
Capitol Hill Elementary School Climate Handbook

*Be Safe, Be Respectful,
Be Responsible*

2018-2019



*Capitol Hill Elementary School is a Nurturing Community
Cultivating:
Personal Responsibility, Positive Self Concept, High Standards of
Achievement, The Value of Diversity, A Passion for Lifelong
Learning, and Hope for the Future!*

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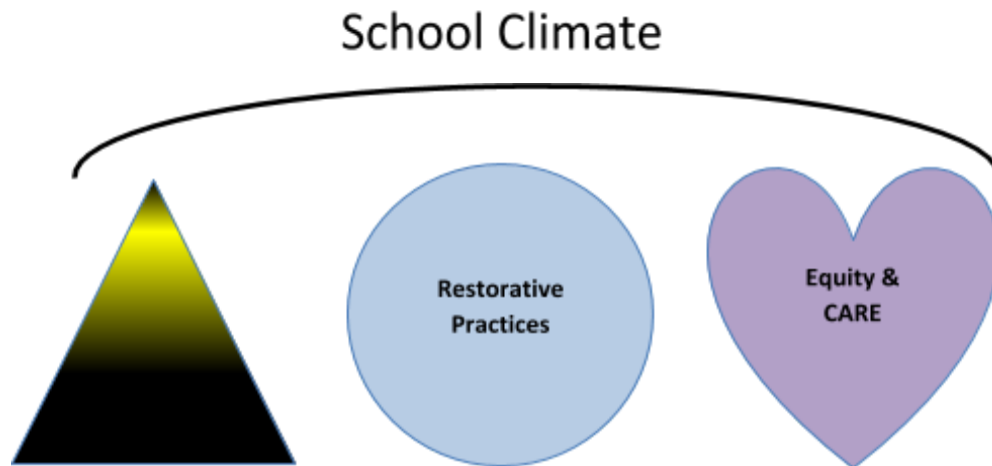
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WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.



CR-PBIS

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students to develop positive behaviors. At the most basic level, CR-PBIS can be described as a three-pronged approach:

1. Explicitly **teach** what is expected
2. Actively **acknowledge** kids when they are following the expectations
3. Instructionally **correct** kids when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

CR-PBIS uses disaggregated data to make decisions and to develop the systems and practices of a school. The unique racial, cultural and linguistic makeup of the school is explicitly addressed at every decision point.

More specifically:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.
- Utilizes staff input to build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.

How do we make certain that PBIS is culturally responsive?

- We systematically assess and review student and family voices and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

RESTORATIVE PRACTICES

Restorative Practices, also referred to as Restorative Justice, is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

EQUITY/CARE

This handbook is intended to inform Capitol Hill School staff of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities includes eliminating racial disproportionality in exclusionary discipline..

Our CARE work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

“Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities.

This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future.”

Former Chief Equity Officer, Lorenzo Poe



THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator	PBIS School Climate Committee	Facilitator	Data Analyst
Administrator	Kevin Walker	Facilitator	Minute Taker
Family Member(s)			
Behavioral Expertise	Dan Zelazek Kaeleen Kirkpatrick		
Coaching Expertise	Climate TOSA	Minute Taker	Facilitator
Knowledge of Academic/Behavioral Patterns	All team members	Data Analyst	Facilitator Minute Taker
Knowledge of School Operations/Programs	All team members		
Student (for HS)			

Climate team is made up of teachers, counselor, administrators and several parents.

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	8/21/18	Portable	PD
September	9/25/18	X	Plan/Build
October	10/9/18	X	Monthly Discipline Data Review TFI - update
November	11/27/17	X	Monthly Discipline Data Review Survey
December			No Staff Meeting
January	1/29/19	X	Tiered Fidelity Inventory (TFI) Assessment & Action Plan - Update
February		X	
March	3/5/19	X	Discipline Data Review
April	4/16/19	X	Discipline Data Review
May	5/7/19	X	Planning for rollout next year
June	6/4/19	X	Update TFI

Meeting Agenda:

- All Climate Team meetings are conducted using the TIPS format
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)



- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by the Tiered Fidelity (TFI) Action Plan.

