EXAMPLE 1

**CHECK-IN/CHECK-OUT NOTIFICATION**

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

Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Caregiver:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your child has been selected to participate in a program at our school. We would like to include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a behavior intervention program called Check-In/ Check-Out (CICO).

To participate, your child will report to their CICO mentor, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, first thing every morning after arriving to school. During this brief meeting the CICO mentor will review our schoolwide behavior expectations, provide a reminder about daily and weekly goals, and be sure your child is ready to begin the school day. This positive contact sets your child up for success and allows an opportunity for extra adult attention and instruction. Next, throughout the school day your child’s teachers will give specific feedback about performance following the Warrior Way (Being Safe, Being Respectful, and Being Responsible). Teacher feedback will be documented using a daily progress report (DPR). At the end of the school day students in the CICO program return to the mentor they met with during the morning check-in. For this afternoon check-out period mentors help students count and record the number of points earned for appropriate behavior that day. In addition, the mentor provides positive comments, encouragement for on-going success, and additional instruction if students struggled with a particular class period of the day. Finally, your child will be able to earn incentives for meeting behavioral goals.

To support each child’s success, we ask parents to make sure children arrive on time each day for the morning check-in and also that they review and sign the daily progress report. A copy of the progress report will be sent home from school each day.

Most children who participate in the program show rapid gains, enjoy working with the mentor, and benefit from additional attention provided by their classroom teacher. While your child is in the program our school’s Tier 2 Team will monitor data closely. After your child meets his/her program goals we will celebrate with a graduation ceremony.

If you do not wish your child to participate in this program, please call a school administrator.

Sincerely,

Winfield Primary RTI2-B Tier II Team

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Dear Mr. and Mrs. Jones,

EXAMPLE 2

We have a wonderful school wide goal this year. Our goal is to create an inclusive and welcoming environment which values, recognizes and affirms the worth of each individual in our learning community. To help us reach our goal, we are starting a very effective program for students who need additional support.

We call this program “Check In/Check Out (CICO).” Students involved in this program will check in with a staff member in the morning. At Check In they receive a point card allowing them to receive points for being a safe, respectful, responsible citizen of our school. The staff member and the student talk together, setting a goal of how many points the student will get that day. As they go through the day, they must periodically check in with their teacher to receive points. At the end of the day they check out with a staff member who totals the points and discusses how the day went. Students will bring home a report each day to let the parent know if they met their goal. There is a place for the parent to sign and then your child will bring the form back to school. Students can accumulate points to spend in various ways, like lunch with a teacher or computer time.

Joey has been chosen to participate in CICO. We are excited that he will be a part of our plan to make our school a safe, caring and fun place for students to go to school. If you have any questions, please contact me at \*\*\*.

EXAMPLE 2

EXAMPLE 3

Dear Caregiver,

This letter is to inform you that your student, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been recommended for the check-in/check-out program at \*\*\* High School. The check-in/check-out program is a positive intervention that allows students to start their day by checking in with an adult to promote positive behavior throughout the day. Students will also spend a few minutes at the end of each day with an adult reviewing their progress. Progress sheets may be sent home for you to review.

If you do NOT want your child to be a part of this program, please sign below and return this paper back to the school with your child. If you have any questions about the check-in/check-out program, please feel free to contact me at \*\*\*\*If you have any questions or would like more details regarding check-in/check-out, please call \*\*\*\*.

EXAMPLE 4

Dear \_\_\_\_\_\_\_\_\_\_\_,

Thank you for supporting your student though our Check-In/Check-Out (CICO) program. We have found students get the most from CICO when parents are involved in the program.

Each person involved in the CICO program has an important role to play to support student success:

**Caregiver’s role:** Please ask for the CICO from your student **every day** after school. We have found the system works best if parents plan to ask for the form rather than wait for their student to remember to bring it to them. Remember to stay positive and encouraging with your student, even if they forget the form or didn’t meet their goal (“try again tomorrow,” “give it your best each day,” “please remember to bring your form home tomorrow so I can give you your reward”). Parents are asked to reinforce their student’s progress by giving a small incentive for meeting a daily goal. Remember, this incentive does not have to be monetary in value and could include earning time using electronics (games, computer, music), spending time with friends, or another special privilege or small reward. If you did not already receive one, please ask for a copy of the *Home Incentives Plan*.

**Student’s role:** Your student will need to remember to pick up the CICO form each morning and bring it back at the end of the day. Your student is responsible to bring this form to each class and ask each teacher to rate behavior and initial the form after each period. Students are also responsible for bringing home the filled out CICO.

**Teacher’s role:** Students on CICO will bring the forms to their teacher during each class period. Teachers will rate the student’s behavior, write a *positive* comment focusing on what the student did *well*, and return the form to the student. Ideally, teachers will also offer a positive verbal comment or encouraging remark to students.

**CICO coordinator’s role:** As the CICO coordinator, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will be meeting with your student each school morning and afternoon. \_\_\_\_\_\_\_\_\_ will provide your student with a new form each morning and will provide a small incentive on days goals are met.

We would love to hear from you any time you have questions, concerns, or positive news to share about your student. Please call me at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or email me at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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Name (CICO coordinator)

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EXAMPLE 5

**Caregiver Notification Form**

for Check In Check Out

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

We would like to include your child in our Check In/Check Out (CICO) intervention program. The CICO program is intended for students needing additional support throughout the school day to succeed. A point card will be filled out daily by the teacher(s) and checked at the end of the day by one of our trained support staff. Students will need to pick up their point card every morning between 8:20 and 8:30 A.M. and then return to their support staff member 2:35 between 2:45 P.M. to check out at the end of the day.

A CICO Home Communication Form will be sent home each day with your child’s point card information and should be **reviewed with your student.**

**Student Roles:** The student checks in with their CICO mentor at the beginning of each day to get their point card. The student keeps their card at their desk throughout the day. The student can prompt the teacher to fill in points at designated times throughout the day. The student then checks out with their CICO mentor at the end of the day and together they review the positives (stars) and things to work on (stairs) for tomorrow. The student then brings home the CICO Home Communication Form to share with their parent.

**Caregiver Roles:** Each day review the CICO Home Communication Form with your child. The form will indicate areas that your student was successful with that day. We refer to these as **stars**, which means great job and keep doing what you’re doing! Provide positive attention/praise/reward for the goals your child did really well on. The form will also indicate areas your child will be working harder to improve on. We refer to this as **stairs**, or what are the steps your child can take to improve? Avoid negative comments when providing them with feedback about stairs. Instead, ask them how they think they can work harder to make their stairs into stars! Keep the conversation positive and let your child know that you care how they are doing at school.

Your child will be able to earn incentives and rewards for appropriate behavior as part of our school-wide system of RTI2-B.

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Please return this portion of the form to \_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_ I **understand** my role and the role of my student.

\_\_\_\_\_\_ I **do not** understand my role and the role of my student please contact me.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Caregiver)

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