unless otherwise instructed, each plan recipient will receive and maintain two copies of the plan, stored as follows:

- One copy at the plan recipient's office
- One copy on the plan recipient's company Google Drive

For additional copies, contact alexandra@kinvolved.com.

Overview and Objectives

This incident management plan establishes the recommended organization, actions, and procedures needed to

- Recognize and respond to an incident;
- Assess the situation quickly and effectively;
- Notify the appropriate individuals and organizations about the incident;
- Organize the company's response activities, including activating a command center;
- Escalate the company's response efforts based on the severity of the incident; and
- Support the business recovery efforts being made in the aftermath of the incident.

This plan is designed to minimize operational and financial impacts of such a disaster, and will be activated when a designated Kinvolved employee (or, in his/her absence, one of his/her alternates) determines that a disaster has occurred.

This plan was developed to respond to an incident that could render the KINVOLVED (NYC) out of service or inaccessible. In addition, it is designed to respond to situations other than the above scenarios, e.g., an avian flu outbreak. The plan is designed to respond to scenarios such as the following:

1. No access to buildings or floors at the specific NYC
2. Loss of data communications and the network infrastructure

3. Loss of technology
4. Loss of professional staff (e.g., via a flu outbreak, other emergency)

Any incident that disables or destroys the entire computer room facility or its processing capacity located at KINVOLVED (NYC), with a potentially disruptive effect on business operations.

This scenario could produce one or more of the following impacts:

- Loss of use of the company office
- Loss of voice/data communications services
- Incident is declared and incident recovery actions are implemented
- Business shutdown
- Need for new facilities/equipment

The following high-level checklist describes the recommended emergency response:

INITIAL INCIDENT RESPONSE CHECKLIST

Incident occurs.	
First person to observe incident at NYC follows local emergency procedures and notifies the co-founders and/or building security of incident.	
The local team assembles, investigates the incident using a checklist. If it is necessary, public authorities are notified.	
If needed, a co-founder will communicate the emergency with the entire company. The POC launches a notification process.	
If life and safety are at immediate risk - the POC and his/her staff shall act first to ensure their own survival as well as the survival of all staff, and then communicate when feasible.	
As soon as possible, the POC notifies the Chief Product Officer (914.861.5787) of the incident.	
The CPO establishes local incident coordination with the POC, assesses the incident; and notifies senior management of the incident.	
The Chief Product Officer notifies the authorized parties of the incident.	
POC determines if the situation requires escalation, based on inputs from the team.	

Assuming the situation warrants escalation, the co-founder reviews all information, and initiates the disaster declaration process.	
If a disaster is not declared, this information is communicated.	
If a disaster is declared, the local POC <ol style="list-style-type: none"> 1. Notifies the team and any affiliated parties 2. Launches emergency response procedures 	
The Chief Product Officer consults with the POC on the incident.	
All KINVOLVED staff is notified of the incident and of operational status.	
The incident management and business continuity plans continue until the incident has been resolved.	

Notification, Escalation, and Declaration

During any business interruption, personnel safety is the primary concern. Managers should periodically review emergency response and evacuation procedures with their staff to ensure familiarity with safety procedures.

Employees should notify their manager of any operational disruption or emergency situation. In the event of an emergency, **KINVOLVED** managers **Miriam Altman and Alexandra Meis** are authorized to declare a disaster on behalf of the **NYC** office.

Initial notification

Telephone notification process:

During normal business hours, contact personnel at the following numbers in the order listed:

- Office telephone (If unavailable, leave a voicemail message)
- Cellular
- Home telephone
- Any other number the person has listed in the employee’s list

During non-business hours, contact personnel at the following numbers in the order listed until someone is reached:

- Office telephone (If unavailable, leave a voicemail message)
- Cellular
- Home telephone
- Any other number the person has listed in the employee’s list

Kinvolved Procedure for Incident Response Policy

A privacy breach occurs when there is unauthorized access to or collection, use, disclosure or disposal of personal information.

The recommended incident response policy has five steps.

Step one is the responsibility of the individual or individuals who first become aware of the potential breach. The second through fifth steps are the responsibility of Kinvolved Inc.

Step I: Reporting the Breach

Any Kinvolved employee who becomes aware of a possible breach of privacy involving personal in the control of Kinvolved will immediately inform his or her immediate supervisor. The supervisor will inform the Chief Product Officer who will immediately contact Kinvolved's Head of Engineering via direct message between the hours of 6am EST and 6pm EST. Alternatively, if breach occurs outside of those hours, the Chief Product Officer will contact Kinvolved's Head of Engineering via an emergency pager system (kinvolved-emergency@u2illc.pagerduty.com). The Chief Product Officer will also verify the circumstances of the alleged breach.

As soon as the alleged breach has been confirmed or not confirmed to have occurred, the Chief Product Officer will inform appropriate Kinvolved employees. This confirmation will occur within 24 hours of the initial report.

The Chief Product Officer in consultation with the Head of Engineering will decide whether or not to notify the Chief Executive Officer of a confirmed breach by taking into consideration the seriousness and scope of the breach.

When a breach has been confirmed, the Head of Engineering will implement the remaining four steps of the breach incident protocol.

Step II: Containing the Breach

The Head of Engineering will take the following steps to limit the scope and effect of the breach. These steps will include:

- 1) Work with development team to immediately contain the breach by, for example, stopping the unauthorized practice, recovering the records, shutting down the system that was breached, or correcting weaknesses in security, and
- 2) In consultation with the Chief Product Officer, notify the police if the breach involves, or may involve, any criminal activity.

Step III: Evaluating the Risks Associated with the Breach

To determine what other steps are immediately necessary, the Chief Product Officer, working with other Kinolved staff as necessary, will assess the risks associated with the breach. The following factors will be among those considered in assessing the risks:

1) Personal Information Involved

- a) What data elements have been breached? Generally, the more sensitive the data, the higher the risk.
- b) What possible use is there for the personal information? Can the information be used for fraudulent or otherwise harmful purposes?

2) Cause and Extent of the Breach

- a) What is the cause of the breach?
- b) Is there a risk of ongoing or further exposure of the information?
- c) What was the extent of the unauthorized collection, use or disclosure, including the number of likely recipients and the risk of further access, use or disclosure, including in mass media or online?
- d) Is the information encrypted or otherwise not readily accessible?
- e) What steps have already been taken to minimize the harm?

3) Individuals Affected by the Breach

- a) How many individuals are affected by the breach?
- b) Who was affected by the breach: students, parent contacts, teachers, administrators, schools, districts, or other individuals/organizations?

4) Foreseeable Harm from the Breach

- a) Is there any relationship between the unauthorized recipients and the data subject?
- b) What harm to the individuals may result from the breach? Harm that may occur includes:
 - i) Security risk
 - ii) Identity theft or fraud
 - iii) Loss of business or employment opportunities
 - iv) Hurt, humiliation, damage to reputation or relationships
- c) What harm could result to Kinolved as a result of the breach? For example:
 - i) Loss of trust in the Company
 - ii) Exposure of student information

Step IV: Notification

Notification can be an important mitigation strategy in the right circumstances. The key consideration in deciding whether to notify will be whether notification is necessary in order to avoid or mitigate harm to an individual whose personal information has been inappropriately collected, used or disclosed. The Chief Product Officer will work with appropriate Kininvolved employees and the Head of Engineering to determine the best approach regarding notification.

1) Notifying Affected Individuals

Considerations in determining whether to notify individuals affected by the breach include:

- a) Whether contractual obligations require notification
- b) Whether there is a risk of identity theft or fraud
- c) Whether there is a risk of physical harm (e.g., if the loss puts an individual at risk of stalking or harassment)
- d) Whether there is a risk of hurt, humiliation or damage to reputation

2) When and How to Notify

- a) When: Notification of individuals affected by the breach will occur as soon as possible following the breach. However, if law enforcement authorities have been contacted, those authorities will assist in determining whether notification will be delayed in order not to impede a criminal investigation.
- b) How: The preferred method of notification is direct--by phone, email--to affected individuals. Indirect notification--website information, posted notices, media--will generally occur only where direct notification could cause further harm, is prohibitive in cost or contact information is lacking. Using multiple methods of notification in certain cases may be the most effective approach.

