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| **Implementation** **Snapshot**  **Evaluation Feature: Student/Family/Community Involvement (1.11)** | |
| ***What is it?***  Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. | |
| ***Scoring Criteria:***  0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations  1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders  2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months | ***Possible Data Sources/Implementation Products***   * Surveys * Voting results from parent/family meeting * Team meeting minutes |
| ***Supporting Implementation:*** | |
| **Role of District Coordinator:**   * Understand purpose of student, family, and community involvement * Adapt district surveys to include questions related to school climate, relationships, and RTI2-B     **Role of Administrator:**   * Promote family engagement and involvement * Strengthen community partnerships * Create opportunities for student input and leadership * Allocate time at grade-level or faculty meetings to discuss family engagement   **Role of Coach:**   * Support team with stakeholder involvement by providing resources and examples * Prompt team to plan specific dates to gather input on components of the Tier I plan from stakeholders * Help team use input to make changes to the Tier I plan | **Role of Team:**   * Attend Tier I Training * Share Tier I plan with students, families, and community and gather input * Create materials and share resources explaining the Tier I plan to all stakeholders * Explain family engagement strategies to staff * Develop a system for student involvement (e.g., student leadership teams, subcommittees, focus groups, surveys) * Use stakeholder input to make changes to the Tier I plan   **Role of Staff:**   * Implement Tier I practices * Create opportunities for student and family involvement * Communicate with families   **Role of Student, Family, Community**   * Serve as member of the Tier I Team * Engage in student leadership and involvement opportunities * Provide feedback and input to all aspects of the Tier I plan |
| ***Additional Resources and Research:*** | |
| **Practitioner Resources**   * TBSP Videos: Family and Community Engagement Bridge Night, Unique Approaches to Implementation Walter Hill Farm, and Family and Community Involvement * TBSP Practice Brief: Including Families and Communities * TBSP Materials: Home Matrix Examples, Family Involvement Passport, Family Brochures, Family Letters, Family and Community Input Surveys, Student Input Surveys, Teaching Tier I Plan to Students Example Presentation, Business Donation Letter Examples, and Community Partner Resources Handout   **Research**   * Meaningful Student Involvement: A Guide to Students as Partners in School Change (Fletcher, 2005) * High School PBIS Implementation: Student Voice (Martinez, Hershfeldt, George, White, Flannery & Freeman, 2019) * Monograph on SWPBS Implementation in High Schools: Current Practices and Future Directions (Flannery & Sugai, 2009) * Lessons Learned on Implementation of PBIS in High Schools (Flannery, Hershfeldt, & Freeman, 2018) * School, Family, and Community Partnerships (Epstein 2011) * Defining and Promoting Family Engagement in School-wide PBIS (Garbacz, Rose, Weist, & McIntosh, 2017) * Aligning and Integrating Family Engagement in PBIS (Weist, Garbacz, Lane, & Kincaid, 2017) | |