



West Virginia
CommunitySchools
Building community and school partnerships

Building Community and School Partnerships for Student Success

A Resource Guide for West Virginia

Office of Special Programs
West Virginia Department of Education
January 2015



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“Highly effective community schools create strong partnerships with parents, local business leaders, health experts and countless others. If we are to increase the graduation rate across the state, a key goal in the **One Voice, One Focus: All Students Achieving** vision plan, everyone within a community must support schools and students.”

~ Michael J. Martirano
West Virginia Superintendent of Schools

Community Schools 101

Why Community Schools: The concept of schools being the center of the community can first be traced to the reform era of the early twentieth century in America. It has long been recognized that schools cannot meet children's needs alone. Strong schools recognize the importance of partnering with other organizations to ensure that all students' developmental needs are addressed so they can be healthy and ready to learn. A community school is a partnership among schools, families and the community focused on supporting student development and educational outcomes, supporting families and developing strong communities. By building strong partnerships among schools and service providers, community schools deliver a more integrated approach to student and family development. In addition to forging partnerships to meet non-academic needs, community schools also actively support academic development by coordinating and aligning programs and outcomes with classroom learning, and therefore support student success. For more information:

http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx

Cost Benefits: Roughly, \$1 invested in a community school yields a \$4-\$7 return on that investment in the form of programs, services, and supports that the school, its students, their families and members of the surrounding community would not otherwise access (The Federation for Community Schools, accessed November 2014). Most schools and communities face a common challenge: families, community members and teachers want the best education available to children. Schools and students also benefit from involved families and community members, two proven avenues for improving student achievement. The community school framework provides an effective and proven structure through which schools improve academic outcomes, meet the developmental needs of all children and become a true resource for families and community members. For more information on financing a community school:

http://www.communityschools.org//resources/financing_your_community_school.aspx

Community Schools Defined: A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development, and community engagement leads to improved student learning, stronger families and healthier communities.

The term "community school" means an elementary or secondary school that participates in a community-based effort to coordinate and integrate educational, developmental, family, health and other student services through partnerships with community-based organizations public/private entities, families and other key stakeholders.

Community schools provide access to services for students, families and the community. Schools become centers of the community and are open to everyone – all day, every day, evenings and weekends.

Each community school and the services available, look different because each school works to meet the unique needs of its students, families and community members. The needs are most often determined through a needs assessment.

Building Community and School Partnerships for Student Success

Advantages of Community Schools: Community schools have a positive impact on their students, school, family and community. Student learning and attendance improves. Parent and family participation in their children's education and in the school increases. Families have more opportunities and support in caring for and helping to educate their children and in contributing to their community.

Community Schools Framework: The framework of the community school concept includes:

- Engaging Instruction
- Expanded Learning Opportunities
- College, Career, and Citizenship
- Health and Social Support
- Community Engagement
- Early Childhood Development
- Family Engagement
- Youth Development Activities

A Rationale and Results Framework for Community Schools is available at:

http://www.communityschools.org/assets/1/AssetManager/CS_Results_Framework.pdf

Models of Community Schools: A community school model is based on each school/community needs. The common components of a community school include a steering/advisory committee, an on-site coordinator and a focus on a set of results. National research and models are available for review at: http://www.communityschools.org/aboutschools/national_models.aspx

Data and Needs: Data plays a key role in effective community school development. As a first step, it is important to determine the needs of the students and community to identify what components of a community school are needed and what school-community partners should be built. Often a needs assessment is the most helpful tool in defining such needs. Community school leaders use existing data to understand the success they are having in supporting student and family development. There are multiple kinds of data that include but are not limited to:

- Student Data (attendance, course completion, graduation, poverty, school health needs and ordered procedures for care, etc.)
- Community Data (poverty, health status, drug abuse, geography, etc.)
- Community Resource Assessment (healthcare, employment, transportation, etc.)

Additional information on needs assessment is available at:

http://www.communityschools.org//resources/needs_and_capacity_assessments.aspx

Outcomes: Community schools always start with a set of results they want to achieve. Using a results framework, the schools then organize the community around agreed-upon outcomes and identify the resources to achieve them. Together with their partners, community schools are seeing results. Outcomes likely will include long and short-term goals.

