

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):

- 7. Use **formal strategies** to share our grade-level/course benchmarks with all **parents/guardians**
- 25. Use **formal strategies** that ensure parents/guardians know and understand **universal screening results**
- 34. Use a process to regularly **inform parents/guardians** of ongoing student progress in response to interventions/challenges
- 43. Use a process to **collaborate with and engage parents/guardians** of students receiving support at the selected level
- 49. **Engage parents/guardians** as active team participants at each step of the problem-solving process for students receiving support at the intensive level





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