




# Parent, Family & Community Engagement

*How do we make a real change?*

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## Today's Objectives



- ✓ Family Engagement vs Family Involvement
- ✓ Family Engagement as a Multi-Tiered System of Support (MTSS)
- ✓ Cultural Considerations
- ✓ Decision Rules for Tier Placement

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## West Virginia Tiered System of Support (WVTSS) Essential Components



The diagram shows a central star labeled 'Whole Child' with 'Academics', 'Behavior', and 'Mental Health' around it. This is surrounded by four pillars: 'Leadership & Teams', 'Assessment', 'Family & Community', and 'Culture & Climate'. An orange arrow points to the 'Family & Community' pillar.

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**Are They The Same?**

**Family Involvement**


- Families Participate in School Events & Activities
- School Leaders Monitor Academic Needs
- Developing the Action Plans
- Families voice is often removed from the process

**Quantity**

**Family Engagement**

- Families are viewed as "Partners" in the education process.
- Schools to listen
- Families to develop a shared understanding / "perspective" of needs and opportunities.
- Ears (Doing With) \*

**Quality**



Waterford.org, 2018  
\*Lary Fertazzo, 2011

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The Focus is Always on Student Success....

**No matter what the demographics are, students are more likely to:**

- Earn higher grades and test scores
- Attend school regularly
- Have better social skills
- Graduate and go on to post-secondary education




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**Family Engagement as a Multi-Tiered System of Support**

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**Support Matched to Stakeholders' Needs**

**Tier 3: Few** (Universal + Targeted + Intensive)

**Tier 2: Some** (Universal ALSO Targeted)

**Tier 1: Every** = (Universal)

“The Layered Continuum of Supports”

(Note: Visual graphic Representation adapted from CO MTSS)

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**Decision Rules for Tier Placement**

**Which families would be considered for Tier 1?**

*ALL FAMILIES will receive access to Tier 1 interventions*

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**Not All Families Look the Same or Have the Same Needs...**

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**WVB/MHTAC YouTube Channel**  
[www.marshall.edu/bmhtac/](http://www.marshall.edu/bmhtac/)




Making Relationship Building a Part of Your Family's Day




The Connection Between Your Child's Behavior and You




Using Tucker Turtle to Teach Self Regulation



Exploring Emotions at Home



Emotional Regulation



Big Rules and Little Rules

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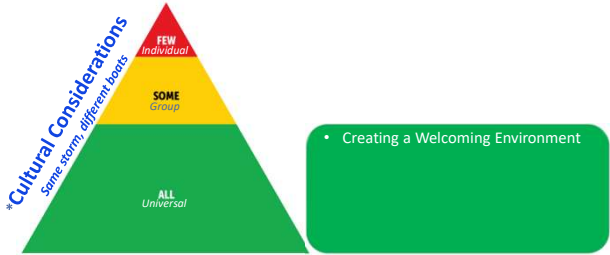
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### Possible Interventions for a Family Engagement MTSS



- Creating a Welcoming Environment

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### Creating a Welcoming Environment

- Families have a **personal relationship with one or more school staff members** and feel comfortable sharing their thoughts and opinions.
- **Information about school and community programs related to child and family needs** is available in common areas for families.
- **Families entering the school** are greeted personally, have a clear sense of where to go, and find the overall environment inviting.

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**Welcoming Signs that Introduce Families to School Programs, Expectations, Mascot, etc...**

Nitro Elementary, 2021 PBIS Spotlight School

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**Secretary Shout-Out**

*Kindness is everything*

Thank You for making a new family feel welcome at Barbourville Middle School

**STAFF PRIDE AWARD**  
 Staff Name: Alle School Work  
 You've been caught demonstrating **CMSW STAR PRIDE!**

Prepared  
 Respectful  
 Integrity  
 Dependable  
 Excellence

How did this staff person help you this week?

Student: \_\_\_\_\_ Date: \_\_\_\_\_

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**What is already happening at your school that gets families in the door, interested and want to come back???**

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**QR Code in the Newsletter, Social Media or Tab on School Website**




New Creek Primary School  
Creating the Greatest Opportunities for Our Students

NEW CREEK PRIMARY SCHOOL / NEWS / PARENT SURVEY

October 28, 2022

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**YOUR VOICE MATTERS!**

**Are We Listening?**

Do they "know" that their voice matters?

