Select Pages for PBIS MD Coaches’ Meeting
Tier I

SWPBIS Tiered Fidelity Inventory
version 2.1

Citation for this Publication


The Center is supported by a grant from the US Department of Education’s Office of Special Education Programs (H326S130004). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.
# Table of Contents

**Introduction and Purpose** ................................................................. 3
  - Cost ........................................................................................................ 3
  - Intended Participants ........................................................................... 3
  - Schedule of Administration .................................................................. 3
  - Preparation for Administration/Completion Time ................................. 4
  - Outcomes ............................................................................................... 4
  - Glossary and Acronym Key ................................................................... 4

**Tier I: Universal SWPBIS Features** ...................................................... 6
  - Subscale: Teams .................................................................................... 6
  - Subscale: Implementation ....................................................................... 7
  - Subscale: Evaluation ............................................................................. 10

**Tier II: Targeted SWPBIS Features** ...................................................... 12
  - Subscale: Teams .................................................................................... 12
  - Subscale: Interventions ......................................................................... 13
  - Subscale: Evaluation ............................................................................. 15

**Tier III: Intensive SWPBIS Features** .................................................... 17
  - Subscale: Teams .................................................................................... 17
  - Subscale: Resources .............................................................................. 19
  - Subscale: Support Plans ........................................................................ 20
  - Subscale: Evaluation ............................................................................. 22

**Scoring the SWPBIS Tiered Fidelity Inventory** ........................................... 24
  - Tiered Fidelity Inventory Scores for One School Across Six Administrations of the Survey ........................................................................................................... 24

**Action Planning Form** .......................................................................... 25

**Appendix A: SWPBIS Tiered Fidelity Inventory Walkthrough Tool** ........... 27
  - Overview ............................................................................................... 27
  - SWPBIS Tiered Fidelity Inventory Walkthrough Tool Interview and Observation Form ................................................................. 28

**Appendix B: Targeted Interventions Reference Guide** .............................. 29
  - Purpose of Reference Guide ................................................................. 29
  - Targeted Interventions Reference Guide Map ..................................... 30

**Appendix C: TFI Tier III Support Plan Worksheet** ..................................... 31
**Introduction and Purpose**

The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections (Tier I: Universal SWPBIS Features; Tier II: Targeted SWPBIS Features; and, Tier III: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

The TFI is based on the features and items of existing SWPBIS fidelity measures (e.g., SET, BoQ, TIC, SAS, BAT, MATT). The purpose of the TFI is to provide one efficient yet valid and reliable instrument that can be used over time to guide both implementation and sustained use of SWPBIS. The TFI may be used (a) for initial assessment to determine if a school is using (or needs) SWPBIS, (b) as a guide for implementation of Tier I, Tier II, and Tier III practices, (c) as an index of sustained SWPBIS implementation, or (d) as a metric for identifying schools for recognition within their state implementation efforts.

The TFI is completed by a school Systems Planning Team (typically 3-8 individuals including a building administrator and external coach or district coordinator), often with input from Tier I, II and/or III teams if these are independent groups. It is strongly recommended that the TFI be completed with an external SWPBIS coach as facilitator. Validity research on the TFI shows that school teams are more accurate when an external coach facilitates TFI completion.

The first time the TFI is used, we recommend that a team examine all three tiers. If the resulting action plan focuses only on one or two tiers, then progress monitoring (use of the TFI every 3-4 months) may only include those tiers addressed in the action plan. Note that the TFI may be used to assess only one or two of the tiers. In most cases it will be useful to have the end-of-the-year administration of the TFI include scoring for all three tiers.

Completion of the TFI produces scale and subscale scores indicating the extent to which Tier I, Tier II and Tier III core features are in place. As a general rule, a score of 70% for each tier is accepted as a level of implementation that will result in improved student outcomes, but research is currently underway to identify a specific criterion for each tier of the TFI.

The TFI is intended to guide both initial implementation and sustained use of SWPBIS. Each administration of the TFI results not only scale scores for Tier I, Tier II, and/or Tier III, but also information for developing an action plan that guides implementation.

The TFI may be completed using paper and pencil, or by accessing the forms on www.pbisapps.org. Any school working with a state PBIS coordinator may access the website, TFI content, and reports. The TFI may also be downloaded from www.pbis.org.

**Cost**

There is no cost to use the TFI or its online scoring and reporting features. The TFI is a product developed as part of the U.S. Department of Education’s Office of Special Education Programs National Technical Assistance Center on Positive Behavioral Interventions and Supports.

