

Benchmarks for Advanced Tiers (BAT)
Action Plan

School: _____ **District:** _____ **State:** _____ **Date of Completion:** ____/____/____

Team Leader/Coordinator: _____

Team Members:

INSTRUCTIONS: Use the BAT to build an action plan for the school. For each item scored as a “1” or a “0”, determine the goal(s) for the team with regard to that item. Next, write down the tasks that need to be completed in order to have the item be fully in place and/or completed to a satisfactory level. Fill in the “Who” column by assigning responsibility for keeping work on this activity progressing to one or more individuals in the school. Prioritize the items by circling either “H” for High Priority, “M” for Medium Priority, or “L” for Low Priority. Write down the target date for having the item completed.

Priority Level: High (e.g., completed within 3 months) Medium (e.g., completed within 6-9 months) Low (e.g., goal to target for next year)



MiBLSi 3.9 BAT Action Plan

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) is a Mandated Activities Project (MAP), funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education, Office of Special Education.

Benchmarks for Advanced Tiers (BAT)
Action Plan

A Tier 1: Implementation of School-wide PBIS	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Priority Level & By When
<p>1. School-wide PBIS, Tier 1/Universal intervention is in place as measured by scores on the SET, BoQ, TIC, or PIC.</p> <p><u>Fully in Place:</u> 80%/80% on SET, 70% on BoQ or 80% on TIC or PIC</p>				<p align="center">H M L</p> <hr/>
<p>2. Team members agree that school-wide PBIS is in place and is implemented consistently by teachers and staff.</p> <p><u>Fully in Place:</u> Team members agree that school-wide PBIS is in place and is implemented consistently by over 80% of all teachers and staff.</p>				<p align="center">H M L</p> <hr/>
<p>3. A data system is in place for documenting office discipline referrals that includes (a) problem behavior, (b) time of day, (c) location, (d) possible motivation, (e) others involved, and (f) administrative decision taken as a result of the problem behavior.</p> <p><u>Fully in Place:</u></p>				<p align="center">H M L</p> <hr/>

Benchmarks for Advanced Tiers (BAT)
Action Plan

The system includes all 6 features.					
Tier 2-3: Foundations					
B	Commitment	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Priority Level & By When
4. There is crossover membership and/or communication that informs the Tier 1 team of the status of Tier 2 and Tier 3 supports. <u>Fully in Place:</u> Tier 1 team is aware of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.					H M L _____
5. A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports. <u>Fully in Place:</u> A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports (who should receive what support).					H M L _____
6. The number of students, program					H M L

Benchmarks for Advanced Tiers (BAT)
Action Plan

<p>fidelity, and progress of students receiving Tier 2 and Tier 3 supports is reported to faculty.</p> <p><u>Fully in Place:</u> The number of students, program fidelity, and progress of students is reported to faculty at least quarterly.</p>				<hr/>
<p>C Student Identification</p>	<p align="center">Our Goal(s)</p>	<p align="center">Task(s) Toward Achieving Our Goal(s)</p>	<p align="center">Who</p>	<p align="center">Priority Level & By When</p>
<p>7. The school uses a data-based process for identifying students who may need Tier 2 and Tier 3 supports.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Screening <input type="checkbox"/> ODRs <input type="checkbox"/> Request for Assistance <input type="checkbox"/> Nomination <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Other <p><u>Fully in Place:</u> At least 2 data sources are used to identify students for Tier 2 and Tier 3 supports at least twice a year.</p>				<p align="center">H M L</p> <hr/>
<p>8. All school staff have been trained in and know the process for requesting Tier 2 and Tier 3 support for students</p> <p><u>Fully in Place:</u> A documented process exists and staff are trained.</p>				<p align="center">H M L</p> <hr/>