TIER I IMPLEMENTATION

Programmatic Supports for all Student

SCHOOL WIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our School Values are:

1. Safety (Physical, Emotional, Social, Mental)
2. Be Respectful
3. Be Responsible

Posters have been made and distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and what how it looks in different common areas. This will help Capitol Hill School ensure that our school values are inclusive and affirming. These values were developed with student, and staff input.

- These school values are important for the Capitol Hill School community, because these are the three things that help students be successful in life. Our students need to understand and exercise Capitol Hill School Values on a regular basis to master the skills to be successful and prepared to be college and career ready.
- These values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.



Common Area Expectations

Capitol Hill Elementary School

Area/Rule	Be Safe	Be Respectful	Be Responsible
School wide Voice levels	Level 0: Voice off Level 1: Whisper Level 2: Inside Level 3: Outside		
Entryway	<ul style="list-style-type: none"> ● Stay in designated area 	<ul style="list-style-type: none"> ● Body to Self 	<ul style="list-style-type: none"> ● Follow adult instructions ● Voice level 2
Hallways Stairway	<ul style="list-style-type: none"> ● Stay in line ● Walk on the right ● Eyes forward 	<p>L.I.P.S.</p> <p><u>L</u>earning</p> <p><u>I</u>n</p> <p><u>P</u>rogress</p> <p><u>S</u>hhhhhh</p>	<ul style="list-style-type: none"> ● Walk with a purpose ● Follow adult directions
Classrooms Art Room Library Gym	<ul style="list-style-type: none"> ● Keep hands and feet to self ● Use chairs, tables, materials, and equipment appropriately 	<ul style="list-style-type: none"> ● Use kind words/actions ● Treat others and things with care ● Use whole body listening 	<ul style="list-style-type: none"> ● Follow adult directions ● Actively participate and do your best ● Clean up after yourself
Technology	<ul style="list-style-type: none"> ● Keep personal information private ● Use school approved sites ● No food/drinks 	<ul style="list-style-type: none"> ● Leave original computer settings ● Ask before printing 	<ul style="list-style-type: none"> ● Follow adult directions ● Report damage or inappropriate use



<p>Cafeteria</p>	<ul style="list-style-type: none"> ● Eat your own food ● Stay seated while eating ● Walk 	<ul style="list-style-type: none"> ● Voice level 2 ● Use good manners 	<ul style="list-style-type: none"> ● Follow adult directions ● Raise your hand for help ● Clean up after yourself
<p>Playground</p>	<ul style="list-style-type: none"> ● Play safe games ● Respect personal space ● Stay in your assigned area ● Ask to leave 	<ul style="list-style-type: none"> ● Agree on the rules of the game ● Include others ● Listen to others ● Keep Body to Self 	<ul style="list-style-type: none"> ● Return equipment ● Follow adult directions ● Report problems Immediately ● Line up promptly
<p>Restrooms</p>	<ul style="list-style-type: none"> ● Wash hands ● Walk 	<ul style="list-style-type: none"> ● Be quick ● Report problems to an adult ● Keep the bathroom clean 	<ul style="list-style-type: none"> ● Go ● Flush ● Wash ● Leave
<p>Office</p>	<ul style="list-style-type: none"> ● Stay on the student side of the counter ● Stay seated 	<ul style="list-style-type: none"> ● Wait your turn ● Be patient ● Voice level 2 	<ul style="list-style-type: none"> ● Follow adult directions

TEACHING EXPECTATIONS (1.4)

Lesson Plans/policies and schedule For teaching common area expectations in appendix

Yearly Schedule for Teaching Common Area Expectations

Date
August 27- September 30: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
First two weeks of January: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
Week after Spring Break: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by ongoing Capitol Hill discipline data

Active Supervision:

Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.