3) What will be Included in the Notification?

Notifications will include the following pieces of information:

- a) Date of the breach.
- b) Description of the breach.
- c) Description of the information inappropriately accessed, collected, used or disclosed.
- d) The steps taken to mitigate the harm.
- e) Next steps planned and any long term plans to prevent future breaches.
- f) Steps the individual can take to further mitigate the risk of harm.
- g) Contact information for the Chief Product Officer.

4) Others to Contact

Regardless of what obligations are identified with respect to notifying individuals, notifying the following authorities or organizations will also be considered:

- a) Police: if theft or other crime is suspected.
- b) Insurers or others: if required by contractual obligations.
- c) Professional or other regulatory bodies: if professional or regulatory standards require notification of these bodies.

Step V: Prevention

Once the immediate steps are taken to mitigate the risks associated with the breach, the Chief Product Officer and engineering department will investigate the cause of the breach.

If necessary, this will include a security audit of organizational and technological measures. Kinolved will hire a professional third-party incident response team if in-house resources do not have sufficient skill or availability.

The affected party shall have the right to view all incident response evidence, reports, communications and related materials upon request.

As a result of this evaluation, the Chief Product Officer will assist the responsible employees and/or developers to put into effect adequate long term safeguards against further breach.

Policies will be reviewed and updated on a regular basis, and also after any breach.

Appendix E: Kinolved's Sample Training Materials



Intention, Empathy, and Engagement

Kinvolved's Guide to Family Partnerships



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INTRODUCTION

Whenever I meet an educator for the first time, I wonder where they are from, what they wanted to be when they grew up, why they entered the profession, and what inspires them to stay.



ALEXANDRA MEIS
Chief Product Officer & Co-Founder

In high-need communities, the stakes are so high, and there is so much on the line for the students—what motivates educators who teach in these communities to get up each morning and get themselves to school?

As Kinvoled's Chief Product Officer, it's my job to empathize with the teachers, leaders, parents, and students we serve. Being driven by empathy, I'm incentivized to build and maintain strong relationships with our users, listen to their excitement and frustrations, celebrate their successes, and synthesize their feedback into innovation and action.

Empathy requires vulnerability; it forces us to admit we don't have all the answers. I see that as a good thing, because it means our technology will always evolve to meet our community's changing needs. Underlying every click of a button, every data point reviewed, and every message sent is a heartbeat—I listen for those heartbeats when designing features because I know how important they are, and I use that information to build better products and services for school systems.

This e-book showcases the voices, and heartbeats, of our educators, who share how they use our software and services to build relationships, have tough conversations, and celebrate bright spots. The teachers and leaders featured here face real challenges and save real lives every day, and the ability to see things from their perspective drives our work.

For chronically absent students, the more qualified hands on deck—those with watchful eyes, listening ears, and open hearts—the better the chance they have to succeed. We are proud to share through this e-book our educators' stories of innovation, dedication, and love, and we know you'll come away with tangible, realistic, and actionable ideas for using KiNVO with intention, empathy, and success.

THE POWER OF POSITIVITY



“

I like the connection with parents; it makes me feel I'm not alone and they're on my side with regard to their child's education.

ASHLEY WILLIAMS
English Teacher,
Frederick Douglas Academy II

Educators agree: positive communications between and among teachers, leaders, students, and parents have game-changing effects on student success, both inside and outside the classroom. However, adults and children alike often juggle busy days and competing demands, which can derail even the best-laid plans; rich, engaging, conversations quickly devolve into one-sided status reports.

We spoke with 55 KiNVO users leveraging our software to amplify their positive outreach efforts—read on to learn about their creative, time-efficient, and effective communications strategies.

1 ENCOURAGE WITH EFFICIENCY

The Problem

“So many students, so little time,” sums up Bronx high school teacher Ms. B. “I have only one day each week to do parent outreach; I can make some phone calls, but not nearly enough to reach my 150 students’ parents.”

Proactive, encouraging words from a teacher make students feel valued and elevate parents to the role of partners, and the strength of these relationships can be critical to resolving any issues that arise throughout the school year. With long rosters and limited hours, though, it’s tough for educators to stay in regular contact with students and their families.

How Kinvoled Helps

Ms. F., an afterschool program coordinator in Harlem, shares that she only offered positive feedback if she happened to see a parent during dismissal: “I rarely used email, and never used text messaging. Kinvo makes it easy and casual to send positive messages.”


For Bronx teacher Ms. S., having Kinvo technology at her fingertips helps positive communication flow naturally: “Sometimes I’ll be at home in my apartment and think, let me send these three kids’ parents messages to let them know their kids are doing a great job.”

Harlem Community Schools Director Ms. A. appreciates that now teachers connect with each other about student performance from class to class: “I can send a message to my colleague about a student we share, something like, ‘Aaron had a really good day in math. He completed all his questions. Keep it up.’”


Teachers also use Kinvo’s direct-to-student messaging to send quick, uplifting texts that show they care, and many teachers embrace the mass messaging feature to reach many students at the touch of a button. “I’ll text my students in the morning with something like, ‘It’s a beautiful day to come to school,’ or a motivational message,” says Ms. N. in the Bronx. “My students feel more connected than before; they know they can text me anytime and I will respond as soon as I see it. When they have that sense of belonging, I think it motivates them to come to school.”

PUTTING IT INTO PRACTICE


- Set a positive tone for the day by sending a positive or motivational message to students who need extra support.

 **Pro tip:** Choose the “Recurring” option to automate messages and reminders.

- Develop a set of differentiated mass messages, separate students and/or parents into groups, then alternate which groups receive which message each week. This adds a sense of personalization to your communications.

 **Pro tip:** Set up a customized template with student names—like “{{Student}} did an awesome job in Spanish today!”—to easily show you care without an extra lift.

- Choose one student per class, per week and send to him or her a unique, non-mass message with a positive tone (e.g., highlighting an insightful comment made during discussion or wishing good luck on an extracurricular activity).

 **Pro tip:** To keep track, simply move down your roster in alphabetical order and mark in “notes” after you sent the individualized message.

2 REACH OUT WHEN IT COUNTS

The Problem

“Normally I wait until a Friday to call, but if things are going well for a student, I only reach out every other Friday,” says Ms. P., a Bronx middle school teacher.

An encouraging message, sent at the right moment, can make a world of difference. Unfortunately, positive messages are often the first item to get bumped lower on a teacher’s priority list, and for good reason: hectic schedules make it hard to prioritize authentic, of-the-moment outreach to

any but the neediest students. Positive communication becomes an activity reserved for teachers' "free time," and potentially falls through the cracks.

How Kinvoled Helps

KiNVO allows teachers to quickly and easily send multiple messages, which means positive communication can become part of a teacher's daily routine.


"We spend lot of time focusing on not-so-great things that kids are doing, so great kids in great moments get looked over," says Ms. S., a high school teacher. With KiNVO's help, Ms. S. set a goal to be "equally communicative when students are doing right thing," and it made a big difference for parents. She recalls, "One mother said, 'Wow, this made my day.'"

Teachers also use KiNVO's real-time messaging to reinforce positive behavior. Bronx teacher Ms. E. says, "If I have a student who is doing extremely well, right there in middle of class I will text their parents. That sort of communication is more meaningful than calling a few days later."

Other teachers, like Mr. K., use KiNVO to keep students invested: "I tell them, if you maintain your focus, we'll send a text together right now." He describes this as "another tool in my toolbox to keep students motivated."

PUTTING IT INTO PRACTICE

- Schedule for students timely reminder messages for regularly occurring events, like weekly quizzes, to keep relevant ideas fresh in their minds.

 **Pro tip:** Send an encouraging message to parents the night before an event, offering a positive reminder for students and parents to prepare: "I can't wait for {{student}} to rock out his math test tomorrow."



3 PUT YOUR BEST FOOT FORWARD

The Problem

If schools only reach out to discuss problems, it's easy for parents and students to feel frustrated, powerless, and disengaged.