**Intended Participants**

The TFI is intended to be completed by members of a school’s System Planning Team, with the active presence and guidance of an external SWPBIS coach.

**Schedule of Administration**

School teams are encouraged to self-assess SWPBIS implementation when they initially launch implementation of SWPBIS, and then every third or fourth meeting until they reach at least 70% fidelity across three consecutive administrations. Once fidelity on a tier is met, the team may choose to shift to annual TFI assessment for the purpose of evaluating sustained implementation. Note that schools new to SWPBIS may start by using only the Tier I section of
the TFI, and as they improve their implementation of Tier I, they may add assessment of Tier II and/or Tier III features.

**Preparation for Administration/Completion Time**

School teams completing the Tier I scale should arrange a TFI Walkthrough (see Appendix A) before completing the TFI. We recommend that an external coach complete the TFI Walkthrough, although teams completing the Tier I scale more than once per year (i.e., for progress monitoring) may have a school staff member complete it.

The time to complete the TFI depends on (a) the experience that the team and coach have with the process, (b) the extent of preparation for TFI completion, and (c) the number of tiers assessed.

School teams new to the TFI should schedule 30 min for Tier I, 30 min for Tier II, and 30 min for Tier III. If team leaders have assembled relevant sources of information prior to the meeting, and, if the team and coach have already completed the TFI at least twice, the time required for implementation may be approximately 15 min for each tier.

**Outcomes**

Criteria for scoring each item of the TFI reflect degrees of implementation (0 = Not implemented, 1 = Partially implemented, 2 = Fully implemented) of Tier I: Universal SWPBIS Features, Tier II: Targeted SWPBIS Features, and Tier III: Intensive SWPBIS Features. A complete administration of the TFI produces three scale scores: Percentage of SWPBIS implementation for Tier I, Percentage of SWPBIS implementation for Tier II, and Percentage of SWPBIS implementation for Tier III, as well as subscale and item scores for each tier. The subscale and item reports are produced to guide coaching support and team action planning.

**Glossary and Acronym Key**

**Aggregated Data:** Individual data that are averaged at the school or district level (e.g., the percent of all students on check-in check-out meeting their daily point goals).

**FTE (Full-Time Equivalent):** Funding allocated to an individual for specific responsibilities (e.g., behavior consultant), with 1.0 = full time work. Allocated FTE may be an individual’s position or official release time for tasks.

**Life Domain:** Each area of a student’s life to consider when planning comprehensive support, such as educational/vocational, emotional/psychological, family, medical, residence, safety, and social.

**Natural and Formal Supports:** Natural supports are the relationships that occur in everyday life, usually involving relationships with family, friends, co-workers, neighbors, and acquaintances. Formal Supports usually involve some sort of payment and may include relationships with service providers such as teachers, other school staff, or community agency representatives.

**Person Centered Planning:** A team-based approach involving a range of strategies and activities designed to help assist students in planning their life and supports. The focus is on personal self-determination and enhancing independence.

**Quality of Life:** The extent to which physical, mental, social, and emotional functioning is consistent with personal preferences. It is determined by the student and family.

**RENEW (Rehabilitation for Empowerment, Natural supports, Education, and Work):** A wraparound-based process specifically designed for adolescents and young adults that emphasizes self-determination and student voice. The focus of RENEW is on high school completion, employment, post-secondary education and training, and community integration.

**Targeted Interventions Reference Guide:** A matrix used to indicate a school’s Tier II interventions and indicate which student needs (e.g., function of problem behavior) they can support. It is included in Appendix B.
**Tiered Fidelity Inventory (TFI):** A validated SWPBIS fidelity of implementation measure that assesses all three tiers of support (this measure).

**TFI Behavior Support Plan Worksheet:** A sheet used to score the school’s existing behavior support plans for the Tier III scale. It is not needed for the Tier I or II scales. It is included in Appendix C.

**TFI Walkthrough Tool:** An interview form used for the Tier I scale that includes questions for randomly selected staff and students. Completed by an external reviewer (for evaluation purposes) or a member of the school team (for progress monitoring purposes). It is not needed for the Tier II or III scales. It is included in Appendix A.

**Walkthrough (informal):** Any type of walkthrough used to assess quality of instruction (not the TFI Walkthrough Tool).