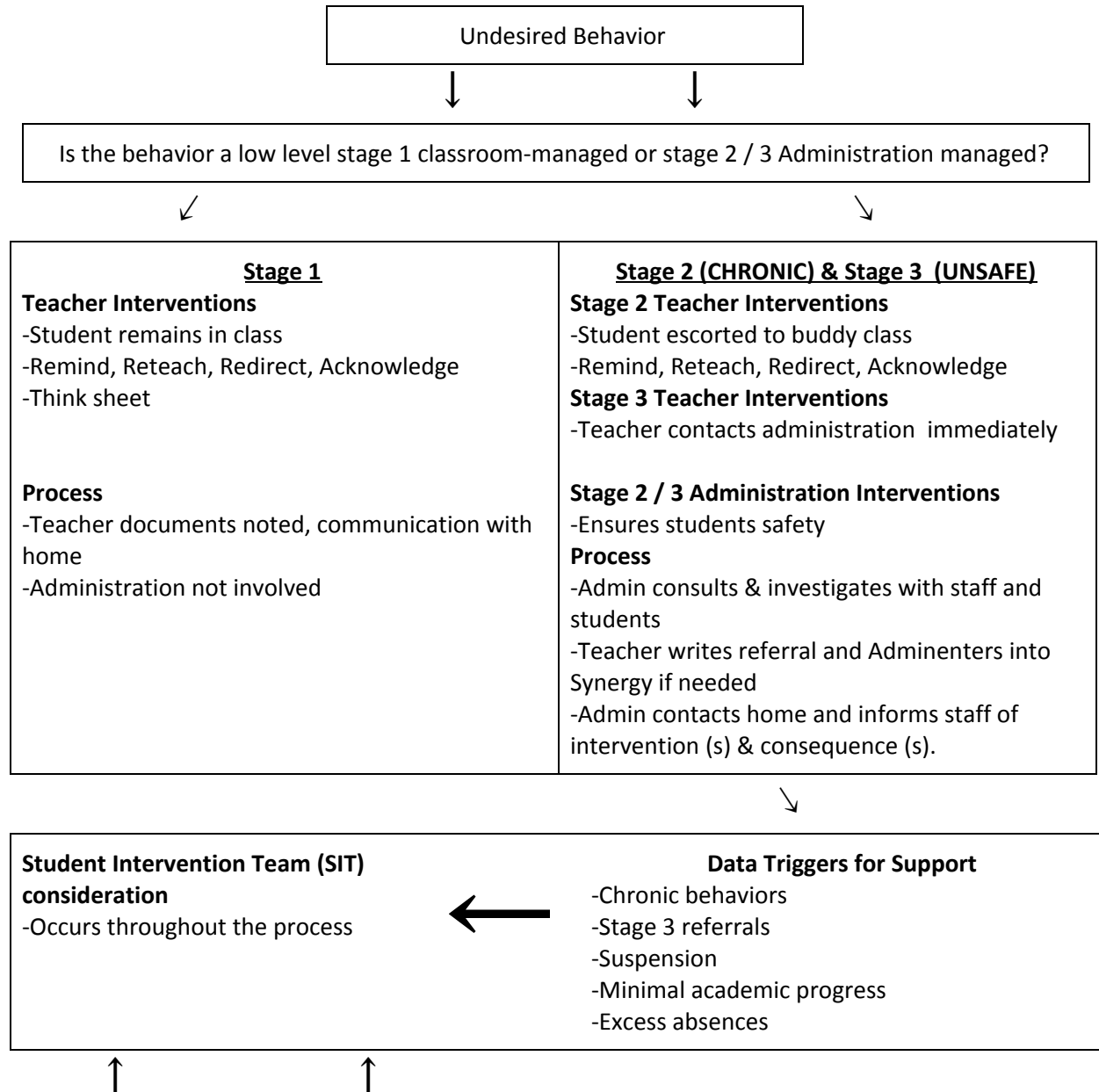
DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5)