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**Admin Tip**

**Quick win**

Send personalized invitations to families encouraging them to visit the school.

- **Create a welcome packet for families visiting your school** that includes helpful information such as a school calendar, school contact information, and a community services directory.
- You might consider asking local businesses to include coupons in the packet.
- **Assign 1-2 people in your office to be the greeters of new families** - These people will be responsible for sharing the welcome packet and going through it with individual families.



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**Possible Interventions for a Family Engagement MTSS**

- Creating a Welcoming Environment
- Building Effective Two-Way Communication System

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**Building Effective Two-Way Communication**

- Communication needs to be **comprehensive and take place throughout the year** and in different venues.
- Communications are **respectful, honest, timely, and collaborative**.
- Families are **regularly asked for their input regarding issues and concerns (different perspective)**.

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**Assumptions "Derail" Communication**

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### The POWER Acknowledging Someone

**Absence vs Power of Acknowledgement**

Just a minute, please; I'll check your account.

I've been on hold for ages. This is ridiculous!

I understand it's frustrating to wait. I do appreciate your patience. Let me check your account and get this sorted for you.

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### "That" Parent Who is NOT so Pleasant...

**Step 1: Prime the Parent for the Call**

- Do not go directly into why you are calling

**Step 2: Assure the parent of the child's safety**

- Eliminates unwanted anxiety
- Helps the parent to disengage their defense mechanisms

**Step 3: Assure the parent that you are going to honor their time**

- You don't know what is happening on their end
  - Parent who works third shift
  - Not allowed to receive phone calls at work

[How Teachers Should Do Parent Phone Calls | Step by Step | Teacher Tips & Training \(youtube.com\)](#)

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### "That" Parent Who is NOT so Pleasant...

**Step 4: Acknowledge appropriate behavior from their child**

- Gives the parent something to be "happy" about before going into the concern

**Step 5: Ask the parent if there is a reason for that behavior**

- Engages the parent in solution finding
- May provide the "Hidden" WHY....

**Step 6: Describe any interventions that you have already tried**

- Shows that you are applying solutions to try and manage the behavior
  - There was effort before the phone call

[How Teachers Should Do Parent Phone Calls | Step by Step | Teacher Tips & Training \(youtube.com\)](#)

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**Step 7: Ask the parent for suggestions**

- Let's [work together](#)... Not giving up....

**I don't know....I can't control him...**

**Step 8: Advise the next steps to the parent**

- [Includes the parent](#) in the disciplinary process
- Gives them another opportunity to provide feedback

**Step 9 (OPTIONAL): Put the student on the phone with the parent**

**Step 10: Document....Document....Document....**

- Cover your basis without going into [too much detail](#)

[How Teachers Should Do Parent Phone Calls | Step by Step | Teacher Tips & Training \(youtube.com\)](#)

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**Admin Tip**

**Quick win**

Work with school staff to ensure that families receive a prompt response to emails and phone calls.

**Quick win**

In a staff meeting, have staff share their methods for gathering information from families, and how they use this information in their classrooms throughout the school year.

**Develop clearer expectations for "how" staff are to reach out:**

- Develop a cohesive social media approach**
  - Who will monitor, post and manage the school's social media presence.
- Develop a system for collecting data on teacher-family interactions** (for example, survey or communication log).
  - How often do families hear from the school?
  - What methods of communication are used?
  - What are the topics of these interactions?

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**Possible Interventions for a Family Engagement MTSS**

- Creating a Welcoming Environment
- Building Effective Two-Way Communication System
- Supporting the Success of Students

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**Supporting the Success of Students**

- Educators get to know individual families and their stories so that teachers can understand what families need to support their child's learning.
- Cultivate opportunities for parents to see the benefits of them getting involved in the Decision-Making Process.
- Their Voice is Important and Matters!!!

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**Student Achievement and Behavioral Data are Shared with Families**

**Wheelling Park High School, Tier 1 PBIS Model School**

Category	2018	2019
Discipline Referrals	~300	~195 (Decreased to 35%)
Disrespectful Conduct	~250	~125 (Decreased by 50%)

**What data indicates why we need to partner with Families?**

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**Encourage Parents to Assist in Class Groupings for the New School Year...**

“There is much to consider when making well balanced, optimal classrooms: learning abilities, learning styles, teaching styles, personalities, friends, peer conflicts, exceptionalities, etc.”

