Ci3T Template Emails

Directions: Template sample emails to **Ci3T Leadership Team** members are provided for Session 1.

# Session 1

## Week Before Email

Subject: Ci3T Session 1 [day of the week] [date]

Greetings!

We are eager to begin working with you at the Ci3T professional learning series*.* The first session is coming up on **[day of the week and date]** from **[start time to end time]** inthe **[room name or number]** room at **[location].** Registration will begin at [time] to give you time to settle in and enjoy refreshments before we get started promptly at [time]. Additional details are listed below. Thank you in advance for your participation!

**Preparation.** Please prepare the following items prior to Session 1:

* Ensure you have created your Dropbox account using your district email address or the email address from which you received this message**.** You will find the instructions for creating an account attached.
* We strongly encourage every **Ci3T Leadership Team** member to bring a laptop or tablet to the training. We recommend at a minimum there be three laptops per team. Computers will be used to access Dropbox for materials, agenda, PowerPoint, etc.
* The training agenda is attached and will also be available in Dropbox. If you would like a hard copy, feel free to print one for yourself, otherwise plan to work on your tablet or computer.
* Parent members of the team should plan to attend all Ci3T sessions (please see the team member consent form that reviews commitments of all adult team members). Students are only asked to attend Session 3 ([date]) and Session 5 ([date]) and should only be present for Sessions 3 and 5.
* If time permits, please read the chapter and articles below to frame our discussion. Also below are links to websites for beginning information on Ci3T.
	+ <http://www.ci3t.org>
	+ <http://vkc.mc.vanderbilt.edu/ci3t/resources>.

# Read to prepare for Session 1

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| A picture containing indoor, green  Description automatically generated | Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2019). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (v1.3). Phoenix, AZ: KOI Education. (interactive eBook Chapters 1-2) |
| A close up of a sign  Description automatically generated | Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2019). *Developing a schoolwide framework to prevent and manage learning and behavior problems* (2nd ed.). New York, NY: Guilford Press. (Chapters 1-2) |

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| Readings for extended learning on themes |
| A screenshot of a cell phone  Description automatically generated | Lane, K. L., Oakes, W. P., Menzies, H. M. (2014). Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Why does my school – and district – need an integrated approach to meet students’ academic, behavioral, and social needs? *Preventing School Failure, 58*, 121-128. doi:10.1080/1045988X.2014.893977 |
| A screenshot of a cell phone  Description automatically generated | Lane, K. L., Oakes, W. P., Jenkins, A., Menzies, H. M., & Kalberg, J. R. (2014). A team-based process for designing comprehensive, integrated, three-tiered (Ci3T) models of prevention: How does my school-site leadership team design a Ci3T model? *Preventing School Failure, 58*, 129-142. doi:10.1080/1045988X.2014.893976  |

**Location:** The session will be held at [restate location room, building, and full address].

**Parking:** Parking is [describe parking situation – are permits needed?].

We look forward to meeting with you next [day of the week]! Please feel free to contact us with questions (emails are included in the header, or contact [contact name] directly at [contact phone]). We look forward to seeing you soon!

Respectfully,

## Day Before Email

Subject: Ci3T Session 1 Tomorrow

Greetings!

We are looking forward to working with you **tomorrow!** Just a last reminder that the location for tomorrow’s Ci3T Session 1 is [room, building, full address, parking instructions].

Registration will begin at **[time]** with refreshments, and we will start promptly at [time].

**Laptop:** We strongly encourage every **Ci3T Leadership Team** member to bring a laptop or tablet. Documents will be available in Dropbox, look for your folder invitation later this afternoon!

**WiFi:** User name: [location wifi username]

 Password: [location wifi password]

Please also bring your Ci3T interactive eBook, the books, and journal special issues:
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We look forward to seeing you soon! Please feel free to contact us with any questions (emails are great, or contact [contact name] directly at [contact phone]).

Respectfully,

## Thank you Email

Subject: Ci3T Session 1 Thank You

Dear **Ci3T Leadership Team** Members,

Thank you for your participation at yesterday’s Ci3T Session 1. We really enjoyed working with each of you as you begin building your comprehensive, integrated, three-tiered model of prevention. We were all impressed with everyone’s focus and participation, a reflection of your tremendous dedication and enthusiasm.

**Homework**

* Determine when, how, and who will show the narrated slide show, Introductory Overview of Ci3T Model of Prevention, and provide more information to faculty and staff about the Ci3T model of prevention.
	+ Please play the voiced-over PowerPoint for your entire faculty and staff at your next faculty meeting (by [date] if possible). The PowerPoint is a short introduction to Ci3T so everyone can better understand what you, as the **Ci3T Leadership Team**, are learning about and that the plan they are developing is a reflection of the values and expectations of the *entire* school community.
* Finalize mission statement (copy from district) (**Ci3T Blueprint A Primary (Tier 1) Plan**)
* Finalize purpose statement (**Ci3T Blueprint A Primary (Tier 1) Plan**)
	+ Example: All of the Contra Costa community will work together to design and implement a variety of programs that include primary, secondary, and tertiary levels of prevention to support the specific academic, behavioral, and social needs of all students.
	+ Source: Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. New York, NY: Guilford Press. Box 4.3, p. 53
* Upload to Dropbox and bring a copy of your school’s reactive plan to the next training