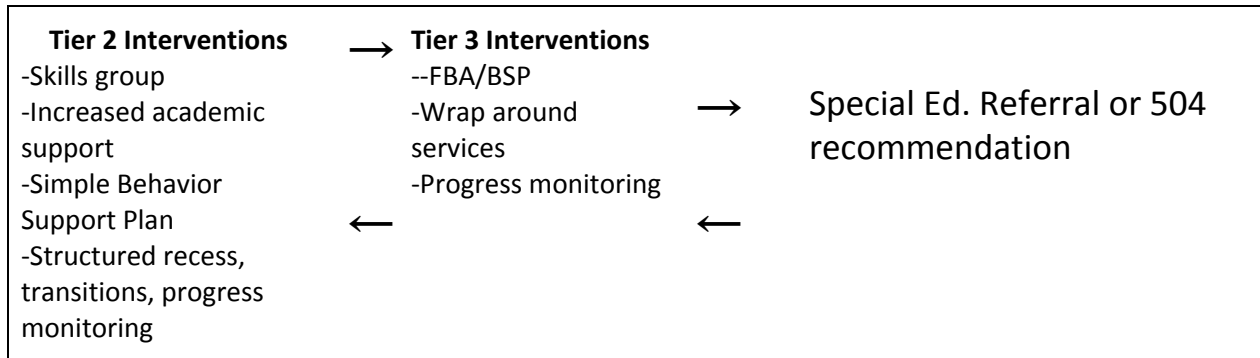
Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

Defining Behaviors



Capitol Hill Elementary School Behavior Intervention Plan Flow Chart





DISCIPLINE POLICIES (1.6)

Discipline Levels Summary of Disciplinary Consequences and Interventions - There is a range of consequences to support student behavior. Action Levels: Level 1 Conferences Level 2 Skills group, FBA/BSP. Level 3 Referral, In-school suspension. Out of school Suspension, etc.

The nature of the misconduct. A student’s age, health, and disability or special education status. Cultural or linguistic factors that may have played a role in the misconduct. Appropriateness of student’s academic placement. Student’s prior conduct and record of behavior. Support systems available to the student. Student’s willingness to repair the harm. Impact of the incident on overall school community. Availability of prevention and intervention programs that are designed to address student misconduct. Whether the student voluntarily disclosed the misconduct. The school is required to take steps to prevent the recurrence of the behavior that led to the out of school suspension and return the student to a classroom setting so that the disruption of the student’s academic instruction is minimized.

For a student who is in fifth grade or lower, the use of out of school suspension or of expulsion is limited. A disciplinary action at Level 3 for a student in the fifth grade or lower must be in compliance with State law and District policy.

For specific Stage 1,2,3 incidents, please refer to the PPS Student Responsibilities, Rights and Discipline Handbook: <http://www.pps.net/Page/1065>

PROFESSIONAL DEVELOPMENT (1.7)

Over the course of the year, staff PD must explicitly address these five essential areas: teaching school wide expectations, acknowledging appropriate behaviors, correcting errors, requesting assistance (SIT Team), and understanding the influence of race, culture and language on student behavior.

Date	Topic	Presenter
August	School climate orientation: <ul style="list-style-type: none"> ● Teaching school values & common area expectations schedule ● Teaching classroom routines & expectations ● Schoolwide and classroom acknowledgement systems ● Correcting fluently ● SIT flowchart 	Climate



	<ul style="list-style-type: none"> Influence of race, culture and language on adult expectations and student behavior 	
September	Acknowledgement plan "Creating meaningful awards":	PBIS Team/Admin
October	TBD	PBIS Team/Admin
November	TBD	PBIS Team/Admin
December	TBD	PBIS Team/Admin
January	TBD	PBIS Team/Admin
February	TBD	PBIS Team/Admin
March	TBD	PBIS Team/Admin
April	TBD	PBIS Team/Admin
May	TBD	PBIS Team/Admin
June	TBD	

CLASSROOM PROCEDURES (1.8)

As per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration the day before back to school night. A sample plan is provided below; PD time will be provided in the first two weeks of school

The Classroom Management Plan template, covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