Because we want these groups to be the best possible situation for each and every student, we are going to be making the groupings as a team.”

~ Ashley Garrett, Principal ~

When making your groups for next school year, please keep this in mind for my child:

\_\_\_\_\_

\_\_\_\_\_

Grouping for Next Year

April 16, 2024

Dear Nitro Families,

It is time for the Nitro staff to begin working on class groupings for the 2024-2025 school year. There is much to consider when making well balanced, optimal classrooms: learning abilities, learning styles, teaching styles, personalities, friends, peer conflicts, exceptionalities, etc. Because we want these groups to be the best possible situation for each and every student, we are going to be making the groupings as a team. Due to the effects being put forth in this task, we will not be able to honor parent requests for particular teachers; however, if there is a particular need that you wish us to keep in mind for your student, please fill out the bottom of this letter and return to your child's teacher by Friday, April 26th. Since groupings will be completed, we will be able to place class lists with you the week of the school year, as opposed to the beginning of the new school year.

Your Principal,  
Ashley Garrett

When making your groups for next school year, please keep this in mind for my child:

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**Parent Screener for ALL students transitioning to Middle school**

**School Readiness Check-In**  
 Welcome to the new school year!  
 We're checking in with you to learn about your student's strengths and needs for support at school.  
 By answering these questions, you can help us start the year off right!



Please rate your student in the following areas:	Doing Great (5)	Some Concern (3)	Extreme Concern (1)	Need Support?
Cooperating with adults				<input type="checkbox"/>
Behaving well at school				<input type="checkbox"/>
Showing pride that are appropriate for his/her skills				<input type="checkbox"/>
Having good relationships with other students				<input type="checkbox"/>
Following classroom rules				<input type="checkbox"/>
Finishing and moving on task in class				<input type="checkbox"/>
Completing homework and assignments on time				<input type="checkbox"/>
Showing up on time to school or other activities				<input type="checkbox"/>
Showing tasks that seem difficult or challenging				<input type="checkbox"/>
Spending time with students who break school rules				<input type="checkbox"/>
Showing depressed, anxious, or stressful				<input type="checkbox"/>
Showing needs dominated by other kids				<input type="checkbox"/>
Showing emotions and expressions to stay on task and behave well				<input type="checkbox"/>
Liking attending school				<input type="checkbox"/>

Patti Hershfeldt & Susan Barrett  
 Mid Atlantic PBIS Network

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**A “System” for “Acknowledging” Students Successes**

- Communicate What Their Child is Learning in the Classroom
- Acknowledge How Well Their Child is Doing (4:1) and Identify Future Targets

P4W3t3e3 N3v3s

Name \_\_\_\_\_  
 Title \_\_\_\_\_

Praise     Praise     Praise     Praise  
 Praise     Praise     Praise     Praise  
 Praise     Praise     Praise     Praise  
 Praise     Praise     Praise     Praise

Teacher Name \_\_\_\_\_



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### A "System" for "Acknowledging" Parents



- Social Media Shout-Out
- Loudspeaker Announcement
- Postcards
- Emails
- Phone Calls / Messages
- School Sign
- School Website / Parents & Families

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### Brown City High School, Michigan



**Quick win**  
Encourage your staff to develop a statement that articulates what you value in family participation. Make sure that it is visible to families and referenced during family events and staff meetings or trainings.

**MISSION STATEMENT:** The mission of the Brown City High School is to provide a place where each student will receive individual attention to their intellectual, social, emotional, and physical needs. A cooperative effort between school, family, and community will build the foundation, allowing children to experience success in a safe, positive environment throughout their school years and adult lives.

**VISION STATEMENT:** We believe that high student performance is a shared responsibility between parents, the entire school staff, and students. The school district will provide all students with quality curriculum and instruction, which will provide the opportunity for all students to meet the state's content and performance standards. Regular and open communication regarding student progress will be maintained. Parents should be responsible for supporting their child's learning. Parental support includes, but is not limited to, monitoring attendance, homework completion, television watching, use of extra-curricular time, and actively participating in a child's education.