How Kinvoled Helps

Positive messages provide a welcome bright spot that helps build trust and engagement in schools.

Mr. K. recalls that one student's mother was surprised to receive through KiNVO a text from him that commended her student's effort: "She told me that, in the past, when she received a phone call from class, it was never positive."

Research on positive/negative interactions reveals that educators who lead with the positive and continually send encouraging messages—rather than first reaching out about a problem or only initiating contact when something is wrong—have the best chance at building strong relationships.

For Ms. C., a Community Schools Director in Brooklyn, her team instructs teachers to be "very strategic around what we're communicating with parents," which is easy to track and evaluate through KiNVO's reporting tools. She explains: "There is always something positive you can share with a parent. Send as many positive messages upfront as you can. When you do have to send a negative message, parents and students will better receive it because they're used to you saying something kind and genuine—they understand you're communicating because you need their support addressing an issue."




You can't just say, "Your kid was absent 27 times"—that doesn't really stick. Parents need something visual.


MRS. D.,
Elementary teacher

PUTTING IT INTO PRACTICE


- Apply the "Magic Relationship Ratio"—initiating five positive interactions for every negative interaction—to build and sustain a strong relationship.

 **Pro tip:** Use KiNVO's Parent Communication report to compare how many Positive versus Needs Improvement messages you send—grade-level and content teams can set specific communications goals and check their progress each week.

- Be conscious about the tone and timing of your messages, and keep your content simple and pleasant. Remember that texts can be easily misinterpreted, so if you have to discuss a sensitive matter, use text messages to coordinate a phone call at a mutually convenient time.

 **Pro tip:** Start and end on a positive note, sandwiching in the middle any issues that need to be addressed.

- Designate time periods where you send only positive messages. This helps establish an encouraging environment, build family and student buy-in, and create a two-way communications channel for collaborating and problem-solving.

 **Pro-tip:** Schedule positive-only periods at the beginning of the year and after long breaks.

SPARKING CONVERSATION



Kinvolved coaching has helped us build an attendance culture. Parents and teachers talk more about attendance than ever before—the conversation is no longer, “your student performed poorly,” it’s “he missed five days this month; he has missed a lot of course material. How can I help?”

HABIB BANGURA
Community School Director, Wadleigh
Secondary School for the Performing Arts

Communication gaps among school staff, students, and parents can be hard to bridge:

- Parents are hard to reach due to irregular schedules, work commitments, language barriers, and other unavoidable impediments.
- Students have busy schedules before, during, and after school, and many teachers only see students for one period a day.
- Non-teaching school staff rarely have opportunities for engagement, even though some staff members are deeply aware of attendance, tardiness, and performance issues.

We asked KiNVO users to share their recommendations on how to use the software to facilitate new connections and conversations—here’s what they had to say.

1 REMOVE COMMUNICATIONS BARRIERS

The Problem

While Ms. B.'s office is the first one visitors see as they enter Harlem Community School, proximity doesn't matter if parents don't bring their child to school. "I'm not able to speak to them because I simply don't see them," she notes.

It's tough for working parents to stay in the loop about their child's progress that day—or to even know whether their child shows up to school each day. Compounding the problem, evening work and activity schedules often conflict with parent-teacher conferences and other school events.

Even if school staff are able to reach parents and guardians, language barriers often mean that traditional forms of communication—like phone calls, in-person meetings, and letters home—may be inaccessible to families that don't speak English. Ms. M., a Bronx high school teacher, shares the complications of working with students and families whose languages she does not speak: "I have to ask another staff member who spoke the student's home language to make phone calls for me, and since I want to be respectful of my colleagues' time, I don't use that option very often."

How Kinvoled Helps

"Kinvo helps to break down typical communication barriers between staff and parents, and the text function makes it feel more effortless," says Ms. F., an afterschool program coordinator in Harlem.

With automatic two-way language translation, pre-scheduling functions, and mass-sending capabilities, Kinvo's text messaging tool opens communications channels with families who have traditionally been left out of the conversation, all without adding time or stress to teachers' busy days.

Using Kinvo messaging, Ms. B. cultivates relationships with parents who don't pass by her office: "It feels good to be able to talk to those parents you weren't able to reach before."

Brooklyn Community Schools director Ms. C. shares, "Some parents at work can't talk on cell phone but texting works for them." Her colleague Ms. H. agrees, finding Kinvo messaging more effective than phone calls when scheduling home visits: "Some parents don't have cell phone plans with enough minutes to talk, but are able to text."

Harlem elementary school teacher Ms. D. texts parents to keep them in the loop on behavior and homework—information she used to send home in student backpacks. "It's great for those parents who are so busy they don't have the time to go home and look through the folder," she says.

Communicating with families, regardless of their chosen language, helps strengthen the bonds between educators and families, raise awareness of attendance issues before they become unmanageable, and can even lead to improved performance. According to Ms. G., a high school teacher in the Bronx, the ability to send messages to parents and guardians in their language of choice led to "massive improvement" in student attendance—students who attended school one or two days a month were showing up multiple times per week.

"The ease of sending messages in languages other than English has been amazing," says Bronx middle school teacher Ms. S. "I am able to write one message and reach all parents instead of using Google Translate and sending multiple renditions of a message."


Users select within Kinvo the appropriate language(s) for each contact associated with a student, so every message is delivered in a readable language. When a parent writes back in their chosen language, Kinvo automatically translates that back into English.

PUTTING IT INTO PRACTICE

- Send messages at a consistent time each evening so parents know when to expect them.

 **Pro tip:** Use Kinvo's scheduling feature to pre-plan and automate message delivery.

- Set language preferences for every contact in a student's account.

 **Pro tip:** Clearly communicate to parents that the system will automatically translate the messages they send into English.

2 REACH OUT WHEN IT COUNTS

The Problem

Teachers have many students, and students have many teachers. When teachers only see students for one period a day, it can be hard to have interactions outside of class time; it can be even harder to forge bonds built on trust, accountability, and support.

How Kinvoled Helps

KiNVO lets teachers connect with students via their cell phones. Educators find that students are more likely to respond to text messages over all other forms of contact. "It's less invasive," says Ms. W. "Even if you ask, 'Hey, are you planning coming to school today?' and the student says no, that's more feedback than calling the student and not hearing back."

Mr. G., a Brooklyn attendance coordinator, notes that his staff appreciates getting "more of a definite response" rather than waiting for students to "retrieve a voice message off their phone when they get home or read an email at an address they possibly don't check."

PUTTING IT INTO PRACTICE

- Use message scheduling to engage students, without extra effort on your end.
- If a student is not in school, reach out as early as possible—the act of demonstrating you care is sometimes enough to motivate students to show up.

3 ACTIVATE HIGH-IMPACT INFLUENCERS

The Problem

Phone calls and letters get sent to a single designated contact that, even if up-to-date, might not be the most effective influencer to provide the support a student needs.

How Kinvoled Helps


Because KiNVO allows multiple contacts per student, teachers can loop in multiple relatives and guardians who may have substantial influence over the child.

Ms. N., a Brooklyn high school teacher, worked with one student's grandmother to add more family members to her contact list. "If that student is out, it's clear she's cutting class—now, any available family member can help deal with it," she explains. The expanded circle brought drastic results: "I sent two text messages, and suddenly she was getting to school before the first-period bell!"

For Ms. S., a high school teacher in Harlem, when she learned that a parent who was supposed to be receiving automated phone calls was deaf, she switched to text messaging and added another contact to the student's account. Just by adding another family member, "the child's attendance went from 38% to 68% in four weeks."

PUTTING IT INTO PRACTICE

- Add as many contacts as you need per student, then customize which contacts receive which messages in which format.

 **Pro tip:** Be sure to customize the language settings for each individual.

- As you get to know your students, ask where they spend their evenings and mornings so you learn which family members are closest when students are doing homework assignments or waking up.

