

School: _____ Applying for: Bronze Silver Gold



**Ohio
PBIS
Network**

APPLICATION FOR RECOGNITION 2017

Positive Behavioral Interventions & Supports

The Ohio PBIS Network & State Support Teams identify schools that exemplify best practices in the implementation of Positive Behavioral Interventions and Supports (PBIS). A recognized school demonstrates best practices within its system, and also is open and transparent in the sharing of their knowledge and resources with other schools. In applying for recognition, the school agrees to external verification of its application data and confirms its openness to involvement with the Ohio PBIS facilitation/coaching supports.

PBIS Award level schools have easily identifiable characteristics and are consistent in their methods of: 1) maintaining organized team based planning, 2) maintaining high levels of administrative involvement and support, and 3) systematically collecting, reviewing and applying data using a problem-solving process. These schools do a superior job of enhancing their school climate and culture in support of students and their academic achievement. These schools recognize that improvement in student behavior and achievement requires changes in adult behavior and in school systems.

ESSENTIAL ELEMENTS FOR PBIS IMPLEMENTATION

- ◆ Consistent administrative leadership and involvement in support of PBIS.
- ◆ School has established team-based structures (e.g. TBT, BLT, DLT, or similar) that assess, problem solve and plan in support of PBIS.
- ◆ School has identified 3 to 5 behavioral expectations that are consistently supported throughout the school environments.
- ◆ Behavioral expectations are systematically and consistently taught and reviewed. There is a system to teach new students and new staff the behavioral expectations for the school.

ESSENTIAL ELEMENTS FOR PBIS IMPLEMENTATION

- ◆ A system of varied, creative and engaging reinforcements and rewards for desired behaviors is maintained.
- ◆ There is an organized system and approach to the correction of behavioral errors.
- ◆ Collaborative problem-solving and data-based decision making are processes utilized in all team-based structures.
- ◆ A multi-tiered system of support is available based upon identified student need.
- ◆ Practices are implemented in a culturally responsive manner.

Application Instructions

This completed application, along with the required OH PBIS School Profile Template (Appendix G), other attachments and supporting documents, must be submitted to the SST PBIS Contact Person by **HARD COPY (unless other arrangements have been made)** no later than June 15th to:

For SST PBIS Contact List by Region: <http://education.ohio.gov/Topics/School-Improvement/State-Support-Teams>

QUESTIONS? pbisohio@education.ohio.gov

SPECIAL NOTE: If your district has received a "findings" letter from the Office for Exceptional Children saying that your district has significant problems in the area of discipline for students with disabilities, you must show that your school is in compliance, and not contributing to the district's overall issue.

Completed Application is due by June 15th

OH PBIS Network Official Use:

Date Received: _____ Received by: _____ Completed Application: Yes/No

SST Region # _____ Bronze Silver Gold Award Certificate confirmed on this date: _____

The completed application package is due to the SST Regional PBIS Contact by **June 15th, 2017.**

School: _____ Applying for: Bronze Silver Gold

Award Levels:

Ohio PBIS Schools are recognized at three levels as briefly described below. Note, Silver and Gold Level Award applications require review and verification of an external facilitator.

Bronze Level Schools (Developing):

Bronze (Developing) level schools can document evidence of a comprehensive system of behavioral supports at Tier I with a TFI score of at least 70%. First year schools are only eligible for Bronze Level Recognition.

Silver Level Schools (Proficient):

Silver (Proficient) level schools must meet all the characteristics of Bronze level schools and implement with a higher level of fidelity. These schools also implement Tier II supports with a TFI score of at least 70%. Tier I and II supports are provided through a data-based problem solving process within existing team structures. Schools in year 2 of implementation or beyond are eligible for Silver Level Recognition.

Gold Level Schools (Accomplished):

Gold (Accomplished) level schools must meet all the characteristics of Bronze and Silver level schools and implement with the highest level of fidelity. These schools also maintain Tier II and Tier III supports with TFI scores of at least 70% at each tier. A multi-tiered system of support is provided through a data-based problem solving process within existing team structures. These schools can produce evidence of advanced tiers of PBIS implementation as a result of data-based decision making (pbisapps.org). Gold level schools can produce evidence of well-established systems to provide FBAs (Functional Behavioral Assessments), BIPs (Behavioral Intervention Plans), and inter-agency collaboration to meet the needs of all students. Gold level schools have a history of involvement and support of other schools in their efforts to develop PBIS supports. Schools in year 2 of implementation or beyond are eligible for Gold Level Recognition.

