

Student, Family, and Community Engagement Resource Pack

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Purpose of the Student, Family, and Community Engagement Resource Pack

Leadership is an essential component of RTI²-A + RTI²-B, which is necessary to align knowledge, resources, and organizational structures necessary to implement RTI²-A + RTI²-B. Effective leadership involves strengthening communication and engagement with all key collaborators, such as students, families, and community members, by including everyone in implementation efforts. The *Student, Family, and Community Engagement Resource Pack* provides materials to support educators as they engage in ongoing, two-way communication and engagement with key collaborators on RTI²-A + RTI²-B procedures and implementation progress.

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Student Perceptions of Tiered Supports Example Survey

Purpose: This is an example survey that can be adapted by schools and completed by students.

Survey Directions: This survey is designed to gather your thoughts and input on Response to Instruction and Intervention for Academics and Behavior (RTI²-A + RTI²-B) in your school. Your responses are anonymous and will be used to help improve the support provided to all students at your school. Please circle one response per item.

1. I feel safe and accepted in my school building.	Strongly Agree	Agree	Disagree	Strongly Disagree
2. Teachers at my school believe in me.	Strongly Agree	Agree	Disagree	Strongly Disagree
3. Students support one another at my school.	Strongly Agree	Agree	Disagree	Strongly Disagree
4. I have been taught the school-wide expectations.	Strongly Agree	Agree	Disagree	Strongly Disagree
5. I have been asked to share my thoughts and ideas about our behavioral expectations this year.	Strongly Agree	Agree	Disagree	Strongly Disagree
6. I have been asked to share my thoughts and ideas about our acknowledgement system this year.	Strongly Agree	Agree	Disagree	Strongly Disagree
7. I would recommend my school to other students.	Strongly Agree	Agree	Disagree	Strongly Disagree
8. I feel comfortable asking my teacher for help when I need it.	Strongly Agree	Agree	Disagree	Strongly Disagree
9. I feel comfortable sharing my answers and ideas during lessons.	Strongly Agree	Agree	Disagree	Strongly Disagree
10. I have the materials and resources I need to learn.	Strongly Agree	Agree	Disagree	Strongly Disagree

- Have you received praise from an adult within the last month (e.g., positive note home, student of the month, acknowledgement ticket)? Circle one: YES NO

● At my school, support for students would be better if: _____

● One thing I love about my school is: _____

Student Involvement Ideas within RTI²-A + RTI²-B

Purpose: This list below explains various ways to promote student involvement at school.

Organize Students into Leadership Groups

- Create RTI²-A + RTI²-B advisory teams with membership based on volunteering, peer election, or teacher recommendation.
- Include students on school leadership team subcommittees (e.g., data, acknowledgement, behavioral expectations, or communication subcommittee).

Gather Input from Students

- Utilize the Student Perception Survey to gather data about student engagement.
- Meet with a variety of clubs and student organizations to gather input on RTI²-A + RTI²-B.
- Ask students to review and discuss the behavior expectations.
- Gather ideas from students about their desired acknowledgment system.
- Gather ideas to enhance core instruction and engagement.
- Survey students on attendance information (e.g., number of times absent, cause of absence, reason, ideas to encourage arriving to school on time).

Allow Students to Lead Activities

- Ask student volunteers to decorate a wall reflecting school-wide academic and behavior goals and progress towards those goals.
- Facilitate student classroom, grade-level, or school-wide competitions to improve valued RTI²-A + RTI²-B outcomes (e.g., attendance competitions).
- Allow students to create example videos teaching behavioral expectations.
- Ask “Four Panel” questions during morning announcements:
 - Ask a panel of four random students questions about RTI²-A + RTI²-B topics.
 - Recommend a question to be discussed in class with homeroom teacher after announcements.
- Lead a peer-to-peer and/or student-to-staff recognition system.
- Support students in creating and using lesson plans to teach expectations to peers and younger students (including students at feeder schools).
- Enlist students to organize and operate the school store.
- Select students to act as mentors to younger students.

Share Information with Students

- Include assessment information and expectations matrix in student handbook.
- Teach and re-teach behavioral expectations.
- Support 9th grade students with a Freshman Academy:
 - Focus on “how to do school.”
 - Explain school-wide practices (e.g., assessment calendar, purpose of assessments, behavioral expectations, acknowledgement system, course credit, and transcripts).
 - Meet regularly as a monthly freshman group or club, as an advisory class, or during lunch to check-in with students about how they are adapting to high school.
 - Monitor attendance, behavior, and course performance data with the Academy to determine needed supports.
- Invite students and their families to summer sessions before transition years (e.g., rising 9th graders, 6th graders, Kindergarteners).
 - Discuss strategies for academic success, getting involved in extracurricular activities, asking for help, peer mentoring opportunities, and using their agenda.
 - Orient students and their families to the school-wide behavior expectations, acknowledgement system, and discipline process.

Acknowledgements

This resource is adapted from:

Flannery, K. B., Hershfeldt, P., & Freeman J. (2018). *Lessons Learned on Implementation of PBIS in High Schools: Current Trends and Future Directions*. Center on PBIS. Eugene, Oregon: University of Oregon Press.

Kato, M. M., Hershfeldt, P. (2015). *PBIS forum 15 practice brief: Focusing on freshmen within MTSS*. Retrieved from <https://www.pbis.org/>

Guiding Questions for Your Faculty on Family Engagement within RTI²-A + RTI²-B

Purpose: Use the questions below to facilitate discussions with your faculty about establishing strong family engagement. These questions are designed to promote positive relationships, two-way communication, and shared decision-making.

1. What are your top three expectations for your students' families?
2. What do you think families expect from you as their child's teacher? Identify three top expectations.
3. What steps are you taking to help meet the expectations that families have of you? What steps are you taking to communicate your expectations of your students' families?
4. What are we doing to promote shared decision-making processes among families and educators as RTI²-A + RTI²-B policies are created or reviewed for improvement? How are we gathering and incorporating family voice? Think about policies related to student discipline, attendance, missing/late assignments, etc.
5. What are some of the challenges of incorporating family voice? How are you addressing those challenges?

Acknowledgements

This resource is adapted from:

McIntosh, K., & Rose, J. (2017). *Equity: Partnering with underserved families*. [PowerPoint slides]. Retrieved from www.pbis.org

Family and Community Member Role Description Example

Purpose: Inviting student’s families to join the RTI²-A + RTI²-B School Leadership Team can be an excellent way to promote shared decision-making. The description below may be used to clarify the purpose and expectations of their role.

Family and Community Member Role Description for RTI ² -A + RTI ² -B School Leadership Team	
Purpose of the role:	<p style="text-align: center;">_____ School values the input of families and our community. For that reason, we would like to include family and community members on our School Leadership Team. These members will serve as a liaison between community and the School Leadership Team while providing integral feedback and input to the team.</p>
Key Responsibilities:	<ul style="list-style-type: none"> • Attend regular School Leadership Team meetings • Act as a representative of family and/or community voice • Ensure two-way communication with key collaborators (families and the community) is on the agenda • Gather feedback and questions from families and community members to share with the team • Guide the team’s discussion of stakeholder feedback and questions and the development of a plan to address them • Share information from meeting with the school community

Using Technology to Promote Family Engagement within RTI²-A + RTI²-B

Purpose: Two-way communication is pivotal for engaging families within RTI²-A + RTI²-B. The technological resources below can assist with communication efforts.