4 ENGAGE PARENTS WITH NON-CORE TEACHERS

The Problem

When parents do get the chance to chat with teachers, they typically prioritize those who teach core academic subjects with high-stakes tests. As a result, specialists often miss the chance to connect with families. Says Ms. A. at a Brooklyn high school: "Being the music teacher, I'm not the first teacher parents visit at conferences. They're usually more worried about Regents exams and performance in other classes."



How Kinvoled Helps

Centralized contact info and instant accessibility enables communication with a broader circle of school staff who might not otherwise build relationships with their students' families.

For Ms. A., KinVO established a new communications pathway: "I'm able to have more contact with parents, to say, 'You have wonderful kids,' and to have more of a conversation."

Harlem Community associate Ms. B. was thrilled when the physical education teacher requested KinVO access. "Parents barely hear from the specialists," she notes. "He uses KinVO as way to send positive messages and reminders about trips or tryouts."

PUTTING IT INTO PRACTICE

- Send to families an introductory message before open houses and parent-teacher conferences inviting them to visit your classroom.

Pro tip: Remind families they can stay in touch with you through KinVO simply by responding to your text—no login required!

- Send personalized shoutouts when a student excels in an elective course or extracurricular activity.

Pro tip: Review "The Power of Positivity" for more tips on positive communication.

5 ENGAGE ON THE GO

The Problem

“If you call my desk, you’d never reach me,” says Harlem dean Mr. W., who is constantly away from his office and walking around the building providing student support.

When parents try to contact a teacher or administrator over the phone, they’ll likely reach a phone ringing at an empty desk or have to leave a message that won’t be received until after dismissal. The resulting games of phone tag cause frustration and can undermine important relationships.



Using KiNVO data to inform personalized conversations is much better than having the same scripted conversations.

MS. D.,
Elementary teacher

How Kinvolved Helps

KiNVO makes it easier for parents to reach school staff during their hectic days. For Mr. W., this close connection strengthens relationship: “Through text, I’ll get it and be able to text back. You’re not waiting until the end of the day to get what you need.”

Educators can also reach parents in real time, without being intrusive, via KiNVO text message. Parents get the information they need no matter where they are. Mr. G., a guidance counselor in the Bronx, described being able to get in touch with a mother as soon as he realized their child was cutting class. When the parent saw the text, she called Mr. G. “from her cell phone, while standing on a street corner”—solving the problem did not have to wait “until she got home and saw a missed call.”


With KiNVO, Ms. S. at a Brooklyn high school appreciates that she can ping parents when a tardy

student shows up. “As soon as they come in, I take out my phone and send a quick message: ‘Just walking in.’ It takes ten seconds and it’s something I wasn’t able to do before.”

Teacher Ms. F. found KiNVO especially useful when leading a spring break field trip: “I was able to send updates to parents throughout the week about the students’ progress, and parents were able to let me know if they were running late to drop off or pick up students.”

PUTTING IT INTO PRACTICE

- At the end of each day, sort your KiNVO inbox (Kinbox) by unread messages to be sure you reply to anything that may have slipped through the cracks.

 **Pro tip:** To save time, sign up for daily notifications of unread messages.

- Create in KiNVO a template bank of your commonly used messages, then simply customize your notes with the student’s name before sending.
- Perform and narrate your KiNVO activities, such as swiping to take attendance or texting a positive message to parents, in front of your class. This will help you develop a routine while also building student investment in what you’re doing.

BUILDING AN ATTENDANCE CULTURE



As educators can attest, edtech tools are neither a cure-all nor a replacement for exceptional teachers and leaders. When used to supplement or complement instruction, however, edtech can supercharge the teaching and learning experience.

That's why Kinvoled takes a holistic approach to boosting attendance and tackling chronic absenteeism, combining KiNVO software with educator coaching and community-wide events to give educators, kids, families, and communities research-based strategies to prevent student disengagement.

To ensure success, our team works closely with school systems to design, launch, and evaluate policies that build an attendance culture and ensure more students show up to school each day.



When you work in education you go through life thinking, 'What else can I do?' Kinvoled gives me hope that I can do something big and make a positive change. It's an exciting feeling.

JESSENIA BORGES
Community Associate, Adam Clayton Powell Jr. Elementary School

1 UNDERSTAND KINVO'S CAPACITY

The Problem

Educators enter the classroom with varied levels of comfort with technology. While many are software natives, those who feel less confident in their digital skills may experience hesitation or frustration when starting with a new system.

While a beginning-of-year kickoff professional development session can serve as a good crash course in the basics of a software tool, without ongoing support from a true partner it's hard for teachers to find the time to explore any system's full capabilities.

How Kinvoled Helps

Kinvoled coaching sessions expose teachers and leaders to Kinvo's most powerful aspects, helping educators leverage the software to its fullest potential. "We want to make sure we're using all the features—we don't want to be using supercomputer as a word processor," says Mr. D., the dean of a Bronx high school.

Brooklyn Community Schools director, Ms. S. attended a follow-up Kinvoled coaching session that invited teachers to "ask specific questions that led to purposeful feedback," she said. As a result, utilization rates skyrocketed—teachers had learned new ways to use Kinvo to achieve the results they were looking for.

Kinvoled coaching also helps build an attendance culture by underscoring the importance of taking attendance. "Before, teachers knew how to take attendance, but now they know impact it has on our students' achievement," Ms. S. reflected. Through coaching, her team could better express how accurate attendance data helps form more effective interventions for at-risk students.

PUTTING IT INTO PRACTICE

- **Leaders:** Schedule ongoing coaching sessions with Kinvoled's support team.
- **Teachers:** Reach out to your school's point person if you and your colleagues could use a refresher with our team.
- **All Kinvo users:** Get in touch! Email support@kinvoled.com with questions big or small and a team member will get back to you ASAP.

2 MESSAGES THAT TURN PARENTS INTO PARTNERS

The Problem

There is a risk that some parents, after receiving the same daily attendance notifications, may become desensitized and tune out new messages.

How Kinvoled Helps

Once teachers become accustomed to taking attendance each period, coaching them to customize their parent messages can amplify impact and maintain an enthusiastic spirit of partnership. Varying the content of Kinvo messages helps parents view texts from school as an important information source.

Ms. S. realized that, although her staff was sending messages regularly, they were mostly attendance notifications. She and her coach brainstormed new topics for messages: "We started to think about what kinds of blasts we can send out—the PTA, parent-teacher conferences, snow days, Regents exams—things we want parents to know."

Harlem Community associate Ms. B. worked with Kinvoled's client success coordinator to design strategies that boost family engagement. Now she sends a personalized absence message each day—for example, "I saw Johnny was out today, is everything okay?"—which helps her build authentic connections. "It's not like a robot speaking," she says. "It's an individual."

PUTTING IT INTO PRACTICE

- Work with a Kinvoled coach to learn time-saving personalization tips, craft tailored messages, and expand your outreach beyond attendance.

3 BOOST TEACHER USAGE

The Problem

When staff doesn't use Kinvo take take attendance daily in every period, student attendance data is not as accurate as it could be. In some instances, teachers and leaders need training on proper Kinvo use, but



more importantly, staff can benefit from learning the benefits of taking attendance on a consistent basis.

How Kininvolved Helps

The Kininvolved team partners with school systems to strategize ways to boost utilization rates and make attendance data more accurate.

Ms. S. worked with her Kininvolved coach to send weekly emails to her teachers that include attendance rates, the effect of KiNVO usage on attendance, students who are improving their attendance, and teachers who take attendance in 100% of their classes each week.

As the result of a Kininvolved coaching session, Ms. B. now sends out monthly attendance newsletters: "I spotlight teachers with high utilization, and once other teachers see it, they think 'OK, I want to use it too.'"

PUTTING IT INTO PRACTICE

- **Teachers:** Participate in Kininvolved coaching sessions to increase comfort with KiNVO, learn its full feature set, use the software with fidelity, and increase your usage.
- **Leaders:** Work with a Kininvolved coach to understand the barriers that prevent teachers from taking attendance daily and hear tailored suggestions about how to boost teacher utilization.