BRONZE Developing	SILVER Proficient	GOLD Accomplished
SWPBIS Tiered Fidelity Inventory (TFI) Score:		
70% on Tier 1	70% - 70% Tier 1 & Tier II	70% - 70% - 70% Tier I & Tier II & Tier III

Award Assessment Instrument:

Schools wishing to apply for Ohio PBIS Recognition will be utilizing the SWPBIS Tiered Fidelity Inventory (TFI). Please visit www.pbisapps.org for a complete description and tutorial for completion of this and other supporting tools (i.e., Self-Assessment Survey, School Safety Survey, etc.). Every school team is encouraged to involve a non-team member to facilitate objective completion of the TFI (e.g., external coach, internal coach from neighboring district, etc.). The involvement of a non-team member external to the district in completing the TFI is a requirement for Silver and Gold Application submission.

The SWPBIS Tiered Fidelity Inventory (TFI) is designed to provide one efficient yet valid and reliable instrument that can be used over time to guide both implementation and sustained use of School-wide PBIS. The inventory is completed by the school planning team(s), with the school's PBIS Coach present to provide clarification and consultation, producing three 'scores' indicating the extent to which Tier I, Tier II, and Tier III core features are in place. It is intended to guide both initial implementation and sustained use of SWPBIS, informing development of an action plan that guides team allocation of effort and resources to improve implementation. It is used by the Ohio PBIS Network to identify award level PBIS schools. **This is the required instrument.**

Your school Leadership Team will help determine which recognition level best fits your school's accomplishments.

School: _____ Applying for: Bronze Silver Gold

School Address _____

School phone _____

District _____ District/school coach _____

Email address _____ Phone _____

School Principal _____

Email address _____ Phone _____

PBIS Leadership Team Lead _____

Email address _____ Phone _____

Person(s) completing application _____

Email address _____ Phone _____

School website _____

Date application completed _____

How many years has the school been implementing SWPBIS? _____

Supporting Evidence

Provide samples, products, or examples as evidence of meeting each tiered item. Your evidence should be labeled and organized in order of the criteria listed, from Bronze to Silver to Gold. Please include statement(s) indicating how PBIS implementation has resulted in improved school outcomes (e.g., climate, culture, academics, attendance, etc.) and the evidence that supports these outcomes.

<input type="checkbox"/> BRONZE School: 1 st year implementing schools are only eligible for Bronze	
TFI Item Tier I	Possible Supporting Evidence
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.	<input type="checkbox"/> List of team members and role <input type="checkbox"/> School organizational chart <input type="checkbox"/> Tier I team meeting minutes <input type="checkbox"/> Other:
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.	<input type="checkbox"/> Tier I team meeting agendas and minutes <input type="checkbox"/> Tier I meeting roles descriptions <input type="checkbox"/> Tier I action plan <input type="checkbox"/> Other:
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.	<input type="checkbox"/> TFI Walkthrough Tool <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Student Handbook <input type="checkbox"/> Settings Expectations Matrix <input type="checkbox"/> Settings Expectations Poster(s) <input type="checkbox"/> Other:
1.4 Teaching Expectations Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	<input type="checkbox"/> TFI Walkthrough Tool <input type="checkbox"/> Professional Development Calendar <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Logistics/Teaching schedule <input type="checkbox"/> Informal walkthroughs <input type="checkbox"/> Other:
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.	<input type="checkbox"/> Staff Handbook <input type="checkbox"/> Student Handbook <input type="checkbox"/> School Policy <input type="checkbox"/> Office vs. Staff-Managed Discipline flowchart <input type="checkbox"/> Other:
1.6 Discipline Policies School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	<input type="checkbox"/> Discipline policy <input type="checkbox"/> Student Handbook <input type="checkbox"/> Code of Conduct <input type="checkbox"/> Informal administrator interview <input type="checkbox"/> Other:

<p>1.7 Professional Development</p> <p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development calendar <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Other:
<p>1.8 Classroom Procedures</p> <p>Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Informal walkthroughs <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Individual classroom data <input type="checkbox"/> Other:
<p>1.9 Feedback and Acknowledgement</p> <p>A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> TFI Walkthrough Tool <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Student Handbook <input type="checkbox"/> School Newsletters, website, etc. <input type="checkbox"/> Other:
<p>1.10 Faculty Involvement</p> <p>Faculty is shown school-wide data regularly and provides input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> PBIS Self-Assessment Survey <input type="checkbox"/> Informal surveys <input type="checkbox"/> Staff meeting minutes <input type="checkbox"/> Team meeting minutes <input type="checkbox"/> Other:
<p>1.11 Student/ Family/ Community/ Involvement</p> <p>Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Surveys <input type="checkbox"/> Voting results from parent/family meeting <input type="checkbox"/> Team meeting minutes <input type="checkbox"/> Other:
<p>1.12 Discipline Data</p> <p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School policy <input type="checkbox"/> Team meeting minutes <input type="checkbox"/> Student outcome data graphs <input type="checkbox"/> OH Big 5 Data Graph Generator <input type="checkbox"/> Other:
<p>1.13 Data-Based Decision Making</p> <p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data decision rules <input type="checkbox"/> Staff professional development calendar <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Team meeting minutes <input type="checkbox"/> Other:
<p>1.14 Fidelity Data</p> <p>Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School policy <input type="checkbox"/> Staff Handbook <input type="checkbox"/> School newsletters <input type="checkbox"/> School website <input type="checkbox"/> Other:
<p>1.15 Annual Evaluation</p> <p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff, student and family surveys <input type="checkbox"/> Tier 1 handbook <input type="checkbox"/> Fidelity tools <input type="checkbox"/> School policy <input type="checkbox"/> Student outcomes <input type="checkbox"/> OH PBIS School Profile Data Sheet <input type="checkbox"/> OH Big 5 Data Graph Generator <input type="checkbox"/> District reports <input type="checkbox"/> School newsletters <input type="checkbox"/> Other:

<input type="checkbox"/> SILVER School: (Schools in Year 2 or beyond) BRONZE criteria plus: Note: The involvement of a non-team member external to the district in completing the TFI is a requirement for Silver and Gold Application submission.	
TFI Item	Possible Supporting Evidence
Tier II 2.1 Team Composition Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.	<input type="checkbox"/> School organizational chart <input type="checkbox"/> Tier II team meeting minutes <input type="checkbox"/> Other:
2.2 Team Operating Procedures Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<input type="checkbox"/> Tier II team meeting agendas and minutes <input type="checkbox"/> Tier II meeting roles descriptions <input type="checkbox"/> Tier II action plan <input type="checkbox"/> Other:
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 students who require Tier II supports.	<input type="checkbox"/> Multiple data sources used (e.g., ODR's, time out of instruction, attendance, academic performance) <input type="checkbox"/> Team decision rubric <input type="checkbox"/> Team meeting minutes <input type="checkbox"/> School policy <input type="checkbox"/> Other:
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.	<input type="checkbox"/> School handbook <input type="checkbox"/> Request for assistance form <input type="checkbox"/> Family handbook <input type="checkbox"/> Other:
2.5 Options for Tier II Interventions Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student	<input type="checkbox"/> School Tier II handbook <input type="checkbox"/> Targeted Interventions Reference Guide <input type="checkbox"/> Other:
2.6 Tier II Critical Features Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).	<input type="checkbox"/> Universal lesson plans <input type="checkbox"/> Tier II lesson plans <input type="checkbox"/> Daily/weekly progress report <input type="checkbox"/> School schedule <input type="checkbox"/> School Tier II handbook <input type="checkbox"/> Other:
2.7 Practices Matched to Student Need A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).	<input type="checkbox"/> Data sources used to identify interventions <input type="checkbox"/> School policy <input type="checkbox"/> Tier II handbook <input type="checkbox"/> Needs assessment <input type="checkbox"/> Targeted Interventions Reference Guide <input type="checkbox"/> Other:

<p>2.8 Access to Tier I Supports</p> <p>Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Universal lesson plans and teaching schedule <input type="checkbox"/> Tier II lesson plans <input type="checkbox"/> Acknowledgement system <input type="checkbox"/> Family communication <input type="checkbox"/> Other:
<p>2.9 Professional Development</p> <p>A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development calendar <input type="checkbox"/> Staff handbook <input type="checkbox"/> Lesson plans for teacher trainings <input type="checkbox"/> School policy <input type="checkbox"/> Other
<p>2.10 Level of Use</p> <p>Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tier II enrollment data <input type="checkbox"/> Tier II team meeting minutes <input type="checkbox"/> Progress monitoring tool <input type="checkbox"/> Other:
<p>2.11 Student Performance Data</p> <p>Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student progress data [e.g., % of students meeting goal(s)] <input type="checkbox"/> Intervention Tracking Tool <input type="checkbox"/> Daily/Weekly Progress Report sheets <input type="checkbox"/> Family communication <input type="checkbox"/> Other:
<p>2.12 Fidelity Data</p> <p>Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tier II enrollment data <input type="checkbox"/> Tier II team meeting minutes <input type="checkbox"/> Progress monitoring tool <input type="checkbox"/> Other:
<p>2.13 Annual Evaluation</p> <p>At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff and student surveys <input type="checkbox"/> Tier II handbook <input type="checkbox"/> Fidelity tools <input type="checkbox"/> School policy <input type="checkbox"/> Student outcomes <input type="checkbox"/> District reports <input type="checkbox"/> Other:

<input type="checkbox"/> GOLD School: (Schools in Year 2 or beyond) BRONZE & SILVER criteria plus: Note: The involvement of a non-team member external to the district in completing the TFI is a requirement for Silver and Gold	
TFI Item	Possible Supporting Evidence
Tier III 3.1 Team Composition Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wrap-around, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels	<input type="checkbox"/> School organizational chart <input type="checkbox"/> Tier III team meeting minutes <input type="checkbox"/> Other:
3.2 Team Operating Procedures Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<input type="checkbox"/> Tier III team meeting agendas and minutes <input type="checkbox"/> Tier III meeting roles descriptions <input type="checkbox"/> Tier III action plan <input type="checkbox"/> Other:
3.3 Screening Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier III supports.	<input type="checkbox"/> School policy <input type="checkbox"/> Team decision rubric <input type="checkbox"/> Team meeting minutes <input type="checkbox"/> Other:
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.	<input type="checkbox"/> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) <input type="checkbox"/> Other:
3.5 Staffing An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports.	<input type="checkbox"/> Administrative plan <input type="checkbox"/> Tier III team meeting minutes <input type="checkbox"/> FTE (i.e., paid time) allocated to Tier III supports <input type="checkbox"/> Other:
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.	<input type="checkbox"/> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) <input type="checkbox"/> Other:
3.7 Professional Development A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	<input type="checkbox"/> Professional development calendar <input type="checkbox"/> Staff handbook <input type="checkbox"/> Lesson plans for teacher training <input type="checkbox"/> School policy <input type="checkbox"/> Other:
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).	<input type="checkbox"/> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) <input type="checkbox"/> Other:

<p>3.9 Academic, Social, and Physical Indicators</p> <p>Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.</p>	<p><input type="checkbox"/> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</p> <p><input type="checkbox"/> Other:</p>
<p>3.10 Hypothesis Statement</p> <p>Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.</p>	<p><input type="checkbox"/> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</p> <p><input type="checkbox"/> Other:</p>
<p>3.11 Comprehensive Support</p> <p>Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.</p>	<p><input type="checkbox"/> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</p> <p><input type="checkbox"/> Other:</p>
<p>3.12 Formal and Natural Supports</p> <p>Behavior support plan(s) requiring extensive and coordinated support (e.g., person 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.</p>	<p><input type="checkbox"/> At least one Tier III behavior support plan requiring extensive support (see GRI Tier III Support Plan Worksheet).</p> <p><input type="checkbox"/> Other:</p>
<p>3.13 Access to Tier I and Tier II Supports</p> <p>Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports</p>	<p><input type="checkbox"/> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</p> <p><input type="checkbox"/> Other:</p>
<p>3.14 Data System</p> <p>Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.</p>	<p><input type="checkbox"/> Reports to staff</p> <p><input type="checkbox"/> Staff meeting minutes</p> <p><input type="checkbox"/> Staff report</p> <p><input type="checkbox"/> Other:</p>
<p>3.15 Data-based Decision Making</p> <p>Each student’s individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.</p>	<p><input type="checkbox"/> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</p> <p><input type="checkbox"/> Other:</p>
<p>3.16 Level of Use</p> <p>Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.</p>	<p><input type="checkbox"/> Student progress data</p> <p><input type="checkbox"/> Tier III team meeting minutes</p> <p><input type="checkbox"/> Other:</p>
<p>3.17 Annual Evaluation</p> <p>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.</p>	<p><input type="checkbox"/> Tier III team meeting minutes</p> <p><input type="checkbox"/> Tier III team action plan</p> <p><input type="checkbox"/> Team member verbal reports</p> <p><input type="checkbox"/> Other:</p>