Digital Portfolio

Seesaw: The Learning Journal — web.seesaw.me

Description: A digital portfolio that displays students' work (papers, drawings, videos, links).

Family Engagement: Students' work is shared with families. Families can "like" and comment.

Electronic Newsletter

Smore — www.smore.com

Description: A website where educators can create engaging online newsletters with text, images, audio, videos, and web links embedded.

Family Engagement: Families receive the newsletter via email or a web link. Educators can see who has opened the newsletter.

Websites, Apps, & Blogs

ClassDojo — www.classdojo.com

Description: A communication app that connects teachers, parents, and students. Student behavior (positive and negative) is tracked with points. (NOTE: *Tennessee TSC recommends disabling the negative behavior tracking as this practice is not aligned with RTI²-B.*)

Family Engagement: Educators can share photos, videos, and messages throughout the day. Families can respond directly. Translation available in 35 languages.

Classtag — www.classtag.com

Description: Website/app with many communication features, including scheduling, messaging, and automated newsletters.

Family Engagement: Families receive communications and engage in two-way messaging. Translates for 50 languages.

EduBlogs — www.edublogs.org

Description: A blogging platform for educators.

Family Engagement: Families can view, read, and comment on blog posts related to classroom events and activities.

Remind — www.remind.com

Description: A messenger app that provides real-time text messaging that facilitates quick communications and reminders to students and families while keeping phone numbers private.

Family Engagement: Send messages to an entire class or individually. Translates messages into more than 70 languages.

Sign-up — www.signup.com

Description: A scheduling app that helps educators recruit family volunteers or invite families to events.

Family Engagement: Families can sign up to attend parent conferences, school events, field trips, etc.

Weebly for Education — www.education.weebly.com

Description: A blogging platform with drag and drop editors that is easy to use. Add pictures, videos, documents, maps, and photos to a classroom website.

Family Engagement: Share website with families.

Acknowledgements

This resource is adapted from:

Eagle, J., Nkomo, L., Furey, J. (2018). *School-Based Practices for Family Engagement: What we are doing and can do*. Presented at the Northeast PBIS Leadership Forum, Groton, CT.

Tier I Family Engagement Survey for Educators and Families

Purpose: The *Tier I Family Engagement Survey for Educators* and *Tier I Family Engagement Survey for Families* allows school teams to measure educator and family perceptions of family engagement and family-school relationships within RTI²-A + RTI²-B. The surveys can be used by school teams to evaluate their efforts to increase collaboration, shared decision-making, and two-way communication between educators and families. After administering the Tier I Family Engagement Survey for Educators and Families, compare the survey data to conclude if educators and families have the same perceptions of the school’s efforts to increase engagement. Survey results can be used to help identify where to focus family engagement efforts.

Tier I Family Engagement Survey for Educators

Audience: Administrators, teachers, and school staff

Survey Directions: The purpose of this survey is to gather feedback from teachers about their efforts to engage families within Response to Instruction and Intervention for Academics and Behavior (RTI²-A + RTI²-B). Please mark (X) one response per item. All responses will remain strictly confidential.

1. How often do you ask families for their input about their specific child?

<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
<input type="checkbox"/> Very often	<input type="checkbox"/> Rarely	

2. How often do you seek families’ input to inform your decisions about their specific child?

<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
<input type="checkbox"/> Very often	<input type="checkbox"/> Rarely	

3. How often do you ask families for their input about school-wide decisions?

<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
<input type="checkbox"/> Very often	<input type="checkbox"/> Rarely	

4. How often do you solicit families’ input and use it to inform your decisions about school-wide decisions?

<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
<input type="checkbox"/> Very often	<input type="checkbox"/> Rarely	

5. Please select the degree to which you agree with the following statements:

	Strongly Agree	Slightly Agree	Undecided or Neutral	Slightly Disagree	Strongly Disagree
I have a positive relationship with the families of my students.					
I respect families at my school.					
I trust the families of my students.					
My students’ families trust me.					
My school staff ensures families feel welcome at our school.					
I feel confident about talking with my students’ families about his/her academic and/or behavior performance.					
I feel confident sharing academic and behavior data with my students’ families in a way that they can use and understand.					

I feel confident listening to families and identifying their concerns and priorities when it comes to their child.					
I share information with families about how to support their students' behavior at school and at home.					
I have a good understanding of RTI ² -A + RTI ² -B.					
I have a good understanding of how to explain RTI ² -A + RTI ² -B to families and engage them in it.					

6. I have been asked to provide input on family engagement (e.g., home matrix, community events).
- Yes
 No
7. How often do you contact families about their child behaving well?
- Always Sometimes Never
 Very often Rarely
8. How often do you recognize family members for being engaged in their child's education?
- Always Sometimes Never
 Very often Rarely
9. My staff teaches families to use the same behavior expectations at home that are used at school (i.e., a home matrix).
- Yes
 No
10. I have received information on how to teach families to use the same behavior expectations at home that are used at school (i.e., a home matrix).
- Yes, I have received it, and I always use it to support families.
 Yes, I have received it, and I sometimes use it to support families.
 Yes, I have received it, but I never use it to support families.
 No, I have not received it.
11. My staff teaches families to use an acknowledgement system at home like the one used at school.
- Yes
 No
12. I have received information about how to support families in using an acknowledgement system at home like the one used at school.
- Yes, I have received it, and I always use it to support families.
 Yes, I have received it, and I sometimes use it to support families.
 Yes, I have received it, but I never use it to support families.
 No, I have not received it.

Tier I Family Engagement Survey for Families

Audience: Families

Survey Directions: The purpose of this survey is to get your feedback about our school's efforts to support all students. Response to Instruction and Intervention for Academics and Behavior (RTI²-A + RTI²-B) uses positive practices such as clear expectations, an acknowledgement system, and a consistent approach to problem behavior. Please mark (X) one response per item. All responses will remain confidential.

1. How would you MOST prefer to receive information about your child's classroom or school activities?

<input type="checkbox"/> Daily/weekly schedule of classroom activities <input type="checkbox"/> Board in the entryway or outside of classroom <input type="checkbox"/> Family handbook of program policies <input type="checkbox"/> School website <input type="checkbox"/> School Facebook or Twitter page	<input type="checkbox"/> Written or electronic newsletter <input type="checkbox"/> Notes home on paper <input type="checkbox"/> Text messages <input type="checkbox"/> Emails <input type="checkbox"/> Phone calls <input type="checkbox"/> Meetings at the school <input type="checkbox"/> School-specific apps
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2. If our school offered workshops, what topics would you be interested in? Check all that apply.

<input type="checkbox"/> Behavior supports and opportunities at my child's school <input type="checkbox"/> Daily routines (e.g., getting dressed) <input type="checkbox"/> Positive discipline	<input type="checkbox"/> Limit setting <input type="checkbox"/> Collaborative problem solving <input type="checkbox"/> Other: _____
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3. When would be the best time for you to come to workshops? Check all that apply.