PURPOSEFUL MESSAGING



Our goal is to help families support students at home as we try to support them at school. We want them to reach their ultimate goals. Kinvoled has been very effective for us in that regard.

AUGUSTUS GRISSETT JR.
Attendance Coordinator, Research and
Service High School

Teachers using KiNVO love the fact that they can easily touch base with parents and students via text message without giving out their personal cell phone number. But effective communication and engagement is about more than sending messages—it's about sending the right messages at the right times to the right people.

We spoke with KiNVO users who successfully use text messaging to build parent buy-in and motivate students to show up to class—check out their recommendations for effective messaging.

1 PERSONALIZE TO BUILD RELATIONSHIPS

The Problem

While mass messages are a time-saver, sending too many can erode parent engagement. On the other hand, personalized outreach is proven to build trust and open communications pathways, but crafting parent-specific messages can drain teachers' already limited time.

How Kinvoled Helps


KiNVO lets teachers create text message templates that auto-populate student names, making it easy to deliver individualized reminders and notes of encouragement that make students and families feel valued.

Mr. K., a high school teacher on the Upper West Side, uses templates to save time when sending student progress updates: "I saves me time and makes each text more personal."

Harlem community associate Ms. B. sends a text each morning to absent students' parents: "I created a general message template and I make minor tweaks to it every day. Parents know it's not a robo-message because it's a bit more individual, and the response rates have been great."


PUTTING IT INTO PRACTICE

- Create KiNVO templates for recurring messaging like quiz reminders and a weekly motivational message (Messaging > Access Templates > General Templates > +).

 **Pro tip:** Even slight template tweaks help outreach feel fresh—include a different study tip each time; switch up the weekly message—and use “{{student}}” to automatically personalize your message with the student’s name.

- Be specific to show you notice and appreciate your students and to reinforce behaviors you want to see again. Rather than “Trina did well today!” share that “Trina impressed me by double-checking her algebra calculations!”

- Label your messages for easy access to specific message types, for example, “Great job on spelling quiz—send after period 3,” or “Core value shoutout—send when student shows responsibility.”

 **Pro tip:** Set up on your phone or calendar an automated reminder to send a few messages each day.

2 HARNESS THE POWER OF POSITIVITY

The Problem

“We spend lot of time focusing on not-so-great things kids are doing, so great moments get overlooked,” says Bronx teacher Ms. S.

Proactive and encouraging outreach makes students feel valued while signaling that parents are key partners. However, without a way for teachers to track the type of messages they send, it's easy to lose track of the ratio between positive and neutral/negative outreach.

How Kinvoled Helps

KiNVO provides an automatic log of the type and volume of messages teachers send, helping them keep tabs on their outreach and make plans to improve engagement.


By analyzing the types of messages her staff sends, Brooklyn Community Schools director Ms. S. can spot patterns—for example, texts that express parent appreciation garner the greatest parent response. She leverages these insights into her school's attendance outreach strategy.

- For students with 95%+ attendance, teachers send “thank you” messages to acknowledge parents' support.
- For students with lower attendance, teachers frame the need for improvement positively. “We say ‘your child currently has 85% attendance and has the chance to win our competition by raising it,’” shares Ms. S.

PUTTING IT INTO PRACTICE

- Use the Parent Communication report to look at the response rates to messages categorized as “Positive” versus “Needs Improvement.” If you notice “Positive” messages are more likely to get parents to write back, step up how many you send.

- Keep in mind the 5:1 “Magic Relationship Ratio.”

 **Pro tip:** Use the Parent Communication report (“Parent communication rate of receiving and replying to text messages”) to track the ratio of positive to improvement-oriented messages.

- When you reach out to motivate improvement, frame it in a positive light. Instead of telling a parent, “Calvin was present only 80% last month,” set up a fun challenge that shows you believe in the outcome. For example: “If Calvin gets to school 1 more day per week, he’ll be in our 90% club and get a special lunch!”

- Make it competitive: Compete against your colleagues to see which grade level or subject team can have the highest Positive-to-Needs Improvement message ratio each week.

3 PAVE A TWO-WAY COMMUNICATIONS ROAD

The Problem

Outbound communication is great for sending students and parents reminders and important notifications, but without an invitation to respond, teachers miss opportunities to establish stronger connections that encourage conversation.

How Kinvoled helps

At the beginning of the school year, Harlem Community Schools director Ms. W. encourages teachers to send a text message introduction: “Hi, I’m your child’s teacher and this is a free way to communicate with me.” This helps

parents understand how they are getting texts and recognize there is a person behind the messages.

Queens high school teacher Ms. L. says that when she sends an assignment reminder, parents respond and even reach out for more ways to provide support: “They say ‘I will make sure it’s done’ or ‘I will make sure they study.’ Sometimes they ask me the specific topic so they can work with their child.”

As the assistant program director for a Bronx community-based organization, Ms. W. reviews message transcripts with her staff to coach them on stronger communication practices: “Someone might come to me and say, ‘I’m not really getting anywhere with this student.’ We can look at what they’re saying to find out if the tone isn’t quite coming across the right way. Then they can then revise the content and language to better encourage a response.”

PUTTING IT INTO PRACTICE

- Help parents embrace Kinvoled—start off the year strong with an introductory text from each teacher and a hard copy welcome letter (available in multiple languages) that introduces the software and answers key questions about using it.

 **Pro tip:** Set the expectation for parents to engage, and commit to reciprocating in a timely manner.

Get a second opinion: because you can write and save drafts, Kinvoled makes it easy to run your message by a colleague and get their feedback before sending.

4 KEEP IN TOUCH, EARN TRUST

The Problem

Even though teachers are eager to message parents when they first start using Kinvoled, some feel frustrated when the response rate isn’t as high as expected.

Communication breakdowns can happen when

teachers don't establish routines around content and timing. While the content of each message is important, when you send them also counts.

How Kinvoled helps

In addition to saving time, KiNVO allows teachers to schedule message delivery at a convenient time for parents—even if that's not when teachers have time to craft them. This helps teachers capitalize on prime engagement opportunities.

In addition to sending messages at high-impact times (like a morning wake-up reminder), teachers using KiNVO attribute high parent response rates with consistent outreach. Mr. K., a Manhattan high school teacher, says that once parents trust him to send messages about upcoming exams or projects, they are more likely to write back: "They respect and expect it from me."


At back-to-school night, Harlem teacher Ms. A. sends a message, then asks parents to send her a quick acknowledgement in response, and she follows up if she doesn't hear back. This persistence gets parents in the habit of responding—she now has a 95% parent reply rate.

PUTTING IT INTO PRACTICE

- Create a culture of consistent communication by sending messages on the same topics at the same time each week. If a parent knows you'll send a reading log reminder at 6 p.m., they can carve out time to read with their child before bed.

 **Pro tip:** Use the recurring message feature to pre-set message delivery.

- Keep your Kinbox organized, and click on "unread" to review messages that need your reply.

 **Pro tip:** Sign up for a daily notification of your new and unread messages (Settings > Email Notifications > Receive daily digest of new or unread messages once per day > Save)

- To help parents feel heard, reply to your unread messages before settling in for the night.



5 USE GOAL-SETTING TO STAY ON TRACK

The Problem

Without systems for setting goals and tracking communications, even teachers with the best intentions for effective outreach can get derailed by unexpected challenges.



I don't want to know on Friday that a child hasn't been in school all week. KiNVO informs me right away.

**MS. S.,
Elementary principal**

How Kinvoled Helps

Robust parent outreach analytics help teachers and leaders quantify their communications goals and stay on track. Rather than setting vague objectives like “talk to parents more,” KiNVO reports let educators hold themselves accountable to specific metrics like “send 10 positive messages each week” or “get 50% of parents to respond to my testing reminder.”

After rolling out KiNVO, school leader Ms. C. started tracking the ratio of strengths-oriented messages to needs-oriented messages: “Teachers sent 75% negative messages and 25% positive messages, and that’s not going to bode well for the rest of the school year.” To restore parent relationships, her team began sending more positive messages. Armed with data, her entire team is now “very strategic around what we’re communicating with parents.”