Evaluation: When considering evaluation indicators, pick results that are focused and targeted. Start small and grow from there. The Community Schools Evaluation Toolkit may be helpful in this process and can be found at:

http://www.communityschools.org/resources/community_schools_evaluation_toolkit.aspx and

http://www.communityschools.org//resources/research_and_evaluation_for_continuous_improvement.aspx

- **Sample Education Results:** To succeed academically, students must attend school consistently. A growing body of research indicates that school absences are associated with lower academic performance, truancy, pregnancy, parenting, dropout, delinquency and substance abuse.
 - » Possible indicators leading to success may include increasing daily attendance through identification and intervention of early chronic absenteeism, tardiness and truancy. The West Virginia Department of Education’s Early Warning System is a tool that may be helpful in identifying at-risk areas such as attendance, behavior and course completion.
- **Sample Health Results (services that remove barriers to learning):** Students need to be healthy physically, socially and emotionally to be ready to learn.
 - » Possible indicators leading to success may include ensuring children receive needed care. Schools may screen for insurance status, immunizations, date of last physical and dental exams and facilitate linkage to needed services.
 - » Schools must also assist in the daily care management of the one in four students with a diagnosed acute and/or chronic medical condition and daily school nursing care. The coordination of school care with medical and dental home care, along with the medical specialist, is a must for student success. The role of many professional support personnel, such as the speech and language pathologist, physical therapist, occupational therapist, psychologist, etc. is vital to student success. The school counselor plays a role in not only career readiness but also with building a positive school climate while integrating character education and making needed referrals to mental health services for tier two targeted and tier three intensive interventions.

A Community School Advisory Committee: A Community School Advisory Committee or existing similar team should be developed or identified as an advisory committee. This advisory committee is an essential component for successful community school implementation, reviewing the needs assessments, monitoring program effectiveness and providing recommendations for program development and improvement. These vital actions will help decide which community partners to bring in to the school to provide support and services to students and families. The purpose of this advisory committee is to bring community input to staff and to develop recommendations related to services. The advisory committee does not set policy or make final decisions, but advises and recommends. An advisory committee serves as the foundation for ensuring the community school initiative best meets the needs of students and families. Members of the advisory committee should include, but not limited to, the community school coordinator and representatives from school administration, career, academic, health, personnel/workforce development and the community. Membership must include families and should include civic, business, faith based, social, school staff, school nursing, school health staff, school-based services staff, after school program staff and others who provide support/services in the school. This advisory committee should meet on a regular pre-determined basis. More information on building a school advisory committee/leadership team is available at:

http://www.communityschools.org//resources/building_a_leadership_team.aspx

The shared leadership team should include stakeholders who can help the team form a deeper understanding of the strengths and needs of students and families, as well as the “internal” and “external” barriers to student success and the resources that are already available in the community. The team must ensure: shared leadership, shared vision and data-driven decision-making.

Building Community and School Partnerships for Student Success

Community School Coordinator: A community school coordinator is the key to a community school. This position is the “community organizer” of the school and community. This person works to create, strengthen and maintain communication between the school and community partners. The community school coordinator facilitates and provides leadership for the collaborative process and development of a continuum of community-based, integrated services for students, families and community members within a school neighborhood, based on their identified areas of need. The local board of education may hire a community school coordinator or work with a lead partner agency, including but not limited to a public or private agency or community-based organization, to help coordinate programs or services (aligned to the specific set of needs identified by the school and community). A sustainability plan must be in place to assure the community school coordinator becomes a viable and integrated position within the schools system’s personnel infrastructure. Sample community school coordinator job descriptions are found at: <http://www.communityschools.org/leadership/coordinator.aspx>

Determining sponsorship for school/community collaborations: In some communities, more than one partner may be willing to collaborate on a community school component. In other communities, it will be difficult to find partners for certain community school components. However, sponsorship can be provided by a variety of organizations, agencies and/or individuals. In order to explore all possibilities and allow the community an opportunity to express interest, you may consider requesting letters of intent through advertisement. The letter of intent allows an equal opportunity for all potential sponsors to express their desire and ability to meet the identified need(s).

Memorandum of Agreement (MOA): Community schools consist of many partners. A MOA among all partners should be in place to assist with describing the roles of each partner and how the services will be coordinated. Regardless of who provides the services, MOA with clearly defined partner roles and expectations should be enacted. This may be an agreement to simply plan or it may involve a commitment to provide services. Often, the school and community partnership begins with a small commitment of a few hours per week, which increases over time as the demand increases. The planning committee may need to explore various options and weigh the pros and cons of each.