Ways to Teach and Reinforce Safe, Respectful, and Responsible School-wide Expectations

- I do/ We do / You do: Teacher models behavior, whole group practice behavior, individual students model/practice
- Come up with scenarios for different locations and problem solve as a whole group. Is the scenario/action safe, respectful, and responsible? What should you do?
- Role Play: have two or more students act out a scenario, and other students evaluate what procedure/expectation they are demonstrating.
- Have index cards with expectations written out and sort into categories of safe, respectful, and responsible.
- Have students draw a picture of one or more ways to be safe, respectful, and responsible. Discuss/share as a whole group and/or in pairs. Post around the room or make an anchor chart.
- Make video clips or take pictures of students in your class modeling appropriate behavior and review as needed.
- Tour a space and model/practice expected behaviors and discuss why we have these expectations/rules.
- Create and play a jeopardy game as a class. For example, classroom for \$100 : why is it important to keep hands to self? OR Bingo game
- Have a class meeting after an activity and have students self evaluate how they did? What did we do that was successful? What could be do better next time?
- Make a classroom book for expectations with student artwork and writing. Read as a class and review as needed.



Guest Teacher Support System: Substitute Folders

At the beginning of the year, each teacher will prepare a Substitute Folder that is updated as needed. The folder should contain information that will assist the substitute in carrying out a suitable educational program for the students in the classroom: Items will include:

- A clear and complete set of lesson plans and assignments that may be used regardless of the day the teacher is absent.
- IEP & 504 accommodations
- Emergency or other medical protocols for students with health conditions
- Student Management plans/rules with strategies for order, notes or cautions that will be helpful, including a list of students who can tell the substitute how things are usually done.
- Attendance list
- Seating chart
- Daily program and bell schedule, special events, etc.
- Information regarding emergency drills, signals, exits, where to walk, and where to stand.
- Grade level colleagues from whom to get additional information, if needed.

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

Research shows that when staff “catches” students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the reoccurrence of appropriate behaviors. Some schools decide to give out acknowledgement “tickets”: small slips of paper that are aligned with the school values. All staff hand out the acknowledgement tickets, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

Description of our school-wide acknowledgement system:

- Reward Ticket
- How to use in the classroom
- Schoolwide systems (e.g. weekly drawings of acknowledgement tickets in classroom, monthly recognition at assemblies, etc.)
- Feedback from students and families about current systems and planning for changes and improvements

“3-Bee” Ticket



Be Safe
 Be Respectful
 Be Responsible

Capitol Hill’s Acknowledgment Ticket

WHO: Any adult familiar with Capitol Hill’s PBIS may acknowledge a student or class exhibiting positive desired behavior that is safe, respectful, and responsible.

WHEN: Any time. An emphasis should be made to observe students during known times of undesirable behaviors.

WHERE: Any location of the school campus (classrooms, common areas etc...). An emphasis should be made to observe students in known areas of undesirable behaviors.

HOW: Adults need to make every effort to acknowledge the student



	by name, the behavior observed, and it’s connection to being safe, respectful, and responsible. Eye contact should be made when culturally appropriate.
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- ★ “Thank you _____ (student’s name) for _____ (specific behavior) in the _____ (location). That’s showing _____ (Safe, Respectful, Responsible).”
- ★ “_____ (student’s name), great job _____ (specific behavior) in the _____ (location). That shows you have been _____ (SRR)
- ★ _____ (Teacher’s name) I’d like to give your class a “3-Bee” Ticket for _____ (specific behavior) in the _____ (location). They showed (SRR).

⇒ “3-Bee” Tickets are not given to students who ask for them.

⇒ “3-Bee” Tickets should not be used to manipulate student behavior. They are to help reinforce the specific safe, respectful, responsible behaviors we want to see.

