

Family Engagement Items in an Equitable Multi-Level System of Support Assessments

Primary Team Assessments:

Tiered Fidelity Inventory (TFI):

- 1.1 Team Composition: Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavior expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation
- 1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations, (e.g., expectations, consequences, acknowledgements) at least every 12 months.
- 1.15 Annual Evaluation: Tier 1 team documents fidelity and effectiveness (including on academic outcomes) of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district in a usable format.
- 2.3 Screening: Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify student who require Tier II supports.
- 2.4 Request for Assistance: Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students
- 3.3 Screening: Tier III team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify student who require Tier III supports.
- 3.4 Student Support Team: For each individual student support plan, a uniquely constructed team exists (with input/approval from student/family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.
- 3.6 Student/Family/Community Involvement: Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g. intensive mental health) as needed.
- 3.8 Quality of Life Indicators: Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).
- 3.12 Formal and Natural Supports: Behavior support plan(s) requiring extensive and coordinated support (e.g., persona centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family/friends) supporters.
- 3.17 Annual Evaluation: At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.

School-wide Implementation Review (SIR):

- Use a process to **inform parents/guardians** of our grade-level/course benchmarks
- Use a process to **collaborate with and engage parents/guardians** of students receiving support at the selected level
- Use a **process to inform parents/guardians** of universal screening results
- Use a process to regularly **inform parents/guardians** of ongoing student progress in response to interventions/challenges
- **Engage parents/guardians** as active team participants at each step of the problem-solving process for students receiving support at the intensive level

Benchmarks of Quality (BoQ):

- 34. Strategies to share key features of SWPBS program with families/community are developed and implemented. (Descriptor for maximum points: The PBIS Plan includes strategies to reinforce lessons with families and the community (i.e., after-school programs teach expectations, newsletters with tips for meeting expectations at home)
- 41. Plans for involving families/community are developed and implemented (Descriptor for maximum points: Team has planned for the introduction and ongoing involvement of school-wide PBIS to families/community (i.e., newsletter, brochure, PTA, open-house, team member, etc.)



Primary Staff Assessments:

Staff Assessment Survey (SAS):

- 13. School has formal strategies for informing families about expected student behaviors at school.

SAS-Individual Student Systems subscale:

- 6. Significant family &/or community members are involved when appropriate & possible.
- 7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.

School RtI All Staff Perception Survey (All Staff):

- High Quality Instruction Universal Level:
 - 6. (Our High Quality Instruction at the Universal Level is...) Furthered through engagement with parents/guardians
 - 5. (Our delivery of interventions for students is...) Furthered through engagement with parents/guardians
- Balanced Assessment System:
 - 6. (A formal universal screening process (i.e. assessment at the universal level) is...) Supported through engagement with parents/guardians
 - 4. (A formal progress monitoring process at the selected and intensive levels is...) Supported through engagement with parents/guardians
- Leadership and Organizational Structures:
 - 8. (The RtI implementation for our school is...) Supported through engagement with parents/guardians

Supplementary Team Assessments:

Team Implementation Checklist (TIC):

- 3. Team established (representative) - Includes grade level teachers, specialists, paraprofessionals, parents, special educators, counselors. Team has established clear mission/purpose.
- 8. Team uses self-assessment information to build implementation Action Plan - Includes "Plans for involving families & community developed"
- 11. Teaching plans for school-wide expectations are developed - Includes "Strategies for use by families/community are developed"

Measures of Advanced Tiers Tool (MATT)

- B6. There is a documented process for communicating with teachers, families, teams, and administration about the progress of students on Tier II and Tier III interventions.
- B7. There is a documented process for communicating with teachers, families, teams, and administration about the fidelity of implementation of main Tier II and Tier III interventions.
- C3. A main Tier II intervention is available that has documented procedures that are defined, operationalized, and accessible. (question: How about substitute teachers and families?)

Benchmarks of Advanced Tiers (BAT):

- 12. The primary family members of students receiving Tier 2 and 3 supports are notified about impact and changes to strategies. (Descriptor for maximum points: Family members are notified about changes to strategies immediately and the impact, weekly.)
- 24. The Tier 2 strategy includes frequent communication with the family. (Descriptor for maximum points: The strategy includes weekly communication with the family)
- 26. The Tier 2 strategy includes orientation material and procedures for the staff, substitutes, families, and volunteers. (Descriptor for maximum points: Orientation materials and procedures exist for the staff, substitutes, families and volunteers.)
- 33. The Tier 3 support team includes individuals with knowledge about the school systems, the student, and behavioral theory (e.g., student, teacher, family member, administrator, behavior specialist, advocates). (Descriptor for maximum points: Support team includes members that represent expertise in all 3 areas: school systems, student, and behavioral theory.)
- 41. The school facilitates involvement of family members of students receiving Tier 3 supports. (Descriptor for maximum points: The school makes considerable efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.)
- 46. Behavior intervention plans are developed by a team of individuals with documented knowledge about (a) the school context, (b) the student, and (c) behavioral theory. (Descriptor for maximum points: All BIPs are developed by teams with expertise in all 3 areas: school systems, student, and behavioral theory.)