**Wraparound:** A person-centered process for developing and implementing individualized care plans for youth at-risk of emotional and behavioral disorders. Wraparound brings the student, family, school, agency staff members and informal supporters together as a team to develop a coordinated supports.
## Tier I: Universal SWPBIS Features

**NOTE:** This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subscale: Teams</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1.1 Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral 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. | • School organizational chart  
• Tier I team meeting minutes | 0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise  
1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%  
2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80% |
| 1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. | • Tier I team meeting agendas and minutes  
• Tier I meeting roles descriptions  
• Tier I action plan | 0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan  
1 = Tier I team has at least 2 but not all 4 features  
2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan |

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented
<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subscale: Implementation</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **1.3 Behavioral Expectations:** School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place. | • TFI Walkthrough Tool  
• Staff handbook  
• Student handbook | 0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number  
1 = Behavioral expectations identified but may not include a matrix or be posted  
2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations |
| **1.4 Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. | • TFI Walkthrough Tool  
• Professional development calendar  
• Lesson plans  
• Informal walkthroughs | 0 = Expected behaviors are not taught  
1 = Expected behaviors are taught informally or inconsistently  
2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations |
| **1.5 Problem Behavior Definitions:** School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. | • Staff handbook  
• Student handbook  
• School policy  
• Discipline flowchart | 0 = No clear definitions exist, and procedures to manage problems are not clearly documented  
1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems  
2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families |

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented
<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
</table>
| 1.6 **Discipline Policies:** School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. | • Discipline policy  
• Student handbook  
• Code of conduct  
• Informal administrator interview | 0 = Documents contain only reactive and punitive consequences  
1 = Documentation includes and emphasizes proactive approaches  
2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use |
| 1.7 **Professional Development:** A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. | • Professional development calendar  
• Staff handbook | 0 = No process for teaching staff is in place  
1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices  
2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices |
| 1.8 **Classroom Procedures:** Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. | • Staff handbook  
• Informal walkthroughs  
• Progress monitoring  
• Individual classroom data | 0 = Classrooms are not implementing Tier I  
1 = Classrooms are informally implementing Tier I but no formal system exists  
2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations |

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented
<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.9 Feedback and Acknowledgement:</strong></td>
<td>• TFI Walkthrough Tool</td>
<td>0 = No formal system for acknowledging students</td>
</tr>
<tr>
<td></td>
<td>• Staff handbook</td>
<td>1 = Formal system is in place and is used by at least 90% of staff OR received by at least 50% of students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.10 Faculty Involvement:</strong></td>
<td>• PBIS Self-Assessment Survey</td>
<td>0 = Faculty are not shown data at least yearly and do not provide input</td>
</tr>
<tr>
<td></td>
<td>• Informal surveys</td>
<td>1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both</td>
</tr>
<tr>
<td></td>
<td>• Staff meeting minutes</td>
<td>2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.11 Student/Family/Community Involvement:</strong></td>
<td>• Surveys</td>
<td>0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations</td>
</tr>
<tr>
<td></td>
<td>• Voting results from parent/family meeting</td>
<td>1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders</td>
</tr>
<tr>
<td></td>
<td>• Team meeting minutes</td>
<td>2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months</td>
</tr>
</tbody>
</table>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented
<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subscale: Evaluation</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **1.12 Discipline Data:** Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. | - School policy  
- Team meeting minutes  
- Student outcome data | 0 = No centralized data system with ongoing decision making exists  
1 = Data system exists but does not allow instantaneous access to full set of graphed reports  
2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student |
| **1.13 Data-based Decision Making:** Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making. | - Data decision rules  
- Staff professional development calendar  
- Staff handbook  
- Team meeting minutes | 0 = No process/protocol exists, or data are reviewed but not used  
1 = Data reviewed and used for decision-making, but less than monthly  
2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports |
| **1.14 Fidelity Data:** Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. | - School policy  
- Staff handbook  
- School newsletters  
- School website | 0 = No Tier I SWPBIS fidelity data collected  
1 = Tier I fidelity collected informally and/or less often than annually  
2 = Tier I fidelity data collected and used for decision making annually |

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented
<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
</table>
| **115 Annual Evaluation:** Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. | • Staff, student, and family surveys  
• Tier I handbook  
• Fidelity tools  
• School policy  
• Student outcomes  
• District reports  
• School newsletters | 0 = No evaluation takes place, or evaluation occurs without data  
1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders  
2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation |

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented
Scoring the SWPBIS Tiered Fidelity Inventory

The TFI generates scores reflecting the percentage of implementation for Tier I, Tier II, and Tier III core features. Scores are determined by calculating the percentage of possible points awarded for items in each tier (section). No weighting of items is included in this calculation (see below).