<input type="checkbox"/> Weekday mornings before school <input type="checkbox"/> Weekdays during school hours <input type="checkbox"/> Weekdays after school <input type="checkbox"/> Weekday evenings	<input type="checkbox"/> Saturday morning <input type="checkbox"/> Saturday afternoon <input type="checkbox"/> Saturday evening
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4. How often do teachers and staff ask you for your input about your child specifically?

<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
<input type="checkbox"/> Very often	<input type="checkbox"/> Rarely	

5. How often do teachers and staff ask you for your input about school-wide decisions?

<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
<input type="checkbox"/> Very often	<input type="checkbox"/> Rarely	

6. Please select the degree to which you agree with the following statements:

	Strongly Agree	Slightly Agree	Undecided or Neutral	Slightly Disagree	Strongly Disagree
I have a positive relationship with the staff at my child's school.					
Staff at my child's school respect me and my child.					
I trust the staff at my child's school.					
The staff at my child's school trust me.					
I feel welcome at my child's school.					
I have a good understanding of the behavioral data used at my child's school.					
The staff is clear about the behavior expectations.					

7. I have been asked for input on the behavior expectations.
 Yes No
8. I have been asked for input on family engagement (e.g., home matrix, community events).
 Yes No
9. My child has been acknowledged for positive behavior.
 Yes No
10. Someone at my child's school has contacted me about my child behaving well.
 Yes No
11. I have received acknowledgement for being engaged at my child's school.
 Yes No

12. List the school-wide behavior expectations:

13. I have received information from my school on how to use behavior expectations at home (e.g., home matrix).
 Yes, I have received it, and I always use it at home.
 Yes, I have received it, and I sometimes use it at home.
 Yes, I have received it, but I never use it at home.
 No, I have not received it.
14. I have received information from my school about how to use an acknowledgement system at home.
 Yes, I have received it, and I always use it at home.
 Yes, I have received it, and I sometimes use it at home.
 Yes, I have received it, but I never use it at home.
 No, I have not received it.

School-Level Family Engagement Analysis

Purpose: Engaging families via two-way communication is a crucial part of providing high-quality instruction. Two-way communication with key collaborators, families, and schools creates a strong relationship that maximizes students' outcomes. The surveys listed below are designed to help schools to reflect on their current family engagement needs and practices. The surveys in Part I can be used to gather feedback from school staff, and the survey in Part II can be used to gather feedback from families. The questions in Part III include prompts for reviewing survey data and making plans according to the feedback received.

Part I

Part I Directions: Review the *Academic Engagement Inventory*, *Relationships Inventory*, *Family Empowerment Inventory*, and the *Program and Activities Inventory* listed below. Determine which surveys your school would like to disseminate to gather feedback from staff.

Academic Engagement Inventory

Audience: Administration, teachers, and school staff

Focus: Academic activities used to engage families in improving student achievement

Directions: This survey is designed to gather your input on academic activities that increase family academic participation and engagement in our school. Your responses are anonymous and will be used to help improve the support provided to all students. Please mark (X) one response per item.

1. Current student work is displayed throughout the building. Exhibits clearly explain the purpose of the work and the high standards it is to meet.
 - Already doing this
 - Could do this easily
 - This will take time
 - This will be hard
2. All programs and activities for families focus on student achievement – they help families understand what their children are learning and promote high standards.
 - Already doing this
 - Could do this easily
 - This will take time
 - This will be hard
3. Special workshops, learning kits, and other activities show families how to help their children at home and respond to what families need to know about.
 - Already doing this
 - Could do this easily
 - This will take time
 - This will be hard
4. The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvements.
 - Already doing this
 - Could do this easily
 - This will take time
 - This will be hard

Relationships Inventory

Audience: Administration, teachers, school staff, and family liaisons

Focus: Strong relationships between educators and families

Directions: This survey is designed to gather your input on school-wide efforts to increase positive relationships between educators and families. Your responses are anonymous and will be used to help improve the support provided to all families. Please mark (X) one response per item.

1. A “joining process” welcomes families to the school, offers tours, makes bilingual speakers available, and introduces them to staff and other families.
 Already doing this This will take time
 Could do this easily This will be hard
2. Teachers and families have frequent opportunities to meet face-to-face and get to know each other through events such as class meetings, breakfasts, home visits, and class observations.
 Already doing this This will take time
 Could do this easily This will be hard
3. Teachers or advisors make personal contact with each family at least once a month.
 Already doing this This will take time
 Could do this easily This will be hard
4. A family liaison helps teachers connect to families and bridge barriers of language and culture.
 Already doing this This will take time
 Could do this easily This will be hard

Family Empowerment Inventory

Audience: Administration, teachers, and school staff

Focus: Developing families’ self-confidence and power

Directions: This survey is designed to gather your input on school-wide efforts to empower families to engage in their child’s education. Your responses are anonymous and will be used to help improve the support provided to all families. Please mark (X) one response per item.

1. Families are involved in planning how they would like to be involved at the school.
 Already doing this This will take time
 Could do this easily This will be hard
2. School committees and the PTA/PTO reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.
 Already doing this This will take time
 Could do this easily This will be hard
3. The school is open and accessible, and it is easy for parents and families to meet with the principal, talk to teachers and counselors, and bring up issues or concerns.
 Already doing this This will take time
 Could do this easily This will be hard
4. A parent and family active committee develops school improvement projects and do action research survey to involve other families and visit other schools and programs.
 Already doing this This will take time
 Could do this easily This will be hard

Program and Activities Inventory

Audience: Administration, teachers, and school staff

Focus: Programs and activities to engage families in improving student achievement

Directions: This survey is designed to gather your input on school-wide programs and activities to engage families in improving student achievement. Your responses are anonymous and will be used to help improve the support provided to all families. Please mark (X) one response per item.

1. Families learn how the school system works and how to be effective advocates for their children.
 - Already doing this
 - This will take time
 - Could do this easily
 - This will be hard

2. Teachers learn about effective approaches to working with families of diverse cultural backgrounds.
 - Already doing this
 - This will take time
 - Could do this easily
 - This will be hard

3. Families and staff have opportunities to learn together how to collaborate to improve student achievement.
 - Already doing this
 - This will take time
 - Could do this easily
 - This will be hard

4. The school reaches out to identify and draw in local community resources that can assist staff and families.
 - Already doing this
 - This will take time
 - Could do this easily
 - This will be hard

Part III

Part III Directions: The questions below can be discussed after reviewing the surveys completed by staff and families from Part I and Part II. These questions facilitate self-reflection and can be completed by individual staff members or together as a team.

Open-Ended Reflection Questions

Audience: Administration, teachers, and school staff

Focus: Self-reflection on individual family engagement practices

Directions: Review the results of the surveys disseminated to staff members and families at your school. Use these open-ended reflection questions to help you review survey data and make plans according to the feedback received.

Which areas are you doing well in? Which ones will need more work?

How are families involved in making the school open, welcoming, and collaborative?

What concerns do you have about engaging families?

What steps could you take to help your school become more family-friendly?

Right away: _____

Over the long term: _____

Acknowledgements

This resource is adapted from:

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. The New Press. <https://doi.org/10.5070/BP322112721>

Beginning of the Year Questionnaire for Families

Family Input Survey, Example #1

Purpose: The survey below can be used to establish a relationship and encourage two-way communication with families. This example survey can be adapted to reflect the needs of your classroom, school, and community.