Microsoft Word - Document2 (browncityschools.org)

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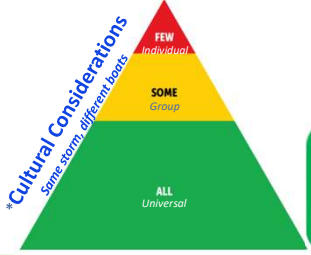
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### Possible Interventions for a Family Engagement MTSS



- Creating a Welcoming Environment
- Building Effective Two-Way Communication System
- Supporting the Success of Students
- Sharing Power and Responsibility

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## Sharing Power and Responsibility

- Families are **provided with information on “how” to actively participate** in the school’s mission statement, framework, programs, in addition to school-wide and classroom expectations.
  
- Families are provided with the **knowledge and skills in “how” to support and extend** their child’s learning outside of school.

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[Family Engagement - Training Resources - VT PBIS \(pbisvermont.org\)](#)

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Additional information on PBIS is available at [www.pbis.org](http://www.pbis.org)

### Parents Role in PBIS

Your help with PBIS is very important and your support sends an important message to your child that we are working together as a team to help him/her be successful in school. We understand that your home environment may have different expectations, but in order to support your child's success in school we ask that you support our school's expectations in the following ways:

1. Please spend time reviewing the Kangaroo Code behavior expectations with your student.
2. Please remind your student of the Kangaroo Code each day before he/she leaves for school.
  - a. Be Respectful
  - b. Be Responsible
  - c. Persevere
3. Our system is consistent and predictable so if your child has earned a consequence please support the decision and do all you can to have your child take responsibility for his/her actions. Your child will be told the reason for the consequence and he/she should be able to tell you what occurred. If you have any questions regarding the situation, please call the classroom teacher first.
4. When your child gets home from school, talk with them about their day and ask if their behavior was acknowledged with a Kangaroo Buck or other privilege. Ask your child what they did to earn a Kangaroo Buck. Please offer your child extra praise and reinforcement for these behaviors.
5. If your child did not meet the school expectations that day, use the matrix as a tool to go over and reinforce specific expected behaviors.
6. You might try to use the same language at home. You might even add a column to the matrix defining expected behavior at home.

[Family Engagement - Training Resources - VT PBIS \(pbisvermont.org\)](#)

## As an Eagle parent, I/We will...

Be Ready	Show Respect	Take Pride
<ul style="list-style-type: none"> <li>• Have log-ins and passwords for online tools</li> <li>• Have teacher contact information</li> <li>• <u>Stay informed!</u> *Read the weekly school newsletter</li> <li>*Visit the school and/or teacher website for information</li> <li>• Make sure student is on time and dressed appropriately for the weather</li> </ul>	<ul style="list-style-type: none"> <li>• Notify office if student is absent, late, or leaving early</li> <li>• When there is a change in demand, please complete the transportation form by 1:00 that day to ensure the safety of your child</li> <li>• Contact teachers directly regarding concerns</li> <li>• Work with school staff to guide my student's success</li> </ul>	<ul style="list-style-type: none"> <li>• Support PBIS expectations and the school community</li> <li>• Access student's grades through Harmony (online gradebook)</li> <li>• <u>Get involved!</u> *PTSO *School events *PBIS celebrations *And more!</li> </ul>

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### What can you do at home?

Together, the home, school, and community share the responsibility for developing good citizens. Parents, teachers, and students must collaborate to maintain a safe learning environment. Parents can help by doing the following:

- Keep in touch with your child's teacher.
- Encourage your child to use appropriate language and tone.
- Practice manners with your child such as "Thank you," "Excuse me," and "I'm sorry!"
- Work on table etiquette.
- Ask your child what R.O.A.R.S. stands for.
- Give praise to your child when he/she exhibits good behavior.
- Ensure a good night's sleep.


**Positive Behavior = Positive Results**

Expectations Matrix



School-wide expectations such as this are posted throughout the school as a reminder to our students.

Visit our school's Facebook page for the latest information about our school and our PBIS program.



**Nitro Elementary Wildcats**  
**R.O.A.R.S.**

**Responsible**  
**Organized & Prepared**  
**Accepting of Self and Others**  
**Respectful**  
**Safe and Orderly**

A Parent's Guide to our PBIS Program

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## Home-Based Involvement

*Empowering Families to Support Their Child's Educational Experience in the Home Setting.*

### Creating Family Norms:

- School-wide and Classroom expectations are **anchored to behavioral expectations** (Be Respectful, Be Responsible, Be Safe)
- Support families by helping them establish "**family norms**" in a similar way to encourage prosocial behavior.