Benchmarks for Advanced Tiers (BAT)
Action Plan

<p>9. Decisions about whether students get additional behavior support are made in a timely manner and staff are notified of decisions.</p> <p><u>Fully in Place:</u> Staff are notified of a decision within 10 days of making a referral.</p>				<p align="center">H M L</p> <hr/>
<p>10. Students receive support in a timely manner.</p> <p><u>Fully in Place:</u> Students begin receiving supports within 30 days of referral.</p>				<p align="center">H M L</p> <hr/>
<p>D Monitoring and Evaluation</p>	<p align="center">Our Goal(s)</p>	<p align="center">Task(s) Toward Achieving Our Goal(s)</p>	<p align="center">Who</p>	<p align="center">Priority Level & By When</p>
<p>11. The <i>teacher(s)</i> directly involved with students receiving Tier 2 and Tier 3 supports are notified about impact and changes to strategies.</p> <p><u>Fully in Place:</u> Teachers directly involved with Tier 2 and 3 supports are notified about changes to strategies immediately and the impact, weekly.</p>				<p align="center">H M L</p> <hr/>
<p>12. The <i>primary family members</i> of students receiving Tier 2 and 3 supports are notified about impact and changes to strategies</p> <p><u>Fully in Place:</u> Family members are notified about changes to strategies immediately and the impact, weekly.</p>				<p align="center">H M L</p> <hr/>

Benchmarks for Advanced Tiers (BAT)
Action Plan

Tier 2: Targeted Interventions					
E	Tier 2: Support System	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Priority Level & By When
13.	The administrator is updated about which students receive Tier 2 supports. <u>Fully in Place:</u> The administrator is informed at least monthly about which students are receiving Tier 2 supports.				H M L _____
E	Tier 2: Support Systems	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Priority Level & By When
14.	The Tier 2 team meets frequently. <u>Fully in Place:</u> A team meets at least every 2 weeks.				H M L _____
15.	The Tier 2 team is formally trained on practices and systems required for implementation of Tier 2 support. <u>Fully in Place:</u> 50% or more of members on Tier 2 team have received training on the interventions, the systems needed for implementation, and progress monitoring tools.				H M L _____
16.	Students receiving a Tier 2 strategy have full access to Tier 1 supports. <u>Fully in Place:</u>				H M L

Benchmarks for Advanced Tiers (BAT)

Action Plan

Students have been taught expectations and rules and have opportunities to receive acknowledgements through a Tier 1 system that is in place throughout the entire school.				
17. Tier 2 strategies are evaluated and updated regularly. <u>Fully in Place:</u> Strategies are evaluated at least once each year , reviewed, and updated or modified as needed, based on team discussion.				H M L
F Main Tier 2 Strategy Implementation Items 18-31 (gray shading) are to be completed for the most common Tier 2 strategy in use at your school.				
**The Tier 2/Targeted Intervention most often used in my school is _____ . (fill in)	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Priority Level & By When
18. There are personnel identified to coordinate and deliver the Tier 2 strategy. <u>Fully in Place:</u> There is an adequate number of staff and those staff members have sufficient time to coordinate and deliver this intervention with fidelity.				H M L
19. The Tier 2 strategy is consistent with school-wide expectations. <u>Fully in Place:</u> The Tier 2 strategy includes or references the school-wide expectations.				H M L

Benchmarks for Advanced Tiers (BAT)
Action Plan

<p>20. The Tier 2 strategy is established within the school and does not need unique development for each participating student.</p> <p><u>Fully in Place:</u> The Tier 2 strategy is in place and can be applied to groups of students consistently.</p>				<p align="center">H M L</p> <hr/>
<p>21. The Tier 2 strategy includes a formal process for teaching appropriate behaviors.</p> <p><u>Fully in Place:</u> In this strategy, there is a documented formal process for teaching appropriate behaviors.</p>				<p align="center">H M L</p> <hr/>
<p>**The Tier 2/Targeted Intervention most often used in my school is _____ . (fill in)</p>	<p align="center">Our Goal(s)</p>	<p align="center">Task(s) Toward Achieving Our Goal(s)</p>	<p align="center">Who</p>	<p align="center">Priority Level & By When</p>
<p>22. The Tier 2 strategy includes regular opportunities for students to perform appropriate behaviors.</p> <p><u>Fully in Place:</u> The strategy provides regular opportunities for students to perform appropriate behaviors.</p>				<p align="center">H M L</p> <hr/>
<p>23. The Tier 2 strategy uses accurate and objective data to adapt, modify, and improve support.</p> <p><u>Fully in Place:</u> The strategy uses accurate and objective data to adapt, modify, and improve support.</p>				<p align="center">H M L</p> <hr/>
<p>24. The Tier 2 strategy includes frequent</p>				<p align="center">H M L</p>