Negotiating services: It is recommended that the hours of operation of community services within the schools be determined jointly by the school and the community agency. This may require compromise from both parties. Negotiations are often necessary to determine times that maximize student access, minimize loss of classroom time and take into consideration the human resource requirements of the sponsoring organization. It is important to note that hours of operation should be reviewed periodically. When working with a sponsor, discussion should include: services offered, hours, roles & responsibilities and agreement of the sponsor to strive toward meeting mutually agreed upon goals.

Quality: All community services performed in the school setting should be regular, ongoing and consistent services that are evidence-based or a promising practice and follow best practices and guidelines. Language to support these practices may be included in the MOA with each partnering agency.

Tips for Success - Remember that:

- *No two community schools are identical; each is created based on the needs and available resources in school/community.*
- *The process of becoming a community school is continuously evolving. As stakeholders better understand the community school's potential to meet needs, they can identify increased opportunities for students, families and community members.*
- *Consistent involvement of stakeholders and consistent opportunities to reflect on and learn from development and program implementation based on the needs assessment will help ensure growth and success.*

For more information on sharing space and facilities:

http://www.communityschools.org//resources/sharing_space_and_facilities.aspx

Levels of Development

It takes time to build shared responsibility between the student, family, school and community to ensure the whole child is healthy, safe, engaged and supported. A community school builds partnerships to address the whole child; therefore, a school must go through levels of development to become a fully functioning community school. Many teams, as they begin this work, discover that some of what is needed to facilitate community school development is already in place at the school or in the community and can build upon these foundations. A stage of development checklist is available at:

<https://multco.us/file/25211/download>

Level	Recommendation
Level 1 Inquiring and Exploring (1 year)	Acquire knowledge of critical domains of a community school: <ul style="list-style-type: none"> • Provide complete professional development for principal and staff around a Community School 101 overview • Tour current community schools at various stages of development • Complete and review school and community needs assessment
Level 2 Emerging (2-3 years)	Begin developing capacity through partnerships: <ul style="list-style-type: none"> • Establish a community school advisory team (existing or new) • Begin to explore funding and hiring or appointment of a community schools coordinator • Ensure monthly planning meetings include the principal and community school advisory team • Conduct facility assessment and resource inventory • Determine priorities from the needs assessment • Determine data collection and evaluation based on identified priorities • Hire a community schools coordinator
Level 3 Maturing	Implement the community school strategy: <ul style="list-style-type: none"> • The principal and community schools coordinator meet regularly to set goals and problem solve • Begin to align the community school vision with programs, supports and opportunities around shared results with collaborative partners • Begin developing a community schools plan for marketing, advocacy and coalition building • Develop MOA with each of the key collaborative partners • The principal and community schools coordinator organize and attend monthly community school advisory team meetings • Shared leadership is evident throughout the building
Level 4 Sustaining and Excelling	Fully integrated the strategy into the school: <ul style="list-style-type: none"> • The community school efforts, including consistency in advisory committee meetings, have been active in working to address the needs of the whole child through engagement of students, families and the community
Annually	Each year a community school should ensure: <ul style="list-style-type: none"> • A self-assessment is completed at the end of each year to determine the status of development and needed areas of enhancement • The resource inventory and priority of needs are updated annually

Resources for the Community Schools Framework

The framework of the community school concept includes the following:

1. Engaging Instruction
2. Expanded Learning Opportunities
3. College, Career and Citizenship
4. Health and Social Support
5. Community Engagement
6. Early Childhood Development
7. Family Engagement
8. Youth Development Activities

1. Engaging Instruction

Community schools offer personalized opportunities and supports, which are tailored to remove barriers that prevent students from learning while also instilling positive dispositions to learning. To leverage resources, community schools partner with community organizations such as local higher education institutions, healthcare, businesses and others. The following are a few examples of resources to consider:

- Mentoring and other youth development programs:
- WV Education Alliance: The Education Alliance is a non-profit organization serving schools in West Virginia by promoting business and community involvement in public schools. For more information, visit: www.educationalliance.org
- WVDHHR-Adolescent Health Initiative: Community collaborative efforts are designed to develop the assets students need to thrive and become successful throughout life. For more information, visit: <https://www.wvdhhr.org/ahi/>
- Business Career Speakers Bureau
- Art, Music, Theater enrichment
- Instruction real world application
- Young Bankers Club (Fifth Third Bancorp)
- WV on the Move
- June Harless Center for Rural Educational Research and Development at Marshall University
- WV Free and the WISE Initiative (working to institutionalize sex education)

2. Expanded Learning Opportunities

Community schools utilize innovative approaches that expand learning opportunities through community partnerships that may occur before, during and after school, during the summer and/or by extending the school day and year. Some approaches include, but are not limited to:

- Remedial education activities and enrichment activities including expanded learning time and enhanced literacy development in all content areas with emphasis on project-based learning.
- 21st Century Community Learning Center Programs
- WV Statewide Afterschool Network
- Summer enrichment and learning
- YMCA/YWCA
- Youth Groups
- 4-H/Youth Development
- Boys and Girls Clubs
- Girls on the Run
- Museum After-School activities
- High Rocks Education Corporation
- Energy Express

3. College, Career and Citizenship

Partners and supports in community schools are carefully selected with the goal of facilitating the development of dispositions and skills that will yield college and career students. Community schools partner with higher education (universities, colleges and others) to provide middle and high school students with engaging and meaningful instruction, service-learning, and other youth development opportunities that encourage students to become active citizens. The following are a few examples of resources to consider:

- Job training and career counseling services
- Specialized instructional support services
- Life skills
- Parenting
- Gun/hunter safety
- CPR/AED/First Aid
- Youth Leadership – Formerly HI-Y
- HISTA (Health Science & Technology Academy)
- Upward Bound
- GEAR Up
- Boy & Girl Scouts
- JAG (Jobs for America’s Graduates)
- WV DRS (WV Division of Rehabilitation Services)

4. Health and Social Support

Poverty, family circumstances, limited access to health care and other social supports have a substantial impact on a student's ability to successfully learn and develop. Community schools focus on health and social supports by utilizing existing professional support services (school nursing, counseling, speech and language pathologist, etc.) in innovative ways and by bringing community health agencies, dentists and mental health experts into schools. They offer families support on a consistent basis. The following are a few examples of resources to consider:

- School nurses collaborate with other school professionals, families, and caregivers to meet the health, developmental and educational needs of clients. They collaborate with members of the community in the delivery of health and social services and utilize knowledge of community health systems and resources to function as a school-community liaison. School nurses assist students, their families, and the school community to achieve optimal levels of wellness through appropriately designed and delivered health education. In addition, they work towards prevention by screening for immunizations, date of last physical and dental exams, helping students with special health needs by contributing to the education of the client, planning and providing appropriate nursing care, and evaluating the identified outcomes of care and coordinating daily care management for students with acute and chronic health needs.
- School Counselor
- Developmentally appropriate physical education/physical activity
- Nutrition services
- Home visitation services
- Primary health care (school nursing, School-Based Health Centers (SBHC), telehealth reproductive health services, chronic disease management)
- The West Virginia Division of Primary Care (DPC) is located in the WV Department of Health and Human Resources. The DPC funds many SBHC programs in WV. The DPC collaborates with agencies within WVDHHR as well as the WV Department of Education and community partners to ensure coordination of school-based health services. For more information, visit: www.dhhr.wv.gov/dpc
- The West Virginia School Health Technical Assistance Center at Marshall University provides technical assistance to develop standards of care and support community and school partnerships for school based health services in areas of primary health care, mental health and dental health. Their website www.wvshtac.org and email is info@wvshtac.org.
- The West Virginia School-Based Health Assembly is a membership association which provides advocacy, partnership development, information, knowledge exchange and networking opportunities. Their website www.wvsbha.org and email info@wvsbha.org
- Dental health care
- The WV Oral Health Program (OHP) is located in WV Department of Health and Human Resources. The OHP funds many initiatives in WV including a sealant program, surveillance and statewide oral health coordinators. They collaborate with agencies within WVDHHR as well as the WV Department of Education and community partners to ensure coordination of school-based oral health services. For more information, visit: www.wvdhhr.org/mcfh/icah/oral_health_program.asp and <http://wvde.state.wv.us/healthyschools/section7/OralHealthProject.htm> .
- Mental health counseling services

Building Community and School Partnerships for Student Success

- Expanded School Mental Health (ESMH) refers to programs that build on core services typically provided by schools (school climate, student programs and services). It is a framework that includes the full continuum of prevention, early intervention and treatment; serves all students; and emphasizes shared responsibility between schools, mental health providers and other community partners. For more information on ESMH, including technical assistance contacts, visit: http://livewell.marshall.edu/mutac/?page_id=18 .
- PBIS (Positive Behavioral Interventions and Support) <http://wvde.state.wv.us/osp/PositiveBehaviorSupport.html> .
- Department of Health and Human Resources (WVinROADS including Medicaid/CHIP enrollment, SNAP benefits, WIC, etc.)
- WVinROADS is a “one stop shop” to eligibility for benefits offered by the state of West Virginia. The website may be accessed at: <https://www.wvinroads.org/> .
- WVU School of Public Health
- Family Resource Network
- Local Health Departments
- Right from the Start
- County Substance Abuse Coalition
- State schools of nursing, pharmacy, dentistry
- Vocational Health Programs
- WV HELP phone app
- WV FRIS (West Virginia Foundation for Rape Information and Services)
- WV CADV (West Virginia Coalition Against Domestic Violence)
- Other programs (evidence based or promising practice)