Welcome to the 2023-24 school year! To help me best serve your student and family, please answer the following questions. This information will remain confidential, and I appreciate you taking the time to share this helpful information. I am excited to get to know you and your family, and I look forward to working with you this year!

1. What is the most important thing I should know about your child?
2. What do you see as your child's greatest strength?
3. What is your preferred method of communication? Mark preferred methods with (X).
 - Note home
 - Email
 - Phone call
 - Text message
 - Video conference (Zoom, FaceTime, etc.)
 - Classroom website or app
 - School website or app
 - Social media sites (Facebook, Twitter, Instagram)
 - Other, please specify:
4. What do you see as your child's greatest strength?
5. My child learns best while working (circle one)...
 - Independently
 - In small groups
 - In whole group
4. Does your child have any fears I should be aware of?
 - Yes, please specify:
 - No
5. What is the best way to motivate your child? Mark all applicable items.
 - Attention & praise from teacher
 - Social acknowledgement or time with peers
 - Tangible items
 - Other:
6. Do you have any concerns about your child's behavioral or academic development?
 - Yes, please specify:
 - No
7. Is there anything else you would like to tell me about your child or your family?

Acknowledgements

This resource is adapted from:

Ripp, P. (2015). *Parent Beginning of the Year Survey*. www.pernillesripp.com

Poplar Grove Middle School Family Input Survey

Family Input Survey, Example #2

Purpose: This is an example resource that can be adapted and used to gather input from families.

Our school uses a system for supporting students called Response to Instruction and Intervention for Academics and Behavior (RTI²-A + RTI²-B), and we'd like your feedback on how we're doing. Please complete and return the survey to a Poplar Grove Middle School (PGMS) staff member for a special ticket for each child in your family. They may use this special ticket for a chance at the Soda Toss!

1. I am familiar with what Response to Instruction and Intervention for Academics and Behavior (RTI²-A + RTI²-B) is at PGMS (i.e., academic and behavior expectations, rules for different areas of the school, RTI²-B Tickets, and rewards for academic performance and appropriate behavior).

Not very familiar Somewhat familiar Familiar Very familiar

2. I believe the staff at PGMS uses positive strategies on a regular basis to talk/work with students on school-wide expectations.

Not very familiar Somewhat familiar Familiar Very familiar

3. I receive regular information on how my child is doing in response to school-wide expectations at PGMS.

Not very familiar Somewhat familiar Familiar Very familiar

4. I am satisfied with the school-wide expectations at PGMS for my child.

Not very familiar Somewhat familiar Familiar Very familiar

5. I believe my child is reinforced appropriately when he/she follows the school-wide expectations and rules.

Yes No

6. PGMS staff members treat students fairly and respectfully.

Not very familiar Somewhat familiar Familiar Very familiar

7. If I had concerns about my child or about the school, I would feel comfortable discussing the situation with a staff member (teacher, counselor, administrator).

Yes No

8. I receive regular information regarding my child's performance.

Academics Only Behavior Only Both Neither

Suggestions/Comments:

Poplar Grove Middle School Ticket Example

Poplar Grove Middle School Special Edition Family Night Ticket

Student: _____

Tickets should not be shared with other students.
Please fill in the information in ink as soon as ticket is received.

Expectations:
Be Responsible
Be Respectful
Show Pride



Poplar Grove Middle School Special Edition Family Night Ticket

This ticket may be redeemed for:

One FREE popcorn
during the movie

Expectations:
Be Responsible
Be Respectful
Show Pride



Acknowledgements

This resource is adapted from Poplar Grove Middle School and is reproduced with permission from the school.

School Climate Survey

Family Input Survey, Example #3

Purpose: This is an example resource that can be adapted and used to gather input from families.

We want to know what you think about your child’s school. The information will help us improve student relationships, learning conditions, and the school’s overall climate. Your answers are confidential and will be combined with those of other caregivers. No one will be told how you answered. This survey is voluntary. You do not have to answer any question if you do not want to, but we hope you will answer as many questions as you can. We appreciate you taking the time to complete this survey.

Directions: Please select the degree to which you agree with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My child’s school environment is clean and in good condition.					
My child feels safe at school.					
Students at my child’s school are well-behaved.					
My child is safe going to and from school.					
The learning environment at my child’s school is excellent.					
Communication with families occurs in an open and respectful manner.					
School staff has helped my child learn how to manage time.					
Teachers at my child’s school have high expectations for the students.					
My child’s teacher encourages students to ask questions.					
Teachers at my child’s school treat students with respect.					
The expectations for student conduct are consistently enforced at my child’s school.					
Students at my child’s school treat teachers and staff with respect.					
School staff encourage students to respect each other’s differences.					
The teachers in the school have built strong relationships with my child.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My child has friends at school he or she can trust and talk to about problems.					
I know what is going on in my child's school.					
My child is treated fairly.					
My child's school tries to get family members to take part in school activities.					
I am actively involved in my child's school.					
Families are involved in making important decisions.					
My child has pride in his or her school.					
I feel comfortable talking with my child's teachers.					
I am well informed about how my child is doing in school.					
I feel welcome at my child's school.					
I know what my child's teacher expects of my child.					
Overall, I am satisfied with my child's school.					

Additional Comments:

Family Letter Example Resource #1

Purpose: This is an example resource that can be adapted and used to communicate with families.

Dear Parent/Caregiver,

Greetings for our new school year! To provide all our students with the support they need to be successful, we implement Response to Instruction and Intervention for Academics (RTI²-A) and Response to Instruction and Intervention for Behavior (RTI²-B). We call this RTI²-A + RTI²-B. This means we use academic and behavior data to identify student-specific needs and determine appropriate instructional strategies and interventions to support those needs. Our faculty and staff create an environment that encourages academic, social, and behavioral growth for each student. We believe our commitment to RTI²-A + RTI²-B allows our community to grow and strengthen.

We have provided additional information on RTI²-B and our behavior expectations below. We hope you will hear more details about the expectations from your students! Please do not hesitate to contact Bramble Elementary school staff and faculty if you have any questions or would like more information.

RTI²-B Purpose

The purpose of Bramble Elementary School's RTI²-B plan is to improve our school culture and climate. Our goal is to acknowledge students for displaying our three behavioral expectations: (1) Be Safe, (2) Be Respectful, (3) Be Responsible. The Behavioral Expectations Matrix (see attached) defines what each expectation looks like in all school locations. Teachers will provide instruction on the school-wide expectations, and students will practice them and receive feedback through use of our acknowledgment system. Students may receive praise or other forms of positive feedback, like Bramble Bucks, when they are caught engaging in the expected behaviors. We have included a suggested Home Behavior Matrix if you would like to use this same language at home, which can help reinforce your student's learning of the expectations.

We are extremely grateful for the tremendous support of our parents and families. By volunteering and being present on the school campus, you are an integral member of Bramble's community. We look forward to the successes of the coming school year with eagerness and excitement.

Sincerely,

The Bramble Faculty and Staff

Family Letter Example Resource #2

Purpose: This is an example resource that can be adapted and used to communicate with families.

Welcome, West Tennessee School for the Deaf Families!