Benchmarks for Advanced Tiers (BAT)
Action Plan

communication with the family. <u>Fully in Place:</u> The strategy includes weekly communication with the family.				_____
25. The Tier 2 strategy has written materials that describe the core features, functions, and systems of the strategy. <u>Fully in Place:</u> Written materials exist to describe the core features, functions, and systems of the strategy.				H M L _____
**The Tier 2/Targeted Intervention most often used in my school is _____. (fill in)	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Priority Level & By When
26. The Tier 2 strategy includes orientation material and procedures for the staff, substitutes, families and volunteers. <u>Fully in Place:</u> Orientation materials and procedures exist for the staff, substitutes, families and volunteers.				H M L _____
27. The Tier 2 strategy is efficient. <u>Fully in Place:</u> Requires no more than 10 minutes per instructional staff person, per day.				H M L _____
G Main Tier 2: Strategy	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Priority Level & By When

Benchmarks for Advanced Tiers (BAT)
Action Plan

Monitoring and Evaluation				
<p>28. An information system is used to monitor the impact of the Tier 2 strategy.</p> <p><u>Fully in Place:</u> A data-based system is in place that allows for daily collection of behavior ratings and weekly monitoring of behaviors.</p>				<p align="center">H M L</p> <hr/>
<p>G Main Tier 2: Strategy Monitoring and Evaluation</p>	<p align="center">Our Goal(s)</p>	<p align="center">Task(s) Toward Achieving Our Goal(s)</p>	<p align="center">Who</p>	<p align="center">Priority Level & By When</p>
<p>29. There are documented decision rules to decide which students access the strategy and the process is implemented consistently.</p> <p><u>Fully in Place:</u> There are documented decision rules to decide which students access the strategy and the process is implemented consistently.</p>				<p align="center">H M L</p> <hr/>
<p>30. Documented decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 strategy.</p> <p><u>Fully in Place:</u></p>				<p align="center">H M L</p> <hr/>

Benchmarks for Advanced Tiers (BAT)
Action Plan

Documented decision rules determine how the strategy affects a student and include (a) monitoring, (b) modifying, and (c) ending a strategy.				
31. Fidelity of the Tier 2 strategy is assessed. <u>Fully in Place:</u> The Tier 2 strategy is evaluated at least once a year to ensure it is implemented as designed.				H M L _____
H Tier 3: Intensive Support Systems	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Priority Level & By When
32. A team builds and implements Tier 3 behavior support plans. <u>Fully in Place:</u> There is a formal team that is responsible for building and implementing Tier 3 behavior support plans.				H M L _____
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). <u>Fully in Place:</u> Support team includes members that represent expertise in all 3 areas: school				H M L _____

Benchmarks for Advanced Tiers (BAT)
Action Plan

systems, student, and behavioral theory.				
34. A person is identified to coordinate Tier 3 supports. <u>Fully in Place:</u> A coordinator with behavioral expertise and adequate FTE is identified.				H M L <hr/>
35. The administrator is a member of the Tier 3 implementation team. <u>Fully in Place:</u> The administrator participates in most activities of the Tier 3 team.				H M L <hr/>
H Tier 3: Intensive Support Systems	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Priority Level & By When
36. Tier 3 team members have sufficient formal training in implementation of the Tier 3 support system. <u>Fully in Place:</u> Tier 3 team members have sufficient training and support to implement Tier 3 supports with fidelity.				H M L <hr/>
37. The Tier 3 team receives annual staff development in Tier 3 procedures. <u>Fully in Place:</u> At least 50% of the team receives staff development related to Tier 3 procedures every year.				H M L <hr/>
38. The team has an efficient and accurate data system for monitoring Tier 3 impact.				H M L <hr/>