**Positive Behavior at Home**  
**Example Expectations Matrix**

	AM & PM Routine	Meals	Outside Time
<b>Respectful</b>	<ul style="list-style-type: none"> <li>• Ask for needs</li> <li>• Follow directions from adults</li> <li>• Complete chores assigned</li> </ul>	<ul style="list-style-type: none"> <li>• Say "Please" and "Thank you"</li> <li>• Use table manners</li> </ul>	<ul style="list-style-type: none"> <li>• Check with adults before borrowing toys</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>• Make your bed after getting up</li> <li>• Brush your teeth</li> <li>• Put away clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your food on your plate</li> <li>• Put away dishes as soon as finished</li> </ul>	<ul style="list-style-type: none"> <li>• Tell an adult when you are using anything in a house</li> <li>• Follow directions</li> </ul>
<b>Safe</b>	<ul style="list-style-type: none"> <li>• Ask an adult when you are finished with items</li> <li>• Do not watch TV when supervised by an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Use utensils carefully</li> <li>• Clean up your own table</li> </ul>	<ul style="list-style-type: none"> <li>• Stop if the adult when playing</li> <li>• Stop when playing they were finished</li> </ul>

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	Morning Routine	Getting to School	Homework	Playtime	Mealtime	Evening Routine
<b>Be Responsible</b>	Get up on time Get cleaned up and dressed quickly	Bring your backpack, lunch, notes, Davey folder/homework, P.E. shoes	Know your job and complete your work Everything in backpack when finished	Chores finished before playing Clean up	Help set and clear the table Eat the meal prepared for you	Brush your teeth Put dirty clothes away Go to bed on time
<b>Be Respectful</b>	Try a morning smile or compliment Say please and thank you	Be ready to leave on time Say, "Have a nice day!" as you hug goodbye	Complete your homework on time Do your best Ask for help respectfully	Play fair Listen and follow house rules	Share conversation about the day Say please and thank you and ask to be excused	Say "Goodnight" End the day with nice words and thoughts
<b>Be Safe</b>	Eat a healthy breakfast Brush your teeth Stay calm	Buckle up Follow bus/crosswalk rules	Work in a safe place Good lighting Good posture	Balance outdoor and indoor play Use bike and internet safety	Small bites Eat carefully Use utensils safely	Stay in bed Ask for help if needed Turn on nightlight

Family Engagement - Training Resources - VT PBIS (pbisvermont.org)

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Family-wide Expectations	All the Time	iPads & TV Time	Chores	Exercise	Learning Time
Be Safe	Know where your body is in space. Look out for each other and find ways to help each other.	Sit or lay on the couch cushions instead of standing on them or the arms.	When you're finished wiping down handles and surfaces, wash your hands.	Give each other enough space so you won't bump heads. Practice good form.	Use materials the way the project says to use them.
Be Respectful	Check in with each other when someone is sad or hurt.	When mom or dad says no to iPads or TV say: ok or ask when it would be a good time for that. Choose TV shows together or find a way to compromise.	If someone is already doing a chore, ask how you can help or find another chore to do.	Take turns setting the timer. Work together to finish at the same pace.	Raise your hand to ask a question if mom and dad are working with your sister.
Be Responsible	Put things back where they belong when you're finished with them.	Turn things off when asked and plug in the iPads when it's time to put them away.	Make sure to put toys away rather than stash them under or on top of something. Even if something doesn't belong to you, put it away.	When you feel like quitting, try a strategy to tell yourself to keep going. Plan when you will do your buspeeps during the day.	Ask questions when something doesn't make sense. Try a problem once before asking for help.

Family Engagement - Training Resources - VT PBIS (pbisvermont.org)

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**Quick win**  
Post a full meeting schedule on your school's website of all family or community meetings. Include the location, time, and agenda, as well as an open invitation to anyone interested in participating.

- **Invite parents and community members** to attend PBIS or Student Support team meetings.
- **Provide families with training or other professional development** so they can successfully participate in school and district-wide decision-making and planning.