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: 3Bee Tickets Adults:	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Weekly Drawings	Classroom	Teachers
Long term SW Celebrations	Kids: Assemblies, Activities, Adults: Recognitions	Kids: Monthly assemblies Adults: Staff Meetings	Teachers, Staff, Principal Principal, Peers
Continued Excellence Programs	Awards Adults: Announcements	Peer Mentor	Students apply for program Principal, Peers

FACULTY INVOLVEMENT (1.10)

Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems

Date	Data Shared	Staff Input Topic
September	August 27th-September 30th	Data on previous year discipline, etc
January	January 4th-January 8th	Compare current data to last year, mid to beg. What’s working?
April	March 28th-April 1st	Data comparison discussion What’s working?
June	School Climate Survey	



PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
Sept.	School community	Back to School - collect input table	Office
Oct.	The Big Boo- community School Community	Caring Poster	Climate Team
Nov.			
Dec.	Holiday Sharing	Card/gift drive	Heidi
Jan.	Kindness Month	Peer to Peer	Climate team
Feb.	Family Night	Family Appreciation	PTA
March	Auction	School Support	PTA
April	Art Night School Community	Collect Input - Table	Academic Team
May	Dash for Dollars	Student Appreciation	Staff Team
June			

Plan for Student Involvement: Classroom peers will elect a class representative who will be invited to monthly meetings with the principal and counselor regarding special activities and conversation around school happenings. (K - 2, 3 - 5)

Capitol Hill New Student/Family Plan: New students will be assigned welcoming buddies from within the assigned classroom. Seasoned parents from PTA volunteers will ensure new parents/guradians are invited to PTA, etc.

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

Tiered Fidelity Inventory (TFI) guides the action planning for the implementation of positive school climate.

- Assessment component is completed three times a year in September, January and May
- A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis

Recent TFI scores

- 2017-2018:

School Climate Survey (SCS) determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)

- Completed three times a year (September, January, May) by all students (grades 3-5)
- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.



Recent SCS data

- 2017-2018:

School Climate Action Plan (TFI): for the most current version. See appendix.



Appendix

School: Capitol Hill School Climate (TFI) Action Plan

Date: 2017-2018

Tier I					
Subscale	TFI Feature	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition Staff Committee Rosters	1	Dan Zelazek, Nicole Marsh, Annie Westfall, MaryBeth Browne, Cortney Standish, Aaron Moreno Site Council including community membership Have: Amanda Sanford, Hillary Dames, Need family representatives from marginalized community TOSA involvement - Karina	Dan Aaron	9/13/16 2/14/17
	1.2 Team Operating Procedures Staff Meeting	2	Meet on second Tuesday of the month Plan for actions		9/16 - 9/17
Implementation	1.3 Behavioral Expectations School Handbook/Calendar has current expectation grid based on Be Respectful, Be Responsible, and Be Safe Teachers teach expectations school wide Some expectations posted TFI Walkthrough	1	Develop common area specific posters of expectations Send to print shop, hang around school bilingual	Team Team Team Dan	1/17/17 2/14/17
	1.4 Teaching Expectations Grid was developed spring 2016 Lesson plans & videos - 6/2016 Whole school assembly and common area teaching in stations Teachers taught expectations September	1	Monthly focused check in (during staff meeting) with staff around consistent and ongoing teaching/re-teaching of expectations Create a flowchart with designated weeks for focus Station rotation for teaching common areas to be represented in January after the break Request re-teaching after school year breaks Principal / Staff walk-throughs using TFI tool	Team Principal	2016 - 2017
	1.5 Problem Behavior Definitions School Discipline Handbook -	1	Restorative Justice Training (All Staff) Schedule RJ process training for staff development	Joy and team	March 2017



