



Family Engagement Plan for: *(Describe situation/initiative that is the basis for the plan)*

Transitioning students from elementary school to middle school.

Tier 3: Intensive for Individual Families

Family needs/opportunities: Mental health or anxiety, homelessness.

School response/supports: 1 on 1 check-ins with school counselor, personal outreach, introducing to a mentor before school starts.

Tier 2: Tailored for Groups of Families

Family needs/opportunities: Some families don't speak English as a first language, some families have students with learning differences, military families.

School response/supports: Provide materials and interpreters in common languages spoken in the district, transition plan and contact with new case manager, social workers to help highly mobile families.

Tier 1: Universal for All Families

Family needs/opportunities: Uncertain in their role, opportunities for new connections, understand the schedule, rules, need to feel welcome, supplies, how do I support my child now?

School response/supports: Parent handbook and welcome package, transition camp, mentoring for new families partnered with an 8th-grade family.



What are the roles for families?

Directions: For your selected scenario, brainstorm how families might be involved in different roles in the MTSS.

Initiators	A parent of a child with disabilities may meet with the teachers to inform a plan.
Co-Designers	Families are on the welcoming team planning the Open House activities, recording orientation videos.
Receivers	Coming to orientation event or watching videos sent home, reading handbooks, walking through the schedule.
Providers	Parents of older students providing mentorship to new families.
Evaluators	Completing surveys, giving testimonials, participating in focus groups.

What will indicate a need to change levels?

Directions: Create decision indicators for your selected scenario that will signal a need for a different level of support/response.

Indicators for a Change of Intensity (How Much)	A child is struggling academically. Individualized intensive needs to meet student wellbeing.
Indicators for a Change of Dose (How Often)	Family initiating that they need more support. Teachers indicate that a student isn't making friends or is crying during the day.
Indicators for a Change of Practice (What)	Low attendance at events.