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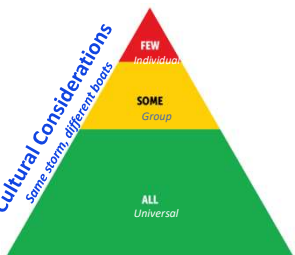
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### Possible Interventions for a Family Engagement MTSS

\* Cultural Considerations  
Some across, different beliefs



- Creating a Welcoming Environment
- Building Effective Two-Way Communication System
- Supporting the Success of Students
- Sharing Power and Responsibility
- **Partnering with the Community**

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## Partnering with the Community

- Schools identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development beyond the classroom.

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## Have you thought about...

Police Department

Park District

Community Businesses

Chamber of Commerce

Library

Community Center

Media Outlets

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Expectation	At SCHOOL it looks like...	At HOME it looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> <li>• Tell an adult if there is a problem</li> </ul>	<ul style="list-style-type: none"> <li>• Protect your friends and family</li> <li>• Don't talk back</li> </ul>	<ul style="list-style-type: none"> <li>• Stick up for your friends</li> <li>• Don't back down</li> <li>• Look the other way</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>• Treat others how you want to be treated</li> <li>• Include others</li> <li>• Listen to adults</li> </ul>	<ul style="list-style-type: none"> <li>• Do exactly what adults tell you to do</li> <li>• Don't stand out</li> <li>• Don't bring shame</li> </ul>	<ul style="list-style-type: none"> <li>• Text back within 30 seconds</li> <li>• Be nice to friends' parents</li> <li>• Share food</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>• Do my own work</li> <li>• Personal best</li> <li>• Follow directions</li> <li>• Clean up messes</li> </ul>	<ul style="list-style-type: none"> <li>• Help your family out first</li> <li>• Own your mistakes</li> <li>• Share credit for successes</li> </ul>	<ul style="list-style-type: none"> <li>• Have each other's backs</li> <li>• Own your mistakes</li> <li>• Check in about what to do</li> </ul>



### Community Matrix

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Patti Hershfeldt & Susan Barrett Mid Atlantic PBIS Network

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Fort Kent Elementary School students work on a planter box arrangements on May 30 at Pelletier Florist in Fort Kent, as part of a **Community Project** in Tamar Philbrook's third grade class.



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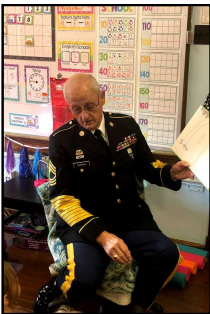
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Lost Creek Elementary, 2024 Tier 1 PBIS Model School



Keeping Them Involved

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### Community / Local Business Example

Students at a local restaurant that donated **30 wings** to each student who met school-wide expectations and had their names drawn..



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Unique to WV's implementation of CIS.

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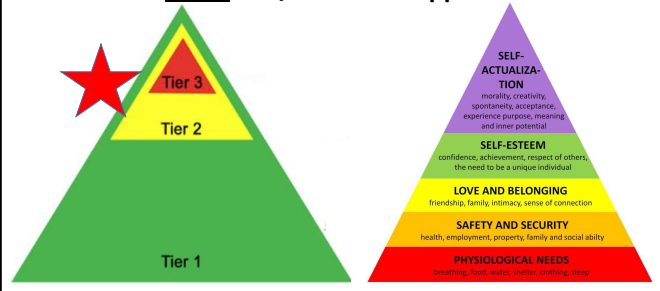
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### Families in Need of Tier 2 and/ or Tier 3 Supports



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### Decision Rules for Tier Placement

**Which families would be considered for Tier 2?**  
 Families identified as "in need" from surveys  
 Families that meet data decision points  
 Families not responding to Tier 1 communications/activities  
 Families struggling to be successful with Tier 1 interventions

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**VOA Alaska**  
Family Needs Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

A family needs scale assists the Kinship Family Program staff support families with their needs. Read the following statements and respond with how you and/or your family feel about needing help in the following areas. Please respond to all the questions.