<table>
<thead>
<tr>
<th>Core Features</th>
<th>Items/ Points</th>
<th>Points Award/ Possible Points</th>
<th>Percentage of SWPBIS Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I</td>
<td>1-15 / 30 points</td>
<td>_____/ 30</td>
<td></td>
</tr>
<tr>
<td>Tier II</td>
<td>1-13 / 26 points</td>
<td>_____/ 26</td>
<td></td>
</tr>
<tr>
<td>Tier III</td>
<td>1-17 / 34 points</td>
<td>_____/ 34</td>
<td></td>
</tr>
</tbody>
</table>

Across time, a school may monitor progress on implementation of SWPBIS by tier as depicted in the simulated data for a school in the figure below. This sample school used the TFI to assess Tier I at six different points in time, Tier II during the last four points in time, and Tier III during the last three points in time.

The Inventory also provides a “by Item” report in the PBIS Assessment application, available at www.pbisassessment.org. This Item Report is the basis for Action Planning and is designed to facilitate the decision-making of a team as they identify (a) which items will be the focus of implementation efforts for the coming month, and (b) what the specific action(s) will be, who will lead in completing the action, and a date by which the action is expected to be completed. A sample action planning format is provided below.
Appendix A: SWPBIS Tiered Fidelity Inventory Walkthrough Tool

Overview

Purpose

This form is used as part of completing the SWPBIS Tiered Fidelity Inventory’s Tier I subscale. Use this form to interview a random selection of staff (at least 10% of staff or at least 5 for smaller schools) and students (minimum of 10). This process should take no more than 15 minutes.

Who Should Complete the Tool

It is recommended that this tool is completed by an individual who is external to the school (e.g., external coach, coordinator, evaluator). This use allows for the Tiered Fidelity Inventory to serve as more of an external evaluation than self-assessment. Alternatively, an individual from the school team may complete this tool if the purpose of assessment is for progress monitoring between external evaluations.

Procedure

Randomly select staff and students as you walk through the school. Use this page as a reference for all other interview questions. Use the interview form to record staff and student responses.

Staff Interview Questions

Interview at least 10% of staff or at least 5 for smaller schools

1. What are the __________________ (school rules, high 5’s, 3 bee’s)? (Define what the acronym means)
2. Have you taught the school rules/behavioral expectations this year?
3. Have you given out any ________ (rewards for appropriate behavior) since ________? (2 months ago)

Student Interview Questions

Interview a minimum of 10 students

1. What are the __________________ (school rules, high 5’s, 3 bee’s)? (Define what the acronym means
2. Have you received a ________ (reward for appropriate behavior) since ________? (2 months ago)
SWPBIS Tiered Fidelity Inventory Walkthrough Tool
Interview and Observation Form

School ________________________________

District ________________________________

Date __________

State _________

Data collector ____________________________

Name of School-wide Expectations:

____________________________

Name of Acknowledgment System:

____________________________

School-wide Expectations:

1. ______________________________________

2. ______________________________________

3. ______________________________________

4. ______________________________________

5. ______________________________________

### Staff Questions
(10% or at least 8 staff members)

<table>
<thead>
<tr>
<th>Staff Questions</th>
<th>Have you taught the school rules/ behavior expectations to students this year?</th>
<th>Have you given out any ________ since ________? (2 mos.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the (school rules)? Record the # of rules known.</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>1</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>2</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>3</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>4</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>5</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>6</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>7</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>8</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>9</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>10</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>11</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>12</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>13</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>14</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>15</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Questions
(at least 10 students)

<table>
<thead>
<tr>
<th>Student Questions</th>
<th>Have you received a ________ since ________?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the (school rules)? Record the # of rules known.</td>
<td>Y N</td>
</tr>
<tr>
<td>1</td>
<td>Y N</td>
</tr>
<tr>
<td>2</td>
<td>Y N</td>
</tr>
<tr>
<td>3</td>
<td>Y N</td>
</tr>
<tr>
<td>4</td>
<td>Y N</td>
</tr>
<tr>
<td>5</td>
<td>Y N</td>
</tr>
<tr>
<td>6</td>
<td>Y N</td>
</tr>
<tr>
<td>7</td>
<td>Y N</td>
</tr>
<tr>
<td>8</td>
<td>Y N</td>
</tr>
<tr>
<td>9</td>
<td>Y N</td>
</tr>
<tr>
<td>10</td>
<td>Y N</td>
</tr>
<tr>
<td>11</td>
<td>Y N</td>
</tr>
<tr>
<td>12</td>
<td>Y N</td>
</tr>
<tr>
<td>13</td>
<td>Y N</td>
</tr>
<tr>
<td>14</td>
<td>Y N</td>
</tr>
<tr>
<td>15</td>
<td>Y N</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>