5. Community Engagement

Community schools are built on the community’s strengths and focus on improving the well-being of the entire community. According to the Coalition for Community Schools, what separates community schools from wrap-around services is the essential role of community engagement. In thriving and sustainable community school initiatives, community stakeholders help develop the vision of a community school and oversee its implementation. Shared ownership with the community paves the way for joint accountability and success, and serves as a vehicle for advocacy on behalf of the community school. A community school advisory committee provides a context to encourage the development of partnerships. For additional community engagement resources visit the Coalition’s engagement page at:

<http://www.communityschools.org/aboutschools/communityengagement.aspx>

The following are a few examples of resources to consider:

- Local Religious Groups
- Fraternal Organizations
- Community/Local Government
- Respite Services
- County Probation Officers
- Fairness WV
- Local Sports Organizations
- Alliance of Family Resource Networks
- YMCA Programs

6. Early Childhood Development

Community schools continue to demonstrate that they are ideal settings for integrating high quality early learning and child development in Pre-K-12 systems. Community schools provide more seamless alignment of early learning and education to ensure the health, cognitive and social emotional needs of young students and their families are met. The following are a few examples of resources to consider:

- Early childhood education
- WV Universal Pre-K
- WV Department of Education Office of Early Learning, Ready Set, Go! WV
<http://wvde.state.wv.us/oel/>
- Programs under the Head Start Act, including Early Head Start programs and Head Start
- WV Head Start and WV Early Head Start <http://wvheadstart.org/>
- WVDHHR Office of Maternal, Child, and Family Health (Birth to Three, Home Visitation, Children with Special Healthcare Needs, Adolescent Pregnancy Prevention Initiative)
<http://www.wvdhhr.org/mcfh/>
- WV Birth to Three is a statewide system of services and supports for children under age three who have a delay in their development, or may be at risk of having a delay, and their family. For more information, visit: www.wvdhhr.org/birth23/
- Early Childhood Education Programs (Child care services)
- WV DHHR Bureau for Children and Families, Division of Early Care and Education (Child care services) <http://www.wvdhhr.org/bcf/ece/earlycare/>
- Parents as Teachers
- Governor's Early Childhood Taskforce
- Partners in Community Outreach
- Mountain State Health Families
- Maternal Infant Health Outreach Worker
- Help Me Grow

Building Community and School Partnerships for Student Success

7. Family Engagement

Family participation in their children’s learning at home and in school is of utmost importance. Community schools recognize that parent and family engagement is critical to the success of children and youth.

A community school works to:

- Create welcoming climates – Developing school environments that are welcome to families, students and the community
- Communicate effectively - Developing two-way, meaningful communications between school and home using multiple communication paths to assure sharing of information about student achievement as well as obstacles to learning
- Build respectful, inclusive school communities - Developing school policies and programs that reflect, respect and value the diversity of the families and students in the community
- Build family capacity to support their own and other students success in school
- Collaborate with the community to connect students and their families to expanded learning opportunities, community services and civic participation

Community schools consistently and sustainably increase parent participation in the education of their children and in their schools by empowering families by providing them with a variety of supports. These include programs such as parent leadership and parenting education, General Educational Development (GED) and English Language Learners (ELL) classes, and food and clothing pantries, opportunities to participate in school decision-making, and even programs that place families inside the schools in classroom support roles or as community school resource staff. Community schools are the hub and cultural center of many neighborhoods. They offer families activities such as cultural nights, performances, art exhibits and more. All of this helps increase family engagement. The following are a few examples of resources to consider:

- Parent leadership development activities
- Parents 21 - This website is designed to provide families with tools to help their children succeed in the 21st century classroom. For more information, visit: <http://wvde.state.wv.us/parents21/> .
- Parent Educator Resource Centers (PERC) - Parent involvement in education has proven to be a key factor in the success children achieve in school. However, not every parent knows how to be involved and not every teacher or school administrator knows how to encourage participation from families. Connecting the dots of communication between home and school has become an important focus for the West Virginia Department of Education, Office of Special Programs. The PERC is a resource for families. For more information, visit: <http://wvde.state.wv.us/osp/perc.html>
- WVDHHR Children and Family Resource Guide
http://www.wvdhhr.org/bcf/documents/cps_resources/Children_and_Families_Resource_Guide.pdf
- Programs that promote family engagement and family literacy including the programs authorized in Part B of Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6361 et seq.), (WVDE Title 1 resources), are found at: <http://wvde.state.wv.us/titlei/> .
- Parenting education activities (CTE, Higher Education, ABE)
- Adult education, including instruction in English as a second language
- WV System of Care for Family Centered Practice Training and Family Youth Engagement
- FAST Families and Student Support (Family Advocacy Support and Training through Legal Aid)
- Education Matters
- Relatives as Parents
- West Virginia 211 for info on community resources

8. Youth Development Activities

Community schools provide opportunities for young people to explore their interests and grow into highly-skilled, creative and well-rounded adults. In a community school, community partners design all types of innovative, fun, and educational activities for students – from gardening programs to mentoring and internships. The following are a few examples of resources to consider:

- Community service and service-learning opportunities (Upward Bound, AmeriCorps VISTA, Boys & Girls Club, Children’s Home Society, Girls on the Run, Teen Institute, Students Against Destructive Decisions and High Rocks)
- WV Family Resource Networks (FRNs) assess community needs, develop local plans, promote changes, evaluate results, and assist agencies in improving the service delivery system. They increase community awareness of local and state issues that affect children and families, support local partnerships to maximize community investments, promote coordination of services and promote opportunities for families to impact decisions that affect them. For more information, visit: http://www.wvdhhr.org/bcf/eces_coordinate.asp .
- Mentoring and other youth development programs
- WV Education Alliance: The Education Alliance is a non-profit organization serving schools in West Virginia by promoting business and community involvement in public schools. For more information, visit: www.educationalliance.org .
- Adolescent Health Initiative: Is a community collaborative efforts designed to develop the assets youth need to thrive and become successful across the State of West Virginia. For more information, visit: <https://www.wvdhhr.org/ahi/> .
- Programs that provide assistance to students who have been truant, suspended, or expelled
- Common Ground <http://wvde.state.wv.us/common-ground/>
- Juvenile crime prevention and rehabilitation programs
- WVDHHR-Adolescent Health Initiative: This is a community collaborative effort designed to develop the assets youth need to thrive and become successful across the State of West Virginia. For more information, visit: <https://www.wvdhhr.org/ahi/> .

Other Resources Consistent with Community Schools

- West Virginia Department of Education, Office of Special Programs, Community Schools information <http://wvde.state.wv.us/healthyschools/section1/CommunitySchools.htm>
- The Coalition for Community Schools has a plethora of community school resources and provides learning opportunities about community schools and access to resources from across the United States <http://www.communityschools.org/>
- Communities in Schools <http://www.communitiesinschools.org/>
- West Virginia Innovation Zone Grants <http://wvde.state.wv.us/innovationzones/>

Additional Technical Assistance

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Phone: 304-558-8830

Policy 2425: Community Schools: *Promoting Health, Safety, Well-Being and Academic Success of Students* <http://wvde.state.wv.us/policies/>



Acknowledgements

A special thank you goes to the following individuals for their time and input in developing the West Virginia Community Schools Resource Guide:

West Virginia Department of Education

Patricia Homberg, Executive Director, Office of Special Programs
Rebecca King, School Health Coordinator, Office of Special Programs
Paula Fields, Community Schools Coordinator, Office of Special Programs
Elizabeth Peterson, Parent Coordinator, Office of Special Programs
Rick Goff, Executive Director, Office of Child Nutrition
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Laura Dice, Keys4Kids
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Bill Snyder, Ritchie Primary Care Center & West Virginia School Based Health Assembly
Brenda Isaacs, Kanawha County School Nurses
Jody Sperry, WV Association of School Nurses
Dale Lee, West Virginia Education Association
Shital Shah, American Federation of Teachers
Bob Brown, American Federation of Teachers
Christine Campbell, West Virginia American Federation of Teachers
Kate Flack, WVFREE
Rhonda McCormick, WV FAST/Parent Partnership
Kim Tieman, Claude Worthington Benedum Foundation
Kris Mallory, American Federation of Teachers

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Michael J. Martirano, Ed.D.
State Superintendent of Schools