Do you feel the need for any of the following types of help or assistance?	Not Applicable	No	Yes, seldom	Yes, often	Other	Other	Other
1. Having enough money to pay bills and buy necessities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Help budgeting money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Helping for the special needs of my child (ie, medicines, healthcare needs, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Asking for assistance for my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Having enough food on hand for or food that needs for my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Asking for Food Stamps or assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Having time to cook healthy meals for my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Having a safe and secure place to live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Having working plumbing, lighting, and/or heat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Purchasing and obtaining furniture, clothing, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Completing chores, repairs, home improvements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Asking my house to meet my child's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Kinship-Family-Needs-Assessment-10.21.20.pdf](#)  
[\(voaak.org\)](#)

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### Possible Interventions for a Family Engagement MTSS

**Specialized support groups (based on family survey results)**  
 Check-in/Check-out with families  
 Technical assistance for home (behavior, academic, etc.)

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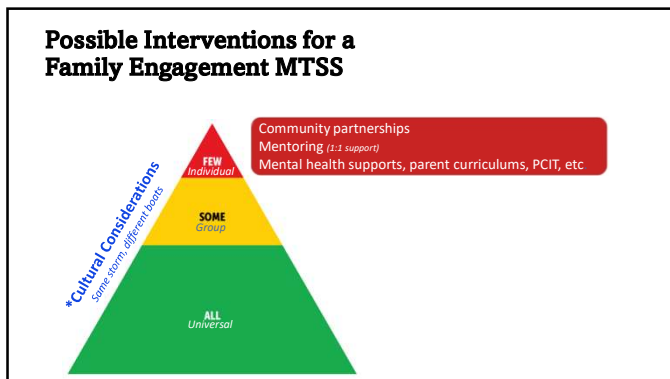
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### Family Resources

**On This page**

- [WVDE Family, School, and Community Engagement Core Beliefs](#)
- [County Resource Centers](#)
- [WVDE Family Documents](#)
- [WVDE Family Resources](#)
- [Additional Resources](#)
- [Policies](#)
- [WVDE Contact Information](#)

West Virginia Department of Education (wvde.us)

Resource Center Contact 1	Resource Center Contact 2	Resource Center Contact 3
<b>County Resource Centers</b> First Name: Dorely Last Name: Sanchez Email: dsanchez@mail.kana.k12.wv.us Office Address: 107 2nd Ave, South Charleston, WV 25303 Office Phone: 304-248-7755	First Name: Janna Last Name: Brand Email: jbrand@mail.kana.k12.wv.us Office Address: 107 2nd Ave, South Charleston, WV 25303 Office Phone: 304-248-7755	First Name: Marilyn Last Name: Worlidgeberger Email: mworlidgeberger@mail.kana.k12.wv.us Office Address: 107 2nd Ave, South Charleston, WV 25303 Office Phone: 304-248-7755

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### Family Resources

**Program designs must include these key elements:**

- Treat parents as partners
- Creative outreach to isolated families
- Support family strengths to meet needs
- Provision of evidence-based and evidence informed programs and practice.

- **Mid-Town Family Support Center, Wood County/ Parkersburg**  
– Lisa Weaver, Program Director: 304.485.0650 or lweaver@childshwv.org
- **Jan's House Family Support Center, Cabell County/ Huntington**  
– Belinda Chapman, Program Director: 681.378.2530 or bchapman@childshwv.org
- **Monarch Family Support Center, Berkeley County/ Martinsburg**  
– Jenna Orsini, Program Director: 304.264.4658 or jorsini@childshwv.org
- **The Honey Bee Family Support Center, Jefferson County/ Ranson**  
– Antoinette Gue, Program Director: 304.707.3141

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**If so...**

- Continue looking for new ways to engage families
- Plan for sustainability

**If not...**

- Adjust as needed
- Keep going – Be patient
- Let us help you

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WV PBIS

Home General Training Materials Evaluation/Data Topics PBIS Schools Frequent Questions

Family

★ 11 easy tips to Really Engage with Families

Engaging Families

Classroom Family Engagement Rubric

Family Engagement Rubric

Parent Letter: What is PBIS

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**Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)**

Concepts and Strategies for Families and Schools in Key Contexts

edited by  
Mark D. Weist  
S. Andrew Garbacz  
Kathleen Lynne Lane

- [Center on PBIS | Resource: Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports \(PBIS\): Concepts and Strategies for Families and Schools in Key Contexts](#)

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Thank You!

We're here for you.

**Teryl Jones**  
*Behavior Support Specialist - South*  
[joneste@marshall.edu](mailto:joneste@marshall.edu)

**Check out our trainings on YouTube!**  
[www.marshall.edu/bmhtac/](http://www.marshall.edu/bmhtac/)

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