We are soaring high for positive behavior! We implement a framework called Response to Instruction and Intervention for Behavior (RTI²-B). As part of the framework, WTSD encourages three school-wide expectations for behavior. They are: 1) Be Responsible; 2) Be Respectful; and 3) Be Cooperative.

The purpose for implementing this framework is to foster a welcoming, positive school environment that is enjoyable for the community and that will support the academic, behavioral, and social needs of all students. Our School Leadership Team is committed to strengthening the climate of our school through RTI²-B.

As a part of this commitment, our Eagle Mascot, Beaky, invites you to join our Eagle's Lair Family Engagement Club!

This is how you can soar and become a part of the Eagle's Lair:

You will be given a family engagement card at the beginning of the school year. Bring the card to school events throughout the year. You will receive one card punch at each event you attend. Families who participate in all schoolwide events will become part of the Eagle's Lair Family Engagement Club. Eagles' Lair families will be entered in a drawing for a surprise gift. The family selected will be recognized at Awards Day and will have their picture in the yearbook.

School-wide events include:

- Student Registration
- Grandparent's Day
- Fall Festival
- Fall Parent/Caregiver and Teacher Conference
- Thanksgiving Lunch
- Winter Program
- Spring Parent/Caregiver and Teacher Conference
- Awards Day
- 0-5 Parent Outreach Events (Ready, Set, Learn; Coffee Breaks, etc.)

Please join us as we work in partnership to teach and acknowledge expected behaviors that will benefit both students and adults for a lifetime!

Sincerely,
Beaky and the West Tennessee School for the Deaf

Eagle's Lair Family Engagement Card Example

Directions: Bring this card to school events throughout the year. You will receive one card punch at each event you attend. Families who participate in all schoolwide events will become part of the Eagle's Lair Family Engagement Club. Eagle's Lair families will be entered in a drawing for a surprise gift at the end of the year.

Student Name: _____

Family Members: _____

List of Events to Attend

1. Student Registration
2. Grandparent's Day
3. Fall Festival
4. Fall Parent/Caregiver and Teacher Conference
5. 0-5 Parent/Caregiver Outreach Events (Ready, Set Learn; Coffee Breaks, etc.)
6. Thanksgiving Lunch
7. Winter Program
8. Spring Parent/Caregiver and Teacher Conference
9. Awards Day
10. 0-5 Parent/Caregiver Outreach Events (Ready, Set Learn; Coffee Breaks, etc.)

Card Punches Documenting Event Attendance

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Acknowledgments

This resource is adapted from West Tennessee School for the Deaf and is reproduced with permission from the school.

**We are
TIGERS,
hear
us...**



**Halls Elementary
School
Family/Student
Brochure**

Responsibility

Optimism

Accountability

Respect



**Halls Elementary
School**

601 Carmen Street

Halls, TN 38040

(731) 836-9651

**HES
TIGERS**

Purpose: This is an example resource that can be adapted and used to communicate with families.

School's Mission Statement:

To provide each child with the education and tools needed to be a productive citizen.

Purpose Statement:

Students, staff, families, and the community will work together to create an enriched learning environment where Halls Elementary students will experience increased motivation to achieve academic, social, emotional, and behavioral success.

HES students will display:

1. Responsibility
2. Optimism
3. Accountability
4. Respect

Message from the Principal:

Welcome to Halls Elementary School! We look forward to working with you to ensure your child's educational success.

At our school, we implement Response to Instruction and Intervention for Academics and Behavior (RTI²-A + RTI²-B). We use academic and behavior data to identify student-specific needs and determine appropriate instructional strategies and interventions to support those needs. RTI²-A + RTI²-B is a school-wide approach to teaching, modeling, recognizing, and supporting positive behaviors and academic performance in our school. It focuses on building a school environment in which all students can learn and achieve their personal best.

When problem behaviors occur, RTI²-B offers a framework for responding with support that is matched to student need. This support is provided to build the social skills and behavioral habits that will make students successful in school and the community. RTI²-B uses evidence-based interventions to support students, staff, and families in their effort to create a school environment focused on learning.

We look forward to serving you and your children throughout the school year. If we may be of service, please call 731-836-9651.

Acknowledgement System:

To ROAR means that students demonstrate exactly what is expected of them and consistently follow the school's behavioral expectations. Students who ROAR will be acknowledged in a variety of ways. So these ways include:

- Verbal Praise
- Tiger Tickets
- Top Tiger Awards

Family Tips:

Here are things you can do at home with your child to help him or her ROAR:

- Talk with your child about their day.
- Review behavioral expectations with your child on a regular basis.
- Incorporate the ROAR method into your home.



Acknowledgements

This resource is adapted from Halls Elementary and is reproduced with permission from the school.

The Family Buzz Passport: Just 3 Easy Steps to Earn a Pizza for Your Family

Step 1:

Attend **at least one** activity from the GREEN Column. Have your Passport initialed by an authorized Bramble staff member at that activity.

Step 2:

As a family, **choose two** activities from the BLUE Column and **choose three** activities from the RED Column. Enjoy these activities together at times of your choosing.

Step 3:

When Steps 1 and 2 are complete, present this Passport to an authorized Bramble staff member for validation. Then, place the Passport in the drop box by the Office.

The coupon for your Free Pizza will be mailed to your home address.

(One coupon per family)

Validation Opportunities:

Tuesdays 8:15-8:45am

Thursdays 3:45-4:15pm

Deadline for Passport validation is
November 1st

Family Buzz Passport 2023-2024



Bramble School

First Semester
August 15th – November 1st

Child's Name:

Other Bramble Students:

Validated by: _____

Date: _____

Purpose: This is an example resource that can be adapted and used to encourage family engagement.

GREEN Activities

Choose at least one

These activities take place at Bramble.

- Attend Back-to-School Night (Aug. 10th)
- Attend Parent-Teacher Conference (October 16-17th)
- Pre-arrange with your child's teacher a time to visit the classroom
- Attend PTO Meeting

BLUE Activities

Choose at least two

These activities take place either in school, in the community, or at home.

- Have breakfast or lunch with your child at school
- Go on your choice of a family outing
- Provide a family photo for the "Bramble Family Bulletin Board" at school
- Have a "No TV" night at home

RED Activities

Choose three activities

These activities take place in the community or at home.

- Have your child(ren) read a story to the family
- Eat dinner together as a family and discuss each person's day
- Play a board game together
- Go for a walk together in your neighborhood or a park

FIRST SEMESTER VALIDATION

Authorized Staff Initials: _____

Date: _____



Be Safe, Respectful, and Responsible!



Be Safe, Respectful, and Responsible!



Be Safe, Respectful, and Responsible!

GREEN Activities

Choose at least one

These activities take place at Bramble.

- Attend Family Dinner Night on December 13th
- Attend “Bramble Family Night” at Mason Regional Library
- Volunteer to help PTO at Sock Hop on February 10th
- Attend PTO or Board Meeting

BLUE Activities

Choose at least two

These activities take place either in school, in the community, or at home.

- Have breakfast or lunch with your child at school
- Go on a family outing:

- Provide a family photo for the “Bramble Family Bulletin Board” at school
- Have a “No TV” night at home

RED Activities

Choose three activities

These activities take place in the community or at home.