PUTTING IT INTO PRACTICE

- Use the Parent Communication report to track which parents are responsive and which may need a different approach.

Pro tip: Non-responsive parents may not understand KiNVO or know how to respond to messages—send an individual message to re-introduce KiNVO and invite them to contact you through text.

- Assign in KiNVO a role for the contacts associated with each student—contacts can be tagged to receive attendance notifications, message notifications, or both. This ensures you’re reaching the right person at the right time.

- If you catch yourself frequently sending positive notes to a few students’ families and skipping the rest, set a goal of connecting with the families you reach out to the least.

Pro tip: Find something positive to share, no matter how small—parents not used to hearing good news will embrace the pleasant surprise.



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SMART Goals Worksheet

SMART is an acronym you can use to guide your interviewing and problem-solving activities, ensuring the goal of your work is clear and reachable. To create a SMART goal, ask yourself these questions:

Specific: What will my goal accomplish? How will I accomplish it? Why do I want to accomplish it?

Measurable: How will I determine if I accomplished my goal?

Achievable: Is my goal possible? Do I have the time and resources? What might get in my way?

Relevant: Is my goal reasonable? Is this the right time to focus on this goal?

Time-bound: What is my established completion date? Is this date reasonable?

Extra credit:

Add an "S" to the end for "Staff": Who can help me accomplish my goal? Do I feel comfortable asking for help?

Sample SMART Goal

Specific:

I am concerned about students who skip the last two periods of school. I would like to understand why students leave school early. I will download a report that identifies such students. I will then request that our guidance counselors spend time speaking with (i.e. interviewing) ten students to learn more about this attendance behavior.

Measurable:

On Monday, I will download a report that identifies students who skip 7th and 8th period. I will request that our guidance counselors review this list, then create sub-list of ten students. I will check in with the guidance counselors on Friday to confirm they've identified the students, and guidance counselors will aim to speak with the ten students by the end of the following week.

Achievable:

Yes, I think my goal is possible. I have two guidance counselors I trust to support me with this project [there's the extra-credit "S"!]. The interviews will last 20 minutes, and I am worried that if conversations last longer, we might run out of time this week; then again, running long may be a good thing because we stand to learn a lot!

Relevant:

This is the right time to focus on this group because it is the end of the marking quarter and I would like to start the fourth quarter fresh.

Time-bound:

This project will take two weeks to complete. I will check in twice with the guidance counselors, and we will schedule an hour-long meeting at the conclusion of the interviews to review their findings.

Final Thoughts:

SMART goals allow us to track our process and progress in a systematic and objective way. They also increase the probability of a project's success. Teams that use SMART goals in their daily practice:

- Exhibit heightened focus, motivation, and cohesion.
- Know exactly what is expected of them, and when.
- Are clear about their priorities, reducing stress and anxiety and yielding better outcomes.



Writing, implementing, and measuring SMART goals takes practice—our Teacher & Leader Coaching can help. Visit www.kinvolved.com or email hello@kinvolved.com to learn more.

THE BASICS

The who, what, where, when, and why of forming a successful team

Getting every student to every class, every day is a collaborative effort. An attendance team is a group of staff members focused on monitoring and improving student attendance. The team's job is to create school- or district-wide attendance goals and strategies, and to ensure the school has the appropriate resources to support those goals and address any challenges that arise.

SCHEDULING MEETINGS

Consistency is key. Some teams meet weekly or bi-weekly, whereas others meet quarterly—we suggest that attendance teams meet at a cadence that is realistic for your school culture. While meeting in-person is best, virtual meetings via video call (e.g., Skype, Zoom, Google Hangout) are effective alternatives.

ASSEMBLING THE TEAM

Attendance teams come in all shapes and sizes, so there's no "right way" to build one. There are, however, some key roles you'll need to fill:

- **Leader:** Someone to guide your team and set its intention; typically a principal, assistant principal, or district leader.
- **Data guru:** Someone with a deep understanding of your attendance data.
- **Social worker** or counselor: Someone who understands your students' socio-emotional needs.
- **Teacher:** Someone who represents the classroom perspective. You can call upon more teachers as-needed throughout the year to address specific challenges or highlight bright spots.
- **Parent and student:** It's important to keep students and parents at the heart of the matter. Invite parents and students as appropriate, primarily to listen to their perspectives and challenges.
- **Nurse:** Health conditions account for a large number of absences, particularly in the winter months; nurses offer a unique perspective.
- **School secretary or attendance clerk:** The first person a student who is absent or late encounters.
- **Nonprofit or community organization leader:** Wraparound and support service providers bring to the table an outsider's point of view.

RUNNING YOUR MEETINGS

Attendance team meetings are unique to your school or district culture—here are some recommended recurring activities and questions for your agenda:

- **Data review:** Which students have the highest number of days absent and/or tardy? Which students have improved their attendance week-over-week?
- **Intervention brainstorming and review:** How can we best support students who have attendance challenges? What interventions has your team tried? Which are successful?
- **Attendance culture development:** How can we better build a strong culture of attendance at our school or district? How can we effectively communicate attendance information to students, parents, and staff? What strategies have we tried? Which strategies have proven successful?
- **Bright spots:** Where has your team succeeded? How will we celebrate our wins?

PLANNING AND LEADING MEETINGS

Attendance team leaders—usually a principal, assistant principal, or district leader—is responsible for setting the team’s intention and goals, determining the meeting cadence, building meeting agendas, communicating with team members and other stakeholders, and keeping people accountable for their respective roles in improving student attendance.

This is an important and multi-faceted role that requires preparation and discipline, but by following a few simple guidelines, team leaders can be successful without feeling overwhelmed.

THREE STEPS TO LEADING SUCCESSFUL ATTENDANCE TEAM MEETINGS

1. Email your team the agenda at least 48 hours prior to your meeting. Include the specific purpose of the meeting and list any required pre-meeting activities.
2. Ensure that all necessary data has been downloaded and analyzed prior to the meeting. This will save you time and help your team stay on track.
3. Request that staff email you questions ahead of time so that you are prepared to respond to them during the meeting.

SAMPLE AGENDA FOR A 45-MINUTE ATTENDANCE TEAM MEETING

Minutes	What?	Who?
:0--:05	Meeting kickoff: Greetings; team check-in; restatement of team intention; reminder of meeting purpose; review of SMART goals.	Leader
:05--:15	Weekly data review: School-wide trends; students with challenges; students who’ve shown improvement.	Data guru
:15--:30	Intervention discussion: What interventions have staff tried in the past week?; What worked and what didn’t?; What additional resources are needed?	Social worker or counselor
:30--:40	Culture-building: Status update on activities the school has implemented to work toward a culture of attendance improvement.	Attendance clerk
:40--:45	Next steps: Capture and review action steps for the week ahead; align those next steps to SMART goal(s).	Leader

EMAIL TEMPLATE

Greetings, team!

Please see the attached agenda for our weekly attendance team meeting. As a reminder, here is this month's SMART goal: **We will decrease first-period tardiness by 5% during the month of November.**

We will do this by:

- Sending home to parents weekly reminders about the importance of punctuality.
- Notifying parents via KiNVO about student lateness.
- Having each first-period teacher consistently remind students why it's important to show up on time.

Teachers have been instructed to report trends or problems to their grade-level leads; grade-level leads will share an update via email to social worker Mrs. McKee 24 hours prior to our meeting.

Action items:

- **Mr. Smith [data guru]:** Download attendance trends and lateness reports prior to our meeting.
- **Mrs. McKee [social worker]:** Review the grade-level leads' reports and share a summary of observed lateness trends (e.g., Have teachers recommended any interventions?; Has lateness improved?)
- **Mr. Barber [attendance clerk]:** Be prepared to provide an update on this week's parent newsletter (e.g., Have any parents replied with questions?; What is the update on the Thanksgiving attendance party?)

Please email me prior to the meeting with questions or concerns. See you in Room 104 at 10:00 a.m.—I encourage you to arrive five minutes early if possible.