Benchmarks for Advanced Tiers (BAT)
Action Plan

<p><u>Fully in Place:</u> There is a system to collect data daily and graphically monitor/analyze (at least bi-monthly) student behaviors for each student receiving Tier 3 support.</p>				
<p>39. The team reviews the Tier 3 process and considers modifications, as needed.</p> <p><u>Fully in Place:</u> The team reviews the impact of Tier 3 process each year, and modifies the process as needed.</p>				<p>H M L</p> <hr/>
<p>H Tier 3: Intensive Support Systems</p>	<p>Our Goal(s)</p>	<p>Task(s) Toward Achieving Our Goal(s)</p>	<p>Who</p>	<p>Priority Level & By When</p>
<p>40. The school has personnel to implement Tier 3 supports.</p> <p><u>Fully in Place:</u> Adequate staff is available to support students identified as needing Tier 3 support.</p>				<p>H M L</p> <hr/>
<p>41. The school facilitates involvement of family members of students receiving Tier 3 supports.</p> <p><u>Fully in Place:</u> The school makes considerable efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.</p>				<p>H M L</p> <hr/>
<p>42. All faculty and staff are oriented to</p>				<p>H M L</p>

Benchmarks for Advanced Tiers (BAT)
Action Plan

<p>Tier 3 support implementation.</p> <p><u>Fully in Place:</u> There is a specific process for providing all faculty and staff with orientation to Tier 3 support process, and all staff are aware of their roles in Tier 3 supports.</p>				<p>_____</p>
<p>H Tier 3: Intensive Support Systems</p>	<p align="center">Our Goal(s)</p>	<p align="center">Task(s) Toward Achieving Our Goal(s)</p>	<p align="center">Who</p>	<p align="center">Priority Level & By When</p>
<p>43. Students receiving Tier 3 support also have access to Tier 1 and/or Tier 2 supports.</p> <p><u>Fully in Place:</u> All students accessing Tier 3 have received ongoing lessons on expectations, have had access to the reward system, and have had Tier 2 supports when appropriate.</p>				<p align="center">H M L</p> <p>_____</p>
<p>I Tier 3: Assessment and Plan Development</p>	<p align="center">Our Goal(s)</p>	<p align="center">Task(s) Toward Achieving Our Goal(s)</p>	<p align="center">Who</p>	<p align="center">Priority Level & By When</p>
<p>44. The problem behaviors are operationally defined.</p> <p><u>Fully in Place:</u> The problem behaviors for all FBAs are measureable and observable.</p>				<p align="center">H M L</p> <p>_____</p>

Benchmarks for Advanced Tiers (BAT)

Action Plan

<p>45. The problem statements (summary statement) define three components: antecedent(s), behavior(s), and consequence(s).</p> <p><u>Fully in Place:</u> Summary statements from the FBAs include all three components.</p>				<p style="text-align: center;">H M L</p> <hr style="width: 10%; margin: auto;"/>
<p>I Tier 3: Assessment and Plan Development</p>	<p>Our Goal(s)</p>	<p>Task(s) Toward Achieving Our Goal(s)</p>	<p>Who</p>	<p>Priority Level & By When</p>
<p>46. Behavior intervention plans (BIPs) are developed by a team of individuals with documented knowledge about (a) the school context, (b) the student, and (c) behavioral theory.</p> <p><u>Fully in Place:</u> All BIPs are developed by teams with expertise in all 3 areas: school systems, student, and behavioral theory.</p>				<p style="text-align: center;">H M L</p> <hr style="width: 10%; margin: auto;"/>
<p>47. The Tier 3 approach includes procedures that allow a continuum of strategies to match student needs (e.g. single-element interventions, multi-component interventions, wrap around, life-style enhancement, medical supports).</p> <p><u>Fully in Place:</u> A range of Tier 3 supports are available for students, ranging from simple to</p>				<p style="text-align: center;">H M L</p> <hr style="width: 10%; margin: auto;"/>