- Contribute treats to your child’s classroom Winter Party
- Eat dinner together as a family and discuss each person’s day
- Play a card or board game together
- Work on a homework assignment together

SECOND SEMESTER VALIDATION

Authorized Staff Initials: _____

Date: _____



Be Safe, Respectful, and Responsible!



Be Safe, Respectful, and Responsible!



Be Safe, Respectful, and Responsible!

GREEN Activities

Choose at least one

These activities take place at Bramble.

- Attend “McTeacher’s Night” on March 7th at Main Street McDonalds
- Attend “Math Night” on April 24th
- Help or contribute food for Festival of the Arts May 18th
- Attend Honors Day Assembly at Bramble on May 23rd
- Be a Parent Helper at Field Day on May 28th

OPTIONAL ADDITIONAL VALIDATION

Authorized Staff Initials: _____

Date: _____



Be Safe, Respectful, and Responsible!

BLUE Activities

Choose at least two

These activities take place either in school, in the community, or at home.

- Have breakfast or lunch with your child at school
- Go to Mason Regional Library to check out a book together
- Provide a family photo for the “Bramble Family Bulletin Board” at school
- Have a “No TV/No Video Games” night at home
- Attend Bramble Family Night at CiCi’s Pizza (March 11th, April 18th, or May 16th)



Be Safe, Respectful, and Responsible!

RED Activities

Record at least three activities you’ve shared as a family:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Be Safe, Respectful, and Responsible!

Family Behavioral Expectations Matrix Example Resource #1

Purpose: This is an example resource that can be adapted and used to teach schoolwide expectations.

	Bathroom Time	Bedroom Time	Meal Time	Homework Time	Arriving and Leaving Home	Car or Bus
Be Respectful	<ul style="list-style-type: none"> ● Respect others' privacy. ● Keep the bathroom clean. ● Flush the toilet. 	<ul style="list-style-type: none"> ● Respect others' privacy. ● Turn off your devices when it is time for bed. 	<ul style="list-style-type: none"> ● Use an inside voice. ● Use table manners. ● Help clear the table, wash dishes, and take out trash when asked. 	<ul style="list-style-type: none"> ● Complete all work to the best of your ability. ● Listen to and follow instructions. ● Finish homework before bed. 	<ul style="list-style-type: none"> ● Be on time. ● Listen to and follow directions. ● Notify your family if you are staying late or going to school early. 	<ul style="list-style-type: none"> ● Keep hands and feet to yourself. ● Recognize and avoid conflict. ● Speak quietly. ● Follow directions. ● Follow rules of the road.
Be Responsible	<ul style="list-style-type: none"> ● Set aside enough time to get ready after waking up. ● Wash your hands. ● Allow others time to use the bathroom. 	<ul style="list-style-type: none"> ● Clean up. ● Make your bed. ● Get a full night's sleep. 	<ul style="list-style-type: none"> ● Clean up your space after you finish. ● Keep your food on your plate. ● Offer to help with the meal and clean up. 	<ul style="list-style-type: none"> ● Complete homework. ● Use materials and equipment appropriately. ● Bring all materials home. ● Keep your materials together. 	<ul style="list-style-type: none"> ● Bring all of your belongings with you. ● Pack your backpack. ● Bring all your work. ● Lock the door as you leave. 	<ul style="list-style-type: none"> ● Be aware of your surroundings. ● Stay clear of moving vehicles. ● Bring all of your things with you. ● Eliminate distractions if driving.
Be Engaged	<ul style="list-style-type: none"> ● Use only the time you need in the bathroom. ● Use only what you need (paper towels/toilet paper/shower supplies). 	<ul style="list-style-type: none"> ● Make your bed when you wake up. ● Keep your room clean. ● Turn off your devices when sleeping. 	<ul style="list-style-type: none"> ● Clean up your space after you finish. ● Use table manners. ● Participate in dinner conversations. 	<ul style="list-style-type: none"> ● Attempt homework by yourself before seeking help. ● Create a schedule to complete your homework around extracurricular activities. 	<ul style="list-style-type: none"> ● Plan to leave your house to get to school on time. ● Tell family if your schedule changes. 	<ul style="list-style-type: none"> ● Be on time. ● Keep all hands and objects in the vehicle. ● Have belongings ready to enter and exit. ● Focus only on the road if driving.

Family Behavioral Expectations Matrix Example Resource #2









Purpose: This is an example resource that can be adapted and used to teach schoolwide expectations.

	Be Respectful	Be Responsible	Be Safe
Family and Friend Time	<ul style="list-style-type: none"> ● Actively listen and wait your turn to speak. ● Use kind words. ● Treat others as you want to be treated. ● Think before you speak. 	<ul style="list-style-type: none"> ● Follow directions. ● Take care of your materials. ● Keep up with your belongings. ● Control your temper with friends and family. ● Use calm-down strategies and deep breathing, when needed. 	<ul style="list-style-type: none"> ● Make sure your caregiver knows if you are with someone. ● Only go to places you have permission to go. ● Report anything unsafe to your caregiver.
Bathroom Time	<ul style="list-style-type: none"> ● Clean up after yourself. ● Wash your hands. ● Report messes. ● Flush. ● Respect others' privacy. 	<ul style="list-style-type: none"> ● Wash your hands. ● Leave it clean. ● Put trash in its place. ● Close doors carefully. 	<ul style="list-style-type: none"> ● Only use products you are supposed to use. ● Hold on when stepping in/out of bathtub. ● Wipe up any water dripped on floor. ● Report anything unsafe to caregiver.
Bedroom Time	<ul style="list-style-type: none"> ● Respect others' privacy. ● Return any items/toys you borrowed. 	<ul style="list-style-type: none"> ● Keep your room clean. ● Make your bed. 	<ul style="list-style-type: none"> ● Keep everything in its place/off floor. ● Go to bed when it's your bedtime. ● Stay in your bedroom. ● Report anything unsafe to caregiver.
Meal Time	<ul style="list-style-type: none"> ● Stay in your seat. ● Keep a quiet voice. ● Clean up after yourself. ● Chew with your mouth closed. ● Use good table manners. ● Keep your hands and feet to yourself. 	<ul style="list-style-type: none"> ● Only take as much food as you can eat. ● Keep food on your plate. ● Keep food and trash off the floor. ● Follow directions/routines. 	<ul style="list-style-type: none"> ● Wash your hands. ● Keep your chair on its legs. ● Use utensils in the correct manner. ● Take small bites. ● Report anything unsafe to your caregiver.
Play Time	<ul style="list-style-type: none"> ● Invite others to play and include everyone. ● Play by the rules. ● Use good sportsmanship. ● Take turns. 	<ul style="list-style-type: none"> ● Stay where you can see the adults. ● Use equipment appropriately. ● Play approved games. 	<ul style="list-style-type: none"> ● Wear protective eye wear when needed. ● Keep toys with sharp edges off the floor. ● Put toys/games away after play. ● Play with toys/games as designed. ● Get permission before playing in a new location. ● Report anything unsafe to caregiver.