	District Student Rights and Responsibility		(Resolutions Northwest?) Work on flowchart of definitions Flowchart needs revising to reflect restorative justice Clear definition of what/when to involve office staff Posting of school expectations		
	1.6 Discipline Policies District Student Rights/Responsibilities School Handbook	1	Team will develop positive response grid and flow chart for disruptive behaviors Presentation to staff; staff input; staff consensus	Team	October 2016 May 2017
	1.7 Professional Development Monthly staff meeting check-ins CAP Summary which includes objectives from TFI work	1	Continue Staff Meetings that focus upon PBIS work Classroom Community Building Circles - staff meeting focus Restorative Justice - staff meeting focus Differentiated Instruction: Responding to students with special needs / TAG	Team	On-going January 2017 March 2017
	1.8 Classroom Procedures	1	Develop consistent walk-through system using TFI tool to ensure that school-wide implementation and reinforcement through acknowledgements are in place	Joy Team	December 2016 May 2017
	1.9 Feedback and Acknowledgment Monthly acknowledgements	1	Continue monthly recognition (awards assemblies) Common area / School wide acknowledgement system that works as collective reinforcement Develop individual → collective acknowledgement system with posted incremental achievement of the acknowledgement	Team	Ongoing February 2017
	1.10 Faculty Involvement Staff agendas	2	Continue to show data monthly Provide feedback on Tier 1 data	Dan and Joy	Ongoing 2016 - 2017
	1.11 Student/Family/Community Involvement Site council meets with CR-PBIS committee	1	Get further input from marginalized community within the school Invite current family members to attend specific meetings for example when committee is discussing the response flowchart.	Aaron Team	January - June 2017
Eval	1.12 Discipline Data Dashboard / Synergy is used to present data at monthly staff meetings	2	Continue to monitor data with staff, especially as new procedures are put in place	Joy	Ongoing - May, 2017



Evaluation	1.13 Data-based Decision Making Dashboard/Synergy Monthly staff meetings	1	Continue to monitor data and use it to make programmatic growth/ changes	Joy Team	Ongoing - May 2017
	1.14 Fidelity Data Annual review	1			2016 - 2017
	1.15 Annual Evaluation	1	Team will continue to use walkthrough / discipline data to assess fidelity. Team will report to staff, Site Council, and community by end of school year		Ongoing June 2017

Tier II					
Subscale	TFI Feature	Current Score	Action(s)	Person(s) Responsible	Time-line
Teams	2.1 Team Composition Data source: Ongoing SIT agendas	1	(3) Joy Coordinator and Dan Facilitator, Allyson Minute Taker, NEED Data Analyst		
	2.2 Team Operating Procedures Data source: Ongoing SIT agendas	2	(4) Using New Agenda form (Master, make a copy each meeting_		
	2.3 Screening Data source: SIT referral form	1	(1) Facilitator meets with teacher BEFORE SIT meeting		
	2.4 Request for Assistance Data source: Request for Assistance Form	1	(5) Begin using SIT Request for Assistance form. Eventually move to Form on Dashboard		
Interventions	2.5 Options for Tier II Interventions Data source:	1	(2) Team Access to School Tier II Handbook and Targeted Intervention Reference Guide		
	2.6 Tier II Critical Features Data source:	0			
	2.7 Practices Matched to Student Need Data source:	1			
	2.8 Access to Tier I Supports Data source:	2			
	2.9 Professional Development Data source:	0			



Evaluation	2.10 Level of Use Data source:	1			
	2.11 Student Performance Data Data source:	0			
	2.12 Fidelity Data Data source:	0			
	2.13 Annual Evaluation Data source:	1			

Tier III					
Subscale	TFI Feature	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	3.1 Team Composition Data source:				
	3.2 Team Operating Procedures Data source:				
	3.3 Screening Data source:				
	3.4 Student Support Team Data source:				
Resources	3.5 Staffing Data source:				
	3.6 Student/Family/Community Involvement Data source:				
	3.7 Professional Development Data source:				
Support Plans	3.8 Quality of Life Indicators Data source:				
	3.9 Academic, Social, and Physical Indicators Data source:				
	3.10 Hypothesis Statement Data source:				
	3.11 Comprehensive Support Data source:				



	3.12 Formal and Natural Supports Data source:				
	3.13 Access to Tier I and Tier II Supports Data source:				
Evaluation	3.14 Data System Data source:				
	3.15 Data-based Decision Making Data source:				
	3.16 Level of Use Data source:				
	3.17 Annual Evaluation Data source:				