Benchmarks for Advanced Tiers (BAT)

Action Plan

complex.					
<p>48. Behavior intervention plans (BIPs) include a problem statement (summary statement) with (a) operational definition of problem behavior(s), (b) antecedent events, and (c) consequences that maintain the problem behavior.</p> <p><u>Fully in Place:</u> Summary statements from FBAs include all 3 components for all BSPs.</p>				<p>H M L</p> <hr/>	
I	Tier 3: Assessment and Plan Development	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Priority Level & By When
<p>49. Based on an FBA, the BIPs include strategies for <i>preventing problem behavior</i>, if appropriate.</p> <p><u>Fully in Place:</u> Over 80% of BIPs include prevention strategies.</p>					<p>H M L</p> <hr/>
<p>50. Based on an FBA, the BIPs include strategies for <i>minimizing reward of problem behavior</i>, if appropriate.</p> <p><u>Fully in Place:</u> Over 80% of BIPs include strategies to minimize rewards for problem behavior.</p>					<p>H M L</p> <hr/>
<p>51. Based on an FBA, the BIPs include strategies for <i>rewarding appropriate behavior</i>, if appropriate.</p> <p><u>Fully in Place:</u> Over 80% of BIPs include reward strategies.</p>					<p>H M L</p> <hr/>

Benchmarks for Advanced Tiers; October 2009

Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, & Spaulding
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Action Plan; December 7, 2009

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Action Plan

<p>52. Based on an FBA, the BIPs include strategies for <i>ensuring physical safety</i>, if appropriate.</p> <p><u>Fully in Place:</u> Over 80% of BIPs include strategies for ensuring safety.</p>				<p style="text-align: center;">H M L</p> <p style="text-align: center;">_____</p>
<p>53. BIPs include a formal action plan for developing, teaching, coaching, and supporting the core elements of the Tier 3 strategies.</p> <p><u>Fully in Place:</u> Over 80% of BIPs include a documented action plan.</p>				<p style="text-align: center;">H M L</p> <p style="text-align: center;">_____</p>
<p>J Tier 3: Monitoring and Evaluation</p>	<p>Our Goal(s)</p>	<p>Task(s) Toward Achieving Our Goal(s)</p>	<p>Who</p>	<p>Priority Level & By When</p>
<p>54. The team formally progress monitors impact of each Tier 3 support plan.</p> <p><u>Fully in Place:</u> Data are collected daily and graphed for analysis (at least twice per month) for each student receiving Tier 3 support.</p>				<p style="text-align: center;">H M L</p> <p style="text-align: center;">_____</p>
<p>55. Data collected on student behavior is used to assess intervention effects and make modifications as needed.</p> <p><u>Fully in Place:</u> Data collected on student behavior is used to assess intervention effects and make modifications as needed and this occurs at least every other week.</p>				<p style="text-align: center;">H M L</p> <p style="text-align: center;">_____</p>
<p>56. Intervention plans include a process for monitoring fidelity of implementation.</p>				<p style="text-align: center;">H M L</p>

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Benchmarks for Advanced Tiers (BAT)
Action Plan

<p><u>Fully in Place:</u> Intervention plans contain a process for monitoring how well an intervention is implemented at least every 2 weeks.</p>				<p align="center">_____</p>
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Additional Tier 2 Strategy Implementation		Items 18-31 (gray shading) may be repeated for the other Tier 2 strategies in use at your school for evaluation and planning purposes.		
**Another Targeted Intervention often used in my school is _____ . (fill in)	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Priority Level & By When
<p>18. There are personnel identified to coordinate and deliver the Tier 2 strategy.</p> <p><u>Fully in Place:</u> There is an adequate number of staff and those staff members have sufficient time to coordinate and deliver this intervention with fidelity.</p>				<p align="center">H M L</p> <p align="center">_____</p>
<p>19. The Tier 2 strategy is consistent with school-wide expectations.</p> <p><u>Fully in Place:</u> The Tier 2 strategy includes or references the school-wide expectations.</p>				<p align="center">H M L</p> <p align="center">_____</p>