Homework Time	<ul style="list-style-type: none"> ● Complete work in a timely manner. ● Use your best handwriting. 	<ul style="list-style-type: none"> ● Try to find the answers in your book before asking for help. ● When finished, put materials and supplies back where they belong. ● Check your work. 	<ul style="list-style-type: none"> ● Work in a safe place. ● Place supplies in their proper place. ● Use supplies properly. ● Use websites you have permission to use. ● Report anything unsafe to caregiver.
Going to School	<ul style="list-style-type: none"> ● Be on time. ● Quietly walk to and from the bus/car. ● Be positive. 	<ul style="list-style-type: none"> ● Follow adult directions. ● Make sure all items needed for school are in your backpack. 	<ul style="list-style-type: none"> ● Tell your caregiver if your schedule changes. ● Report anything unsafe to your caregiver.
Coming Home After School	<ul style="list-style-type: none"> ● Quietly walk to and from the bus/car. ● Be positive. 	<ul style="list-style-type: none"> ● Give your caregiver important papers from your teacher. ● Begin homework when it is homework time. 	<ul style="list-style-type: none"> ● Tell your caregiver if your schedule changes. ● Place your backpack in its proper place. ● Go directly to your destination. ● Report anything unsafe to your caregiver.
Car or Bus	<ul style="list-style-type: none"> ● Talk quietly with friends. ● Be helpful to driver. 	<ul style="list-style-type: none"> ● Always obey the driver. ● Keep hands/feet inside car/bus. 	<ul style="list-style-type: none"> ● Follow all school-bus rules. ● Wear your seatbelt when in the car. ● Report to your assigned area for arrival and dismissal. ● Report anything unsafe to your caregiver.

Family Behavioral Expectations Matrix Example Resource #3

Purpose: This is an example resource that can be adapted and used to teach schoolwide expectations.

	Getting Up in the Morning	Getting to School	Clean-up Time	Time to Relax	Homework Time	Mealtime	Getting Ready for Bed
Be Helpful	<ul style="list-style-type: none"> ● Make your bed. ● Put your clothes in the hamper. 	<ul style="list-style-type: none"> ● Have your backpack, lunch, notes, and keys. 	<ul style="list-style-type: none"> ● Do your chores. 	<ul style="list-style-type: none"> ● Clean up after yourself. ● Play quietly. 	<ul style="list-style-type: none"> ● Put your things in your backpack when finished. 	<ul style="list-style-type: none"> ● Set the table. ● Put your dishes away. 	<ul style="list-style-type: none"> ● Brush your teeth. ● Put your dirty clothes in the hamper.
Be Responsible	<ul style="list-style-type: none"> ● Get up on time. ● Get dressed on time. 	<ul style="list-style-type: none"> ● Be ready to leave on time. 	<ul style="list-style-type: none"> ● Clean up after yourself. 	<ul style="list-style-type: none"> ● Ask before you borrow something. 	<ul style="list-style-type: none"> ● Complete your homework ● Do your best! 	<ul style="list-style-type: none"> ● Use kind words and "I" statements. ● Recognize mistakes and apologize. 	<ul style="list-style-type: none"> ● Get to bed on time.
Be Respectful	<ul style="list-style-type: none"> ● Try a morning SMILE! ● Thank your parents or caregivers for helping. 	<ul style="list-style-type: none"> ● Say comments such as, "Thanks for the ride" and "Have a nice day!" 	<ul style="list-style-type: none"> ● Ask politely for help. 	<ul style="list-style-type: none"> ● Treat other people's belongings with care. ● Offer to share. 	<ul style="list-style-type: none"> ● Ask for help respectfully. ● Remember to say, "Thanks for the help!" 	<ul style="list-style-type: none"> ● Remember to say, "Please" and "Thank you." ● Use your napkin. 	<ul style="list-style-type: none"> ● End the day with nice words and thoughts. 

Family Behavioral Expectations Matrix Example Resource #4

Purpose: This template is an example implementation resource that can be adapted and used to teach expectations at home. Families can adapt the chart below to reflect their routines and expectations.

Routines → Expectations ↓	Getting Up in the Morning	Getting to School	Clean-up Time	Time to Relax	Homework Time	Mealtime	Getting Ready for Bed
Be Helpful							
Be Responsible							
Be Respectful							

Family and Community Engagement that Supports School Improvement

Purpose: This table shows examples of family and community engagement across various categories.

Common Types of Family and Community Engagement that Supports School Improvement	
School Actions	Family and Community Actions
Fostering Supportive Home Environments	
Assisting families and working with community organizations to enhance parenting skills and create home conditions that support student academic achievement.	Seeking out and participating in activities to enhance parenting skills and creating home conditions that will support academic achievement.
Promoting Shared Decision Making	
Including family and community members as partners in school decisions.	Learning about and seeking to be involved in decision-making groups.
Expanding Family-School-Community Communication	
Promoting effective two-way communication among educators, families, community members, and community organizations.	Taking advantage of and establishing new systems for communication with educators, local service groups, community members, and families.
Coordinating Resources and Services	
Uniting efforts and programs to provide services for families and partnering with Family Resource Centers.	Learning about and participating in services, programs, and activities that can improve families' lifestyles.
Fostering Volunteer Support	
Organizing and supporting family and community members in their efforts to support schools and students.	Learning about and participating in programs that support schools and students.
Supporting Student Readiness	
Providing services for students, such as health and physical development, career and technical education, and leadership development.	Seeking out and ensuring that all family members take advantage of opportunities to address health or physical needs, learn about areas of interest related to career pathways, and develop leadership skills.
Supporting Learning Outside of School	
Involving families and community groups or organizations to support learning in a variety of settings other than the classroom.	Learning about and taking advantage of opportunities to support children's efforts to learn or study outside of the classroom.
Expanding Community Development	
Taking an active role in community planning and decision making as a central part of the community and creating opportunities for community groups to use the school's resources to help meet the needs of students and their families.	Participating in and supporting efforts to ensure that community planning and decision-making groups consider educational issues in their work, as well as helping the broader community learn about and draw upon school resources that can help support students and their families.

Community Engagement Tips

Purpose: The tips listed below provide recommendations and ideas for community engagement.

Questions to Consider

- What do you want the community to know about you and your school?
- What do you want the community to do to show support for you and your school?
- What are some ways you can work together to benefit each other?

Collaborating with the Community

- Coordinate community resources and services.
- Invite community members to be part of the School Leadership Team.
- Partner with business and service organizations.
- Partner with places families go in the community.

Examples of Community Engagement

- A local restaurant plans a celebration night for all students who received 35 tickets in a month as part of their school's acknowledgement system. Students bring in their tickets and the family receives one entree free.
- A grocery store chooses one student per week from the school's ticket raffle drawing to serve as an apprentice on Saturday at the grocery store.
- A car oil-change company provides coupons for the school to give to exemplar students, giving their parents 15% off their next oil change.
- Local restaurants host an art fair night and serve samples of their food. The highlighted artists are students who earned a certain number of tickets in a given period.
- Restaurants, bookstores, discount stores, grocery stores, etc. donate discount cards that students can earn for receiving a predetermined number of tickets.
- Teacher supply store, discount store, and bookstore provide discounts or gift certificates as staff incentives for giving out the most tickets.
- School's behavior expectations are posted throughout the community (e.g., on billboards, at the grocery store, library, or community centers).

How Can Schools Obtain Business Support?

