

One page, filled in once, before the year gets loud. Grades 6–12. Write the plan you will actually run in February, not the one that sounds best in August.

The seven lines

1. Who do I contact, and how often?

Name the rotation. “Every family once every six weeks” is a plan; “communicate regularly” is a wish.

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2. Which channel does each family actually use?

Ask in week one. Record the answer per family in the grid on page 2.

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3. Which families need translation or interpretation, and how do I request it?

Name the school process and the person who runs it. Federal guidance treats this as an obligation, not a favor.

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4. What does one message look like?

One student, one recent specific thing, two or three sentences. Write your template sentence here.

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5. What triggers a contact outside the rotation?

Be exact: three missed assignments, a failing grade at the four-week mark, a second tardy pattern.

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6. Where does it get recorded, and when?

One log, one place, filled the same minute the message goes out.

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7. What happens when nobody answers?

Write the ladder now. See page 2.

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Rotation Grid & Escalation Ladder

ELEVATETHENORM.COM

Six-week rotation grid

Split the roster into six groups. Contact one group a week. Everyone is reached once a cycle, and nothing requires you to remember who you spoke to last.

WEEK	GROUP / STUDENTS	PREFERRED CHANNEL	DONE & LOGGED
1			
2			
3			
4			
5			
6			

When nobody answers

- 1 **Try the second channel.** Email failed, so text. Text failed, so call. Same message, same week.
- 2 **Check the contact record.** Numbers change and guardianship changes. The office often knows before you do.
- 3 **Bring in the counselor or administrator.** Not as an escalation against the family — as a second door.
- 4 **Document the attempts and keep teaching.** Three attempts across two channels is a good-faith record. The student is still in your room either way.

Two things to write in the margin

- **The dose that has evidence behind it is weekly and individual.** In a high school credit-recovery program, weekly one-sentence messages from teachers cut the share of students who failed to earn credit from 15.8% to 9.3%. That was a summer credit-recovery setting, not a regular term — treat it as a strong signal, not a guarantee.
- **Do not assume “lead with good news” is the rule.** In that same study, messages naming something the student needed to improve produced *larger* effects than messages naming strengths.

Free to use. Print it, copy it, put it in a department binder, change anything you want. Every research claim on this worksheet is cited in the article it came from at ElevateTheNorm.com.