Benchmarks for Advanced Tiers (BAT)

Action Plan

<p>20. The Tier 2 strategy is established within the school and does not need unique development for each participating student.</p> <p><u>Fully in Place:</u> The Tier 2 strategy is in place and can be applied to groups of students consistently.</p>				<p style="text-align: center;">H M L</p> <hr style="width: 100%;"/>
<p>**Another Targeted Intervention often used in my school is _____ . (fill in)</p>	<p>Our Goal(s)</p>	<p>Task(s) Toward Achieving Our Goal(s)</p>	<p>Who</p>	<p>Priority Level & By When</p>
<p>21. The Tier 2 strategy includes a formal process for teaching appropriate behaviors.</p> <p><u>Fully in Place:</u> In this strategy, there is a documented formal process for teaching appropriate behaviors.</p>				<p style="text-align: center;">H M L</p> <hr style="width: 100%;"/>
<p>22. The Tier 2 strategy includes regular opportunities for students to perform appropriate behaviors.</p> <p><u>Fully in Place:</u> The strategy provides regular opportunities for students to perform appropriate behaviors.</p>				<p style="text-align: center;">H M L</p> <hr style="width: 100%;"/>
<p>23. The Tier 2 strategy uses accurate and objective data to adapt, modify, and improve support.</p> <p><u>Fully in Place:</u> The strategy uses accurate and objective</p>				<p style="text-align: center;">H M L</p> <hr style="width: 100%;"/>

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data to adapt, modify, and improve support.				
<p>24. The Tier 2 strategy includes frequent communication with the family.</p> <p><u>Fully in Place:</u> The strategy includes weekly communication with the family.</p>				<p align="center">H M L</p> <hr/>
<p>**Another Targeted Intervention often used in my school is _____. (fill in)</p>	<p align="center">Our Goal(s)</p>	<p align="center">Task(s) Toward Achieving Our Goal(s)</p>	<p align="center">Who</p>	<p align="center">Priority Level & By When</p>
<p>25. The Tier 2 strategy has written materials that describe the core features, functions, and systems of the strategy.</p> <p><u>Fully in Place:</u> Written materials exist to describe the core features, functions, and systems of the strategy.</p>				<p align="center">H M L</p> <hr/>
<p>26. The Tier 2 strategy includes orientation material and procedures for the staff, substitutes, families and volunteers.</p> <p><u>Fully in Place:</u> Orientation materials and procedures exist for the staff, substitutes, families and volunteers.</p>				<p align="center">H M L</p> <hr/>

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Action Plan

<p>27. The Tier 2 strategy is efficient.</p> <p><u>Fully in Place:</u> Requires no more than 10 minutes per instructional staff person, per day.</p>				<p align="center">H M L</p> <hr/>
<p align="center">Additional Tier 2: Strategy Monitoring and Evaluation</p>	<p align="center">Our Goal(s)</p>	<p align="center">Task(s) Toward Achieving Our Goal(s)</p>	<p align="center">Who</p>	<p align="center">Priority Level & By When</p>
<p>28. An information system is used to monitor the impact of the Tier 2 strategy.</p> <p><u>Fully in Place:</u> A data-based system is in place that allows for daily collection of behavior ratings and weekly monitoring of behaviors.</p>				<p align="center">H M L</p> <hr/>
<p>29. There are documented decision rules to decide which students access the strategy and the process is implemented consistently.</p> <p><u>Fully in Place:</u> There are documented decision rules to decide which students access the strategy and the process is implemented consistently.</p>				<p align="center">H M L</p> <hr/>

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Action Plan

<p>30. Documented decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 strategy.</p> <p><u>Fully in Place:</u> Documented decision rules determine how the strategy affects a student and include (a) monitoring, (b) modifying, and (c) ending a strategy.</p>				<p align="center">H M L</p> <hr/>
<p>31. Fidelity of the Tier 2 strategy is assessed.</p> <p><u>Fully in Place:</u> The Tier 2 strategy is evaluated at least once a year to ensure it is implemented as designed.</p>				<p align="center">H M L</p> <hr/>