Thank you,
Principal Ludlow

Appendix F: Kininvolved's Supporting and Legal Documents

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

BID OFFER FORM

I, or we, the duly authorized, having carefully read the Bid Information, Bid Attributes and, Bid Line Items, do hereby agree to enter into a contract with Ector County Independent School District by tendering this offer to perform the work required/or provide the product(s) specified in this solicitation. I, or we, will deliver the product(s) per specifications found in this document for the prices indicated.

I, or we, also certify to the accuracy of the certifications required (including, but not limited to, Felony Conviction Notice) which accompany this offer.

The prices in this offer have been determined independently, without consultation, communication, or agreement for purpose of restricting competition, as to any matter related to such prices, with any other offeror or with any competitor. I, or we, are authorized, to submit this offer and have not been a party to any collusion among offer/offers in restraint of freedom of competition by agreement to offer at a fixed price or to refrain from offering; or with any Ector County Independent School District employee, Board Trustee, or consultant as to quantity, quality or price in the prospective contract, or in any terms of the prospective contract except in any authorized discussion(s) with ECISD Purchasing personnel; or any discussion(s) or action(s) between offer/offers and any ECISD employee, Board Trustee, or consultant concerning exchange of money or other things of value for special consideration in the award of this contract.

"The undersigned affirms that they are duly authorized to execute this contract, that this company, corporation, firm, partnership or individual has not prepared this bid in collusion with any other bidder, and that the contents of this bid as to prices, terms or conditions of said bid have not been communicated by the undersigned nor by any employee or agent to any other person engaged in this type of business prior to the official opening of this bid."

Note: Signature of the authorized representative **MUST** be of an individual who legally may bind his/her organization by entering into a formal contract with the Ector County Independent School District

Vendor Name Kinvolved

DBA _____

Address 25 Broadway, 12th Floor

City/State/Zip New York, NY 10004

Email hello@kinvolved.com

Phone # 1-800-409-1442

Bidder (Signature) 

Bidder (Print Name) Miriam Altman

BIDDER RESIDENCY CERTIFICATION

I hereby certify the following information to be true and correct:

In accordance with paragraph 11, of the Standard Terms and Conditions of the bid, I certify the following: (Check applicable statements(s))

- Proposal is from a State of Texas resident bidder.
- Proposal is from a non-resident bidder.

The following is further certified by non-certified bidder:

- Copy of non-resident current state statute is attached which specifies the amount that a Texas resident bidder would be required to under bid a non-resident bidder to obtain a comparable contract in the non-resident state in which principal place of business is located.
- No such statute exists in non-resident state.



Signature

Miriam Altman, Chief Executive Officer

Name and Title

Kinvolved

Company

NEW YORK RESIDENT BIDDER PREFERENCE

Revised September 10, 2020

PBA – Public Authorities

Article 9: General Provisions

Title 4: Contracts of Public Authorities

Section 2879: Procurement Contracts

1. Every public authority and public benefit corporation, a majority of the members of which consist of persons either appointed by the governor or who serve as members by virtue of holding a civil office of the state, or a combination thereof, (such entities to be hereinafter in this section referred to as "corporation") shall adopt by resolution comprehensive guidelines which detail the corporation's operative policy and instructions regarding the use, awarding, monitoring and reporting of procurement contracts. Guidelines approved by the corporation shall be annually reviewed and approved by the corporation

3. The guidelines approved by the corporation shall include, but not be limited to the following:

- (n) Policies to promote the participation by New York state business enterprises and New York state residents in procurement contracts, including, but not limited to:
 - (i) providing for the corporation to collect and to consult the specifications of New York state business enterprises in developing specifications for any procurement contract for the purchase of goods where possible, practicable, feasible and consistent with open bidding, except for

procurement contracts for which the corporation would be expending funds received from another state. The corporation shall, where feasible, make use of the stock item specification forms prepared by the commissioner of general services, and where necessary, consult with the commissioner of the office of general services, in developing such specifications and make such determinations; and

- (ii) with the cooperation of the department of economic development and through cooperative efforts with contractors, providing for the notification of New York state business enterprises of opportunities to participate as subcontractors and suppliers on procurement contracts let by the corporation in an amount estimated to be equal to or greater than one million dollars and promulgating procedures which will assure compliance by contractors with such notification. Once awarded the contract such contractors shall document their efforts to encourage the participation of New York state business enterprises as suppliers and subcontractors on procurement contracts equal to or greater than one million dollars. Documented efforts by a successful contractor shall consist of and be limited to showing that such contractor has
 - (a) solicited bids, in a timely and adequate manner, from New York state business enterprises including certified minority and women-owned business, or
 - (b) contacted the New York state department of economic development to obtain listings of New York state business enterprises, or
 - (c) placed notices for subcontractors and suppliers in newspapers, journals and other trade publications distributed in New York state, or
 - (d) participated in bidder outreach conferences.
- If the contractor determines that New York state business enterprises are not available to participate on the contract as subcontractors or suppliers, the contractor shall provide a statement indicating the method by which such determination was made. If the contractor does not intend to use

subcontractors on the contract, the contractor shall provide a statement verifying such intent; and

- (o) For the purposes of this section, a "New York state business enterprise" means a business enterprise, including a sole proprietorship, partnership, or corporation, which offers for sale or lease or other form of exchange, goods which are sought by the corporation and which are substantially manufactured, produced or assembled in New York state, or services which are sought by the corporation and which are substantially performed within New York state.
- (p) For the purposes of this section, a "New York resident" means a natural person who maintains a fixed, permanent and principal home located within New York state and to which such person, whenever temporarily located, always intends to return.

5

- (c) In including any additional business enterprises on invitations to bid for the procurement of goods or services, the chief executive officer of the corporation shall not include any foreign business enterprise which has its principal place of business located in a discriminatory jurisdiction contained on the list prepared by the commissioner of economic development pursuant to subdivision six of section one hundred sixty-five of the state finance law, except, however, business enterprises which are New York state business enterprises as defined by this section. The corporation may waive the application of the provisions of this section whenever the chief executive officer of the corporation determines in writing that it is in the best interests of the state to do so. The chief executive officer of the corporation shall deliver each such waiver to the commissioner of economic development.
- (d) A corporation shall not enter into a contract with a foreign business enterprise which has its principal place of business located in a discriminatory jurisdiction contained on the list prepared by the commissioner of economic development pursuant to subdivision six of section one hundred sixty-five of the state finance law. The provisions of this section may be waived by the chief executive officer of the corporation if the chief executive officer of the corporation determines in writing that it is in the best interests of the state to do so. The chief executive

officer of the corporation shall deliver each such waiver to the commissioner of economic development.

STF- State Finance

Article 11: State Purchasing

Section 163: Purchasing services and commodities

3. General provisions for purchasing commodities.

- b. The commissioner shall:
 - (vii) assist the department of agriculture and markets and the department of economic development in providing a training program once per year, in each economic development region, established in article eleven of the economic development law, to encourage and increase participation in the procurement process, pursuant to this article, by small businesses, as defined in section one hundred thirty-one of the economic development law, including farms, selling food or food products grown, produced, harvested, or processed in New York state and assist such businesses in identifying such food or food products which may help to meet state agencies' needs

6. Discretionary buying thresholds. Pursuant to guidelines established by the state procurement council: the commissioner may purchase services and commodities in an amount not exceeding eighty-five thousand dollars without a formal competitive process; state agencies may purchase services and commodities in an amount not exceeding fifty thousand dollars without a formal competitive process; and state agencies may purchase commodities or services from small business concerns or those certified pursuant to articles fifteen-A and seventeen-B of the executive law, or commodities or technology that are recycled or remanufactured in an amount not exceeding five hundred thousand dollars without a formal competitive process and for commodities that are food, including milk and milk products, grown, produced or

harvested in New York state in an amount not to exceed two hundred thousand dollars, without a formal competitive process.

STF- State Finance

Article 11: State Purchasing

Section 165: Purchasing restrictions

6. Special provisions relating to retaliating against other jurisdictions which discriminate against New York state enterprises in their procurement of products and services.