**Readings for Session 2:**

# Read to prepare for Session 2

 Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2019). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (v1.3)*.* Phoenix, AZ: KOI Education. (interactive eBook Chapter 3)

 Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2019). *Developing a schoolwide framework to prevent and manage learning and behavior problems* (2nd ed.). New York, NY: Guilford Press. (Chapters 3 and 6)

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| Readings for extended learning on themesBradshaw, C. P., Williamson, S. K., Kendziora, K., Jones, W., & Cole, S. (2019). Multitiered approaches to school-based mental health, wellness, and trauma. In D. Osher, M. J. Mayer, R. J. Jagers, K. Kendziora, & L. Wood (Eds.), *Keeping students safe and helping them thrive: A collaborative handbook on school safety, mental health, and wellness* (pp. 85-109). Santa Barbara, CA: ABC-CLIO. (Read Chapter 4 on [Google Books](https://books.google.com/books?hl=en&lr=&id=_9aVDwAAQBAJ&oi=fnd&pg=PA85&dq=multi+tiered+systems+trauma&ots=IAFhTHT_-L&sig=BjaIllGYGKVgxXaz4zGnt8hiIRw#v=onepage&q=multi%20tiered%20systems%20trauma&f=false))Honsinger, C., & Brown, M. H. (2019). Preparing trauma-sensitive teachers: Strategies for teacher educators. *Teacher Educators' Journal*, *12*, 129-152. (PDF available [online](https://files.eric.ed.gov/fulltext/EJ1209431.pdf)) Lane, K. L., Menzies, H. M., Ennis, R. P., & Bezdek, J. (2013). School-wide systems to promote positive behaviors and facilitate instruction. *Journal of Curriculum and Instruction, 7,* 6-31. doi:10.3776/joci.2013.v7n1p6-31 (PDF available [online](http://www.joci.ecu.edu/index.php/JoCI/article/viewFile/249/pdf))Lane K. L., Oakes, W. P., & Magill L. (2014) Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered (Ci3T) model? *Preventing School Failure, 58*, 143-158. doi:10.1080/1045988X.2014.893978Lane, K. L., Oakes, W. P., Royer, D. J., Cantwell, E. D., Menzies, H. M., & Jenkins, A. (2019). Using the Schoolwide Expectations Survey for Specific Settings to build expectation matrices. *Remedial and Special Education, 40,* 51-62. doi:10.1177/0741932518786787Marchant, M., Heath, M. A., & Miramontes, N. Y. (2013). Merging empiricism and humanism: Role of social validity in the school-wide positive behavior support model. *Journal of Positive Behavior Interventions, 15*, 221-230. doi:10.1177/1098300712459356 (available from [researchgate.net](https://www.researchgate.net/publication/258174929_Merging_Empiricism_and_Humanism_Role_of_Social_Validity_in_the_School-Wide_Positive_Behavior_Support_Model))Pas, E. T., Ryoo, J. H., Musci, R. J., & Bradshaw, C. P. (2019). A state-wide quasi-experimental effectiveness study of the scale-up of school-wide positive behavioral interventions and supports. *Journal of School Psychology, 73*, 41-55. doi:10.1016/j.jsp.2019.03.001Scott, T. M., & Barrett, S. B. (2004). Using staff and student time engaged in disciplinary procedures to evaluate the impact of school-wide PBS. *Journal of Positive Behavior Interventions*, *6*, 21-28. doi:10.1177/10983007040060010401Weist, M. D., Garbacz, S. A., Lane, K. L., & Kincaid, D. (2017). *Aligning and integrating family engagement in positive behavioral interventions and supports (PBIS): Concepts and strategies for families and schools in key contexts.* Center for Positive Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press. (available from pbis.org) |

Please feel free to contact any of us if you or your faculty/staff have any questions or concerns. We appreciate your attentiveness and participation, and look forward to seeing you again on **[day of the week, date, start and end time]**!

Sincerely,

## Two Weeks After Session 1 Email

Subject: Ci3T Check In

Dear **Ci3T Leadership Team** Members,

[Personable greeting]. I hope the two weeks since the first Ci3T session have gone well for everyone. I wanted to take a moment to check in and see how your team is doing after Session 1 and in preparation for the all-day Session 2 on **[day of the week, date, time]** at **[location]**.

If you have already had a faculty meeting and played the voiced-over PowerPoint introduction to Ci3T, were there any questions from faculty and staff you needed more information to answer which I might be able to help address? I’m sure you’ve coordinated a successful system for sharing the homework books and are working on the readings and other homework items (e.g., purpose statement; all can be found on the **Ci3T Agenda Session 1** in Dropbox and in previous emails), so hopefully that is all going well. Please let me know if there’s anything I can do to help.

Sincerely,