- Invite business owners to visit the school.
- Invite businesses to have booths at school events.
- Exchange advertising space or spotlights at events for donations.
- Utilize the business donation request letter template.
- Visit the Rotary Club and talk about success stories in the school.
- Invite businesses to be part of the School Leadership Team.
- When visiting a business, mention RTI²-A + RTI²-B and ask for support (sponsorship, donations, mentoring students, etc.).
- Ask to talk at a Chamber of Commerce meeting and discuss ways you can collaborate.

Communication and Media Coverage

- Strengthen political, family, business, and community support by sharing positive communication.
- Post on social media and create a press release to share information with local newspapers, television, and radio stations.
- Share information about events, implementation efforts, and positive student outcomes.
- Assign communication and media coverage as a responsibility of a School Leadership Team member.

Funding Your Acknowledgment System Tips

Purpose: Acknowledging students does not have to cost money. Refer to this list of [free and inexpensive rewards](#) for ideas. When funding is needed, schools can request support for their acknowledgement system from the local school operating budget or gather donations.

Donation Ideas and Examples

- Ask for donations from:
 - Local Colleges
 - Staff Members
 - Community & Civic Organizations
 - Parent/Family Organizations (PTA, PTO, etc.)
 - [Donors Choose](#)
- Examples of donations:
 - Ask a local college for college gear
 - Ask a local sports team to autograph sports balls to be given away or purchased from the school store
 - Ask local restaurants for gift certificates or discounts
 - Ask local store owners to donate items to celebrate staff and students
 - Ask families to donate toys to be given away or purchased from the school store
 - Find a beauty school and ask someone to volunteer to come in and do 5-minute manicures

Fundraising Ideas

- Hold a sports competition between students and faculty, and charge admission.
- Sell concessions at sporting events and school-wide celebrations.
- Sell tickets for a school dance, karaoke contest, or other fun event.
- Ask PTA to donate baked goods, and host a bake sale.
- Ask students, staff, and PTA to volunteer at a car wash.
- Hold a garage sale or flea market, and ask families and teachers to donate items to sell.
- Ask local businesses to donate items, and have students create art pieces for an auction.

Business Donation Letter Example

Purpose: This example letter is an implementation resource that can be adapted to reflect your school and community.

Dear Sir or Madam,

I am writing to you on behalf of Bramble School. We are implementing Response to Instruction and Intervention for Academics and Behavior (RTI²-A + RTI²-B). It is designed to provide all students with the instruction and support they need to be academically and behaviorally successful.

To teach and encourage behaviors consistent with a positive and safe learning environment, we acknowledge students, teachers, and staff for displaying positive behaviors that reflect a dedication to learning and citizenship. We are asking for monetary and/or product donations that can be used as potential rewards for our students who display consistent positive behavior. Donations of any size are greatly appreciated and will be recognized in our monthly school newsletter, in PTA and faculty meetings, and in print materials created to promote RTI²-A + RTI²-B in our school.

Thank you for your time and consideration. We appreciate your dedication to the education of our students. Your generosity is greatly appreciated. If you have any questions or would like to know more about RTI²-A + RTI²-B, please feel free to contact the school at _____.

Sincerely,

School Leadership Team

Community Partnership Packet

Purpose: This *Community Partnership Packet* includes an example donation letter, an example thank you letter, an example poster, and example tickets. These examples can be adapted to reflect your school and community.

Example Donation Letter

Dear Business Owner/Manager,

We know you support education, and we are asking for your collaboration as we teach our students skills that will help them become potential employees for you to hire in the future. Here are some specific ways you can help our school:

First, at Bramble Elementary, we are focusing on three behavioral expectations: *Be Respectful, Be Responsible, Be Safe*. We have learned that supporting all students with behavior leads to improved academic achievement. We have included an example poster with these expectations that you can post in your business. Please share these expectations with your employees and ask them to acknowledge students who exemplify these skills while visiting your business. They can do this by saying things like, "I like the way you showed respect for others by walking politely in the store aisles." This will label appropriate behavior and help students make the connection between what we are teaching at school and what it looks like in the community. We have included a few *Bramble Bucks* that you can also hand out to reward these behaviors when you see them. We believe acknowledging these behaviors in the community will highlight their importance in all settings. If you do hand out a *Bramble Buck*, students will be encouraged to bring these back to school for an additional acknowledgment.

Second, we would like to invite you to attend our school events. We will post about events, such as meetings, performances, and school-wide celebrations, on our website and social media. It is important for students and families to see how we are all part of the same community. If you can attend an event, please consider wearing your uniform or employee name tag as a way to advertise your business. This allows you to advertise your business, and it helps students see how their education is supported by the entire community.

Third, we are asking for any donations you may be able to provide in the way of goods or services. These donations could include a discount on your services for families of students with excellent behavior, tangible prizes for educators or students, apprenticeship opportunities in your store, trial memberships to your organization, or samples of your services. We have included a tax deduction letter you may use for tax purposes. Please consider how these potential contributions could benefit your business by drawing in new or returning customers.

We thank you in advance for your support. We know the students of today will become the employees of tomorrow.

Educationally yours,

The School Leadership Team

Example Thank You Letter

RE: Tax Deduction Date:

Dear _____,

On behalf of [insert your school name here], we would like to thank you for your generous donation of _____.

Your contribution to our Response to Instruction and Intervention for Academics and Behavior (RTI²-A + RTI²-B) framework will help our school encourage important academic and social behaviors in effective and engaging ways. RTI²-A + RTI²-B is a systematic approach to supporting the needs of all students. We use it to decrease office discipline referrals, increase academic outcomes and attendance, and increase overall satisfaction and school climate. As part of this framework, we teach behavior expectations to all our students. Students can collect points when they exhibit behaviors that meet these expectations, and they can use these points to purchase items like:

- Special time with a preferred adult
- Pizza for the whole family
- Renting a movie for the whole family
- Tangible items from our school store, such as school supplies

Our student-support efforts are strengthened because of thoughtful contributions from people like you. We appreciate your contribution and hope for your continued support in the future.

The estimated value of goods or services provided in return for your donation were \$____. Please keep this written acknowledgment of your donation for your tax records.

Once again thank you for your generous donation.

Sincerely,
The School Leadership Team

Example Poster

Our business expects students to be:

Respectful

- Represent yourself by maintaining good character and values.
 - Ask permission to touch breakable items.

Responsible

- Leave unpaid merchandise in the store.
 - Speak in a quiet voice.

Safe

- Report any unsafe issues to an employee.
- Leave the store cleaner than you found it.

Example Tickets

Name: _____

Teacher: _____

Expectation



Met:

Safe
Respectful
Responsible

Name: _____

Teacher: _____

Expectation



Met:

Safe
Respectful
Responsible

Name: _____

Teacher: _____

Expectation



Met:

Safe
Respectful
Responsible

Name: _____

Teacher: _____

Expectation



Met:

Safe
Respectful
Responsible

Name: _____

Teacher: _____

Expectation



Met:

Safe
Respectful
Responsible

Name: _____

Teacher: _____

Expectation



Met:

Safe
Respectful
Responsible

Name: _____

Teacher: _____

Expectation



Met:

Safe
Respectful
Responsible

Name: _____

Teacher: _____

Expectation



Met:

Safe
Respectful
Responsible

Name: _____

Teacher: _____

Expectation



Met:

Safe
Respectful
Responsible

Name: _____

Teacher: _____

Expectation



Met:

Safe
Respectful
Responsible