- a. As used in this subdivision, the following terms shall have the following meanings unless a different meaning appears from the context:
 - (i) "Discriminatory jurisdiction" shall mean any other country, nation, province, state or political subdivision thereof which employs a preference or price distorting mechanism to the detriment of or otherwise discriminates against a New York state business enterprise in the procurement of commodities and services by the same or a non-governmental entity influenced by the same. Such discrimination may include, but is not limited to, any law, regulation, procedure or practice, terms of license, authorization, or funding or bidding rights which requires or encourages any agency or instrumentality of the state or political subdivision thereof or nongovernmental entity influenced by the same to discriminate against a New York state business enterprise.
- c. In including any additional business enterprises on solicitations for the procurement of commodities or services, the commissioner and all state agencies shall not include any foreign business enterprise which has its principal place of business located in a discriminatory jurisdiction contained on the list prepared by the commissioner of economic development pursuant to paragraph b of this subdivision, except, however, business enterprises which are New York state business enterprises as defined by this subdivision.
- d. A state agency shall not enter into a contract with a foreign business enterprise, as defined by this subdivision, which has its principal place of

business located in a discriminatory jurisdiction contained on the list prepared by the commissioner of economic development pursuant to paragraph b of this subdivision. The provisions of this paragraph and paragraph c of this subdivision may be waived by the head of the state agency if the head of the state agency determines in writing that it is in the best interests of the state to do so. The head of the state agency shall deliver each such waiver to the commissioner of economic development.

Source: <https://comptroller.texas.gov/purchasing/bidder-preference/new-york.php>

Certification of No Boycott of Israel Form

If Contractor/Vendor is a "Company", as that term is defined in Section 808.051 of the Texas Government Code and is not a sole proprietorship, then Contractor/Vendor certifies and verifies that it: (i) does not boycott Israel and (ii) will not boycott Israel during the Term of this Agreement; or (iii) that it meets the requirements of an exception listed below.

Form requirements:

- **This certification is required by Texas Government Code § 2270.002.**
- This form is required to be attached to all Purchase Orders (goods) and Contracts (services) with a value of \$100,000 or more that is paid in whole or in part with state funds with a company with 10 or more full time employees. The campus department making the purchase of goods or contracting for services is responsible for obtaining the form from the Vendor or Contractor.

Texas Government Code §808.051 states that "Boycott Israel" means "refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations specifically with Israel, or with a person or entity doing business in Israel or in an Israeli-controlled territory, but does not include an action made for ordinary business purposes". Furthermore, Texas Government Code §808.051 states that the term "Company" means a "for-profit sole proprietorship, organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, or limited liability company, including a wholly owned subsidiary, majority-owned subsidiary, parent company, or affiliate of those entities or business associations that exists to make a profit", provided however that Texas Government Code §2271.001(2) excludes sole proprietorships from this definition of "Company".

Vendor/Contractor Name or Company Name	Kinvolved
Street Address	25 Broadway, 12th Floor
City	New York
State	NY
Zip Code	10004
Phone Number	1-800-409-1442
Email	hello@kinvolved.com
Print Name of Authorized Representative	Miriam Altman
Title of Authorized Representative	CEO
Signature of Authorized Representative	
Date	March 1, 2021

ONLY COMPLETE THIS SECTION IF YOU BELIEVE YOU ARE NOT REQUIRED TO PROVIDE THE CERTIFICATION LISTED ABOVE FOR THE REASONS CITED BELOW

My business is not required to provide the certification listed above because (select one):

- My business is not a for-profit "Company" as defined above, pursuant to Texas Government Code §808.051 and §2271.002(2).
- My Company has less than 10 full-time employees, pursuant to Texas Government Code §2271.002(1).
- This is not an agreement for goods or services to be provided to the District unless the contract contains a written verification from the company that it:
 - (1) does not boycott Israel; and
 - (2) will not boycott Israel during the term of the contract, pursuant to Texas Government Code §2271.002(2b).

Miriam Altman

Name



Signature

March 1, 2021

Date

FELONY CONVICTION NOTIFICATION

State of Texas Legislative Senate Bill No. 1, Section 44.034, Notification of Criminal History, Sec. 44.034. NOTIFICATION OF CRIMINAL HISTORY OF CONTRACTOR. (a) A person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony.

Subsection (b) states "A school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

(c) This section does not apply to a publicly held corporation.

CRIMINAL HISTORY REVIEW OF CONTRACTOR EMPLOYEES

Bidder shall review §22.0834, Texas Education Code and 19 Texas Administrative Code §153.1101 and §153.1117 regarding criminal history checks of school contractor employees. The rules define continuing duties related to contracted services, direct contact with students, covered contract employee and other relevant terms within the statute.

Except as otherwise provided herein, the contractor will obtain and certify in writing, before work begins, and at least annually, that the contractor has received all criminal history record information that relates to an employee, applicant, agent or subcontractor of the contractor or a subcontractor, if the person has or will have continuing duties related to the contracted services, and the duties are or will be performed on Ector County ISD's property where students are regularly present or at another location where students are regularly present. Contractor shall assume all expenses associated with the background checks and shall immediately remove any employee or agent who was convicted of, received probation for, or received deferred adjudication for any felony as outline below or any misdemeanor involving moral turpitude, from Ector County ISD's property or other location where students are regularly present. Ector County ISD shall determine what constitutes "moral turpitude" or "a location where students are regularly present."

Contractor or subcontractors may not work on Ector County ISD's property where students are present when they have been convicted, received probation or deferred adjudication for the following felony offenses:

1. Any offense against a person who was, at the time the offense occurred, under 18 years of age or enrolled at a public school;
2. Any sex offense;
3. Any crimes against persons involving:
 - a. Controlled substances; or
 - b. Property; or
4. Any other offense Ector County ISD believes might compromise the safety of students, employees or property.

Please complete the information below:

I, the undersigned agent for the firm named below, certify that the information concerning notification of felony convictions and criminal history checks for the company employees, agents, or subcontractors that will be on the Ector County ISD campus have been reviewed by me, shall be complied with, and the following information furnished is true to the best of my knowledge.

Vendor's Name: Kinvolved

Authorized Company Official's Name (please print or type): Kinvolved, Inc

A. My firm is not owned nor operated by anyone who has been convicted of a felony.

Signature of Company official:  Date: March 1, 2021

B. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony:

Name of Felon(s): _____

Details of Conviction(s): _____

Signature of Company Official: _____ Date: _____

C. My firm is a publicly held corporation, therefore, this reporting requirement is not applicable.

Signature of Company Official: _____ Date: _____

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

OFFICE USE ONLY

Complete Nos. 1 - 4 and 6 if there are interested parties.
 Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.

Kinvolved, 25 Broadway, 12th Floor, New York, 10004

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.

Ector County Independent School District

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the goods or services to be provided under the contract.


School (Student) Attendance Improvement Platform RFP #21-15

4 Name of Interested Party	City, State, Country (place of business)	Nature of Interest (check applicable)	
		Controlling	Intermediary
Miriam Altman	New York, NY, USA	X	
Alexandra Meis	New York, NY, USA	X	

5 Check only if there is NO Interested Party.

6 AFFIDAVIT I swear, or affirm, under penalty of perjury, that the above disclosure is true and correct.

BOGUMILA T. ROSEBURG
 NOTARY PUBLIC - STATE OF NEW YORK
 NO. 01RO5071459
 QUALIFIED IN QUEENS COUNTY
 COMMISSION EXPIRES JANUARY 13, 2023



Signature of authorized agent of contracting business entity

AFFIX NOTARY STAMP / SEAL ABOVE

Sworn to and subscribed before me, by the said Miriam Helen Altman, this the 1ST day of March, 2021, to certify which, witness my hand and seal of office.



Signature of officer administering oath

Bogumila T. Roseburg
 Printed name of officer administering oath

Notary Public
 Title of officer administering oath

ADD ADDITIONAL PAGES AS NECESSARY

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

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Signature of officer administering oath

Bogumila T. Roseburg
 Printed name of officer administering oath

Notary Public
 Title of officer administering oath

ADD ADDITIONAL PAGES AS NECESSARY